

## ABDOLLAHZADEH

### ***Disciplinary and cultural variations: A generic and metatextual analysis***

**Presenter:** Esmaeel Abdollahzadeh

This study conducted a metatextual and move analysis of research articles by Anglo-American and Iranian academic writers in the field of applied linguistics. A representative sample of the introduction sections of seventy-three English academic research articles written by the two groups of writers was selected as the corpus of the study. The metatextual analysis compared the two groups of writers in their use of metatextual markers focusing on the subcategories of 'text connectives', 'code glosses', and 'illocution markers'. The generic analysis analyzed the move structure of the same introductions. The functional and statistical metatextual analysis revealed that the features of the texts by the two groups of writers are different and that there are significant discrepancies in their use of illocution markers, but not in text connectives, and code glosses. Moreover, the two groups of writers utilized these textual markers in the same hierarchical order. The preliminary move analysis (in progress) findings show that Iranian writers in applied linguistics tend to write introductions in which the main focus is on reviewing the items of previous research, and less attention is paid to indicating the research article structure. The implications of this study can be helpful in teaching composition, EFL writing instruction, and translation.

**Key words:** Rhetorics, Metatext, genre, move analysis, text connectives, code glosses, illocution markers, academic discourse, EFL writing, functional analysis.

## ADAMS and Orlandini

### ***Speaking to Write and Writing to Speak: A case study of University Students in Japan***

**Presenters:** Jonathon Adams and Andrea Orlandini.

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**Abstract:** To help students critique spoken and written texts within their dominant social contexts is stated as an important aspect of language language and literacy education (Burns, A. and Joyce, H., 1993. In S. McConnell and A. Treloar (eds), p. 58). In our context, initial investigations revealed a limited awareness of the differences between spoken and written texts; both how they differ in structure and they are interrelated. This is also reflected in textbooks being assigned to one skill and even teachers are assigned classroom roles which focus on either 'speaking' or 'writing' (Hyland, 2002; p.49).

There is a tendency for conversation to be perceived as trivial and that 'nothing happens' (Eggins, S. and Slade, D., 2006; p. 16). On the other hand, writing (and reading) are traditionally defined as a central aspect of literacy (Hyland, K., 2002; p. 53) and therefore, separate from spoken texts.

Our research question is: Can explicit instruction of the difference and interrelated nature of written and spoken texts be effectively applied in our context?

Using the social theory of language defined by Burns and Joyce (1993, in Hammond, Burns, Joyce, Brosnan and Gerot 1992, adapted from Callaghan and Rothery, 1998 cited in Burns, A. and Joyce, H., 1993; p.63) and their concept of the 'literacy event' as a way of identifying various spoken and written texts, we explicitly taught how spoken and written texts are structured differently and how they relate to each other in social contexts.

Students were introduced to a range of genres and, using a teaching-learning cycle (ibid.; p.63), to support and structure units of work. Activities were developed along a mode continuum to show the shifting relationships, similarities and differences in written and spoken discourse (Burns, A., Joyce, H. and Gollin, S., 1996; p.85).

**References:**

Burns, A. and Joyce, H., 1993

Burns, A., Joyce, H. and Gollin, S., 1996

Eggins, S. and Slade, D., 2006

Hyland, 2002

**Key terms:** social theory of language, spoken and written discourse, mode continuum, literacy event

## AKERJOLA

### *A Profile of Òkó Grammatical Voice*

**Presenter:** Ernest Akerjola

**Affiliation:** Macquarie University

**Abstract:** Grammatical Voice in traditional terms refers to the selection from active, passive and middle options. The variation in voice among these three in most languages depends on the functional roles of elements in the clause namely Participants (or Subjects and Complements) in relation to the verb. The VOICE System is vastly discussed, both in reference grammars of languages (see Downing and Locke, 2006; Sreedhar, 1980) and linguistic descriptions (see Halliday, 1995; Matthiessen, 1995; Martin 1992; Teruya, 1998). This paper will explore the VOICE system in Òkó particularly the choice of the "passive form" which perpetuates the Agent as the Beneficiary, as opposed to its customary function as Means (or Cause – Halliday, 1994: 167). A fundamental question is whether the phenomenon observed can be, indeed, described as the passive voice or whether it needs another functional descriptor. Òkó is a small group language spoken in Kogi State - the Middle Belt of - Nigeria, West Africa by a population of about 60,000 people. It belongs in the West-Benue group, of the Niger-Congo family. At present, the language exists only in the spoken mode.

#### References

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- Halliday, M.A.K. 1994. *An Introduction to Functional Grammar*. London: Edward Arnold.
- Sreedhar, M.V. (1980) *Sema Grammar*. Mysore: Central Institute of Indian Languages.
- Martin, J.R. 1992. *English Text: System and Structure*. Amsterdam: Benjamins.
- Matthiessen, C.M.I.M. 1995. *Lexicogrammatical Cartography: English Systems*. Tokyo, Taipei

and Dallas: International Language Science Publishers.

Teruya, K. 1998. *An Exploration into the World of Experience: A Systemic-Functional Interpretation of the Grammar of Japanese*. PhD Thesis, Macquarie University, Sydney.

## ALAMI

### *Systemic-Functional approach to Azeri Language*

**Name:** Manizheh Alami

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**Position:** Lecturer

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**Abstract:** Language is a social phenomenon. A means to exchange ideas, information and establish relationship with others. It is one of the outcomes of social life, so it grows, develops, changes and sometimes dies as other social phenomena do. In comparison with other social phenomena, since language is more stable, the changes that take place in it are gradual. Moreover, language is not restricted to a specific historical era or society. In fact, it deals with all the man's experimental, emotional and mental experiences during the history. There are over 3000 languages in the world and Turkish is one of them.

Turkish language is classified into 2 main dialects: Azeri and Istanbuli, whereas there are 3 script forms for it including: Arabic, Cyrillic and Latin. Arabic script is the oldest one. Azeri consists of 31 sounds classified into 9 vowels and 23 consonants. Having 9 vowels makes it one of the richest languages from the pronunciation point of view. One of the main features of Azeri vowels is that

the vowels of a word must belong to the same group, i.e. their place of articulation must be the same (either front or back).

Having wide range of verbs to express our emotions and feelings, to explain our attitudes, behavior and to give & demand goods & services makes Azeri a rich language. Azeri verbs are very flexible but this flexibility is rule-governed. The fact that Azeri is a "suffix-driven" language, makes it a typical

language. In fact there is no prefix in Azeri. In other words the productive nature of Azeri syntax is due to the variety of suffixes that attach to the end of third person singular imperative form of verb.

During the history because of political reasons, there has been not to say any but a few scientific studies on Azeri. This is the main reason why I adopt SF approach for analyzing my mother tongue. This study uses Halliday's 3 metafunctions as a tool to study different types of Azeri clauses including Yes/No interrogative, Wh-question and Declarative ones.

**Key Words:** Azeri `vowel- Azeri syntax- Systemic\_ Functional Grammar-Clause Yes/No interrogative- Wh-question- Declarative

## ALEXANDRE

***The metaphorical representation of portuguese linguists in their own words: critical discourse analysis of the grammatical metaphors in websites of linguistics research units***

**Presenter:** Marta Filipe Alexandre

**Affiliations:** University of Lisbon & Institute for Theoretical and Computational Linguistics, Portugal

**Abstract:** The data under analysis were collected from the websites of the linguistics research units in Portugal. In the texts found in these websites the units present themselves and their research groups to the general public.

I start with a description of some aspects of TRANSITIVITY, namely the types of Processes and Participants that are instantiated, and then focus on the Actor and Goal instantiations.

The analysis shows that the majority of the Actor and Goal instantiations are neither representations of the institution nor of the investigators, but grammatical metaphors. Through the unpacking of these grammatical metaphors, I will argue that what is being represented are actual aspects of the ways the linguists develop their research activity and of the ways the institution functions.

Moreover, I will conclude that these linguistically construed abstractions allow the exclusion of the real and responsible agents, therefore dehumanizing and impersonalizing linguistic research and research units.

### References:

Fairclough, N. 2003: *Analysing Discourse: Textual Analysis for Social Research*. London: Routledge.

Halliday, M.A.K. 2006: *The Language of Science*. London, New York: Continuum. Collected works of M. A. K. Halliday - edited by Jonathan J. Webster: volume 5.

Halliday, M.A.K. 2004: *An Introduction to Functional Grammar*. London: Hodder Arnold.

Martin, J. R. & Rose, D. 2002: *Working with Discourse: Meaning beyond the clause*. London: Continuum.

### Keyterms:

linguists, representation, discourse, grammatical metaphor, critical analysis.

## ANVARHAGHIGHI

***Patterns of correspondence, metafunctional shifts in translated text for James Joyce's Dubliners: A systemic Functional approach to source and target – text comparison***

**Presenter:** Anvarhaghighi, Mehrangiz

**Institution:** University College of Nabi Akram, Iran

**Abstract:** According to Halliday (2001) the way both linguists and translators interpret the general theory of translation they formulated, is different in that linguists are interested in studying "how thing are, ... and the relation between texts in translation." (Halliday, 2001:13) whereas translators study "how things ought to be."

In this paper, standing on the side of descriptively oriented SF linguists, I shall align a pair of target and source texts (i.e. Farsi translations of three short stories from James Joyce's Dubliner's – The Sisters, An Encounter, and Araby with their originals) and then within an overall SFL-based framework I shall analyze them.

The aim of such a text comparison is primarily to discover the patterns of correspondence between the texts and to explore the metafunctional orientation of TT that may give rise to some metafunctional shifts.

Among the issues that will also be addressed is the way source language can influence the target language and drive some language changes in “markedness”, directness and explicitness.

References:

Halliday, M.A.K (2001) Towards a theory of good translation. In Steiner and Yallop (Eds) (2001) *Exploring Translation and Multilingual Text Production: beyond content*. Berlin and New York: Mouton de Gruyter.

**Key words:** metafunctional shifts, correspondence, equivalence.

## ARMSTRONG and Mortensen

### ***Evaluative language in aphasia: The group therapy setting***

**Presenters:** Dr Elizabeth Armstrong and Dr Lynne Mortensen

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**Abstract:** The paper examines the ways in which individuals with aphasia communicate opinions and feelings via evaluative language (emotive words e.g. *bastard*, *hate*, *love*, *terrible*, *great*) and non-verbal resources (e.g. gesture, facial expression, and intonation). To date, it has been suggested that people with mild to moderately severe aphasia are able to use evaluative language to convey such meanings, but their abilities in this regard are more restricted than those of non-brain-damaged individuals (Armstrong & Ulatowska, 2007a, b). Only one study to date has looked at different patterns of evaluative language across different degrees of aphasia severity (Olness & Matteson, 2007). In addition, studies to date have primarily examined monologic discourse. The data for this study were collected during a

conversation treatment group consisting of five participants with aphasia. The analysis used is based on Appraisal theory (Martin & White, 2005). The paper discusses the patterns of skills observed as well as clinical implications for working with people with aphasia on emotional meanings.

### **References:**

Armstrong, E. (2005). Expressing opinions and feelings in aphasia: Linguistic options. *Aphasiology*, 19(3/5), 285-296.

Armstrong, E., & Ulatowska, H. K. (2007). Stroke stories: Conveying emotive experiences in aphasia. In M. Ball, & J. S Damico (Eds.), *Clinical Aphasiology – Future Directions*, Festschrift for Professor Chris Code. Psychology Press.

Armstrong, E., & Ulatowska, H. K. (2007). Stroke stories: The aphasia experience. *Aphasiology*, 21, 763-774.

Martin, J. R., & White, P. R. R. (2005). *The Language of Evaluation, Appraisal in English*, Palgrave Macmillan, London & New York

Olness, G., & Matteson, S. (2008). *Expression of one's point of view by universal means: Narrative evaluation in language dissolution*. Poster presented at the Georgetown University Round Table 2008.

Key terms: aphasia, Appraisal, evaluative language, stroke

## BÁRCENA and Rodríguez-Arancón

### ***Integrating Systemic Functional Linguistics in the Common European Framework of Reference for Languages: Learning, Teaching, Assessment for an intelligent CALL environment***

**Presenters:** Elena Bárcena and Pilar Rodríguez-Arancón

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**Aim:** The aim of this talk is to present the ongoing work of the ATLAS (Artificial Intelligence Techniques for Linguistic Applications) research group to develop a linguistic formalism based upon the Systemic-Functional approach integrated with the notional-functional syllabus model of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (Council of Europe, 2001), in order to compensate for the theoretical limitations that have been identified in the former (Read et al., 2006).

The research presented here is based on mainstream Systemic Functional Linguistics (Halliday, 1985; Eggins, 1994; Martínez Lirola, 2007).

This paper explores the optimal ways to complement face-to-face English language classes by innovative ICALL (Intelligent Computer Assisted Language Learning) software. The software uses a cognitive and social constructivist pedagogic framework to enable individual and collaborative learning, using a linguistic formalism based upon the Systemic-Functional approach integrated with the notional-functional syllabus model from The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (henceforth, CEFR; Council of Europe, 2001).

The CEFR has been adopted, among other reasons, because it offers a way to structure the knowledge and skills required in second language learning in a way which is coherent with the constructivist paradigm, following official European Union recommendations. However, after acknowledging some of the criticism on this document (Bausch et al., 2002; Komorowska, 2004; Morrow, 2004), it is claimed here that the solution is to be searched for within Linguistic Theory, a somewhat controversial premise. Specifically, the claim is that Systemic Functional Theory contains the necessary elements to develop a discourse model that can account for the interpersonal negotiation in communication and thus be used as the linguistic basis for an eminently pragmatic language course specification (Melrose, 1991; Polias and Dare, 2006). Given the Systemic-Functional model, it is possible to integrate its concepts and ideas with those of the CEFR in order to build complete and equivalent syllabi for

foreign languages, considering the sociocultural motivation of common interactions, the negotiation processes of meaning, and the role of communicative functions, to which the most formal and organizational aspects of language are subservient.

## References:

- Bausch, K.R., H. Christ and F.G. Königs (eds.). 2002. *Der Gemeinsame europäische Referenzrahmen für Sprachen in der Diskussion*. Tübingen: Gunter Narr Verlag.
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- Melrose, R. 1991. *The Communicative Syllabus: A Systemic-Functional Approach to Language Teaching*. London: Pinter.
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- Key Terms:** Systemic Functional Linguistics, Communicative Syllabus, Common European

Framework of Reference for Languages:  
Learning, Teaching, Assessment, Intelligent  
Computer-Assisted Language Learning.

## BARTLETT

### ***The Treatment of Agency in the Cardiff and Sydney Dialects of SFL: Competition or Collaboration?***

**Presenter:** Tom Bartlett

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**Abstract:** The Cardiff and Sydney 'dialects'  
of SFL take different approaches to the  
labelling of Participant Roles (PRs), particularly  
in the area of agency. Three crucial  
differences in this area are:

(i) Sydney treats agency differently in  
transitive processes, where the 'doer' is  
labelled as Actor (Halliday and Matthiessen  
2004:56), and in causative processes, where  
the 'causer' is labelled Initiator (Halliday and  
Matthiessen 2004:300); Cardiff, on the other  
hand, sees the participant's role as essentially  
the same in both these process types  
(Fawcett *forthcoming*);

(ii) Sydney adopts an alternative 'ergative'  
analysis of transitivity that involves one  
participant as Agent when the process 'is  
represented as engendered from outside'  
(Halliday and Matthiessen 2004:290);

(iii) Cardiff treats many three-participant  
mental and relational processes as involving  
an Agent and a compound-labelled Affected  
as a means of showing simultaneously the  
change of state undergone by the Affected  
(e.g. Af-Cog or Af-Ca) and the fact that an  
outside Agent was responsible for this change  
(Fawcett *forthcoming*).

This paper starts by considering the effects of  
these different approaches on discourse  
analytical uses of transitivity, comparing  
Halliday's analysis of *The Silver Text* (Halliday  
1994) with a Cardiff-based analysis. In this  
way I hope to show that each approach  
contributes in different ways to a fuller  
understanding of the text as a social act and  
suggest therefore that features from both the

Cardiff and Sydney Grammars might usefully  
be combined in such work.

Further, given the social and functional  
perspectives on grammar that underlie both  
Cardiff and Sydney, I suggest that if the two  
approaches combine to provide a richer  
understanding at discourse level, then this  
should reflect the fact that they can be  
combined to provide a fuller understanding  
of process types and PRs at clause level. In  
this respect, the two systems should not be  
seen as generating alternative and mutually  
exclusive labels but as focusing on different  
aspects of participation that can and should  
be integrated to provide more delicate  
descriptions of process types in the direction  
of lexis as most delicate grammar.

#### **References:**

Fawcett, R. *Forthcoming*. *The Functional  
Semantics Handbook: Analyzing English at the  
Level of Meaning*. London: Equinox.

Halliday, M.A.K. 1994. *An Introduction to  
Functional Grammar* (2<sup>nd</sup> edition). London:  
Arnold.

Halliday, M.A.K. and Matthiessen, C.M.I.M.  
2004. *An Introduction to Functional  
Grammar* (3<sup>rd</sup> edition). London: Hodder  
Arnold.

Key Terms: Cardiff Grammar, Sydney  
Grammar, Participant Roles, agency

## BARTSCH

### ***Lexico-grammatical patterns and collocations in scientific text***

**Presenter:** Sabine Bartsch,

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**Abstract:** Studies of scientific text tend to  
focus on those items that are deemed to ed  
convey information regarding scientific  
concepts, i.e. the focus of frequently on the  
nouns. In light of the observation that  
nominalisation is highly in indicative of  
scientific writing and that nominal forms are

found with notable frequency in scientific text, nouns have received a lot of due attention. Yet, it is indisputable that verbs are likewise central to the linguistic construal of scientific meaning, especially in view of the fact that verbs typically establish the relations between concepts denoted by nouns (cf. Hallid Halliday, Martin ay, 1993). A central issue that arises in this context concerns the realisation of process types by domains specific verbs and their characteristic participants which are often realized by a highly selective set of lexical items (e.g. 'to cure a layer', 'die', 'Kante wird angefast').

This paper presents a study of characteristic collocations (Bartsch 2004) within the lexico-grammatical patterns (cf. Hunston, Francis 2000) of domain-specific verbs in two corpora of English and German scientific text. The focus of the paper is on the contribution of this set of domain-specific verbs to the construal of scientific meaning based on a study of their characteristic lexical and grammatical patterns.

#### References:

Bartsch, S. 2004. 04. *Structural and functional properties of collocational collocations in English. A corpus study of lexical and pragmatic constraints on lexical co-occurrence*. Tübingen, Verlag Gunter Narr.

Halliday, MAK, J.R. Martin. 1993. *Writing Science. Literacy and Discursive Power*. London, Washington, D.C.: The Falmer Press.

Hunston, S., G. Francis. 2000. *Pattern Grammar: A corpus-driven approach to the lexical grammar of English*. Amsterdam: Benjamins.

## BARTSCH and Teich COLLOQUIUM

### SFL Corpus and Computing Colloquium

**Convenors:** Sabine Bartsch and Elke Teich, Affiliations: Technische Universität Darmstadt, Department of Linguistics and Literary Studies, English Linguistics, Darmstadt, Germany,

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Presenters: Maria Herke, University, Department of Linguistics, Sydney, Australia, e-mail: [maria.herke@ling.mq.edu.au](mailto:maria.herke@ling.mq.edu.au), [http://www.ling.mq.edu.au/about/staff/herke\\_maria/index.html](http://www.ling.mq.edu.au/about/staff/herke_maria/index.html)

Mick O'Donnell, Universidad Autónoma de Madrid, Informatics Department, Madrid, Spain, e-mail: [micko@wagsoft.com](mailto:micko@wagsoft.com), URL: <http://arantxa.ii.uam.es/~modonnel/>, <http://www.wagsoft.com>

Canzhong Wu, Macquarie University, Department of Linguistics, Sydney, Australia, e-mail: [canzhong.wu@ling.mq.edu.au](mailto:canzhong.wu@ling.mq.edu.au), URL: [http://www.ling.mq.edu.au/about/staff/wu\\_canzhong/index.html](http://www.ling.mq.edu.au/about/staff/wu_canzhong/index.html)

| Time  | Duration | Activities / presentations                              | Presenter      |
|-------|----------|---------------------------------------------------------|----------------|
| 00:00 | 45       | C1 Opening talk: SFL methodology                        | Elke Teich     |
| 00:45 | 30       | C2 Corpus-based SFL: corpora and annotations            | Sabine Bartsch |
| 01:15 | 15       | SHORT BREAK                                             |                |
| 01:30 | 30       | C3 Tools for sustainable SFL language resources         | Mick O'Donnell |
| 02:00 | 30       | C4 Tools for multilingual / translation research in SFL | Canzhong Wu    |
| 02:30 | 30       | C5 Corpus-based SFL research                            | Maria Herke    |
| 03:30 | 30       | C6 Wrap-up: final discussion                            | panel (all)    |

**Abstract:** The aim of this colloquium is to support and continue recent discussion within the SFL community concerning questions of the intersection of SFL theory and modern flavours of empirical methodology as are embodied by corpus-based, computer-aided empirical methodology.

The colloquium is to be seen in the broader context of discussions within the SFL community pertaining to the inherently empirical orientation of SFL. These issues appear to be especially important in the light of developments in corpus and computational linguistics in the past 20 years.

This colloquium is furthermore situated in the context of the Initiative for A Repository of SFL Resources (IRSFL) organised by the Halliday Centre, City University of Hong Kong, the Department of Linguistics at

Macquarie University, Sydney, Australia and the Department of Linguistics and Literary Studies at Technische Universität Darmstadt, Germany. This initiative is subdivided into three intersecting initiatives which are going to be addressed in this workshop:

SFL text archive (Christian Matthiessen, Macquarie, Sydney),

SFL text annotation/corpora (Maria Herke, Macquarie University, Sydney), and

SFL tool infrastructure (Elke Teich, TU Darmstadt)

In the light of a broader re-orientation of linguistics towards empirical approaches, recent discussions within the SFL community have begun to evaluate the possibility of devising modern corpus and computational methods for SFL as well as developing the respective SFL resources such as text archives, SFL annotated corpora and tools for SFL data processing. The development of such resources, due to the requirements posed by different researcher interests and the effort involved is a community task which requires agreement on the nature of the resources in terms of coverage, diversity and standards enabling exchange and comparability of data.

