Mohd Faiz Abdullah and Chan Swee Heng
Universiti Putra
Malaysia

Linguistic signals in the rhetorical structure of conference abstracts

Proponents of applied discourse analysis in ESP such as Swales (1981, 1990), Bhatia (1993), and Dudley-Evans and St John (1998) have addressed the following question in some form: Why do members of specific discourse communities use the language the way they do? The answer draws upon the communicative purposes of text as genre to identify the rhetorical structure of key genres in specific disciplines. Work by Mann, Thompson, and Matthiessen (1983) served as the basis of a computational framework to guide corpus analysis of rhetorical structure. This paper reports the initial findings of a study to examine the rhetorical structure of more than 200 conference abstracts submitted to a recent international conference in Malaysia. The researchers used prototypes of the academic abstract genre to analyse the following features of discourse structure: 1) rhetorical move structure (background, purpose, method, results, and conclusion), and 2) linguistic signals of moves (e.g. sentence connectors and verb tenses with reference to the present, past, tentative verbs, modal auxiliaries, the existential 'there' etc.). The study employed the RST tool (O'Donnell, 1994) to segment the texts and examine specific move frequencies across the two major abstract types: reports of empirical research, and theoretical explication, respectively.

Pre-selected linguistic signals that characterised each move were used as the basis for concordancing analysis of the corpus. Preliminary results indicate that the rhetorical move structure is signalled by tense aspect, tentative verbs, and modality. The results of the study point to how other related genres may be analysed and how the information could be exploited for the learning of academic genres.

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Marina A. Aidman
University of Canberra
Australia

Personal letter writing by a simultaneously bilingual child: From preschool to teens

The paper examines development of personal letter writing in her two languages by a simultaneously English-Russian bilingual child growing up in Australia. Letter writing appears to be a significant way of the child's participating in literate practices of the important cultural groups of which she is learning to be member.

The child's letters in Russian were comprehensively collected over the period of over nine years (4:10-14:1). Samples of the letters in English were collected over a comparable period of time – over eight and a half years (5:3-14:1). The letters were analysed using the Systemic Functional Grammar (Halliday 1994) and genre and register theory (Martin 1992).

The analysis has revealed that in her personal communication in English the child learns to assert herself as a member of the English-speaking culture – by writing letters to the English-speaking parents' colleagues, neighbours, and, increasingly, peers. In letter writing in the minority language of Russian, the child learns to establish and maintain contact with people of the Russian-speaking background, such as Russian-speaking peers, adult members of the homeland Russian-speaking community, and, increasingly, her extended family. The analysis has also shown the child's developing control of the written language within the mode of letter writing across the two languages.

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Mehranghiz Anvarhaghighi
Nabi Akram University
Iran

A Contrastive Study of Thematisation Devices in Farsi and English

The discourse process of thematisation, when referred to as an easily recognizable device to give prominence to different segments of prose discourse, is believed to bring in the interaction of language and cognition; hence making it a cognitive and psychological process in discourse structure. The thematised segment does have a significant effect on the process of comprehension, interpretation and subsequent recall. Thus, as far as the typology of cognition is concerned, thematisation process can well be regarded as a universal feature each language can entail. So it will be logical to think that every language must be potentially equipped with some devices to thematise the segments intended to be prominent. For instance, in Farsi the existence of certain case markers facilitates the process of thematising 'datives' and 'objectives' without going through passivisation.

To compare the ways Farsi language can exploit in order to thematise certain segments with the already thematised English segments, the present article is an attempt to align different samples of English prose discourse with their Farsi translations. To this aim three English novels, "To the Light House", "Dubliners", and " The Sound and the Fury" along with their translations have been the focus of this study.

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Elissa Asp
Saint Mary's University,
Halifax, Nova Scotia

The language of Alzheimer's: a preliminary report

This paper reports findings from a pilot study of a corpus of interviews with Alzheimer's patients. The interviews were conducted over the period of a year at three month intervals in the context of a drug trial. They consist of patient - field worker interviews, patient - field worker - primary care giver interviews, and field worker - primary care giver interviews. The purpose of this study is to discover whether there are consistent linguistic and/or discoursal features used by Alzheimer's patients characterizing its stages. The framework used in the description is the systemic-functional hybrid - socio-cognitive linguistics. The work is of interest both as the first extended tri-functional analysis of the language used by Alzheimer's patients and because of the theoretical possibilities that this language use suggests about relations between language and cognition.

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Gregory, Michael. 1992/1995. "Remarks on a theory of grammar for a socio-cognitive linguistics." In Jin Soon Cha (ed.).*Before and Towards Communication Linguistics: Essays by Michael Gregory and Associates.* Seoul: Sookmyung Women's University.

Gregory, Michael. 1993/1995. "Arguments, Roles, Relations, Prepositions and Case: proposals for a socio-cognitive grammar of English." In Jin Soon Cha (ed.).*Before and Towards Communication Linguistics: Essays by Michael Gregory and Associates.* Seoul: Sookmyung Women's University.

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David Banks
Université de Bretagne Occidentale
Brest, France

In defence of the mini-corpus: the case of Perrin and Thomson

In recent years there has been a vogue for linguistic research based on large (and ever larger)

computer-based corpora, which inevitably require suitable software for computer analysis. While in no way wishing to deny the usefulness of this type of methodology, I should like to put the case for small (even very small) corpora, which can be analysed by hand. In order to do this I shall take the example of results based on a mini-corpus of two short articles by the French physicist Jean Perrin, written (in French) in 1895 and 1896. These total 1783 words. These results are compared with an English article written by the British physicist, J.J. Thomson in 1894. This article has 2824 words. The articles are compared for features such as the use of first person pronouns and how they fit into a transitivity analysis, the relationship between theme and subject, grammatical metaphor, and the use of typography as a semiotic resource. To the extent that these results fit into a paradigm of the development of scientific writing, it can be hypothesized that they are representative, and that they provide working hypotheses for future work, at least until evidence is provided that the hypothesis is false. This parallels the situation in scientfic research where experiments need not be repeated when they fit in with the paradigms of normal science.

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María Barrio Luis and Ana M. Martín-Úriz
Universidad Autónoma de Madrid
Spain

The role of corpus in the functional analysis of foreign language data: design of an interlanguage corpus of EFL written texts

This paper focuses on the use of corpora in the area of foreign language acquisition, from a functional perspective. It presents the design, organization and analysis of an interlanguage corpus of English written texts by Spanish secondary school EFL students, as part of a larger research project on the teaching of writing following functional (Christie 1990; Martin 1993) and procedural (Flowers & Hayes 1981; Flower et al 1994; Bereiter & Scardamalia 1987; Hayes 1996) approaches. First, it explains the characteristics of the corpus and their implications in the design and organization of the data. Secondly, it exemplifies functional analyses of this type of corpora through a methodology for studying metadiscourse markers in the corpus. Finally, it concludes with considerations about (1) the role that corpora and computer tools play in foreign language research, and (2) the advantages of a careful design of interlanguage corpora for functional analysis of texts, both for research and pedagogical purposes.

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Christie, F. (Ed.) 1990. *Literacy for a Changing World*. Melbourne: Australian Council for Educational Research.
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Flower, L., D. L. Wallace, L. Norris, and R. E. Bernett (Eds.) 1994. *Making Thinking Visible. Writing, Collaborative Planning and Classroom Inquiry*. Urbana, Ill.: NCTE.
Hayes, J. 1996. "A new framework for understanding cognition and affect in writing". C. M. Levy and S. Ransdell. (Eds.) *The Science of Writing*. Mahwah, N. J.: Laurence Erlbaum Associates.
Martin, J. R. 1993. "Genre and Literacy –Modelling context in educational linguistics". *Annual Review of Applied Linguistics 13,* 141-172.

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Tom Bartlett,
University of Edinburgh
Scotland

Genres of the third space

This paper is based on fieldwork in Guyana on negotiations between the indigenous Makushi,

the national government and international NGOs. My data is drawn from meetings of the North Rupununi District Development Board, set up to bring together local communities and as an intermediary between local and governmental/international groups.

While the NRDDB has grown in stature and autonomy, participation is largely limited to familiar faces as many Makushi lack the level of English they feel is necessary to participate and because of the discomfort engendered by the institutional setting.

The most effective Makushi speakers, although speaking in English, use quite distinct generic forms from the national and international participants and this paper argues that these represent "third-space" genres bridging the gap between local and institutional discourse systems. This paper describes the construction of a text from this hybrid genre and seeks to relate its distinctiveness to the situation in which it has 'been evolved' and to relate these findings to an approach to dominant language teaching.

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Bahram Behin
Tabriz Teacher Education University
Tabriz, Iran

Rethinking the "grammar" of Farsi language in the light of a systemic functional analysis of "Eveline"

This paper will begin by putting into practice Hasan's "systemic" concept of the "literary effect." This will be done by analyzing 'Eveline', a short story from James Joyce's *Dubliners,* within the framework of Halliday's Functional Grammar to show how the discovery of "repatterning the patterns of language" within the literary text can lead to fruitful interpretations of it. The paper will then focus upon two different translated versions of the story in Farsi, revealing how the "original" meaning can never be derived from the two Farsi versions of the text. There is one major reason for this: The translators have adhered to the 'correct' Farsi. Thus, it will be argued that for a better translation equivalence it seems that the "grammar" of the Farsi language should be reconsidered in the light of not only logic but everything that can be spoken, written, read and listened to in the real world.

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Biook Behnam
Azarbaijan Teacher Education University
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A textual analysis of descriptive vs. argumentative genres in English

Since the time a systematic framework was put forward for textual analysis, in terms of cohesive relations, by Halliday and Hasan in 1976, numerous investigations with different purposes have appeared in stylistic analyses on different types of texts (see for example, Beene, 1981, Blake, 1990, Bjorklund, 1993, Ehlrich, 1990, Behnam, 1996).

The main aim of this paper is to compare and contrast two types of English discourse, i.e. descriptive vs. argumentative in terms of cohesive relations, based on Halliday and Hasan's framework. To do this, two sets of sample data, each comprising 20 passages, were selected. Attempts were made to keep the number of words in each set of data as approximate to the other as possible. Both sets of data were analyzed in terms of cohesion sub-types, namely Reference, Conjunction, and Lexical cohesion, and the percentage of each sub-type in each set was calculated carefully. In addition, having taken insights from Hasan (1984) and Witt and Faigely (1981), the two sets were analyzed in terms of the total number and frequency of immediate/mediated ties and conjunction.

The results obtained from this analysis revealed that:
(a) In argumentative data the order of occurrence for Reference sub-types (from high to low) is Personal, Comparative, Demonstrative; for Conjunction is Additive, Adversative, Causal,

Temporal; and for Lexical cohesion is Repetition, Synonymy, Antonymy, Meronymy, Hyponymy, Collocation, General word.

(b) In descriptive data the order of occurrence for Reference sub-types is Personal, Comparative, Demonstrative; for Conjunction is Additive, Adversative, Temporal, Causal; and for Lexical cohesion is Repetition, Collocation, Meronymy, Synonymy, Hyponymy, Antonymy, General word.

(c) In argumentative data, the general tendency towards the use of Causal, Adversative, Antonymy, and Synonymy is higher than that of descriptive data, while in descriptive data, the general tendency towards the use of Temporal, Meronymy, Hyponymy, and Collocation is higher than that of argumentative data.

The total number and frequency of mediated/immediate ties and conjunction in argumentative data are higher than that of descriptive data.

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Theresa Calovini
Ontario Institute for Studies in Education at the University of Toronto
Canada

A time dependent analysis of attitudinal positioning within casual conversation: a focus on 'inserted speech'

According to theory, speakers engaging in casual conversation position themselves and previous speakers in a flowing stream of opening and responding speech functions. Moreover, appraisal theory offers a way of understanding how speakers situate themselves and other speakers with social voices through *attitude* and *engagement*. However, the application of appraisal theory in casual conversation analysis usually entails identifying, tallying, and analysing the type of appraisal elements, the appraisers, and the appraised, without incorporating the chronological, flowing aspect of appraisal within a conversation. In my paper, I attempt to better understand the flowing, chronological nature of speakers' positions through appraisal and speech functions. I focus on 'inserted speech', where the speaker invokes the voice of another person. The corpus for this analysis is a 15 minute segment of an after dinner conversation among three undergraduate biology field research assistants employed at a field research station. By analysing the chronological dimensions of appraisal within a conversation, we can better understand how speakers manipulate theirs and others positions with larger social voices.

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Ora-Ong Chakorn and Sheena Gardner
University of Warwick
England

More or foremost? Augmentation, social esteem and appraisal in sales promotion correspondence in Thailand.

From a corpus of Thai business correspondence in English, 20 unsolicited sales promotion letters are selected. Three styles are identified according to the writers: Thai speakers, English speakers, or Thai employees of a multinational American company in Thailand (AMEX).

Comparison suggests differences in moves (e.g. all AMEX letters Offer Incentives, whereas no Thai letters do; no AMEX letters include Polite Endings, whereas many Thai and English letters do), and in appraisal resources. For example, in Introducing the Offer, in addition to Valuation (the most frequent category), AMEX correspondence is characterised by Amplification and Composition, Thai correspondence by Amplification and Judgement, while English correspondence is characterised by relatively more Valuation, as well as Judgement.

These findings are explored in terms of the products being promoted, and differences in cultural values. Reference is also made to the British National Corpus word frequencies.

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Swee Heng Chan & Helen Tan
Universiti Putra Malaysia

Hedging in the move structures of research articles written by L2 writers

Hedging relates to the theory of politeness which claims that a message that could be face-threatening will be mitigated (Brown and Levinson, 1978). In this study, the analysis of hedges in the discussion section of the research article (RA) is pursued within the frameworks developed by Myers (1989), Salager-Meyer (1994), Hyland (1996a, 1996b) and Holmes (1997).

The purpose of the study is to analyse the density and the forms of hedges used within each part of the move structure of the discussion section in the RAs written by L2 writers. The corpus is gathered from 20 Malaysian journal articles written in English in the fields of humanities and sciences. The analysis sets out to establish which moves contain the most hedges and which forms of hedges are the most frequently used. On the basis of these findings, the study investigates whether there are differences between the two fields in the ways in which hedges function in the move structures of the RAs examined.

