

The Intentional Frame as a Text Organisation Pattern

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1. Introduction

In this paper I will try to modify Michael Hoey's theory on the Problem-Solution pattern¹ in order to make it more suitable for the description of news articles which are, unlike most of the texts analysed by Hoey, filled with reported message. The modification is attempted by positing a special type of clause relational complex which I tentatively name the Intentional Frame². I will characterize it as a type of quasi-logical relation which is variously evaluated according to its different communicational functions mainly on what Susan Hunston (2000) calls the Interactive Plane³.

2. Non-linear logical relations

One aspect of Hoey's S-P-R-E pattern which I want to modify is related to its linear feature. It may be argued that the S-P-R-E pattern is not a linear structure at all. Indeed, the pattern is described as a "non-linear" structure in many respects:

- a) A negative evaluation of a response expects another response to the problem, thus the pattern might be recycled.
- b) The pattern has now incorporated the notion of participant attribution. It can specify, for example, whose evaluation is at issue. (2001:135) It can also explain the "interlocking pattern" of texts which include numerous protagonists with different viewpoints: one protagonist's solution may be another's problem.
- c) The diagram Hoey uses "represents the pattern not the order of occurrence of the elements." Various questions used to elucidate the relation of the elements, such as "What was the problem?", "What did he do about it?", "How effective was it?" might be answered in different order.
- d) Hoey presents a "matrix analysis" which can show the interaction of two kinds of relation: the problem-solution and the matching relations.

These features of the pattern and the development of its analytical device have certainly

¹ The Problem-Solution pattern is a type of text organisation pattern which is prevalently identified in written text. It may rather simplistically be explained as semantic relations among parts of written text, each of which respectively functions as the *situation*, *problem*, *response/solution* and *evaluation* element of the pattern. Henceforth, it is referred to as the S-P-R-E pattern. For various notions related to the Problem-Solution pattern, see Hoey (1979,1983,2001), Jordan (1980), Winter (1977) and Proctor (1988).

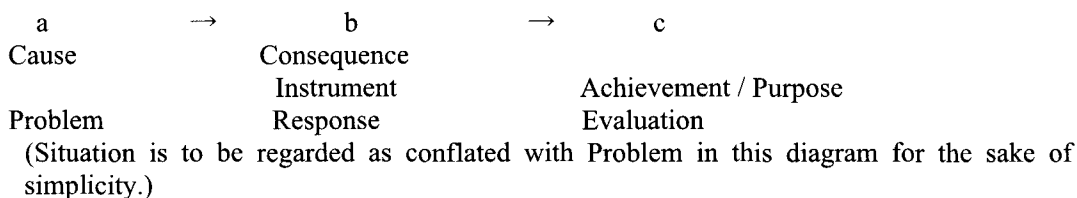
² The definition of the term *frame* varies among different researchers. By the term I mean a text organisational template and I use it synonymously with another notion, the macro-structure, of which definition is found in van Dijk and Kintsch(1983).

³ The notion of the Interactive Plane as opposed to another notion of the Autonomous Plane was first discussed in detail by Sinclair (1981).

added on the explanatory power of the theory and made it applicable to the analysis of various types of text. However, the linear feature of the pattern I would like to discuss here is about its quasi-logical relation among the elements of the pattern.

Hoey (1983:56) describes the logical relation among the Problem, Response and Evaluation (New Situation as Result) elements of the pattern as a special combination between two types of clause relation⁴: Cause-Consequence and Instrument-Achievement/Purpose. Though each of them can be semantically complete by itself, the two types of clause relation might be combined in a special way to construct a larger set of relations, that is, the S-P-R-E pattern. To explain this combination Hoey proposes what he calls mapping conditions which characterise each element of the pattern in terms of the elements of the underlying clause relations. Response, for example, is understood both as a type of Consequence and Instrument at the same time. This feature of Response shows its function as the hub of the pattern which links Problem, i.e., a type of Cause, and Evaluation, i.e., a type of Achievement/Purpose. Response also includes the role of agent. For the present purpose of my discussion, it is not necessary to look into the details of each mapping condition. It is important, however, to note that the elements of the pattern are linearly defined in the sense that two logical sequence relations⁵ are connected. If we assume three parts of discourse, a, b and c, the analysis of the pattern will be diagrammatically represented as follows:

