Va tuje darvaze! Di Maria has been a pest all night
Evaluative language in Persian and English live football commentary

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This paper explores the expression of evaluative language in live football commentary in Persian and English. The main focus of this study was to explore differences in the use of evaluation in three different modes of football live commentary provided in the UEFA Champions League (UCL) 2014 final match between Real Madrid and Atlético Madrid: live radio commentary (LRC), live TV commentary (LTVC), and live text commentary (LTC). The expressions of evaluative language were analyzed regarding Attitude. Attitude is one of three central components of the appraisal theory (Martin and White, 2005) in language, which is concerned with the use of evaluative language. The study showed that attitudinal resources were prevalent and varied in the extracts analyzed. They were mainly Judgment oriented and negative. The case study was an attempt to contribute to this growing area of research by exploring the live football commentary genre. The mode of live commentary had a crucial role in determining the number of words spoken during the commentary. Also, the commentator's biased opinion was undeniable, especially in the polarity of the evaluative expressions they used. In each commentary, by nature, there was a predominantly focus on product or process. In LTC, since the commentator is watching the finished action, the focus is entirely product-oriented. LTC also has more frequent use of Affect resources due to the fact that Affect in general deals with evaluating objects and products or how products and performances are valued. In the other two modes of commentaries, given that the commentators are reporting the events happening in the game in real-time and in the spur of moment, the focus is mostly on the process.

Keywords: evaluation, appraisal theory, attitude, football, Champions League, live commentary

1. Introduction

The notion of evaluation has been the concern for many researchers and has been investigated under such various terms as stance (Biber and Finegan 1998; Conard and Bieber 2000), evidentiality (Chafe and Nichols 1986; Aikhenvald 2004), metadiscourse (Crismore 1989; Hyland 2005), subjectivity (Stein and Wright 2005; Finegan 1995), and appraisal (Martin 2000; Martin and White 2005; Jokinen and Silvennoinen 2020). Thompson and Hunston (2000: 5) take evaluation to be "the broad cover term for

the expression of the speaker or writer's attitude or stance towards, a viewpoint on, or feelings about the entities or propositions that he or she is talking about..." Munday (2012) points out the predominance of evaluation in communication and translation. For Volosinov (1973: 105), evaluation is an indispensable ingredient of language and that "no utterance can be put together without value judgment." For him, every utterance beyond all other things has an "evaluative orientation" (Volosinov 1973: 105). Studies of evaluation under appraisal (Martin and White 2005) have been the focus of a large body of research in recent years. It has been used by researchers in various genres including, but not limited to, political discourse and news stories (White 1998; Coffin and O'Halloran 2006; Bednarek 2006; Abasi and Akbari 2013, Ross and Caldwell 2020, Makki and Ross 2021, Xin and Zhang 2021), different types of narratives (Macken-Horarik, 2003; Page 2003; Martin 1996; Coffin 1997; Painter 2003), evaluative strategies in academic writing (Hyland 2005; Swain 2007; Pascual and Unger 2010; Jalilifar, Hayati and Mashhadi 2012), and translation and interpreting studies (Qian 2007; Munday 2012; Arjani 2012; Hassanvandi and Shahnazari 2014; Hassanvandi, Hesabi and Ketabi 2016; Kamyanets 2020; Qin and Zhang 2020).

There are some studies applying appraisal theory (AT) to languages other than English. In Spanish, Munday (2004) applied it to reports of the 2002 football World Cup from two newspapers: The Guardian (UK) and El País (Spain) to investigate the realization of evaluation in these papers, and explored the expression of evaluation and the treatment of the same event in news reportage and journalistic commentary. In German, Becker (2009) studied English-German political interviews, focusing on the expression of Engagement. In Chinese, Xinghua and Thompson (2009) investigated the use of evaluative language in Chinese EFL students' argumentative writing. Although the framework has been applied to Persian by some researchers in various genres (Jalilifar, Hayati and Mashhadi 2012; Jalilifar and Savaedi 2012; Arjani 2012; Abasi and Akbari 2013; Hassanvandi and Shahnazari 2014; Hassanvandi, Hesabi and Ketabi 2016), none of them has applied it to the context of football in general and live commentary in particular. Thus, this study is primarily an attempt to fill this lacuna in the literature.

In doing so, the researchers will analyze three different modes of live commentaries of the UCL 2014 final match between the two Spanish teams, Read Madrid and Atlético Madrid in Persian and English. Live commentary appears to be a powerful platform for evaluative language. The live commentaries considered for the purpose of this study are live TV commentary (LTVC), live text commentary (LTC), and live radio commentary (LRC). In exploring the different modes of commentaries, the researchers adopted appraisal theory (Martin and White, 2005), recent development of Halliday's Systemic Functional Linguistics (Halliday 1994; Halliday and Matthiessen 2004). More specifically, it is an extension of the interpersonal function in Systemic Functional

Linguistics (SFL), which is called by Halliday (1978: 117) as the "intruder function." AT provides an analytical tool for researchers "to better understand the issues associated with evaluative resources and the negotiation of intersubjective positions and opens a new area of interpersonal meaning" (Liu 2010: 133).

The significance of the current study is twofold: first, it is an attempt to apply AT to the Persian language, which according to the available literature, is not studied. Secondly, the discourse of football and live commentary is under-researched, and it deserves more attention in the Persian context. Thus, in this study, a quite recent theory was applied to a relatively unexplored area in Persian. The main objective of the present study is to find the possible divergence between the various modes of commentaries in English and Persian, and to examine these possible differences in terms of Attitude-subsystem of AT. Drawing upon this theory, the current study attempts to address the following questions:

1. Are there any systematic differences/similarities in the way that the selected appraisal aspect manifested in the modes and languages in question?