### **Presentation: Body Description of the main part of the presentation**

From its inception, SFL has been empirical in orientation. This orientation becomes evident in the wealth of individual studies of linguistic data (see e.g. Hasan's (1986) work on mother-child language, Martin's research, as well as studies of individual languages other than English such as Caffarel on French and Teruya on Japanese). Yet, while the value of these in-depth qualitative studies and descriptions based on SFL theory cannot be estimated high enough, one drawback of a methodological approach focused on highly individual studies of data is that this data is often private or proprietary in nature, but at any rate not made available to a wider community. The data does thus not become accessible for inspection or analysis by other members of the research community, but is only indirectly presented through paper or book publications.

The aim of this colloquium is to help promote discussion and commitment within

the SFL community concerning the compilation of text archives covering the multitude of languages beyond English to which SFL is applied especially in recent years as well as the establishment of standardised formats of corpus compilation and annotation which help ensure the exchange of annotated resources. A central prerequisite for these efforts is addressed and promoted by the third area of concern of this colloquium, the development and establishment of tools suitable for the work of a wider SFL community. To this end, the colloquium is comprised of talks presenting current trends in corpus-based SFL research and reporting on experience from corpus-based research within an SFL framework. To complement this program, the colloquium invites contributions to the discussion within the colloquium from SF linguists who are either working within a corpus-driven or computational linguistic framework, have been involved in the collection of text archives or have experience in the systematic compilation and annotation of SFL resources.

### **Presentation: References List of references cited in the abstract**

Caffarel, Alice. (2006). *A systemic functional interpretation of French grammar: from grammar to discourse*. Continuum Publishing: London.

Halliday, M.A.K. (1996). On Grammar and Grammatics. In R. Hasan, C. Cloran, D. Butt (eds.), *Functional Descriptions Theory in Practice*. Amsterdam: John Benjamins. p. 24 ff.

Hasan, Ruqaiya. (1986). 'The ontogenesis of ideology: an interpretation of mother child talk'. In: Terry Threadgold, E.A. Grosz, Gunther Kress and M.A.K. Halliday (eds.) *Language, Semiotics, Ideology*. (Sydney Studies in Society and Culture 3). The Sydney Association for Studies in Society and Culture. pp.125-146.

Teruya, Kazuhiro. (2006). *A Systemic Functional Grammar of Japanese*. Continuum Publishing: London.

Thompson, Geoff, Susan Hunston. (eds.) (2006). *System and Corpus: Exploring Connections*. London: Equinox.

**Key terms** **Key terms identifying the field(s) of presentation:** SFL, corpus linguistics, corpora, annotation, tools



## Abstracts from the convenors of the

|                                                         |                |
|---------------------------------------------------------|----------------|
| C1 Opening talk: SFL methodology                        | Elke Teich     |
| C2 Corpus-based SFL: corpora and annotations            | Sabine Bartsch |
| C3 Tools for sustainable SFL language resources         | Mick O'Donnell |
| C4 Tools for multilingual / translation research in SFL | Canzhong Wu    |
| C5 Corpus-based SFL research                            | Maria Herke    |

proposed colloquium

### **C1 SFL Methodology**

#### ***From (no) hypothesis to analysis and interpretation: a data-based, theory-driven methodology***

**Presenter:** Elke Teich

**Abstract:** The paper describes possible corpus-based analysis designs in the context of Systemic Functional Linguistics. I discuss two starting positions: (a) there is an initial hypothesis, and (b) there is no particular initial hypothesis. Depending on the starting position, there are different methods of data exploration/analysis, which will be introduced in the paper. Finally, the necessary computational tools to carry out SFL-driven corpus analyses will be discussed.

### **C2 Corpus-based SFL: corpora and annotations**

#### ***Corpus-based SFL: A proposal for corpora and annotations***

**Presenter:** Sabine Bartsch

**Abstract:** Despite being inherently empirical in orientation, SFL has not yet fully begun to explore the possibilities offered through recent advances in corpus and computational linguistics, especially corpora annotated to cater for specific research questions. This paper investigates current corpus and annotation designs and attempts to show which types of corpus design and annotation may be suitable for the research questions addressed by SFL.

The paper takes as its vantage point a subset of research questions typically addressed by systemic functional linguistics and explores

the desiderates to the construction and annotation of corpora suitable in order to explore these questions by means of conventional and computational approaches.

### **C3 Tools for sustainable SFL language resources**

#### ***Automating SFL Annotation: what we can do, what is left to do***

**Presenter:** Mick O'Donnell

**Abstract:** SFL currently lacks reliable parsers for systemic grammars, and other areas of SFL are even more out of reach (appraisal analysis, aspects of discourse analysis). However, some aspects of SFL annotation can be automated. Given the degree of error in this annotation, such automatic annotation processes need to be embedded within a user interface which allows a human to correct the annotation. This paper will explore some of the efforts at automatic annotation of text from an SFL perspective, and how it can be integrated into manual annotation tools to allow correction.

### **C4 Tools for multilingual research in SFL**

**Abstract:** **Presenter:** Canzhong Wu

Multilingual studies has started to emerge as a new research field for investigating related but traditionally mutually insulated areas such as translation, language typology, second language learning and bilingualism. This paper examines the various tools available in these areas, and explores how they contribute to this emerging field in the context of systemic functional linguistics.

### **C5 Corpus-based SFL research**

**Presenter:** Maria Herke

Email: maria.herke@ling.mq.edu.au

**Abstract:** The aim of this paper is to demonstrate the way in which sfl-guided corpus analysis provides a complementary and quantitative perspective to the analysis of two types of corpora collected from the Emergency Departments of public teaching hospitals in NSW.

The paper will present a computationally-assisted analysis of audio-recorded spoken

data from the Emergency Departments of NSW teaching hospitals. The analysis is part of a major ARC study investigating the communication between patients and clinicians in the emergency departments of 5 teaching hospitals in and near Sydney, Australia, over a three-year period. The study is describing, mapping and analysing communication encounters in order to identify features of both successful and unsuccessful encounters. It is also seeking to identify the cultural, linguistic and other demographic factors that contribute to both breakdowns and successes of therapeutic communication.

This research project has yielded high volumes of rich data which we are analysing both qualitatively and quantitatively.

This paper will demonstrate the way in which computational tools have enabled a complementary perspective on our large data collections. Our corpora to date consist of interviews with a cross-section of 64 clinical staff and more than 46 audio-recorded patient interactions, a number not possible to analyse manually. This paper will provide a snapshot of some of the insights we have been able to achieve by using a computational tool to analyse large volumes of both patient consultation and staff interview data. While a number of computational tools have been applied to the analysis, this presentation will focus on the perspectives yielded by SysConc, a tool developed at Macquarie University by Canzhong Wu & Christian Matthiessen.

Eggs, S. & Slade, Diana (1997) *Analysing Casual Conversation*. London: Cassell.

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

Halliday, M.A.K. & Matthiessen, C.M.I.M. (1999). *Construing experience through meaning: a language-based approach to cognition*. London: Cassell.

Halliday, M. A. K. & C.M.I.M. Matthiessen (2004) *An Introduction To Functional Grammar* (3rd ed). London: Edward Arnold.

Herke, Maria A. (2006) *SFL, Corpus and the Consumers: Exploring Theoretical and*

*Technological Potential*. PhD thesis, Division of linguistics and psychology, Macquarie University.

Slade, D., Scheeres, H., Manidis, M., Matthiessen, C.M.I.M., Iedema, R., Herke, M., et al. (in press). Emergency Communication: The discursive challenges facing emergency clinicians and patients in hospital emergency departments. *Discourse & Communication*, 2(3).

Key Terms: corpus; tools; health communication; emergency departments; spoken interactions; multi-stratal; metafunction; context; semantics; lexicogrammar

## BATH

### **Title: *The Migrant Voice in Voices Around the World***

Presenter: Gursimran Bath,

**Affiliation:** Department of English, Guru Nanak Dev University, Amritsar, Punjab, India

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[rdcrmo@riverland.net.au](mailto:rdcrmo@riverland.net.au)

**Abstract:** Human migration is a world wide phenomenon whose dynamics have changed in the last decade. Migrating for economic reasons has given way to migration for a better quality of life– whether through education, skills recognition or for humanitarian reasons. The basic functions of language are -making sense of our experience and acting out our social relationship (see Halliday and Matthiessen, 2004 :). Whenever we use language there is something else going on. While construing language is always also enacting: enacting our personal and social relationships with the other people around us (see Halliday, Matthiessen, 2004). Though the changes in language of a migrant might be well documented, it is interesting to study further what a migrant actually means when he interacts with a native speaker of the language and what he means when he has a similar interaction with another migrant in their adopted language. The language shift in the language user is fascinating to see in the context of the migrant's background. I wish to discuss the forces at play, behind a migrant's speech.

In this talk I would present the semantic and semiotic value of language of those migrant users of English who are proficient in the use of their second language and those who are still learning it to become a part of the mainstream.

#### References:

Halliday, M.A.K and Matthiessen, Christian M.I.M. 2004. *An Introduction to Functional Grammar*. London: Edward Arnold.

## BEDNAREK

### ***Emotion talk and emotional talk: Approaches to language and emotion in SFL and beyond***

**Presenter:** Monika Bednarek, University of Technology, Sydney

**Affiliation:** Faculty of Education, Building 10, 235 Jones Street, Broadway 2007

Email: [mb399@yahoo.co.uk](mailto:mb399@yahoo.co.uk)

**Abstract:** Although it may seem that the topic of language and emotion has been sadly neglected in linguistics, there now exists in fact a great variety of research on this topic. In this paper I shall give an overview of approaches to language and emotion in SFL and beyond, using examples from authentic discourse, and showing how these approaches can usefully cross-fertilise each other. A principle distinction can be made between *emotion talk* and *emotional talk* (Bednarek 2008). *Emotion talk* is constituted by expressions that denote affect/emotion, for example *love, hate, joy, envy, sad, mad, enjoy, dislike* and so on (as well as fixed expressions such as *He had a broken heart*). *Emotional talk* relates to constituents (linguistic and non-linguistic) that conventionally express or signal affect/emotion (e.g. interjections, intensification, expletives). More specifically, I am going to relate systemic-functional Appraisal theory (Martin & White 2005) to cognitive and psychological approaches, as there is a long tradition of emotion research in these disciplines. In this respect, this paper aims to account for language both as a cognitive and as a social phenomenon, and is a contribution to the recently begun discussion of connections between functional

approaches and cognitive research (González-García & Butler 2006).

#### References

Bednarek, M. 2008. *Emotion Talk across Corpora*. Houndmills/New York: Palgrave Macmillan.

González-García, F. & C.S. Butler 2006. "Mapping functional-cognitive space". *Annual Review of Cognitive Linguistics* 4: 39-96.

Martin, J.R. & P.R.R. White 2005. *The Language of Evaluation: Appraisal in English*. Houndmills/New York: Palgrave Macmillan.

## BERAZHNY – 1

### ***Construing an Airline Destination: English Clause in a Network***

**Presenter:** Ivan Berazhny

**Affiliation:** English Department, University of Helsinki, Finland

Email: [ivan.berazhny@helsinki.fi](mailto:ivan.berazhny@helsinki.fi)

**Abstract:** Airlines and other stakeholders in Travel and Tourism industry advertise cities on board passenger flights, particularly through in-flight publications. These texts seem to share the kinds of meaning-making they embody and the life-styles that they encourage. The tools of text analysis offered by systemic-functional theory can capture and measure these meanings, i.e. the ways in which linguistic choices of writers and editors contribute to travellers' awareness of advertised destinations. For instance, the analysis of ideational meanings can show how texts set experiential sense of a destination; the analysis of interpersonal meanings can inform about various degrees of assumption that the authors rely on in advertising; and the analysis of textual meanings can show how textual prominence becomes relevant in highlighting certain bits of information. Systemic functional tools also allow seeing systematic preferences in meaning-making choices on a deeper level, where meanings can be modelled into 'voices' – ideological discourses that readers engage with. Some of such voices, as several in-flight publications suggest, can be described as the voices of consumerism and/or sustainability. By exploring how texts construe airline destinations, systemic functional research can

make public more aware of the existing ideologies and contribute to making destinations a safer and fairer environment.

## BERAZHNY – 2

**Russian Poems and their English Translations: Is there crime in a rhyme? Is there reason in rhythm? Is metaphor a poem's core?**

**Presenter:** Ivan Berazhny

**Affiliation:** English Department, University of Helsinki, Finland

Email [ivan.berazhny@helsinki.fi](mailto:ivan.berazhny@helsinki.fi)

**Abstract:** This paper will show how both the practitioners (poets and translators) and those philologists who are dealing with challenges in poetry translation can apply systemic functional theory and allow for more concordance between the original poetic texts in Russian and the text of English translation. Despite the differences between these languages, the paper will outline why the task of translating Russian poetry into English should not be perceived as a permissive one. Instead, the paper will argue that the translator's stance towards Russian poetry should be that of a linguist and that of a poet. Rhyming, rhythm, phonetic symbolism, and metaphors in the original poem should not be approached as expendable constraints but rather as the material for linguistic analysis and as guidelines for the translator's own poetic creativity. The presenter's own translation will be used as an example.

### Reference:

Halliday, M.A.K., and Matthiessen, C.M.I.M., 2006, *Construing Experience through Meaning. A Language-based Approach to Cognition*. London, New York: Continuum

Halliday, M.A.K., and Matthiessen, C.M.I.M., 2004, *An Introduction to Functional Grammar* (Third Edition). London: Arnold.

Halliday, M.A.K. 2002, *Linguistic Studies of Text and Discourse. Collected Works of M.A.K. Halliday vol. 2*. London, New York: Continuum

Bakhtin, Mikhail, 2000, *Avtor I Geroi*. St. Petersburg: Azbuka

Tsvetaeva M., 2003, *Lubvi Starinnye Tumany*. Moscow: Eksmo

## BIASE-DYSON

**Two Characters in Search of an Ending: A Linguistic Approach to an Ancient Egyptian Story.**

**Presenter:** Camilla Di Biase-Dyson

**Affiliation:** Department of Ancient History, Macquarie University

**Email:** [camilla.dibiasedyson@gmail.com](mailto:camilla.dibiasedyson@gmail.com)

**Abstract:** This paper discusses characterisation in the ancient Egyptian 'historical narrative' *The Quarrel of Apophis and Seqenenre* and argues that a systemic functional analysis is useful for understanding both the story and its characters. Since character development is linked to plot, the story's missing ending has prevented a satisfactory analysis. Given the story's setting during the Egyptian 'wars of liberation', many scholars have extrapolated an historical ending, in which the Hyksos ruler Apophis' ridiculous demands lead to the Egyptian ruler Seqenenre's retaliation, which began the reconquest of northern Egypt. These ideas impact on the way scholars portray the characters.

In order to better understand the characterisation of these two rulers, I have analysed the text using systemic functional linguistics. This method studies patterns of transitivity, mood and modality and the distribution of theme and rheme across the clauses that initiate episodes. Lexical features, like the protagonists' titles, shall also be noted.

This analysis reveals the humorous qualities of the text by presenting the characters as the opposite of what we expect. Seqenenre's actions and words portray someone who is inactive, who receives rather than gives commands, and who asks questions rather than makes statements. Apophis, on the other hand, is consummately active, makes decisions and issues commands. His active role is corroborated by the theme/rheme analysis and well as the lexical study. By demonstrating that the text is a parody, a linguistic method helps us both understand

the characters and test hypotheses about the plot's trajectory.

#### **Presentation References:**

Halliday, M.A.K. 2004: *An Introduction to Systemic Functional Grammar*, Third Edition. London: Arnold.

Loprieno, A. 1988: *Topos und Mimesis. Zum Ausländer in der ägyptischen Literatur*. Wiesbaden: Otto Harrassowitz Verlag [Ägyptologische Abhandlungen 48].

Sweeney, D. 2002: Gender and Conversational Tactics in *The Contendings of Horus and Seth*. *Journal of Egyptian Archaeology* 88: 141-162.

Winand, J. 2006: *Tense et aspect en égyptien. Une approche sémantique*. Leiden: Brill [Probleme der Ägyptologie 25].

## **BOCCIA**

### ***The Abstract and the Introduction sections to research articles: exploring how appraisal meanings are instantiated***

**Presenter:** Cristina Boccia

**Affiliation:** Universidad Nacional de Cuyo – Mendoza Argentina

**Email:** cristinaboccia@gmail.com

**Abstract:** The aim of this paper is to explore the relationship between the *Background* section of the *Abstract* in a research article in the *New England Journal of Medicine* and the *Introduction* to the article in terms of the Appraisal values (Martin and White, 2005; Hood and Martin, 2005) that operate in each, mainly from the perspective of instantiation (Halliday and Matthiessen, 2004; Martin and White, 2005). I will address questions concerning the meanings that are instantiated from the full evaluative potential, how they tend to co-pattern and how much Appraisal semantics they *commit* (Martin, to appear; Hood, to appear). In the light of this analysis I will consider the relationship between these texts and the rhetorical effects that each pursues. This study draws upon and seeks to contribute to recent SFL research on instantiation that focuses on the ways in which meanings in texts that are related are mobilized and on the ways that

meanings are instantiated within a text as it unfolds (Martin, to appear and in press; Hood, to appear).

Halliday, M. A. K. & C. M. I. M. Matthiessen (2004) *An Introduction to Functional Grammar* (3<sup>rd</sup> edition) London: Arnold.

Hood, S. (to appear) Summary writing in academic contexts: Implicating meaning in processes of change. [submitted to *Linguistics and Education*].

Hood, S and J. R. Martin (2005) Invoking attitude: the play of graduation in appraising discourse. In R. Hasan, C. M. I. M. Matthiessen and J. Webster (eds.) *Continuing Discourse on Language*. London: Equinox.

Martin, J. R. (to appear) Tenderness: realisation and individuation in a Botswanan town. N. Knight & A. Mahboob (eds.) London: Cambridge.

Martin, J. R. (in press) Genre, ideology and intertextuality: a systemic functional perspective. *Linguistics and the Human Sciences* (Special Issue on Genre edited by J. Bateman).

Martin, J. R. and White, P. R. R. (2005) *The Language of Evaluation: Appraisal in English*. London: Palgrave.

## **BOWCHER-VERVENNE**

### ***Assessing the Concerns of the Client: An Analysis of an Extract from a "Reasons for Decision" Document.***

**Presenter:** Wendy L. Bowcher-Vervenne

**Affiliation:** Atlas Investigative Services Pty Ltd, Katoomba

**Email:** [wendy@atlasinvest.com.au](mailto:wendy@atlasinvest.com.au)

**Abstract:** This paper reports on an analysis of an extract from a "Reasons for Decision" document of the Ontario Supreme Court of Justice, Canada. The Reasons for Decision from which the extract derives concerns a complaint by a client over the billing practices of a lawyer. The focus of the extract is the assessment officer's evaluation of what he sees as four concerns of the client. In each of the four concerns, the assessment officer

concludes that the solicitor did not do anything wrong.

While making reference to the notion of cohesive harmony (Hasan 1985, 1995), the main analytical focus in this paper is on Theme and lexical cohesion, which play a key role in realizing the 'texture' of discourse – the degree to which a text is coherent, or 'makes sense' to us (Halliday 1994; Hasan 1985). Some questions explored in this presentation are: How does the assessment officer construct his evaluation of the concerns of the client? To what degree does the text present a coherent argument in favour of the solicitor? How is this coherence achieved? In what ways is the text not coherent? What features of the context of situation are illuminated by the linguistic choices made in this extract?

Several findings of the analysis are presented. For instance, the analysis shows that as the extract unfolds lexical choices concerning the client and her actions become more and more negative and emotive while those concerning the solicitor remain neutral and/or positive. The analysis also reveals that parts of the extract are organised around the assessment officer's attempts to appear sympathetic to the client while criticising her perceptions, beliefs, and actions. Another feature of the text is the use of various linguistic devices to mitigate criticism of the solicitor or to deflect criticism away from the solicitor. In terms of the overall organisation of the extract, there are several Themes which act as overt text organising devices. Interestingly, while these serve to organise the text itself, they are not necessarily supported by the internal details of the text, thus contributing to the degree of incoherence in the text.

Consideration is made of the relationship between features of the context (and cotext) which motivate the assessment officer to organize this part of his argument in the way that he does, thus bringing into view the relationship between context and texture through this analysis. Considering the consequences that arise from decisions handed down in a legal situation, the presentation makes reference to possible implications of such an analysis for decisions made in favour of one party over another.

## References

- Halliday, M.A.K. (1994) *An Introduction to Functional Grammar*. London: Edward Arnold.
- Hasan, R. (1985) Part B. In M.A.K. Halliday & R. Hasan, *Language, Context, and Text: Aspects of language in a social-semiotic perspective*. Deakin University Press. (52-118).
- Hasan, R. (1995) The Conception of Context in Text. In P. Fries & M. Gregory (eds.) *Discourse in Society: Systemic Functional Perspectives: Meaning and Choice in Language: Studies for Michael Halliday*. Norwood, NJ: Ablex. (183-283).

**Key Terms:** Theme, lexical cohesion, coherence, cohesive harmony, legal discourse.

## BUTT

### **....“mysterious butterflies of the soul”? One linguistic perspective on the efficacy of meaning in the ‘mind-brain’ system**

**Presenter:** David G. Butt

**Affiliation:** Centre for Language in Social Life, Macquarie University

**Abstract:** There are many indices—scientific; philosophical; sociological; and medical—which confirm what many of us might attest to from personal experience: namely, that ‘forms’ of language have the potential to restore well being to individuals whose mental health has been compromised, or perturbed. My discussion here is a linguistic enquiry into that widely recognised potential.

In particular, my focus is on what semiotic relations can be regarded as most consequential for maintaining, and restoring, well being in the “mind-brain system”. Adopting this “systemic” perspective, and its relatively depersonalizing idiom, means that metaphors like “homeostasis” and “balance” are entrained, along with “volatility” and “break-down” (ie. there is a semantic prosody of terms from engineering and chemistry). My method is, in fact, not to proscribe any terms from the outset—viz. I will not reject figures of speech for being, say, too mechanistic, or reductionist, or, for that matter, too metaphysical, or too subjective.

It is interesting to note, for example, how some terms do service in more than one referential domain: of the technical terms just cited, three (ie. balance, volatility, breakdown) are central to the way mental health is discussed in quotidian (non-technical) contexts.

