



MIDLANDS STATE UNIVERSITY

**FACULTY OF ARTS
DEPARTMENT OF ENGLISH AND COMMUNICATION**

DISSERTATION TOPIC

**An appraisal on participation and decision making at community
development meetings at Caledonia Housing Cooperatives (February
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By

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DEDICATIONS

This dissertation is dedicated to my wonderful parents Mr. and Mrs. Rusenza. You made this possible mom and dad.

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ABSTRACT

The research analyzes the interactive proceedings which took place at community meetings in a bid to develop that particular community. Anchored heavily by the appraisal theory, the research analyzed cooperative meetings conducted at Caledonia Housing cooperatives in a bid to make an appraisal of the discourse of participants during community development decision making meetings. The research is an observational research where voice recording and note taking are employed and the researcher uses these strategies so covertly so as to observe behaviours which determine trends or specific actions. The research proves that the creation of a speaker's attitudes, feelings, important judgments or assessments offers a relationship between individual personality, societal action and culturally-situated meaning. The cooperatives meetings through the use of turn-taking and engaging of participants by the Ministry, develops the issue of participation and decision making at spoken discourses. At least seven meetings were interpreted and analyzed using conversation analysis and the appraisal theory. The main reason for the analysis of these meetings was to bring out how the interpersonal meaning is realized in utterances made by participants at community development meetings.

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CHAPTER 1:INTRODUCTION AND GENERAL BACKGROUND

1.1 INTRODUCTION

This chapter presents the general background to the study as well as the inspirations to the research, the main research questions and the structure of the study. The research was inspired greatly by the Appraisal theory which suggests that the value of language is shaped by a given context. The researcher makes an analysis of the spoken discourse at community level decision making meetings which embraces the contributions of every participant in reaching a common goal. Tape recorded cooperative meetings at Caledonia Housing Coops form the core of this research where cooperators brought forward their grievances to the Ministry responsible for them and the way forward was discussed by both the Ministry and the cooperators. The foregoing discussion brings out how manifestations of appraisal resources inform participation and how lack of knowledge on lexico-grammatical rules affects decision making at community level meetings. The pragmatics of the cooperative meetings as a genre in spoken discourse will be examined in this research.

1.2 BACKGROUND OF STUDY

The research was inspired by lack of knowledge on language use by participants at community level meetings where people share different norms, beliefs, emotions and values. The research is an arrow pointing to the study of forensic linguistics where voices are scientifically tested to bring out the personalities as well as the attitude of the speaker only by hearing the voice .The research seeks to bring out that there is more to an utterance than the mere idea in it. Community level meetings were chosen as the data because quite a number of activities are witnessed, for

example, at Caledonia Farm different people with different situations and circumstances were uprooted from different parts of Harare to stay in that area. These people have different attitudes towards each other in general and the government at large.

Operation Murambatsvina (Operation Drive Out Rubbish), according to the research carried by the Department of Sociology, University of Zimbabwe, was a large-scale Zimbabwean government campaign to forcibly clear slum areas across the country. The cleanup campaign was carried out from the 19th of May to the 12th of June 2005 throughout the major cities and towns of Zimbabwe. Hundreds of thousands of men, women and children were rendered homeless, without access to food, water and sanitation, or health care. Education for thousands of school age children has been disrupted. The Operation was justified as a program to enforce City bylaws to halt allegedly illegal activities and realize high standard of cleanliness in major cities and towns throughout Zimbabwe. The research also states that the operation took place at a time of persistent budget deficits, triple-digit inflation, critical food and fuel shortages and chronic shortages of foreign currency. It was implemented in a highly polarized political climate characterized by mistrust, fear and a lack of dialogue between Government and local authorities, and between the former and civil society.

Citizens affected by this operation were dumped at Caledonia farm which by then was an open space and they had to build temporary shelters. These people later formed cooperatives and this saw other people from different parts of Harare coming to join those cooperatives.

Discourse analysis according to Cameron (2001) requires the researcher to interact with research subject or to record their interaction with each other, in order to produce data in form of talk. This kind of analysis as observed by Neville (2008:36) “uses recordings of naturally occurring

interaction to uncover the language, practices and processes of reasoning by which people accomplish social action.” Bhatia (2004) supports the argument by saying that the analysis of discourse requires the analyst to understand and account for the realities of the world as we see them as ‘complex, dynamic and constantly changing’. The analysis of spoken discourse as observed by Cameron (2001:7) aims at making explicit what “normally gets taken for granted; it is also to show what talking accomplishes in people’s lives and in society at large”. The analysis of the linguistic data gathered for investigation will unveil language patterns which people use at open-to-public meetings to reach a common ground on the subject under discussion and achieve their social actions and goals. The term discourse as observed by Bhatia (2004:3) is “language use in, professional or more general social contexts, including both written and spoken forms, to communicate meaning in a particular context”.

The use of language in different discourse communities is a great inspiration to this dissertation on whether or not a gathering share same norms, beliefs, emotions and values in a particular discourse and its ecosystem. The research will be greatly focused on how participants at a community level meeting evaluate and appraise the project or topic under discussion on certain meetings. The nature of language that is used by participants at these meetings as they will be advancing their views will form the core of this research as well as an observation and analysis on how participants align or disalign, agree or disagree with others in reaching a common ground and also to note the sort of interpersonal meanings and how decisions are made or reached at. Guided by the Appraisal theory, the research will seek to analyze the different attitudes, emotions and goals found in contributions made by participants in the community development meetings. The purpose of the research is to analyze and appraise the interpersonal relationships

in a conventionalized ecosystem by attending different meetings where ideas and values of different participants may show a discrepancy.

1.3 STATEMENT OF THE PROBLEM

No Appraisal research has been undertaken in Zimbabwe on the discourse realized at community level decision making meetings. Important discourse-linguistic insights on language use and how decisions are reached at community level decision making meetings should be investigated. The research, through the paradigm of Appraisal theory, seeks to appraise and evaluate language use, participation and decision making at community level discussion meetings.

1.4 AIMS OF THE STUDY

The aim of the study is to make an appraisal of the discourse of participants during community development decision making meetings.

1.5 OBJECTIVES OF THE STUDY

- To evaluate how the interpersonal is realized during community development discussion meetings
- To analyze and appraise the issue of voices in a spoken discourse,
- To examine how participants at community level decision meetings agree or disagree, align or disalign with each other during discussion meetings.

1.6 MAIN RESEARCH QUESTIONS

- How does spoken discourse at community level meetings embrace or develop the issue of participation?
- How are appraisal strategies of affect, judgment and appreciation displayed by participants?

- How do the interpersonal meaning manifest at the community meetings.
- How do participants evaluate and negotiate meaning in decision making at community level discussion meetings?

1.7 DELIMITATIONS OF THE STUDY

Delimitations are those characteristics that limit the scope and define the boundaries of one's research. This research is delimited to the meetings conducted by the Ministry of Small and Medium Enterprise and Cooperatives Development in Caledonia Farm phase 1 pertaining to the future of those cooperatives now that the government is launching another Murambatsvina.

1.8 LIMITATIONS

Limitations are possible weaknesses in the study and are beyond the control of the researcher. This research is limited to only thirteen Phase 1 cooperative to cooperative meetings out of eleven Phases conducted by the ministry. The student could not have time to attend all the meetings in the other phases since the exercise is lasting for more than six months.

1.9 ASSUMPTIONS OF THE STUDY

Assumptions to this research are that participants at cooperative development meetings share different values, feelings and attitudes thereby necessitating this research. The research is about investigating how participants align or disalign, agree or disagree with others in reaching a common ground and also to note the sort of interpersonal meanings and how decisions are made or reached at in the development meetings.

1.10. SIGNIFICANCE OF STUDY

To the researcher the research is of greater importance to the student in that it is carried out in partial fulfillment to the Honours degree in English and Communication. The research also

exposed the student to the fuller understanding of the study in question as well as the linguistic discourse.

To the University the research added to the reading material in the library as well as providing reading material to other students interested in the study. The research will be an arrow pointing towards the study of forensic linguistics where voices are studied and analyzed to bring out tangible results on what drove him or her to say what he or she said.

To cooperative members the research is of importance to cooperators in that it gives them the encouragement to air out their views in matters that concern their future and not be sabotaged by anyone in general and the government at large. The research seeks to bring out the importance of research on language use at cooperative development meetings given a scenario that the participants there present do not really belong to that ecosystem.

To Zimbabwe at large the research contributes to discussions of the nature of participation and decision-making in local governance in Zimbabwe. The research shows that cooperatives should be taken seriously and the government should put into consideration the feelings of those cooperators before imposing laws at them.

To the Appraisal theory the research will seek to expand the theory of evaluation and appraisal.

1.11 DEFINITION OF KEY TERMS

Appraisal - an estimation of the value of language use at a given context.

Community development – these are practices carried out in various aspects for the betterment of local communities.

Discourse – this is the use of language in a particular context.

Discourse analysis – an investigation on language use at a certain ecosystem.

Evaluation – bringing out the value of spoken language in comprehending, understanding, analyzing, and communicating.

Linguistics – scientific study of language.

Participant – a person who contributes in an activity.

1.12 STRUCTURE OF THE STUDY

Chapter one covered the background of the study, statement of the problem, significance of the study, research objectives, main research questions, definition of key terms. Chapter two will review the literature pinned to this research as well as the theoretical framework. Chapter three focus on the research methods and chapter four will be the organizational analysis, data findings and presentation whilst the final chapter the fifth one will be the conclusion, recommendations and further discussions necessary for the study.

1.13 CONCLUSION

The chapter served a purpose of highlighting what the research will be mainly dealing with... also the main objectives and the inspirations to the study. The introduction and the background provided the necessities and the authenticity of this dissertation as well as the school of thoughts pinned to the research. The next chapter will be a step into the heart of the research which eventually leads to the theoretical framework as well as the data analysis.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

Chapter one introduced the research and problematized the study as well as the objectives of this research. The research looks at participative socio-linguistic features found at the community meetings and how they help in the decision making process. The chapter will address the appraisal theory and how it fits in the research under discussion.

2.2 DISCOURSE ANALYSIS: LANGUAGE-USE IN SPECIFIC CONTEXTS

The study in general falls under the category of spoken discourse and appreciates the practical aspects of corpus linguistics which according to Adolphs & Lin (2011: 597) quoted in Kabugo (2013), is concerned with language use in real and more practical contexts. Discourse analysis according to Cameron (2001), requires the researcher to interact with research subject or to record their interaction with each other, in order to produce data in form of talk. This kind of analysis as observed by Neville (2008:36) uses recordings of naturally occurring communication to reveal the language, practices and procedures of reasoning by which people accomplish social action at a given discourse. Bhatia (2004) supports the argument by saying that the analysis of discourse requires the analyst to appreciate and interpret the realities of the world as we see them as complex, dynamic and constantly changing. The analysis of spoken discourse as observed by Cameron (2001:7) aims at making explicit what “normally gets taken for granted; it is also to show what talking accomplishes in people’s lives and in society at large”. The analysis of the linguistic data gathered for investigation will unveil language patterns which people use at open-

to-public meetings to reach a common ground on the subject under discussion and achieve their social actions and goals.

