

Halliday's Perspective of Modality in Iraqi EFL Learners' Essays

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Abstract

The present study attempts to search the function of modality in the Iraqi learners' essays at the college level from the perspective of discourse analysis. It aims to identify the ability of Iraqi learners to use the types of modality in their writings for the end of achieving a high level of persuasion and, hence, characterizing Iraqi learners' peculiar communicative style. To achieve this objective, the study adopts Halliday's (1985/1994) modal of SFG (Systemic Functional Grammar) to render a statistic of modality types, whereby thirty essays are chosen randomly as data of this study, Writing Essay Material, Third Year Class, English Department, College of Education for Humanities, University of Anbar, 2018-2019. The finding of the study reveals that since the subject under analysis is argumentative, students are free to use the types of modality and, hence, the types of modality are vital to help students express their opinions in persuasive way. This refers to the vital communicative value of modality types.

Keywords: modality, Halliday's 1985 SFG, writing essays

Introduction

Any text is organized by using linguistic relationships (cohesive relations) and non-linguistic relationships (coherent relations). When unfolding text, the reader needs to move up these two significant factors. The author then needs to take these two factors in consideration in order to deliver his message i.e. what is behind a clause. This is simply the task of discourse analysis field of study which activates a communicative competence rather than merely an independent linguistic one. Modality is 'a grammatical (including lexical) expressions of the speakers' attitude to the reality of the utterance' (Durovic as quoted in A. A As'ad:8). It is certainly true that syntax and semantics are interrelated with each other, it links between content and function (Richardson, 2007). Never the less, grammatically or semantically expressed, modality is a completely grammatical phenomenon. Halliday (2004) states that any text structure as a written discourse has three levels: Message, Exchange and Mood. On each level, writers can operate certain function type of language. According to Halliday's SFL (ibid), ideational, personal and textual are the metafunctions of language. Message is the area where representations of content are stated. Exchange is the nearest to the author's intentions. It is personal in nature i.e. it helps the writer to express his attitude, comment, judgment and any other personal qualifications. Mood level is related to the type of media whether it is written or spoken. When dealing with written discourse, a writer's style is much concerned with text type and genre as each has its own register and purpose. To clarify, Hyland (1996) suggests that *may*, *could* and *should* are more common in scientific writing than other. Topic and subject research are important in selecting expressions. Moreover, the determination of media is important because it will determine the two previous levels. It embraces them and they reside on it. While the writer is composing his message and intentions to present the propositions of content, he/she will hang his/her message towards truth of conditions and states of affairs to communicate via purposefully. What potential meanings the writer has

(interpersonal) can be represented on words (ideational) and is conditioned and governed by some external and internal structures (textual). On the level of exchange, interpersonally, writers could convey their messages.

Halliday (1985:68) deals, in his SFG, with the system of modality as a representative of the interpersonal function of language. Two types of modality are there: modal/modalization and modulation and each has extra sub-types (probability and usability/ obligation and inclination) which are indicated by different grammatical expressions in language, such as modal auxiliary verbs, adjuncts, adverbials, adjectives, etc. (ibid:363).

As concerning interpersonal function of language, modality plays important role in conveying much of the writer's personal intentions and purposes in written discourse in general and in foreign learners' writing essays in particular. Hyland and Milton (1997) argued how writers use type of modality in essay writing. They investigated the writer's attitudes based on probability, certainty and possibility. Høye (1997) argued that the study of modality in EFL is fascinating area. He added that modal verbs are not only used to express statement of fact, but represent the events that may or may not take place in future.

Renandya and Jacobs (2002:302) state that "There is no doubt that writing is the most difficult skill for 2L learners to master". According to Ventola (1997), modal can be used to investigate particular modal meanings of probability, usability, obligation and inclination in the texts. Wong (1983) suggests that the modal auxiliary study of EFL is very complex as the same modal is used to investigate different items of possibility, certainty and probability with the concept of ability, obligation and permission. When writing, as if they are in an exchange, students are talking with their teacher and express their comments, or opinions about what is being written. They simply perform specific function rather than merely represent content. The verbal linguistic expressions are reference to the writers' non-verbal functions and purposes (non-linguistic). The research aims to investigate the use of modality types in Iraqi learners' writing essays as a way to refine and reinforce their level of academic writing skill since modality is a fully grammatical phenomenon with vital communicative value. The research addresses the problem by providing statistical resources, that might reveal the Iraqi learners' lack and difficulty of applying Halliday's modality system in their writing, for teachers of foreign language to help them find method based solutions.