My aim is to evaluate as wide a range as possible of the things people do semiotically to restore another's health AND also of the things they say they are doing—their meta-semiotic or theoretical formulation of what is going on.

My depiction of what people do semiotically will be articulated in a familiar fashion (well, familiar for those working in systemic functional linguistics). I will describe the semiotics of our data using the dimensions of functional linguistics developed by M.A.K. Halliday, namely: metafunction; stratification; instantiation; axis; rank; historical series; and corpus validation. These supply a co-ordinate system—dimensions or parameters—by which one can give most linguistic phenomena a reliable “semiotic address”. Such clear calibration of analytic activity means one is less likely to blur valuable distinctions.

Not so familiar will be my statements of extended linguistic purpose: While the projects and theories from which I draw are centrally concerned with putting linguistic tools at the service of mental health experts—psychotherapists; psychiatrists; counsellors; and (possibly) neuroscientists—I will be working my way to an additional purpose, the inverse of what you might have expected.

At the core of this enquiry is a challenge to me as a linguist (I am trusting you too may share it): Given what comes to light in answering our question about meaning and ‘well being’, how might we modify our linguistic theories and practices to better align linguistics with our developing understanding of sciences of mind and brain. Of particular significance is the experience of values, which has become the last remaining (though still equivocal) redoubt of the peculiarly human!

## BUTT, Moore and Henderson-Brookes COLLOQUIUM

### *Language and well-being in the mind-brain system*

**Convenors:** David G. Butt; Alison R. Moore, Caroline Henderson-Brookes

Centre for Language in Social Life, Linguistics  
Macquarie University, Sydney Australia

**Abstract:** This colloquium sets out by examining the concept of a mind-brain system and the place of human language in the organisation and maintenance of such a system. This issue will be addressed by both linguists and specialists in medical and brain research.

We then consider this ‘system’ through various forms of breakdown – as a result of physical trauma; and then, more centrally for this colloquium, as a result of psychological/emotional trauma. Our aim at this point is to review briefly the work in Systemic Functional Linguistics which has contributed to the characterisation of these forms of trauma, that is from the perspectives of behaviour, communication, and how meanings are made under the conditions of trauma.

In a third move, we will turn specifically to work in psychotherapy and psychiatry to explore the potential for future collaborations between linguistics and psychotherapists in describing the restoration of mental well being (or at least beneficial changes) in the mind – brain system. Particular consideration will be given here to how we might invoke the “self” and the structures of interpersonal meaning in different forms of conversation, including conversation with one's self.

Given that psychotherapeutic treatments primarily occur in language, how can we make our understanding of the relationship between interactional change and therapeutic progress more explicit, so that it can be available for scrutiny in research and training? And what arguments from the meanings exchanged can count as evidence of progress for any given treatment model?

Under the theme of *Voices Around the World*, we are weaving the discussion from many strands of professional, community, and cross cultural experience. One aim in this is to bring out how humans across contrastive cultural traditions construe and maintain the well being of mind-brain systems under very different philosophical influences and medical conditions.

The Macquarie and Westmead Group will address the following empirical research project:

We discuss the nature and role of linguistic evidence in psychotherapy research. We draw on our ongoing NHMRC funded joint research project between linguists and therapists, based on 60 taped and transcribed sessions of psychotherapy using one particular model of therapy, the *Conversational Model of Psychotherapy*.

Psychotherapists have a strong sense of when patients have made progress in the development of self. Furthermore, outcome studies can demonstrate decreased incidence of self-harm and reduced cost to the health system and therefore provide extrinsic evidence for change (for example, Stevenson and Meares 1992, 1999). It is perhaps more difficult to substantiate changes in language as evidence of changes in self; but the need for linguistic evidence of self is acknowledged within psychotherapy. Meares suggests 'the indices of beneficial change will be found in the structure of the therapeutic conversation. The discipline of linguistic analysis promises to advance our understanding of the therapeutic process and to make it amenable to scientific study' (Meares et al. 2005: 662).

Using extended excerpts of therapist-patient talk, we are working to describe what it is that therapists respond to in patient talk, and how together patient and therapist create a conversation of change. Linguistic profiles enable us to propose some linguistic indices of successful and less successful therapy.

Other Abstracts will be folded into this proposal as we can ensure the participation of our colleagues in medical and neuroscientific fields, as well as contributors from India and Japan.

**References:** Butt, D.G., Fahey, R. and Henderson-Brooks, C. (2003) Inner and

Outer Weathers: Cartographies of the Semantic Self. In *The Self in Conversation* vol 2. R. Meares, and Nolan, P. (Eds). Sydney, Australia, ANZAP Books: 164-181.

Korner (2008 in press) Living the 'world knot': towards a reconciliation of brain, mind and the living environment

**Key terms:** Psychotherapy, brain, mind, well-being, language

## CAFFAREL

### *Translating higher-order semiosis: Camus' 'absurd world in translation*

**Presenter:** Alice Caffarel

**Affiliation:** Department of French Studies, School of Languages and Cultures, The University of Sydney

**Abstract:** What makes literature different from other art forms is that it utilises an already existing semiotic system, language, to shape its own artistic semiotic system, verbal art. This paper explores what happens to higher-order semiosis in verbal art when it is being reshaped by another language through translation.

This paper focuses, in particular, on two English translations of Camus' *L'Étranger*, one by Stuart Gilbert (1946/1977) and the other by Joseph Laredo (1982).

Camus' novel reflects a perception of existence as devoid of logic and transcendence. This theory of the absurd is construed in the original text by means of foregrounded experiential and logical grammatical patterns.

Here, I would like to explore how Camus' construal of the absurd through specific choices in tense, clause complexes and transitivity has been translated. How is the existential reality described by Camus in *L'Étranger* foregrounded in translation? What strategies are used by the translators when a particular resource essential to the construal of the absurd in the original is not available in English? These are some of the questions that I will try to address through a contrastive analysis of ideational patterns in the original and the two translations.



Contribution type:

Presentation to be considered for inclusion in the Colloquium:

## CAFFAREL, Lukin and Rechniewski

### COLLOQUIUM

***"Relating news discourse to its context: methods of analysis and explanation"***

**Convenors:** Alice Caffarel, Annabelle Lukin and Liz Rechniewski

***Reporting War: Reporting external sources***

**Presenter:** Claire SCOTT

Centre for Language in Social Life  
Department of Linguistics  
Macquarie University  
NSW, 2109

**Presentation requirements:** Data projector and computer (can supply computer if required)

#### Presentation

**Aim:** Present and discuss findings of continuing doctoral research on the *Sydney Morning Herald's* reporting of armistice from the Boer War to the Iraq War

**Background:** This paper is part of a larger research project developing an account of the semantic implications of shifts in particular contexts of news reporting over time, and of how these shifts are manifested in the grammar. The research is indebted to the systemic models and theories of Halliday & Matthiessen (e.g. 2004), Hasan (e.g. 1995; 2004), and Butt (e.g. 1996).

**Body:** Media discourse frequently involves the inclusion of information or opinions sourced from beyond the reporter (e.g. Halliday & Matthiessen 2004: 252; Waugh 1995). The way reporters include and attribute information from external sources, as well as the nature of the information itself, are crucial factors in the issue of 'grounding'

## CALDWELL

***Rhythm, Rhyme and The Rapping Voice: Systemic Functional MDA Meets African-American Rap Music***

**Presenter:** David Caldwell

**Affiliation:** *The University of Sydney*

**Abstract:** This paper will characterise different styles of African-American rapping, as well as other types of vocal performance such as singing and spoken verse, according to the extent to which the rhythm of the vocal performance synchronises with the rhythm of the accompanying music. In a general way, the paper draws on the pioneering work of van Leeuwen (1999) and Callaghan and McDonald (2002) who have applied Systemic Functional principles to music. More specifically, the paper will draw on Martinec's (2000) hierarchical model of rhythm in which temporally based semiotic modes such as language and music are 'rhythmically articulated' at several levels or 'waves' simultaneously. Martinec's model will be applied to a corpus of over 40 rap songs from African-American rapper Kanye West. West has been chosen because he is representative of 'popular' rap music. That is, he is widely consumed and accredited from fields outside the African-American community. And this has implications for the cline of Individuation (Martin *forthcoming*). In other words, what is unique to West's repertoire that enables him, unlike most African-American rappers, to affiliate with a large consumer base that extends beyond African-Americans and white, middle-class, teenage boys?

Ultimately, this paper has three aims: to identify the different kinds of rhythmic synchronicity in the rapping performance, as well as other vocal styles; assign meaning potentials to these various choices; and then consider these findings with respect to West's individual repertoire, particularly his ability to use the rapping voice in such a way that is becomes accessible to those who are not traditionally part of the anti-culture from which it derived.

#### References

Callaghan, J. and McDonald, E. 2002. Expression, Content and Meaning in Language and Music: an integrated semiotic approach. In McKevitt, P. Ó'Nualláin, S. and Mulvihill, C. (eds). *Language, Vision, Music*. Amsterdam: Benjamins, pp. 205-230.

Martin, J.R. *forthcoming*. "Tenderness: Realisation, Instantiation and Individuation in a Botswanan Town". In A. Mahboob and N. Knight, *Questioning Linguistics*. Sydney: Cambridge Scholars Publishing.

Martinec, R. 2000 Rhythm in Multi-Modal Texts *Leonardo* 33(4): 289-297.

van Leeuwen, T. 1999. *Speech, Music, Sound*. London: Macmillan.

### Key Terms

multi-modality, African-American English, rap music, rhythm, synchronicity

## CALOVINI

### ***"It isn't like the guy pressures the girl"—the role of casual conversation in apprenticeship learning situations***

**Presenter:** Theresa Calovini

**Email:** [tclovini@oise.utoronto.ca](mailto:tclovini@oise.utoronto.ca)

**Abstract:** The conversation analyzed for this presentation began as a casual conversation (in the Eggins and Slade (1997) sense) among three peers—all female Anglophone undergraduate students employed as apprentices at a biological field research Station—about what to do after they graduate. The complexities found in the 'storytelling' chunks of this conversation involved the choice of one of the Anglophone apprentices (Michelle) to pursue graduate study in Montreal, a bilingual Canadian city, while living with her boyfriend. After the entrance of a male, Francophone graduate student (Stephan) this conversation changed to a debate about why women in science do fewer PhDs than men.

I will show how the original speakers initiated this shift in response to two confrontational moves which they themselves made. One move questioned Stephan's patriotism and the other teased his sexual mores. I will argue that by positing the topic of the conversation

as a search for explanations about women doing PhDs the speakers limited the type of future they could discuss for Michelle. I will highlight one use of a grammatical metaphor (Halliday, 2004) which was particularly limiting: the move from 'pressures' as a noun (social pressures women feel more than men) to 'pressures' as a verb ('Its not like the guy pressures the girl'). The limitations identified in my results have implications for public discussion among science students considering a multi-lingual career in science.

**Key terms:** Casual conversation, learning, socialization, scientific apprenticeship

## CASTEL

### ***Towards a Systemic Functional Grammar of Spanish Clitics: A Specification and Implementation within the Cardiff Grammar Generator***

**Presenter:** Víctor M. Castel

**Affiliation:** Consejo Nacional de Investigaciones Científicas y Técnicas (Conicet), y Universidad Nacional de Cuyo (UNCuyo), Mendoza, Argentina

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**Abstract:** This paper addresses two well-known phenomena which have been thoroughly studied in Hispanic Linguistics from the perspective of both formal and non-formal grammars: the word order pattern and participant role distribution of Spanish clitics (a few representative studies are Legendre *et al* 2001, Grimshaw 2001, Castel 1994, 1996, 1997, 2007a-b, En prensa, Jaegli 1992, Beaven 1992, Miller 1991, Hurtado 1989, Suñer 1980, Luján 1979, Contreras 1978, Rivas 1977, García 1975, Aissen & Rivas 1975, Bastida 1974, Perlmutter 1971). However, there are currently no descriptions integrating the two phenomena as they are instantiated in River Plate Spanish from the viewpoint of Systemic Functional Linguistics (Arus 2006 is a Sydney Grammar approach but it refers only to the semantics of *se*). A set of data illustrating the two phenomena is here accounted for adequately and elegantly in terms of the Cardiff Grammar framework (Fawcett 2000; Fawcett *et al* 1993), more specifically within the new computational

version of the Cardiff Grammar Generator (Fawcett & Castel 2006; Castel 2006, 2007). The paper shows how to define system network and realization rules for a micro-grammar of River Plate Spanish clitics that is capable of generating linguistic representations obeying both word order constraints and participant role distribution.

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Key terms: Systemic functional grammar, Cardiff Grammar, Natural language generation, Spanish clitics, River Plate Spanish

## CASTINEIRA

### ***Discourse of obligation and prohibition: a systemic functional linguistics (SFL) analysis approach***

Presenter: Teresa Castineira

Affiliation: Facultad de Lenguas, Benemérita Universidad Autónoma de Puebla México

Abstract: Few studies have been published applying an SFL approach to the analysis of texts in Spanish (e.g. Ghio, E. & Fernández, M.D., 2005; Gutiérrez, R.M., 2007). This study analyzes a series of multimodal texts expressing obligation (prescription) and/or prohibition (proscription) in a university setting. The following research questions will be answered:

- How are institutional policies communicated to students and teachers in written/visual texts?
- How is obligation expressed in these texts?
- How is prohibition expressed in these texts?

A systemic functional linguistics (SFL) analysis will be carried out in order to explore the linguistic element(s) of these multimodal texts. From a critical perspective, the interpersonal metafunction, the system of Mood and modality in relation to tenor will be analyzed in order to show how power relations are exercised in this particular setting.

This study intends to make a contribution to the field of SFL and Critical Studies, by demonstrating how SFL can be applied to the analysis of texts in Spanish, and to explore the relations between interactants in an institutional setting, something that has not been done before.

## CHANDRAMOHAN

### ***Understanding the Semiotics of Technical and Science Communication through the Web***

Presenter: V. G. Chandramohan,

Affiliation: SGL/ English, Anna University Tiruchirappalli

E-mail: medialabtech@yahoo.co.in

Abstract: What makes scientific and technical content difficult to understand are the lexicon and the way the sentences and discourse are structured. Less recurrent patterns of grammatical structures and an increasing number of domain-specific vocabulary are present in technical communication.

Technical communication, however, seems to differ greatly in respect of organizational competence when it is done through the paper and the electronic medium. Web pages, a significant form of online publication, are seen to have aspects such as page layout, navigation, static and dynamic visual elements, skimming and interactivity. These multi-modal texts exhibit the complementary and sometimes conflicting influences of several authorships. These aspects differentiate them conventional documents.

Communication through the Web further involves a good understanding of the iterative process of web development. The process necessitates addressing issues such as conceptualization in terms of the website's purpose and human-computer interaction, content development in a variety of document formats, site structures and types, the interface design, usability and accessibility.

The presenter intends to discuss the semiotics of technical and science communication with extracts taken from the popular science journal Scientific American and the World Wide Web.

## CHANG and Wu

### ***SFL Approach to the Training of Chinese-English Simultaneous Interpreters***

**Authors:** Chia-chien Chang and Michelle Min-chia Wu

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.National Taiwan Normal University

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([wuminjia@gmail.com](mailto:wuminjia@gmail.com))

**Abstract:** The purpose of this presentation is to demonstrate how SFL can be applied to the training of simultaneous interpreters, especially for interpreting into a non-native language.

Systemic Functional Linguistics has been fruitfully applied to translation studies and more recently to interpreting studies. With its emphasis on the context of situation and context of culture, SFL can also serve as an ideal framework to raise interpreting students' awareness of their role as communication facilitators, especially when they do simultaneous interpreting from a native language into a foreign language and tend to focus too much on their linguistic limitations instead of on the communication effects.

This paper presents a study that uses SFL as the analytical framework for evaluating the quality of Chinese-to-English conference interpreting. We describe the discourse structure of a particular speech event in conferences—introduction of the key-note speaker, and use the three contextual variables of Field, Tenor, and Mode (Halliday and Hasan 1989) to analyze the different stages of the source text and their realization in the target text. The interpreting output of seven student interpreters was compared with that of the professional interpreter recorded from the real conference. The results indicate that, in addition to various linguistic problems, students' interpreting also often fail to reflect the change of tenor relationship in the communication process compared to the interpreting of the professional interpreter.

We will discuss the implications of these findings to interpreter training, with reference

to how discourse analysis can be used to help students overcome their second language deficit and increase their awareness of cross-cultural communication.

**Reference:** Halliday, M. A. K. and R. Hasan (1989) *Language, Context, and Text: Aspects of Language in a Social-semiotic Perspective*, Oxford: Oxford University Press.

**Key terms:** Simultaneous Interpreting, Chinese

## CHEN, J and Xu

### ***Fuzzy grammatics and fuzziness tagging: a temporary approach***

Presenters: CHEN Jiansheng, Joe and Dr. Xu Xunfeng.

This research aims to work out an effective approach to guiding the semantic tagging of process types in our corpus of tourism English texts.

There is a heavy discussion in the literature concerning fuzziness in language in the field of logical semantics and applied linguistics. This study will foreground the systemicists' (Halliday 1995; Martin and Matthiessen 1992; Matthiessen 1995) viewpoints of fuzziness construed in language which grows more and more important in guiding the modern linguistic exploration, especially when the computer science is committed into the exploration of language, e.g. the computational linguistics, machine translation, artificial intelligence, and corpus processing.

In the manual tagging of the process types dispersed in our corpus of tourism texts, a large number of indeterminate/fuzzy cases have endangered the accuracy of annotation and thus degraded the reliability of the corpus. This research attempts to work out an effective approach to guiding the semantic tagging in metalanguage by means of foregrounding the systemicists' decoding of fuzziness in language. First of all, various approaches concerning the fuzziness study are reviewed, especially those in logical semantics and applied linguistics. Then, a comparatively detailed account of the systemic functional linguistic approach will be displayed. The systemic view of fuzziness in English language has seen an evolution from a

regular and single-dimension perspective to a comprehensive and two-dimensional complementary model, i.e. typological-and-topological model. In this research, fuzzy process types will be the focus of interest and fuzzy types will be temporarily generalized.

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**Key terms :** Corpus annotation; Fuzziness in language; Process types

## CHEN Jing

### *Teaching SFL in the Chinese tertiary Language Classroom – A Tentative Study in Sun Yat-sen University*

**Presenter:** CHEN Jing

**Institutional affiliation:** School of Foreign Languages, Sun Yat-sen University

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**Abstract:** The present study tries to explore the feasibility of teaching Systemic Functional Linguistics (SFL) in Chinese tertiary EFL classroom and its efficacy in helping EFL learners synthesize (written) discourse.

SFL (Halliday 1994/2000, Halliday & Matthiessen 1999, Matthiessen 1995), an applicable linguistics (Halliday 2006a, 2006b), has been increasingly viewed as a useful descriptive and interpretive framework for analyzing language. Especially, "function labels suggested in Halliday 1994 ... are becoming a

kind of lingua franca for discourse analysts and applied linguists around the world" (Martin 2000/2006: 38), which indicates SFL has been widely acknowledged and applied by the group of people who study languages rather than those who learn language(s). So does in China (Huang 2000). However, as one grammar "that would make it possible to say sensible and useful things about any text, spoken or written, in modern English" (Halliday 1994/2000: F41), SFL will help language learners, in particular ESL/EFL learners, compose discourses based upon the ability to analyze texts from the social semiotic and semantic perspectives (Zhang 2006; Zhang et al. 2005). G. Williams and J. Rothery have declared that function labels cause no difficulty for students, including those in infant schools (Williams 2000, cited in Martin 2000/2006). As far as the Chinese educational context is concerned, such research has never been conducted and students are always taught traditional grammar since they start to learn English, which properly justifies the significance of the present study.

This research will involve altogether 42 non-English major freshmen (in Sun Yat-sen University) who will be taught how to analyze English texts with SFL. Both a pre-writing task and a post-writing task will be assigned in order to investigate the effect(s) of teaching SFL to Chinese college students, which will be underpinned by the complementary quantitative analysis and qualitative discussion of the assessed writing results. The present study will be the first attempt to teach EFL college students SFL, and it would also help us find out the feasibility of teaching SFL instead of exclusively traditional grammar in China and with a better understanding of SFL's "applicability".

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## CHEN Mingfang

### **Perspectival Metadiscourse in Reporting in Literature Reviews**

Presenter: Chen Mingfang

**Organisation:** Wuhan Institute of Technology, Wuhan, 430073

**Abstract:** Metadiscourse, which has been shown to be a typical feature of both written and spoken discourse, is a noticeable lexicogrammatical choice in reporting discourse, and it is also a way of offering perspectives in reporting. As a key part of dissertations, Literature Reviews are places where metadiscourse is frequently employed. Metadiscourse discussed in the current study is termed 'perspectival metadiscourse' in reporting, as it is a central perspectival construct in Literature Reviews, and it shows how the writer influences the reader's understandings of both the text and his attitude towards its content.

Metadiscourse has always been a rather fuzzy term and is most often discussed with a point of departure in Vande Kopple's (1985) rather vague definition of "discourse about discourse, talk about talk or communication about communication". As an essential notion in argumentative writing, metadiscourse comprises linguistic devices that indicate writers' "personality, credibility, considerateness of the reader, and relationship to the subject matter and to readers" (Crismore et al. 1993: 40).

Based on the view of writing as a social and communicative engagement between the writer and the reader, metadiscourse is seen as the aspect of the text which explicitly refers to the organization of the discourse or the writer's stance towards either its content or the reader. Discussions of metadiscourse have been heavily influenced by the Hallidayan distinction between the textual and interpersonal macrofunctions of language (Halliday 1973). Thus, the term is believed to be used to refer to non-propositional aspects of discourse which help to organize prose as a coherent text and convey a writer's personality, credibility, reader sensitivity and relationship to the message. Yet, the current study argues that linguistic metadiscourse is a propositional and rhetorical aspect of

language, and that it affects discourse interpretation in various ways.

This study suggests that perspectival metadiscourse is a valuable rhetorical means by which the writer's comments are presented. On different occasions, the writer's rhetorical decisions reflect their conscious choices which in turn, present their perspectives. The current study has shown that in reporting of LR's, writer-perspectival metadiscourse, with reporting verbs as a key part in it, is a means by which the writer expresses his comments, viewpoints and opinions as a researcher in a certain discipline, presents his genre and register awareness of how to represent himself and his research, as well as realizes different perspectives.