2. What appraisal strategies in terms of Attitude sub-system do the three commentators concerned mostly rely upon during their commentaries?

3. What are the possible reasons for commentators' inclination toward using a particular attitudinal marker under appraisal theory?

2. Literature review

A considerable amount of literature has been published on the language of sports. The following studies focus on live commentary from several perspectives.

Attempting to explain an almost new media genre which he calls online sports commentary (OSC), Lewandowski (2012) analyzed English-language online live football reports based on a methodological framework proposed by Conrad and Biber (2000) for register analysis. He aimed at comparing the register at hand with other related varieties such as written sports commentary (WSC) and sports announcer talk (SAT), to demonstrate that the register of online commentary is a combination of spoken and written language. He found that OSC shares some of its linguistic features with both SAT and WSC, and therefore is a hybrid of both registers. Bergh (2011) dealt with the use of war-inspired terminology in live football commentary. Based on cognitive metaphor theory by Lakoff and Johnson (1980), he tried to validate his two hypotheses: first, public football commentary is typically organized in accordance with the principles and parameters of warfare; second, this strategy is more or less a prerequisite for the successful creation of a live commentary. To test his hypotheses, he analyzed the

online live commentary of the knockout stages of the international tournament Euro 2008. His quantitative analysis of data supports the hypotheses that live football commentary is predominantly entangled with concepts and images related to war and violence.

Analyzing live football commentaries from a rather different perspective, Trouvain (2011) focused on the temporal and pitch features in live football commentaries on two different modes of commentary: television and radio. The results indicated that each commentator has a much higher pitch for the goals than for narrations in the commentary. The results further showed that although there are many similarities between TV and radio commentators, there also exists consistent differences in terms of their use of pitch, pauses, articulation rate, and amount of talk. Employing a descriptive-analytic approach, Modarres Khiyabani (2010) investigated language anomalies in the live TV commentaries provided by four prominent Iranian football commentators. The corpus for the purpose of that study included the last 15 minutes of 12 live TV commentaries of these four football commentators. The purpose of his study was to highlight the language anomalies in these commentaries, and to provide appropriate guidelines to reduce them. The findings pointed to the fact that although there exist many of such anomalies in the language of all commentators concerned, their language is still close to authentic spoken variety.

There is a growing body of literature that recognizes the significance of evaluative language in different contexts. Eggins (2012) incorporated AT categorizations proposed by Martin and White (2005) into SFL in the social context of hospitals' emergency units. The analysis of evaluative language contributes to the meaning making process between the patients and doctors/practitioners in Australian hospitals. Appraisal, in her study, plays a key role in uncovering the level of pain that the patients are going through, as well as building empathy towards them on the part of the doctors. Liu (2010) applied AT to English reading comprehension skill in the setting of the college classroom. He conducted experimental research on 100 non-English major students. The results of the study revealed that the consideration of evaluative language in reading comprehension (such as words or expressions that show emotions or evaluations) can help students in understanding the writer's attitude more distinctly. Rodríguez and Hernández (2012) studied the expression of evaluative language in newspaper comment articles. The main focus of their study was to explore differences in the use of evaluations in two British national newspapers: The Guardian and The Sun. The expressions of evaluative language were analyzed with reference to attitude. The findings of their study showed the role that evaluative meanings play in the dissemination of ideology, in the constitution of textual styles and authorial identities, and in the negotiation of writer/reader relationships. Taboada, Carretero and Hinnell (2014), performed a quantitative analysis of evaluative language in movie reviews generated by

nonprofessional consumers written in English, German and Spanish. The reviews were analyzed with respect to categories of Attitude and Graduation within the Appraisal Theory. The results showed similarities in the distribution of the Appraisal subcategories across the three languages, such as the high frequency of Appreciation and the narrow relationship between the global polarity of the reviews and the individual polarity of the spans.

Previously published studies have applied AT in several contexts, but the research to date has not investigated the evaluative language in football live commentary, particularly from AT proposed by Martin and White (2005).

3. Theoretical framework

This study is based on Appraisal Theory (Martin and White 2005) which is itself embedded within the larger theory of SFL. Following is a brief introduction to AT and the way it is manifested in English.

The term 'appraisal' is associated with a system of interpersonal meanings attributed to the negotiation of social relations (Martin 2000; Martin and Rose 2003; Martin and White 2005). AT is, in fact, a framework that demonstrates the way "language is used to evaluate, to adopt stances, to construct textual personas and to manage interpersonal positioning and relationships" (White 2001: 1). For Martin and Rose (2003: 22), "appraisal is concerned with evaluation, the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers aligned." In Munday's words, it is "a means of understanding how opinion is being expressed and how that opinion is negotiated between writer and reader" (Munday 2004: 120). AT documents the elements that we use in this negotiating stance process, classifies them, and provides exposition on how they function in real language-speaking situation.

For Martin and White (2005: 1), appraisal and the whole realm of interpersonal function are 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 consists of three major sub-systems, namely 'Attitude,' 'Graduation,' and 'Engagement.' These are differentiated on the basis of semantic criteria rather than grammatical features. Following Martin and White (2005), Munday (2012: 24) describes them as follows:

• Attitude is concerned with our feelings, including emotional reactions, judgments of behaviour, and evaluation of things (e.g., happy, sad, horrified, etc.).

• Engagement deals with sourcing attitudes and the play of voices around opinions in discourse. (e.g., wrong, right, stingy, skilful, cautious, brave, insightful, etc.)