Purpose of the Study

The research aims to investigate the use of modality types in Iraqi learners' writing essays as a way to refine and reinforce their level of academic writing skill since modality is a fully grammatical phenomenon with vital communicative value. The research addresses the problem by providing statistical resources, that might reveal the Iraqi learners' lack and difficulty of applying Halliday's modality system in their writing, for teachers of foreign language to help them find method based solutions.

Objectives and Research Questions

Being foreign language, learners might be unaware of the exact meaning and uses of the expressions indicated by modality types. That is, learners' linguistic competence might cause challenge to the appropriateness of communication in context. Hence, the research arises a question, whether or not, Iraqi learners are aware of modality types meanings and uses. The research also arises a question, whether or not, modality on the interpersonal function works alone or in relation to other metafunctions of language in Iraqi learners' writing essay.

Theory

To get a convenient analysis of modality function in EFL learners' writing essays, there must be an application model of analysis for identification and characterization of modality function. Thus, it has been found preferable to adopt Halliday (1985/ 1994) modal of Systemic Functional Grammar.

Methodology

The purpose of this study is to characterize the modality types as they are used by FEL Iraqi learners in writing essays in terms of: modal/modalization and modulation and their sub-types (propability and usuality/ obligation and inclination, respectively) which are indicated by different grammatical expressions in language, such as modal auxiliary verbs, adjuncts, adverbials, adjectives, ...etc. To better understanding the research problem, the researcher will use a qualitative approach. This procedure will be limited on thirty essays and performed by thirty students that are chosen randomly as data of this study. The students are going to write about "2003 War in Iraq" as topic of essay that are going to be analysed one by one. In addition, the data under analysis will be hand-picked and collated directly from students of third year class, English Department, College of Education for Humanities, University of Anbar, 2018-2019. To get a convenient analysis of modality function in EFL learners' writing essays, there must be an application model of analysis for identification and characterization of modality function. Thus, it has been found preferable to adopt Halliday (1985/ 1994) modal of Systemic Functional Grammar.

The following methods of analysis will be adopted:

1. Eliciting modality types in virtue of their syntactic and lexical structures.
2. Deciding on the appropriateness of each type in context.
3. Following the frequent use of each type.

Modality in SFL

Halliday (1985:68) deals, in his SFG, with the system of modality as a representative of the interpersonal function of language. Two types of modality are there: modalization and modulation. Semantically speaking, modalization is "epistemic" and modulation is referred to as "denotic" (ibid:363). Each type of modality has sub-types. These are classificatory based types. According to Halliday (1985), producers (speaker/ writer) uses either information: statement and questions (propositions), or goods -and- -services, and offers and commands (proposals). Propositions includes two intermediate possibility scales, probability and usuality. These scales are modality and modalization sub-types. They express a writer's opinions (ibid:86),

ex. Her bag is *certainly* new.
He *always* comes late.

In contrast, in proposals, there are two intermediate possibility scales: obligations and inclinations which represent modulizations sub-types. As concerning obligations scales, the function of command is indicated, while inclination indicates offer function (ibid),

ex. They *need to* travel early.
You *must* pass this exam.

The sub-types of modalization can be expressed by the following ways:

1. The auxiliary of finite verb, for instance:
She must have known the news. (probability)
You must do your homework. (usuality)

2. Modal adjunct as in:
It is certainly new. (probability)
He is always coming late. (usuality)

3. The combination of auxiliary finite verb and adjunct modal, ex. :
She certainly must have known the news. (probability)
You must always do your homework. (usuality)

Modality/modalization expresses producer's opinions, whereas, modulization expresses the content of the clause i.e. it represents the relevant conditions to the process being expressed.

The sub-types of modulizations can be expressed by the following ways:

1. The auxiliary of finite verb:
You must be patient. (obligation)
You must win (inclination)

2. The occurrence of either passivation or an adjective after the predicator, ex. :
You are required to be patient. (passivation- obligation type)
You are determined to win. (adjective- inclination type)

Academic Writing

Writing can be found in different life aspects such as, workplaces, scholarly and educational pursuits. It reflects producers' attitude, opinion and argument towards events. Presently, it is considered as a means for evaluating academic performance (Raimes, 2002). Being academic, writing is an important communicative language skill that requires a mental effort to think in sentences and the ways of how joining them in a correct way to be meaningful (Al Haq and Al Sobh, 2010 :189). Nowadays, academic writing has sometimes one of two purposes: to provide information which a teacher has required or to provide an opinion or argument towards events related to the subject (Raimes, 2002). On the college level, writing might take form of persuasion since it is a skill practiced regularly in daily college life. Students in college often are asked to make a persuasive case in writing (Anson and Schweglar, 2011).