## CHEN Yumin

### ***Heteroglossic Harmony: Multimodal ENGAGEMENT Resources and Their Gradability in China's EFL Context***

**Presenter:** Yumin CHEN

**Affiliation:** The University of Sydney; Sun Yat-sen University

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**Abstract:** This paper aims to identify and examine the multimodal meaning-making resources available to an EFL textbook editor in aligning the reader with the proposition or value advanced in a text. The present research draws on ENGAGEMENT and GRADUATION systems (Martin & White 2005; Hood & Martin 2007) in analyzing the ways these resources contribute to the management of heteroglossic space (Bakhtin 1981) in the multi-voiced EFL textbook discourse. Recent advances on APPRAISAL research have gone beyond language to include other semiotic modes including images (e.g. Economou 2006). Nevertheless, most of the previous studies primarily focus on the attitudinal aspect, leaving the dimensions of ENGAGEMENT and GRADUATION relatively unexplored. Another impetus to the current research comes from pedagogic context, in which textbook is recognized as an essential component in the dialogic process advocated in the current

educational setting (Chen & Ye 2006). Analyses of the instances that exemplify five types of multimodal resources which are identified as ENGAGEMENT devices (i.e. labelling, dialogue balloon (Kress & van Leeuwen 2006), jointly-constructed text, illustration and highlighting) reveal that they can be deployed to realize the ENGAGEMENT meanings of [disclaim], [proclaim], [entertain] and [attribute]. Focusing on dialogue balloon, this paper shows how three types of dialogue balloon open up different degrees of heteroglossic space to engage character voice.

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- Key terms:** ENGAGEMENT meanings, GRADUATION, multimodality, heteroglossia, EFL textbook discourse

## CHRISTIE and Cleirigh

### ***On the importance of 'knowing'***

**Presenters:** Frances Christie and Chris Cleirigh

**Abstract:** A large numbers of texts written by students from mid to late adolescence,



especially in subject English, but also in history and science, reveal that they make use of various lexical verbs to do with 'showing'. Apart from the verb 'to show' - itself often potentially ambiguous – there are many others, including 'reveal', 'demonstrate', 'suggest', 'indicate', 'illustrate' and 'represent', to name a few. Their emergence among young writers is developmentally significant, since they do not appear before about the age of 15 years, and they are then found, among successful writers, in frequent use in texts that deal with very abstract experience. Such texts include, for example, various response genres in English, written to evaluate other texts, or certain historical texts, written to review and consider developments in history. They are also found in science texts, though the nature of scientific abstraction tend to differ from those of English and history. This paper will examine a number verbs that 'show', arguing both that they realize a range of processes types, and that their ambiguity appears to be one of their strengths.

## CHOI

### ***Bible Translation: Shift in Meaning for Different Readers Analyzed based on the Systemic Functional Linguistics (SFL)***

**Presenter:** Gyung Hee CHOI,

**Affiliation:** Linguistics Department,  
Macquarie University

**Abstract:** In recent years, translation has been referred to as rewriting (Lefevere, 1992) in much of the translation scholarship as translated texts may have varied shades of meaning depending on the context. Sacred texts such as the Holy Bible are no exception taking into account continued endeavors across the world to keep producing modern versions in addition to a wide range of the existing renderings. One of the reasons for such ceaseless efforts could be explained by Reiss and Vermeer (1984:113, as cited by Nord 1997:32) that writes, "...a translation should be acceptable in a sense that it is coherent with the receivers' situation."

Taking an instance of the Republic of Korea, a variety of new translations have been

published and long-term translation projects undertaken to generate newer versions whereas the old version (published in 1961) is still liturgical in almost all Protestant churches in the country. This is interpreted as an earnest attempt to accommodate and reflect in new versions changes in the context in which new generations are situated so that more young members of the society can have a better understating of what the Bible has to say. This paper is intended to uncover different kinds of shift that occurred in the process of translation and elaborate on how it was achieved on the basis of the Systemic Functional Grammar (SFG) in the three levels of meaning or Metafunctions: Ideational, Interpersonal and Thematic.

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## CLORAN COLLOQUIUM

### ***Rhetorical Unit Analysis: theory and applications***

**Convenor:** Carmel Cloran

**Presenters:**

Carmel Cloran (University of Wollongong;  
carmel@uow.edu.au)

Barbara Wake (University of Adelaide;  
**barbara.wake@adelaide.edu.au**)

Jill Kealley (The Lyell McEwin Hospital,  
Adelaide jkealley@bigpond.net.au)

Tom Bartlett (University of Cardiff;  
**tomasito@btinternet.com**)

This colloquium will present some applications of a framework for analysing discourse – rhetorical unit (RU) analysis. Taking as its point of departure Hasan's message semantics (Hasan e.g. 1996), RU analysis was developed in order to theorise and uncover a specific aspect of the discourse of mothers in interaction with their preschool children (Cloran 1994), i.e. the extent to

which the language use was de/contextualised. In recent years, the framework has been extended in various ways to reveal various aspects of i) teacher / university student discourse (Wake 2006) and ii) nurse / patient discourse (Kealley 2007) and intercultural communications in development contexts (Bartlett forthcoming).

Cloran's paper will introduce the framework. Integral to this introduction will be the presentation of some of the underlying networks of semantic features of messages that are relevant to the identification of RU classes. Wake's paper as well as that of Kealley will present some extensions of these networks together with the motivations behind such extensions. Bartlett's paper will present his incorporation of RU analysis into a multi-tool framework for analysing the ideological motivation of genre within the context of intercultural communications in development contexts. In terms of the conference theme - *Voices around the world* – these papers demonstrate some of the ways in which SFL engages with different institutional environments and potentially informs educational efforts in the associated institutions.

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*international students* Unpublished PhD dissertation. University of Adelaide

|                  |                                                     |                             |
|------------------|-----------------------------------------------------|-----------------------------|
| <b>Timetable</b> | paper 1: Carmel Cloran: introduction to RU analysis | 30 mins + 20 min discussion |
|                  | paper 2: Barbara Wake                               | 30 mins + 20 min discussion |
|                  | paper 3: Jill Kealley                               | 30 mins + 20 min discussion |
|                  | paper 4: Tom Bartlett                               | 30 mins + 20 min discussion |
|                  | Future directions                                   | 10 minutes                  |
|                  | total=                                              | 3 hours 30 min              |

## Paper 1

### **Introduction to the message systems underlying Rhetorical Unit Analysis**

**Presenter:** Carmel Cloran

**Affiliation:** University of Wollongong.

**Abstract:** Rhetorical Unit (RU) analysis (Cloran, e.g. 1994) is a discourse analytic procedure for chunking together in a principled way the messages of a text. The principle is the presence within individual messages of particular semantic features. These semantic features belong basically to two systems: i) entity (expressed typically but not exclusively by nominal groups), and ii) event orientation (expressed typically but not invariably by the Finite element of the verbal group). The foregoing formulation captures two important tenets of the SF model in which RU analysis is located: i) meanings are realised by lexicogrammatical forms; and ii) there is not a one-to-one relation between meaning and form.

The systems of message that are relevant to the construal of some kinds of rhetorical unit will be discussed and presented as system networks together with the realisation statements that translate these semantic features into wordings. An examination of

these system networks will show how they are able to be expanded to investigate various aspects of a discourse, spoken or written.

#### References:

Cloran, Carmel. 1994. *Rhetorical Units and Decontextualisation: an enquiry into some relations of context, meaning and grammar*. Monographs in Systemic Linguistics, 6. Department of English, University of Nottingham, Nottingham.

## Paper 2

### **A case study of dialogic learning in a university curriculum using rhetorical unit (RU) analysis**

**Presenter:** Barbara Wake

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This part of the colloquium will present findings from a case study of dialogic learning in a university context as demonstrated in tutorial talk, using Cloran's (1994, 1995, 1999a, 1999b) Rhetorical Unit (RU) analysis. By applying RU analysis, it is possible to examine significant rhetorical functions of the discourse of economics, such as predictive reasoning and argumentation and to examine how these were negotiated and mediated by a cohort of English second language students and their lecturer. The advantage of adopting this approach is the possibility of realising the mediation of the students' learning as a semiotic as well as a social process.

The discussion will present: first, a comparison of the rhetorical activities construed by the lecturer and students as a means to identify the nature of the students' difficulties; and second, the adjustments and shifts to more congruent explanations as a result of contingency strategies taken by both the lecturer and students in response to the students' difficulties.

The findings aim to throw a different light onto dialogic and mediated learning.

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**Key words:** Rhetorical unit analysis; dialogic learning; mediated learning; discourse of economics;

## Paper 3

### **An examination of Nursing Practice using Rhetorical Unit (RU) Analysis**

**Presenter:** Jill Kealley

**Affiliation:** The Lyell McEwin Hospital, Adelaide

**Abstract :** This paper presents findings of an examination of conversations between nurses and patients during the delivery of nursing care (Kealley 2007). The paper will demonstrate how Rhetorical Unit (RU) analysis (Cloran 1994, 1999a, 1999b, 2003) enabled an examination of the way in which the world of nursing theory is realized in the here-&-now of instances of actual practice. This examination highlights how the quotidian world is reconstrued as a specialised world of nursing.

The discussion will present instances of talk showing differences in the relationships between text-constituting RUs when nurses are communicating the world of nursing to patients as opposed to when nurses utilise language to augment their thinking in order to make sense of the world around them. The examination highlights the implicitness of language used in practice. Such implicitness impacts on the classification of RUs and the relationship between RUs and therefore the construal of texts for patients, nurses and analysts.

This presentation will highlight the ways in which the utilisation of RUs motivated the exploration of implicitness in the language of professional nursing practice. The processes undertaken and the findings may have applications in the examination of other professional discourses.

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## Paper 4

### **Rhetorical Units and Cultural Knowledge Bases: An Ideological Interpretation of the ‘Textual’ Metafunction.**

**Presenter:** Tom Bartlett. University of Cardiff.

In this paper I will describe a study based on my fieldwork on intercultural communications in development contexts in Guyana. In analysing texts produced by prestigious speakers from both the local and international development communities, RU analysis, with its focus on the contextualisation or otherwise of discourse patterns, revealed interesting factors. These factors are associated with the relative success or failure of speakers in ‘getting across’ to the local community certain issues in the development process.

Drawing, additionally, on Gregory’s (1988) notion of *phase*, and the CDA approach to texts (e.g. Fairclough 2003) as socio-politically situated, a framework was developed for analysing genre from an ideological perspective. Within this analytic framework, RUs are seen as a means of relating new ideas to the shared knowledge base, interacting with interpersonal and experiential features in complex ways that reflect the social positioning of speakers. The framework displays ideology within texts as a shifting phenomenon, an intertextual activity that must be accounted for across the text as a flow of locally contingent meanings rather than as a static product (see Bartlett *forthcoming*).

My approach differs from Cloran’s (e.g. 1994) framework and this difference can sometimes lead to variations in analysis at clause level. This issue will also be addressed in the paper.

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## COLOMBI

### **Academic Language Development in Spanish by Latino Students in the United States**

**Presenter:** Professor Maria Cecilia Colombi

**Affiliation:** Professor Of Spanish, Department Of Spanish And Portuguese, University Of California Davis, Davis, California, Usa

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<http://spanish.ucdavis.edu/people/faculty/Colombi>

**Abstract:** Spanish is the second language most spoken in the United States and the Latino population constitutes the largest minority since the turn of the millennium (15% according to the latest US Census Bureau's projection, 2006). Latino heritage language speakers constitute a unique cultural and linguistic resource in the United States while also presenting particular challenges for language educators and language programs. This presentation examines the potential of Systemic Functional Linguistics (SFL) as a research tool for the analysis of academic language development in Spanish in longitudinal studies. SFL, a social theory of language, addresses what language is and how it is learned, seeing language development as an inter-subjective process that unfolds in particular social contexts. It provides researchers with unparalleled constructs, tools and insights for the study of advanced language capacities. In this presentation, I highlight the relevance of SFL principles for the longitudinal study of advanced language capacities; special emphasis will be given to the use of grammatical metaphor. I illustrate these principles with data and findings from my longitudinal research program involving Spanish heritage language learners in U.S. higher education contexts.

## CROSS

### **Quick and Dirty Discourse Analysis on the Fly**

**Presenter:** Marilyn Cross

**Organisation:** Defence Science and Technology Organisation

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**Abstract:** Can quick and dirty methodologies derived from discourse analysis be applied on the fly to actual exchanges?

Based on the systemic-functional approach to discourse structure, Eggins [1990] proposed the Speech Function Network as a method suitable for categorising casual sustained talk in a collaborative setting. The approach includes antecedents in the

ethnomethodological model of conversational analysis [Sacks, Schegloff and Jefferson, 1974; Goffman, 1961], sociolinguistics [Gumperz and Hymes, 1972], speech act theory [Austin, 1962; Searle, 1969] and systemic-functional linguistics [Halliday, 1978].

Experimentation and concept exploration in Defence is carried out primarily by talk. The talk is focussed towards a variety of pragmatic goals, including the description of strategic and operational concepts. The medium of face to face talk in a group enables numerous interactive outcomes, which include putting points of view, giving orders, making requests, soliciting support and making decisions. In an environment where recording does not take place, the usual careful linguistic methodologies of analysis are not available. This paper explores whether quick and dirty methodologies derived from discourse analysis can be applied on the fly to actual exchanges.

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Key terms: Discourse analysis, Speech Function Network.

## DERIWIANKA

### ***Abstraction In Student Writing***

**Presenter:** Beverly Derewianka

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**Abstract:** In this paper we will draw on an SFL framework to distinguish between abstractions in terms of their ideational, textual and interpersonal functioning. Ideationally, in the case of history, we could differentiate those abstractions belonging to the historical domain (realizing events and artefacts located in a particular setting in the material world of the past) from those belonging to the domain of historiography (reflecting the world of mental and verbal activity – such as ideas and arguments – at a more general level). Textually, these abstractions can function exophorically or endophorically (in which case they can be anaphoric or cataphoric). And interpersonally the choice of abstraction can be infused with varying degrees of evaluation, reinforcing the writer's stance. Depending on the time, a distinction will be drawn between these types of abstraction and grammatical metaphor.

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## DJONOV COLLOQUIUM

### ***Dimensions of Hypermedia Discourse Analysis: Challenges for Systemic Functional Theory***

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## Timetable

| Duration | Section type                                          | Presenter/convenor initials                                                                                                                  |
|----------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 15 mins  | Introduction                                          | ED, JK, SZ                                                                                                                                   |
| 40 mins  | Presentation 1                                        | JK                                                                                                                                           |
| 40 mins  | Presentation 2                                        | ED                                                                                                                                           |
| 40 mins  | Presentation 3                                        | SZ                                                                                                                                           |
| 15 mins  | break                                                 | <i>could be moved before Presentation 3</i>                                                                                                  |
| 30 mins  | Discussion of semogenesis & hypermedia                | ED, JK, SZ                                                                                                                                   |
| 30 mins  | Q&A Panel Discussion on hypermedia discourse analysis | ED, JK, SZ and invited multimodality researchers, Associate Professor Kay O'Halloran, Professor Theo Van Leeuwen, and Professor John Bateman |

**Abstract:** The aim of the colloquium is invite researchers to consider the adaptability of systemic functional theory and multimodal discourse analysis principles to hypermedia discourse, or texts employing visual, verbal, audio, kinetic and hypertextual resources. In particular, it will stimulate discussion of the potential and challenges of developing systemic functional methods for understanding the meaning-making potential of 'hypermodality' (Lemke, 2002) and thus contribute to existing social semiotic work on non-verbal and multimodal meaning-making (cf. Baldry & Thibault, 2006; Kress & Van Leeuwen, 2001, 2006 [1996]; O'Halloran, 2005, 2004; Royce & Bowcher, 2006; Van Leeuwen, 2005; Ventola, Charles, & Kaltenbacher, 2004).

Drawing on our research on websites (online newspapers, children's websites, and children's online e-games) and the texts users create as they navigate through them, we

explore how hypermedia discourse analysis can address these challenges by considering one or more of the following dimensions:

- webpage design (John Knox)
- conceptual space (Emilia Djonov)
- time in a traversal through a hypermedia text (Sumin Zhao).

After presenting these dimensions and the tools we have developed for studying them, we will jointly discuss the challenges that hypermedia discourse analysis presents for the current SF model of semogenesis (Halliday & Matthiessen, 1999, 2004). The colloquium will conclude with a panel discussion on hypermedia discourse analysis and SFT. Associate Prof. Kay O'Halloran, Prof. Theo Van Leeuwen, and Prof. John Bateman have been invited to participate in the panel.

### **Presentation 1**

#### **A systemic approach to the design of online newspaper home pages**

**Presenter:** John Knox

Page design has been an important factor in the mass mediation of information on print newspaper pages for over 200 years (Barnhurst & Nerone, 2001; Machin & Niblock, 2006). As newspaper institutions have expanded beyond print and onto web pages, the affordances of the new medium have led to changes in the way stories are told, both visually and verbally (Bateman, in press; Bateman, Delin, & Henschel, 2007; Knox, 2007). Descriptions of developments in online newspaper page design have been made from a range of perspectives, including grounded theory (Cooke, 2003), document design (Bateman, in press), the design profession (de Vries, 2008), and a number of more quantitative measures of content and its presentation from within media studies (Barnhurst, 2002; Li, 2002; Lin & Jeffres, 2001; Massey, 2004; Utt & Pasternack, 2003).

This paper offers a systemic functional perspective on online newspaper page design, showing how, by 'privileging the paradigmatic', systemic descriptions can provide an empirical, theory-based description of page design which complements other perspectives, and contributes to a more rounded overall

account of semiosis in the emerging macrogenre of the online newspaper.

## **Presentation 2**

### ***From webpage design to website hierarchy***

**Presenter:** Emilia Djonov

**Abstract:** Although website interface design, information architecture and usability experts frequently stress the interdependence of website content organisation, webpage and navigation design, they offer no tools for modelling their interdependence or for evaluating its influence on website use. This paper addresses this need by presenting a model for evaluating the interaction between website content organisation, webpage and navigation design (Djonov, 2007). Informed by insights from the professional field of website design and from analyses of edutainment and infotainment websites for children, the model is based on systemic functional principles for analysing verbal and multimodal discourse. Specifically, it has been designed by adapting to hypermedia discourse analysis SF tools for analysing hierarchy of periodicity, logico-semantic relations, and the notion of distance in reference chains (Halliday & Hasan, 1976; Halliday & Matthiessen, 1999, 2004; Martin, 1992, 1995, 1996, 2002; Martin & Rose, 2007; Martinec & Salway, 2005; Thibault, 2001; Van Leeuwen, 1991).

The paper will discuss how the model can be employed to evaluate the role of multimodality and hypertextuality in supporting user orientation, or the extent to which webpage design and the directionality of hyperlink traversals reveal the conceptual space into which website content is organised (i.e. a website's hierarchical organisation and the logico-semantic relationships that obtain within it). A synoptic method for assessing individual webpages by relating a webpage's function within a website's hierarchy to the duration of visits to that webpage will also be illustrated.

## **Presentation 3.**

### ***Ideational Movement in online Children's Educational Interactives***

**Presenter:** Sumin Zhao

The paper deals with the 'time' contingency in the logogenetic unfolding of an electronic text. It proposes an alternative approach to previous systemic functional dynamic modelling efforts (cf. Berry, 1981; Halliday & Matthiessen, 1999, 2004; Martin, 1985; O'Donnell, 1990; Ravelli, 1995; Ventola, 1987), and argues that the first step in overcoming statics is to restore time order in text description. This involves at least three fundamental theoretical re-conceptualisations: 1) the understanding of time and space as continuum in the observation of semiotic phenomena (cf. Jakobson, 1990; Reichenbach, 1957), 2) the establishment of a time-space metric for text description based on the existing systemic-functional theoretical parameters of logogenesis, instantiation and metafunction (Halliday & Matthiessen, 1999, 2004; Martin, 1991, 1995, 1996, in press), 3) the adaptation of linguistic description of logogenetic movements into 3-D computational model through visualisation technology (for relevant principles of systemic modelling, see Matthiessen, 1988; Matthiessen & Bateman, 1991).

To illustrate the possibility of transforming these abstract theoretical concepts into analytical practices, the paper will examine the ideational relations (visual and verbal) and the construing of fields in a web-based children's educational game from the National Museum of Australia. A preliminary manual 3-D visualisation of Ideational Movement (Zhao, 2007) through the logogenetic unfolding of the game will be presented. The paper will demonstrate the ways in which such visual presentation may assist in understanding the re-contextualisation of knowledge through field projection in pedagogy discourse (Bernstein, 1990; Christie, 2002) as well as the concept of reading path (cf. O'Halloran, 2005) in hypermedia environments.

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## DON

### **Explorations in the Invocation of Attitude: The territory of Disclaim: Deny**

**Presenter:** Alexanne Don

**Affiliation:** University of Adelaide, SA

Many texts may not inscribe an Attitude, and yet are able to imply or 'invoke' Attitude nevertheless. I propose that textual elements such as Disclaim: Deny are one of a wide array of Engagement resources which act to invoke the presence of Attitude. Such resources often suggest for example, that the speaker/writer is aware of an Attitude being held by some part of the audience. One means that a text may do this is through implying that the Addressee and/or other audience members hold a view that needs 'modifying'. Such a strategy provides for a speaker/writer stance in which the invoked Attitude is assumed, then argued for or against. A common means for activating this strategy is through the resources of what Engagement labels Disclaim: Deny – most often the deployment of some negative operator (Martin & White 2005). The study reported here uses a corpus-based approach to isolate instances of negation in a set of written texts, for the purpose of investigating the common strategies for invoking Attitude associated with negation. It was found that within the corpus, negation often appears in conjunction with other resources of Engagement, and within the context of an invoked Attitude span. A corpus-based approach also proved useful for investigating the grammar and Attitude associated with a common negative expression through comparison with a general corpus (the Birmingham Bank of English). Small sub-corpora consisting of pieces by 3 different writers also showed evidence of distinctive use of negative operators, and thus suggests stylistic differences in the use of strategies for invoking Attitude.

