RESEARCH PAPER

Identification of Language Patterns in the Movie "Wild Child"

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ABSTRACT

Different linguistic paradigms can be used to evaluate language patterns. Identification of language patterns reveals the order in which authors present their characters in their works. A previous approach to pattern analysis only considered patterns that could be described. However, classical theories do not confine language patterns to the grammatical, conceptual, or descriptive ways of organising things. From a communicative standpoint, modern linguistic studies widen the notion of language patterns. This study makes an effort to analyse the linguistic patterns that fit into the Appraisal theory and its sub-system attitude, one of these contemporary systemic functional linguistic frameworks. The study classifies the emotional utterances into the sub-systems of attitude, affect, judgement, and feeling.The study examines the emotional expressions made by the three movie's central characters and classifies them according to their sub-system attitude, affect, judgement, and appreciation. The qualitative approach has been used to derive the findings. According to a statistical analysis, Poppy, Harriet, and Mrs. Kingsley's language patterns meet the Affect and Judgment well. The discrepancies between the characters' utterances on a negative and positive scale can be determined by the association between the sub-system attitude of assessment and language patterns.

| **KEYWORDS** | Appraisal, Attitude, Language Patterns, Wild Child |

Introduction

The evolution of the language has steadily grown along with the means of learning in contemporary linguistic studies. Telecommunication, TV, and the internet have become the beacon for understanding the social, cultural, and linguistic impacts on society in the modern era. The movies, theater, dramas, and other forms of entertainment depict the characters in a screenplay that revolves around the script. The authors, scholars, and practitioners of linguistic studies observe the language variations used in a screenplay from different theoretical perspectives. The ever-growing impacts of the movie and other forms of artistic representation highly influence language learning and impart a powerful cultural message to its viewers. Studies conducted in this regard show that movie classes have an effective influence on teaching and learning foreign languages. The relevant selection of the movies can serve as a considerable pedagogical aid to students and teachers in classrooms and self-studies. The movies also help in framing the attitude of the viewers to a great extent. Movies have often been described as a powerful tool for influencing beliefs and values. The authors considerably influence

the new thinking patterns in the existing social context, especially in children, and update them to adapt to the existing social phenomenon. Movies portray the existing cultural values and limitations of society, playing a role in influencing their beliefs of what is acceptable as the norm. They may infuse some negative beliefs into a broader context of its cultural influence (Narayanan et al., 2021; Ramakrishna et al., 2017)

This study generally analyses in the framework of cultural and language aspects. Cultural aspects provide the framework to understand the language's underlying ideological, political and social impacts. While language aspects help learners to understand the communication styles, metaphors, vocabulary, ellipsis, symbols and contrasts .There are various types of language patterns and the studies that analyze the patterns used in a script of a movie from different theoretical perspectives. According to the Collin's dictionary of grammar patterns, how words are used in English can be comprehended by understanding these patterns

Language Patterns

Research in lexicology, phonology, grammar, pragmatics, sociolinguistics, and language acquisition tools give a new perspective on the study of patterns in linguistic studies (Beatrix Busse and Ruth Moehlig-Falke, 2019)Language patterns hold a significant position in communication studies which includes the natural language and controlled natural language. These patterns are easy to understand because of their simplified grammatical structure and can also be semantically verified. While linguistic patterns are a set of grammatical rules that enables the speaker to speak formally.This research is aimed at focusing on the language patterns that show the attitudinal variations according to the sub-system of attitude; appreciation, judgment, and affection by the three main characters of the "Wild Child" 2008 Movie. The data collected through the qualitative method only contains the dialogues that show the appreciation, judgment, and affection of Poppy Moore, Harriet Bentley, and Mrs. Kingsley.

Types of Language Patterns

Language pattern is typically categorised by scholars into three primary types (Burton, 2007). Teachers use hypnotic linguistic patterns in the classroom. In order to understand the language for an engaging conversation, hypnotic language patterns are fundamentally crucial.The most potent of these patterns, awareness, is the second one and is what leads to the automation of the sentence-formation process. The presumption of the options is created by the third temporal and ordinary. The fourth is cause and effect, which tends to be more logical and parallels the structural concept. Fifth is categorised as the complicated equivalence and determines the structure of the beliefs. The final two are direct orders, while the final one serves as a link between internal and exterior awareness (M. White, 2015). The understanding of the language has improved in many different ways thanks to the development of language pattern analysis techniques. First, it gets around the language patterns' rigid, grammar-based structure. Second, it exhibits the underlying socio-cultural meaning of the text. Linguists view language patterns more than the grammatical structure of the language.