The term discourse as observed by Bhatia (2004:3) is “language use in, professional or more general social contexts, including both written and spoken forms, to communicate meaning in a particular context”. Jørgensen & Phillips (2002) postulate that discourses embody different aspects of making sense of the world and create various identities for speakers, discourse, therefore, is a precise manner of talking about and understanding the world. They further postulate that the overall idea in the word discourse is that language is organized depending on different patterns that people’s expressions follow when they participate in various spheres of societal being. Taking into consideration the school of thought brought forward by these two scholars, discourse basically is language use and meaning agreed upon by a group of people in a particular context. Discourse analysis, therefore, is an investigation on language use at a certain ecosystem. Discourse studies the organization of language above a sentence or a clause and is also concerned with language use in social contexts in particular interaction or dialogue between speakers. Neville (2008) postulates that people interact with each other to bring out different views on different aspects of life in general and the world at large as well as to maintain social relationships and group memberships in conventionalized and informal institutions. The definitions brought forward by different scholars towards discourse and discourse analysis share the common aspect of language in use at a given context. Context according to Van Dijk (2007) is the situation where language is attached meaning depending on the social situation in which communication is taking place. Adjei (2013) observes that discourse analysis is dominant in the creation and negotiation of meaning of the social world.

2.3 LANGUAGE IN INTERACTIVE SOCIAL CONTEXT

Adjei (2013) observes that historical and socio-cultural constraints influence the communication of participants in a given context in social interactions. He further says that speakers in discourse position themselves by drawing on their experiences of culture, religion, beliefs and values to construct their versions of social reality. This observation suggest that participants at an interactive discourse manipulate language to suit their beliefs and give it meaning to suit that particular context and the meaning is tied to some form of background information which build that context. Van Dijk (2007) argues that it is not only the social situation which informs the construction of text and talk, but the description of significant properties of the communicative situation by the participants in a given discourse. He further argues that “it is not the social situation that influences (or is influenced by) discourse, but the way the participants define such a situation” (page ix). The scholarly works reviewed so far in this foregoing discussion point towards the necessity of analyzing language in use at a given context. Thus, one cannot talk of a discourse without mentioning the terms ‘language use and context.’

2.4 PARTICIPATION AT A SPOKEN DISCOURSE

The research is mainly about the evaluation of how participants at spoken discourse agree or disagree on the contributions made by other participants so it will be unfair not to mention how the issue of participation is shaped and conducted in the community meetings to be analyzed in chapter four. Participation in general is the act of sharing in the activities of a group in this case it is the sharing of ideas, feelings, emotions only to mention a few, at community level discussion meetings. According to Willig (2008) paraphrased in Adjei (2013), participants in spoken discourse tactically use conversational tactics to establish their willingness in interactions in pursuit of their interpersonal and social goals. Taking the observation into consideration, the research will bring out how cooperators engage themselves in trying to bring out their social

stance and embrace the conversational strategies to bring out their interpersonal and social objectives. Adjei (2013:3) asserts that “the production and the meaning of a language in social interactions are shaped by the socio-cultural experiences of speakers in their given contexts.” This means that one cannot talk of spoken discourse which is independent of some sought of background experiences by the participants at that discourse. Neville (2007:2) observes that “people talk to each other to construct and order the affairs of their ordinary social activities, to act in social identities and roles, to form and maintain social relationships and group memberships, or formal and recognizable organizations and institutions, or to collaborate for work.” He further asserts that participants within a spoken discourse “design and coordinate their utterances in order to meet the contingencies of the moment and to be recognized and carried off for what they are, for particular social ends, and with real social consequences.”(page3)

2.5 THEORETICAL FRAMEWORK

Different scholars have brought forward quite a number of schools of thought pertaining to the study of language, discourse analysis and context as shown in the previous sections of this chapter. The research is underpinned by the Appraisal theory propounded by Martin and White.

2.5.1 APPRAISAL THEORY

Kabugo (2013) argues that evaluation is the act of participants in discourse exercising attitude and opinion towards other discourse participants and situational variables. The appraisal theory propounded by Martin and White (2005) cannot be discussed without the key factor of language evaluation. They argue that the two are used side by side because appraisal is concerned with how evaluation is established, amplified, targeted and sourced in language. Hood (2004) describe the Appraisal theory as a practical model of interpersonal meaning at the level of discourse semantics which accommodates evaluation of attitude in relation to values and voices in the text. Martin and White (2005:10), observes that “Appraisal is placed in discourse semantics for three

reasons. First of all the realization of an attitude tends to splash across a phase of discourse, irrespective of grammatical boundaries – especially where amplified. Secondly, a given attitude can be realized across a range of grammatical and finally there is the question of grammatical metaphor- the process whereby meaning is cooked twice as it were, introducing a degree of tension between wording and meaning.” They identify three different levels along which speakers or writers’ attitudes may differ and these are affect, judgement and appreciation. This is to be discussed in the next section 5.5.2.1. Martin & White (2005: 1) suggest that, the discourse analysis under the appraisal framework is concerned with, how writers/speakers approve and disapprove, enthuse and abhor, applaud and criticize, and with how they position their readers/listeners to do likewise. It is concerned with the structure of texts in societies with collective beliefs and feelings, as well as how speakers interpret particular identities in which they align or dis-align with actual or potential respondents and with how they construct for their texts an anticipated or ideal audience.

The Appraisal framework, according to Hood (2004), includes a system of options for expanding or contracting space for other voices in discourse and he calls it engagement and this enables an investigation of the dynamic management of other voices by the writer or speaker. The research will, look at how participants accommodate each other in their opinions and how a single opinion is expanded and abhorred by other participants in reaching a common ground at the end of the meeting. Therefore, the analysis and evaluation of participant’s attitude will form the basis of this research.

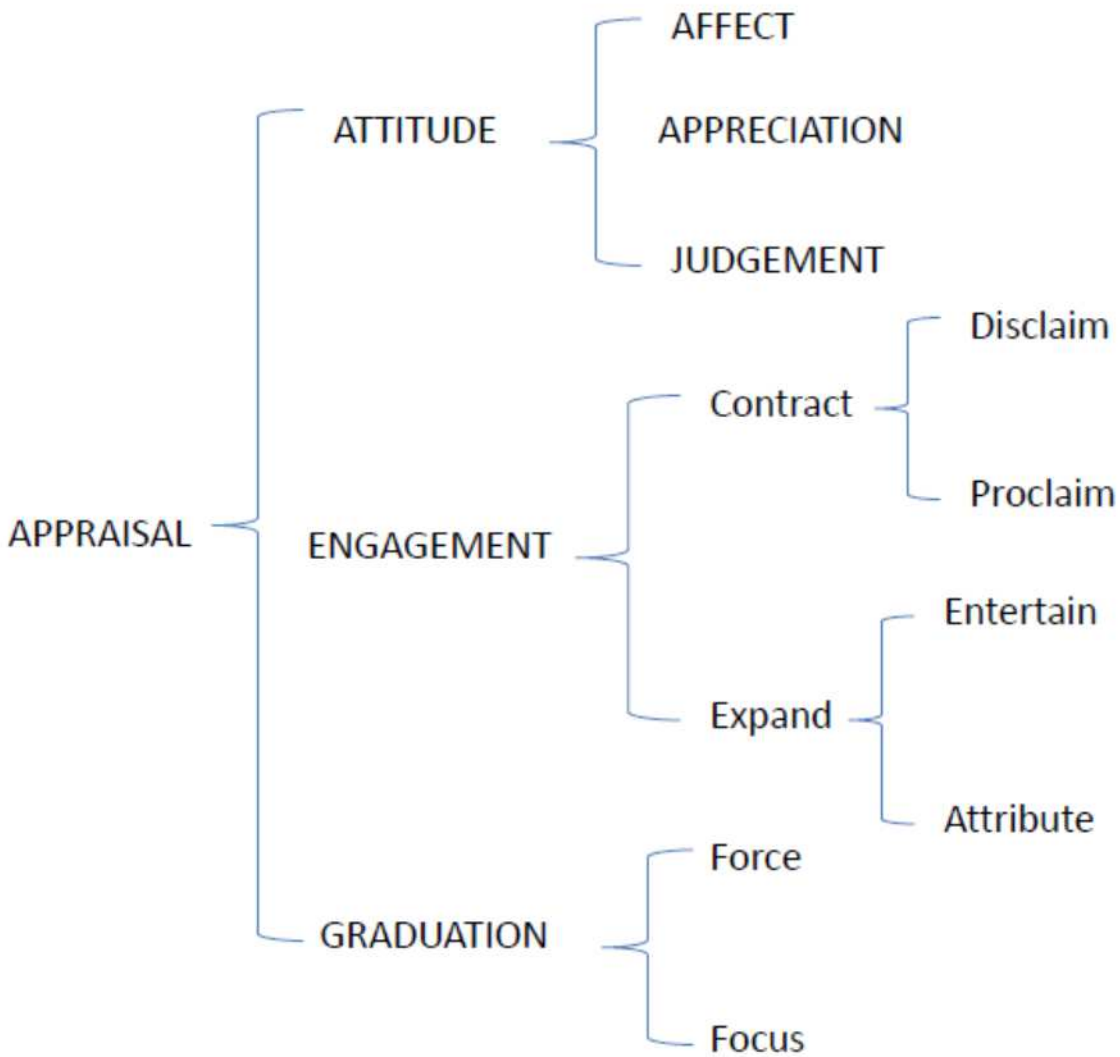


Fig.1. Overview of APPRAISAL systems (based on Martin & White, 2005) by Xinghua Liu (2013:41)

According to Martin and White (2005) appraisal is decentralized in three interacting domains – ‘attitude’, ‘engagement’ and ‘graduation’. Attitude is concerned with feelings, including emotional reactions, judgments of behaviour and evaluation of things. Engagement deals with tracing attitudes and the production of voices around ideas in a dialogue. Graduation attends to classifying occurrences whereby feelings are amplified and categories blurred. Attitude is itself divided into three regions of feeling, ‘affect’, ‘judgment’ and ‘appreciation’.