• Graduation attends grading phenomena whereby feelings are amplified and categories blurred (e.g., beautiful, pleasant, brilliant, tedious, creative, authentic, etc.).
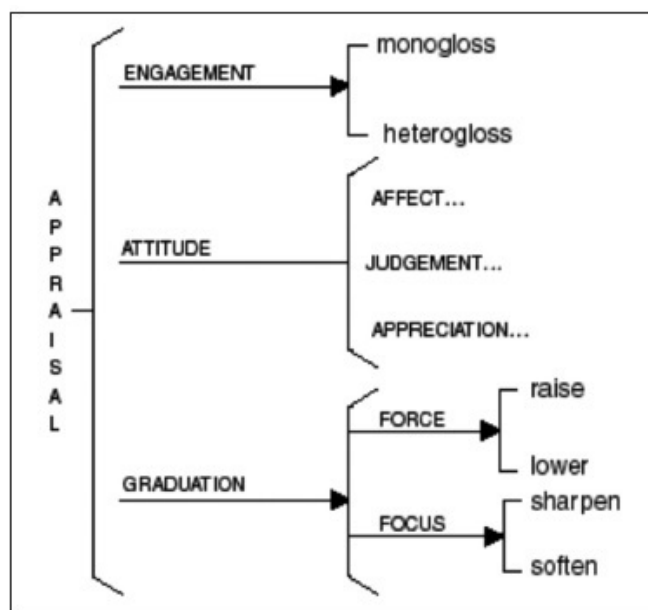

Figure 1. The Framework of Appraisal Theory (Martin and White 2005: 38)

For Wu (2013), appraisal is a comprehensive and discourse-based framework and works well in answering questions regarding the speakers/writers use of evaluative strategies, the role of evaluative language in forming authorial and textual personas, the typical evaluative strategies used in different genres and text types, and so on.

In the present study, the expressions of evaluative language are analyzed by considering Attitude. Attitude is one of three major components of the AT in language, which is related to the use of evaluative language. The expression of attitude is viewed in terms of social relationship rather than self-expression. In other words, an attitudinal position advanced by a speaker is seen as an invitation to others to align with the addresser in this value position, hence entering into a community of shared values. The system of Attitude, which is the selected aspect for this study within the overall framework of AT, is itself of three sub-divisions: Affect, Judgment, and Appreciation. According to Martin and White (2005), Affect refers to the resources for expressing feelings or forming emotional responses (e.g., happy, frightened). It is a semantic system which specifically refers to one's emotional responses or reactions. It deals with expressing feelings or emotions. More specifically, "it is concerned with registering positive and negative feelings: do we feel happy or sad, confident or anxious, interested or bored?" (Martin and White 2005: 42). Judgment is the evaluation of human behavior regarding social conventions and refers to the institutionalization of feelings as proposals or norms about how people

should or should not behave (e.g., capable, honest): "with judgment we move into the region of meaning construing our attitudes to people and the way they behave – their behavior" (Martin and White 2005: 52). Appreciation deals with the evaluation of objects and products or how products and performances are valued (e.g., complex, important). It can be defined as those "evaluations which are concerned with positive and negative assessments of objects, artefacts, processes and states of affairs rather than with human behavior" (White 2001: 3). Each of these can be further differentiated into positive and negative in terms of polarity. The framework also distinguishes those Attitudes which are inscribed or explicit, and those which may be implied, or invoked. Martin and White (2005: 63) suggest that inscribed realizations of Attitude as well as invoked occurrences should be taken into consideration when AT is used for discourse analysis: "the selection of ideational meanings [may be] enough to invoke evaluation, even in the absence of attitudinal lexis that tells us directly how to feel."

4. Football and live commentary

Sports and football (soccer) in particular have always been a popular type of entertainment. Television broadcasting improvements and high-quality filming technology have led football to be viewed by millions of people and be known as a common "form of popular culture" (Richard 2008: 193). It is now considered by many to be the world's most popular and followed sport in the world, which draws the attention of millions of people compared to other sports events. One particularly important football competition is the UEFA Champions League (UCL) games which are watched by millions of people each year and are advertised by UEFA's official website (https://www.uefa.com/) as the "the world's most watched annual sporting event." Within such a significant scale, the role of media in broadcasting these events in the highest possible quality becomes indispensable, since "football games are media events, and the media play a decisive role in how football is staged and presented" (Lavric 2008: 5). Live commentary, as an inevitable ingredient in any sporting event, is a significant factor to be considered in broadcasting UCL competitions in Iran. Live football commentary is not only a second-by-second reporting of sport events. It has an infotainment (Chovanec 2008; Anchimbe 2008) element, which gives color to the game and makes it more enjoyable to watch. It is worth noting that infotainment is a genre of programs in between information and entertainment, and it signifies "the decline of hard news and public affairs discussion programs and the corresponding development of a variety of entertainment shows that mimic the style of news" (Baym 2008: 2276).

The word commentary has been described differently by many scholars. Crystal and Davy (1969: 125) highlight the mode and time in live commentary and define it as "a spoken account of events which are actually taking place." Ferguson (1983: 162), describes it as an oral reporting of an ongoing

sporting activity, combined with color commentary. Pointing to its spontaneity, Delin (2000: 41) describes commentary as a type of "unplanned, stream-of-consciousness language." Delin (2000: 46) differentiates among four functions for football commentary:

1. Narrating: describing what is happening play-by-play.
2. Evaluating: giving opinions about play, players, teams, referee decisions, etc.
3. Elaborating: giving background information about team and player records, the ground, the crowd, speculating on motives and thoughts of the players.
4. Summarizing: giving an overview of play so far.