Summary of the Movie

The movie which has been chosen for the identification of language patterns is based on a story of a rich girl (Poppy Moore) from Malibu, California America who has a very reckless attitude. Her father decides to send her to boarding school in England. Abbey Mount is one of the most prestigious institutes for girls in England which has certain rules and regulations regarding discipline. Poppy reaches Abbey Mount where

she is welcomed by the headmistress of the school Mrs. Kingsley affectionately. Mrs. Kingsley promises Poppy's father that she would try her best to mend his attitude towards Poppy. The story of the movie becomes more interesting when Poppy meets with the head girl of the school Harriet Bentley. Harriet's attitude is quite judgmental towards Poppy. Harriet becomes more jealous when Freddie Kingsley who is a son of Mrs. Kinsley is attracted towards Poppy more than Harriet. Therefore, this study in the context of this plot attempts to analyze the attitudinal effects of the language patterns used by these characters. The movies and the text reflect the subjective presence of speakers. In the movie and the text, the speakers use different language patterns for the sake of enhancing speaking. The characters adopt certain patterns according to the situation. They are presenting language patterns in the movie that how to communicate in connection with the requirements of the scenario. It concerns how the writer and the characters may reflect the approval and disapproval of appreciation, judgment and affection to readers and viewers of the movie.

Literature Review

Nina and Setiana (2022) Conducted a research study on *An Analysis Of Language Style In "Front Of Class"Movie.* Diploma Thesis, Uin Raden Intan Lampung. All regular activities involve communicating with others. Humans naturally deliver their messages through language when we communicate. Sociolinguistics is one of the fields that addresses verbal communication. Because it illustrates some of the linguistic styles used by the speakers in their everyday interactions with one another, the researcher chose this movie as her source of data. One key aspect of language that we must fully understand is language style. When we are able to communicate verbally with others, one should be aware of the language style we employ because various situations and interlocutors will affect language style. This study's goal is to identify the language usage patterns in front of The class movie and understanding the predominant language usage style in front of class movie and to be aware of the language style that is most frequently utilized in front of the class movie. Language style is crucial to the teaching and learning process because students must adapt their language style when interacting in various settings. Particularly in the field of education and when learning in class, to avoid misunderstandings with the teacher and other pupils. Descriptive qualitative methods were utilised in the study to analyse the data. Qualitative research employs an interpretive methodology to uncover the precise mechanisms and behaviours associated with social phenomena. The goal of qualitative research is to understand how people perceive their experiences and the language they use in daily life. It is a type of social inquiry. The The findings of this study suggest that Front of The Class Movie uses 4 different language styles. 12 formal style data, 17 intimate style data, 6 consultative style data, 8 casual style data, and 0 frozen style data are available. The intimate style, which is represented by 17 data, is the type of style that predominates in the film. Keywords: Front of the Class Movie, Sociolinguistics, Language Style.

Hedenmalm & Li (2012) Conducted a research study on Language and Gender in Disney: A Study of Male and Female Language in Walt Disney MoviesIn order to understand what kind of female role models Walt Disney films give young girls, this study tries to investigate what values the language in those films portrays.Four films were chosen for the study, and individual male and female characters were examined. Interruptions, commands, insults, resistance, politeness, compliments, insecurity, empty adjectives, intensifiers, and female exclamations were all seen. The results showed no particular consistency in the gender distinctions in language: some linguistic features undoubtedly show male characters to be oppressive toward women, but the opposite is also true in other instances. All of the female characters, however, speak in a way that

expresses extreme resistance to men's attempts to control them, making them strong, autonomous personalities. Another research showed that male characters are typically much more prevalent in Walt Disney films than female characters.