Key terms: Appraisal, invoked Attitude, Engagement, Corpus-based analysis

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## DOYLE

### ***Grammatical Intricacy – the pedagogical significance of counting by word, clause or idea***

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**Abstract:** In the systemic functional linguistic tradition, much is made of systemic functional partners, lexical density (LD) and grammatical intricacy (GI), but GI seems to get less attention. This paper seeks briefly to show how to give GI more significance in language and literacy pedagogy.

First it is noticeable that the significance of GI formula calculations become a guide rather than a SFL rule. As such, first variations on the GI formula are demonstrated: GI by Grammar-Word count; by Grammatical Clause count; and by Ideational Clause count. These approaches respectively are based on various understandings of 'clause': syntactic (ie as units of language for grammatical analysis); semantic (ie as units of meaning); and ideational (incorporating wider intellectual or emotional worth and pragmatic significance)

Then how each of these variation has a bearing on understanding language functions (ie language form) and communicative functions (ie use) is discussed. With this in mind, finally a continuum of suggested fields of language and literacy pedagogy for the different variations of GI is proposed.

## DREYFUS and Jones

### ***Making sense of place: further descriptions of Circumstance of location***

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**Abstract:** In the year in which the new Australian government has officially apologized to the Stolen Generations for taking them away from their "place" of origin, that is to say, from their families, communities and lands, we think it appropriate to revisit the notion of place as it relates to voice, identity and culture. In systemic functional theory, notions of place are typically accounted for experientially through the subsystem of Circumstance (of spatial location or place) within the system of Transitivity. This paper concerns itself with further classification of the category of Circumstance of spatial location. The work reported on in this paper was driven from data collected on two projects (one a large ARC examining the development of writing during adolescence and one a PhD examining primary school literacy pedagogy), where the category of Circumstance of place was found to be not sufficient nor delicate enough to capture the semantics of what was being classified as a Circumstance of spatial location. We examine texts from the public arena and the classroom to consider the contribution of circumstantial information as cultural life unfolds through them. In the texts examined, the more delicate descriptions of locational circumstances reveal how 'place' may be concrete or abstract, the latter often imbued with psychosocial and political significance. This paper shows the tentative categories of circumstance of spatial location, with the view to extending the metalinguistic tools available to teachers and learners for close encounters with text and meanings. Inspired by positive discourse analysis approaches (Martin & Rose, 2003), we suggest the extended categories make richer, more complex readings available to both analysts and learner reader-writers, readings which assist them to participate in changing civic life.

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Martin, J. R. & Rose, D. 2003, *Working with Discourse: Meaning Beyond the clause*. (Open Linguistics Series). London: Continuum.

**Key terms:**

Transitivity, Circumstance of spatial location or place, literacy pedagogy, teaching grammatics, positive discourse analysis

## DURAN

### ***A Correlation between the Systems of Taxis and Projection in Newspaper Articles***

**Presenter:** Durán, José Manuel

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**Abstract:** To apply a quantitative analysis of the correlation between the systems of taxis and projection to a corpus that belongs to a very different genre from that used by Nesbitt and Plum (1988, in Webster, 2006). To reveal the equiprobability or skewness of both the systems of taxis and projection in the genre of newspaper articles on political discourse. To characterise such genre in terms of the systems of taxis and projection.

**Presentation:** Background: This paper extends the analysis of data carried out by Nesbitt and Plum (1988), cited in Webster (2006), especially in its chapter 3, 'Towards Probabilistic Interpretations,' originally a paper presented at the 16th International Systemic Congress and originally published in Ventola, Eija (ed.), *Trends in Linguistics: Functional and Systemic Linguistics: Approaches and Uses*, Berlin and New York: Mouton de Gruyter, 1991.

Based on the results of a study by Nesbitt and Plum, that show that locution favours parataxis and idea favours hypotaxis, Halliday (Webster, 2006:56) has proposed the hypothesis that probably at some earlier time there was only one system for the logico-semantic relation of projection based on either direct speech or indirect thought. A discursive genre particularly rich in projecting clauses is that of newspaper articles, especially those articles that deal with political news within the context of a national election. Hence, this paper aims to analyse

the correlation between the system of taxis (parataxis and hypotaxis) and the logico-semantic system of projection (locution and idea) in newspaper articles published in Buenos Aires, Argentina, in the period pre- and post-national elections 2007. The articles have been selected with a comparative criterion from a newspaper edited in English, *Buenos Aires Herald*, and a "prestigious" (Verón, 1987) newspaper in Spanish, *La Nación*.

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Verón, Eliseo et al. 1987. *El Discurso Político: Lenguajes y Acontecimientos*. Buenos Aires: Hachette.

Webster, J. (Ed.) 2006 [2005]. *Computational and Quantitative Studies*. Volume 6 in the *Collected Works of M. A. K. Halliday*. London & New York: Continuum.

**Key terms:** Projection. Taxis. Newspaper Article. Political Discourse.

## ECONOMOU

### ***Visual graduation : flagging attitude in broadsheet news photos***

**Presenter :** Dorothea Economou

**Affiliation:** Sydney University

**Abstract:** This paper reports on a study of 'factual' broadsheet news photos – those captioned naturalistic colour photos appearing with daily news stories in which 'congruent' visual ideational meanings predominate.

It is proposed here that in this factual visual genre, just as in some verbal genres where inscribed attitude is also highly constrained, an evaluative 'reading' can be systematically flagged by the graduation of ideational meanings.

This paper will present the application and adaptation to news photos of the Graduation network as developed for linguistic text in Appraisal theory (Martin & White, 2005; Hood, 2004a,b). The network will be applied to news photos from the daily news pages of the Sydney Morning Herald.

It will be demonstrated that the interpersonal impact (force) and interpersonal value (focus) of visual ideational meaning can be raised or

lowered by simultaneous selections from the range of gradient 'spatial' and 'textural' expression systems available to naturalistic photography.

This paper shows that visual graduation is a powerful means available to news photo 'producers' (photographers, photo editors and news designers) for evoking attitude and evaluatively positioning viewers towards naturalistically depicted material reality.

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Hood, S. 2004b Managing attitude in undergraduate writing In Ravelli, L. & R. (eds) *Analysing academic writing : contextualised framework*. London: Continuum, 24-44

Martin, J.R. & White, P.R.R. 2006 *The language of evaluation : Appraisal in English* London : Palgrave Macmillan.

**Key terms** : broadsheet news photos; visual semiosis; appraisal analysis: attitude and graduation.

## FAGHGIRI

### **Functional variables represent surrealistic features a stylistic survey**

Gholam Mohammad Faghgiri

**Affiliation** Ph.D of Linguistics of Ferdowsi University

**Abstract:** This article is going to indicate some surrealistic features of Blind Owl, the most important surrealistic Iranian novel written by Hedayat, applying systematic functional variables : 25 ideational processes , 27 interpersonal and 29 cohesive ties. It is trying to give an answer to the question what surrealistic features these variables can introduce. The data analysis has been done on 87 functional variables in 2149 sentences of Blind Owl using one-stage cluster sampling proportional to sample size. The results confirm the hypothesis that the world of consciousness and abstract relations (58.35%) indicate subjectivism. The other variables represent automatic writing, soliloquy and stream of consciousness.

Key words: functionalism, surrealism, function, feature, style, discourse

## FANG, J

### **Exploring the experiential meaning of the Chinese nominal group**

**Presenter:** Jing Fang

**Affiliation:** Department of Linguistics, Macquarie University

**Abstract:** In the area of systemic functional linguistics, significant efforts have been done in the description of languages other than English. In the case of Chinese, most of these studies are unfolded at clause level.

In this study, descriptions will instead focus on nominal groups: I will explore the experiential meaning of the Chinese nominal group. By looking at the experiential structure of the nominal group, I will mainly focus on each functional element within the structure, which is significant in terms of experiential meaning. Based on the manual analysis of a small corpus, each functional element will be studied in turn within different systems of the system network of the Chinese nominal group. Findings will also be related to different text types – this will be realized by looking at the frequency of a particular pattern in relation to a certain text type. An overview of these functional elements for further study in relation to interpersonal and textual metafunctions will also be provided.

## FANG, Z

### **Nouns in School Children's Science Writing: A Functional Linguistics Perspective**

**Presenter:** Dr. Zhihui Fang

**Affiliation:** School of Teaching and Learning, University of Florida

**Abstract:** The paper will present findings from a study that examines how nouns are used in the science reports written by children in Grades 3, 5, 7, and 9.

Nouns are a key resource for constructing texts. They can refer to something in the situational context or something constructed only in the text, and they can incorporate

notions of individuation, agency, technicality, and other features (Fang, Schleppegrell, & Cox, 2006). In science, nouns take on particular functional loads, as they enable scientists to create technical taxonomies, construct scientific theories, distill everyday experiences, expand information, develop logical reasoning, embed ideologies, and provide cohesive linkages within a text (Halliday & Martin, 1993; Martin & Veel, 1998). From this perspective, learning to write in science involves learning to use nouns in scientifically meaningful ways.

This paper starts with an overview of the features of scientific writing (e.g., technicality, abstraction, density) and how these features are realized through the use of nominal structures of varying complexities. It then describes how the data for the study were collected and analyzed.

Next, findings within each grade level and across grade levels are examined to gain a sense of how children of different ages and writing proficiencies use nouns of varying complexities (e.g., simple nouns, abstract nouns, technical nouns, lengthy nouns) to present information and develop argument. Finally, the implications of these findings for classroom literacy instruction are discussed.

## FAWCETT Workshop

### ***Introduction to the Cardiff Grammar: the 'other' version of Systemic Functional Grammar***

**Presenter:** Robin P. Fawcett\*

**Affiliation:** Centre for Language and Communication Research, Cardiff University

**Abstract:** Virtually all of those attending this congress will be familiar with the version of Systemic Functional Grammar (SFG) for which Halliday's *Introduction to Functional Grammar* (IFG) is the flagship publication. But most will have little experience - if any - of the sister version of Systemic Functional Grammar that has been being developed over the last twenty years, largely at Cardiff but also elsewhere, by my colleagues and myself. There are well over 250 publications that describe aspects of either the Cardiff Grammar or the COMMUNAL Project (its

computer implementation), written by over two dozen different authors.

As further evidence that the Cardiff Grammar is a creation of some substance, consider the following two statements by widely respected scholars. Firstly, Halliday describes the computer implementation of the Cardiff Grammar as being, with the 'Nigel' Grammar in the Penman Project (which implements his version of SFG), 'among the largest grammars existing anywhere in computational form' (Halliday 1994: xii). (It has in fact grown greatly since that time.) And Butler states, in his 'final assessment' at the end of his two-volume survey of the three current 'structural functional' theories of language that he considers most valuable (2003b: 471): There can be no doubt that SFG has lived up to its claim to be a text-oriented theory of language; ... it has achieved a much wider coverage of English grammar than other approaches, this being especially true of the Cardiff grammar'. And also: 'In my view the Cardiff model represents a substantial improvement on the Sydney account.'

This workshop therefore seeks to meet one of the stated aims of the congress, i.e. to encourage 'engagement with the different "dialects" and "registers" of systemic functional linguistics around the world'. The workshop will bring out (i) the great amount of common ground that the Sydney Model and the Cardiff Model share, (ii) the interesting differences that can be seen as 'complementarities', and (iii) some of the main differences that are clearly alternative positions (rather than 'complementarities'). The unfortunate fact is that there has been too little reciprocal 'engagement' in the past between those working in the two frameworks, no doubt with failures by members of both groups. Yet it is important for the future of SFL that we learn to acknowledge, to examine and to discuss our differences, while always remembering the vast amount of common ground that we share - and to do so in a manner that is both scientific and courteous (as discussed in Fawcett 2008d).

The aim of this workshop is therefore to provide information about the Cardiff Model, in as interactive a manner as is compatible with this basic goal. It will cover the following:

A THE ORIGINS AND DEVELOPMENT OF THE CARDIFF GRAMMAR (CG) - or, more accurately, since it extends to far more than just the 'grammar', the Cardiff Model

*75 mins This section will be in 'interruptable lecture' mode.*

(1) The origins (in personal and social terms), under the headings of: My background, including early influences of SFG. The origins at Cardiff University. Members of the Cardiff Grammar/COMMUNAL team. Research goals and research activities. Our products: computer programs and publications (over 250 by over two dozen researchers). First textbooks in 2008 - in English, Chinese and Spanish. More to follow.

(2) The origins of the Cardiff Grammar (as a distinct sub-theory within SFL)

Who is the world's greatest living linguist? Halliday's five revolutionary innovations of the early 1970s. The effect on those of us who were around at the time.

(3) The common ground shared by all versions of SFL What is it?

(4) Reasons for the development of the Cardiff Grammar 1970-2007. 4.1 Eight developments in Descriptive Linguistics 1970-1995 that led to improvements in what would later become the Cardiff Grammar. 4.2 The different foci of work on lexicogrammar in the Sydney Grammar framework (compared with the Cardiff Grammar): preoccupation with the implications of (i) Halliday's four further great innovative ideas, (ii) preparing *IFG* for publication (three editions), (iii) the great team effort to describe languages other than English, (iv) developing genre studies, (v) developing the appraisal framework, etc (as brought out in the survey of 'IFG-related' work in Matthiessen 2007), all leading to - or coinciding with - .... 4.3 the lack of 'engagement' by Sydney grammarians with work in the Cardiff Grammar, so to the CG's inevitable emergence as an 'alternative' model within SFL - now with interest and support around the world - despite having no text books (till now) 4.4 The particular problem of the fourth new idea: the proposal of a second level of choices between meanings (its scientific status?),

(5) Grounds for hope of a more reciprocal relationship. Upcoming publications, new attitudes.

B THE OVERALL SHAPE OF A LANGUAGE

*30 mins This section will be in 'interruptable lecture' mode.*

Three pairs of concepts derived from Saussure that define a language: meaning and form; potential and instance; paradigmatic and syntagmatic relations. Identifying the place of the system network in a model of language. Meaning as areas of the system network, meaning as 'strands of meaning' in text-sentences. Form as items, syntax and intonation or punctuation Differences in uses of forms between languages (e.g. English and Chinese, English and Japanese or Swahili). Issues arising?

*15 mins break*

C EXAMPLES OF DEVELOPMENTS IN THE CARDIFF MODEL

(taken from Fawcett 2000a and 2008a, and references therein)

*60 mins - interrupted for tea/coffee? This section will be taken as an interactive tutorial in the analysis of functional syntax, so involving the audience in active participation, as they learn about this different SFL approach.*

Topics will be selected from:

Some 'simplifications' of Halliday's SFG (see subtitle of Fawcett 2008a)

Having one diagram to show the (integrated) functional syntax of a clause, and another to show the strands of meaning at the level of semantics.

Having one diagram to show the relationship of lower units in an integrated functional syntax structure to higher units (no such diagram in *IFG*)

Having only one Main Verb per clause.

The Main Verb ('event' in *IFG*) and all other elements of the 'verbal group' function as direct elements of the clause - as *IFG*'s Finite already does (Fawcett 2000b and 2000c).

Clear tests for identifying the 'Mood' Subject, Participant Roles and Circumstantial Roles. (Fawcett 1999, 2008a).

A single 'transitivity' analysis.

No problems in distinguishing between embedded and hypotactically related units, etc.

Some extensions of Halliday's SFG (see subtitle of Fawcett 2008a)

Principled analyses, validated by implementation as a generative model in the computer, of various types of 'enhanced theme' (Huang 1996, 2003)

The analysis of other complex constructions whose typical names outside SFG names reflect a 'transformational' approach, e.g. 'raising', 'cleft', 'pseudo-cleft', 'extraposition' and 'left-dislocation' (Fawcett 2003).

'Auxiliary extensions' (Fawcett 2007a).

The large-scale implementation of Halliday's concept of 'lexis as most delicate grammar' (Tucker 1996a)

Modelling idiom in a SFG (Tucker 1996b, 2006)

'Selection between referents' in the nominal group (Fawcett 2007b)

A demonstration of the need to have the unit 'quality group' (Tucker 1997, 1998)

Modelling the generation and analysis of 'multi-word Processes' (Fawcett 2008a)

Modelling 'complementation' (Fawcett 1996)

Extending the TRANSITIVITY network (Fawcett 1987, Neale 2006)

Semanticizing the MOOD network and its realization rules (Fawcett 2008a)

Some examples of semantic system networks with direct realizations in functional syntax (unlike those created by Hasan, e.g. Hasan 1992)

'Selection' in the nominal group.

C NEW BOOKS ABOUT THE CARDIFF MODEL TO LOOK OUT FOR

Fawcett 2008a

Fawcett 2008b

Huang et al 2008

Fawcett forthcoming 2008.

Fawcett forthcoming 2009.

Neale forthcoming

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## FAWCETT

### ***Towards an Integrated Architecture for Systemic Functional Linguistics***

Presenter: Robin P. Fawcett\*

**Affiliation:** Centre for Language and Communication Research, Cardiff University

**Abstract:** The purpose of this paper is to whet the appetite of listeners, in order to persuade them to buy and to read my 2008 book *Alternative Architectures for Systemic Functional Linguistics: How do we choose?* The issues raised by this topic are too many and too complex for a short paper, but it will be possible to give a flavour of the discussion in the book.

The central concept in Systemic Functional Linguistics (SFL) is that of choice between meanings - these then being realized in structures. The starting point for this paper is: 'How do we, as users of language, choose between the features in the system networks?' As the paper shows, an adequate answer presupposes an adequate overall model - or 'architecture' - of language and its use. (This therefore a somewhat different sense of 'architecture' from its use in Matthiessen 2007.)

This paper surveys - and illustrates - the many overall architectures that have been proposed in SFL, giving special weight to those developed in the framework of Natural Language Generation (e.g. the important innovations described in Matthiessen and Bateman 1991 and other works by these authors, and in Fawcett, Tucker and Lin 1993, etc). A major distinction is proposed between 'stratal predetermination' models and 'consulting' models. It then proposes a set of quite specific criteria for evaluating alternative overall architectures; and it identifies the type most likely to prove adequate in the long run. Such an architecture must also (i) be genuinely comprehensive - providing for both the 'socio-cultural' and the 'cognitive-interactive' aspects of language - and (ii) be computer-implementable - i.e. it must not only be usable in describing texts, but also be

expressed sufficiently explicitly to be implemented in a computer.

The paper provides an overview of the type of architecture that is required, and then gives a detailed demonstration of an example of the key concept in modelling how we choose, i.e. the 'microplanner' that determines what features will be selected in the system network that determines which elements in the message will be selected as various types of 'Theme'.

Many of the components described in the book have been implemented in computer models of an earlier version of the proposed architecture that could be described as both 'cognitive' and 'interactive', but there is a new emphasis in the present proposal on the need to integrate both the 'cognitive-interactive' approach and the 'socio-cultural' aspect of work in SFL - work that has so far proved rather less amenable to incorporation in computer models of language in use. The paper concludes with a summarizing evaluation of existing proposals for alternative architectures in SFL, and by suggesting the further work that is needed to create and complete a new, genuinely comprehensive architecture.

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## FEEZ

### **Reviewing reading pedagogy through the lens of a stratified model of language**

**Presenter:** Susan Feez

**Affiliation** University of New England

**Abstract:** In the English-speaking world, public debates about reading pedagogy tend to be cast in terms of opposing, even irreconcilable, perspectives, described by Schleppegrell (2004, pp. 148-149) as “‘meaning’ versus ‘form’”, and exemplified in the distinction made between the *whole language* and *phonics* approaches to reading instruction (See, for example, Gibbs 1998). In these debates, literacy development in general, and learning to read in particular, are represented as if semantics and phonology are competing alternatives, while learning about grammar is supplementary or optional. This representation becomes unsustainable when viewed from the vantage point of the systemic functional stratified language model because the model makes clear how the possibilities for pedagogy are skewed and diminished if one perspective is favoured at the expense of another.

While there is evidence that policy-makers are recognising the need for a more balanced approach (National Inquiry into the Teaching of Literacy 2005), in practice, the study of grammar, or grammatics (Halliday 2002 [1996], p. 384), remains under-exploited in literacy pedagogy, despite a series of proposals over the years derived from systemic functional linguistics, including more recently Martin and Rose (2005), Rose, Gray and Cowey (1999) and Williams (1999, 2004).

This paper offers another perspective on the use of the stratified model of language, and the redundancy built into this model, as a resource for evaluating and designing reading pedagogies. Specifically, the paper will consider how grammatics can be used as a means for leading young children towards reading fluency, as exemplified in reading pedagogy designed by Maria Montessori a century ago.

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## FIGUEREDO and Pagano

### **On the construal of the experience of pain in Portuguese and Spanish**

**Presenters:** Giacomo Figueredo\* & Adriana Pagano\*\*

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<http://www.wagsoft.com/CorpusTool/index.html>

**Abstract:** This paper reports on a study carried out within the scope of an ongoing project of description of Portuguese developed in collaboration by researchers at UFMG and UNSW (Figueredo & Pagano forthc.; Teruya & Figueredo, forthc.) and aimed at informing an approach to modeling translated text production in several language pairs, among them Portuguese-Spanish. Drawing on Halliday's description of how English 'semanticizes' pain (1998, 2002) and on existing descriptions of Spanish (Arús, 2007) and Portuguese TRANSITIVITY (Pagano & Figueredo, in press), it presents results of a corpus-based mapping of the 'pain experience' in Portuguese and Spanish. A corpus of *informative texts, interviews and online forum chat* on the topic of pain was collected and TRANSITIVITY elements were annotated using *UAM Corpus Tool 1.3*. Data were retrieved and patterns were identified in the three text types in Portuguese and Spanish. Results showed recurrent grammatical features that allow for identifying TRANSITIVITY functions related to the 'grammar of pain' in Portuguese and Spanish and thus building a 'taxonomy of pain' spanning the experiential lexicogrammar. This taxonomy provides insights into the way pain is construed in Portuguese and Spanish, lending support for further studies in the translation studies and discourse analysis fields.

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**Key Terms:** grammar of pain, system of TRANSITIVITY, Portuguese, Spanish.

## FINCHAM

### *Mental Process Clauses and the Perceived Problems of Philosophy*

**Presenter:** Joe Fincham

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**Abstract:** The aim of this paper is to show how many perceived "problems" in philosophy stem from a misunderstanding of mental process clauses. Philosophy continues to struggle to understand the relationship between mind and world, especially as it relates to perception, knowledge, and certainty. Yet many of the problems with understanding or describing this relationship rest in the speaker's use of mental process clauses, or sometimes the audience's insertion of a hypotactic mental process clause where one was not used. Some post-Wittgenstein philosophers, such as McDowell, Davidson, and Rorty, have argued that these problems in philosophy arise from not being aware of or misunderstanding language, and will disappear when we understand how our misunderstanding of language creates these problems.