When learning to write, students are required to understand appropriate grammar and vocabulary. Vocabularies are the main repertoire component of language. When vocabulary knowledge is missed, learners are not able to develop toward L2 writing (Hyland, 2004). However, writing is not only these things, if language structures are to be part of a writing course, then we need principled reasons for choosing which patterns to teach and now they can be used effectively. An important principle is to relate structures to meanings, making language uses criteria for teaching materials. The idea comes to mind is that particular language forms, communicative functions and students' needs are all interrelated in the process of writing i.e. students must learn the patterns that well express their needs hence, their communicative function. Finally, by matching certain forms, functions and needs, the purpose of writing will be in hand. In academic written discourse, modality may investigate a writer's attitude towards the events to readers. The

writer uses modality not only to express doubt but also to appear sensitivity to the views of readers (Hyland and Milton,1997). The lack of using modality in writing textbook is contributed to learners and performance for developing pragmatic competence (Flowerdew, 2002).

Results and Discussion

Modality in Essay (1)

Table (1) reveals that four clauses are used to express the interpersonal metafunction; three clauses represent probability and one clause represents usuality. The first clause "My city will notice good things" is modalized by the finite modal operator "will". The clause shows that some good things will appear after 2003 War. The writer tends to discuss "good things" by certainty of being noticed to everybody. The certainty is part of probability that expresses modality (modalization).

The clause "The damages are highly...." is modalized by the modal adjunct "highly" which expresses certainty. The writer's viewpoint expresses that some buildings are damaged by war "The effects are existed till this moment". This clause represents certainty which is part of probability.

Another clause "Such devices are used to help human to communicate easily, e.g. smartphone" is modalized by the modal adjunct "easily" that expresses usuality. According to the writer's viewpoint, people have got great changes in their lives. So, the modality (modulation) is realized by the usuality. The last clause "Good or bad changes have quickly taken place in city" is modalized by the modal adjunct "quickly". This clause expresses the probability of changing meaning i.e. the effects of war made many damages and little benefits.

Modality in Essay (2)

The interpersonal metafunction is represented in one modulated clause identified in table (2). The clause "The change in my city Baghdad is very excellent...." is modulated by the word "excellent" which expresses the writer's opinion about changing after the war not only in the city, but also on people's life. So, the writer states a proposal for changing which is part of inclination (modulation).

Modality in Essay (3)

The interpersonal metafunction is represented in one modalized clause and one modulated clause realized in table (3). The modal adjunct "always" modalized the clause "My father always told me about the changing" which is presented as information. In this clause, the modal adjunct "always" expresses the writer's forecasting "thinking in the development of city". The clause expresses usuality which is part of modality (modalization).

"I wish to still....", the clause is modulated by "wish". This clause is used to indicate inclination. The clause shows an attitude presented by inclination about staying "new in everything". The inclination indicated in this clause expresses modulation.

Modality in Essay (4)

The three clauses of essay in table (4) express interpersonal metafunction; one clause represents obligation and another clause represents inclination, while the last clause represents probability. The first clause "Every young man should go to arm" is modulated by the finite modal operator "should". The writer supposed young men to join army. The writer enforces young men, so the scale of obligation is in command. This obligation is part of modulation.

The second clause "We can't speak" is modalized by the finite operator "can". The writer shows the impossibility of living freely during the 2003 War. "They are far away from the religion". The writer expresses their life "with a miserable state". This clause expresses the probability of live without freedom which is represented modality (modalization).

The last clause "All people want life in a peacefully" is modulated by "want". This clause is represented as a willing for living a good life which is a kind of inclination (modulation).

Modality in Essay (5)

There are two clauses, one clause expresses inclination, and the other expresses usuality realized in table (5). The first clause "But the life was simple and interested" is used to modulate the clause by an adjective "simple" since it represents a proposal. The student suggests that "life" is "simple". She offers her opinion "before the 2003 War" to persuade the others. This proposal states the offer which is a part of inclination (modulation).