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Frances Christie
University of Melbourne
Australia

Language education: what kind of metalanguage?

A few years ago, those of us involved in SF theory in Australia, including those most directly concerned with emergent genre theory, were committed to making genres and selected aspects of the SF grammar available to both teachers and school students. The commitment was not without its success, though we were not perhaps always very clear about how to conceptualise developmental stages in students' learning, nor how best to use and introduce metalinguistic information at the different levels of schooling. In the light both of developments in pedagogic practices since the 1980s and of further research that has enhanced and extended the linguistic theory, interesting issues emerge to do with the nature of the knowledge about language - the metalanguage - that should be offered learners at different stages of their learning, as well as how it should be taught. What kinds of knowledge should be offered students in the first years of schooling and the primary years, as well as in the transition to secondary school? We now know considerably more about the important early years of language learning (e.g. Painter, 1999; Aidman, 1999), and the emergent control of grammatical metaphor and its significance for students' learning as they move from the primary to secondary schooling (e.g. Christie, 2002.) Yet many problems remain to do with designing the language curriculum and with developing relevant models of grammar for use with different stages of schooling. The paper will explore some of the issues.

Aidman. M. (1999) 'Biliteracy development through early and mid primary years. A longitudinal case study of bilingual writing.' Unpub. PhD thesis, University of Melbourne.

Christie, F. (2002) 'The development of abstraction in adolescence in subject English'. In M. Schleppegrell & C. Colombi (eds) *Developing Advanced Literacy in First and Second Languages*. Erlbaum: Mahwah, NJ & London

Painter, C. (1999) *Learning through Language in Early Childhood*. Cassell: London & NY

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Caroline Coffin and Ann Hewings

The Open University
United Kingdom

Arguing together and arguing alone – the role of electronic conferencing. A corpus based study

Internet based education is an expanding area bringing students and teachers together from different educational contexts. However, little is known about how teaching and learning take place using this media. We have set up a smallscale study to investigate strategies for use in on-line computer conferences on a distance education programme Specifically, we are interested in how to foster argumentation strategies in a virtual environment and how these can be used to scaffold the academic argumentation needed in the written assignments that students are required to produce.

The on-line computer conference discussions and the subsequent assignments will be consolidated into two complimentary corpora. These will be analysed using a framework derived from SFG (e.g. Halliday 1985/1994) to reveal the effects of electronic tutor mediation and student conferencing on the production of academic written argumentation. The preliminary findings will be discussed.

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Janet Cotterill
Cardiff University
Wales

Victims and perpetrators: construing sexual violence and social morality in the courtroom

Language is a powerful resource in the courtroom, particularly in the description of criminal acts and actors. Drawing on an extensive corpus of English trials of sexual offences against women, this paper analyses the lexicogrammatical representations of alleged victims and perpetrators during both examination-in-chief and cross-examination testimony. I will discuss two specific aspects: firstly, the differential distribution of transitivity participants and processes, focusing on the crucial issues of consent and agency. The paper will then continue with an analysis of the appraisal resource of judgement, and in particular the social sanction category of propriety; I will present some of the ways in which the alleged victim may be (mis)construed by barristers in terms of sexual morality and 'appropriate' and 'inappropriate' social behaviour.

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Maria Couchman
Macquarie University
Sydney, Australia

Transposing culture, reconstruing history; a bi-cultural comparison of the construal of New Zealand's discovery by the Maori people

This paper investigates the way in which two cultures construe history. The data that is the focus of this study includes a small corpus of three written texts; two Maori narratives that have been translated from the Maori oral history and one chapter from a western history book. All three texts are concerned with relating the discovery of New Zealand by the Maori people.

Using the tools of Systemic Functional Linguistics, I will explore and compare the alternative construals of the same domain of experience. Although the corpus under examination is small, the tri-stratal characterization of the texts has produced and aligned systematic statements that provide an account of meaning for two different cultural groups. The findings suggest variability between the texts, which suggests that the texts are not *saying*

the same thing in different ways, but are each construing different knowledge and different ideologies.

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Brian Dare
Catholic Education South Australia
Australia

How to avoid plagiarism without really trying

In western educational systems, one of the ever present and at times contentious issues for students and teachers centres around the question of plagiarism. For many teachers and institutions, the issue is clear: plagiarism, or the improper use of the words of others, is an unacceptable practice on both ethical and pedagogical grounds. Copying others' words and ideas is seen as the antithesis of demonstrating that learning has taken place and clearly offends acceptable cultural practice. In recent times, the advent of new electronic technologies has brought the issue under closer scrutiny with students now able to hide the authorship of their 'own' texts.

In this workshop, I will report on my research where I problematised the notion of copying and tried to get at what it means for students to "put it in their own words". I will draw on data from the publicly examined Year 12 English as a Second Language written exam conducted by the Senior Secondary Assessment Board of South Australia (SSABSA), where students are required to read a number of articles (usually three) on a topic that has been debated recently in the community. From these articles, the students are required to write an analytical essay in which they firstly identify the major issues of concern and then outline the responses or suggested solutions being articulated in the articles. This requires considerable skill on the part of the student as they firstly read and identify the main issues, concerns, points of view, possible solutions or outcomes being expressed in the articles and then plan and write a 500 word essay in which they synthesise these issues, concerns etc into a coherent text.

I will outline my findings around two central questions that I attempted to answer in my research:

- What exactly are students doing grammatically as they reconstrue the meanings made by the authors of the newspaper articles?
- How can students do this without being accused of copying?

The results of this research will be of particular interest to educators who would like to be able to make explicit to students the various linguistic shifts needed in order to reconstrue the words of others in acceptable ways.

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Eirian Davies
Royal Holloway, University of London
UK

Propositional attitudes in relation to epistemic mood and modality in English

This paper outlines an abstract semantic model of propositional attitudes which I then seek to relate to the grammar of both mood (indicative/subjunctive) and modality in the English verbal group. One of the problems addressed is the greater certainty conveyed by the indicative mood (*It is/ it isn't*) as compared with modal verbs of necessity (*It must be/ It can't be)*. This relates to the question of different kinds, as well as different degrees, of certainty. In this connection, *must/can't* are further compared with *will/won't.*

The approach is based on a view of propositional attitudes which takes necessity as applying to belief: 'necessarily believed to be true' as opposed to 'necessarily true'. In this way, problems to do with the linguistic realization of analytic truths are not encountered.

Lexie Don
University of Birmingham
UK

Expressions of negation in a small corpus of written interaction

This paper will report on an analysis of a small corpus of texts taken from an email list interaction, concentrating on the amount and distribution of 'expressions of negation'. For the purposes of this study, such expressions were limited to those formed via the inclusion of the item 'not' or any of its variants. The overall aim of the study is to search for possible interactant-specific and mode-weighted patterns of usage, as part of what is sometimes referred to as a writer's 'style'. Such styles would need to be seen as constituted within a context of conventionalised norms of interaction of the written speech community in which they appear. Therefore it is intended that these findings be compared with those of larger corpora of both written and spoken data from a variety of situations, as well as from the specific written speech community under investigation. This study forms part of a larger project in which expressions of negation are seen as helping to signal Appraisal values, especially in the area of Engagement.

Helen Drury
University of Sydney
Australia

Re-processing genres in science: describing and explaining as evidence for arguing in student writing

Students in their first year of undergraduate study in the sciences need to be able to manipulate the scientific information they displayed in writing the report and explanation genres required of the secondary school situation (Martin, 1993, Veel, 1997) to provide the evidence needed for effective analytical and expository writing. This paper will describe and analyse a small corpus of student short answer texts where the task required an analytical, expository response. The analysis will focus on the role of description and explanation in providing the evidence for exposition. Students use a range of grammatical forms to carry out these functions but particular forms are associated with a more successful expository reponse. The corpus can be used to illuminate the shift students need to make in moving from writing factual, descriptive reports or explanations at the beginning of the academic year to expositions at the end.

Martin, J.R. (1993) Literacy in science: learning to handle text and technology. In Halliday, M.A.K. and J.R. Martin (eds) *Writing Science*. London. The Falmer Press.

Veel, R. (1997) Learning how to mean scientifically speaking: apprenticeship into scientific discourse in secondary school. In F. Christie and J.R. Martin (eds) *Genre and Institutions:social processes in the workplace and school*. London. Pinter.

Fang Yan and Gao Yunli
Tsinghua University
People's Republic of China

Generic changes and social/cultural changes

We have made a corpus-based diachronic study of the generic features of the *People's Daily* published in the past 53 years. The purpose is to find out how generic changes in one

newspaper reveal the drastic social and cultural changes in China. Concretely speaking, we have selected one copy every year spanning from 1950 to 2002 and then classified all the genres according to the seven generic features: communicative purpose, generic structure potential, headlines, typeface, placement, tone, and language features. We have discovered that with China changing from the mono-cultural society to the multi-cultural society, there is a dramatic increase of genres in this newspaper, and that the existence of some genres in certain periods can find explanations in the then prevailing ideologies. These discoveries well support the arguments that there is a close relationship between society and genre (Bachtin, 1986), that genre is in part the "bearer and reproducer of culture" (Bawarshi, 2000), and that "generic change" originates "in social and political change" (Beebee, 1994).

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Salwa Mohamed Farag
Helwan University
Cairo, Egypt

Gender, genre(s) and transitivity choices

In the 1001 Nights - an Egyptian Persian tale written around the 12 century - male characters are portrayed as powerful and dominant, whereas female characters are depicted as beautiful sex objects, present only for male consumption.

   In the current study an analysis is carried out of a **feminised version** of the 1001 nights, written by a group of Egyptian feminists, comparing it to the original. The aim of the feminised version is to shatter the biased gender roles and offer more positive images of femininity and womanhood. The scheme of **transitivity choices** is particularly relevant here, since it shows how female and male characters are represented. We are able to find out who is capable of acting (placed in actor/agent position) and who is acted upon; who are the 'thinkers' and who are those that simply 'feel'. The paper will outline the differences that emerge in the two versions and discuss the implications.

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Robin Fawcett
Cardiff University
Wales

'Influential' Processes: a new area of TRANSITIVITY

In the version of Systemic Functional Grammar (SFG) described in Halliday 1995 (*IFG*) the underlined portions of the following examples (and many other types of clause) would be analyzed as 'hypotactic verbal group complexes'.
      (1) Alice <u>caused / allowed</u> them <u>to leave</u> / their departure.
      (2) Alice <u>started / stopped rising</u> at six last week / her early rising.
      (3) Ike <u>started / stopped</u> his daughter <u>swimming</u> last year.
      (4) Alice <u>tried to speak</u> clearly.
      (5) He <completely> <u>failed to persuade</u> me <completely>.
But these analyses bring with them considerable problems, as I will show (drawing on Fawcett forthcoming c). In principle Halliday could, within his version of SFG theory, have analyzed these examples in terms of a 'hypotactic unit complex' at any of word, group or clause rank - or, if he himself had not explicitly ruled out the concept (*IFG* p. 242) - as a clause that directly contains an embedded clause.

   I will present compelling reasons why such cases are in fact more insightfully and more simply analyzed as containing an embedded clause, following the general approach described in Fawcett (2000) and Fawcett (forthcoming a).

   I will then show that the Processes in the matrix clauses of such examples constitute a major area of TRANSITIVITY not found in *IFG* but long recognized in the framework of the

Cardiff Grammar (though not not published so far), and I will present a system network for these 'influential' Processes taken from Fawcett (forthcoming b).

This network builds on - and is corroborated by - Amy Neale's important corpus-based work on a Process Type Data Base (Neale 2002).

'Influential' processes constitute an area of the lexicogrammar that is ripe for further refinement through a thoroughgoing corpus study.

Fawcett, R., 2000. *A Theory of Syntax for Systemic Functional Linguistics.* Current Issues in Linguistic Theory 206. Amsterdam: John Benjamins.

Fawcett, R., forthcoming a. *The Functional Syntax Handbook: Analyzing English at the level of form.* London: Continuum.

Fawcett, R., forthcoming b. *The Functional Semantics Handbook: Analyzing English at the level of meaning.* London: Continuum London: Continuum.

Fawcett, R., forthcoming c. 'Halliday's two types of 'verbal group complex': problems and solutions'. Being revised for *Functions of Language.*

Halliday, M.A.K., 1994. *An Introduction to Functional Grammar (Second Edition).* London: Arnold.

Neale, A., 2002. *More delicate transitivity: the extension of current system networks for transitivity in English.* PhD Thesis. Cardiff: School of English, Communication and Philosophy, Cardiff University.

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John Flowerdew
City University of Hong Kong

Variation in usage of abstract nouns across different genres

This paper presents a description of a major class of vocabulary, abstract nouns, which have important discourse functions in establishing links across and within clauses. This class of noun is particularly prevalent in academic discourse. The paper examines to what extent the use of these nouns varies across two different academic genres: textbooks and lectures. The research was based upon two corpora. The first of these consists of transcribed recordings of an undergraduate lecture course in biology (92,939 words). The second corpus was made up of the relevant sections of the prescribed textbook for the lecture course upon which the lectures were based (90,482 words). Both corpora covered the same subject matter, therefore, so that the differences could be attributed to the genres rather than the subject matter. Using Halliday's contextual parameters of field, tenor and mode, differences were noted in each of these domains.

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J.A. Foley,
Regional Language Centre
Singapore.

Reducing linguistic narcissism in the ELT empire

This paper will address the use of English in the world in the wider context of how it has penetrated the social and functional world outside the countries of Kachru's 'inner circle'.
In particular, the paper will focus on English in Southeast Asia and question the so-called 'native-speaker' norm by using the data from the Grammar of the Spoken Corpus of English (GSCE) from the Singapore.

The final part of the paper will attempt to show how a Systemic Functional approach to the teaching of English can be used in developing materials for Southeast Asia, including China. The materials themselves are delivered via the internet as the programs are taught by distance mode with video conferencing backup.