2.5.2.1 ATTITUDE

Painter (2003:184) views attitude as a “domain concerned with the linguistic expression of positive and negative evaluations”. These two are true in every expression or utterance of every person. The notion of attitude is divided into three sub-categories which are affect, appreciation and judgment.

i. Affect

According to Martin and White (2005:42) “affect is concerned with registering positive and negative feelings: do we feel happy or sad, confident or anxious, interested or bored?” Young and Fitzgerald (2006) suggest that affective appraisals are witnessed with the presence of adjectives as in the question: *How do you feel about Y?* The assumption here is that whenever that kind of question is asked, one will be looking for someone’s attitude towards a person, an object or an event. The research will bring out how this notion of affect is realized at the community development meetings.

ii. Appreciation

Martin and White (2005:43) describe appreciation as a notion which involves “evaluations of semiotic and natural phenomena, according to the ways in which they are valued or not in a given field”. Young and Fitzgerald (2006) observe that appreciation covers the ways speakers or writers express their likes and dislikes and personal evaluations of people and events by either lexical choices or whole clauses.

iii. Judgment

Judgment is usually about appraising people’s behaviour in terms of social values and ethics (Young and Fitzgerald, 2006). In support of the observation made by these two scholars, Martin

and White (2005) the profounder of the theory argue that judgment deals with attitudes towards behaviour, which people admire or criticize, praise or condemn.

Attitudinal meanings, as noted by Martin and White (2005), tend to spread out and color a period of discourse as speakers take up a position concerned with affect, judgement or appreciation.

According to Liu (2013:42-43),

Affect, judgement and appreciation constitute an interconnected and interactive system of evaluation. They are all motivated by affectual responses with judgement institutionalizing affectual positioning with respect to human behaviours and appreciation institutionalizing affectual positioning with respect to product and process.

2.5.2.2 ENGAGEMENT

Liu (2013:43) posits that the “engagement system contains a set of resources by which writers adjust and negotiate the arguability of their propositions and proposals, and dialogically engage with potential readers.” Martin and White (2005) posits that engagement include meanings which in various ways construe for the text a heteroglossic background of prior utterances, other perspectives and expected responses. They also add that engagement deals with sourcing attitudes and the play of voices around opinions in discourse. Hood (2004) argues that engagement includes a system of options for intensifying or diminishing space for other voices in discourse enabling an investigation of dynamic management of other voices by the writer. Martin and White (2005:94) posits that the Appraisal framework “groups together all those locutions which provide the means for the authorial voice to position itself with respect to, and hence to ‘engage’ with, the other voices and alternative positions construed as being in play in the current communicative context”.

They also propose that engagement is subdivided into taxonomies which include the issue of **Disclaim** which they define as the textual voice which positions itself as at odds with, or rejecting, some contrary position. Another taxonomy brought forward by the two scholars is that of **Proclaim** which suggest that by representing the intention as highly justifiable, the textual voice sets itself against, overpowers or rules out alternative positions. The third taxonomy according to Martin and White (2005:98) is what they call **Entertain** which suggest that “ by explicitly presenting the proposition as grounded in its own contingent, individual subjectivity, the authorial voice represents the proposition as but one of a range of possible positions”. The fourth and final taxonomy they put forward is **Attribute** which suggest that by “representing proposition as grounded in the subjectivity of an external voice, the textual voice represents the proposition as but one of a range of possible positions”

The notion of engagement is subcategorized according to whether other voices or alternative viewpoints are construed ('heteroglossic') or not ('monoglossic'). Martin and White (2005) use the term heteroglossic to refer to all expressions which function in one view among a range of possible views to recognize that the text's communicative background is a diverse one. Heteroglossic is further subdivided into dialogic expansion and dialogic contraction. The distinction according to Martin and White (2005:102) “ turns on the degree to which an utterance, by dint of one or more of these locutions, actively makes allowances for dialogically alternative positions and voices (dialogic expansion), or alternatively, acts to challenge, fend off or restrict the scope of such (dialogic contraction)”.According to Liu (2013) Heterogloss acknowledges the dialogical divergences by either contracting or expanding the dialogical space with potential readers of the text.

2.5.2.3. GRADUATION

According to Martin and White (2005) the semantics of graduation is central to the appraisal system and they suggest that it might be said that attitude and engagement are domains of graduation which differ according to the nature of the meanings being scaled. Graduation is divided into focus and force where focus, according to Martin and White (2005), applies to categories which, when viewed from an experiential perspective, are not scalable. They also suggest that force covers assessments as to degree of intensity and as to amount.

2.6. CONCLUSION

The literature reviewed in this chapter explained in detail how language use can influence decisions at a given discourse. The chapter also reviewed that the Appraisal framework which according to Martin and White (2005) locates appraisal as an interpersonal system at the level of discourse semantics where at this level it co-articulates interpersonal meaning with two other systems – negotiation and involvement. According to Hood (2004) the appraisal theory is important in recognizing the ways in which interpersonal meanings related to ideational and textual choices in the discourse. The next chapter will address the methodologies of this research.

CHAPTER THREE RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter reviewed the literature to this study. This chapter discusses various data collection methods used in this study. It also elucidates the methodology used by the researcher. It explains the research design as well as the case study method used. The chapter also presents the sampling procedure as well as the data collection instruments.

3.2 RESEARCH METHODOLOGY

Data gathering authenticates the validity of the research and helps in clarifying the gaps that exist in the topic under discussion. It is very important for the researcher to choose the way in which the data for the research is to be gathered and from whom and from where and this should be done with caution in order to produce a sound judgement as well as to produce fair results.

Research methods are discussed under two broad approaches which are the qualitative approach and the quantitative approach. According to Duff (2002) quantitative research is associated with experiments, surveys and other research with large samples of people or observations, whereas qualitative research is associated with ethnography, case study and narrative inquiry, often with a smaller number of participants but fuller and more holistic accounts from each one. She also argues that quantitative research may involve qualitative analysis for example discourse analysis. De Vaus (2001) argues that social surveys and experiments are the main examples of quantitative research whilst case studies, are the major examples of qualitative research which adopts an interpretive approach to data, studies 'things' within their context and considers the subjective meanings that people bring to their situation.

Duff (2002:47) argues that “the quantitative approaches tend to be associated with a positivist orientation, realist ontology, an objective epistemology, and an experimental, manipulative

methodology whilst qualitative approaches are often associated with an interpretive, humanistic orientation.” According to Marshall and Rossman (1999) qualitative studies typically focus on individuals, dyads, groups, processes or organizations. This research is a qualitative research, a case study of the cooperative development meetings at Caledonia Farm. Creswell (2003) and Crotty (1998) cited in Parylo (2012) argue that qualitative research is framed broadly within the socially constructed and advocacy/participatory theories that assert that meaning is constructed socially and, therefore, there are multiple truths to discover. Duff (2012) supports the notion by suggesting that qualitative research emphasizes the importance of examining and interpreting observable phenomena in naturally occurring contexts which are part of people’s regular activities.

3.3 RESEARCH DESIGN

According to Wyk (2013) research design is the overall plan for connecting the theoretical research problems to the relevant and achievable empirical research. Research design helps the researcher gain more knowledge on the study. According to De Vaus (2001) the function of a research design is to ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible. The scholar went on to suggest that obtaining relevant evidence entails specifying the type of evidence needed to answer the research question, to test a theory, to evaluate a programme or to accurately describe some phenomenon. According to Marshall and Rossman (1999:21) “through systematic and sometimes collaborative strategies, the researcher gathers information about actions and interactions, reflects on their meaning, arrives at and evaluates conclusions, and eventually puts forward an interpretation, most frequently in written form .” The research uses the case study as the design.

3.3.1 CASE STUDY

The researcher used a case of cooperative development meetings at Caledonia Farm in Harare.

Cooperatives in Caledonia farm were formed as a result of Operation Murambatsvina which saw thousands of Harare residents being relocated to that farm. The meetings to be analyzed were conducted by the Ministry of Small and Medium Enterprise and Cooperative development on a cooperative to cooperative basis. Case study according to Yin (2003) cited in the online apparel retailer Survey (2004), is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.

3.3.2 POPULATION

Burns and Grove (2007) cited in McIntosh (2008) describe population as all the elements included in a sample that meet the criteria. A population is a group of individuals or objects from which a sample is drawn for analysis for example a population of Caledonia Housing Cooperatives which the researcher used in this research. There is also the issue of target population which is cannot be left out whenever one talks about population in research. Target population is the group of entities in which the researcher find the information necessary for the authenticity of the research. The target population is generally the larger group from which individuals are selected to participate in a study. Duff (1999) asserts that the expansion of the research participant pool and the language they represent has implications for the way the research is theorized, conducted, interpreted, and disseminated with these populations as well as the form it ultimately takes. The target population for this research was the cooperative meetings of people affected by Operation Murambatsvina at Caledonia Farm.

3.3.3 SAMPLING PROCEDURE

According to the Educational Research conducted by Richard M. Jacobs (2013), the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. The purpose of sampling is to gather data about the population in order to make an inference that can be generalized to the population. Sampling is a process of choosing an appropriate section of a population for the purpose of defining the characteristics of the entire populace. The relevant population for sampling in this particular research is the cooperative meetings conducted by the ministry of Small and Medium Enterprise and Cooperatives development.

According to the Information Brochure (2012) provided by Fairfax County Department of Neighborhood and Community Services, sampling methodologies are classified into two broad categories which are probability sampling and non-probability sampling. The Brochure suggests that probability samples are the only type of samples where the results can be generalized from the sample to the population and that they allow the researcher to calculate the precision of the estimates obtained from the sample and to specify the sampling error. According to Chaturvedi (2012) the probability structure is that one in which every element in the population has a chance of being selected in the sample, and this probability can be precisely determined. He argues that probability sampling includes Simple Random Sampling, Systematic Sampling, Stratified Random Sampling, Cluster Sampling, Multistage Sampling and Multiphase sampling. Nonprobability samples, on the other hand, do not allow the study's findings to be generalized from the sample to the population. Nonprobability samples include Accidental Sampling, Quota Sampling and Purposive Sampling. The research uses the purposive sampling procedure which will be discussed in section 3.4.

3.3.4 SAMPLE SIZE

According to Mugo (2002) the question of how large a sample should be is a difficult one.

Sample size can be determined by various constraints. For example, the available funding may influence the sample size. When research costs are fixed, it is wise to spend about one half of the total amount for data collection and the other half for data analysis. In general, sample size depends on the nature of the analysis to be performed and the anticipated accuracy of the evaluations one wishes to accomplish. He further suggests there are more definite rules to be followed when deciding a sample size for qualitative research than in a quantitative one. It therefore depends on what the researcher seeks to achieve which determine what can be done with available time and resources. The sample size for this particular research is two thirds of the nine cooperative meetings conducted by the Ministry of Small and Medium Enterprise and cooperative development in Caledonia Farm Phase One. The researcher analyzed one community development meeting and six cooperative to cooperative meetings which equates to two thirds of the nine meetings recorded by the researcher. The meetings to be analyzed were conducted from the 8th to the 14th of February 2014.