Building on Wittgensteinian language philosophy by using Halliday's systemic-functional grammar, I will give evidence of the problems in philosophy which are created by the use of mental process clauses, and also

present possible solutions provided to philosophy by a systemic-functional understanding of mental process clauses. This understanding will not only result in the contribution of the systemic-functional understanding of mental process clauses to the philosophical discourse on knowledge and certainty, but also aid in the search or discontinuation of the search for solutions to the “problems” of philosophy.

Requirements: Computer Projector or Whiteboard

Key Terms: Mental Process; Hypotaxis; Perception; Knowledge; Certainty; Analytic Philosophy

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## GARCIA DA SILVA

### *Social Representations And Experiential Metafunction: Poverty And Media Discourse*

**Presenter:** Denize Elena Garcia da Silva

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**Abstract:** This paper seeks to identify a series of social representations underlying media discourse on homeless people in Brazil. In light of this, the dialogical relation existent between the functional language concepts proposed by Halliday and Matthiessen (2004) in Functional Systemic Linguistics (FSL) and the text analysis model geared towards social research and put forward by Fairclough (2003) within Critical Discourse Analysis (CDA) is adopted. Further, this study is based upon qualitative research. Data was generated from texts in the written media. Components such as transitivity (processes, participants, events), as well as types of meaning (actional, representational and identificational) were considered with a view to identifying underlying social representations. Van Leeuwen’s (1997) analytical categories were used in examining the representation of social actors in the texts. Initial results suggest that journalistic discourse as an institutionalized social practice has contributed to naturalizing social representations such as “inclusion”, “exclusion” and even “invaders”, in reference to those who are socially excluded. This reflects ideological positions in keeping with the dominant power.

**Key words:** social representations, critical discourse analysis, experiential metafunction

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## GHOLAMI

### *Ideational processes a pattern for syllabus design*

**Presenter:** Mahbanoo Gholami

**Organisation:** Ferdowsi University

**Abstract:** The following article tries to test the grammar of experience model in the writings of 100 preliminary students (class 1 to 5) in order to find out the growth of the world of consciousness, abstract relations and physical world in learning mother-tongue language. The data has been compiled by random sampling and the research method is descriptive-analytic. The theoretical framework is based on child language acquisition and the hypothesis is that ideational processes represent the growth of experience. The results mention some points in syllabus designing of abstract and concrete world processes.

**Key words:** Ideational, experience, language acquisition, syllabus designing

## GLASS

### *The TIB09 Training Package Project*

**Presenter:** Heather Glass,

**Affiliation:** TIB09 Industry Consultant, Government Skills Australia

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**Abstract:** The Translators, Interpreters and Bilingual Workers for Endorsement in 2009 (TIB09) project to develop a training package for translators, interpreters, bilingual workers and managers of language services was launched in June and is scheduled for endorsement in 2009.

TIB09 will enable all Australian VET sector T&I trainers to operate from the same page, awarding nationally and internationally portable qualifications, and potentially delivering more consistent occupational outcomes. An important sub-theme of the project is to build pathways from language learning into T&I training and on to articulation into higher education.

For the practitioner, TIB09 should translate into more and more consistent training and professional development opportunities and the ability to obtain qualifications through recognition of prior learning, on the job assessment, or formal training. TIB09 will also have concrete industrial outcomes. In other industries, nationally endorsed competency standards are the basis for occupational classifications underpinning industrial awards,

performance management programs and career paths.

The TIB09 project is being guided by a steering committee comprising professional associations, employers, employees, training providers and key stakeholders, with input from topic or sector-specific reference groups, and a broad cross-section of the T&I industry and its stakeholders. ISFC 2008 will coincide with the final stages of Round 1 of the TIB09 consultations. It will be an opportunity for participants to:

see what a competency standard looks like;

learn how competency standards are used in modern occupational training;

review the draft competency standards developed from Round 1 consultations; and

consider the implications for the T&I profession.

Participants will also be given information on how to provide input to the project and be given the opportunity to register their interest in receiving ongoing information about the Training Package, its implementation and ongoing management and review.

## GOATLEY

### *Process and Grammatical Metaphor in Wordsworth's The Prelude and Niitsi'powahsin (Blackfoot) Grammar.*

**Presenter:** Professor Andrew Goatly,

**Affiliation:** Department of English, Lingnan University, Tuen Mun, N.T. Hong Kong,

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**Abstract:** The aim of this presentation is to show how the grammar of a marginalised indigenous Algonquin language constructs a physical reality which is more in tune with the nature of the scientific models made available by modern physics, and potentially encourages a less exploitative attitude to the 'environment'. It also demonstrates how the grammar of English, as used by Wordsworth in *The Prelude* shows similar tendencies. These voices—the language and culture of the Blackfoot under threat, and the marginalised voice of a 'nature poet'—need a

hearing if our social practices are to be brought more into harmony with the natural world. The presentation would hope to encourage dialogue with systemicists working with native Australian languages, to discover any commonalities with Blackfoot in grammatical representation.

Halliday (1985), Halliday and Martin (1993), Martin (1985, 1986, 1992) make a distinction between congruent language and grammatical metaphor, a distinction which has been widely accepted and used for research purposes into language and writing development (e.g. Derewianka 1995). Early on Halliday (1987, 1988), prompted by his reading of the physicist David Bohm's *Wholeness and the Implicate Order* (Bohm 1980), and Martin (1985, 1986, 1993) tended to suggest that congruent language is closer to the world of modern scientific theory and reality than grammatical metaphor, a suggestion challenged by Goatly (1996), who explored the relationship between grammatical metaphor and modern science, using a SFG framework. Shortly before his death Bohm spoke with some Blackfoot speakers, and found them speaking a natural language of the kind he advocated when proposing his artificial language or 'rheomode' (Peat 1996). Goatly (2007) has since, with the benefit of native-speaker informants, explored ways in which Blackfoot grammar is more accurate representation of the physical models which emphasise process. He has also, building upon Davidse's work on Hopkins (Davidse 1994), explored the ways in which grammar can be exploited for a radical re-construction of nature and the human-nature relationship (Goatly 2000, 2002).

In contrast with the congruent grammar of Standard Average European languages, which emphasise the existence of first-order entities independent of process, both Wordsworth's use of grammatical metaphor in *The Prelude* and the grammatical construction of reality in Niitsi'powahsin (Blackfoot) put an emphasis, less and more radical respectively, on the processual nature of Things. This brings the grammatical construal less or more into line with physicists' views on the nature of 'reality' at the sub-atomic level (Bohm 1980, Peat 1996).

The presentation starts with an overview of the grammatical metaphors for modern science, with illustrations from Wordsworth's *The Prelude*. These include, ideationally: activation of tokens; activation of experiences (phenomena); ambient structures or dummy subjects; activation of circumstances; creative processes and ranges (cognate objects); reciprocal and reflexive verbs; ergativity; nominalization. All these constructions undermine the canonical event model of cognitive linguistics (Langacker 1991) or event structure (Kovecses 2005).

Such grammatical metaphors, especially nominalisation, are then compared with grammar of Niitsi'powahsin (Blackfoot), which subverts the canonical event more radically through its emphasis on process/verbs by its incorporation and omission of pronouns / nouns, its verbalisation of "nouns", its "nominalisations" such as associated instrument nominalizations, instrumental nominals and locational nominals (Franz 1991). The paper suggests, following Leroy and Ryan (2004) that the grammatical categories of generative grammar (Franz 1991) and SFG may be inadequate for a description of Niitsi'powahsin.

Finally the paper proposes that the voices of Blackfoot and Wordsworth need to be heard since they represent a more or less radical rethinking of our relationship to the environment, an alternative to the exploitative relationship fostered by Enlightenment thinking and congruent grammar.

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**Key Terms:** Niitsi'powahsin (Blackfoot), Wordsworth, grammatical metaphor, nominalisation, process, physics.

## GUO, H

### ***Promoting Beijing in English: an interpersonal exploration of online tourism texts***

**Presenter:** Hua Guo

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**Abstract:** This paper aims to conduct an interpersonal analysis of MOOD in both translated and original English online tourism promotional texts for the purpose of translation studies.

Halliday's systemic functional modal has been applied to translation studies over the past decades (Munday, 2001). But it is recognized that there is little work on interpersonal analysis of parallel and comparable texts in translation studies (Matthiessen, Teruya & Wu, 2007). The present paper thus aims to conduct such an analysis.

Drawing on systemic functional theory, the paper explores the interpersonal system of MOOD in two comparable corpora: English translated or trans-edited texts collected from the English version of Beijing official tourism websites and the original English texts collected from the Sydney official tourism websites. It is found that the two corpora differ dramatically in their choice of mood to realize various appeals. The findings are further discussed with reference to House's (2001) distinction of the type of translation. It is finally suggested that to achieve target-language oriented rather than source-language oriented interpersonal equivalence necessary interpersonal translation shifts in terms of mood choice could be used as one possible strategy in translating this particular type of texts.

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**Key Terms:** tourism, comparable corpora, translation shifts

## GUO, Y

### **Strategies Used to Transfer experiential Meanings in Consecutive Interpreting from Chinese into English -Based on Empirical Studies on Press Conference**

**Presenter:** Guo Yijun

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**Abstract:** The purpose of the present research is to investigate the strategies used by a professional interpreter to transfer the experiential meanings from ST (Chinese) to TT (English)<sup>①</sup>. The strategies refer to the ways to realize the equivalence of ST and TT in experiential meanings. The review of literature on functional linguistics approach to interpreting studies shows that the important concepts and theories in functional linguistics have already been applied to interpreting studies, for example Halliday and Hasan's cohesive theories to consecutive and simultaneous interpreting (Gallina, 1994; Hu,

2003; Gumul cited in Gile, 2004), register to a contextual model for dialogue interpreting (Tebble, 1999), context theory to the explanation to Gile's Comprehension Equation in interpreting (Liu, 2007), and theme as interpreter's 'path indicator' to simultaneous interpreting (Torsello, 1994). Nevertheless, not too many researches might have ever been undertaken for interpreting studies through three metafunctions. As a professional interpreter, first of all, he/she should be able to fully and accurately transfer the ideational meaning in source text (ST) to target text (TT). If not, he cannot be called a qualified interpreter. Just as Halliday said, 'if a text does not match its source text ideationally, it does not qualify as a translation, so the question whether it is a good translation does not arise' (Halliday, 2001:16). Experiential meanings are a core element in ideational meanings. So, in order to transfer ideational meanings accurately and efficiently, appropriate interpreting strategies to create experiential meanings in TT are certainly needed. However, the traditional trend in the study of Chinese-to-English interpreting strategies such as omission, addition, substitution, division and etc is mainly confined to the dimension of a word, phrase and sentence, (Wang, 2006; Li, 2000) and little attention has ever been paid to the dimension of text. Therefore, it is worthwhile to study the strategies used by a professional interpreter from the perspective of experiential meanings.

Notes: ① The present research is a part of a research project-*Exploration of Functional Linguistics Approach to Interpreting Studies-Based on Empirical Consecutive Interpreting from Chinese into English* funded by Yunnan Provincial Department of Education.

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**Keywords:** experiential meaning; equivalence; consecutive interpreting; interpreting strategies

## HADIDI TAMJID

### **Self- Assessment of Foreign Language Speaking Skills: With a Focus on Gender Difference**

**Presenter:** Nasrin Hadidi Tamjid

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**Abstract:** The current trend in learner-centered language teaching approaches, and a growing interest in "authenticity and interactiveness" (Bachman & Palmer, 1996) have led to a greater interest in expanding the use of second language self-assessment (e.g., Bachman, 2000; Calfee & Hiebert, 1991;). Oscarson (1997, cited in Brindley, 2001) argues that participating in self-

assessment can help learners become skilled judges of their own strengths and weaknesses and to set realistic goals for themselves.

The present study was undertaken in an attempt to answer two research questions as they apply to Iranian young language learners:

RQ 1: Is there any relationship between self-assessment and teacher assessment?

RQ 2: What is the difference between males and females in their self-assessment?

This research was conducted in four language institutions in Tabriz. Altogether 114 language learners participated in this study. A questionnaire was adapted in Likert 5-point scale to assess the learners' speaking skills. Moreover, the participants were interviewed as part of their placement exam. The learners' scores in the questionnaire and the teachers' assessment scores in the interview were compared to find out if there were any agreement. Additionally, the researcher explored the relationship between gender and self-assessment to find out whether males or females were more accurate in estimating their speaking skills.

It seems that self-assessment promotes learner autonomy in language learning, and as Blanche and Merino (1989, cited in Brindley, 2001) suggest, with training, learners can be capable of self-assessing their language ability with reasonable accuracy.

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## HE

### *Tense in different types of discourse*

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**Abstract:** This paper explores tense phenomena in different types of discourse, i.e., narratives, descriptions, reports, information and argumentation. I shall refer to three ways in which they may differ: the types of entities they introduce into discourse, the use of tense and progression patterns. Based on a study of tense selections in three types of discourse, Matthiessen (1995: 740-745) suggests (1) that for narratives the simple past tense is the default tense selection; (2) that reports typically use different basic tense selections in different segments; and (3) that travel itineraries will refer to temporal frames indicated by temporal circumstances to make tense selections as the discourse unfolds.

However, Matthiessen's study does not extend to giving the reasons for these differing patterns for the selection of tense in different types of discourse, and nor does it cover all types of discourse. With the goal of contributing to a fuller description of tense within a Systemic Functional framework this paper will look into tense selections in a wider range of types of discourse, illustrating these with specific passages. My hypothesis is that different types of discourse are characterized by different tense selections. Specifically: narratives and descriptions usually involve a default tense, which may be the simple past, present or even future; reports, information and argumentation enjoy much greater freedom in the choice of their basic tenses, and the shifting of tense is not

uncommon in these types — which is not the case with narratives and descriptions.

We will then address the issue of temporal interpretation (including the features of tense and the temporal order between events) in these types of discourse. This study will bring out the distinction between the interpretation of tense and the temporal relationship between events. Tense is always deictic, in the sense that it always takes a 'now' time as its reference point; but the temporal order of events cannot be known directly from tense, and it involves the overall 'aspectual type' of the clauses that express the events and other semantic and pragmatic factors.

Finally, we will touch upon the progression of passages in the types of discourse. It will be pointed out that generally speaking, passages in different types of discourse develop in different ways. Narratives progress with bounded events, together with explicit temporal circumstances; descriptive passages develop with unbounded events; reports move forward with the change of sub-topics; and information and argumentation passages develop through various logico-semantic relations.

My hope is that a close examination of these three aspects of the use of tense in discourse will contribute to a more complete understanding of the use of tense in various types of discourse.

Key words: tense, types of discourse, selections, interpretation, progression pattern

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## HEINE

### **'Want some coffee?' Reduced questions in spoken English discourse from a SFL perspective**

**Presenter:** Dr. des. Lena Heine, M.A.

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**Abstract:** I will focus on variants of a phenomenon typical for spoken English: The case of (seemingly) elliptical questions. My aim is to demonstrate the superiority of a SFL approach for a description and explanation.

In English, speakers can choose between utterances on all levels of a step-by-step reduction from the interrogative sentence with auxiliary periphrasis:

- (1) Would you like some coffee?
- (2) You like some coffee?
- (3) Like some coffee?
- (4) Some coffee?
- (5) Coffee?

In traditional theories that assume a syntactic deep structure, reduced sentences are regarded as elliptical derivations of a full sentence (e.g., Quirk et al. 1985, Lobeck 1995). This view has been so dominant that even most descriptions of spoken language share it (e.g., Carter & McCarthy 2006, Wilson 2000), although the concept of sentence is challenged here.

Contrasting this view, I will show by an analysis of corpus data that examples (1) to (5) show different pragmatic and contextual behaviour. Seen from a functional perspective, forms (2) to (5) are no defective versions of (1). On the contrary, reducing linguistic material leads to the creation of additional meaning, so that communicative functions, contextual factors, and meaning as choice (Eggins 2004, Halliday 1985) should be integrated into a description.

Moreover, what in (4) and (5) looks like a mere reduction of (1) to (3) might actually be the product of different psycholinguistic processes, and should therefore not be classified as ellipses, but as complete linguistic entities in their own right.

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**Key terms:** Ellipsis, spoken English, question formation, comparison of theories.

## HERKE

### ***Patient Safety: a tri-stratal interpretation of communicative risk in the Emergency Departments of public hospitals***

**Presenters:** Maria Herke Christian Matthiessen, Jeannette McGregor, Marie Manidis, Hermine Scheeres, Diana Slade, Jane Stein-Parbury, Rick Iedema

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**Abstract:** Tri-stratal interpretation of a number of potential risk moments in the spoken interactions between patients and clinicians in the Emergency Departments of 3 public teaching hospitals in NSW and to present and discuss the development of a risk typology.

The paper will present an analysis of spoken data recorded in the Emergency Departments of three NSW teaching hospitals. The analysis is part of a major ARC study investigating the communication between patients and clinicians in the emergency departments of 5 teaching hospitals in and near Sydney, Australia, over a three-year period. The study is describing, mapping and analysing communication encounters in order to identify features of both successful and unsuccessful encounters. It is also seeking to identify the cultural, linguistic and other demographic factors that

contribute to both breakdowns and successes of therapeutic communication.

The discourse and language analysis to be presented draws on socially-oriented functional approaches to discourse and language description using the theoretical perspectives of systemic functional linguistics (Halliday and Matthiessen 2004; Halliday 1994).

This paper will examine the *in situ* complexities of the communication between clinicians and patients in 3 teaching hospital Emergency Departments in NSW, and identify potential risk moments to patient safety and to the overall quality of the patient journey. These potential risk moments (PRMs) are the result of a number of factors including variable narrative tracking skills, the questioning techniques of clinicians, lexical ambiguity, and the pitfalls of rote history taking characteristic of clinicians in training. Our analysis closely examines the difficulty of managing the competing contextual factors present in Emergency Departments, which combine the timely treatment of patients with the training of junior doctors and nurses. Our paper will present the results of our multi-stratal analyses of spoken interactions between patients and clinicians, mapping the findings according to metafunction, stratification and location on the cline of instantiation.

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**Key Terms:** Patient safety; Health communication; emergency departments; spoken interactions; multi-stratal; metafunction; context; semantics; lexicogrammar; risk

## HOADLEY

### ***University examination questions in the context of an international student cohort***

**Presenter:** Susan Hoadley

**Affiliation:** Macquarie University, Sydney

**Abstract:** The aim of this paper is to present the results of research conducted on a corpus of university examination questions in the field of economics and financial studies.

In common with worldwide trends, the Economics and Financial Studies Division of Macquarie University enjoys an increasingly international student cohort. However, as the percentage of international students has increased, failure rates have also increased. Given that many of the international students are L2 English speakers, concerns were raised as to whether the “wording” of examination questions might be less accessible to L2 English speakers and therefore contributing to the higher failure rates. In order to address these concerns, the Division commissioned a linguistic review of a corpus of examination papers and the findings were used to develop guidelines for examiners.

The research draws on generally accepted principles in the area of education (Bloom et al, 1956) and more recent studies on assessment (eg James, McInnis and Devlin, 2002 and Watty, Lu and Lowe, 2006). Connections are also made to the elements of universally designed assessments as defined by Thompson, Johnstone and Thurlow (2002). However, the research focuses on the analysis and description of examination questions using systemic functional linguistics.

The paper will discuss the findings of the research under the themes of relevance, accessibility and clarity, particularly in relation to the international student cohort. It will examine the role of generic structure, mood choice, experiential elements and logical resources in realising the meanings of examination questions in relation to these three themes.

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### **Keywords**

examination, assessment, accessibility

## HOANG

### ***The Translation of An Introduction to Functional Grammar from English into Vietnamese***

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**Abstract:** This paper is concerned with the translation M.A.K. Halliday's *An Introduction to Functional Grammar* (IFG) from English into Vietnamese. As a way of start, the paper will mention briefly some background features of the original text. Then it will discuss the context in which the original text occurs and the context in which the intended translated text will occur, using systemic functional theory as a theoretical framework. This will be followed by a discussion of some of the main problems experienced by the translator in translating the text from English into Vietnamese.

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## HOOD

### ***Controlling and communing in call centre talk: managing a complex set of role relations***

**Presenter:** Dr Susan Hood

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**Abstract:** This paper aims to explore the ways in which callers and reps negotiate role relations in in-bound customer service calls from the US to an off-shore call centre in the Philippines (and how things can go wrong). The field is to do with financial matters, with insurance policies and claims. The data are transcripts of calls and analyses draw on SFL research into the discourse semantics of negotiation and of evaluation, from the work of Poynton (1984, 1985, 1990), Martin (1992), Martin & White (2005) and hopefully connect in useful ways to current explorations of affiliation (c.f. Knight). Analyses reveal how the interactions require speakers to negotiate a complex set of role relations that include inequalities in social status, in institutional status, and in expertise. In most cases these complex relationships are negotiated efficiently and effectively, as speakers apparently share expectations of how the meaning potential of the language of the talk (English) will be instantiated differently by each speaker and how this will shift in relation to stages of the genre. However, the significance of these shared expectations becomes more apparent when things go wrong. To complicate the picture further, there are also occasional shifts into relationships of solidarity rather than power, as speakers work to commune around shared values. Analyses are illustrated with excerpts from transcripts.

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Martin, J.R. & D. Rose 2006 *Working with Discourse: meaning beyond the clause-* second edition. London: Continuum

Knight, N. PhD study in progress

**Key words:** call centre discourse; negotiation; appraisal; status, expertise and solidarity

## HONG, J

### ***Investigating ideological relations around fastfood issues through the analyses of appraisal & transitivity***

**Presenter:** Joanne Jung-wook HONG

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**Abstract:** The study sees language use as dynamic interactions woven by dialectical and dialogical relations to social structures and social communities. Fairclough (1992), also, insists that 'discourse' is not only shaped and constrained by social structure, but also socially constitutive of 'social identities', 'social relationships' and 'systems of knowledge and belief'. In this regard, the discussion will be based on intertextual relations between McDonald's and other voices including government regulations/legislations and public comments (e.g. Greenpeace). The findings from the analysis on the levels of semantics and lexicogrammar will provide the chance for the study to trace underlying ideologies in McDonald's and other voices to move to explanation and interpretation of the analysis on the levels of social context and situations. The study considers appraisal and transitivity as major analysis tools, in that appraisal construes social relations and identities by constructing heteroglossic relations on values and beliefs, and transitivity signifies the heteroglossic enactment and negotiation.