The style of delivering a commentary can heavily rely on both the commentator's personality, which leads to an individual style, and the country's linguistic and/or cultural contexts. The notion of country's style is broached by Broadcast Academy (https://www.broadcastacademy.net), which is established to instruct professionals and to compile guidelines and standards for sports broadcasting on an international scale. Inasmuch as basing the style of live commentary presentation on the country, literature on linguistic style of Iran will be depicted succinctly here. One of the most noticeable features of football commentary in Persian is ellipsis, especially eliminating prepositional, verb and noun phrases (Hesami and Modares Khiyabani 2013). According to Kord and Taherlu (2014), Persian commentary is categorized as a colloquial type of language that is delivered with a slow pace. Finally, Sharififar (1999) posits the substantial role of metaphor as an indispensable part of Persian literature that could also affect 'football language' in Iran.

5. Method

5.1. Materials

For the purpose of this study, three different modes of live commentaries were considered: Live TV Commentary (LTVC), Live Radio Commentary (LRC), and Live Text Commentary (LTC).

The data for LTVC and LRC (in Persian) were recorded from Islamic Republic of Iran Broadcasting (IRIB) Channel 3 and IRIB Radio Varzesh, respectively. The data were transcribed and incorporated into MS word documents. The LTC data (in English) was retrieved from the website Goal (https://www.goal.com), which is considered as one of the most famous international football websites across the world and is the 2017 winner of the Best Sports News Site at The Drum Online Media Awards. This website provides LTC for most European club and national competitions. It should be noted that for reasons of space and time, only goal moments of the game, which are 5 in aggregate, with 20 seconds before and after them were analyzed in terms of the three commentaries concerned.

5.2. Data analysis

A combination of qualitative and quantitative approaches was used in the data analysis. First of all, by employing qualitative mode of enquiry, the attitudinal values in each of the live commentaries were distinguished, then they were codified with appraisal resources. All commentaries were annotated using the software UAM CorpusTool. This software allows the researchers to annotate a corpus of text at a number of linguistic layers. These layers can be defined and imported to UAM CorpusTool by the supplementary program SysNet Editor. While the central task of UAM CorpusTool is annotation, it also provides other functionalities, such as semi-automatic tagging, production of statistical reports from the corpus, inter-coder reliability statistics (O'Donnell 2008: 6).

After annotating the data, the statistical results provided by the software were compared and contrasted in order to pin down the potential differences between various modes of commentaries in terms of AT, particularly the Attitude subsystem. Figures 2., 3. and 4. show the interface of UAM CorpusTool and the annotation process of the data for the purpose of this study.
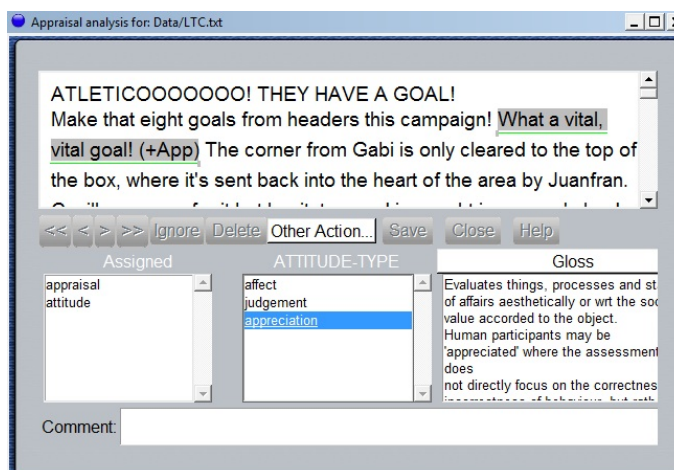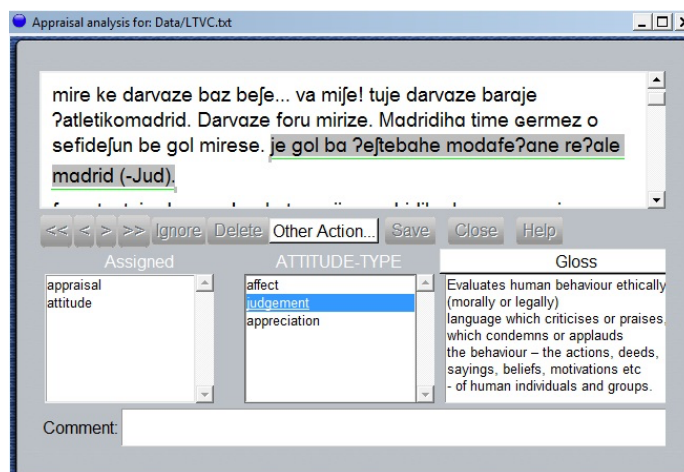

Figure 2. Annotating LTC using UAM CorpusTool

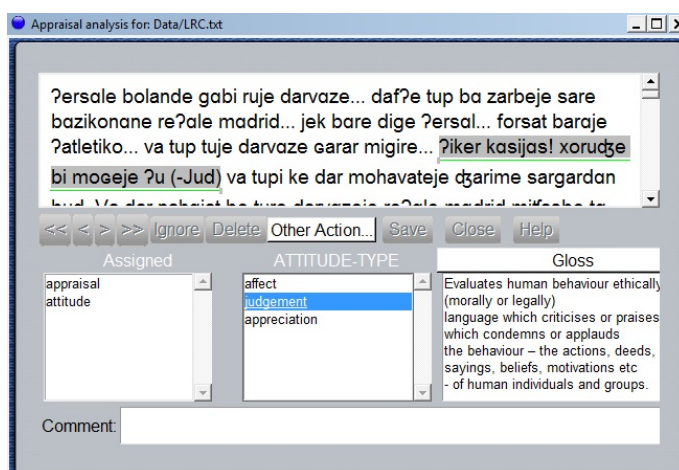*Figure 3.* Annotating LTVC using UAM CorpusTool

Figure 4. Annotating LRC using UAM CorpusTool

6. Results and discussion

The researchers made a comparison of the use of appraisal resources in the three different modes of the UCL 2014 final match live commentaries. The following tables show how the appraisal resources were identified in each mode (Aff stands for Affect, Jud for Judgment, and App for Appreciation). Also, the polarity is shown by a minus sign for negative and a plus sign for positive evaluative expressions. It is worth noting that for the sake of space limit, back translations of Persian texts are provided only for the evaluative expressions in LTVC and LRC.