3.4 PURPOSIVE SAMPLING

Purposive sampling is when the researcher selects the sample and tries to make it representative depending on his or her opinion or purpose. According to the Information Brochure (2012) provided by Fairfax County Department of Neighborhood and Community Services, in purposive sampling, the researcher employs his or her own judgment about who to include in the sample frame. Prior knowledge and research skill are used in selecting the respondents or elements to be sampled. The researcher for this particular research employed this method since not every voice which was recorded mattered in the research but a great deal of purposive sampling had to be done. The data collected by the researcher was tape recorded from the

cooperative- to -cooperative meetings conducted by the Ministry of Small and Medium Enterprises and Cooperative Development in February 2014.

3.5 RESEARCH INSTRUMENTS

3.5.1 OBSERVATIONAL RESEARCH

The researcher invoked the observational research instrument in the gathering of data to be analyzed in this research. Researchers who use the observational research method covertly observe behaviours to determine trends or specific behaviours. Observational research techniques include communication checklists, time sampling behaviors during specific periods or event sampling behaviors during specific events such as birth or death. Mugo (2002) argues that for observational research to be successful, subjects cannot know of the observer's presence since this discovery may change behaviors. Tools used in observational research include radio tracking, videotaped observation and audio monitoring and the researcher used voice recording and note taking and she did that so covertly.

3.6 METHODS OF DATA ANALYSIS

3.6.1 DISCOURSE ANALYSIS

Discourse analysis according to Cameron (2001) requires the researcher to interact with research subject or to record their interaction with each other, in order to produce data in form of talk. This kind of analysis as observed by Neville (2008:36) “uses recordings of naturally occurring interaction to uncover the language, practices and processes of reasoning by which people accomplish social action.” The analysis of discourse requires the analyst to appreciate the realities of the as people see them and this help in the understanding of the sociolinguistic realities of a particular discourse. The researcher invokes this theory in the analysis of the voice recorded data in this research. The analysis of the linguistic data gathered for investigation will

unveil language patterns which people employ at decision making meetings to reach a common ground on the subject under discussion and achieve their social actions and goals.

3.6.2 CONVERSATION ANALYSIS

According to Neville (2006) conversation analysis focus on recorded voice data for occurrence investigations which represent real-time naturally occurring interaction. She goes on to suggest that, “conversation analysis has shown that interaction is highly ordered, and this order is discoverable. Participants themselves create order in interaction, there and then, in order to accomplish intelligible, accountable, and consequential action (page 2).” The research identifies the cooperative meetings as a genre of real time naturally occurring interactive event.

Conversation analysis pays attention on how participants accommodate and understand each other when participation in an interaction. The analyst therefore would take note on how the participants acted on each other’s contributions as evidenced by their next actions in their interactions. Neville (2006) states that conversation analysis is interested in the details of the reality of social conduct, as it is produced and interpreted by real people in real situations, right there and then. She further suggests that conversation analysis does not guess at what people are thinking, or at the motivations of their actions, but looks for evidence in the transcription data and that it does not use experimental data, but uses audio and video recordings of people interacting in authentic settings, not interacting for the benefit of the analyst. The central aspect in conversational analysis is on how participants develop and demonstrate their actions in naturally occurring interactive events to construct the logic and order of societal being.

Neville (2007) propose that conversation analysis examines the ordinary and situated taken-for-granted language competencies by which participants accomplish sociality. She also alludes that conversation analysis considers the social action underway, by showing how the design and

timing of talk is sensitive to its placement in the sequential organization of real time interaction and activity. Participants in an interaction create and organize their within interaction, therefore, design and coordinate their words to meet the possibilities of the moment and the real social results. Neville (2007) propose that at the core of CA is the notion that people exhibit, in the design and timing of their own talk and conduct, their understanding and treatment of others' prior talk and conduct.

3.6.2.1 TRANSCRIPTION

According to Neville (2007) the primary data for CA are audio or video recordings of people interacting in naturally occurring settings, rather than invented, isolated, or coded examples. She also say that CA transcriptions do not show grammatically correct sentences that speakers should have said, but include the partial ungrammatical sentences, incomplete words, little words that participants actually said. Neville (2006) propose that transcription is a process consisting of a series of steps, where each possible succeeding step can add further detail and that increased levels of detail represent greater levels of points available in the recorded data, and so can make possible a greater range of analytic observations. That is, increasing levels of transcription detail can allow the analyst to see more of what is there in the voice data, of how the communicating participants themselves produced and understood what was going on. She went on to say that increased levels of detail try to capture more of what was actually available to and used by the participants themselves as they interpret one another's talk. Neville (2007) observes that progressing through steps in transcription involves repeated listening to the recorded data and each listening prioritizes (but is not limited to) the current step. It is almost always the case that repeated listening will allow the analyst to hear and add some new detail.

3.7 DATA ANALYSIS PROCEDURE

Having gone through the introduction and background of study, the literature review as well as the selection of the research design and methodology the next step is the analysis of the data collected. The researcher will first transcribe the data that is put it from the voice to the written form and will do so in both Shona and English. Shona is used because the participants are first language speakers of the language, the researcher will then translate to English for the purpose of study. The researcher will then analyze the data coded using the data analysis method as well as the appraisal theory.

3.8 SUMMARY

The chapter served a purpose of bringing out the methods used to gather data for the research. The chapter defined the research design and methodology used, the population, sample size, sampling techniques, sources of data and data collection techniques. Observational research was identified as the data collection method through tape recording and note taking. The next chapter is about data presentation and analysis.

CHAPTER FOUR APPRAISAL AND DECISION MAKING DURING COMMUNITY DEVELOPMENT MEETINGS

4.1 INTRODUCTION

The previous chapter presented the research methodology and the design used for the research. This chapter presents, interprets and analyses seven meetings, one community meeting and six cooperative to cooperative meetings conducted by the Ministry of Small and Medium Enterprise and Cooperatives development. The interpretation and analysis of these meetings was informed by the conversation analysis theory and the Appraisal theory discussed in chapter three which suggest that participants produce order in communication in order to achieve understandable actions. The chapter through transcription and interpretation will bring out how the conversation analysis is understood at the cooperative development meetings to be analyzed. The analysis of the meetings seeks to bring out how the three interacting domains – attitude, engagement and graduation, manifest in the contributions made by participants.

The researcher invoked the following abbreviations in data presentation:

Coop/s – cooperative/s

MIN ----- Ministry

Part --- participant

Pr ----- proclaim

Dis ----- disclaim

Aff ----- affect

Jud ----- judgement

App ----- appreciation

Foc ----- focus

In the analysis of appraisal resources, the researcher used the following typeface conventions:

Bold underlining-----matches its bold underlined **cognitive move** or the cognitive move available.

Bold italics----- match its bold italicized *cognitive move*.

Italics ----- match the italicized *cognitive move*.

Underlined italics ----- match the underlined italicized *cognitive move*.

Bold -----match the bold **cognitive move**.

4.2PRESENTATION OF COMMUNITY DEVELOPMENT MEETING(8 FEB, 2014)

4.2.1 Analytical pattern of appraisal resources and the generic move structure of the community meeting (08 Feb 2014

Parti- Cipant	Shona	Englishttranslation	Cognitive moves	Appraisal strategies
MIN	Kuuya kwedu <u>ndekwekuti tione kuti cooperative vega vega ine matsamba ayo akakwana here anoita kuti ive nekodzero yekuti ive cooperative.[pr]</u>	Our coming here is <u>to check if each and every coop here has its proper documentation[pr]</u> which makes it a coop.	Expressing concern.	Engagement: proclaim.
Part 1	Mapepa acho amati murikuda handiti ndiwo atakambokupai <u>here saka makudei futi?[aff]</u>	The documents that you want aren't they the same that we once gave you, <u>what is it that you want again?[aff]</u>	Showing disinterest.	Attitude: affect.

Part 2	<p><u>Tiri kuda kunzwisisa kuti zvinhu zvenyu munombozifambisa seichaizvo?</u>[jud]<i>Mukurega ministry yaVaChombo ichipinda panzvimbo isiri yayo, ikupinda panzvimbo isiri yayo. Imhosva yenyu nemistry yenyu nekuti hapana chamuri kutibatsira nacho</i>[jud]. Iyezvino <u>murikuti murikuda kuona kuti mabook amari aripo here apa makarega Chombo achiti macooperative ngaarege kubata mari murikuda titeedzere zvipi?</u>[jud]<i>Chombo wacho nekupenga kwake ikoko ngaauye kuno titaure naye .Aiti vanhu vemacooperatives vasapihwe mari nekuti matsotsi akambouya here akaona kuti mari ikubiwa. Basa redu nderekuvhotera vanhu ava asi hapana chavanotiitira.</i>[jud]</p>	<p><u>We want to understand, how exactly do you conduct your Ministry?</u>[jud]<i>Chombo's ministry is stepping out of its boundaries and it's your fault because you are helping us with nothing.</i>[jud] Now you are saying <u>you want to inspect our subscription records yet you did nothing when Chombo gave a directive for coops to stop collecting money what is it that you want us to do?</u>[jud] Let <i>Chombo with his madness come and address us. He labeled us thieves did he ever come here to see if the funds were abused? Our job is to vote for these people who do nothing for us.</i>[jud]</p>	<p><u>Reasoning critically.</u><i>Expressing dissapointment and disinterest. Expressing anger.</i></p>	Attitude: judgement
MIN	<p><u>Tine hurombo nekusanzwanana kwaivepo</u>[pr] iye zvino hakusisina huyai tishande tese tigadzirise nyaya idzi.</p>	<p><u>We are very sorry for the confusion which was there</u>[pr] it's no longer there come lets work together and control the situation.</p>	<p><u>Issuing an apology</u> and giving hope.</p>	Engagement: proclaim
MIN	<p>Chimwezve chatinoda kutarisa ndechekuti hutangamiriri hupote huchisarudzwa patsva kuitira kuti murege kufungirana kuti pakubiwa mari kana kupombonoka muri pazvigarro muchiiita zvamunoda nemari dzevanhu. [pr]</p>	<p>The other aspect we will look at is for you to <u>elect</u> new executive committee to <u>avoid</u> abuse of funds and <u>prevent</u> those elected from getting comfortable with the subscription funds.[pr]</p>	<p>Affirming reason</p>	Engagement: proclaim
Part 3	<p>Isusu kwedu mukuru wedu akatofa ari mukuru wedu hatina kumbobvira takaita sarudzo yekusarudza mumwe kubva 2002.[jud]</p>	<p>At our coop the chairman died a chairman we never elected new executive leaders since 2002.[jud]</p>	<p>Expressing sarcasm,</p>	Judgement
MIN	<p><u>Zvamataura kuti isu tirikutongerwa neMinistry ye local government inini handifunge kudaro. Ministry ye Local government inosvika painosvika pakutaurirana ne Ministry of SMEs kuti tafunga kuti zvidai zvofungwa nezvazvo vobvumirana uye vane pavanosvika</u></p>	<p><u>What you said that our Ministry is being ruled by the Ministry of local government, I don't think so. The Ministry of Local government shares ideas with our Ministry and our Ministry put that into consideration and</u></p>	<p><u>Expressing justification</u> and <i>reiterating reason</i></p>	Engagement: proclaim