In the clause "Now, there is many types of developing systems, such as phones and computers" is modalized by the adverbial "now". This clause represents the usuality of using such these devices. The usuality in this clause shows modalization

Modality in Essay (6)

The interpersonal metafunction is indicated in one modalized clause shown in table (6). The clause "The city changed clearly" is modalized by the modal adjunct "clearly" that expresses certainty via "their president influenced by the strangers". This clause expresses the assertion of being changed "The city changed". The student's viewpoint shows that people became more free "a lot of developing system". The probability indicated in this clause expresses modality (modalization).

Modality in Essay (7)

In this essay, there are two clauses represented in interpersonal metafunction realized in table (6). One clause expresses probability and the other expresses inclination. The first clause "We cannot see anything beautiful" is modalized by the finite modal operator "can" which indicates impossibility of seeing "anything beautiful". The student gives his opinion about the events after the 2003 War. This clause is indicated by probability which is part of modality(modalization).

Another clause: "We wish to come back like the past" is modulated by "wish". The students represent an offer to "come back like the past" which is a kind of inclination (modulation).

Modality in Essay (8)

The interpersonal metafunction is expressed by one modalized clause represented in table (8) below. Probability which is indicated in the clause "people can..." is modalized by the finite modal operator "can" that expresses the probable ability of buying because "they work in many different places".The modality (modalization) is realized by the probability of having "enough money now".

Modality in Essay (9)

In table (9) below, there are two clauses represent the interpersonal metafunction. The first clause "The government could take them" is modalized by the finite modal

operator “could”. This clause expresses the probable ability of government after the 2003 War “My city began flourish again”. This clause represents the ability which is a kind of probability (modalization).

The clause “The new government is trying to fix what the previous government did” is modalized by an adjective predictor “new” and “previous” which both identify the features of “government”. This clause refers to the possibility of government” to fix what “the previous government did”. The probability represented in this clause shows modality (modalization).

Modality in Essay (10)

Texting of essay (10) shows that three clauses are used to express the interpersonal metafunction shown in table (10). The first clause “Unfortunately, their house was destroyed” is modalized by the modal disjuncts “unfortunately”. The writer uses an adverb to express an attitude towards the proposition “their house was destroyed”. This is a kind of probability which represents modality (modalization).

The clause “The war could destroy...” is modalized by the finite modal operator “could” which expresses certainty of destroying. The certainty is a kind of probability (modalization).

The last clause “No one can save their life” is modalized by the finite modal operator “can”. The student presents the probable disability of people to save their life. The clause shows an attitude presented by “people” about incapacity of saving their life.

Modality in Essay (11)

The interpersonal metafunction is represented in one modalized clause showing in table (11). The clause “The life is changed and can't return like the past” expresses the student's viewpoint of changing after the 2003 war. The student's viewpoint represents “the life” to be probably “return”. The structure of this clause shows the using of probability as part of modality. (modalization).

Modality in Essay (12)

The interpersonal metafunction is represented in two modalized clauses and one modulated clause identified in table (12) below. The probability is shown in the clause “You can see the truth” is modalized by the finite modal operator “can”. This clause expresses the ability of seeing the truth since it is possible to everybody. The modality is realized by the probability of seeing truth.

The clause “We can't return it.....” is modalized by the finite modal operator “can't” which expresses the probable disability of returning to “our house”. This probability expressed as part of modalization.

The last clause “a great things change in my city, it changes badly”. This clause shows the student's opinion about the changing after the 2003 War. The clause expresses “people habit” of being very selfish. The modality is realized by the inclination (modulation).

Modality in Essay (13)

The interpersonal metafunction is represented by two modulated clauses. The first clause “My country become better.....” is modulated by “better” since it represents a proposal. The writer offers a suggestion for developing “teaching”. This clause shows the using of inclination as a part of modulation. The last clause “I wish that the peaceful covered all.....” is modulated by “wish” which represents the suggestion. The writer offers a proposal to live peacefully. This proposal is a part of inclination.

Modality in Essay (14)

In Essay (14), there are two modalized clauses shown in table (14) below. The first clause "We will come back again to my city" is modalized by the finite modal operator "will". This structure expresses certainty which is a type of probability "come back" since the idea is stated by the student in an essay. The clause "They could come back" is also modalized by the finite modal operator "can" which indicates probability. The writer reinforces his viewpoint by an already experience of people after the 2003 War.

Modality in Essay (15)

Table (15) below, shows that the interpersonal metafunction is indicated in one clause which expresses probability. The clause "He will find helping for achieving....." is modalized by "will" which expresses probability of achieving "his goal". This clause expresses the student's attitude that "will find helping". This is represented the probability which indicates modality (modalization).