Figure 1



This figure is designed for showing the linear connection of the two types of clause relation. At the same time, it can be seen as showing different sets of labels assigned to the same parts of discourse. The labels may be simply regarded as different ways to refer to the same chain of logical relation from a logical point of view. In natural language, however, labelling is a totally different matter. The parts of discourse cannot simply be represented as a, b, and c. Neither can the relation among them be represented as logical entailment or simple arrows. Labelling in natural language is a type of evaluation (Hunston:2000). Labels such as Consequence, Instrument and Response are names given to specially evaluated parts of discourse. Hoey discusses the importance of evaluation as follows:

Strictly speaking, all signals, whether in signalling sentences, clauses or phrases, are all evaluative, though not at the level of the over-all organisation. (1983:55)

Thus, the elements of the pattern are more explicitly shown as various types of evaluation: Problem is defined as Evaluation of Situation as Problem; Response is defined as Evaluation of Situation as Response, etc. The point to be discussed is, then, whether referents of the labels are clearly defined or not: for example, what is evaluated as Situation should be

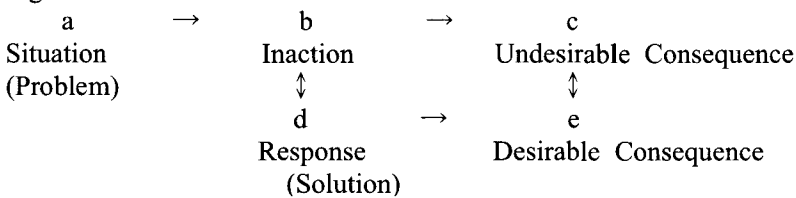
⁴ For the most comprehensive discussion on the notion of clause relation see Winter (1977). Most basically, it is a binary relation between two clauses, each of which is often assigned a membership name such as cause, effect, condition, consequence, means, purpose, etc.

⁵ Logical sequence relation is based on time sequence between two clauses. It is the general name for one of the two categories of clause relation. The other category is the matching relation which is not based on time sequence but on comparison.

clearly defined. This point, however, is more related to another modification of Hoey's theory I would like to discuss later. Here, attention should be focused on the fact that whatever is evaluated in the pattern is ultimately regarded as two combined logical sequence relations.

The modification I propose is about the linear logical relation $a \rightarrow b \rightarrow c$, of which b is evaluated as Response. The proposal is based on the observation that in many of the news articles I analysed in terms of the S-P-R-E pattern the clause regarded as Response was more appropriately defined in terms of a non-linear relational complex than in terms of the linear $a \rightarrow b \rightarrow c$ sequence. The non-linear relational complex, which I tentatively name the Intentional Frame, is prevalently identified in the type of discourse I have been analysing: news articles with headlines including various speech act verbs. Below is the diagrammatic representation of the Intentional Frame:

Figure 2



Before looking into an authentic text, let me explain the general features of this relational complex. The presence of a speech act verb in the headline of a news article usually has a significant effect on the organisation of the text in such a way that the intention of the addressor, i.e. the performer of the speech act, is directly reflected as the organisational factor. The addressor is reported as performing the speech act in order to share his view on a possible course of action with the addressee. First, let me describe the relational chain a-b-c of Figure 2:

Situation \rightarrow Inaction \rightarrow Undesirable Consequence

It is a special type of cause-consequence chain, which includes the addressor's evaluation of the elements. Situation refers to some facts. It is negatively evaluated and regarded as Problem. However, it might also be indirectly assigned a negative value as a cause of Undesirable Consequence which is predicted as a result of Inaction. Undesirable Consequence is the predicted state that is expected at the time of speech act performance. It is the state that will result if no appropriate actions are taken. The "undesirable" state includes a situation where a possible benefit is not acquired because of inaction. This relational chain might be understood as the motivation for the speech act. The chain might be described as "In face of this situation inaction will result in the undesirable consequence."

Now let me turn to the d-e chain of Figure 2:

Response (Solution)-Desirable Consequence

It is a special type of means-purpose (Hoey's Instrument-Achievement) relation prompted by the motivation mentioned above. In order to avoid the Undesirable Consequence or acquire Desirable Consequence, the addressee or addressor must take some action, which is regarded as Response/Solution.