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Christoph Frangart

Universität des Saarlandes
Saarbrücken, Germany

Investigating the degree and distribution of grammatical metaphor in original and translated text

The paper will present and discuss first results of a few corpus-based studies in the Department of Applied Linguistics, Translation and Interpreting at the Universität des Saarlandes. In particular, the focus will be on the degrees and distribution of grammatical metaphor in translated and original text. We shall discuss the question to what extent typological and register differences in English and German texts affect the degree and distribution of grammatical metaphor in original and translated text. Moreover, we shall present some results which relate specific lexicogrammatical and semantic features to some hypotheses about universal properties of translated text. Based on these studies some methods and techniques of analysis for lexicogrammatical and semantic annotation will also be presented (manual, semi-automatic and automatic techniques of annotation).

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Alice Cunha de Freitas
Federal University of Uberlândia
Brazil

Lexical choices and identity building in tourism brochures

The study aimed at investigating which patterns of lexico-grammatical choices contribute for the projection of images and for the construction of identity(ies) through Tourism brochures in Brazil. The study also investigates the frequency in which the lexical choices appear in the brochures, the metafunctions they derive from, and their functions concerning the construal of meaning through the type of genre investigated.

   The analysis was based in the theoretical framework of Systemic Functional Grammar (Halliday, 1985); Critical Discourse Analysis (Fairclough, 1992), and theories concerning the concept of identity (Hall, 1997, 2000; Silva, 2000 Rajagopalan, 1998; Rutherford, 1990, among others). Corpus Linguistics was used as methodological basis for the study.

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Maria Freddi
University of Bologna
Italy

Arguing linguistics: corpus investigation of one functional variety of academic discourse.

The paper reports on research being carried out on a small corpus of introductory chapters to Linguistics textbooks and discusses some of the findings thus far.

   In particular, the focus is on the argumentative strategies in such introductory chapters and the various lexicogrammatical resources used to realise these strategies. Special emphasis is put on features like logical connection, processes, mood and comment adjuncts, and interpersonal pronouns signalling the argumentative dialogue that, though implicit, construes the writer as teacher/researcher, and the readership as students and/or members of the scientific community.

   Some methodological problems are raised concerning the contribution of small corpora to the study of academic discourse, as well as the problems involved in computer-assisted corpus analysis using Wordsmith Tools (Scott), which is the operational tool chosen to process the corpus.

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Anna-Lena Fredriksson
Göteborg University
Sweden

Textual organisation in translation corpora: the case of passives in English and Swedish

The study of parallel texts is a fast growing field within Corpus Linguistics. A number of studies have focussed on e g semantic and syntactic issues, whereas textual organisation of parallel texts, which is the focus of this paper, has received less attention.

Based on the framework of SFL, the study starts out from text passages containing one or more passive constructions extracted from both English and Swedish source texts, and examines the textual organisation of these passages in the target texts in both languages. The passive provides the translator with the choice of either retaining or altering the syntactic structure in translations, a decision which may also affect the textual organisation.

The analysis of the textual organisation of parallel texts may provide us with further insights into the problem of translation equivalence, and be of valuable help for translators. The study is part of on-going thesis work.

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Hiroko Fujishiro, Yusuke Takahashi, Noriko Ito, Michio Sugeno
Brain Science Institute, Riken
Japan

An analysis of Japanese theme

Michel Halliday describes Theme as the point of departure for the clause as message (1967), or as the peg on which the message is hung (1970). These expressions are highly abstract, and it is not easy to get the idea of what the function of Theme exactly is. It makes it difficult to define Theme in Japanese. This paper is an attempt to define Japanese Theme using the idea of major patterns of Thematic progression presented by Danes. We analyze several corpus of different genre type, and see how the message is passed from one utterance to another to figure out the way Theme in Japanese is realized.

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Hiroshi Funamoto
Doshisha University
Kyoto, Japan

Functional approaches to the lexicogrammar of the modal verbs in English

In this paper I will compare two sets of system networks from which modal verbs may be generated: those of Halliday (1994:360) and Fawcett (in press and forthcoming a). Fawcett's are more detailed and more explicit over a wider range of expressions. They generate modal verbs from four different networks: (1) 'validity assessment' (Halliday's 'modalization'), (2) 'power and volition' (Halliday's 'modulation'), (3) some 'time' meanings, and (4) some 'mood' meanings. If one begins by drawing the system network for each of these four areas, one finds that each has a significantly different pattern. Yet the simplified networks in Halliday (1994:360) suggest that the same choices apply to all four of "probability", "usuality", "obligation" and "inclination". Here the desire for systemic elegance seems to have overruled the desire for a comprehensive description. However, Halliday recognizes that his system network has very many "gaps" (pp. 357), i.e. it overgenerates. But this raises the question of how helpful the networks in fact are. And how does Halliday's grammar generate the expressions not mentioned there? This paper will present semantic system networks of features realized in modal verbs (and in other forms) which can be used to describe texts including probabilities. Finally, I will briefly provide supporting evidence for

the position taken here from Japanese.

Fawcett, R.P. in press. Functional Syntax Handbook: Analyzing English at the Level of Form. London: Continuum.

Fawcett, R.P. forthcoming a. Functional Semantics Handbook: Analyzing English at the Level of Meaning. London: Continuum.

Halliday, M.A.K. 1994. An Introduction to Functional Grammar, 2nd edition. London: Edward Arnold.

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Silvia Hansen
University of Saarland
Saarbrücken, Germany

Specific properties of translations: a corpus-based investigation of normalization and grammatical metaphor in translated text

The paper presents a corpus-based analysis of normalization in translated text (cf. Baker 1996). For this purpose, the fiction part of the Translational English Corpus has been compared to the fiction part of the British National Corpus on the basis of typical and untypical register features (cf. Biber 1995). To explain the results obtained, a systemic functional analysis of a sub-corpus composed of TEC and German/French originals has been carried out. The differences between the source and target language texts are interpreted according to the degree of grammatical metaphorization or demetaphorization which can be found in the translations.

Baker M. 1996. Corpus-based translation studies: The challenges that lie ahead. In: Somers H. (ed.), *Terminology, LSP and Translation: Studies in Language Engineering in Honour of Juan C. Sager*, 175-186. John Benjamins, Amsterdam.

Biber D. 1995. *Dimensions of register variation: A cross-linguistic comparison*. Cambridge: Cambridge University Press.

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Carolyn G. Hartnett
College of the Mainland
Texas, USA

Corpus comparison of versions of the untranslatable Koran/Qu'ran

How different are English versions of a Book that cannot be translated because it is considered "a miracle of speech ... blasphemous to attempt to imitate" (Arberry)? Versions of the Qur'an from Canada, Iran, and India differ in purpose, context, audience, and length, but Wordsmith's corpus analysis tools can compare them. Its WordList tool reports the frequency of words and percentage of occurrences. A Concord tool displays a searched word in context and tabulates its frequency with specified collocates. The KeyWords tool hypothesizes differences by comparing two word lists and reporting words with statistically significant differences in frequency.

Wordsmith enables me to report objective statistics regarding some ideational, interpersonal, and textual aspects of these versions. The tools allow investigating the treatment of controversial topics, such as women and war, although further alternative wordings must be considered before making conclusions about differences.

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Agnes Weiyun He
State University of New York
USA

The sequential organization of modality: arguments from discourse in Chinese heritage language classes

Systemic grammar has described modality as containing two types: modalization and modulation, both of which are realized through modal verbs (e.g., can, must) and modal adjuncts (e.g., sure, probable). Based upon an examination of interaction between teachers and students in four Chinese heritage language classes in the U.S., this paper proposes that the sequential organization of interaction also contributes to modality in describable and systematic ways. It shows that overlapped turns, other-initiated repairs, insertion sequences, side sequences, and sequential deletions all function to qualify the degrees of probability or the degrees of obligation, inclination or capability. Furthermore, this paper suggests that, in face-to-face interaction, modality is jointly constructed by and socially distributed among all participants. The corpus includes 30 hours of audio and video recorded, carefully transcribed (using Conversation Analysis conventions) class meetings involving 4 teachers in 4 different classes and a total of 35 children.

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Jennifer Herriman
Göteborg University
Sweden

Negotiating identity: the interpersonal function of *wh*-clefts in English

Wh-clefts set up a relation of identity between two sets of clause elements. This may be negotiated in various ways. It may be contested by questioning and negation, modified by modal meanings and graduated in focus or strength. The dependent *wh*-clause, which represents the Value in the identity relation, also shares some potential for modification by interpersonal meanings. This study examines *wh*-clefts collected from the Freiburg Corpus and compares the way in which basic and reversed clefts make use of their potential to create interpersonal meanings. It is found that the relation of identity is modified more frequently in reversed clefts. In basic clefts, on the other hand, the processes in the *wh*-clauses are more frequently modified by interpersonal meanings, especially by graduation of their strength. These interpersonal differences reflect the different communicative functions of these two cleft types.

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Laura Hidalgo-Downing
Universidad Autónoma de Madrid
Spain

Negation as a stylistic feature in Joseph Heller's *Catch-22*: a corpus study

The present article is a contribution to studies on negation as a stylistic feature by describing and analysing negation in the novel *Catch-22*, by Joseph Heller. The main argument, supported by both quantitative and qualitative analysis, is that negation is a salient linguistic choice in the novel. In the quantitative study, the frequency and distribution of negative words in the novel *Catch-22* is calculated and compared with the frequency and distribution of negative words in the sections of general fiction in the corpora LOB and Brown. The results show that the frequency of negative words is higher in *Catch-22* than in the two other corpora of fiction. This is interpreted as indicating that negation is a salient feature in the novel as compared to the two other corpora. These results are followed by a discussion in which it is argued that negation in the novel *Catch-22* has idiosyncratic properties which cannot be accounted for only in quantitative terms, but need a qualitative analysis. Indeed, although the frequency of negative words is higher in Catch-22 than in the two other corpora of fiction, it is not the frequency of negation itself, but rather the nature of the negative utterances, which makes negation a salient choice in the novel.

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Andrea Hofinger and Eija Ventola
University of Salzburg
Austria

Multimodality in operation – text and picture in a museum

Museums have been considered as places where objects/artefacts are exhibited according to prevalent scientific classifications and where visitors come to 'view' the objects. Today, however, they are seen as spaces where complex processes of semiotic meaning-making take place. Exhibited objects, visualisations and texts are involved in a dynamic process whereby the visitor interacts and interprets his/her experience of the museum. To understand and to capture such a process demands a multimodal analytical theory.

This paper exemplifies such a theory in operation in the "Mozart Residence Museum" in Salzburg and explains how there the linguistic is combined with the visual. Special focus is given to a portrait of the Mozart family and its audiotext. The multimodal analyses show how text and picture work together and what meanings they convey – how linguistic meanings are construed and in which interpretative processes the viewer is likely to engage when looking at the portrait. The paper encourages the museum to take even further steps in multimodality, encouraging the visitors to build on multimodal interpretation processes and considering how multimodality is best presented to different audiences, e.g. to those lacking background and to others with pre-knowledge.

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Suvi Honkanen
University of Helsinki
Finland

Commands in the light of a generic structure analysis

My paper addresses the way commands are realized in institutional letters between two professionals. At the same time, it seeks to illuminate the advantages of a careful generic structure analysis in understanding the way meanings are realized in real language use.

My corpus consists of 39 instructional letters written by the Helsinki Education Authority and sent to the principals of the city schools in 1997. In this data, commands were realized as bare imperatives, modalized declaratives, ordinary declaratives and declaratives with a speech act verb. In order to discuss the relationship between these realizations and the way the text is sequentially organized into functionally motivated generic stages, my approach combines a grammatical analysis based on Hallidayan functionalism with a generic structure analysis that employs the concept of preferred vs. dispreferred from ethnomethodological conversation analysis. My aim is to demonstrate that the selection of an individual grammatical construction as well as its functions in a text can be fully understood only after a systematic analysis of the way the text is structured as a whole.

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Motoko Hori
Kansai Gaidai University
Osaka, Japan

The paradigm of pain expressions in Japanese

'On the Grammar of Pain' by Halliday (*Functions of Language* 5, 1: 1-32, 1998) surprises one who is not a native speaker of English with the diversity of the lexicogrammar to describe 'pain'. In Japanese, the unmarked style of describing 'pain' takes the same pattern for all kinds of pains, with the body part where the pain is felt as the Subject and a single adjective *itai*, meaning 'pain', as the process. This pattern presupposes the possessor of the pain is the

speaker who is telling about his/her physical condition; therefore, the first person pronoun, *watashi* and the like, does not appear in everyday conversation. The type and degree of the pain is described in onomatopoeic expressions according to each different symptom.

In the present paper, I will identify the expressions of pain in Japanese found in doctor-patient conversations as well as in popular publications on medical treatment and organize them into a paradigm, similar to Halliday's English one.

<center>**********</center>

Rosemary Huisman
University of Sydney
Australia

Narrative & transitivity: the semiotic construal of meaning in sequence.

In (Sydney) systemic theory, the term 'narrative' has been used merely as one in a paradigm of genre terms (contrasted, for example, with 'recount').

However the term 'narrative' is used in many other disciplinary contexts (such as film studies, literary studies) with more general (if diffuse) application. In this paper I develop an understanding of 'narrative' which is derived from the theorising of systemic functional linguistics but which offers a more general but systematic account of narrative. This account is based on the three 'worlds' - the physical world, the world of consciousness, the world of abstract relations - in which the process meanings of transitivity can be grouped. Studying the features of sequence in one world or another is revealing of textual theory and practice - for example, the blinkered focus on temporal sequence in the physical world in traditional narratology, or the dominance of the world of abstract relations in pre-printing texts.

<center>**********</center>

Ken Hyland
City University of Hong Kong
Kowloon, Hong Kong

Patterns of engagement: constructing readers in research papers

A concern with the interpersonal is central to both SFL and social constructionist frameworks, which share the view that language use is related to specific social, cultural and institutional contexts. The literature on participant relationships in academic writing however has tended to explore the ways writers project their stance, identity or credibility, rather than their engagement with readers. This paper will focus on key strategies used to establish the presence of readers in a discourse. Based on an analysis of 240 research articles from eight disciplines and interviews with insider informants, it examines the dialogic nature of persuasion through the ways writers use inclusive or second person pronouns, interjections, questions and directives to both address and position readers. The analysis contributes to our growing understanding of engagement resources and provides insights into how the discoursal preferences of disciplinary communities construct readers through the epistemological and sociological assumptions embedded in them.