W Ruo. Mei (2016) argues that appraisal theory is a novel expansion in linguistic studies which provides a theoretical understanding of the teaching and learning techniques . J Jin asserts that appraisal is a theoretical framework rhetorical side of linguistic studies (Jin, 2019). Similarly, X Xia also argues that Appraisal is a new addition that can link functional English with translation theory (Xia, 2016). Bednarek explores that appraisal theory is the result of the twenty years of research in linguists with its sub-classifications (Bednarek, 2009a). Thus Whitelaw stresses that existing linguistic theories, especially the appraisal theory provide a new framework for new textual features (Whitelaw et al., 2005). P C Ellsworth attempts to address the question around appraisal theory such as the role of appraisals and its relation to other emotional and constructivist theories (Ellsworth, 2013). Ling Cheung and Zhang assert that appraisal theory is a great source of computer networks and communications and second language writing (Zhang & Cheung, 2018). Bednarek also used corpus-linguistic analysis to how far appraisal theory supports linguistic patterns and noticed that appraisal theory needs to be updated .

Material and Methods

Research Design

The qualitative method has been used to design the research. Data has been collected from both primary and secondary sources. The study is designed in appraisal theory's framework. The underlying attitudinal links of language patterns researcher takes the primary source data collection technique. The qualitative method provides all the insightfulness and skills that are usually required to analyze language patterns from different data sources, including articles, books, newsletters, and movie's script. Therefore, the attitudinal analysis of the three main characters' script of the movie is based on the primary source. Previous studies conducted on the subject have been consulted to make the background of the study including both theory and the movie.

SFL Utterances

Martin presents a detailed account of Halliday's Systemic Functional Linguistic (SFL) based on his earlier work. The article titled " Categories of the theory of Grammar" is considered the benchmark for the Systemic Functional Linguistic (SFL) (J. R. Martin, 2016). Martin digs deep into the origin of SFL and finds out that the framework combined the ideas of Hjelmslev and Firth. Hjelmsley and Firth introduced the levels of substance and level of context respectively in 1961 and 1957. Hence, SFL is based on the complementarities of paradigmatic and syntagmatic relations from these scholars but weighs the paradigmatic over syntagmatic (J. R. Martin, 2016). It is due to the realization in linguistics that language is formed of interaction between people for the demands of goods and services. Halliday believes that language is a source of making meaning in contexts. Therefore, he asserts that language has three strands of meanings: ideational, interpersonal and textual. Interpersonal meaning framework on which the Appraisal theory is based is the focus of this study to decipher the interaction between the three main characters of the movie Wild Child 2008. The strand of interpersonal meaning focuses on the usage of the language in the context of social relations which influence each other (Eggins, 2004). There have been several studies that focus on interpersonal meaning in written texts. Written texts' analysis ranges from the newsletters to English as Second Language (ESL) learners (Yuliana & Imperiani, 2017).

Appraisal Systems/Sub-types

Attitude

Content through which speakers/writers express their emotions and productive responses to readers and listeners adds value to it.

Example: I have been watching the interviews of our heroes, and I adore them both.

'Our heroes here add theValues by which speakers pass judgments and associate emotional/effectual responses with participants and processes (see underlined items)

Well, I've been listening to the two guys who are <u>heroes</u> [value judgment], and I <u>admire</u> [effect] them both.

Pop Group Republica - <u>super-schlock stinkers</u> only a Pepsi executive could ever <u>love.</u>

Engagement

The conveyed propositions and proposals in a text provide resources for positioning speakers/writers. It implies the speaker's attentiveness to the acknowledgment of diversity in viewpoint, which has been put at risk through utterances in an interpersonal space of the positions within which that diversity exists.