Modality in Essay (16)

The interpersonal metafunction is represented in two modalized clauses realized in table (16) below. The probability is shown in the clause "My city could stand....". This clause is modalized by the finite modal operator "can" that expresses the probable ability of "city" to "stand" again after the 2003 War.

The clause "Suddenly, all things change....." is modalized by the modal disjuncts "suddenly" which expresses the producer's comment on the style and form of what is being "when the 2003war came". It is a part of probability that expresses modality (Modalization).

Modality in Essay (17)

The modality system is expressed in essay (2) by only one modalized clause identified in table (17) below. "It is clearly effected on people....." is modalized by the a modal writer's adjunct "clearly" which shows the point of view of effecting which is staying "Made changes in our traditions". The word "clearly" is used as a kind of inclination which represented the modality (modulation).

Modality in Essay (18)

The interpersonal metafunction is represented in one modulate clause, showing obligation, in this essay shown in table (18). The clause "We are obligated to obey....." is modulated by the passive verb obligation. It expresses the obligation to obey "the enemy's rules". The obligation indicates in this clause expresses modality(modulation).

Modality in Essay (19)

The interpersonal metafunction is represented in one modulation clause and one modalized clause identified in table (19). The obligation is shown in the clause "people should help....". In this clause, the writer request in his enforce somebody which is a kind of obligation.

The clause "people can get a job" is modalized by the finite modal operator "can" which indicates the possibility of getting a job. The possibility in this clause indicates to probability which expresses modality (modalization).

Modality in Essay (20)

Essay (20) shows the interpersonal metafunction by the two modulated clauses realized. The clause "These things changed from being hard to easy way....." is modulated

by an adjective predictor “hard” and “easy” which is used to modulate the clause. The essay writer offers the experience that presented an already experience after the 2003war to persuade the others to change to the best “We are changed to the best”. This clause is also modulated by an adjective clause ‘the best’ which indicated to the writer’s determined to change “to the best”. These clauses are indicated as a kind of inclination.

Modality in Essay (21)

Table (21) discloses that the interpersonal metafunction is indicated in two clauses; one expresses probability and two clauses expresse inclination. The clause “we hope to make....” is modulated by the word “hope”. This clause is presented as a proposal which is a part of inclination.

The clause “we will improve ourselves” is modalized by the finite modal operator “will” which indicates the probability of improving themselves. The last clause “we will make” is also modalized by the finite modal operator “will” which expresses The assertion used is a kind of probability that represented modality (modalization).

Modality in Essay (22)

The interpersonal metafunction is represented in one modulated clause and the other modalized clause. The clause “The proud pictures of the previous president which were everywhere had been destroyed and removed”. This clause is modulated by the adjective predictor of the structure. By the discourse context, it is expressed the writer’s opinion which is a part of inclination.

The last clause “It cannot be breached...” is modalized by the finite modal operator “can” that expresses the ability of providing a new police station. In this clause, the writer suggests the probable of defending the city against the enemy armies. The modality is realized by the probability of investing police role.

Modality in Essay (23)

The interpersonal metafunction is expressed by one modulated clause and one modalized clause represented in table (23) below. Inclination is indicated in the clause “I had shacked because a miserable sight of my city after the 2003 war”. This clause is modulated by “shacked” which is the adjective predictor. The essay shows the writer’s disappointed “full of disappointed” which is indicated to the inclination.

The clause “There are many buildings completely changed” is modalized by a modal adjunct “completely” which shows the assertion of destroying the city after the 2003war. The assertion used is a kind of probability that represents modality (modalization).

Modality in Essay (24)

Essay (24) informs the interpersonal metafunction by one modulated clause identified in table (24). The clause “I was so upset to see this sadness scene” is modulated by the adjective predictor “sad” indicates a suggestion of performing “sadness scene”. The suggestion is a kind of inclination which expresses the writer’s opinion after the 2003war. This is represented modulation.

Modality in Essay (25)

The interpersonal metafunction is represented in one modalized clause showing probability, the clause “The environment was clearly....”is modalized by the modal adjunct “clearly”. The modal adjunct “clearly” expressed the certainly of destroying them. The certainly is a kind of probability which represents modality (modalization).

Modality in Essay (26)

The interpersonal metafunction is represented in one modalized clause realized in table (26). The modal disjunct "finally" indicates to the negation part in a society. This is represented modality (modalization).

Modality in Essay (27)

The interpersonal metafunction is represented in one modulated clause realized in table (27). The clause "The people get back to their home and started to build their home" expresses the writer's suggestion of building which is a part of inclination.