Attention should be drawn to further logical relation established in the proposed frame. One important point to be noted about the intentional frame is that there is contradictory relation between b (action/response) and d (inaction), and between c (undesirable consequence) and e (desirable consequence). This allows the two linear logical chains, a-b-c and d-e, to be combined as an informal logical structure:

If Inaction, then Undesirable Consequence is predicted. Desirable Consequence is wanted/Undesirable Consequence is not wanted. Therefore, an action (Response) should

be taken.

If Inaction, then Undesirable Consequence is predicted. Action (Response) should be taken so that Desirable Consequence will be achieved.

Because of such logical structure, specification of some elements will lead to the expectation of the other elements of the Intentional Frame.

The speech act verbs in headlines of news articles, such as, *recommend*, *warn*, *predict*, *promise*, *condemn*, etc., often have a strong effect on the organisation of the whole text. The main part of the information in such news articles are, like in many other types of news articles, mainly based on reporting of some protagonists' speech. Interestingly, some types of speech act verbs are particularly oriented towards the specification of some element of the intentional frame. For example, the lexical item *warn* in the headline activates the intentional frame with the element, Undesirable Consequence, specified and highlighted. The other elements of the frame are strongly expected to be specified in the rest of the text though some of them may remain implicit. Similarly, *recommend* specifies Response, and *promise* often specifies Desirable Consequence. *Predict* also activates the frame: when the reported proposition is negatively valued, it specifies Undesirable Consequence like *warn*; when the reported proposition is positively valued, it specifies Desirable Consequence like *promise*. *Condemn* evaluates Situation as Problem or Consequence as Undesirable Consequence. The element of Inaction is often realised in an expression such as *Mellor warns of meltdown unless leader is dumped*. In this headline of an article Undesirable Consequence (meltdown, i.e., Tory's decline in the politics) and Response (leader is dumped) are specified with Inaction inferred logically from Response: not dumping the leader.

3. The Intentional Frame in real text

So far I have discussed the first modification I am proposing without showing any text. Now it is time to talk about the Intentional Frame in terms of a real text. I will identify the elements of the frame in the text and describe them in comparison with the S-P-R-E pattern in order to show the points of modification. However, the discussion at this stage cannot help being imperfect since various notions of evaluation (Hunston: 2000), which must be incorporated to characterise the essential features of text at a different level of accuracy, are omitted at this stage. They are related to the second modification of the theory I would like to discuss later.

Text 1

(1) Heads predict weeks of exam chaos

Cassidy, Sarah

(2) Headteachers are warning that schools face another summer of exam chaos as a shortage of markers threatens to undermine the credibility of results.

(3) Exam boards admitted yesterday that they are still short of hundreds of markers even though the exam season starts this week. (4) Heads have described the shortage as an "outrage" and called for an urgent review of the number of public exams students take.

(5) They are concerned that standards could be jeopardised if boards are forced to hire second-rate markers; (6) and they cite Edexcel board's recent decision to hire trainee teachers to mark GCSE scripts as a sign that the system is reaching crisis point.

(7) One headteachers' leader said it was "panic stations" and called on the Government to review the "overloaded" exam system. (8) Last summer, many students did not receive their

results on time, partly because of a shortage of markers.

(9) John Dunford of the Secondary Heads Association said: "All the exam boards are having considerable difficulty recruiting examiners. (10)The Government needs to conduct an urgent review in order to reduce the burden."

(11) David Hart of the National Association of Head Teachers said the decision to recruit students as markers showed that "it is clearly panic stations at the exam boards. (12)The effect will be intolerable pressure on students, teachers and heads. (13)These exams are so important to students' life chances. (14)This is an outrage. (15)They are still subject to quite unacceptable levels of error, which I think is a scandal".

(16) New AS-level exams have increased the numbers of papers sat by students and the number of examiners needed. (17)However, the boards maintained that the vast majority of staff were in place and that no student should be disadvantaged this summer. (18)John Milner of the Joint Council for General Qualifications, the umbrella body which represents the exam boards, said: "We have probably recruited nearly 97.5 per cent of the 50,000 examiners we need."