For example

- modals of probability - perhaps, it may..., I think..., surely
- reality phase - it seems,
- attribution (hearsay/projection) - his alleged ..., informed sources report ..., scientists have found evidence suggesting that,
- proclamation - In fact, I am compelled to conclude ..., It is true, we **do** have a small black and white cat
- expectation - predictably, of course,
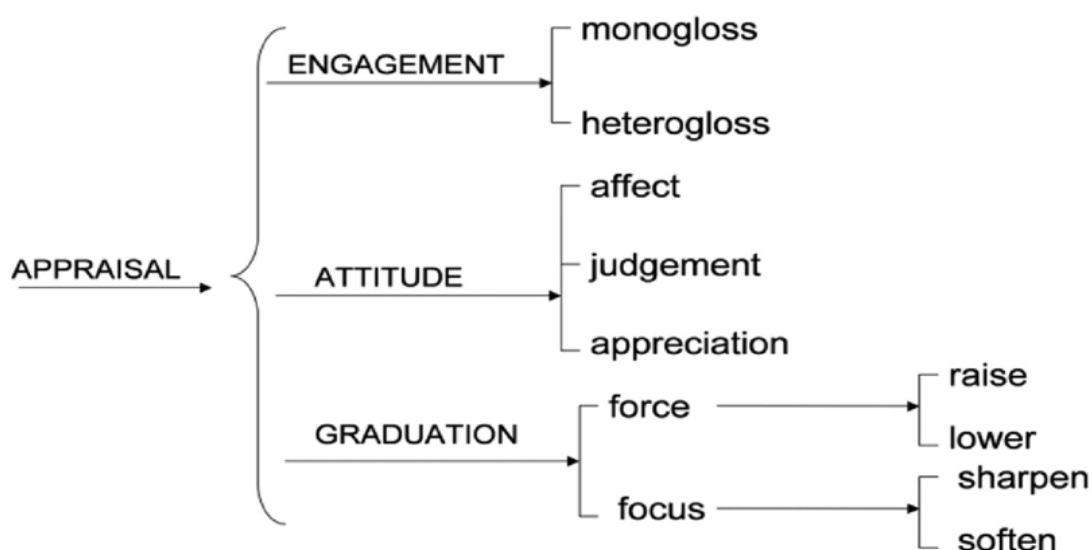- counter-expectation – amazingly etc

Figure 1 Appraisal Framework Basic Semantic System

Graduation

Graduation consists of values that speakers/writers raise or lower the interpersonal impact of the force of the utterances and through which the focus remains on a semantic organization is blurred or enlightened. Values by which (1) speakers graduate (raises or lowers) the interpersonal impact, force, or volume of their utterances, and (2) by which they graduate (blur or sharpen) the focus of their semantic c

ategorizations

1. (FORCE) slightly, somewhat, very, completely

2. (FOCUS) I was feeling kind'v woozy, they <u>effectively</u> signed his death warrant, a <u>true</u> friend, <u>pure</u> folly

Data Collection

The data has been collected from both primary and secondary sources. The script of the 'Wild Child 2008" movie has been taken as the primary source for the attitudinal analysis of the movie's three main characters. The script for the movie is written by Lucy Dahl and directed by Nick Moore. The researcher has used the library and the internet to select the relevant data material. Data has been collected from the book, journal articles, and Op-Eds, and reviews about the selected movie for the review of literature which fills the gap in reviewing the previous studies on Wild Child Movie 2008.

Sampling

Data Set-1

Affect: It is comprised of the utterances of the selected main characters from the linguistic point of view, which substantiate to affect value in the movie's content.

Affect: Appraisal of the emotional action or speech.

Mrs. Kingsley: "You're cleverer and better than this, Poppy. Why don't you give yourself a chance? Try.

Mrs. Kingsley is the headmistress of Abbey Mount and gave her words to Poppy's father to help her. However, Poppy makes this task extremely difficult for her. Therefore, the attitude of the headmistress at times even shows affection for Poppy's failure. The above mention dialogue molds the shift in Mrs. Kingsley's tone into affection for the Poppy.

The appraisal framework also makes a distinction between the explicit "inscription" of attitudinal meanings by means of positively or negatively attitudinal expressions of the type just exemplified and the conveying of attitude via various mechanisms of implication and association, termed "attitudinal invocation." (J. R. Martin & White, 2003c)

Data Set-2

Judgment: consisted of the primary data source, which is the content of the movie, and separated the utterances that are of Judgmental value by identifying the language patterns used for each sub-type of Judgment, such as explicit, implicit, and provoke.

Judgment**:** Appraisal of human behavior characterized by ethics and social norms.

Harriet: "Stunningly horrendous ego desperately seeks a good bashing"

Harriet is the head girl in Abbey Mount School and when Poppy refuses to shake hand with her. She passes a judgment about Poppy's behavior marked by ethics. And assess that she's going to be bashed if she keeps behaving the same way.