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Sumiko Nishitani Ikeda
Pontifícia Universidade Católica de São Paulo
Brazil

Conditional clauses and their communicative functions

In this paper, I look at the discourse function of initial conditional clauses (whether beginning by *if* or not) in clause complexes in spoken data. The study of the initial zone of clauses

through SFG shows that there are problems in this area that deserve to be examined. One of the problems I intend to tackle is the apparent inconsistency which is to consider the three metafunctions as acting simultaneously and at the same time as dissociated into three different Themes. I will examine the initial conditional clauses from the three perspectives in order to explore their communicative functions. The study will be conducted through the analysis of the interlocutory exchanges which took place during a meeting in a real state company among their five members of staff.

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Noriko Ito, Hiroko Fujishiro, Yusuke Takahashi, Michio Sugeno
Brain Science Institute, Riken
Japan

An analysis of grammatical metaphor of Japanese: where we can find similarity and difference in meaning among grammatical metaphorical expressions

The paper concerns grammatical metaphor in Japanese, in particular, ideational metaphor. First we will explain how to analyze non-metaphorical (congruent) cases in terms of resources in the Lexicogrammar Base and in the Meaning Base, which we have been developing. Then we will examine the syndromes of elemental metaphors of Japanese, referring to Halliday and Matthiessen's (1999) discussion. They refer to one of the semantic units in their ideation base as an element. Metaphoric elements can be assigned to two semantic categories, e.g. *development* in English, 'process thing', while ordinary elements are assigned to a single category, e.g. *develop*, 'process'. Finally we will propose how we can apply such linguistic findings to natural language processing, such as paraphrasing and text summarization.

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Carys L. Jones
King's College London
UK

Investigating the thematic organisation of Japanese students' essay texts written in English as a second language: can it tell us what we need to know?

This investigation was set within a task-based programme. Drawing on Halliday's concept of Theme, Martin's concept of hyper-Theme and thematic progression first proposed by Danes, I developed a framework to analyse the texts. The purpose was to expand on data derived from applying a set of holistic Assessment Criteria to rate the essays.

   I will discuss the potential of the framework both as a method for examining thematic organisation in written texts in ESL and in terms of linking the findings to assessment criteria. A third set of 'invisible' data were gathered from the students' micro-task notes and post-task comments and also analysed in terms of the students' approaches to the tasks. The synthesis of these findings with the other findings will be discussed in terms of their contribution to our understanding of the development of second language use.

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Michael P. Jordan
Queen's University at Kingston
Ontario, Canada

Using special-purpose corpora for qualitative discourse analyses

Once we know the signalling system of a particular aspect of textual use, we can of course quickly retrieve, from any suitable corpus, numerous examples of such types of expression in a given genre. However, the real value of a corpus lies in its use as the basis for original

discoveries – and in the clear explanation of those discoveries – within a defined system of language use.

This presentation explains the approach used to choose an overall corpus appropriate to the special needs of a defined linguistic task and to select examples first that lead to the discoveries being sought and then to their description and explanation. Detailed examination is needed to discover all the language environments of various signalling devices within the system being studied. This involves analysis of possible alternatives and their differences in meaning, cohesion, emphasis or style compared with the original.

The presentation includes a worked example of a recent analysis of linguistic foundations for paragraphing in legislative writing.

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Martin Kaltenbacher
University of Salzburg
Austria

Culture related linguistic differences in tourist board web-sites: the emotive and the factual

This paper will explore interpersonal differences in tourism related texts from Austria, Germany, Scotland and Utah in terms of their emotive versus factual linguistic encodings. Two questions will be particularly addressed: How do web-pages from non-native English speaking countries differ from those of native English speaking countries? And do such differences reflect cultural self-image and national identity? For that purpose a corpus of a number of official tourist web-sites has been compiled. The corpus comprises official, semi-official and private web-sites from Salzburg (Austria), Regensburg (Germany), Edinburgh and Salt Lake City. According to cultural cliché English versions of German web-sites may be expected to exhibit a rather factual style focussing on the statement of the what, where and when, while versions of web-sites in English speaking countries may contain more elements of emotional language establishing with the user a closer interpersonal relationship. It shall be shown whether such culturally related expectations are met in the respective web-sites or whether the genre universally makes use of similar linguistic structures and functions when addressing the prospective guest. In the pursuit of this aim the main focus of linguistic analysis will be on the integration of Appraisal (in particular of Appreciation) through the incorporation of Epithets in nominal groups and of Circumstance in the clause.

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Ghodratollah Kamyab
Shiraz University of Medical Sciences
Iran

Generic similarities and differences between specialist and popularised review articles based on their RST relations

Using Rhetorical Structure Theory (RST), we attempt to account for similarities and differences between specialist review articles on oncology, as published in their specialist journals, and their popularized versions, written by the same author(s) and on the same topic, published in *Scientific American*, a prestigious popularizing journal. The comparison is based on the assumption that interpersonal RST relations are geared to communicative purposes of genres and thus are appropriate measures for distinguishing and discriminating genres. Based on this assumption, and drawing on the insights gained from the new theory of genre, Speech Accommodation Theory, Bell's Audience Design and philosophy of social-constructionism, I argue that specialist review articles and their popularised versions written by the same authors published in *Scientific American* have many similarities and may even be regarded as the same genre.

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Masaki Kobayashi and Emi Kobayashi
University of British Columbia
Canada

Comparing causal explanations in Japanese and English

Mohan (1997) and Mohan and van Naerssen (1997) demonstrated that in English, causal explanations are constructed using rich lexico-grammatical resources. Slater (1998) elicited written explanations of the water cycle by native speakers and learners of English and found patterned variation where some texts reflected a sequential line of meaning while others revealed more causal relationships. This has important implications for the evaluation of academic writing.

Expanding their research to other languages, Mohan, Kobayashi, Kobayashi, and Slater (2001) compared Slater's data to explanations elicited from native speakers and learners of Japanese and found similar patterns in Japanese texts. This paper furthers work on the comparison of causal resources in Japanese and English by going beyond an analysis of water cycle explanations to analyzing research article abstracts. It offers an examination of these bilingual abstracts from a systemic functional linguistic perspective and compares the resources which both languages use to construct the same causal relationships.

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Kenneth Kong
Hong Kong Baptist University

Researching the language of research - making claims across cultures

There has been much attention on the writing and discourse structure of research articles in the literature but the focus is predominantly on English research articles from an Anglo-Saxon perspective. There has been less systematic attention, however, to the question of whether writers whose first language is not English tend to write differently. The present paper is a progress report on an on-going research project that aims at examining how claims are made and structured across English and Chinese research articles in three domains - humanities, social science and hard science. This paper will focus on how casual relations (CAUSE-EFFECT) are signalled and constructed in the different sections of research papers and the extent to which these are due to two identified factors: (1) the pragmatic constraints and requirements of research articles and (2) the inherent linguistic differences of the two languages. The analysis draws on corpus analysis, and there will also be discussion of the difficulties of using corpus analysis on non-English data.

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Henrike Körner[1], Andrew Grulich[2], Olympia Hendry[2], Susan Kippax[1]
[1] National Centre in HIV Social Research, Sydney, Australia
[2] National Centre in HIV Epidemiology and Clinical Research, Sydney, Australia

Thinking with one's dick? Transitivity and engagement choices in the construal of risk in narratives of HIV transmission and prevention

This paper draws on interview data from two Sydney based studies: the Seroconversion study (seroconversion is the body's first immune response to the human immunodeficiency virus) and the Post-exposure prophylaxis (PEP) study. In both studies the participants explore in semi-structured interviews the events which led them to seroconvert or to take post-exposure prophylaxis treatment and their understandings of "risk" in the context of sexual behaviour. While the sexual risks and practices reported in both studies are very similar, there are

considerable differences in the language choices made.

In this paper the analysis of transitivity and engagement will explore similarities and differences in the construal of experiential and interpersonal meanings across four scenarios of risk: (a) casual sex, (b) sex and relationships, (c) sex under the influence of drugs and alcohol, (d) condom breakage. It will be argued that the language choices made in these narratives of risk need to be understood in the larger context of "safe sex culture" and the convergence or divergence of individual narratives with this larger cultural narrative. It will also be argued, following Jordens et al (2001), that language choices need to be understood as a part of the process of making sense of past risks and restructuring life after the onset of chronic illness.

(Some of the text examples contain explicit descriptions of sexual practices.)

Jordens CFC, Little M, Paul K, Sayers EJ (2001) Life disruption and generic complexity: a social linguistic analysis of narratives of cancer illness. *Social Science and Medicine* 53, 1227-1236

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Lau Hieng-hiong
National Tsing Hua University
Taiwan

Specification and justification in papers on applied linguistics

The discourse features of academic journal articles have attracted much attention in recent years. This paper aims to observe the patterns of specification and justification relating to 'introduction' sections in applied linguistic papers. The focus will be the distribution of Swales' move categories, the frequency of referential citations, exemplifications, tenses used, and other explanatory features in the introductions studied. We will collect 40 introduction sections as the research data, including 20 samples written by Taiwanese graduate students and the other 20 by foreign experts of the same field. By comparing the specification and justification elements used in the paper introductions, we hope to identify discourse features of the texts written by Taiwanese graduate students. Such features may reveal discourse weakness relating to the students' English proficiency and their inadequate awareness of typical information structure in applied linguistic journal articles. The results may help to locate some difficulties encountered by EFL students writing English for academic purposes.

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Sook Hee Lee
University of Sydney
Australia

The use of interpersonal features in high and low-rated tertiary ESL students' argumentative/ persuasive essays (APEs)

This paper explores interpersonal features in APEs written by East Asian international ESL students at the undergraduate level and examines how their construction of the interpersonal meaning contributes to the success of their AP writing. Two high-rated writers' schematic structures will be compared with ones constructed by two low-rated writers, using an SFL framework of analysis. The adoption by the two sets of writers of various interactional positions in their writing and the realisation of these positions in the grammatical system of mood as well as their use of appraisal features will be compared. The analysis reveals significant differences in the extent to which writers are interactive (showing awareness of audience), and make interpersonal choices (in interactional and appraisal systems). These differences are reflected in the use of both strategies of involvement (being interactive and evaluative) and strategies displaying distance (being formal and objective) as well as the presentation of personal opinions and of inter-subjective claims supported by evidence.

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Liu Zequan
National University of Singapore

A corpus-based analysis of semantic sets of lexis in the English and Chinese beauty advertisements in Singapore

Beauty advertisements here refer to advertisements that promote services which are conducted in beauty spas and which claim or are intended to make the customers (look) more beautiful in respect of the part (s) of (or all over) the body serviced after some sessions. Such services are different from plastic surgeries in that they, unlike the latter, do not mainly rely on medical treatment for beauty. This paper sets out to examine the typical contexts in which semantic sets of lexis denoting and appraising beauty most usually occur in the English and Chinese beauty advertisements in the (English language-knowing, Chinese ethnic-dominant) multi-ethnic and multilingual Singapore context. This examination involves a concordance analysis of an English corpus comprising 222 texts with a total of 26,000 running words, and a Chinese corpus of 93 texts with a total of 13,000 words.

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Ana Llinares García
Universidad Autónoma de Madrid
Spain

The regulatory function in the language of teachers and children: analysis of a native and a non-native corpus of classroom spoken English

The present study is based on the analysis of classroom interactions between five-year-old children and with their teachers, both in a first language and a second language context. (This research has been funded by the "Comunidad Autónoma de Madrid" - project number 06/0027/2001).

The source of our analysis is based on Halliday´s classification of the communicative functions that children can convey in their mother tongue at the pre-school level (Halliday, 1975; Painter 1999). In this particular paper, we focus on the regulatory function of language, which is the use of language to control the behaviour of others. The data shows that the regulatory function is very common in the language of the teacher in all contexts and is especially important to help children communicate in the second language. The learner corpus also shows that even very young learners can convey the regulatory function in a second language, if the teacher promotes appropriate communicative situations.

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Berit H. Løken
Østfold University College
Norway

Implicit subjective = implicit objective? Subjective and objective modality in a cross-linguistic perspective.

In my paper I want to look at the realisation of modal orientation from a cross-linguistic (English-Norwegian) perspective. The two languages are closely related and have similar categories of modal expressions, including modal verbs. The English and the Norwegian modal verbs differ, however, in their degree of grammaticalisation and hence their syntax and semantics. I will describe these differences and show how they surface in translation data, going from English to Norwegian and vice versa. In the English-Norwegian Parallel Corpus (http://www.hf.uio.no/iba/prosjekt/) we for instance find translation pairs like the following:
1   Original: "Tomato," I **was able** to inform her. (JB1)

	Translation:	"Tomat," **kunne** jeg opplyse henne om.
	Lit:	"Tomato," **could** I inform her about.
2	Original:	Bortenfor Meta Incognita ventet **kanskje** en stor sorg på mor og meg. (MN1)
	Lit:	Beyond Meta Incognita waited **perhaps** a great sorrow for mother and me.
	Translation:	Beyond Meta Incognita a great sorrow **might** be waiting for Mother and me.

In 1 the objective implicit *was able to* corresponds to the subjective implicit *kunne*, and in 2 the subjective implicit *might* corresponds to the objective implicit *kanskje*. The question then is: Do these differences tell us something about the categories of subjective and objective modality, or do they merely reflect cross-linguistic differences?

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Rosa Lorés
University of Zaragoza
Spain

Towards an analysis of grammatical metaphor in RA abstracts

Abstracts are a growth field of study. The interest that linguists show in the genre of research article abstracts stem from the need to understand the mechanisms which underlie these multifunctional texts. By means of a small scale corpus study, the present paper explores the rhetorical organization of abstracts of linguistics, and reveals two major types of rhetorical organization, which respond to two different functions of these texts, the informative and the indicative function. I go on to argue that these two types of global organization display distinct types of grammatical metaphor, taking into account the extensive literature on grammatical metaphor (GM) generated within the perspective of Systemic Grammar. Thus, whereas the informative abstract tends to make use of ideational grammatical metaphors, the indicative type seems to favour what Francis (1994) has referred to as "discourse labels" or "textual nouns". The implications of these findings are then discussed.