	<p>maererano nemanzwisisirano avanenge vachiita kunyanya nyaya yekuti macoops asabate mari[pr]kutorine vanhu vari kuongorora nyaya iyoyi <i>patirikuuya ipapa vamwe tichavati bhadharisai vamwe tichavarambidza zvichienderana nekujeka kwemapapa avo progress ne development mucoop menyu zvikufamba sei tokuudzai kuti endererai mberi kana kuti regai.</i>[pr]</p>	<p>they agree on certain aspects especially this directive for coops to stop collecting subscriptions.[pr]<i>When we come next week we will authorize some coops to start collecting funds depending on their proper documents and the progress and development in their coop. Others will be denied the authority if they are not well documented.</i>[pr]</p>		
Part 4	<p>Hurongwa hwenyu taunzwa saka tikuda kunzwa kuti entry point yenyu ndeipi nekuti taishanda nemaofficers ari ku Harare zvese zvine matsamba azvo hapana coop yakangouya yega ikangoti isusu takugara muno saka imimi munenge muchinyanyodei?[aff]</p>	<p>We have heard your program we now want to know your entry point because we worked with Harare officers we have our documents there is no coop which just came from nowhere. What is it that you want exactly?[aff]</p>	Reiterating disinterest	Attitude: affect.
MIN	<p>Tine ruramiro yekukubvunzai nezvemapapa iwayo kana katatu pagore imimi hamufanire kugumbuka nekuuya kwe responsible authority kuzokuudzai zvekuita.[pr]Tinoda kutaurirana pakati penyu neDistrict renyu mofarirawo kupindura mibvunzo yamakambobvunzwa[pr] nekuti inokubatsirai kunzwisisa kuti zvamuri kuita ndizvo here.</p>	<p>We have the authority of asking you for those papers even three times a year and you should not feel offended by that since we are the responsible office to tell you what to do.[pr] We want interaction between you and your district and you should enjoy answering questions that you were once asked[pr]for it helps you know if what you are doing is right.</p>	Exercising authority.	Engagement: proclaim
Part 5	<p>Hatisi kuramba shefu,nguva yese iyi maimbovepi?[aff]</p>	<p>We get you Sir, but where were you all along?[aff]</p>	Asserting disinterest	Attitude: affect
MIN	<p>Ndosaka ndati tine hurombo ne kusanzwisirana[pr] kwaivepo <i>hurumende ine macorrecting mechanisms ainawo kusanganisa kuuya kwatava kuita kuti tigadzirise macoops in terms of proper documentation.</i>[pr]</p>	<p>That's why I apologized for the confusion[pr] which was there and the <i>government system has correcting mechanisms which include this programme which has a purpose of making sure that coops have proper documents.</i>[pr]</p>	Excising patience and <i>justification.</i>	Engagement: proclaim

Part 6	Zvakangonaka tazvinzwa shefu asi tinoda kuti kana zvichibvira muisse press statement kuministry yenyu tese tibva taziva kuti kune macoop abvumidzwa nekuti zvinonetsa izvi.[foc]	It's all well Sir, but we would like you to issue a press statement in your Ministry for people to know which cooperatives have been authorized to collect the subscriptions. [foc]	Expressing determinati on	Graduation: focus
Part 7	Ini ndanzwa muchiti macoop muchaati mirai[aff] hamuna kuzopedzesa kuti <i>munenge muchiati azoramba achienderera mberi here kana kuti muchabva matoabvisa zvachose?[dis]</i>	I heard you saying that you will not authorize some cooperatives[aff] <i>does it mean that you will de-register them or what?[dis]</i>	Expressin gpanic and confusion.	Attitude: affect Engagement: Disclaim
MIN	Isusu tiri kunyanyotarisa directive yakarambidza macoop kutora mari kuvanhu, isusu tikauya tikaona kuti zvinhu zvenyu zvikufamba zvakanaka tinoti coop iyoyo itage zvakare kutora mari[foc] <i>kana taona zvisina kurongeka tichavati vambomira kutora kusvika vagadzirisa zvisina kumira zvakanaka.[pr]</i>	We are mainly focusing on the directive which barred coops from collecting subscriptions,[foc] <i>If we come and find out that your coop is running well we will authorize the coop to collect those subscriptions but if not we will bar it until they have proper documents[pr].</i>	Showing determina tion and exercising patience.	Graduation: focus and Engagement: proclaim
Part 8	Ipapo manje ndipo panonetsa nekuti macoop arimuno takasangana sangana makarambidza ari pakati pemacoop amakabvumidza development inoitika sei uyu ari pakati asinga participate?[aff]	That's where the problem lies because coops here are mixed up, if u bar one coop from collecting subscriptions, how then will development take place if the one in the middle does not participate?[aff]	Expressing disapproval	Attitude: affect
MIN	Kana tirikuti mirai hazvireve kuti coop iyoyo yavhara,[pr] <i>tirikuti mirai tigadzirise zvinhu uye hazvitore nguva kuti zvigadziriswe moenderera zvenyu mberi.[pr]</i>	If we stop a coop from collecting subscriptions it does not necessarily mean that we have de-registered it,[pr] <i>the intention is for the coop to put its house in order in terms of documents and this will not take time then it continues.[pr]</i>	Imparting knowledge and giving hope.	Engagement: proclaim
Part 9	Pamusoroi shefu, munomu makagarwa zvakasiyana siyana, vamwe vakapinda mune amwe macoop in sort of a process yekuuya kwacho kwakaita vamwe.Mcoop amunoona aya vanhu	Excuse me Sir, people in this community came under different circumstances, some came by force and some came legally. Those who came by force	Critical reasoning	Graduation: focus

	<p>vakapinda zvejambaja zviya vakazova nematsamba amataura aya.Vazouya manje mamwe macoop,akanoita zvinhu zvavo kudhorobha vakungoti plan as if there is no one .Isusu taona zvararo isusu, muMangowanga wanga watokura wakuda kubereka,uye voters roll itoripo yet vakuti plan as if there is no one .Vanhu vaye pakudzokera kudhorobha vonzi aiwa vanhu vatsva ava vakuchida manje kuti uyu agara aripo uyu achipinda mucoop yavo ava voti kwete isu tine coop yedu.[foc]Panoitwa sei kana pakadaro?</p>	<p>as members of the ruling party attained the documents later.The other coops that came later processed their documents in town and they just planned as if there was no one. The guys in town were planning as if we were not there yet we had planted trees and even voted. These people when they go back to town they are advised to accommodate those who were already there yet they had their own coops.[foc] What happens in such a situation?</p>		
Part 10	<p>Tirirkuti isusu munhu akagara munzvimbo yecoop yedu tomuti pinda mucoop medu iye obva ati kwete ini ndiri weimwe coop saka handibhadhare mari futi kwenyu asi stand iri yedu.[dis]</p>	<p>What we are saying is, we tell the person who has a stand within our coop to join our coop but he refuses saying that he is already a member of another coop so he won't subscribe to our coop.[dis]</p>	Identifying a problem	Engagement: disclaim
MIN	<p>Inyaya isinganetse iyi, uyo akagara zvejambanja asina mapepa anofanira kupinda mucoop yauya ine mapepa akatsarukana kana aine kwaari kune imwe coop ngaende ikoko kwaanobhadharira mari.[jud]</p>	<p>This is not a very difficult situation, the one who has no proper documents should join those with proper documents if not he or she should relocate to where he or she subscribe.[jud]</p>	Passing judgement	Attitude: judgement
Part 11	<p>Ndirikuda kuti ndidzokere nditaure zvambotaurwa na comrade ,nzvimbo ino uye kuti hurumende kuti izoti inzvimbo yemacoop endai muno joina macoop muite sei, vanhu varombo ava, vanhu vakauya nehurombo ava, pakunzi iwe chibva kucoop yako uko uende kune imwe coop maconditions auri kunosvikira ikoko,urikunzi bvisa joining fee \$1000 kunoku tabhadhara ma\$100 apa hamuende kubasa hamuite sei parikuita dambudziko nekuti mari iyoyo hapana.</p>	<p>I would want to revert back to what has been said by the comrade,this community was designed by the government as a place for coops where people here are poor .<i>These poor people are asked to go join another coop which requires \$1000 as joining fee yet they paid \$100 at the former coop.These people are not employed they do not have that money and that's a problem.[dis]</i></p>	Re-opening finished topic and identifying a problem.	Engagement: disclaim

MIN	Ipapo vanhu vanotaurirana coop to coop munogona kuita swap vanhu venyu hatifunge kuti inyaya inganetse stereki nekuti zvinhu zvinotauriranwa.[jud]	Given that situation we expect coop to coop reasoning they can swap their members we don't think that's a very tough situation.[jud]	Making a suggestion.	Attitude:judgement.
Part 12	Ipapo ndofunga matipindura zvakanaka shefu, isusu pavanhu vakapinda munzvimbo yecoop yedu hapana watakamboti bhadhara joining fee, takangoti vanhu vangotanga kubhadhara zvinenge zviripo zvacho tichienda mberi hakuna munhu akambobvisiswa mari dziri kutaurwa idzi kutonyeperana chaiko tisu hutungamiriri hwacho saka hatingati takabhadharisa mari idzodzo.[aff]	I think you have answered us properly sir, in our cooperative we never asked for that exorbitant fee we only told them to make subscriptions equal to everyone no one was asked to pay that money its jus a lie, we are the leadership and we never asked for that money.[aff]	Personalizing public issues.	Attitude: affect
Part 13	Aaaaa shefu makutoita nyaya iyi personal coop yenyu haisiriyo coop yega muno haisi coop yega irimuno.[aff] <i>Aaamanje wakada kuita personal haukugari manje indava uchida kutaura zvisisna basa iwewe.</i> Uri wrong usa personalize.[jud]	Aaaa sir you are now personalizing the whole story your coop is not the only coop in this community.[aff] <i>If you want to make this personal you won't stay here, why do u talk nonsense.</i> You are wrong don't personalize this.[jud]	Expressing grudge and rudeness.	Attitude: Affect, Judgement.
Part 14	Nditaurewo ipapo veMinistry kuuya kwavaita vauya kuzogadzirisa coop yega yega iri munzvimbo ino kuti ive nematsamba akakwana izvi zvamakutaura izvi tichatozovadeedza zvakare kuti vauye kuzoita izvozvo zvega.[dis]	May I please say something; these men from the Ministry came to restore order to each and every coop in this community in terms of its documents, what you are now saying is out of question. You can arrange another meeting for this specifically.[dis]	Dismissing a misunderstanding.	Engagement: Disclaim
MIN	Patiri kuuya nyaya dzose idzi dzamuri kutaura hatitodzibate parizvino tirikuda kuona mapepa enyu anotaridza kuti muri macoop tokuudzai kuti mugadzirise panoda kuti mugadzirise.[pr]	When we come next week we won't even look at these issues we are mainly concerned about the legal papers of your cooperatives and show you what you need to correct.[pr]	Reiterating a reason.	Engagement: proclaim.