23 March 2002, *The Independent*, p.8 (The numbers preceding sentences in the text are added for referential purposes. Spaces between paragraphs reflect those in the original text.)

In this type of news article, speech act verbs of the headline or the lead activate the intentional frame and highlight some of its elements. It works as a kind of template of which elements are identified in the rest of the article based on its logical relation. In this example, the speech act verbs *predict* in (1) and *warn* in (2) play this role. In (1) *predict* has *chaos* as part of its object. When what is predicted is negatively evaluated, *predict* is usually understood as providing the frame with Undesirable Consequence. It is further specified by the complement clause of *warning*, i.e., *school faces another summer of exam chaos*. *Warn* is also a speech act verb whose main function is to provide the frame with Undesirable Consequence. In (2) *a shortage of markers threatens to undermine the credibility of results* includes a cause-consequence relation, which can be seen as providing the current frame with Problem and Undesirable Consequence. The relation might be described as *a shortage of markers* (Problem)→(Inaction only implied)→*the credibility of results be undermined* (Undesirable Consequence). Since the Undesirable Consequence element has already been provided, it is understood as a further specification. Because of the logical relation of the frame, Desirable Consequence can also be inferred: it must be some information contradictory to *exam chaos or the undermining of the credibility of the results*.

(1) and (2) thus analysed, two points have to be made. First, the information that functions as each element of the frame is not necessarily a clause or a unit that includes an explicit subject and its predicate. This is the case where the noun phrase *exam chaos* is identified as Undesirable Consequence and another noun phrase *a shortage of markers* is identified as Problem. This means that the identification of the elements depends on the logical relation among sets of evaluation and not among particular grammatical units. The evaluation of some situation as *a shortage of markers* presents a problem while the evaluation of its resultant situation as *exam chaos* presents an undesirable consequence in the discourse world.

The second point to be noted is that specification of the element is accumulative in that the same element is considered to be repeatedly expressed with some new information added. *Exam chaos* in (1) is specified by *schools face another summer of exam chaos* in (2), which

is further specified by the expression in the same sentence *undermine the credibility of results*. The last specification is understood as such since both *exam chaos* and *undermining of the credibility of results* are the consequence of the same problem, i.e. *a shortage of markers*. Since the information functioning as these elements is attributed to one and the same source, i.e., head teachers, this kind of accumulative specification may not need a particular mentioning. As will be seen later, however, even information attributed to different sources is often understood in terms of the logic of the intentional frame activated in the preceding part of the text, which leads to the establishment of a group of protagonists sharing the same viewpoint.

In (3) *they (exam boards) are still short of hundreds of markers even though the exam season starts this week* specifies Problem of the current frame. The information source of (3), however, is not head teachers but the exam boards. The attitudinal meaning of *admit* implies that the exam boards are not sharing the same viewpoint with the head teachers, which becomes clear later in the text. In spite of the difference in viewpoints between the two parties, both the context and expressions, such as, *still short of* and *even though*, direct the reader to interpret the clause as Problem of the current frame. In contrast, probably the same situation, i.e., *a shortage of hundreds of markers*, is positively expressed as *97.5 per cent of the 50,000 examiners* in (17). The implication for the theory is that the notion of attribution is essential in order to determine the frame in which the information should be interpreted.

The S-P-R-E pattern may identify (3) as the best candidate for the Problem element. However, *schools face another summer of exam chaos and to undermine the credibility of results* in (2) can also be considered to be as strong a prompt for the response as the information in (3). Besides, it implies the purpose of the response: maintaining the credibility. It seems to be very difficult to explain these facts in terms of the S-P-R-E pattern. In the Intentional Frame the link between the two problematic situations is spelled out as: if a proper action is not taken to solve the problem of the shortage, the consequence will be another summer of exam chaos and undermining of the credibility of results. Problem - Inaction - Undesirable Consequence is a commonly identified logical sequence in this type of discourse.

In (4) *Heads have described the shortage as an "outrage"* condemns or criticises the situation as an outrage. A speech act verb *describe* is often used in the same sense as *criticise, condemn, etc.*, when the reported message is negatively evaluated. In such a case, it is used for evaluating the situation as Problem. *(Heads) called for an urgent review of the number of public exams students take* provides the frame with Response. Speech acts such as *call for, recommend, propose* are often used to provide the frame with Response.