Data Set-3

Appreciation: In this data set, the data concerns the utterances that form the Appreciation value in the appraisal framework of the selected main characters of the movie. It identifies the appreciation evaluation under the sub-system of the attitude of Appraisal Theory.

For example:

Appreciation: Appraisal of the entities and happenings and state of affairs with reference to aesthetics

Poppy: "All right, guys. Let's give my dad's girlfriend the perfect Malibu welcome"

Now, this dialogue illustrates Poppy's appreciation of Malibu City, a beach city in Saint Monica, Los Angeles, and the party Poppy has thrown for her friends. Appraisal framework helps interpret the in its positive/negative inscription. Otherwise, 'Malibu Welcome' could've invoked some negative meaning for the viewers. Although, the subsequent scenes make it quite clear. However, reading the script doesn't reveal its actual attitudinal connotation.

Appraisal Framework/ Attitudinal Evaluation

The study is only limited to Attitude sub-system which is one of the sub-systems/types of the appraisal framework.

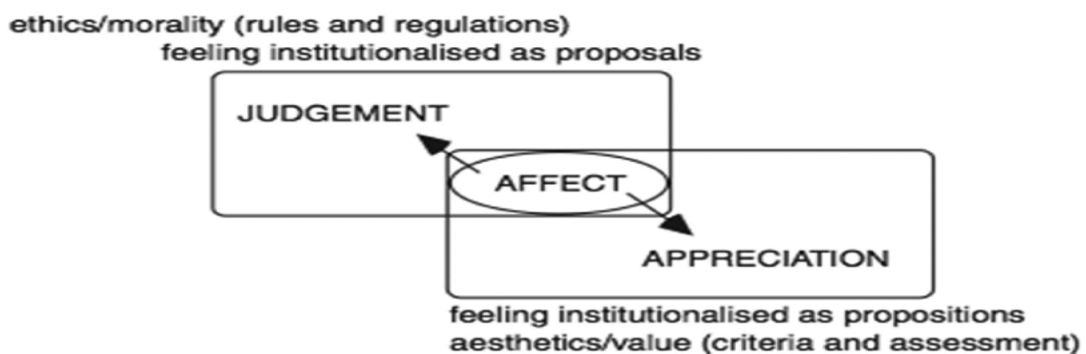**Figure 'Judgment and Appreciation as Institutionalized Affect**

Affect:

Figure 2

The general understanding of grammar and semantics is well understood. Affect, however, in the appraisal attitudinal framework is concerned with the emotions and feelings disposition.

For example:

This excites me!

I hate candies. etc

It may be regarded as nominalization as they are considered nouns.

His excitement was obvious to all!

Therefore, the values of effect provide the possibility of the most obvious utterances of the speakers adopting in a given situation. Moreover, they also surface the phenomenon that can affect them emotionally for the appraisal. This has been illustrated through this mode of meaning from the Wild Child 2008 movie.

Judgment: evaluating human behavior

The subsystem of 'Judgment' consists of meanings that help evaluate human behavior positively and negatively. The exposition is taken from the work of white, Iedema, and Feez (Iedema et al., 1994) by social norms that have been institutionalized. The exposition used for the attitudinal evaluation of behavior in terms of negative and positive is assessed from the same set of social norms' point of reference. Social norms remain at risk with 'Judgment'; it takes some rules and regulations or a system of values to be presented precisely. Hence, the sub-system of 'Judgment' assesses behavior as moral or immoral, legal or illegal, whether they are socially acceptable or unacceptable as normal or abnormal.

The subsystem of 'Judgment' is categorized into three principal means of meaning for evaluation or broad types: Explicit, Implicit and Provoke Judgments.