#### **Reference:**

Fairclough, N. (1992), *Discourse and Social Change*, Cambridge: Polity Press

#### **Key terms:**

Ideology, appraisal, transitivity, intertextuality, heteroglossia

## HONG, Y

### ***A study on interpersonal meaning issues in Korean translations of an English novel: A systemic functional approach***

**Presenter:** Yumi Hong,

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This paper explores translation issues by analyzing two Korean translations of an English novel entitled *Native Speaker*. It attempts to investigate different choices in realizing interpersonal meaning in the two translations at the level of lexicogrammar drawing on systemic functional linguistic theory. The data selected from the texts for analysis consist of dialogic discourses of some characters whose hierarchical power as well as personal relationship changes gradually as the story unfolds. The translations have employed different strategies to show the changing relationships using a "cultural filter" (House, 2001, p.141). This paper looks into how "abstract semantic aspect of language at the macro level of context" is revealed "at the micro level of the clause" (Kim, 2008, p.126) in the source text and both translated texts based on the systemic functional grammar (Halliday and Matthiessen, 2004) and Korean grammar (Sohn, 1999). It also considers whether and how different interpersonal meaning choices influence the delivery of other aspects of meaning. Therefore it is anticipated that findings of this paper can be used to enhance our understanding of the translator's choices in realizing interpersonal meaning and their impact on other aspects of meaning. They may be also useful for the development of a future study to explore interpersonal meaning-making resources that are concerned with linguistic expressions of politeness to "establish and maintain human relationships on the other" (Sohn, 1999, p.407), for example, in Korean.



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## HUANG, G

### ***SFL Studies in the Chinese Context***

**Presenter:** Guowen Huang

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**Abstract:** It has been 30 years since Systemic Functional Linguistics (SFL) was first introduced to the mainland of China, and the past three decades have witnessed the rapid development of SFL studies in the Chinese context, in terms of the number of active researchers, the number of universities which offer SFL courses, and the publication of journal papers and research monographs. However, a critical review of the present Chinese SFL situation will also reveal some of the problems and dilemmas encountered by Chinese systemicists. Thus, the purpose of this paper is two fold: (1) to present a comprehensive survey of the SFL research situation in China by reviewing the Chinese national SFL activities (e.g., annual national SFL conferences, publications of papers and monographs, MA and PhD courses taught), and (2) to critically evaluate the Chinese SFL situation by comparing it with international SFL situations in terms of research coverage and depth. The result of the study will

suggest (1) some problems in SFL studies that should be clearly understood and solved, (2) the areas of SFL research that need to be investigated, and (3) focuses of research that need to be paid attention to by Chinese systemicists. The paper will also discuss some implications of the present research.

## HUISMAN

### ***The Narrative Worlds of Thomas Pynchon - Ideational Meaning and Postmodern Fiction.***<sup>2</sup>

**Presenter:** Rosemary Huisman

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**Abstract:** Literary histories of the late twentieth century have used the term 'modem' and 'postmodern' to describe what they perceive to be an epistemic shift in the writing of narrative fiction. For example, postmodern texts have been described as disrupting ontology, where modernist texts disrupt epistemology. From this account, while the modernist text may deprive a reader of any 'objective' story, the postmodern text will inhibit the reading of any coherent story.

I have placed these literary observations within the dual context of the systemic model of Transitivity and the modelling of natural worlds by the physicist J.S Fraser. The Transitivity choices of natural language, I have argued, evolved to signify human experience, physical, psychological and social, but technological developments and the use of mathematics have given humans access to an 'extended umwelt', an awareness of worlds beyond that of human experience (although contributing to the context of human existence).

In Fraser's model, each world is associated with a different causality and temporality. How can natural language tell stories of the causalities and temporalities of these worlds of the extended umwelt? Is the narrative

disruption remarked on in postmodern fiction a result of trying to tell such stories?

The novels of the American author Thomas Pynchon are typically described as 'postmodern'. In this paper, to explore the questions asked above, I offer a detailed analysis of ideational choices in selections from Pynchon's writing. (This work continues research, presented previously, on both modernist and classic realist prose fiction.)

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- Key Terms** Ideational Meaning, Transitivity, Temporality, Postmodern Narrative, Pynchon

## IGNATIEVA

### *Question-answer as a genre in students' academic writing in Spanish*

**Author:** Natalia Ignatieva

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**Abstract:** This paper is part of a major on-going project which investigates the language used in the field of the humanities in Mexico and the United States. The main objective is to analyze the functional components of different genres within the academic register and to explore lexicogrammatical features of these genres.

In my paper at the 34th ISFC (Ignatieva 2007) I presented the beginning of this investigation with text examples from two academic genres. Now I will report on the next stage of the project, namely, a more profound

study of art students' texts from the systemic functional perspective.

Fifteen texts are studied, all belonging to one genre: a mini-essay which is part of a question-answer examination written in class. Each text is analyzed according to six parameters: 1) genre analysis (formal and functional components of the text); 2) thematic analysis (Theme and Rheme); 3) transitivity analysis (types of processes); 4) interpersonal analysis (mood and modality); 5) grammatical metaphor (ideational, interpersonal and textual) analysis; 6) lexical density analysis (a percentage of content words in the text).

The paper will examine the textual organization and the predominant lexicogrammatical features in the students' writing in order to identify the genre characteristics of the texts under analysis.

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**Key words:** genre, Theme, transitivity, interpersonal, metaphor

## IRWIN

### *Relating Lexis to Culture: First Nations' Loan Words in Early Canadian Texts*

**Presenter:** Derek Irwin, Program in Arts and Science, Department of English; York University and Lakehead University-Orillia Campus; Heritage Place, 1 Colborne St. West, Orillia, ON, L3V-7X5. Phone: (705) 330-4009; Email: dirwin@lakeheadu.ca

**Abstract:** This paper presents the results of my exploration of the interactions among linguistic strata through close lexicogrammatical analyses of Canadian aboriginal loan words in the context of early Canadian English texts. Based on an exploration of hundreds of these contextual examples, I am able to argue that the same tension which existed (and exists) between English-speaking settlers and the Native population is reflected in the appropriation of words from aboriginal languages: essentially,

these words are simultaneously employed for an exoticism that borders on sexual fantasy while also evoking the fear of the wild so prevalent within early interactions between the inhabitants of Canada. Further, because these words are considered an essential part of the Canadian language and its distinctiveness, such connotational meaning embedded within them provides a valuable insight into not only the words themselves but also the culture which employs them.

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**Presentation Key Terms:** lexicology; lexicogrammar; context of culture; Canadian English; First Nations' loans

## **ISHIKAWA**

### ***How to teach Systemic Functional Linguistics to Japanese TESOL teachers***

**Presenter:** Akira Ishikawa

**Organisation:** Sophia University, Japan

Two inspirational works on discourse analysis, Martin and Rose (2007) and Egins and Slade (1997), indicate an approach to communication as negotiation can integrate all the crucial aspects of language use in a comprehensive framework. This realization has led me to explore effective ways of

presenting SFL to TESOL teachers who are interested in studying Functional Grammars as their linguistic background.

Discourse analysis by means of SFL offers a whole spectrum of opportunities to appreciate how elements in a language work together to produce the social meanings to be communicated in a social situation. Egins and Slade (1997) shows how SFL allows us to grasp a comprehensive and detailed picture of interactions in casual conversation. Their analysis can be complemented by a different chat structure realized in Japanese society where people have different conversational priorities. This flexibility in contrastive treatment of a concrete language activity should prove effective to speakers of Japanese in understanding English conversation. Martin and Rose (2007) is a more comprehensive treatment of characterizing different genres of English text, which provides a clearer view of how to teach text coherence to Japanese learners of English. I will discuss how the previous approaches such as Halliday and Hasan (1975) and Nash (1980) can be put in a more explicit context of educational linguistics by adopting the insights of the two recent works.

#### **References:**

Egins, Suzanne and Diana Slade. 1997. *Analyzing Casual Conversation*. Continuum.

Halliday, M.A.K. and Ruqaiya Hasan. 1975. *Cohesion in English*. Longman.

Martin, J.R. and David Rose. 2007. *Working With Discourse* (2nd ed.). Continuum

Nash, Walter. 1980. *Designs in Prose*. Longman.

**Key terms:** discourse analysis, contrastive grammar, textual cohesion, coherence relations, TESOL, educational linguistics, comprehensive treatment of the grammar

## **JAKOBSEN**

### ***On the paradigmatic relation as a fundamental concept in grammar.***

**Presenter:** Lisbeth Falster Jakobsen,

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**Abstract:** The language model in Halliday's Systemic Functional Linguistics is based on choices within alternatives, understood as paradigms arranged in networks from very abstract paradigms to the final lexico-grammatical choice of an element to be realized in a sentence. The concept of paradigms is essential for the model, but nevertheless very little is said about principles for constituting paradigms. The more hardcore generallinguistic concept is that a paradigmatic relation consists between linguistic elements which are interchangeable in a construction, a syntagm, without being able to appear together in the same syntagm. This concept, obviously, is restricted to a small selection of SFL paradigms and do not cover the more abstract paradigms where the content elements are not connected with expressions. I.e. the more abstract a paradigm is, the more undisciplined the concept of it may be. I want to explore more deeply the principles on constituting paradigms in a language model, making the model less intuitive, if possible.

List of references: Saussure, Hjelmslev, Halliday and Matthiessen, Fawcett, Chris Butler, Heinz Happ, Kasper Boye.

Key words: paradigms, faculty of association, various concepts of meaning relations.

Ji

## ***A Systematic Functional Approach to Phraseology in Corpus Stylistics***

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**Abstract:** The present paper proposes to offer a tentative framework for a systematic functional analysis of phraseology, e.g. idioms, fixed expressions, collocations, etc., in corpus stylistics, which is an emerging field of research that draws upon research methods adapted from among others, corpus linguistics, literary stylistics, textual statistics, translation studies. Systematic functional linguistics (SFL), which aims to develop a universal stratificational model of real language in use, has been mainly explored in

the domains of syntax and grammars. It is however, argued in the present paper that the complex compositional system of phraseology may also be investigated in line with SFL, with a view to establishing an analytical framework for the study of phraseology in literary stylistics. The phrasal category under study is Chinese four-character expressions (FCEs), which represent a phraseological system very typical of Chinese, including among others, Chinese archaic idioms, figurative idioms, morpho-syntactically patterned phrases, noun/adjective/verbal collocations. It is argued that the various subclasses of Chinese FCEs may be readily incorporated into the three-dimensional model of SFL, whereas an idiosyncratic use of morpho-syntactically patterned phrases, archaic idioms and figurative idiom in Chinese literary translations may well indicate a deliberate manipulation of language by the translator at the textual, interpersonal and ideational levels, respectively.

**Keywords:** translation studies; systematic functional linguistics; phraseology; modern Mandarin Chinese; corpus stylistics;

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# JONES

## ***Intention, obligation, and affectedness: Categories of the verb in Mekeo, an Oceanic language of PNG***

**Presenter:** Alan Jones

**Abstract:** I present an overview of the language and culture of an Oceanic community – the Mekeo – and show how categories of the verb resonate with categories of the culture. (Mekeo is closely related to Motu, the language of Port Moresby and surroundings.) I link this topic to a more general challenge in descriptive linguistics, opening up the question of how field workers and translators interpret categories of the verb in other languages (Foley, 1997; Becker, 1993, 1995). An earlier account (Jones, 1998) of the Mekeo verbal paradigms, variable object-marking, and transitivity is reviewed in the light of insights from Halliday and McDonald (2004) and Smith (2007). This review is undertaken less in an ethnographic than a phenomenological spirit, in an attempt to "comprehend" key conceptual categories of the Mekeo mental universe as manifest simultaneously in language, society and culture. I focus on concepts like intention, purpose, and blame; obligation and the source of obligation; and the marking of verbal objects for degrees of affectedness. I will turn finally to the conceptual significance of tenselessness and, if time allows, discuss some implications for language learning and teaching of the fact that the temporal processes of tenseless languages (like Mandarin and Thai) and semi-tensed languages (like Navajo and Mekeo) are not in grounded, i.e. linked to the concept of the "speaker-now").

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# KALIA, Singh and Singh

## ***Voicing Visions of the Partner and Constructing Self: A Study of Appraisal Motifs in the Matrimonial Profiles of Punjabi Men and Women***

**Presenter:** Sukhdev Singh, Charanjit Singh and Divya Kalia

**Affiliation:** Department of English, Guru Nanak Dev University Amritsar, Punjab (INDIA)

**Abstract** This article will study the appraisal motifs in the matrimonial profiles of Punjabi men and women that they themselves created and put on the web for others to have an access to their personae. In each of these profiles, the prospective bride or groom presents himself or herself under the caption 'About Me' focusing on his or her qualities, refinements, tastes and accomplishments, and later voices his or her visions of his or her spouse under the caption "About My Partner" mentioning specifically the things he or she is looking for in her or

him. Since this self-presentation and painting of the partner is done through language, it becomes necessary to study what linguistic resources are used to do this and what these resources speak of the ideology of the user, because in serious documents like matrimonial profiles man or woman presents himself or herself in terms of the best and ideal image of man or woman that he or she has in his or her mind, and likewise his or her painting of the desired partner is indicative of his or her views regarding the best and ideal woman or man that he or she would like to settle with in his or her life. Needless to say that such a linguistic analysis will answer, though to some extent, the question most dear to sociologists, especially the feminists i.e. how Punjabi men and women perceive their own role, status and image in the society and each-other's.

## KARAGEVREKIS

### *Analyzing multimodal genres in EAP/ESP*

**Presenter:** Dr. Mersini Karagevrekis

**Affiliation:** Univ. of Macedonia, Greece

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**Abstract:** Previous work on multimodality/multimediality in EAP/ESP (English for Academic/Specific Purposes) highlighted the variety and depth that a combined multimodal/multimedia approach using Halliday's concept of metafunctions to all semiotic resources (verbal, visual and so on) can provide to EAP/ESP teaching and learning (Baldry, 1999 and 2000; Karagevrekis, 2000 and 2002). This paper takes the approach a step further and analyses the relationship between multimodal texts and multimodal genres in an attempt to help students in an EAP/ESP course familiarize themselves with the conventions of the typical genres they encounter in the specialist field of their studies (i.e. economics). Following Kress and van Leeuwen's social semiotic theory of representation (1996) first there is a description of the modal interplay of verbal and visual resources in particular types of text (i.e. a printed advertisement of banking services and an economics Internet text) in a particular culture (western culture). The analysis aims at helping EAP/ESP students

realise that the verbal and visual components of texts may carry the same more fundamental social meanings (i.e. meanings that constitute our culture) but they do so in different ways and by different forms. Then there is a description of the visual and linguistic genres present in the sample texts based on Bakhtin's distinction between primary and secondary genres which has been extended to multimodal texts (Bakhtin, 1986; Baldry and Thibault, 2006). Primary genres (e.g. visual, verbal and so on) typically combine to form the more complex secondary genres (e.g. advertisements, web pages, etc.). For ease of analysis verbal and visual genres are examined separately. However, it is clarified once more that the visual and the verbal are not simply added to each other. Rather the two systems are specialized to make the meanings they do in different ways and it is the multimodal integration of the two that contributes to the overall text meaning.

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**Key terms:** multimodality/multimediality, genre analysis, EAP/ESP

## KAPPAGODA

### *Do single words have functions?*

**Presenter:** Astika Kappagoda

**Affiliation:** Defence Science and Technology Organisation, Edinburgh SA, Australia

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**Abstract:** This paper aims to explore the potential to describe single words in text in functional terms according to systemic-functional linguistics (SFL). Words can be regarded as token units which can be enriched or co-trained with linguistic information in statistically-based text processing. For this reason, it should be considered (i) whether individual words have functions associated with them, as this might provide a useful functional 'layer' in the lexicogrammar for machine learning-based grammatical and semantic processing strategies, and (ii) whether this is distinct from what is traditionally known as 'parts of speech' or 'lexical classes' (as described in (Huddleston & Pullum, 2002)) and implemented for natural language processing in ( (Santorini, 1990)). SFL proposes that there are group/phrase functions that account for the internal configuration of clausal constituents ( (Tucker, 1998); (Fawcett, 2000); (Halliday & Matthiessen, 2004); (Morley, 2004) ). The approach of applying group/phrase functions to the single word elements of the smallest constituent groups in text will be discussed as a way of describing the functions that mediate functional dependencies between single words, with reference to sample groups and phrases and problematic issues highlighted. This in turn suggests that the concepts underlying parts of speech need to be

revisited to provide a more 'structurally pure' description of single words.

**Keywords:** lexicogrammar, group / phrase functions, parts-of-speech, lexical classes, text processing

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## KEALLEY

### *Doing, saying and thinking in Professional Nursing Practice*

**Presenter:** Jill Kealley

**Affiliation:** The Lyell McEwin Hospital, Adelaide

This paper presents findings of an examination of conversations between nurses and patients during the delivery of nursing care (Kealley 2007). The paper will demonstrate how linguistic analysis enabled an examination of nursing discourse as a cultural phenomenon that realizes the world of nursing and the nurse's role in that world. It will present a genre of professional practice that enables the illumination of the nurse as a thinking, doing and saying social being. It will also demonstrate how the quotidian world is reconstrued as a specialised world of nursing. However, the language utilised in nursing practice often appears to be non-technical

and therefore non-specialised language, which masks the world of nursing and adds to the implicitness of nursing practice.

#### Reference:

Work by Cloran (1994, 2003), Halliday & Matthiessen (1999, 2004), Hasan (1985, 1996) and Lemke (1983, 1990) were utilised in this examination. This presentation will highlight the ways in which linguistic analysis currently available can be utilised to examine professional discourses.

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## KUMAR, A

### On Honorifics

**Presenter:** Abhishek Kumar,

**Organisation:** Department of Linguistics, Macquarie University, Australia.

**Abstract:** The aim of the paper is to explore the system of honorificity in Bajjika and its contribution to the interpersonal strand of lexicogrammar of the language. This paper is an extension of Kumar's (2003) work, the only work carried out so far in the interpersonal system of Bajjika, and a proposal to solve the intricacy of honorificity densely woven in the clause of the language.

The social system of Bajjika is densely organised at different levels of social and cultural hierarchy. The hierarchy is one of high and low, good and bad, superior and inferior, kinships and non-kinships, formal and informal and several other sets. There is a remarkable distance between the social set up. These distinctions are displayed in the language use within the interpersonal system of lexicogrammar. I will present the social organization of interpersonal role-relationships and its various subsets under the cover term of 'honorifics' and explore the system. My concern in this talk will be to show that that widely accepted terms of in-group and out-group doesn't help in deciding the functional boundary of honorifics. Another significant concern of this exploration will be to demonstrate that there is 'split' in system of honorifics in Bajjika.

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Kumar, Abhishek. 2003. A studies in the transitivity of Bajjika: verbs and verb-endings. *CIEFL Bulletin* 13.2: 1–18.

**Key terms:** Honorifics, split-honorifics, lexicogrammar, interpersonal, Bajjika

## LEAPER

### A Longitudinal Study of L2 English in Group Discussion Tests

**Presenter:** David Leaper

**Email:** (davidleaper@gmail.com)



**Affiliation:** College of English Education, Hankuk University of Foreign Studies, South Korea.

**Abstract:** The group discussion test from which the data for this study was collected is a speaking assessment in which three or four students have between 6 and 10 minutes to discuss a prompt. All students at this private Japanese language university take this test immediately before they begin classes as freshmen and at the end of their first and second years. A random selection of 60 students was videoed the three times they took this test over two years of English instruction. Of the 60 students, three were chosen for this preliminary study to conduct a detailed analysis of the transcript using Eggins and Slades (1997) adaptation of Halliday's (1994) systemic functional approach to language analysis (a total of nine transcripts). While the findings show appreciable differences over the times they take the test, the small size of the samples make conclusions drawn from this data tentative. The presenter concludes with recommendations for analyzing spoken discourse in order to track language acquisition and a discussion of the utility of using this form of analysis to investigate spoken L2 data.

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**Key Terms:** Conversation analysis, longitudinal, English as a second language acquisition, Japanese learners of English

**LEE**

### ***Translation of the transcripts of audio recordings***

**Presenter:** Jieun Lee,

**Affiliation:** Department of Linguistics, Macquarie University

**Abstract:** This paper aims to investigate possible translation issues in intermodal translation in legal contexts.

This study is not conducted with SFL tools, but would like to receive feedback from SFL researchers.

Police use recordings of private conversations in the process of criminal investigation. Translated transcripts are used in the legal process in case the conversation between speakers from non-English backgrounds has been carried on in languages other than English. The limited access to the context and the conversion of the mode from spoken language into written language may add to the difficulty of translation task and requires extra caution on the part of the translator in maintaining accuracy in translation. This case study examines translated transcripts of recorded conversations between alleged victims and offenders which were used as exhibits in the trials of sexual assault offences. The cross-linguistic issues in Korean-English translation, including indirect speech and discourse markers may pose a problem in legal translation, which are translation issues but also legally relevant issues.

Key words: legal, translation, transcript

**LEE, S**

### ***The use of Claim resources in high and low-graded persuasive essays by undergraduate students.***

**Presenter:** Sook Hee Lee

**Institutional Affiliations:** Charles Sturt University

**Abstract:** This paper reports on a study of various claims made by tertiary students at

the undergraduate level in persuasive essays (PEs). The main purpose of the analysis is to examine how the writers' deployment of Claim resources contributes to the success of their PEs. The theoretical basis of the description of the Claim is mainly derived from the ENGAGEMENT system (White, 1998; 2004), which is an Appraisal resource formulated within interpersonal meanings of Systemic Functional Linguistics framework of analysis (Halliday, 1994; Halliday and Matthiessen, 2004). Appraisal systems are basically concerned with writers' linguistic inflection of their evaluative stances (Martin and Rose, 2006; Martin and White, 2007). Of particular concern of this paper is the Claim system that refers to resources of introducing additional voices into discourse by writers' internal voices via Conjunctions, Metadiscousal languages, Concessions, Conditions, Causes and Effects and Negation, etc. The analysis reveals significant differences in the pattern through which writers engage dialogically with readers through averring their voices within particular schematic stages. These differences are reflected in the balance between the strategies of internal averral and the presentation of external attribution chosen by evidence. Educational and theoretical implications will be discussed in teaching PEs in EAP (English for Academic Purposes) courses.