In (5) *to hire second-rate markers* is presented as an alternative response, which is contradictory to the Response already presented in (4) and is expected to be refused. Negative evaluation of this alternative response is achieved manifoldly: it is expressed in the reporting structure *they are concerned*; its consequence clause *standards could be jeopardised* is contradictory to the Desirable Consequence implied in (2), i.e., *the credibility of results*; most directly, it includes the lexical items *second-rate* and *forced*.

In (6) the alternative response presented in (5) is anaphorically referred to with some additional specification as *Edexcel board's recent decision to hire trainee teachers to mark GCSE scripts*. It functions as a basis (*a sign*) for negatively evaluating *the system as reaching crisis point*. From (4) and (5), therefore, it is possible to extract the logical sequence chain represented as: the system (Problem)→hiring trainee teachers (Alternative R response)→standard could be jeopardised(Undesirable Consequence). This type of logical chain possibly contributes to the recycling of the pattern just as negative evaluation of the response in S-P-R-E does. Hereafter, Alternative Response that is presented to be negatively

evaluated in contrast to Response is regarded as an additional element of the Intentional Frame.

In (7) it (the system or Problem) is negatively evaluated again as “*panic stations*”, and the speech act verb *call on* provides the frame with Response *the government review(s) the “overloaded” exam system*, which can be seen as the specification of the Response presented in (4) though the information source is not necessarily the same.

(8) provides the background information. This is the only sentence up to this point of the text which is not attributed to any other source than the writer of the article. The writer presents what happened last summer as a fact. It is therefore regarded as part of Situation.

(9) and (10) are attributed to another source, but the information is understood in terms of the same frame: (9) specifies the Problem and (10) specifies the Response. (*Government reduce (s) the burden* in (10) can also be understood as the element of Desirable Consequence. However, in terms of the logical relation defined in the intentional frame, this kind of ambiguity in membership assignment does not cause a problem as long as the information can be interpreted consistently. In this case, *government reduces the burden* is consistently interpreted since it is incorporated into the logical sequence that has been contextually established among the elements in the preceding part of the text. It establishes a cause-consequence chain with the Response and the Desirable Consequence. The former is the Response specified in the same sentence. The latter is implied in (2) and (5): *the credibility of results* and *the maintenance of standards*. The logical chain newly established might be described as: *Government conducts an urgent review* (Response) → *government reduces the burden* → *the credibility of results/ standards are maintained* (Desirable Consequences). This logical chain is regarded as a type of specification of the Response → Desirable Consequence relation. It depends on the analytical purpose whether *government reduces the burden* is part of Response or Desirable Consequence.

(11)-(15) are seen as a direct quotation of another source who is identified as *David Hart*.

The reported message, however, consists of various repetitions of the information presented in the preceding part of the text. Particularly, the characteristic expressions, *panic stations* and *outrage*, are respectively found in (7) and (4) in quotation marks. It would be naturally concluded that seemingly different information sources, *heads* of (4), *one headteachers' leader* of (7) and *David Hart* of (11), can be treated as one and the same information source. One possible picture of discourse construction one might have based on such observation is that the writer of the article organised the information in terms of a logical structure first, and then allocated each piece of information to the protagonists.

(16) is one of the only two sentences that are not attributed to any source in the whole text. As well as the other non-attributed sentence (8), (16) provides the fact on which the whole argument is developed. It is regarded as part of Situation, about which different evaluation is made by two groups of people with opposite opinions.

(17) is regarded as an argument against the so-far established frame from a contradictory viewpoint: *the vast majority of staff were in place and no student should be disadvantaged this summer* are contradictory to the established Problem and Undesirable Consequence respectively. From the boards' point of view, the situation is not evaluated as a problem, as mentioned above in the description of (2), and no response is required. (18) is a support for this line of argument. It is important, however, to note that the evaluation of (17) and (18) as such all depends on the Intentional Frame that has been established in the preceding text.