4.2.2 DISCUSSION OF PRESENTED DATA

The meeting was chaired by a representative from the Ministry of Small and Medium Enterprise and Cooperatives development who had a purpose of informing cooperators in Caledonia on the exercise of inspecting cooperatives on whether or not they had proper documentation for their cooperative. After having addressed the cooperators on the purpose of the meeting, the Ministry opened the flow to everyone present this is when free expression of extensive opinions and turn-taking regarding people's attitudes towards the Ministry and the government as a whole begin to manifest. Different attitudinal stances are observed as participants express their thoughts. Participants 1,2,4,5 expressed negative attitudes on the Ministry. Participant 2 even went as far as to pass a harsh judgement: capacity on the government to express his negative attitude on government officials:

1. **Chombo's ministry is stepping out of its boundaries and it's your fault because you are helping us with nothing.** *Our job is to vote for these people who do nothing, for us.*

The utterance made by this participant supports the notion put forward by Martin and White (2005) that judgment deals with attitudes towards behaviour, which we admire or criticize, praise or condemn; in this case the participant criticizes and condemns the behaviours of the government officials who after being voted in office, they *do nothing for us*.

The freedom of expression at this meeting brought to light some of the grudges that existed between cooperators:

2. Aaa manje wakada kuita personal haukugari manje indava uchida kutaura

zvisina basa iwewe(If you want to make this personal you won't stay here, why do u talk nonsense) **part 13.**

The researcher had the privilege of observing the environments created by certain statements as suggested by Neville (2006) that the analyst takes note of how the participants act on each other's contributions as evidenced by their next actions in their interactions. The utterance made by **part 13** created an argument proving to the researcher that there existed a grudge between **part 12** and **part 13.**

The Ministry faced a lot of resistance and it took professionalism and focus for them to deal with the **negative attitudes** they faced from participants 1, 2, 4 and 5 during the first segments of the meeting. The participants expressed resistance this is proved by the statements they uttered. **Part 1 what is it that you want again?** This resistance stance was also reiterated by participants 2 and 4 who had to ask the Ministry the same question **what is it that you want exactly?** (part 4) **and what is it that you want us to do?**(part2). These questions from different participants proves that somehow these people were tired of the Ministry asking them for the same things all the time and they required a solid explanation on the relevance of the exercise they wanted to carry with them.

It required **proclamation** and **focus** on the part of the Ministry to convince the participants that the exercise was different from other exercises. **We are very sorry for the confusion which was there.** The Ministry had to **proclaim** an apology not because they were obliged to but for progress' sake otherwise whether or not they apologized, the cooperatives had to comply with whatever the Ministry told them to do.

3. We are mainly focusing on the directive which barred coops from collecting subscriptions.

The above statement uttered by the Ministry was mainly to reiterate the **focus** of the exercise so as to **engage** participants with contributions which are relevant to what they were dealing with.

4.3 Presentation and analytical framework of coop to coop meetings (10-14 Feb 2014)

Date & Coop	Participant	Shona	English translation	Cognitive moves	Metafunction Displayed
10/02/14 Coop 1	Part1 005 010	Isusu takauya muna 2001 mushure mekunge tawana chiporofiti chekuti tichazogara muno asi zvaiva zvaiva zvekuti tifanogara. Takasvika tikitadza kuwirirana nevatakasvika varimuno nemhaka yechitendero chedu chisingade zvinhu zvisina ruramiro yakakwana. [dis] Takaramba takamira nemusangano wedu weZANU PF nekuti ndiwo wanga uri donzvo redu mukuti tiwane nzvimbo. Isusu muhutungamiriri hwechipostori [dis] hatina mari dzevanhu dzatinotora tinoda zvinhu zviripachena zvisina kubirana mukati ndipo patakadza kuwirirana nemamwe macoop nekuti ivo vaida zvekutora mari dzevanhu. Takatadza kuwirirana mumafambiro nezviito nekuti hatingati munhu ari kutambura tomuti zvakare abvise mari.	We came here in 2001 as a result of a prophecy which we received that we would stay here. We failed to get along with other coops because of our religious belief which forbids corruption. [dis] We stood by the ruling party, ZANU PF, since it was our source of securing stands. In our leadership as believers in white garment churches , [dis] we do not collect subscriptions we want transparency this is where we failed to get along with other coops who wanted to collect subscriptions.	Giving a distinction.	Engagement: Disclaim

015	Part 2	Kakurwisana kaivapo pakati pedu nevamwe vedu macoop kaiva kari kehungamiriri nekuti vakaziva kuti vakatungamirirwa nemapostori hapana huori hunoitwa panenge[dis] paine kujeka saka vaida chokwadi vakati joina muenzaniso wamai ava,hatinamati navo asi varimo muhungamiriri ndivo vanotobata mari dzatinenge tadeedzera.	The conflict which we had with other coops was on leadership because they knew that if we were to be part of the executive committee there would be no abuse of funds.[dis] Those who wanted transparency joined us for example this woman, she is not a member of our church but she is in the committee she is our treasurer.	Expressing justification.	Engagement: Disclaim
020	Part 3	Isusu hatina kuda kuita zvekutora mari dzevanhu nekuti chakatanga ndechakachenjedza, takadyirwa mari kwenguva yakareba[foc] tikazorongana semapostori kuti tiite zvinhu zvedu tega,tichitungamirirwa neMweya wainge wataura kuti pane nzira ichauya yekuti munhu wese azogara zvakanaka[dis].	We decided not to take subscriptions because we learnt from those who once led us, our funds were abused for a long time [foc] then we decided to form our own cooperative as believers in the white garment churches which is led by the Holy Spirit.[dis]	Alluding to experience and <i>reiterating a distinction.</i>	Graduation: focus and Engagement: disclaim.
025	Part 4	Dambudziko ratinaro izvozvi nderevanhu vakapinda zvejambanja vanodeedzera kuti ZANU PF haidi kuti tibhadhare mari, tinoedza kutsanangurira vanhu ivavo kuti ZANU PF yacho irikukurudzira development vanongoramba chete ndozviri kunetsa izvozvo.[aff]	The challenge we are facing now is that of those people who settled in this community by force,they argue that ZANU PF does not want them to pay. We try to explain to them that the same ZANU PF also encourages development but still they do not comply.[aff]	Expressing despair	Attitude: affect.
030	MIN	Ndafara nekuti kune coop inotungamirirwa nevanhu vanonamata nekuti ndinoziva kuti nyaya dzekudyirana mari dzishoma nekuti munoita zvinhu zvenyu michitya Mwari[aff]. Chandavakuda kwamuri ndechekuti muvhure bank account mozotanga kutora mari.[jud]	Am pleased to discover that there is a cooperative which is headed by believers because I know that problems of abuse of funds are scarce.[aff] I now want you to <i>open a bank account and start collecting subscriptions.[jud]</i>	Passing a compliment and <i>giving a decision.</i>	Attitude: affect, judgement

	MIN 035	Ndanzwa muchiti hamutore masubscriptions kubva kumamembers ko kana pakudiwa mari dzakawandisisa dze development ma members enyu anozozvigona here ivo vasina mari? [pr]	I heard you saying you don't collect subscriptions from your members, my worry is, how then do you cope when large amounts are required for development since your members are not that rich? [pr]	Identifying a challenge	Engagement: proclaim.
	Part 5 040	Ndotoda kukutsigirai ipapo, mamembers edu ndiwo akaronga kuti tivhure account ndivozve vachatiudza kuti vanoda tibhadhare marii pamwedzi. [dis]	Let me say something on that, our members are the ones who suggested we open a bank account and they will also suggest the amount to be subscribed monthly. [dis]	Expressing democracy	Engagement: Disclaim
	Min 045	Zvamati hamudi kubata mari, mukavhura bank munoti munhu wega wega aende kubank nemari yake yorega kuenda kuna treasurer. [pr]	Since you said u don't want to handle the funds, if you open an account every member will deposit the money direct into the account not to the treasurer. [pr]	Passing a decision.	Engagement: proclaim
	Part 6 050	Tinotenda nedzidziso yakadai yamatipa [app] asi <i>taikumbirawo kuti dzidziso yakadai ikwanise kupihwawo kuvanhu vatinotungamirira</i> [att]nekuti isu togona kutadza kunyatsovatsanangurira sekutsanangura kwamaita kwatiri. Tinotenda nekuti tadzidza zvakawanda kubva kwamuri.	We are grateful for the knowledge you imparted on us. [app] We now <i>ask you to also give this knowledge to our members</i> [att]because we may fail to explain to them the way you did to us.	Expressing gratitude and making a suggestion.	Attitude: appreciation and Engagement: attribute
11/02/14 Coop 2	Part 1	Isusu takapinda nejambaja taona kuti pane vanhu vangopinda munzvimbo yatigere vachitoisa hoko tichibva tangopindawo tikazvibatira pekugara. Parizvino hatina kana mapepa edu nekuti mabhuku edu akaenda kunoongororwa. [att]Tine chikumbiro chatinoda mutisvitsire kuvakuru <i>chekuti zvimwe zvinhu</i>	We came about as a result of self-imposition when we discovered that there were people who were pegging the whole place. We do not have our documents for now because they are being audited. [att]We have a request which we would like you to pass to the superiors that <i>they</i>	Giving an excuse and passing a complaint	Engagement: attribute ,proclaim.