English Live Text Commentary (LTC)	Persian Live TV Commentary (LTVC)	Persian Live Radio Commentary (LRC)
ATLETICOOOOOOO! THEY HAVE A GOAL! Make that eight goals from headers this campaign**! What a vital, vital goal!** (+App) The corner from Gabi is only cleared to the top of the box, where it's sent back into the heart of the area by Juanfran. Casillas comes for it but hesitates, and is caught in no man's land. Godin beats his man to the ball and flicks it into the back of the net!	*harekat ʔaz jaran-e ʔatletiko... por teʔdad ham hastan... je forsat... mire ke darvaze baz beʃe... va miʃe! tuje darvaze baraje ʔatletikomadrid. darvaze foru mirize. madridiha time ɣermez o sefideʃun be gol mirese. je gol* **ba ʔeʃtebahe modafeʔane reʔale madrid** *(-Jud).* (Back translation: A goal as the reuslt of Madrid's defenders's howler).	*ʔersale bolande gabi ruje darvaze... dafʔe tup ba zarbeje sare bazikonane reʔale madrid... jek bare dige ʔersal... forsat baraje ʔatletiko... va tup tuje darvaze ɣarar migire...* ***ʔiker kasijas! xoruʤe bi moɣeje ʔu*** *(-Jud)* (Back translation: Iker Casillas! His bad timing to come for the ball). *va tupi ke dar mohavateje ʤarime sargardan bud. Va dar nahajat be ture darvazeje reʔale madrid mitʃasbe ta ʔatletiko jek bar sefr piʃ bijofte. reʔale madrid sefr, ʔatletiko madrid jek.*

Table 1. First goal commentary

As it is shown in Table 1, there is a parallel distribution of Attitudinal expressions among the commentaries with each commentator using only one attitudinal expression, which is entirely focused on the exact goal scene. LTC focuses on the importance of the goal by making a positive Appreciation (***What a vital vital goal!***), whereas both LTVC and LRC make negative Judgments. While LTVC tries to

criticize the defenders ***ba ʔeʃtebahe modafeʔane reʔale madrid***, with Real Madrid's defender's howler, for the goal, LRC puts the blame on the goalkeeper ***ʔiker kasijas! xoruʤe bi moɣeje ʔu*** Iker Casillas! His bad timing to come for the ball. Thus, every commentator viewed the goal scene differently in their perspectives. Two of them try to criticize the defenders and goal-keeper for conceding the goal, while the other tries to focus on the significance of the goal, and how important it is to score a goal in the finals.

English Live Text Commentary (LTC)	Persian Live TV Commentary (LTVC)	Persian Live Radio Commentary (LRC)
RAMOS! RAMOS! RAMOS! HE HAS DONE IT! ***An absolutely THUMPING header*** (+Jud) from the defender, who brings Los Blancos back from the dead! The corner was met by Ramos, who got enough power and placement on the header to take it past Courtois! Looks like we're heading to extra time folks! ***Atletico must be devastated*** (-Aff).	*forsat... tuje darvaze! gole tasavije madridiha be samar mirese. gole mosavije reʔaliha be samar mirese. hame tʃiz hala az no(w) ɑɣaz miʃe.* ***tʃe goli mizane*** *(+App).* (Back translation: What a goal!) *sev:omin gole xodeʃ dar jazdah mosabeɣe ro be samar miresune. ba in zarbe* ***kortwa belaʔxare ʔeʃtebah mikone*** *(-Jud)* (Back translation: Courtois finally makes a mistake.) *va darvazaʃ baz miʃe. serxijo ramus darvazaro baz mikone.*	*luka modritʃ mire ta ʔaz samte tʃap darvazeje ʔatletiko zarbeje korner ro xodeʃ bezane. nimkat neʃinane ʔatletiko tʃeʃme didane ʔin gune lahazat ro nadaran. lahazate pajani ke faɣat jek gam ba ɣahremani fasele daran... am:a, tabdil be ɣahremani nemiʃe! je zarbeje sar dar sanije haje pajani... va gole tasavi baraje reʔale madrid. Jek jek mosavi. finale ʤame ɣahramanane baʃgahaje urupa. haɣ daʃtan ke tʃeʃme didane ʔin tasvir ro va ʔin moɣeijat ro nadaʃtan. gole tasavi be samar mirese. dijego simone saʔj mikone ruhije je timeʃ ʔaz dast nare. tahaj:oʤ mikone*

English Live Text Commentary (LTC)	Persian Live TV Commentary (LTVC)	Persian Live Radio Commentary (LRC)
		tamaʃagaran ro ke time ʔatletiko madrid ro taʃviɕ bokonan. zanandeje gol kesi nist ʤoz modafeʔe golzan va sarzane reʔale madrid, serxio ramus.
		No evaluative expressions were detected.