4. The Intentional Frame on the evaluation space

At this stage of description, the Intentional Frame is not anything more than a logical complex in terms of which some types of text are understood. The elements of the frame

are simply Problem, Response, Undesirable Consequence, and so on. In other words each element of the frame is evaluated at the most rudimentary level. In this section, I would like to give the elements more specific features by incorporating the notions of *attribution/averral* and *status* defined by Susan Hunston (2000).

One obvious feature of the Intentional Frame discussed above is that none of the reporting structures are incorporated in the logical structure. This feature has been taken for granted since the Intentional Frame was first posited based on the observation of speech act verbs such as warn and *recommend*. It is their propositional content that specifies the elements of the frame. As mentioned earlier, a group of speech acts can establish the common intentional frame. For example, some situation is condemned as a problem, the consequence of the problem is warned, the response to the problem is recommended and the benefit of responding to solve the problem is guaranteed. The function of speech act words is to provide the intentional frame with the propositional content that functions as the elements. The speech act verbs themselves are not any of the elements. Logical relation of the frame is established among situation, problem, consequence, response and benefit, which can all be seen as evaluation of proposition. It makes no sense to say “The addressor's warning of the undesirable consequence is the result of his condemning the situation” or “The addressor's recommending the action is to achieve his guaranteeing satisfaction”. The speech act verbs in the text are, therefore, described in terms of the elements they specify but they were not described as the elements themselves.

From the description of Text 1, however, it is obvious that the reporting structure has various effects on the propositional content of the frame in many aspects. Indeed, it controls the quality of the logical link among elements to such an extent that neglecting it ends up in having an incomprehensible text. (17) and (18) of Text 1 were interpreted as a counterargument to the frame that had been established up to that point in the text. Regarding it as a counterargument, however, presupposes the fact that the information contradictory to the existent frame is attributed to another source, which is expressed in a reporting structure. Without this attribution to another source by means of the reporting structure, the text would not be logically consistent at all. Reporting structures cannot simply be separated from the propositional content.

(8) and (16) are regarded as the only two sentences that are not attributed to any other source than the writer. Looking at them more closely, we notice that their function in the text is very different from the other sentences. They provide background information or basis for the argument rather than what is argued about. They are presented by the writer as the information of which validity is not disputable. (16), for example, presents *the increase in the number of papers and examiners needed* as an undeniable fact. Accepting it as a fact, one party evaluates it as a problem and the other as non-problem. Denying the fact makes the whole argument meaningless.

The information which the writer presents as an indisputable fact is discussed in the theory of evaluation proposed by Susan Hunston (2000). She emphasises the importance of distinction between averral and attribution as follows:

If a piece of language — spoken, written, or thought — is attributed, it is presented as deriving from someone other than the writer. If a piece of language is averred, the writer him or herself speaks. The distinction between averral and attribution is important to the study of evaluation, because it can be used to position the reader to attach more or less credence to the various pieces of information. (ibid. 178)

One type of averral is the writer's evaluation of the discourse entity on what she calls the Interactive Plane. On the interactive plane a statement is assigned a status such as fact,

opinion and hypothesis. In her theory, sentences such as (8) and (16) are analysed as averred fact on the interactive plane.

The significance of the notion of status on our discussion is obvious since except for the two sentences all the information comprising the intentional frame of the example text is deprived of the prestigious status, averred fact. Hunston reminds us of the fact that every attribution is embedded within an averral (ibid. 179). Strictly speaking, all the sentences including the reporting structures are also averral. On the moment the propositional content is separated from its reporting structure, however, the propositional content loses the status of averral. The intentional frame established in Text 1 is mainly a logical relation among such propositions. However, losing the prestigious status of averral does not mean that the proposition is severed from the context. Status reifies, that is, it makes the proposition into a thing. Now the proposition gains its presence on the Interactive Plane as “attributed” warning, recommendation, fact, and so on.

The table below was designed to show the elements of the intentional frame with their status and attribution. Alternative Response and its Negative Evaluation are also added as supplementary elements which enable the frame to recycle its Response.