	055	<i>zvavanenge vataura vazvi reverse nekutizvinonetsa kana zvisina kugadziriswa[pr] kana kuti vauye vaunganidze vanhu vataure navo zvinhu zvavo izvozvo.</i>	<i>should reverse some of the statements they make because they will cause confusion [pr]if possible they should come and address the people.</i>		
	MIN 060	Kuuya kwataita tatunwa nevakuru vacho ndiko kutogadzirisa kwavari kuita zvavakataura zvacho[pr] saka tinotaririsa kuti kana tadaidzira musangano kunyanya isusu veMinistry, tinotaririsa kuti muuye mese sekuudzwa kwamunenge maita kwete kuuya muri vashoma zvamaita izvi.	The superiors are the ones who organized this program and this is how they are reversing their statements.[pr] We expect you to attend in your fullness whenever we call upon meetings.	Expressing clarification	Engagement: proclaim
	MIN 065	Ndinoda kuziva kuti hutungamiriri hwenyu hwakanyatsokwana here?[pr]	I want to know, is your leadership complete?[pr]	Expressing doubt.	Engagement: proclaim
	Part 2 070	Ehe hwakakwana.	Yes,it is.	Alluding confirmation.	
	MIN 075	Zvamati hwakakwana ndinoda kudzorora mashoko ambotaurwa nemutauri abva kutaura kuti kana hurumende yati vanhu huyai hazvidi kupikisa nekuti zvinenge zvichibatsira imimi.[pr] <i>Isusu hatikwanise kukuudzai kuti muenderere mberi nekubata mari[jud]</i> nekuti hatina kana chimwe chete chataona chinoratidza kuti muri coop kusanganisira hukuru hwenyu chaiwo saka kana mazova nemabhuku enyu uye makuda kuuya nehutungamiriri hwakakwana mozotidaidza[jud] kuti tizokuudzai kuti torai mari kana kuti kwete.	Now that you say it's complete, let me reiterate that if the government summons you to attend meetings we expect compliance because such meetings would be for your own benefit.[pr] We cannot authorize you to start collecting subscriptions[jud]because we did not see anything that shows you are a functional coop including your leadership. Let us know when you have the documents as well as your complete leadership[jud] then we will decide whether or not you should start collecting the	Emphasizing reason and passing decision. Expressing disappointment.	Engagement: proclaim, Attitude: judgement

			subscriptions.		
12/02/14 Coop 3	Part 1 080	<p>Isusu kuti tiuye kuno takaita zvekubviswa takangowanda kwataigara tikabva tangoitwa cooperative nehurumende. Tisagara muno muHarare taitogara kwataigara. Taiva tisina kana chinhu chimwechete chataiva nacho kunyange office zvayo kana chimbuzi. Takazofambira kuMinistry kuti vatipewo mapepa anotiita kuti tivewo nemastands aka planwa. Tapihwa takakwanisa kuvaka office nechimbuzi uye kuitawo mugwagwa. Dmbudziko ratava naro iyezvino nderekuti</p> <p>pakataurwa naVaChombo kuti macoop asapihwa mari taiva taendesha mabhuku edu kunoongororwa tisati taatora nekuti taiva nechikwereti, kuti tichiatora manje mari yacho hapana vanhu vakanzi vasabhadhare mari nanhasi mabhuku iwayo ari ikoko.[jud]</p>	<p>We came here as a result of relocation. We were relocated to this place by the government from a place outside Harare. We didn't have anything, not even an office or toilet. We sought for proper documents which would make us a cooperative. We attained those legal forms and managed to build an office and toilet as well as road construction. The challenge we have now is that</p> <p>when Mr Chombo issued a directive that cooperatives should stop collecting money, we had taken our books for audit we can't collect them because we had not paid for that audit. Those books are still there.[jud]</p>	Expressing blame	Attitude: judgement
	Part 2	<p>Isusu hatina kunge takawirirana kuvakirana dzimba asi kungopanana maplan tosangana pama developments emigwagwa nemvura nesewage. Ma challenges atiri kusangana, handiti vaChombo vakati imbomirai kubhadhara, mumwe munhu anenge asina hake chido chekubhadhara kubva kudhara anobva awan nyaya yekuhwanda nayo avakuti Minister vakati tisabhadhare .Tibatsireiwo shefu kuti tiudze vanhu kuti</p>	<p>As a coop we decided not to build structures for our members but just issuing plans and allocating stands then we cooperate on issues to do with development i.e. roads, water and sewerage. The challenges we are facing concern the directive issued by Mr Chombo to stop collecting subscriptions we have members who never wanted to subscribe and they now have an excuse. Help us</p>	Reiterating blame.	Attitude: judgement.

	085	vabhadhare mari uye kuti zvinobatsirei.[jud]	convince these people to subscribe.[jud]		
	MIN 090	Zvatingatoita apa ndezvekuti imimi muronge kuti tigosangana nema members enyu tombovadzidzisa kuti coop inoshanda sei,uye kuti musiyano wecoop nemunhu ndewei?[pr]	What you have to do is to set a date which you want us to train your members on what a coop mean and its difference with an individual.[pr]	Passing a decision.	Engagement: proclaim.
	Part 2 095	Mibvunzo yacho yavanenge vainayo dzimwe nguva isu hatitogone kuipindura ndinofunga kuti imimi mukauya munogona kutibatsirawo ipapo[pr] even vekanzuru vanofanira kumbouyawo vataure navo.	The people ask questions which at times we fail to answer maybe if you come and talk to them they will cooperate.[pr] Even the city council should come sometime.	Acknowledging a challenge	Engagement: proclaim
	MIN 100	Ipapo tapanzwa asika vekanzuru munavo handiti munogara naCouncilor here muno ndivoka kanzuru yacho.[pr]	We have heard you but as for the city council you have the Councilor in this community, he is the City council.[pr]	Alluding to authority	Engagement: Proclaim
	Part 3 105	Ipapo shefu vanhu vanotoda kuona motokari yakanyorwa kuti City Council kuti vagutsikane kuti kanzuru yauya.[att]	On that issue, people want to see a car engraved CITY COUNCIL for them to be satisfied that the city council came.[att]	Expressing concern	Engagement: attribute.
	MIN 2 110	Inini ndafara nekuti zvinh zvenyu zviru mugwara razvo rakanaka uye zviripo zvamuri kuita zvinooneka nekuyemurika. Munofanira kumbozviomberera maoko.Makagonesa chaizvo kuva nezvamunoburitsawo panzvimbo yamugere tinozvikuchose.[app] Semagonero amakaita ku developer zvamaka developer <u>takuda kuti muve ne supervisory committee ,tinoda kuti musare muchironga zvinhu izvozvi.Hutungamiri hwenyu hwenyu hwakarongeka zvakanaka chose saka mawana mukana wakanaka</u>	I am pleased with proceedings in this coop.You should clap hands for yourselves.You succeeded in having something happening on the ground we are pleased.[app] We now want you <u>to select a supervisory committee; this is your chance to move on with your developments.</u>	Expressing appreciation and <u>passing a decision</u>	Attitude: appreciation and Engagement: proclaim

		<i>wekuti zvinhu zvienderere mberi.</i>			
12/02/14 Coop 4	MIN 115	Inini ndichipinda basa muMinistry ndakaudzwa kuti kune nzvimbo inonzi Caledonia farm yaunofanira kuzonoshandira, nzvimbo iyi inozivikanwa nembiri yevanhu vanonetsa vanorwisana zvisingaite.[ent] Ndinoda kuti imimi mutiudzewo kuti makapinda sei muno.	When I got a job in the Ministry, I was told of Caledonia Farm a place well known for conflicts. [ent] I now want you to tell us your coop background.	Confirming knowledge.	Engagement: entertain.
	Part 1 120	Isusu takapinda muno nekuda kwemusangano wedu weZANU PF vakuru vedu vemusangano ndivo vaimiririra nyaya dzese dzine chekuita necoop. Vanhu vatiinawo muno mucoop vana vemusangano saka hatina hedu dambudziko rakanyanya nekuti vana veZANU PF havanetse.Isusu kunoku sevana vemusangano taitaurirwa kuti hatiite musangano wekupera kwegore nekuti zvinogona kupatsanura musangano motora vanhu vamusingazogona kugarisana navo vasingavhotere musangangano ndiyo nyaya hombe yakaita tisachinje hutungamiriri.[dis]	We came here because of the ruling party, ZANU PF, our executive leaders at the political party meetings are the ones who handled all the issues to do with the coop. All our coop members are also members ZANU PF,so we do not have any problems.As members of ZANU PF we were told not to conduct the Annual General Meetings since this might create division within the party,this is the main reason why we never elected new leadership.[dis]	Expressing dogmatism	Engagement: disclaim.
	Part 2 125	Tine zvakawanda zvataita mucoop ino zvinosanganisira kuvakira vanhu dzimbanekugadzira migwagwa nezvimwe zvese zvamuri kuona izvi.Mapepa edu ndiwayo amuri kuona izvozvi. Isusu takamiswa imwe development yenzvimbo ino nekuda kwemamwe macoop asiri kuda kubatsirana nevamwe mukugadzirisa nzvimbo ino yose.[foc]	We have so many things that we have done in the coop which include building houses for our members and constructing roads and the other developments you are seeing on the papers circulating. We have been dragged on other developments by other coops we work together in developing this whole	Expressing determination.	Graduation: focus

			phase.[foc]		
	MIN	<p>Inini ndafara nekurongeka kwecoop ino uye ndaona kuti murikushanda zvakananyanya uyezve coop yenyu yakataridzika zvakanaka inotaridza kuti ine hutungamiriri hwakarongeka.[app]<i>Chandava kukumbira ndechekuti muchengetedze mabhuku ese amatiratidza aya nekuti akangorasika chete munofira mujeri, akakosha zvikuru[pr].Ndinoda kuti chivai nekunyatsogamuchira mari kubva kuma members enyu[pr]</i> nekuti hapana chinotadzisa apa zvinhu zvenyu zvakarongeka.</p>	<p>I am pleased with the developments done in this coop it proves that the leadership knows its responsibilities.[app] I now urge you to <u>safeguard the coop documents because they are very important and they pause a jail term if they are lost.[pr]</u>I now authorize you to start collecting subscriptions from your members[pr]there is nothing stopping you.</p>	<p>Reiterating gratitude and <u>imparting knowledge.</u> Passing decision.</p>	<p>Attitude: appreciation and Engagement: proclaim</p>
130					
13/02/14	Part 1	<p>Isusu takauya pano mushure mekunge tapazirwa dzimba saka dambudziko rekuita zvekupazirwa dzimba nderekuti rinotakura vanhu vanosevenza nevasinga sevenze.[pr]Nguva yatakauya mari yainetsa saka takangoti munhu angovaka panokwanisa kugara uye nguva iyoyo taisatora mari dzevanhu.Dambudziko ratava naro manje nderekuti kune vanhu vatakauya navo vasina kuda kupinda mucoop vachiti hazvina kwazvinoenda.Zvazoita manje,munhu uya akuramba kubva paakagara achiti ndakagara kudhara apa isusu kwatiri inzvimbo inenge ichifanira kuti ipihwe kumunhu wedu ndopanozonetsa manje nekuti</p>	<p>We came in this place through eviction and the problemwith eviction is that both employed and unemployed individuals are affected.[pr]When we came life was difficult so we couldn't take subscriptions so we had to build temporary structures.The problem we have now is that some of the people we came with refused to join the coop thinking that it wouldn't go anywhere.Now that the coop succeeded,they now refuse to move from our ground yet we can'tforce him out.[pr]</p>	<p>Identifying a problem</p>	<p>Engagement: proclaim</p>
Coop 5					
135					