Modality in Essay (28)

The modality system is expressed in (13) essay by only one modalized clause identified in table (28). "Actually, the people are making anything" is modalized by a modal disjunct "actually" which shows the attitude presented by the people about the changing. It expresses modality to indicate probability.

Modality in Essay (29)

The interpersonal metafunction is represented in two modalized clauses in table (29). The finite modal operator "can" that express the probable ability of finding a suitable way for live "we can find a good way....".

From the clause "life will change" is modalized by the finite modal operator "will". It expresses the writer's opinion about the events after the 2003 war. The writer reinforces his ability to make changing which is represented as a part of probability.

Modality in Essay (30)

The table (30) below shows that the interpersonal metafunction is indicated in the clause "I hope to be....". This clause is modulated by the word "hope". It expresses an offer which is presented as a part of inclination.

Limitations

This study focuses on the types of modality in the EFL Iraqi learners' essays regardless of gender type which numbered (30) students' essays. The researcher aims to analyze them using Halliday's (1985/1994) Systemic Functional Grammar of modality: modal/modalization and modulation and their sub-types (probability and usability/obligation and inclination, respectively) which are indicated by different grammatical expressions in language, such as modal auxiliary verbs, adjuncts, adverbials, adjectives, ...etc. She will analyze the use of them in students' essay one follows another. Modality can be represented in many grammatical categories, however, the researcher will limit her analysis to the use of modality types as they presented by Halliday's (1985) and ignore other modality representatives.

Recommendations

It has been investigated that the students' ability in the utilization the types of Modality is an essential element in composing students' essays and persuading their teacher academically. Therefore, the absence of ability in utilizing all the types of modality and their representatives leads to the absence of achieving their academic purpose of essay writing. The researcher believes that such investigations are necessary as they could add to existing learning of the employment and use of modality types in particular representatives. This particular employment of modality types represents a test for L2 learners, what's more, for interpreters. The discovery could likewise add to the

improvement of pedagogical exercises in the teaching of modality types. The use of the modality types help teachers who teach Writing Paragraph (1st grade) and Essay Writing (3rd grade) in the Iraqi Universities/English Departments to make students aware of modality types and their various representatives.

Conclusion

The present study reveals a discursal approach to the analysis of third class students' essays. The most prominent conclusions that can be drawn from this analysis are the followings:

1. Halliday's perspective of modality can be applied successfully to the analysis of students' written text, especially with argumentative texts, or they present fertile discourses for modality types and according to the meaning conveyed,
2. however the identifications and representations of modality types in the students' essays are inadequate due to their unawareness of all representations available Therefore, an accurate learning of them should account for by teachers.
3. Probability and inclination types of modality are the highest frequency scored. Such recurrence is due to the subject matter which the students are asked to write about which propose argumentative purpose. Probability and inclination have been utilized variously to serve conveying what the student wants to deliver.
4. Nevertheless, students succeed in achieving most of the persuasive communication through performing some of modality types representations. They go deeply to state their opinions (probable treatment) and even their commands (inclinations) were complementary to their propositions and thinking. Hence, they achieve their purposive message.

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Appendix

Result Tables

Table 1

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
3	1	-	-

Table 2

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
-	-	-	1

Table 3

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
-	1	-	1

Table 4

Modality		Modulization	
Probability	Usuality	Obligation	Inclination

2	-	1	1
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Table 5

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
-	1	-	1

Table 6

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
1	-	-	-

Table 7

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
1	-	-	1

Table 8

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
1	-	-	-

Table 9

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
2	-	-	-

Table 10

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
3	-	-	-

Table 11

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
1	-	-	-

Table 12

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
2	-	-	1

Table 13

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
-	-	-	2

Table 14

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
2	-	-	-

Table 15

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
1	-	-	-

Table 16

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
2	-	-	-

Table 17

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
-	-	-	1

Table 18

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
-	-	1	-

Table 19

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
1	-	1	-

Table 20

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
-	-	-	2

Table 21

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
2	-	-	1

Table 22

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
1	-	-	1

Table 23

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
1	-	-	1

Table 24

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
-	-	-	1

Table 25

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
1	-	-	-

Table 26

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
1	-	-	-

Table 27

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
-	-	-	1

Table 28

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
1	-	-	-

Table 29

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
2	-	-	-

Table 30

Modality		Modulization	
Probability	Usuality	Obligation	Inclination
-	-	-	1