Means of by which JUDGEMENT may be activated

explicit (inscribe)
  The children were rudely talking.

provoke (some evaluative language)
  Although he asked for quiet, the children kept on talking.

implicit

evoke ('factual' tokens)
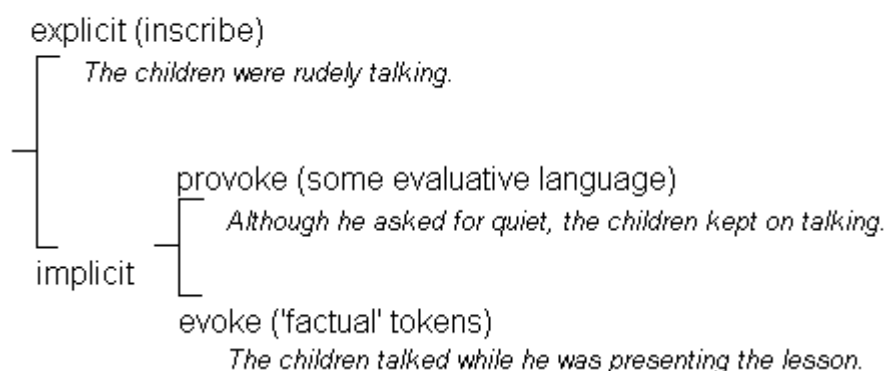 *The children talked while he was presenting the lesson.*

Figure 3 Modes of Judgment

It is comparatively easy to draw distinctions between explicit (termed inscribed) and implicit (token) Judgment values, as illustrated in figure. However, in some instances, the ethical evaluation evoked by some 'factual' description (a token) will have become so naturalized or taken for granted in a given cultural situation that it is likely to be regarded as explicit (inscribed) rather than as implicit (evoked). Judgment.

Consider, for example, they ordered a pizza and then shot the deliveryman in the head at point-blank range. Although he had entered, the whole room kept on talking. So, in the above instances, words like 'although' and 'whole room' create confusion.

Therefore, the implicit judgment value can be evoked implicit or provoked implicit, as shown in figure .

Furthermore, these broad types are also interchangeably analyzed into two main categories, social sanction, and esteem, to analyze the utterances. The social sanction deals with the set of rules and regulations codified in cultural norms explicitly. These rules might be legal. Thus, social sanctions disposition lies at the heart of legality and morality. At the same time, social esteem is comprised of evaluations of a person in his/her lower or high esteem without legal implications. Thus, the negative values will form dysfunctionality.

Table 1
Typologies

Social Esteem	positive [admire]	negative [criticize]
normality (custom) `Is the person's behaviour unusual, special, and customary?'	Standard, every day, average...; lucky, charmed...; Fashionable, avant-garde...	Eccentric, odd, maverick...; Unlucky, unfortunate...; dated, unfashionable ...
Capacity `Is the person competent, capable?'	Skilled, clever, insightful...; Athletic, strong, powerful...; sane, together...	Stupid, slow, simple-minded...; Clumsy, weak, uncoordinated...; Wild, neurotic...
tenacity (resolve) `Is the person dependable, well disposed?'	Plucky, brave, heroic...; Reliable, dependable...; indefatigable, resolute, persevering	Cowardly, rash, despondent...; Unreliable, undependable...; Distracted, lazy, unfocussed...
Social Sanction	positive [praise]	negative [condemn]
veracity (truth) `Is the person honestt?'	Honestt, truthful, credible...; Authentic, genuine...; frank, direct ...;	Deceitful, dishonestt...; Bogus, fake...; Deceptive, obfuscators...
propriety (ethics) `Is the person ethical, beyond reproach?'	Good, moral, virtuous...; Law abiding, fair, just...; Caring, sensitive, considerate...	Bad, immoral, lascivious...; Corrupt, unjust, unfair...; Cruel, mean, brutal, oppressive...

The subsystem of judgment summarizes the behavior concerning social norms in both positive and negative assessment criteria. Thus, to analyze the utterances which indicate the judgment value, it is supposed to be direct or indirect, or dysfunctional and reflects upon the behavior or performance of an individual. In this framework of appraisal 'judgment' subsystem, this study attempts to identify the types of 'Judgment' used in the Wild Child Movie 2008 in three main characters' utterances or language patterns: Poppy Moore, Harriet Bentley, and Mrs.Kingsley. Moreover, the utterances of these chosen characters have been analyzed to assess the judgmental value in the adopted social sanction and social esteem criteria from the (Iedema et al., 1994) work.