	<p>MIN 2</p> <p>155</p>	<p>Dambudziko rimwechete ratiinaro nderekuti panoda musangano wematongerwo enyika ndipo patinenge takuita kunge tinoda development,panoda development ndopatinenge toita kunge toda musangano.[pr]<i>Nguva yataiita maelections taiita zvese zvese zvinoita kuti ZANU PF ihwine.</i>[pr]Nyaya yeku campaigner iya iya vamwe vanhu vanoiti haina formula zvawangoshandisa kuti muhwine izvozvo ndozvitoripo,hazvina formula inogarrirwa pasi asi <u>zve development zvine formula zvinotogarrirwa pasi sezvavari kuita izvi vakutaura zvinhu zvine basa asi zvinoda kuudzwa kuvanhu vanoteerera.</u>[dis]Nyaya ikutaurwa neshefu ndeyekuti ngatirongekei pane kumwe kusawirirana kusingabatsire chinhu hapana akanzi ndiye muridzi.Pakutaura imwe nguva <i>Chairman pamunopa nhoroondo yecoop musazofa makataura kuti inini ndakapa mastands,ino icoop haisi yemunhu mumwe ndosaka mune committee yamunoshanda nayo.</i>[pr]</p>	<p>The only problem that we have is where politics is required we act as if we want development,where development is needed we act as if we want politics.[pr]<i>During elections we did everything in our power to make ZANU PF win.</i>[pr]The issue of campaigning has no formula you use everything at your disposal to win but <u>when it comes to development there is formula we sit down and discuss like they are doing.</u>[dis]They have touched on quite a number of issues which require attention.This is a coop it belongs to people not one person. <i>Chairman,next time when you are asked to give a background of your coop never use ‘I’, this is a coop that is why there are committee members who help you.</i>[pr]</p>	<p>Identifying confusionand <i>expressing political stance.</i> <u>Imparting knowledge.</u> <u>Correcting a wrong.</u></p>	<p>Engagement: proclaim, disclaim</p>
<p>14/02/14</p> <p>Coop 6</p>	<p>Part 1</p>	<p>Kutanga kwatakaita taiva vechidiki vakagara pasi vakaona kuti tinodawo dzimba dzedu dzekuti tigare tikabva tafambira mapepa ekuti tiumbe coop tinongova makumi matatu nenhanhatu chete.Tinongova nechinangwa chekuti tipanane mastands pasina kuvakirana[pr] uye parizvino</p>	<p>We started this coop as youths after we realized that we need houses as well, we are only 36 members. Our main objective is to secure a stand for each and every member[pro]and we have no development on the ground.</p>	<p>Expressing reason</p>	<p>Engagement: proclaim</p>

	160	hatina development yatati taita kunze kwekupanana mastands.			
	MIN 165	Tirikuda kuti mutiratidzewo mapepa ese amuinawo anoratidza kuti muri coop inoshanda .[jud]	May you show us all the documents that you have which proves you are a coop .[jud]	Expressing doubt.	Attitude: judgement
	MIN 170	Zvese neregister ne receipt book nema minutes?[jud]	Including register, receipt book and the minute book?[jud]	Reiterating doubt.	Attitude: judgement
	MIN 175	Isusuhatina kuona mapepa enyu saka hatizive kuti coop yenyu yakamira sei saka hatikwanise kuti tikuudzei kuti mutore mari tisingazive kuti murikuita nezvei.[pr]Kwatafamba kwese uko taona zvinhu zvavo ndimi mega vataona vasina zvinhu izvozvo hatitarisire zvakadaro <i>.Chandaona pamuri ndechekuti panodiwa ruzivo nekuti hamunyatsoziva kuti coop chii munoita zvekufungidzira kuti coop inenge inoitwa seizvi[pr]</i> asi zvatauya kudai isusu veMinistry tinofanira kuona kuti mawana kudzidziswa.[pr]	We did not see any document which proves you are a coop so we can't authorize you to collect subscriptions .[pr] We didn't come across any coop which does not have its documents you are the first and we don't expect that. <i>What I noticed on you is that you lack knowledge on what a coop is and you need training</i> .[pr] Now that as Ministry we are here, we will see to it that you receive that training .[pr]	Passing a decision and <i>identifying a problem</i> . Confirming authority .	Engagement: proclaim

4.3.1 DISCUSSION OF PRESENTED DATA

The meetings were conducted by the Ministry of Small and Medium Enterprise and Cooperative Development and they had to pass a decision based on the inspection of legal documents which a cooperative holds that proves it is a functional cooperative so that they would be allowed to collect subscriptions. Everyone present during the meeting was entitled to share an opinion before the Ministry passed its decision. Decision making during was both subtle and unsubtle and the decision passed also made possible the realization of certain appraisal resources and these resources were also realized in the utterances made by each and every participant there

present. The decision passed in column 030 was so subtle in a way that handled thoughtlessly on would not get what the Ministry said.

1. I now want you to open a bank account and start collecting subscriptions.

The decision passed by the Ministry on this particular cooperative was for the cooperative to **open** an account **then start** collecting subscriptions, in other words the cooperative was not authorized to collect the subscriptions unless it had opened an account. The words **open** and **start** expressed proclamation in that they carried a command in the way they were uttered.

Again in column 045 the ministry is passing a decision for the cooperative not to handle the funds and the decision is influenced by the contribution in column 020 that:

2. Isusu hatina kuda kuita zvekutora mari dzevanhu nekuti chakatanga

nde chakachenjedza, takadyirwa mari kwenguva yakareba. (We decided not to take subscriptions because we learnt from those who once led us, our funds were abused for a long time)

The participant in the column 020 expressed focus in the words **learnt, once, abused, long time**. Focus according to Martin and White (2005) applies to categories which, when viewed from an experiential perspective, are not scalable. One cannot scale **long time** but it is obvious according to the statement uttered by the participant that **long time** is now influencing and affecting the decisions he makes currently.

Overt decisions are witnessed in columns 075,090,130,150,175 where the Ministry did not have to pass the decision in riddles since they were already affected by the backgrounds to the cooperatives they were given before even verifying whether or not the cooperative held proper documentation.

- 3.when we came in office we wanted to do things legally that's when we started having conflicts with the old committee.**

The statement influenced the reaction and perception of the Ministry towards this particular cooperative. Before even going further to inspect the documents of this cooperative the background had proved there were no such documents right from the fact that the old and new committee's co-existed:

- 4. I have never seen disorganized people as you; don't let petty issues hinder your progress. How do you run your coop when you have new and old committees?**

The appraisal resource found in the statement shows that the speaker is expressing a judgemental attitude.

There are several instances in the meetings where the decision made is influenced by the **positive attitude** on the part of the Ministry. The adjective **pleased** is used as the keyword to bring out the feeling of satisfaction in 030,110,130. On the other hand **negative attitude** is noted on the decisions made by the Ministry in columns 075 and 150:

- 5. I am very disappointed with you how can you not organize yourselves in issues which help you?**

The adverb **very** used to describe the extent of disappointment in which the cooperative did on the Ministry shows explains the negative attitude which the Ministry had on the cooperative.

4.4 CONCLUSION

The chapter presented the data gathered for the study and appraised the decision making during community development meetings. The research outcomes from various research methods

answered the questions of the study mentioned in chapter one. The chapter realized certain appraisal resources in decision making as well as utterances made by the participants.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter four presented and analyzed the data collected in the study. This chapter rounds up the research by giving the summary of the study as well as the recommendations and areas for further study.

5.2 SUMMARY OF THE STUDY

The research was carried out to make an SFL analysis of the discourse of participants during community development decision making meetings. The targeted population was Caledonia Housing Cooperatives and the targeted sample was the cooperative to cooperative meetings carried out by the Ministry of Small and Medium Enterprise and Cooperatives Development from 8- 14 February 2014. The Ministry during the meetings had to pass a decision on whether or not a cooperative should start collecting subscriptions from its members and this decision was based on the background of the cooperative and its achievements. At least seven meetings were interpreted and analyzed using conversation analysis and the appraisal theory. The main reason for the analysis of these meetings was to bring out how the interpersonal meaning is realized in utterances made by participants at community development meetings.

5.2 ACHIEVEMENT OF RESEARCH OBJECTIVES

The research managed to answer the research questions mentioned in chapter one. The answers to those questions were discussed in the literature reviewed in chapter two and this section provides the summary of the answers provided by the chapter to the questions of the research. In short Gale (2010) cited in Kabugo (2013) observes, that the construct of a speaker's feelings, attitudes, value judgments or assessments provides a link between personal identity, social action and culturally-situated meaning. Kabugo (2013:192) observes that the notions of appraisal and evaluation can be expressed through a wide range of linguistic devices and for a variety of

purposes — to negotiate relationships with the audience, to demonstrate commitment to a stated position, to show emotion, to offer judgments about behaviour, and to express personal feelings about other social actors and propositions. This observation is true to participants analyzed in the previous chapter who often times had to express their personal feelings toward each other and pass judgments toward the government and its subsidiaries. The cooperatives meetings through the use of turn-taking and engaging of participants by the Ministry, develops the issue of participation and decision making at spoken discourses.

5.3 CONCLUSION

This study is a realistic and theoretical study which deals with practical problems where language is a crucial topic which mainly focuses on how language is used in real-world communication and decision making. The study of language use enables the description of real world problems and how these problems can be addressed. The research succumbs to the observation by Martin & White (2005: 1) that discourse analysis is concerned with how speakers in interactive discourse approve and disapprove, applaud and criticize, and how they position their listeners to do likewise. Appraisal therefore makes it possible for the participants to create a relationship amongst themselves and with the Ministry. This relationship according to Kabugo (2013) does not exist only in terms of the information in the text, but in terms of the text itself.

5.4 RECOMMENDATIONS

The researcher would recommend for the Zimbabwean government to give proper training to its representatives who deal with communities such training would be on, say, public relations for public meetings such that they know how to use language appropriately on such gatherings. To the participants the researcher would recommend the members of communities to have knowledge on language use at meetings which concern their upkeep so as to make vital

decisions on such meetings. The researcher would also recommend for the Appraisal theory to be studied as a module which would help students appreciate texts.

5.5 AREAS FOR FURTHER STUDY

There are quite a number of avenues for further research considering the outcomes of this study.

Research on evaluation and decision-making in Zimbabwean languages is in its premature stages. The possible area for further study is the analysis of conversational actions and linguistic practices in institutional and professional contexts particularly in cases where Zimbabwean languages are used. Language is a carrier of culture and identity, so another area for further study which may come out from that observation is the investigation of functions of culture, identity and ethnicity in facilitating intercultural communication in both professional and informal institutions. The other area of further study is the appraisal and genre-theoretic investigation of spoken discourse looking at the exploration of the manifestations of the properties of citizenship at spoken discourses.

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