Table 2. Second goal commentary

In this second goal scene, LRC, surprisingly, did not make any attitudinal expression of any kind. As it is the case with most radio commentators, he rather tries to describe the details of the goal for the listeners who are unable to see the live picture. LTC made two attitudinal expressions: one positive Judgment on the goal scorer (***an absolutely THUMPING header!***) and a negative Affect on the team receiving the goal (***Athletico must be devastated***) trying to evoke the feeling of the viewers. LTVC focused on the quality of the goal by making a positive Appreciation (***ʧe goli mizane***) and once again criticizes the goal-keeper by making a negative Judgment (***kortwa belaʔxare ʔeʃtebah mikone***).

English Live Text Commentary (LTC)	Persian Live TV Commentary (LTVC)	Persian Live Radio Commentary (LRC)
BALE HAS PUT MADRID IN FRONT! ***Di Maria has been a pest all night***, (+Jud) and he forces what looks like the winner! Shimmying down the left, he shakes off his marker before angling to beat Courtois at his near post. The keeper	***je forsate ali...*** (+App) (Back translation:One fantastic chance...) *va tuje darvaze! tuje darvaze! ba jek gol belaʔxare time reʔale madrid ɢahremaniro be ʃahre madrid va baʃgahe*	*dar samte raste zamin ʔatletiko... harekate pa be tupe di marija... di marija... mixad bere be mohavateje ʤarime... va mire... di marija forsat baraje ʔu... va gole dov:om ro mizane garet beil. gole dov:om baraje time reʔale*

English Live Text Commentary (LTC)	Persian Live TV Commentary (LTVC)	Persian Live Radio Commentary (LRC)
deflects the ball high with his leg, but it goes right to Bale at the far post, **who nods in with conviction!** (+Jud)	*reʔale madrid bijare... ba goli ke garet beil mizane! bolandguje varzeʃgaham be halate xasi ʔeʔlam mikone ke garet beil zanandeje gole mosabeɢas. negah konid ke **kortwa baz ham ʔeʃtebah mikone** (-Jud)* (Back translation:Courtois makes a mistake again.) *va darvaze baz miʃe... **pas ʔun bazikone ʃoʤaʔ hamun garet beile velzije** (+Jud)* (Back translation: A pass by couragous, Welsh Gareth Bale.) *ke tunest inʤuri darvaza ro baz kone.*	*madrid. gole dov:om baraje time reʔale madrid.... **nofuze ɢaʃang va zibaje** (+App) **di marijaje xastegi napazir...** (+Jud) (Back translation: An amazing and beautiful forward run by tireless Di Maria..) va zarbeje sare garet beil... kar ra baraje reʔale madrid ta be inʤaje kar tamam mikone. reʔal do, ʔatletiko madrid jek. zeidan dar jamʔe bazikonan va taʃviɢe havadarane reʔal dar varzeʃgahe daluʒ. do jek reʔal piʃ miofte.*

Table 3. Third goal commentary

LTC, in Table 3., makes two positive Judgments: one on the assist being Di Maria (***Di Maria has been a pest all night***), the other on Bale, the goal scorer (***who nods in with conviction!***). LTVC highlights the good opportunity for Real Madrid by making a positive Appreciation (***je forsate ali***). He makes a negative (***kortwa baz ham ʔeʃtebah mikone***) and positive (***ʔun bazikone ʃoʤaʔ hamun garet beile velzije***) Judgment. LRC attitudinal expressions all focus on Di Maria, by making a positive Appreciation of his impressive running (***nofuze ɢaʃang va zibaje***), and a positive Judgment on his stamina and tiredness throughout the game (***di marijaje xastegi napazir***).

English Live Text Commentary (LTC)	Persian Live TV Commentary (LTVC)	Persian Live Radio Commentary (LRC)
YOU BET! MADRID HAVE SURELY WON IT NOW! Atletico have finally run out of gas, stopping right in the middle of the highway. Marcelo advances from a position deep on the left, and meets no resistance from the Rojiblancos. He strides right into the box and lashes a finish home, despite a touch from Courtois!	*marselo... marselo mizane va tuje darvaze! tamam mikone kar ro! tamam mikone kar ro! bolandguje varzeʃgah ʤuri farjad mizane ke hatman ʔaʔsabe tarafdarane atletiko madrid ro xord karde. marselo, bebinid. **Az kortwa inʤur gol xordan baʔid bud*** (-Jud)**.** (Back translation: I didn't expect that Courtois receive such a goal.) ***ham gole dov:om va ham gole sev:om vaɢaʔan ba ʔeʃtebahe ʔu be samar resid*** (-Jud)**.** (Back translation: Both the second goal and the third goal were conceded becasue of his howler). ***xejli bad xord*** (-Jud). (Back translation: so terribly received).	baz ham harekate digar... marselo va gole sev:om va ***in tire xalasi bud bar pejkareje time ʔatletiko madrid*** (-Aff). (Back translation: This was a firing arrow at Athletico Madrid). *dige xijale reʔale madrid, karlo anʤeloti, bazikonane ʔin tim va havadarane reʔal rahat miʃe. reʔal dahomin ʤame ɢahremani ro ham kasb mikone. dijego simone... baraje ʧe kasi dare kaf mizane moʃaxas nist... am:a xoʃhalije ʒabi alonso dar ʤajgah... bes:ijar haʔeze aham:ijat ʔast. **bazikone moteʔasebe reʔale madrid*** (+Jud),* (Back translation: The fanatic palyers of Real Madrid) *marselo... **harekate ɢaʃange ʔu...*** (+Jud) (Back translation: Marcelo... his beautiful move)

English Live Text Commentary (LTC)	Persian Live TV Commentary (LTVC)	Persian Live Radio Commentary (LRC)
		bazi xiʃ ro takmil mikone *(+Jud).*
		(Back translation: He's unplayable.)
		*ba nofuz be mohavateje ʤarime va **zarbeje mohkami** (+App) ke mizane.*
		(Back translation: And his strong kick...)
		pase gol ro kiris ronaldo dad...