Appreciation

It concerns the products and processes through which the attitudinal evaluations have been made. This account is primarily provided by Rothery, originally developed during the study of visual arts (J. Martin, 2000). Appreciation involves the values that usually fall under the category of aesthetic as well as non-aesthetic of 'social valuation.' It encompasses the meaning such as the adverbs harmful and essential. It also, like judgment value, contains both positive and negative aspects of evaluating products and processes that have been institutionalized. Therefore, Appreciation deals with texts and more abstract forms where Judgment analyzes human behavior. However, humans can also be evaluated by Appreciation instead of Judgment. Rothery proposes the sub-

categories under which the appreciation may be grouped, such as composition, reaction, and valuation. Reaction evaluates the emotional impact on the reader.

Wild Child Movie Characters

Poppy Moore: The character of Poppy is portrayed as a rich brat from California, Malibu, America, who is developing such irresponsible behavior in her teens that her father decides to send Poppy to a boarding school (Mount Abbey) in England, where her mother used to study in the past. Poppy was unhappy and didn't want to go to MountAbbey. However, she couldn't resist her father's decision and enrolled in the school. Initially, she went through restlessness and tries her best to get away from the school. She thought that she would be thrown out of school if she didn't follow the discipline. Albeit, with the discourse of the time, she gets attached to her roommates who help her get away from school but later, she becomes pretty emotionally attached to the place and people around her.

Harriet Bentley: Harriet is a famous girl in schools and has been delegated as head girl of the school. Harriet, because of her legacy in the school, is well-respected. But she doesn't like Poppy from day first when Poppy refuses to give her any regard. Later in the movie, she becomes jealous of Poppy because of her aura and attachment with Mrs. Kingsley's son Freddie Kinsley whom Harriet wants to be mingled with. In the later scenes, Harriet always tries to malign Poppy's reputation by exaggerating her mistakes and even tries to plot her behind an incident at school when a portion of the Abbey Mount building was set on fire. Finally got caught behind this conspiracy and expelled from the Abbey Mount School.

Mrs. Kingsley: Mrs. Kingsley is an honorable headmistress of the Abbey Mount. Poppy's father especially requested Mrs. Kingsley take care of and amend his daughter's attitude. Mrs. Kingsley seems quite strict about discipline in school. However, deep down, she is also an empathetic woman who cares about her students' well-being. She warns Poppy to be disciplined on many occasions in the movie and praises her potential. At times she also scolds Harriet for exaggerating Poppy's intemperance. And finally, Mrs. Kingsley is so happy to see Poppy's change of behavior after the disciplinary committee's decision and Poppy's participation in school sports events.

Affect

1. Feelings are constructed based on culture as negative and positive experiences.

   Positive: Happy State

   Negative: Sad State.

   Poppy Moore: "let's give my dad's girlfriend the perfect Malibu welcome"

   Poppy in front of Honor Court: "it's safe to say that I've messed up. And I apologize profusely. But I'm also so grateful to you all. I tried hard to get out of this school. And only now do I realize how much I want to stay. I've learned so much being here. Being with all of you. And in some way being with my mom, who I found out was a student here. I've had a hole in my heart for five years, and somehow being here, it slowly started to heal. I know I may have looked like a Californian girl, but in my heart, I have discovered that I am an Abbey Mount girl.

1. The third variable is codified by grammar as the opposition between mental processes and relational states. Feelings in this variable are constructed as a reaction to some emotional triggers or as a general mood.

Mental process: reactions to others (the girl liked the school)

Relational state: the general state of being happy

Poppy to her roommates: "Maybe you should try entering the 21st century. Buck Rogers. This place is <u>medieval.</u>". "What is this place <u>Hogwarts</u>?"

Poppy writes to her friend: "Dear Ruby, two weeks in this place and I'm going out of my mind."

Table 2
Typology of Six Variables

Movie characters	Negative-Positive	Paralinguistic-Extra linguistic manifestation	Emotional-Relational	Low-Median-High	Realis-Irrealis	Happiness-Satisfaction-Security
Poppy Moore	Twice	Four Utterances	Twice	-	once	-
Harriet Bentley	-	Once	-	-	-	-
Mrs. Kingsley	-	Once	-	-	once	Twice

Judgment

The subsystem of 'Judgment' consists of meanings that help evaluate human behavior positively and negatively. The exposition used for the attitudinal evaluation of behavior in terms of negative and positive is assessed from the same set of social norms' point of reference. Social norms remain at risk with 'Judgment'; it takes some rules and regulations or a system of value to be presented precisely.