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Alison Love
University of Zimbabwe

The behaviour of 'the people'

In this paper I shall examine the occurrence of the lexeme 'people*' in a variety of texts, focusing on the use of the non-specific form (as plural of 'person') and occurrence with the specific Deictic 'the', indicating ordinary men and women in contrast to a politically powerful group such as the government. The main corpus consists of Zimbabwean texts in English, covering a number of media genres and school History textbooks. I shall compare the relative frequency of the two forms at levels of increasing delicacy:

    between the Zimbabwean texts and comparable texts from elsewhere
    between the media texts and the history textbooks
    between different media genres (news, editorials, letters)
    between different textbooks.

    The instances from the Zimbabwean texts will then be analysed in terms of collocations, syntactic form and transitivity patterns, in order to investigate the contrast/s implicit in the use of 'the people' and to discuss to what extent the non-specific and 'political' meanings are distinct in these texts.

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Eva Maagerø

Agder University College
Kristiansand, Norway

Developing modality

In this paper I will present an analysis of modality in 30 expository essays written by 15 – 16 year-old students in secondary school in Norway. The texts are all written in the subject classes for Norwegian. In my analysis I will use a systemic functional approach and framework (Halliday 1994, Eggins 1994), and describe modality in the texts by Halliday's concepts of modalization and modulation. Both modal operators and modal adjuncts in propositions and proposals will be discussed.

As the text corpus which this analysis is based on is in Norwegian, it will also be briefly discussed in the presentation how Halliday's framework can be used in the description of modality in Norwegian.

Young students seem primarily to choose between a positive and a negative polarity when they write. The exploration of the intermediate degrees between yes and no seems to develop as children learn the discourses of humanities and science in school. In the analysis I will foc upon the perspective of development of modality.

Eggins, Suzanne (1994): *An Introduction to Systemic Functional Linguistics.* London: Pinter Publishers
Halliday, Michael A.K. (1994): *An Introduction to Functional Grammar.* London, Melbourne, Auckland: Edward Arnold
Maagerø, Eva (2001): "Modality in Functional Grammar". In Heinz Vater/Ole Letnes (Eds): *Modalität und mehr. Modality and more.* Trier: Wissenschaftlicher Verlag Trier

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Marcia Macaulay
York University
Canada

Old and new information in children's narrative discourse

Theory concerning children's narratives has largely viewed these narratives as deficient in comparison to adult narratives. From Labov (1972) to later work influenced by Labov, Petersen and McCabe (1983) and

Bamberg and Damrad-Frye (1991), children are perceived as having weak command over narrative structure and evaluation. Such theory is performative in its orientation and principally concerned with the acquisition of evaluative grammar in children's narrative competence. However, children are capable of producing narrative as early as two years of age (Nelson 1989), and are able to narrate stories about themselves and others effectively by four or five years of age. Children exploit very specific discourse markers in narrative such as "you know what?" "know what?" "guess what?"and "remember" which serve to introduce either new information or salient old information to their interlocutors. My concern in this paper is to examine children's communication of old and new information in narrative, and particularly their use of narrative as a strategy for the communication of new and salient old information. Children do not perform narrative, so much as they use narrative to communicate new or salient old information, principally about themselves. Narrative serves as a strategic means for children to convey past events of accomplishment, salience, social evaluation (tattletales), as well as known shared events. My data compose 60 narratives from children aged 4-6 collected at the Frankland Daycare Centre in Toronto, Canada.

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Laura Maguire
University Autónoma of Madrid
Spain

Processes involved in transitivity: acquisition of these processes by five-year- old children

The present study draws on the systemic-functional perspective proposed by Halliday to investigate the acquisition of verbs by five-year-old children whose mother tongue is Spanish and who are learning English in a bilingual school in Madrid. The data comes from the UAM-Corpus (in progress) which is a spoken corpus of English with data from learners of English in different schools in Madrid. This Corpus is part of a funded larger project (CAM 06/0027/2001). In this paper we analyse the experiential function of language (Halliday, 1994). More concretely we analyse *Transitivity*, and within that we have focused on *processes*. Our purpose in this analysis is to examine which processes are acquired first by our learners. Because this particular school does not follow any textbook, we will concentrate on teacher talk as the only mode of instruction and therefore as the primary source of input. The hypothesis of our analysis is that, among all the processes involved in transitivity, the ones that will occur more often, both in the teacher input and in the language used by the learners themselves, are the material and relational processes.

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Maria Stella Martinez
Universidad del Norte
Colombia

A cross-linguistic analysis of social interaction in sales promotional letters

This paper is concerned with a cross-linguistic comparison of social interaction in a corpus of sales promotional letters in English and Colombian Spanish. It focuses on the differences in the choice of interpersonal meanings that writers from different cultural backgrounds resort to in order to achieve the same communicative purpose. Taking a systemic functional perspective, it discusses how the choice of interpersonal meanings construes a more reader-oriented interaction in English and a more self-focussed interaction in Spanish. It is believed that the explanation for the difference in emphases in the interaction in each language may be found - among other factors - in the socio-economic and/ or cultural features that surround the production of the texts in each setting. The implications for business language training are discussed. It is argued that a corpus-based comparative approach to the training of English and Spanish non-native speakers in the two cultural settings will help raise awareness of how the choice of language is dictated not simply by differences in the language system, but, perhaps more importantly, by the socio-economic values inherent in the culture.

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Anne M. McCabe
Saint Louis University
Madrid, Spain

Application of narrative analysis to a sample of teachers' stories

For teachers, stories and anecdotes provide rich ground for analysis of expectations of students, teaching, language, classrooms, and so on. Through this analysis, we can come to understand our philosophies of teaching, and make decisions as to directions for exploration and development.

In the first part of this talk, I will explain an analytical methodology, combining Labov's narrative model and the APPRAISAL framework, that can be used to analyze teachers' stories. I will then go on to discuss the difficulties of data collection in this particular project. These difficulties come in some measure from the decision of whether to use spoken or written data, and in great measure from a perceived clash between a desire to carry out linguistic analysis on data and a desire to help others develop as teachers. I will finally present

results from application of the analysis to a small but growing corpus of teachers' contributions.

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Lorraine McDonald
Australian Catholic University

SFL and the negotiation of meaning in an extended children's literary text

The systemic linguistic study of a children's literature text offers insights into possible new ways of achieving an understanding of "how texts teach what readers learn" (Meek 1988). Such analysis focuses on the ways in which meanings are negotiated and constructed and also recognises the "distinctive contribution the language of a literary text might make to children's reading experience" (Williams, 1986, p.63). This paper examines aspects of a SFL analysis of an extended Australian children's literature novel which explored how the author constructed the gendered characterisation in the novel and how she positioned her young readers to read these gendered discourses. In particular, the SFL analysis for this paper focuses on one characterisation through the selection for participant roles, the accumulated effect of the processes, and the deployment of modality. To develop the analysis, Hasan's (1985) scrutiny of narrative point of view through the concept of 'planes of narration' is also employed.

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Yvonne McLaren
Heriot Watt University
Edinburgh, Scotland

Theme-rheme patterns in French and English promotional texts

This paper discusses the findings of a study of Theme-Rheme patterns in a corpus of 25 English and French corporate brochures. The aims of the study were twofold: to describe any recurrent patterns in texts belonging to the corpus and to compare the strategies adopted by the English and French writers. The analysis, which was qualitative and based on work by Halliday (e.g. 1994) and Fries (e.g. 1994) amongst others, revealed two key trends in relation to thematisation i.e. certain elements were found to recur in theme position and therefore to function as *hyperthemes* (Vigner 1982). These trends will be discussed, as will their significance in terms of what information is presented to the reader as already known and what is presented to the reader as "new". It will be suggested that the trends identified are linked to the persuasive function of corporate brochures and therefore to the writers' textual strategy.

Fries, P.H. (1994) "On Theme, Rheme and discourse goals". In M. Coulthard (ed.) *Advances in Written Discourse Analysis*. London: Routledge.

Halliday, M.A.K. (1994) *An Introduction to Functional Grammar*. Second edition. London: Edward Arnold.

Vigner, G. (1982), *Ecrire: Eléments pour une pédagogie de la production écrite*. Paris: CLE International.

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Donna R. Miller
University of Bologna
Italy

Appraising 'giving' in a small corpus of *Alma Mater* donation requests or, what the standard concordance line will/won't tell us

Context-rooted, full-text studies are not typically corpus-based (Biber et al. 1998). Nevertheless, this paper aims to examine the contextualized discursive construction of writer/reader positioning towards the act of 'giving' in a small electronic corpus of donation requests from one's *Alma Mater*. It would offer a typology of the attitudinal resources employed in arguing just what is at stake in such action, practically and humanly, for both giver and receiver. Why, in short, should/need one give? And how do writers get this message across?

The corpus for the present study consists in the complete and authentic texts of 33 letters dated 1993 - 2001. These are considered as 'notionally', though not statistically, representative of the current US domain (Mauranen 2001). Software tools include *Wordsmith* (Scott) and, according to plan, the soon-to-be-available coder, *Systemics* (Judd, O'Halloran).

As behavioural norms are a primary issue, APPRAISAL SYSTEMS (Martin 2000; White website 1999 - 2002) serve as the basic framework for investigating how evaluation is inscribed, but also only evoked, and on what 'Basis' (Jordon 2001): for instance, implicit Assessment *because of* socially-valued participant roles of NG 'gift'. Related focus is on unpacking and marshalling resources for enacting the pseudo-intimacy/solidarity perhaps typical of this peculiarly American discourse of the 'soft touch' (Halliday in Mann & Thompson 1992), as well as extricating the attitudinal lexis bonding that helps to weave the why-you-should-give-to-us intra- and inter-textual web.

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Ana Maria Miret
Universidad Nacional de Cuyo
Argentina

Generic Structure Potential of discussion sections in research articles in medicine

This study attempted to model the Generic Structure Potential (GSP) (Hasan:1984; Martin:1992) of the Discussion Section of research articles in Medicine (Swales:1990; Hopkins & Dudley-Evans:1988; Peng:1987; Weissberg & Buker:1990) within the theoretical framework of Systemic Functional Linguistics (Haliday:1985; Matthiessen:1995). Two aspects of Transitivity and Mood were taken as evidence of semantic choices being realized at the lexicogrammatical level: major process types and high/low modulation or modalization in the different generic constituents.

The corpus analysed consisted of 107 discussion sections from the three most prestigious British and American specialised medical journals. Consultation with ten MDs. as informants validated the interpretation of the specialized lexis and the rhetorical function assigned to the generic constituents.

The study proposes a GSP including seven constituents, and offers evidence that supports this analysis.

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Bernard Mohan, Tammy Slater, Lynne Luo, Kamini Jaipal
University of British Columbia
Canada

Developmental lexicogrammar of causal explanations in science

Causal explanations are central to the understanding of science, and to the development of scientific discourse. Grammatical metaphor is central to the development of scientific discourse and children do not acquire the ability to work with grammatical metaphor until the age of 12 or so (Halliday 1993, 1998). Grammatical metaphor involves increasing lexicogrammatical complexity and is challenging for ESL learners (Mohan & Huxur 2001). Concordancing studies of causal lexicogrammar (e.g. Flowerdew 1997) have provided lists of relevant items for study. How far are changes in grammatical metaphor visible in contrasts

between texts for younger learners vs. texts for older learners?

This paper will investigate this question using concordance techniques to analyse a sample of a science encyclopedia for younger learners, and a sample of a science encyclopedia for older learners. Issues arising from this exploratory study go beyond a simple contrast of item frequencies and include questions of the assumptions of concordancing techniques and of text selection. They will be pursued further with oral and written classroom data from elementary ESL science classrooms, secondary ESL science classrooms, and associated assigned reading from elementary and secondary school science textbooks.

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Alison Moore
Macquarie University
Australia

Intersubjective negotiation and joint decisions in HIV medicine

This paper reports on the distribution and interaction of grammatical features concerned with intersubjective negotiation, particularly with foregrounding or obscuring point of view, such as Projection and Modality, in a small corpus of doctor-patient consultations. The aim is to explore the role of these resources in fashioning joint decisions, drawing on two approaches from systemics: i) Hasan's treatment of such resources as yielding distinct 'semantic styles' which construe experience either as individuated/subjective or as something assumed to be shared (eg Hasan 1989); ii) White's treatment under 'engagement' of a similar set of resources as strategies for positioning texts and authors within a monoglossic-heteroglossic continuum (eg White 1998). In the context of HIV medicine, patterns in these resources can be interpreted as reflexes of tenor but with some surprises: patients appear to control the expansion and contraction of space for negotiating point of view.

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N.A.J. Moore
Etisalat College of Engineering, Sharjah
United Arab Emirates

A corpus-based study of register variation applied to a language learning vocabulary syllabus

This paper describes how the relative frequency of lexical items in a small-scale corpus can be compared to those of a large scale corpus in order to produce a vocabulary syllabus for a language learning programme.

When the relative frequency of a lexical item in a register-specific corpus is compared with the relative frequency of the same item within a large-scale corpus designed to represent an "aggregate" English language (e.g. Cobuild), the "systematic variation in probabilities" (Halliday: 1991) reveals the variation of that item within the register-specific corpus. Using pedagogical criteria, it is possible to categorise the items and identify patterns of behaviour within each group of words.

The technique is intended as an effective method for small-scale corpus building and has been applied to English for Academic Purposes. Results of the analysis of texts from 3 different corpora will be used to demonstrate the pedagogical value of the analysis.

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David Morley
University of Strathclyde
Scotland

Syntactic unit, structure and the rank scale in systemic grammar

Since its inception the rank scale framework in SFG has been subject to criticism. Whilst unit and rank scale play a vital role in the account of functional syntactic structure, principled modifications can both simplify and strengthen the analytical framework. These include:

a) the rank relationship between unit/ unit complex and structural element/element configuration;

b) the distinction between
i) 'phrase' as the syntactic unit intermediate between word and clause
ii) 'group' as a structural complex at word rank;

c) terminological differentiation (e.g. 'adverbial' versus 'adverb') between phrase classes and word group complexes;

d) streamlining the analysis of syntactic structure between sentence and word by
i) focusing on functional elements of structure
ii) bypassing unit realisation statements until word rank,

thereby overcoming the criticisms of the 'total accountability requirement' directed at the rank scale.