Table 4. Fourth goal commentary

LTC did not make any attitudinal expressions for the fourth goal. LTVC made three negative Judgments against the goal-keeper. The commentator claimed that it was surprising for the goal-keeper to concede such a goal (***Az kortwa inʤur gol xordan baʔid bud),*** and blamed him for the all three goals conceded (***ham gole dov:om va ham gole sev:om vaɡaʔan ba ʔeʃtebahe ʔu be samar resid***). He commented on how bad he conceded them (*/**xejli bad xord***). He repeatedly blamed the goal-keeper for receiving the goals. But he seems to be the only one who blames the goal-keeper because the commentators in LRC and LTC did not share the same idea. LRC makes the most attitudinal expressions on this goal scene by making three Judgments, one Affect, and one Appreciation.

English Live Text Commentary (LTC)	Persian Live TV Commentary (LTVC)	Persian Live Radio Commentary (LRC)
MADRID HAVE A PENALTY! Ronaldo earns the spot kick after he was tripped by Godin inside the area! He's booked, and ***it's falling apart for Atletico***	*Je bar dige dar mohavate ʤarime... baz ham kiristiano ronaldo... penalti? Penalti... bale! penalti baraje reʔal!* ***ʔaslan ʔatletiko hame ʧizo baxt tuje ʔin***	*hala inbar ronaldo dar mohavateje ʤarime sarnegun miʃe va noɡteje penalti va gole ʧaharom baraje time reʔal dar ʔentezare ʔin tim ʔast. kiris*

English Live Text Commentary (LTC)	Persian Live TV Commentary (LTVC)	Persian Live Radio Commentary (LRC)
(-Jud), as **salt and alcohol are being thrown mercilessly into their gaping wounds.** (-Aff) Only one man stepping up to take this as Courtois steadies himself... *NO MISTAKE!* (+Jud) He smacks it to Courtois' left, who dives the wrong way! Madrid celebrate, and La Decima is only moments away now! 4-1 to Real Madrid!	*ʧahar panʤ daɣiɣe (-Jud).* *(Back translation: Athletico Madrid lost everything in these last 5 minutes.)* *timi ke be nazar mirese neʃun dad ke **ʔaslan ʤanbeje bozorgi ro nadare...** (-Jud),* *(Back translation: A team that seems to show that it's not capable of being big and powerful.)* *kiristiano ronaldo dar moɣabele darvaze bani ke... hala taslim miʃe! vaɣti bazi be vaɣte ʔezafe ʔumad kamtar kesi fekr mikard ke bazi baʔd az natiʤe jek jek, ʧahar jek beʃe.*	*ronaldo belaʔxare xodeʃ ro dar ʔin mosabeɣe be nazar mitune hevdah gole bokone... va ʔextar baraje dijego gudin. zanandeje tak gole time ʔatletiko madrid hala ʔextar migire. dar mohavateje ʤarime ronaldo ro sarnegun kard va je zarbe be saɣe paje raste ʔu zad va ʔu be ruje zamin ʔoftad va davar ham noɣteje penalti ro neʃun dad. ronaldo poʃte tup... dar ʔastaneje hevdahomin gole fasle xodeʃ hast ke... mizane va tuje darvaze... tuje darvaze. gol baraje time reʔale madrid. ʧaharomin gole reʔale madrid ham samar mirese. reʔale madrid ʧahar, ʔatletiko madrid jek.* ***No evaluative expressions were detected***

Table 5. Fifth goal commentary

In the last goal scene, LRC did not make any evaluative expression of any sort, even though LRC had the most number of words in a single goal commentary in the current corpus. This is because of the fact that a radio commentator would describe the game in detail for the listeners who do not have

access to the live pictures. LTC made two Judgments: one negative against the defeating team (it's falling apart for Atletico), and a positive one on the goal scorer who scores the goal easily (NO MISTAKE!). In order to demonstrate the bitterness of conceding a goal in the final minutes, he made a negative Affect (salt and alcohol are being thrown mercilessly into their gaping wounds). LTVC made two negative Judgments with both focusing on the defeating team and criticizing them severely for not being a major team in the European football (ʔaslan ʤanbeje bozorgi ro nadare), and on how they lost everything in the final minutes (ʔaslan ʔatletiko hame ʧizo baxt tuje ʔin ʧahar panʤ daɣiɣe).

The results of the qualitative annotation of the extracts are demonstrated quantitatively in the following tables.

Feature	LTC		LTVC		LRC		Total	
	N	Percent	N	Percent	N	Percent	N	Percent
Attitude-Type		N=8		N=10		N=8		N=26
Affect	2	25.00%	0	0.00%	1	12.50%	3	11.53%
Judgment	5	62.50%	8	80.00%	5	62.50%	18	69.23%
Appreciation	1	12.50%	2	20.00%	2	25.00%	5	19.23%
Positive-Attitude	5	62.50%	3	30.00%	6	75.00%	14	53.84%
Negative-Attitude	3	37.50%	7	70.00%	2	25.00%	12	46.15%

Table 6. Frequencies of attitudinal expressions in the commentaries

Table 6. shows the distribution of attitudinal values across the live commentaries concerned. Twenty-six attitudinal expressions were identified within the analyzed extracts, with LTVC having slightly more attitudinal expressions (10 cases) and the other two modes of commentary having a proportioned distribution (each 8 cases). The commentaries are predominantly Judgment-oriented (69.23 percent) with the commentators repeatedly evaluating the players, their moves, and the way they score goals. In this respect, LTVC uses the most Judgment-oriented expressions (80 percent). Affect is of the least concern for the commentators, with only 11.53 percent. In terms of polarity, almost half of the attitudinal expressions were positive and 42.85 percent were negative. Both LTC and LRC tend to be more positive in their commentaries (LTC by 62.50 percent and LRC by 75 percent), while LTVC is considerably negative because of the frequent negative Judgments that were made against the goal-keeper.