Social Esteem

Since social esteem is subject to the evaluation of behavior that is not punishable and does not stand the moral or legal implications, this study finds the utterances of three characters that are ascertained to these values below

Table 3
Assessment of Characters

Social Esteem	positive [admire]	negative [criticize]
normality (custom)		
Poppy Moore:	Fashionable, Charismatic, bold	eccentric, Maverick
Harriet Bentley:	Average, Standard, every day.	Unfortunate, Proudy
Mrs. Kingsley:	Skilled, Strong, rational	-.
Judging the characters' behavior unusual, special and customary elements.		
Capacity		
Poppy Moore:	skilled, clever,	-
Harriet Bentley:	athletic, strong,	Uncoordinated

Mrs. Kingsley:	Powerful, Resilient and Patience, Sane.	-
Judging the characters' competent, capable?'		
tenacity (resolve) Poppy Moore:	Plucky, brave, heroic...;	Rash, reckless,
Harriet Bentley:	-	Stupid, Jealous and untrustworthy.
Mrs. Kingsley:	persevering	-
How well disposed the characters are?		-
Social Sanction	positive [praise]	negative [condemn]
veracity (truth) Poppy Moore:	Honestt, truthful, credible. Authentic, genuine...;	- -
Harriet Bentley:	-	Deceptive, obfuscatory...
How honest the characters are.		
propriety (ethics) Mrs. Kingsley:	Good, moral, virtuous...; Law abiding, fair, just...; Caring, sensitive, considerate...	- -

The data suggest that all three movie characters have strong emotive, rational, and behavioral interpersonal linkages. The data analyses the attitudinal state of the characters from the script of the movie and finds out:

1. Poppy, Harriet, and Mrs., Kingsley's utterances have interpersonal linkages in sub-type of attitude.
2. The plot of the movie is the fine conflation of emotions and entertainment and has an underlying message to make young students understand the importance of discipline in life.
3. From an appraisal perspective, the poppy is the most rational, emotional, and mentally upset character in the movie.
4. The results also indicate that Harriet leans more toward the negative side of the plot of the movie.
5. Poppy is more fashionable, charismatic, and bold. However, impulsive and rude sometimes too.
6. Mrs. Kingsley is the movie's most sensible and rational character and wants her students to excel in their studies and life.
7. Interpersonal meanings of the utterances surface the underlying emotions and intentions, such as Mrs. Kingsley's empathy towards Poppy and giving her a chance to settle in school.
8. The language used in the movie is full of slang and informal utterances. However, at the same time serves the purpose of the character's emotional, behavioral, and mental states.
9. Emotions, behaviors, and judgments lean towards a more positive side when analyzed in the appraisal framework under sub-type judgment.

10. The intersubjectivity of the utterances indicates the cultural influences on the characters and the plot development that proceeds by each character according to the assigned roles.

Conclusion

In the sub-type attitude of the theory, it's been concluded that all three characters' language patterns have interpersonal linkages to each other emotionally. In construing the emotions from the utterances of the selected characters in the movie the above-mentioned table illustrates Poppy Moore, Harriet Bentley, and Mrs. Kingsley and places it right in front of the variable given in the sub-type of Affect in the Appraisal framework.

The results after applying the attitude sub-system reveal that in six typologies of the affect, the paralinguistic variable dominates in the utterances of the selected characters of the movie. All the three characters chosen for the analysis of their langue patterns and utterances used this paralinguistic and extra linguistic typology more often. Poppy Moore, the main character of the movie has been played four times in this emotional typology while showing her feelings to others. This typology contains three sub-categories: behavioral, mental, and relational which seems to be the most fitting show of feelings for the characters in the movie. Thus, Poppy Moore for four times has spoken out about her feelings in this context. Harriet, who has been played the protagonist, employed emotional and relational typology only once. The headmistress' utterance has also been placed for once.

Evaluation of the language patterns in the appraisal sub-system reveals that the strong, bold, and charismatic character with little rudeness will be deemed as positive according to the classification of the personality traits of the persons. Emotional and relational negative variables also differentiate the patterns that are both positive and negative.

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