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Gil Moss, of Colectivo Urdimbre
Universidad del Norte
Barranquilla, Colombia

Issues in Theme-Rheme analysis applied to Spanish texts

This paper presents aspects of the results of a long-term research project on the language of school textbooks in Natural and Social Sciences used in Barranquilla, Colombia. The first part of this project concentrated on comprehensibility. The second part aims to analyze linguistic features that represent ideological positions. The methodology used has combined systemic functional analysis of the texts with ethnographic description and interpretation of text-teacher-learner interaction. One of the analyses applied to the texts was that of Theme and Rheme. However, some problems have arisen when applying analysis originally intended for the English language (Halliday, Fries, Davies) to Spanish. Three of these problems are: the applicability of the concept of Marked Theme; categorization of the impersonal particle *se;* the implicit subject as Theme. The paper will describe these problems and invite comments and suggestions.

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Jeremy Munday
University of Surrey
England

The use of the corpus to analyse transitivity patterns in translation

Just as the corpus is impacting on SFL, so has it been impacting on translation studies, providing data for specific descriptive source text - target text studies and for contrastive studies based on larger representative corpora. This includes, of course, translation studies carried out from an SFL perspective.

The present paper will focus on transitivity patterns in Spanish and English, examined according to an SFL framework. It will make use of a variety of texts in electronic format: the Spanish Real Academia corpora (of Spanish source texts), bilingual editions of the Spanish daily El Páis, scientific articles and translated speeches in the international institutions. The idea will be to begin to look at how far SFL is a valid framework for the analysis of Spanish. In addition, one particular area of interest will be the possible influence of English transitivity patterns on written Spanish.

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Peter Muntigl
Austrian Academy of Sciences
Vienna, Austria

Appraising EU-enlargement in Austrian newspapers

In this presentation, I aim to identify the kinds of attitudes on EU-enlargement expressed within the Austrian media. Of special interest is whether EU-enlargement in Austria is either negatively or positively appraised and whether any specific type of appraisal system (Martin 1999) such as affect (e.g., feelings of insecurity/risk) judgement (e.g., the truthfulness of politicians' motives) or appreciation (e.g., the usefulness or benefits of a larger EU) is predominantly deployed.

The corpus used for my investigation included 75 newspaper articles on EU-enlargement from 4 different newspapers. These data were examined using Martin's (1997, 1999) genre and appraisal analysis. The specific questions addressed in this talk include: 1) is there a consistent genre used for all newspaper articles? — the importance of identifying the type of genre used is that certain types of genre may be more likely to activate appraisal systems (e.g., Exemplum, Recount); 2) are the language patterns of appraisal for all articles also similar?; 3) if there are differences, what are they?; and 4) are these differences attributable to differences in genre, to the type of newspaper or both?

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Susana Murcia
Universidad Autónoma de Madrid
Spain

Supporting elements of directives in instructional texts.

The most characteristic function of instructional texts is the directive one. However, directives do not appear on their own. Firstly, directives are only one type of speech act within instructional texts; warnings, information giving, and phatic messages may also appear. Secondly, directives themselves are supported by other elements, including, for instance, the purpose of performing the directive, its manner of execution, place of execution, etc.

This paper will concentrate on the second of these areas, providing a corpus-based study of the range of supporting elements associated with directives in two languages. The study will be divided into two parts, the first detailing the supporting elements as they occur in both English and Spanish texts, the second exploring the differences between these two languages in their use of supporting elements.

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Toshie Nagura
Hirosaki Gakuin University
Japan

Analysing casual conversation in 'the radio call-in counselling show'

'The Radio Call-in Counselling Show' has been broadcast in Japan for nearly 40 years. In the counselling, a limited number of participants interact for a common goal - solving a problem. The interaction is internally closed with the audience excluded (unlike other radio programs, the audience is never directly addressed in the counselling show). Depending on the kind of problem, the interactions take on features of various institutional varieties such as the discourse of doctor-patient or lawyer-client. However, a considerable portion of the counselling displays the features of casual conversation. Stepping out of their institutional roles, the host and the professional counsellor speak casually in expressing compassion for

the caller or in emphasizing moral values. Using twenty transcribed programs as data, analysis of these conversational segments has been carried out in terms of field and tenor. The study examines how the features found characterize the context of counselling. In addition, it explores how casual conversation contributes to the show as a media product, on the assumption that it bridges the gap between the closed counselling and the lay audience, who would be more interested in the entertaining aspects of the counselling.

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Stella Neumann,
University of Saarland
Germany

Register characteristics in contrastive corpora

In this paper an SFL-based study of grammatical features in the register "travel guide" is presented.

There is a tendency in register studies of trying to describe one register by distinguishing it from its neighbour in an assumed text typology. This poses the problem that the register described in this way is only put in relation to certain other registers. The present investigation is based on the idea that the tertium comparationis should be the whole of language, as suggested by SFL. Here, the features of a corpus of travel guides are contrasted to those found in a reference corpus consisting of a mixture of registers. The procedure is carried out for both English and German corpora.

The results gained with this design serve to clarify the monolingual characteristics of the register "travel guide" relative to a register-unspecific reference corpus in the same language as well as the contrastive differences and similarities of English and German travel guides.

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Lene Nordrum
Göteborg University
Sweden

A contrastive analysis of grammatical metaphor

This paper considers grammatical metaphors of the type *process* to *thing* in Norwegian and Swedish translations of English non-fiction texts. Only the metaphors that are part of a syndrome that contains at least one argument from the corresponding verb (subject or object) are included, eg both *John's demonstration* and *the demonstration of the theory* for the congruent clause *John demonstrated the theory*. It is assumed that grammatical metaphors featuring a potential argument are more likely to trigger a clausal translation provided that a more clausal counterpart is the natural choice in the target language.

The non-fiction part of the English-Norwegian Parallel Corpus (ENPC) and the English-Swedish Parallel Corpus (ESPC) provide the material for the study, which is part of my thesis project *Nominal and Verbal Style in English, Swedish and Norwegian Popular Science*. The aim is to find whether the genre popular science in English, Norwegian and Swedish uses grammatical metaphors to the same extent, taking into account that grammatical metaphor is an aspect of genre variation and that the norms related to the genre popular science and the registers composing it may differ between countries.

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Sarah North
Open University
UK

Thematic organisation of undergraduate essays in a history of science course

The writing of professional academics provides evidence of disciplinary differences which relate to differing conceptions of the nature of knowledge, and may be realised in a variety of textual features. There has been less analysis, however, of the way that an emergent sense of disciplinarity may be realised in the textual features of undergraduate writing. My research uses a corpus of undergraduate essays in an interdisciplinary course, the history of science, to investigate the thematic choices made by student writers from differing academic backgrounds. I discuss the way in which differences in the students' use of thematic patterns relate both to their academic background and to their success in meeting course requirements. Preliminary findings suggest that differences in thematic organisation may relate to differing conceptions of the role of narration and argument.

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Mick O'Donnell
Wagsoft Systems

Automating the coding of semantic patterns: applying machine learning to corpus linguistics

For a corpus study using a large corpora, one has a choice between tagging the data oneself, or asking the computer to process the data. Computers are very quick, but can only recognise fairly simple patterns, for instance, the presence of a lexeme, or simple syntactic categories. Humans on the other hand can recognise more complex, semantic, patterns, (e.g., identifying the theme, or the process type of each clause). Hand-coding is however a slow process, so really large studies are impractical.

This paper will report on an experimental attempt to increase the ability of machines to code more semantic categories, using machine learning techniques. The human firstly hand-codes a corpus of instruction manuals, coding each text sentence as a directive, informative, warning, title, greeting, etc. This 'training' corpus is then processed by a program to identify lexical and syntactic patterns within the sentences of each coding category. This training model is then applied to a previously unseen corpus, the program asked to choose the most likely category for each sentence. The results of this study will be presented, and conclusions given as to the extendibility of this method to other semantic coding areas.

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Clare Painter
University of N.S.W.
Australia

The 'interpersonal first' principle in child language development

Unlike Chomskyan linguistic theorising about language acquisition (e.g. Hornstein & Lightfoot 1981), systemic-functional linguistic work on the ontogenesis of language has developed its theoretical position on the basis of case studies of naturalistically collected conversational data from children. As corpora, these are very limited – only 3 children in the key period up to age $2^{1/2}$ (see Halliday 1975, Painter 1984, Torr 1997) and only one child aged from $2^{1/2}$ to 5yrs (see Painter 2000) – yet at the same time they are very extensive, in encompassing multiple situations in a young child's life interpreted by 'insiders' with access to both contextual and intertextual information.

On the basis of this material, SFL has been able to develop an ontogenetic perspective to its general theory that supports key concepts such as the functional basis of language (Halliday 1975, Painter 1984). However, the value of working from a body of naturalistic data, however small, is apparent also when patterns emerge which are not necessarily predicted from the general theory. One such pattern is what Halliday (1993) has referred to as

the 'magic gateway' into new developments, which appears to privilege the interpersonal metafunction in child language. This is something that would not necessarily be predicted by the general theory of metafunctions posited by SFL, but which emerges with some insistence from a careful consideration of the developmental material. This paper will use the case study data to explain and elaborate the argument that the trajectory of language development is driven at every crucial stage by the making of interpersonal meaning – this involves the child's emotional engagement in experience, the negotiation of interactant behaviour and the use of interactively produced text as a source of change in the developing linguistic system. These findings raise issues for theorising both language and educational practice and also considerations relevant to using available child language corpora.

Halliday, M.A.K. 1975 *Learning How to Mean* London, Arnold

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Hornstein, N. and Lightfoot (eds) 1981 *Explanation in linguistics : the problem of language acquisition* N.Y., Longman

Painter, C. 1984 *Into the mother tongue* London, Pinter

Painter, C. 2000 *Learning through language in early childhood* London, Continuum

Torr, J. 1997 *From child tongue to mother tongue: a case study of language development in the first two and a half years* (Mongraphs in Systemic Linguistics no. 9) Nottingham, Dept of English Studies, University of Nottingham

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Pattama Patpong
Macquarie University
Sydney, Australia

A corpus-based study of conjunction *kɔː[3]* in Thai: an exploration of textual resource

In narrative discourse, marked circumstantial topical Themes and conjunctions are used in the construction of sequential organization — temporal and spatial thematic locations. Conjunctions have played a crucial role in specifying a conjunctive relation to preceding discourse as representation (Matthiessen, 1995). This paper draws on systemic functional linguistics to investigate the conjunction kɔː[3] in Thai. This conjunction differs from other conjunctions in that it has a significant feature: it is located at the boundary between Theme and Rheme; but it can be interpreted as having a thematic status. This paper will focus mainly on a quantitative study of the conjunction kɔː[3], then, to a lesser degree and for illustrative purposes only, on the consideration of features of the other marked circumstantial topical Themes. The study is based on a corpus consisting of eight tales — four English tales translated into Thai (two Aesop's fables and two stories from the Arabian Nights), and four original Thai tales (two religious and two joke stories). The paper will also discuss specific aspects of the conjunction kɔː[3] in terms of its position, its clausal structure environment, and its frequency, aiming to draw on its function in the clause structure. This is followed by suggestions regarding the role of corpus-based study in the systemic functional interpretation of Thai Grammar in particular.

Halliday, M.A.K. 1994. *An Introduction to Functional Grammar*. 2nd edition. London: Edward Arnold.

Matthiessen, Christian, M.I.M. 1995. *Lexicogrammatical Cartography: English Systems*. Tokyo: International Language Sciences Publishers.

Thompson, Stith. 1946. *The Folktale*. Holt, Rinehart and Winston. (Reprinted 1977. Berkeley: University of California Press.)

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Ma Dolores Ramírez Verdugo
Universidad Autónoma de Madrid
Spain

Non-native interlanguage intonation systems: a study based on a computerized corpus of Spanish learners of English

From an interest in language as it is really spoken, and using corpus linguistics as methodology, a longitudinal research project has been launched compiling speech data from primary school to university (U.A.M. corpus). The present article reports on part of this research in progress, focusing on a cross-linguistic intonation study using language learner and English native corpora. The study surveys the role of the intonation systems used by both language groups in signalling the information structure of their utterances (Halliday 1970, 1994; Tench 1990, 1996; Lambrecht 1994). The spoken language of a group of 20 Spanish young adult speakers when reading aloud 40 short conversations has been digitally recorded over three years. The non-native corpus has been contrasted with a similar English native corpus. The data (224,000 words) were analysed quantitatively using software tools, automatic and manual annotations and statistical calculation. The research results aim to give a more accurate description of specific features of the use of spoken English of this group of learners. A qualitative interpretation of the analysis shows features such as avoidance, overuse and underuse of certain intonation patterns by non-native subjects, with important implications for the messages transmitted.

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Linda Stump Rashidi
Mansfield University
Pennsylvania, USA

Oral narrative in a Berber village

The essentially-female Berber villages of the Anti Atlas Mountain region of southern Morocco provide a unique opportunity to study a language community in transition. These illiterate women maintain a rich oral culture circumscribed by their Berber language and traditions; yet as the wider world encroaches on their isolated existence, they are increasingly exposed to an array of other languages and language uses. Over three summers of field research, I have collected a corpus of five hours of taped *aHwash* performance narratives; this orature is the main form of expression for the women of the villages of southern Morocco. These song cycles serve not only as entertainment, but also as celebration and a means of passing down the values and history of the Berber peoples. In this paper, I will present a macro-analysis that includes investigating the corpus in all three metafunctions: ideational, interpersonal, and textual, thus looking at how meaning is realized as a function of its particular social setting and establishing the broad functioning outlines of how *aHwash* works to inform the lives of these women.

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Silvia Riesco Bernier & Jesús Romero Trillo
Universidad Autónoma de Madrid
Spain

Tonicity and the status of information: A functional analysis of new information in pre-school teacher talk.