The distinctions in applying appraisal aspects (Attitudes) found in various modes of football live commentaries in the current case are due to several possibilities. One possible reason is the idiosyncrasies of the commentators themselves and the possible bias they may have toward a particular player or a team. As for most of the goals that were scored, there was not a unanimous opinion on who to praise or blame. The commentators had different opinions on the goal scenes. One commentator praised the goal scorer, the other blamed the goal-keeper, while one did not make any evaluations of either and mostly tried to describe the goal scene itself. The data analysis of the corpus at hand revealed that football commentators incline towards using Judgment category of Attitude more compared to other categories. This might be due to the nature of this genre, as the commentators frequently evaluate the players and staff on and off the pitch.

The other possibility might be due to the different natures and structures of these commentaries. The study found that LRC used considerably more words compared to LTC and LTVC. This is because radio commentators should describe all the details of goal scenes since the listeners do not have access to the live pictures. On the contrary, the TV commentator uses the least words to describe the goal scene, since the listeners/viewers have access to the live pictures, and this obviates the need for further details to be said. As table 7 shows word counts in each mode, LRC enjoys considerably more words than the other modes.

	LTC	LTVC	LRC
1st goal commentary	72	43	66
2nd goal commentary	54	59	117
3rd goal commentary	64	78	89
4th goal commentary	55	58	100
5th goal commentary	78	68	125
Total	323	306	496

Table 7. Word counts of the commentaries

7. Conclusions

This study investigated the language of football from a fresh perspective. In doing so, the researchers applied the framework of Appraisal Theory (Martin and White 2005) by focusing on Attitude. The goal was to analyze the evaluative language that commentators rely upon and to find out the possible differences and similarities among different modes of live football commentaries in English and

Persian. The framework of AT was adopted because it provides important theoretical basis for a comprehensive study of evaluative language in a genre such as sports commentaries that are filled with attitudinal statements.

This case study found that attitudinally rich points showed various types in different commentaries. This case study focused on three modes of commentaries: live text commentary (LTC) in English, live television commentary (LTVC), and live radio commentary (LRC) in Persian. Despite the fact that only one game (the UCL 2014 finals) was studied, the data analysis manifested different distributions of attitudinal expressions. These differences, although small in number, are significant in scale since they happen within very small but important parts of the game, which are also very crucial in terms of appraisal values employed by the commentators. This is because these scenes are the climax of the game in which the goals are scored, and all the commentators try to be as focused as possible during these important moments to show their best capabilities in their commentary. The major finding of this study is that the commentaries indicated signs of variation both in the frequency and type of Attitude and its subsystem.

In this corpus, LTVC used attitudinal expressions more frequently. Evaluations used in LTVC are mostly Judgment-oriented, like the other two types of commentary. Because in LTVC, viewers have access to the live pictures of the game, the commentator uses fewer words to describe the goal and instead uses words to express opinions. This might be the reason why evaluative expressions, and particularly Judgment, were overused. Another reason for the frequently occurring Judgment expressions in the current case can be due to human behavior and how they should or should not behave. Commentators mostly rely on this type of Attitude to express the capability and mistakes of the players, coaches, referees, and others involved in the game. Judgment was the highly frequent category in all commentaries concerned. Another important point regarding LTVC is the polarity of these Attitudinal expressions that were surprisingly mostly negative, compared with the other modes. This might signify the commentator's bias, inclination, and idiosyncrasies towards a particular team or player.

The commentator in LRC used quite a similar number of Attitudinal expressions as well. This might inevitably stem from the different nature of this kind of commentary in which the commentator is obliged to use more words to depict the actions in the game for the listeners. Normally, in LRC, which there is more to talk about within the same period of time, there is a high chance that some of it be devoted to evaluation. Although there are many descriptions in the LRC, there is still room for making evaluations, as was the case in the current corpus. Furthermore, in LTC, there is a parallel distribution of Judgment expressions compared with that of LRC. There might be the same reason for it. The nature

of the Judgment sub-system of Attitude is very much interconnected with the kind of commentary. This is because the commentators would inevitably judge everybody involved in the game to a different extent, depending on the particular type of commentary and the time available.

The case study was an attempt to contribute to this growing area of research by exploring the live football commentary text-type. This type of language was immersed in the evaluative language, and especially Judgement. The mode of live commentary had a crucial role in determining the number of words spoken during the commentary. Also, the commentator's biased opinion was undeniable, especially in the polarity of the evaluative expressions they used. Regarding this, the questions arise: can a biased commentary affect the reception of the game by the audience? Would it have an impact on the acceptability of the live commentaries by the viewers/ listeners? This can be further addressed by conducting a reception study on the issue.

This study provided new insights into the analysis of evaluative language, especially in Persian. Since live commentary proved to be a potential area for evaluative expressions, a larger and more exhaustive corpus compilation is advisable. This issue can also be investigated from another point of view. In each commentary, by nature, there is a predominantly focus on product or process. In LTC, since the commentator is watching the finished action and consequently typing them on the screen, the focus is entirely product-oriented. In the other two modes of commentaries, since the commentators are reporting the events happening in the game in real-time and in the spur of moment, the focus is mostly on the process. Since Affect deals with evaluating objects and products or how products and performances are valued, LTC has more frequent use of Affect resources by nature.

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