Table 1

Frame Element	Statement	Status	Averral/ Attribution	Source
Situation	new exams have increased the number of the paper and examiner (16)	fact	averral	writer
Problem	Shortage of markers(2)	warning admission	attribution	headteachers exam boards
Inaction	implicit			
Undesirable Consequence	exam chaos (1) credibility of results undermined (2)	prediction warning	attribution	headteachers
Response	an urgent review of the number of public exam students take (4)	calling	attribution	heads
Desirable Consequence	the government reduces the burden (10)/ credibility maintained (Not uc)	statement	attribution	John D.
Alternative Response	higher second rate markers(5)/ recruit students as markers (11)	decision	attribution	Edexcel boards
Negative Evaluation	standards could be jeopardised (5) the effect will be intolerable pressure on students, teachers and head (12)	concern	attribution	David H

5. Hoey's matrix

So far I have discussed that the relation among various statements in Text 1 can be explained in terms of the intentional frame and that each statement functioning as its element is at the same time regarded as being evaluated with respect to its attribution/averral and status. In this section I would like to show the significance of this modification by comparing my analysis of a text and that in Hoey(2001). Hoey's analysis is often represented in the form of a matrix exemplified in Table 2.

The matrix analysis is one of Hoey's analytical devices to show the interaction between the logical sequence relation and the comparison relation in text. The vertical parameter of the matrix shows "a quasi-logical sequence of the problem-solution type" (ibid 112). It is represented by a sequence of questions used to clarify the relation among the elements. The horizontal parameter shows the topics, i.e., what are compared in the text. They can be anything ranging from some products in advertisements, protagonists in a story, abstract concepts, such as, public and private values, etc., depending on the text. It is assumed that the questions are those asked by the reader and the answers to them are provided by the writer. It is claimed that the question-answer sequence represents the interaction between the writer and the reader.

In one example Hoey applies the matrix analysis to an advertisement of a toothpaste. The text and its matrix analysis are presented below:

(1) Many denture wearers are worried about their dentures. (2) Some find they just can't get rid of the stains; others complain that invisible tartar causes denture odour — so embarrassing! (3) Many of these people just aren't cleaning their dentures correctly — brushing them with toothpaste or soaking them in ordinary water just isn't good enough. (4) None of these methods will remove stubborn stains and hardened tartar, but liquid DENCLEN will. (5) The special brush really delves into all the cracks and crevices, rooting out decaying food matter and removing the most established stains and tartar. (ibid 112)

Table 2

	A (toothpaste or soaking)	B (DENCLEN liquid)
(1)What is the problem?	<u>Some [denture wearers] find</u> they just can't get rid of the stains [on their dentures]; <u>others complain</u> that invisible tartar causes denture odour? — so embarrassing!	<u>Some [denture wearers] find</u> they just can't get rid of the stains [on their dentures]; <u>others complain</u> that invisible tartar causes denture odour? — so embarrassing!
(2)What can be done about it?	brushing them with toothpaste or soaking them in ordinary water	Liquid DENCLEN
(3)How effective is this?	just isn't good enough	really delves into all the cracks and crevices, rooting out decaying food matter and removing the most established stains and tartar

(My underlines in the text and matrix)

As seen in the matrix, Hoey includes the whole of Sentence (2) in the box as the answer to Question (1). He regards the question technique as a device to be used for clarifying the relationship between naturally connected sentences with minimum change in the original text. It might, therefore, be said that seeing the whole sentence as the answer to Question (1) results from the correct application of the technique with no change in the original text. However, when one thinks about the logical relation between the statements shown in the

matrix very carefully, one notices that there is some room for other interpretation. For example, the role of the underlined reporting structures seems to be controversial in the interpretation of the logical relation. One can think that the act of some people's complaining is in itself not the problem since invisible tartar must have caused denture odour even before they complained. What is indicated as a problem by such an expression as "so embarrassing" is the attributed fact/complaint expressed in the complement clause alone. There is often this kind of ambiguity when reporting structures are involved in the interpretation. This problem is, of course, caused by the lack of distinction between the propositional content as the target of evaluation and its evaluative factors such as status and attribution.

According to the approach I proposed here, the problem element should be analysed as the complement clause only and their status and attribution must be distinctively shown: *attributed finding/fact* and *attributed complaint/fact*. With such a change, however, the original sentence may look tampered with for analytical purpose and this may not be in line with Hoey's general principle of keeping the original text as intact as possible. Besides, the status and attribution can, in this example at least, be easily inferred from the matrix since the whole sentence is shown there. My point may not look so important.