This paper analyses information structure in teacher talk in a pre-school spoken corpus of EFL, (UAM-Corpus). The aim is to ascertain the implications of tonicity variation in teachers in the production of classroom discourse. Following FSG (Halliday 1967; Halliday 1975), the study focuses on the role of the tonic in the display/comprehension of information and (re)evaluates its status in the classroom.
    In order to do this, the study first presents a taxonomy of the different types of new information in relation to the different communicative functions realised in the classroom

(Romero & Llinares, 2002); and, secondly, it analyses how the tonic is a tool that displays new information (Prince 1981), especially in non-native contexts, by considering the different functions stress achieves in teacher talk. Finally, and based on the data, the paper suggests an answer to the "focus-newness controversy" (Lambrecht 1994) applied to EFL contexts.

Halliday, M.A.K. 1967. "Notes on transitivity and theme in English: part 2" in *Journal of Linguistics 3*:199-244.
Halliday, M. A. K. 1975. *Learning How to Mean. Explorations in the Development of Language*. London: Edward Arnold.
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Prince, E. F. 1981. "Toward a taxonomy of Given-New Information" in P. Cole (Ed.) *Radical Pragmatics*. London: Academic Press: 223-255.
Romero Trillo, J. & A. Llinares García. (in press 2002). "Communicative constraints in EFL pre-school settings: a corpus-based approach" in *International Journal of Corpus Linguistics.*

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Fiona Rossette
Université Paris X

Parataxis and hypotaxis : distribution of different means of clause linkage within texts

What are the discursive implications of different types of clause linkage? A data base accounting for each clause boundary within a text can help to shed light on such a question. Instances of hypotaxis, syndetic parataxis (via "coordination" or adverbs) and asyndetic parataxis have been evaluated with respect to the semantic relation they express, their position and their local environment (e.g. presence of other cohesive markers ; type of thematic progression).

This enquiry is largely inspired by SFL and includes a comparison with other theories. I will also discuss how I decided on pertinent but manageable criteria appropriate for empirical analysis. The study is based on over 1000 examples of clause linkage in English texts sharing a persuasive purpose. The resulting data points to structural and interpersonal differences between clause linkage types, as well as to distributional contrasts regarding genre, and oral versus written language.

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Elizabeth Rowley-Jolivet
Université d'Orléans,
France

Field-specific visual texture in scientific conference presentations

There is increasing interest in multimodal discourse, and the extension of systemic functional theory to semiotics other than language has demonstrated the potential of this theory to address such discourses. This paper will investigate a specific multimodal genre, the scientific conference presentation. In this genre, visual representation plays a crucial role, with slides or transparencies being continuously projected and commented on by the speaker. Following on from earlier work on genre-based visual textual patterns in scientific conference presentations (Rowley-Jolivet 2001, 2002), this paper will analyse field-specific differences in the visual conjunctive relations set up in the visual channel, in order to show how the larger textual patterns which create coherence in text – General-Particular, Problem-Solution, Matching relations, Claim-Evidence – are realised visually in field-specific ways. The corpus collected for the analysis comprises 100 conference presentations in 3 fields (geology, medicine, and physics), recorded on videotape and transcribed.

Rowley-Jolivet, Elizabeth. (2001) "Visual textual patterns in scientific conference presentations". Paper presented at the European Systemic Functional Workshop, Brest, July.
Rowley-Jolivet, Elizabeth. (2002) "Visual discourse in scientific conference papers. A genre-based

study.*" English for Specific Purposes*, 21, 19-40.

<div align="center">**********</div>

Serge Sharoff,
Universität Bielefeld
Bielefeld, Germany

The corpus study of purposes for using size adjectives

An aligned corpus (of about one million words) was used for the contrastive study of lexical semantics of size adjectives in English, German and Russian. Unlike several other treatments, which focused mostly on physical properties of objects designated by such adjectives, for instance, by Bierwisch and by Tucker, the proposed model accounts for basic purposes with which size adjectives are used. First, the investigation goes beyond physical properties of objects, since size adjectives are used for many different purposes, including specification of intensity, number of elements, importance, etc (statistically, they are more frequent than spatial uses). Second, size adjectives are chosen by the speaker to achieve a rhetorical impact on the hearer, so the investigation goes beyond specifying ideational properties alone. The paper considers the use of the aligned corpus and the multilingual systemic network for studying translation equivalence between uses of size adjectives in the three languages by comparing traversals of features in the network for respective translations.

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Susanna Shore
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Finland

Projection or framing?

What is traditionally referred to as "speech and thought representation" has been dealt with from various perspectives in linguistics and in literature studies. In Halliday's approach, one clause is regarded as projecting the other and the relationship between them is a logical one (i.e. involving either parataxis or hypotaxis). Halliday's approach, as well as the traditional approach, has been challenged by McGregor (1994, 1997), who has cogently argued for a framing analysis of the phenomenon in question.

This paper compares and contrasts these various approaches and extends and illustrates McGregor's framing analysis with data from spoken and written Finnish. While my analysis is based on Finnish, it seems to me that my findings are, for the most part, applicable to the analysis of the phenomenon in other languages.

Halliday's and McGregor's approaches could be seen as complementing each other, and indeed there are more similarities between the approaches than McGregor's critique of Halliday suggests. Nevertheless, it seems to me that McGregor's framing analysis (as well as the notion of perspective or point of view) serves best to explain the continuum-like nature of naturally occurring instances of projection/framing.

McGregor, William (1994) The Grammar of Reported Speech and Thought in Gooniyandi. *Australian Journal of Linguistics* 14: 63-92.
McGregor, William (1997) *Semiotic Grammar*. Oxford University Press: Oxford.

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Robert Spence
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Germany

Too strait is the gate: tagging the aberrant in text-induced learner English.

The term "text-induced learner English" is used here as a shorthand for the (often aberrant) variant of English evidenced in the productions of students who are practising the skill of translating texts out of their native German or French into their *n*th foreign language English (where *n* is optimally less than 4). The degree, nature, and source of the aberrancy encountered in this variant pose high and special demands on the design of a system of XML tags for the corpus-based investigation of learner English, comparative language typology, cross-language registerial specificity, and types of translation strategies. In this paper, I present a preliminary set of such XML tags and illustrate their use in the annotation of a corpus of student translations. I also discuss possible applications of such an annotated corpus in the dual contexts of research and teaching.

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T. Y. Surakat
Ahmadu Bello University
Zaria, Nigeria

A systemic linguistic analysis of code-mixing in the speech of a bilingual child

Only a few studies have been recorded on systemic linguistic analysis of child language data (e.g. Halliday, 1975 and Painter, 1985). There is the need, therefore, to apply systemic functional linguistics to the analysis of children's speech. The proposed paper shall focus on lexico-syntactic patterns in the utterances of a boy who simultaneously acquired English, Hausa and Yoruba at the pre-school age. Data collection was done using the three-media technique for a period of 24 months. Only code-mixed utterances have been analysed to show the regular and irregular patterns in the child's emerging grammar. The motivations and strategies for code mixing are also highlighted. The linguistc model applied is the Systemic Functional Generative Grammar by Fawcett (1973, 1975 and 1976), although reference has been made also to the works of Michael Halliday, Margaret Berry and so on. The paper demonstrates that child language is worthy of rigorous analysis in its own right, and that Systemic Functional Linguistics can provide suitable theoretical and analytical models for describing children's speech, even when several languages are involved.

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Yusuke Takahashi, Noriko Ito, Hiroko Fujishiro, and Michio Sugeno
Brain Science Institute, Riken
Japan

What is necessary for dealing with the context?

In order to deal with the context, we are attempting to construct the Context Base (CB), which is the resource for dealing with the context within a computational environment. In this paper, we will consider what is necessary as the contents of the CB. For this purpose, we will examine the domain "the making out of a document with the computer" and describe the situational features and the knowledge concerning this domain. Furthermore, we will show how we deal with the situational features and what kind of knowledge it is necessary to describe.

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Ramona Tang
University of Birmingham
UK

Exploring written academic voice through APPRAISAL

Academic discourse has traditionally been conceived of as a medium geared towards the transmission of propositional information. Many do not instinctively see it as a medium where the presentation of self and the management of social relations with others are particularly pertinent. There is however growing awareness that what is communicated interpersonally by an academic writer has a real impact on the ideational message extracted by a reader. This is the context within which my research on written academic voice is situated. Isolating such interpersonal variables (or parameters of written academic voice) as solidarity, negotiability, authority, and personalisation, I investigate how these are linguistically realised in writing. My data is comprised of a corpus of undergraduate essays, and analytical tools include, in large part, the Appraisal framework (Martin, 2000; White, forthcoming). Management of the resources within the Appraisal sub-systems of Attitude and Engagement will be shown to have implications for written academic voice. The study is qualitative rather than quantitative in orientation, and I touch briefly on why quantitative results from a larger corpus of texts may not necessarily be helpful in the quest to understand written voice.

Martin, J.R. 2000. "Beyond Exchange: APPRAISAL Systems in English". In *Evaluation in Text: Authorial Stance and the Construction of Discourse*, ed by Susan Hunston and Geoff Thompson, 142-175. Oxford: Oxford University Press.

White, Peter. (forthcoming) "Attitude and Arguability: Appraisal and the Linguistics of Solidarity". To appear in *Text*.

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Masa-aki Tatsuki
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Analyzing attributive clauses in Japanese: a new treatment of Japanese adjectives as process type

The purpose of this paper is to analyze Japanese attributive clauses consisting of adjective as a process in the Japanese Transitivity System. It is well known that a Japanese adjective carries its own tense, such as *aka-i* (is red) / *akaka-tta*,(was red); *taka-i* (is high) / *takaka-tta* (was high). Thus the Japanese attributive clause with these adjectives does not need to have a verb "be" as is observed in English. Moreover, an adjective functioning as a modifier also carries the tense as in *utukushi-i hana ga saite-iru* (a beautiful PRESENT blossom is blooming) /*utukushika-tta hana ga chi-tte shima-tta* (a beautiful PAST blossom has been scattered). Accordingly, I will propose a new analysis of Japanese adjectives as a process type in terms of the Transitivity System within the framework of the Kyoto Grammar. This grammar, developed by Tatsuki and others at Doshisha University in Kyoto, analyzes the Japanese language within an SFL approach.

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Carol Taylor Torsello
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Italy

Projection in texts

In this paper information about projection in texts derived from corpora of texts in English representative of different genres will be used to contribute to the description of the genres studied as well as that of the complex grammatical phenomena involved. Data derived from the study of projection in newspaper articles, in St. John's Gospel, and in Virginia Woolf's *A Room of One's Own* will be presented. The results, which include frequency of projections extending beyond sentence boundaries and of those involving less than a clause, position of projecting clause in relation to the projected one, subject-verb order in the projecting clause and many other variables, will be related to different descriptions of the grammar of projection – both systemic (Halliday, Tucker and Fawcett, McGregor, Matthiessen and

Martin, Mathiessen) and non-systemic (Partee, Munro, Longacre; Rosenbaum, Stockwell) and to the functions of the texts.

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Paul Tench
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Wales, UK

Semogenesis in intonation

Halliday's term 'semogenesis' refers to the capacity that language has to create new meanings. I maintain that this capacity lies in intonation as much as in any other inherent component of language. In intonation, it is primarily expressed in markedness in tonality, tonicity, and tone, but it is also evident in new "tunes" - the high rising tone for checking addressee's comprehension, and the mid level tone for routine listing. This paper will attempt to account for the origin and development of these two intonational innovations in English.

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Marcial Terrádez
University of Valencia
Spain

Lexical cohesion in spoken Spanish: types and functions

According to Halliday and Hasan, there are five types of lexical cohesion: same item, synonym, superordinate, general word and collocation. This classification has been followed by the majority of scholars studying the behaviour of lexical cohesion. However, we must make changes in it when we want to study this topic in spoken texts. McCarthy proposes four types of cohesion while researching oral discourse: equivalence, contrast, inclusion and opposition.

This paper attempts to explore the types and functions of lexical cohesion in spoken Spanish texts. Moreover, I describe some ways to find cohesive chains in an oral text (Halliday and Hasan say that "a cohesive chain is described as what is formed when a cohesive element refers back to an element that is itself cohesive with a still earlier element, and so forth").

I use the corpus of VALESCO (a research group from Valencia), which comprises several face-to-face conversations.

The insights gained from this corpus-based investigation are important for understanding language use and designing effective teaching materials and activities.

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Kazuhiro Teruya
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Interpersonal prosody in Japanese grammar and phonology

The paper explores the interpersonal grammar of Japanese and makes explicit how interpersonal moods are realized jointly by lexicogrammar and phonology, in particular, intonation. That is, the paper takes intonation as integral part of the resources for making meaning (Halliday, 1967, Halliday & Greaves, forthcoming.). It investigates the interpersonal meanings realized by the grammar interpreting them as integrated with the meanings realized by intonation.

Within the overall interpersonal grammar of Japanese, the paper will focus in particular on the system of MOOD (eg. the contrast between declarative and imperative mood) in relation

to the system of NEGOTIATION realized at the end of clause by Negotiator such as *ka*, *ne*, and *yo*; the Negotiator which comes after Predicator indicates what kind of interactive move the speaker is making (Teruya, in press).

One of the correlations that can be readily identified between mood type and negotiatory value is the grammatical relation between declarative and interrogative mood; the presence of Negotiator realized by interpersonal particles *ka*, *no*, or *kai* indicates interrogative mood. This is so called interpersonal prosody identified within the grammar. The paper will thus first explore the interpersonal prosody within the domain of grammar, investigating the co-occurrences between mood types and other interpersonal particles such as *ne* and *yo* which enact various interpersonal meanings such as confirmation, friendliness and assertion.

Based on the findings of interpersonal prosody at the stratum of grammar, the paper then explores the intonation system of Japanese in order to find out how interpersonal meanings are elaborated by the intonation system into meanings which are realized by the combination of grammatical and phonological prosody.

Halliday, M.A.K. 1967. *Intonation and Grammar in British English*. The Hague: Mouton.

Halliday, M.A.K. & Greaves, W.S. forthcoming. *Intonation in the Grammar of English*.

Teruya, Kazuhiro. in press. "Metafunctional profile of Japanese." *Language Typology: a functional perspective*. London and New York: Continuum.

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Paul J. Thibault
University of Venice and Lignan University
Italy and Hong Kong

A boozer's discourse: fragments of interpersonal rhetoric in a small corpus of winetasting texts

On one level, a text is characterisable in terms of its global (inter)actional organisation and coherence. It is the level of 'what is being done or performed' through the text. In this view, the text is a structured sequence of recognisable interactional units or dialogic moves which function to position the participants in the interactive event in dialogically organised interpersonal role relations in the ongoing taking up, responding to, and negotiating of the meaning of the other, construed either (1) interpersonally as categories of 'I' and 'you' located in an intersubjective space of dialogic interaction whereby the mutual assignment of modalised responsibilities through the interpersonal grammar and semantics of mood and speech function takes place, or (2) ideationally as 'other' third person participants and their associated (inter)texts with which the interaction to hand negotiates and orients to.

In this text-as-interaction perspective, interactants enact a dialogically co-ordinated and jointly created instance of social action which conforms to varying degrees to some generic model or text-type. In so doing, they also invoke specific axiological orientations, social viewpoints, and social values in relation to: (1) the text's thematic meaning or some local part of this; (2) each other as the occupants of discursively constituted though generically constrained participant roles; and (3) the wider system of social heteroglossia (Bakhtin 1981) whereby all texts participate in, respond to, and are organised in relation to the diversity of discursively construed values, viewpoints, and domains of validity in a given discourse community. In this perspective, the analyst is concerned to show how the specifically interpersonal resources of the lexicogrammar are globally deployed to enact what I shall call the Global Modal Program of the text (see Thibault 2002). The further question concerns how the Global Modal Program maps onto the other kind of text-level ideational patterning referred to above as the global patterns of thematic meanings relations such that the text is seen as being 'about' something.

The above questions will be explored in relation to a small corpus of wine-tasting texts.

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Kathryn Tuckwell
Macquarie University

Australia

Thoughts and sayings: a survey of projecting processes in spoken discourse

In *An Introduction to Functional Grammar* (1994: Ch. 7), Halliday sets up a paradigm of type of projecting process (mental or verbal) versus type of interdependency relationship between clauses (parataxis or hypotaxis). On grammatical and semantic grounds, he argues that two of the four possible nexuses in this paradigm (paratactic projection through verbal processes and hypotactic projection through mental processes) are 'basic', and that the other two types (hypotactic projections of wordings and paratactic projections of meanings) have become available through "the familiar semogenic process of recombination of associated variables (more simply known as filling up the holes)" (ibid.: 254). This paper will use a small corpus of spoken Australian English to investigate these four types of projection with regard to two other aspects of 'basicness': (1) the frequency of use of each grammatical type (revisiting, in part, the work of Nesbitt and Plum 1988); and (2) the frequency of congruent versus non-congruent uses of projecting processes (for example, how often speakers use 'think' as part of an interpersonal grammatical metaphor of modality).

Halliday, M.A.K. 1994. *An Introduction to Functional Grammar*, 2nd Ed. London: Edward Arnold.
Nesbitt, Christopher, and Guenter Plum. 1988. Probabilities in a systemic-functional grammar: the clause complex in English. In: Robin P. Fawcett and David Young (eds). *New Developments in Systemic Linguistics. Volume 2: Theory and Application*. London and New York: Pinter, 6-38.

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Vassilis Vagios
National Taiwan University

Exploring theme in classical Greek

Studies of word order in classical Greek are often complicated by four main features of Greek: lack of any syntactic rules of order, fused forms, extremely extensive use of ellipsis, and frequent use of *hyperbaton* (constituent discontinuity). This paper tries to address the first of these problems by examining the possibility that, just as in English, initial position realizes Theme in classical Greek (an assumption based on Dover's report that words such as *first, later, now, then* etc. 'are disproportionately common at the beginning of a clause'). It also attempts to address the other problems by arguing that they are problems only if one's description over-emphasizes a particle view of constituency. Ellipsis and constituent discontinuity in Greek are often better accounted for in terms of prosodic agreement (e.g. between Subject and Finite, or Finite and Predicator) involving items that play no role in the experiential structure, but contribute to creating wave-like points of prominence.

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Theo van Leeuwen, Cardiff University, Wales
Hans van Leeuwen and Emily Pettafor, Vietnam News, Hanoi

The Vietnam News: dynamics of recontextualisation

The *Vietnam News* is a 28-page tabloid Vietnamese national newspaper, published entirely in English. Started in 1991 by the Ministry of Culture and Information as part of Vietnam's *doi moi* (market reform), it aims, not only at foreigners, presenting economic stories with a positive slant and stories about major infrastructure projects and representing the country as an attractive tourist destination, but also at the diplomatic community and the newspaper's ministerial overseers, through diplomatic 'handshake' stories which send coded messages to embassies.

The paper publishes translated stories from the Vietnamese press and the wires as well as feature-like stories written specially for the paper and dealing with social affairs, agriculture

and so on. Foreign journalists, including two of the authors of this paper, are employed as sub-editors. They correct the translated English and write headlines and captions, but their work also involves generic and discursive recontextualisation: translated party documents must be rewritten in a journalistic style familiar to the foreign readership, and taking an 'outsider' point of view to Vietnamese life and politics.

The paper will provide both a linguistic and discourse analytical description of the key transformations involved in this process, and draw on an insider account of the surrounding debates between the Vietnamese journalists and the foreign subeditors and between these parties and the paper's senior management.

As such the paper will document a complex process of change which is on the one hand necessitated by global economic developoments, but on the other hand initiated and controlled from within, rather than imposed by outside agencies.

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Ignacio Vázquez-Orta
Universidad de Zaragoza
Spain

A contribution to the study of ideational grammatical metaphor and its uses in legal discourse in English

This paper focuses on the ways in which ideational grammatical metaphor is used in a small-scale corpus of written legal texts in English. Legal discourse is a specialised discourse. It is characterised as primarily using technical terms and abstractions to understand and interpret the world, which is manifested in a nominalised style. This has two related consequences: on the one hand, it makes legal discourse difficult to understand: you have to be an expert in order to understand it; on the other hand, it is stamped with authority, it is highly valued, as a result of the familiar equation: knowledge equals power. Our preliminary results point to the conclusion that legal discourse is modelled on scientific discourse, in which the nominalised mode resulting from the frequent use of grammatical metaphor has no function at all in terms of reasoning and technicality (which are the functions of grammatical metaphor in scientific discourse), but a great deal of function in the maintenance and exercise of power.

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Pauline Webber
"La Sapienza" University, Rome
Italy

The analysis of a spoken corpus: post paper presentation discussions

In analysing dialogue, a major difficulty is the interpretation of the underlying intentions of participants, particularly in public discourse, where people are often wary of taking a stance on potentially controversial issues. Since clues to understanding are provided by links with the utterances of previous speakers, the presentation and its abstract, this study included a whole speech event in the analysis - a complete two-hour session of a conference workshop recorded and transcribed by the author, as a first step towards solving this problem. This transcription was used to adapt models developed by Eggins and Slade (1997) for analysing conversation to the more institutional discourse of the discussion. These models proved useful in coding moves in the discourse structure of the interaction, revealing the importance of features such as power status and the tension between preference for agreement and the expectation that there will be conflicting opinions in a system of public debate. Analysis of the whole event facilitates the interpretation of otherwise obscure utterances by providing evidence of cohesive links often spanning several turns, thus laying bare conflicting opinions and hidden implications of the interaction.

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Jonathan Webster
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Intelligent ontology processing for SFG

In this paper I report on the application of intelligent ontology processing for linguistic research. In particular, our goal is to render linguistic data in the form of a web-accessible, machine-understandable knowledge base to facilitate linguistic processing and exploration. To accomplish this, we need to combine the power of logic programming and deductive database techniques with a linguistically-rich vocabulary. In this connection, particularly with reference to determining a suitable vocabulary which will facilitate our own work as well as make the knowledgebase accessible to others for linguistic research, we are following closely the development of a new digital infrastructure for language resources called OLAC - the Open Language Archives Community. The primary focus of the paper, however, will be on the role of ontology modeling and processing of systemic functional analyses of texts.

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Peter R.R. White
University of Birmingham
UK

Alignment, stance and solidarity: a dialogic perspective on modality and inter-subjective positioning

This paper describes the continuing development of a framework for analysing how inter-subjective relations of alignment and dis-alignment are construed and negotiated linguistically. A Bakhtin-inspired dialogic perspective is applied to understanding the communicative/ rhetorical functionality of wordings which have traditionally been analysed under such headings as modality, evidentiality, hedging, intensification, concession, attribution and metadiscursivity. I will set out a framework which operates at three levels:

- heteroglossia – how the use of these meanings positions the writer/speaker with respect to the outside voices which are explicitly included in the text,
- dialogism – how the use of these meanings positions the writer/speaker with respect to the various dialogically alternative positions which the text assumes, invokes, references or anticipates,
- alignment – how the use of these meanings positions the writer/speaker with respect to either some actual respondent or with what has variously been termed the 'intended', the 'ideal' or the 'implied' reader/respondent.

In the paper I will describe the uses I have made of both the Bank of English corpus and some small, specially annotated corpora in exploring the rhetorical functionality of these alignment resources across a wide range of contexts. An alignment analysis will be demonstrated in the context of various types of public discourse.

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Geoff Williams
University of Sydney
Australia

Ontogeneses of orientations to horizontal knowledge structures

Bernstein's (2000) distinction between horizontal and vertical discourse structures raises intriguing questions for the study of ontogeneses of literacies (Luria, 1979). How might

children begin to learn about vertical discourse structure while learning to be literate? Through what processes of semantic mediation? Do mediating processes recontextualise changes in the arenas in which vertical discourses themselves are structured? If so, how?

Taking two extensive sets of interactive language recorded by mothers and pre-school aged children while reading books together at home, one recorded in 1988 and the other in 1999, the paper considers:

i. the linguistic means through which children may be taught to think relationally about texts produced in different domains of experience, particularly relations between fictive texts and texts of the child's lived experience;

ii. relations between relational thinking and social positioning of families;

iii. changes over time in means of mediating relational thinking in response to changes in the arena of symbolic control, particularly by examining consequences of a shift to produce 'postmodernist' metafictive texts for young children.

Bernstein, B. 2000. *Pedagogy, symbolic control and identity. Theory, research, critique.* rev. ed. Oxford: Rowman and Littlefield.

Luria, A. 1979. *The making of mind: A personal account of Soviet psychology.* eds. M.Cole and S.Cole. Cambridge, Mass. And London: Harvard University Press.

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Rodney Williamson
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Genre, design and the multimodal corpus

Though SFL and social semiotic approaches have often been applied insightfully to the study of individual texts, the study of textual corpora is of particular value in relation to recent macrofunctional and multimodal views (Lemke, Matthiessen, Kress & Van Leeuwen). In this respect, careful thought must be given to corpus construction, a point which is especially evident when the corpus involves multimodal text, as Thibeault (2000) stresses in his transcription of an Australian television advertisement. Using this transcription and Iedema's (2001) social semiotic analysis of tele-film as a point of departure, as well as Kress & Van Leeuwen's seminal 2001 study on multimodality, we outline some requirements and desiderata for a corpus of televised multimodal text, based on close analysis of selected examples from different genres and different language contexts (Spanish and English).

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Robyn Woodward-Kron
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Australia

The role of micro-genres in students' learning through writing

This paper focusses on the role of micro-genres in undergraduate students' learning through writing. The texts for discussion are fifty-eight Education essays collected as part of a three year longitudinal study. In the case of longer texts such as those that constitute this corpus, a genre's schematic stages can consist of genres such as Exemplums and Reports functioning as Micro-genres in a Macro-genre structure. Analysis of the students' essays shows that while Expositions and Discussions are the main Macro-genres, a significant number of Micro-genres are present within these Macro-genres. The frequency and distribution of the Micro-genres suggests that these genres play an important role in the students' learning. One function appears to be as a textual 'learning bridge'. That is, descriptive genres such as the Taxonomic Report are a means through which the students review and build up knowledge of the field within an Expository structure. Other illustrative genres, such as Exemplums, are a means through which the students make links between theory and practice. The results have

implications for writing support programs and provide insights for the role of writing in students' disciplinary learning.

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Yang Kun
National University of Singapore

Eight English noun phrase types as indicators of genres (news and novels) in ICE-SIN

In recent years language researchers have become interested in examining types of variation and changes that occur in a particular linguistic system across genres. Noun phrase type is one kind of linguistic feature that has been selected to conduct quantitative and qualitative analyses for establishing distinctions between genres. The present study attempts to investigate in depth the variation of English noun phrases with respect to their grammatical and semantic classifications across the genres of news and novels in the Singapore Component of the International Corpus of English (ICE-SIN). Two major statistical tools, General Linear Model (GLM) procedure and the Analysis of Variance (ANOVA), have been employed to compare the mean occurrences of different NP types among different text categories. On the basis of quantitative analysis according to structural classification of NPs, the study finds that different NP types are identified as indicators to distinguish news from novels in ICE-SIN. Different NP types are further investigated according to a functional classification using a qualitative analysis. This qualitative analysis amplifies the result that different NP types are significant indicators to distinguish news from novels. The distribution patterns of different types of noun phrases reflect the underlying linguistic requirements or preferences of different genres with regard to their different generic characteristics and their social and communicative functions.

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Connections: analysis of social change and SFL methodology

This paper looks at one aspect of the relationship between SFL and the study of large and small scale data bases: different linguistic methodologies for the analysis of discourse. This focus reflects my interest in examining social change in the structuring in society; change in the control realized in, and by, national and institutional discourses; and in new forms of meaning in a postmodern world. These new forms both reflect, and participate in, the creation of changing social and economic relationships.

Examining the process of restructuring through the study of the discursive role in changing social practices is one of the purposes of this paper. The second is to root the analysis of social change in linguistic methodology. Work in critical discourse analysis along with other forms of discourse analysis has relied on a wide range of linguistic 'tools'. But there has been very little in depth discussion of the connections among analysis, tools and the SFL methodological framework. It seems timely to review and renew this connection by critically examining the literature and by proposing new approaches to the study of a wide variety of corpora within the framework of SFL.