However, the reason for my emphasis on the notions of status and attribution is that they are the crucial factors for adding on the explanatory value of the logical relation such as S-P-R-E pattern. For example, in the matrix we are discussing, the vital factor of the whole text is not appropriately explained: this text is an advertisement that exerts a hortatory effect on the reader. This effect is owing to the fact that the response has been assigned the status of *averred recommendation*⁶ and is understood as (*you should use*) *liquid DENCLEN*. To explain this in terms of the elements of the intentional frame, the first sentence of (4) is a negative evaluation of the alternative response. The second sentence *but liquid DENCLEN will (remove stubborn stain)* provides the response (*liquid DENCLEN*) and its desirable consequence (*remove stubborn stain*). However, *Liquid DENCLEN* does not stand just as a response element of the Intentional frame, but it gains the status of a recommendation averred by the writer on the interactive plane. Unless the averred status of recommendation is correctly assigned to the clause, the whole text might not be understood as an advertisement intended by its writer for its readers.

The importance of the status and the averral/attribution distinction is similarly understood with respect to Text 1. It is a news article written for reporting a fact and its illocutionary force is different from that of an advertisement. In order to solve the problem of exam chaos, a response is called for or recommended by the head teachers. Unlike the response averred by the writer of the advertisement this response is not averred by the writer but attributed to the participants. Therefore, it does not exert hortatory effect in the same way as the advertisement does. The reader can feel a kind of hortatory effect only indirectly through his sympathy for the head teachers, whose act of request is directed not towards him but towards Exam Boards. In other words the hortatory effect is embedded in the reportage.

It should also be commented that news articles and advertisements are two typical types of discourse where the response element with non-factual status such as recommendation and request abounds. On the other hand, the response element with a factual status is prevalent in reports about past events. With the response and often its consequence also affirmed as facts, however, the Inaction and Undesirable Consequence relation of the intentional frame may lose its significance except when the course of action that was not actually chosen is

⁶ An alternative for this rather cumbersome term might be non-attributed recommendation with the sense that the writer himself performs the act of recommendation. To be more exact averred recommendation means that the recommendation is embedded in averral.

discussed for some reason. It might not be a coincidence that many of Hoey's example texts have responses with factual status, and his S-P-R-E pattern lacks the Inaction and Undesirable Consequence relation.

6. Conclusion

In this paper I have proposed that Michael Hoey's theory on the macro-structure known as the S-P-R-E pattern should be modified so that it can gain more explanatory value. The modification I attempted is twofold. First, I argued that the underlying logical relations should be understood not as a linear sequence of cause-consequence and instrument-achievement relations but as a non-linear clause relational complex based on contrast among its elements. With respect to this modification, however, Hoey himself has proposed the matrix analysis which can incorporate the comparative or matching relation into the analysis. In the form of matrix, his theory can account for the multi-dimensional quality of text to some extent.

Hoey tries to stay on the surface of discourse concentrating on the explicit linguistic signals which are the criteria for the identification of each element of the pattern. This principle is extremely valuable when the type of text to be dealt with is limited to certain types. However, if hortatory texts⁷ such as advertisements or news articles of some type are considered, nonfactual quality of the action, which is often the main point of such texts, causes some difficulty for his theory: Response is typically regarded as a factual action. This kind of problem led to the second modification I have attempted in this paper.

I argued that it is necessary to step into another level of discourse or what Susan Hunston refers to as the interactive plane of discourse where the surface sentence is analysed into the propositional content as a target of evaluation and the evaluative elements: *attribution/averral* distinction and *status*. In the interactive plane, Response, for instance, can be variously evaluated: it can be both factual (an action that the writer rally observed taken in the past) and non-factual (an action that the writer recommends the reader to take). The explanatory value of the modified theory was shown by illustrating the organisation of the example text in terms of the clause relation complex I referred to as the Intentional Frame. I also claimed that analysis of text in terms of the Intentional Frame can elucidate its essential quality of text which might be neglected in the pre-modified theory.

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⁷ A discussion on hortatory text as a discourse type is found in Longacre (1983).

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