**Key words:** Interpersonal meaning, Appraisal theory, Engagement system, Averral, Claim, Authorial voices, persuasive essays.

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## LI

### ***From Chinglish to Chinese English as One of the World Englishes***

**Presenters:** Dr. Eden Li; Dr. Han Yan; Dr. Percy Wong

**Abstract:** The present paper presents the result of a pilot research into the characteristics of language used in the English literary works written by Chinese authors, which should be taken as an initiation of a comprehensive investigation of the Chinese English by adopting the Systemic Functional Grammar as its theoretical framework. The previous studies of Chinese English were predominantly interested in the 'non-standard' pronunciation, the adoptions of vocabulary in Chinese sources, and the 'ungrammatical' or 'pidgin-like quality' of syntactic structure (Bolton & Kwok 1990; Bolton 2003). These early studies, in general, tended to identify and describe 'errors' in the poor English (known as 'Chinglish') produced by Chinese. However, as Vittachi (2001) has pointed out, some of these 'Chinglish' phrases are easy enough to understand, and thus seem to work; a number of Chinese cultural specific vocabularies have been borrowed in the English vocabulary; and most of all there are an increasing number of English literary works written by Chinese in recent years. Their publications suggest that these 'Chinglish' works no longer only make sense to Chinese speakers; in fact, they have reached a new level of full acceptability. Will Chinese English become one of the World Englishes, being put on a similar footing as Singapore English and Indian English with its own particular language features? This study is an initiation to the answer; and this presentation will focus on the thematic selection in an English novel written by a Chinese author. The result will be compared with the thematic pattern of another English novel, which serves to highlight the particular features in the Chinese English.

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Key terms: Chinglish; Chinese English; Systemic Functional Grammar, thematic selection; World Englishes

## LIN

### ***"The most important lesson I have learned as a teacher is..." The Experiential in Reflective Teaching Journals***

**Presenter:** Li-Fen Lin

**Organisation:** University of California, Davis

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**Abstract:** Reflective journal writing has been well received as a useful tool to promote critical thinking and self-evaluation and development in teacher education programs (Swain 1998; Farrell 2004). This paper analyzes reflective teaching journals by 3 preservice teachers enrolled in an MATESOL program at a California State University. This paper aims to explore how these 3 preservice ESL teachers represent their learning-to-teach experiences by examining how they employ the resources of transitivity (Halliday 2004/1994; Martin and Rose 2003) in their journals. Four kinds of processes: doing, saying, sensing, and being (Martin and Rose 2003), as well as the participants and circumstances involved in the interaction are discursively analyzed to interpret how my participants make sense of their experience and professional growth.

The reflective teaching journals in this paper are taken from ethnographic data as part of a dissertation study on both native- and non-native-English-speaking (NES and NNES) preservice teachers' identity formation in an MATESOL program. The paper will compare how these 3 participants, one native, another non-native, and the other English-Japanese

bilingual, construe their experiences by using the resources of transitivity. The presentation will conclude with a discussion of the use of reflective journal writing to enhance teacher identity development.

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**Key terms:** SFL, transitivity, teacher identity development, reflective teaching journals, discourse analysis.

## LIU

### ***The Stylistic Value of Grammatical Metaphor in English Metalinguistic Texts: A Functional-Cognitive Stylistic Perspective***

**Presenter:** LIU Chengyu (刘承宇)

**Institutional Affiliation:** School of Foreign Languages, Southwest University

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**Abstract:** This paper aims to illuminate the stylistic value of grammatical metaphor from an integrated perspective of functional stylistics and cognitive stylistics with a corpus-based analysis of English metalinguistic texts.

The notion of grammatical metaphor has long been a hot topic since it is first proposed by Halliday (1985) as one of the core concepts of systemic-functional grammar (e.g. Halliday 1988, 1989, 1994, 1993, 1997, 1998, 1999, 2003, 2004; Halliday & Matthiessen 1999, 2004; Halliday & Martin 1993; Steiner 2002; Simon-Vandenberg, Taverniers & Ravelli 2003) and in turn of functional stylistics (e.g. Halliday 1964, 1971, 1983, 1987; Zhang 1999). Recent years have witnessed some tentative efforts to investigate the stylistic

value of grammatical metaphor. (e.g. Liu 2003; Larsen 2005) Meanwhile, with the rapid development of cognitive linguistics and cognitive pragmatics, cognitive stylistics arises as a new interdisciplinary perspective on the style of the text. (e.g. Tsur 1992; Gavins & Steen 2003; Semino & Culpeper 2002; Stockwell 2002) Likewise, systemic functional linguistics has undergone a cognitive turn in recent years. (e.g. Halliday & Matthiessen 1999, 2004)

So far, however, controversy still exists over the demarcation between congruent and metaphorical variants as well as the scope of grammatical metaphor. The sporadic literature on the stylistic value of grammatical metaphor (e.g. Liu 2003) is generally confined to literary texts and a narrow scope of specialized genres, such as advertising, journalistic, forensic, scientific and technical discourses. Little systematic empirical study has ever been conducted to investigate the distribution of grammatical metaphor in English metalinguistic texts and its stylistic value. The opposite rank-shifts in ideational and interpersonal metaphors and the underlying tension between the ideational and interpersonal metafunctions of language have not received due attention so as to reveal its semogenic and stylistic implications. This is where the focus of this paper resides.

This paper purports to apply an integrated functional-cognitive stylistic approach to investigating the distribution of various grammatical metaphors in English metalinguistic texts and their stylistic value, with an aim to address the following issues: (1) How can the systemic notion of grammatical metaphor and its stylistic value be expounded from an integrated perspective of functional stylistics and cognitive stylistics? (2) In what patterns are various types of grammatical metaphor distributed in English metalinguistic texts and what stylistic value does it embody? (3) How can the opposite rank-shifts in ideational and interpersonal metaphors be interpreted in relation to the inherent tension between the ideational and interpersonal metafunctions of language? And what implications does this tension have on semogenesis and stylistic variation?

The major findings of this paper include: (1) The systemic notion of grammatical

metaphor is derived from the “natural” relationship between lexicogrammar and semantics. This “naturalness” reflects the iconicity inherent in the language system and human conceptualization. The controversial notion of congruence can be revisited in light of the prototype theory. (2) The incongruent and/or deflected distribution of grammatical metaphor in the discourse generally functions as motivated prominence. This renders grammatical metaphor to serve as style markers to engender the contextual effect of foregrounding. (3) Human language is characterized with reflectivity and hierarchical stratification. The general agnation of natural language and metalanguage attributes English metalinguistic texts with some distinctive features from other academic texts, particularly in the use of grammatical metaphor, thus constituting a significant aspect of the stylistic characteristics of the text. (4) The empirical study of the use of grammatical metaphor in the EMT corpus indicates that nominalization, passivization and impersonal subjects are densely distributed in English metalinguistic texts, whereas transitivity metaphors, mood metaphors, modality metaphors, personal subjects, metaphorical thematic structures and metaphorical information structures are more or less sparsely distributed in them. This suggests that as a sub-genre of academic discourse, English metalinguistic texts are stylistically characterized with lexical density, impartiality and objectivity, plain language and syntactic simplicity. (5) The empirical study also reveals significant differences in the distribution of grammatical metaphor in introductory English metalinguistic texts and academic English metalinguistic texts. Generally speaking, nominalization, passivization and impersonal subjects are less frequently used in introductory English metalinguistic texts than in academic English metalinguistic texts, whereas transitivity metaphors, mood metaphors, modality metaphors, personal subjects, metaphorical thematic structures and metaphorical information structures are more frequently distributed in introductory English metalinguistic texts than in academic English metalinguistic texts. This reflects the accessibility of the discourse and primarily results from the author’s accommodation towards the cognitive environment of the

intended readership. (6) The inherent ideational-interpersonal tension is instantiated lexicogrammatically as the opposite rank-shifts in ideational and interpersonal metaphors. It permeates the three time frames of semogenesis and has great impact on the development of grammatical metaphor and stylistic variation.

The significance of this paper is three-fold: (1) The systemic notion of grammatical metaphor and its stylistic value is justified from an integrated perspective of functional stylistics and cognitive stylistics, thus bridging the gap between the constructivist and non-constructivist approaches to metaphor. (2) The distribution pattern of various types of grammatical metaphor in the EMT corpus is empirically investigated so that their stylistic value is revealed. (3) By analyzing the opposite rank-shifts in ideational and interpersonal metaphors, this paper illuminates the ideational-interpersonal tension as well as its implications on semogenesis and stylistic variation.

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**Key Terms:** grammatical metaphor; functional stylistics; cognitive stylistics; English metalinguistic texts; corpus-based discourse analysis

## LO

### **Grammaticalization of the Mandarin Chinese Verb *Fan***

**Presenter:** Yu-wen Lo

**Affiliation:** National Taiwan Normal University

**Email:** [0-1-2-3@yahoo.com.tw](mailto:0-1-2-3@yahoo.com.tw)

**Abstract:** This paper investigates the process of grammaticalization of the Mandarin Chinese verb *fan* in terms of pragmatic inference and metonymy. In conversational interaction, the speakers intend to use minimal expressions to convey maximal meaning through repeated conversational implicature, and later become conventionalized for the hearers to expect the strong inference. Therefore, both the principles of simplicity and informativeness motivate grammaticalization. As the analysis of the collected data from Chinese Word Sketch and Sinica Balanced Corpus shows, the strong inference of excessive extent is strengthened into the Mandarin Chinese verb *fan* without the original modifiers of the specific degree, and becomes a post-verbal or a post-adjectival excessive marker. In addition to corpus data, such excessive expressions are used more frequently in BBS and Internet news titles. Moreover, the case of *fan* corresponds to several of Hopper's (1991) principles of grammaticalization, showing that *fan* is indeed in the process of grammaticalization. Since grammaticalization often causes polysemy, the semantic changes of the Mandarin Chinese verb *fan* also provide evidence for Traugott's (1989) claim of subjectification and Bybee et al's (1994) proposal that the source meaning of grammaticalization is the frequently used general meaning rather than the concrete etymological meaning. Finally, the syntactic change of *fan* can be explained by Xing's (2003) three stages of syntactic reanalysis for grammatical morphemes from Mandarin Chinese verbs, and the result is that *fan* becomes the secondary verb losing its primary semantic property. Thus, syntactic change and semantic change often interact to contribute grammaticalization.

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**Keywords:** grammaticalization, pragmatic inference, Mandarin Chinese verb

## LONGSHAW

### *The Register of Online Predators*

**Presenter:** Emily Longshaw

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**Abstract:** This is the first stage of a much larger project that aims to assist governments and online providers with internet surveillance of online predators. The paper addresses a small aspect of the use of the internet as a global means of communication and relationship development that has resulted in the abuse of minors.

**Background –** This project was inspired by the Scamseek project and uses Halliday's Systemic System to seek an alignment across the four strata in the hopes of systemically defining the online predator register.

At present law enforcement agencies are unable to control the ever-increasing sexual

abuse of children via the internet because of the vastness of the World Wide Web. Using a Systemic Functional Linguistic methodology that finds alignment across the four strata, this paper looks at the possibility of creating a surveillance system that will automatically isolate online chat room exchanges between a predator and his victim from all other online exchanges.

This paper summarises the early stages of this research project with reference to a four stratal analysis of seven texts involving a predator and an undercover agent.

The patterns found in the exchanges - particularly the initiating and proposal part of the exchange - will be discussed, focussing on the typical language use of the predator. The typical language use of the undercover agent will also be briefly discussed in order to highlight their influence on the language of the exchange as opposed to an exchange involving an actual victim.

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**Keywords –**

**Predator –** An alternate name for paedophile that is more widely used by law enforcement for those who sexually abuse minors. This is because, traditionally, the term 'paedophile' refers specifically to an adult who is in love with a minor and not all sexual offenders are in love with their victim.

**Real time –** being recorded as the moment occurs (live)

## LOW

### ***Reading an ad message through an unknown dimension: Is that ad meant for me to read?***

**Presenter:** Francis Robert Low

**Organisation:** The Hong Kong Polytechnic University

**Email:** low99low@gmail.com

**Abstract:** As far as multimodality is concerned, Gunther Kress and Theo van Leeuwen's 'Multimodal Discourse: The Modes and Media of Contemporary Communication' (2001) has nicely sketched the foundation stone of multimodal theory for us to work on.

Reading ad messages requires tremendous amount of effort and draws on the reader's widest range of knowledge he/she has. A well-designed advertisement is essential for effective promotional message with both customers as well as potential customers and contributes to successful image building. However, enable the message to get through could be difficult when the coding employed in the ad has broad cultural and knowledge range. It would even be more difficult for readers to decode some of the information inserted behind the visual surface. This paper reports on reading a multilayered commercial ad needs more than distribution, information value and reading path (Kress, G. & van Leeuwen, T. 1996) but also an unknown dimensional which is another piece of jigsaw puzzle to complete the picture. While exploring a Nokia advertisement text I felt the sophistication of the image was a surprise. The degree of realism and imagination is extraordinary, depicting both perceptive and emotion that are developed through a dimension other than the existing two. In this paper I would also attempt to put the Appraisal System: 'attitude' (Martin, J. & White, P. 2006) to image analysis.

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**Key terms:** Multimodality, Image texts, Ads analysis,

## LU, A

### ***Ideational Perspectives on Feedback in Academic Writing***

**Presenter:** Angela Lu

**Abstract:** This paper discussion examines ideational clause types as defined in systemic functional grammar to be material (doing verbs), relational (static/reporting verbs), verbal (saying verbs), mental (thinking verbs), behavioral (part mental, part material verbs) and existential (is/are verbs) processes. It focuses on the change in clause types as ESL students do drafting based on different feedback patterns. Its research question is: would there be a difference in any clause type due to (a) drafting process within group; (b) feedback order between groups? Results are as follows (a) The group who had peer feedback before teacher and verbal feedback, became more inclined than other groups to add material processes to improve scientific aspects. (b) Effects are observed for the rise in material processes within this described group compared with other groups. Results



also hint at the fact that despite feedback, the rise in the number of relational clauses (often valued in expository clauses), did not occur much in self-feedback and teacher-feedback-first, peer-feedback-later groups.

## LU, Z

### ***Language functions and their use in literary analysis in D.H Lawrence's The Prussian Officer***

**Presenter:** Zhongshe Lu

**Affiliation:** Department of Foreign Languages

Tsinghua University, Beijing 10084, PR. China

Email: lvzhs@tsinghua.edu.cn

**Abstract:** D.H. Lawrence was the first major English novelist who truly came from the working class. Besides novels, he also wrote short stories, poems, plays, literary criticism and travel essays. Many critics believe that his short stories are superior to his novels, since they are more often characterized by a totality of effect and a tighter structure.

*The Prussian Officer* is a good example, which is a powerful short story showing effects of sexual repression on two men. This paper first reviews the three language functions, namely the ideational, the interpersonal and the textual proposed by Halliday (1970, 1994), then tries to apply them in the stylistic analysis of the story with an emphasis on transitivity within the ideational function. The following aspects will be discussed: military settings which deliver a hint foreshadowing later developments in the story; the great difference between the two characters; frequent confrontations between the two characters; the orderly's grieved and tragic destiny; and the way of handling the chronology of the story. All these aspects are to demonstrate how Lawrence achieved his effects of depicting the characters, their inner thoughts and their emotions.

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**Key words:** ideational function, transitivity, settings, confrontation, sexual repression

## LUCANTONIO

### ***Developing casual conversation skills***

**Presenter:** Damian Lucantonio

**Affiliation:** University of Electro-Communications, Tokyo.

**Abstract:** The broad aim of this paper is to investigate the development of the conversational skills of two, pre-school children in Japan, who are learning English as a foreign language in the home context. The study focuses on the explicit teaching of five genres of casual conversation – recount, narrative, anecdote, exemplum and opinion – over a four year period. The paper argues that SFL provides a systematic description of the children's casual conversation (Plum, 1988; Eggins, 1990; Horvath & Eggins 1995; Slade, 1996; Eggins & Slade 1997, 2004). Data from the children's conversation texts is analyzed at a macrostructural level of analysis for generic structure, and at a microstructural level for the interpersonal resources of mood and appraisal. The implications of the data are then discussed for the fields of linguistics and foreign language education. These include the importance of an integrated theoretical stance that merges language and learning, as well as the importance of providing appropriate models from which linguists and educators can theorize. These multidisciplinary implications highlight the importance of engaging in different but complementary insights into the discourse of casual conversation.

# LUKIN COLLOQUIA

## ***Relating news discourse to its context: methods of analysis and explanation***

Presenters: Annabelle Lukin (convenor), Alice Caffarel & Liz Rechniewski (convenors), Elizabeth Thompson and Nagisa Fukui, Mosheer Amir, Claire Scott, Ayako Ochi, Peter R R White

**Timetable:** 7 presentations (each 20mins + 5mins questions); followed by 30 minutes of discussion

**Presentation Aim:** to explore the relationships between theory/method and findings in the analysis of media discourse

**Abstract:** The central problem in the study of media discourse has been how to connect the macro-sociological issues – like media ownership, government and corporate power, cultural myths and stereotypes, social structure and organisation – to actual instances of media texts. The emergence of critical discourse analysis has been driven by the theoretical and empirical problems of working between text/discourse analysis and the explanation and critique of social and cultural phenomena. In this colloquium each speaker will present findings from their studies of media discourse, in relation to the kinds of theoretical assumptions and analytical frameworks on which their analysis is based. A central focus for each presenter will be to consider how his/her description of the social/political/historical context is manifested in the discourse and how the study of the discourse elucidate features of the social/political/historical context.

Presentation: Background: In the past three decades there has been a 'linguistic turn' in the study of media discourse. This includes the work in Cultural Studies (e.g. Hall et al, 1980) CDA (e.g. Fairclough 1995; van Dijk, 1988) as well as more explicit SFL approaches to the study of media (e.g. van Leeuwen 1987, Nanri 1993, Martin and White 2005). This colloquium draws on and develops these lines of investigation.

Presentation: References Fairclough, N. (1995). *Media Discourse*. London, Edward Arnold.

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Presentation: Key Terms see abstracts below

## ***Presentation 1: The explanatory power of SFL dimensions in the study of news discourse***

**Presenter:** Annabelle Lukin

**Affiliation:** Centre For Language In Social Life, Dept Of Linguistics, Macquarie University

**Aim:** to explore the power of the SFL dimensions in relating news discourse to social context

Driving much of the sociological and linguistic work on media has been a belief in, or desire to model, the relation(s) between news discourse and social, economic and political contexts. Hall (Centre for Contemporary Cultural Studies, U. of Birmingham) for instance argued that "the production structures of television...draw topics, treatments, agendas, events, personnel, images of the audience, 'definitions of the situation' from other sources and other discursive formations within the wider socio-cultural and political structure of which they are a differentiated part..." (Hall 1980: 137-8). In *News as Discourse*, van Dijk asserted that one of the central questions in the study of news discourse is "the complex relationships between news text and context: How do cognitive and social constraints determine the structures of news and how

are the understanding and the uses of news influenced by its textual structures?" (1988: 2). In this paper I will argue for the descriptive power of the dimensions of SFL – structure; system; stratification; instantiation; metafunction (Halliday and Matthiessen, 2004) – in understanding the relations of news to social context. My data will be taken from a study of the ABC's reporting of the invasion of Iraq in 2003.

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**Key Terms:** media discourse, SFL, language, social context

### **Presentation 2: The Construal of Ideology in French Editorials**

**Presenters:** Alice CAFFAREL and Elizabeth RECHNIEWSKI,

**Affiliation:** Department Of French, University Of Sydney

**AIM:** The paper proposes a methodology for the analysis of editorials across languages drawing on systemic functional theory.

Editorials - which offer an interpretation of key events intended to give an overall direction to the reader's understanding of the world - are a privileged site for the construal of opinion and therefore for the analysis of ideology in journalistic discourse. Writing in 1996 Van Dijk deplored the lack of theoretical attention paid to editorials, concluding : 'There are virtually no book-length studies, and rather few substantial articles, on the structures, strategies and social functions of editorials.' He adds that those that exist are often 'practical and anecdotal', written by practitioner rather than by media analysts. Since then, in the last ten years, a few studies have been published and we will refer to these in the course of our discussion. In this paper we undertake an

analysis of three editorials from French newspapers (Libération, Le Figaro and Le Monde) from the point of view of their generic structure, their use of appraisal, thematic and transitivity resources, to highlight how they construct worldviews by means of particular patterns of linguistic choices.

Our approach starts from a comparison between the generic structure of 'hard news' stories and editorials; whereas the former are usually said to be characterised by an orbital nucleus/satellite structure, our starting-point is the assumption that editorials belong to the argumentative/persuasive genre of discourse. Drawing on prior work on this genre (including by Iedema, Feez and White) and on prior work on the structure of editorials within an SFL framework (Ansary and Babaii), this paper suggests an approach to identifying the structure of editorials through the analysis of thematic progression, logical resources and the prosodic build up of evaluative meanings throughout the text.

We will show how these patterns interact in the text to convey the ideology of the newspaper and to create a characteristic generic structure.

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**Key Terms:** discourse analysis; editorials; media analysis; generic structure; language and ideology

### **Presentation 3 – Methodology and Ideology: Unveiling the ideology in Japanese front page lead stories**

**Presenter:** Elizabeth Thomson

**Affiliation:** University Of Wollongong; And Nagisa Fukui, University Of New South Wales

**Abstract:** A critical reading of a news story will oftentimes result in the identification of an underlying ideological stance. However, while knowing that the news story takes a particular ideological stance is helpful, it is even more helpful to know how the ideological stance is encoded in the language choices of the news story. The application of linguist methodology serves as the analytical toolbox of the critical reader and/or discourse analyst. In a recent study we used the methodology of appraisal theory to investigate the underlying ideologies of two Japanese front page lead stories. This paper justifies why we chose to use appraisal theory and what its application unveiled.

**Key Terms:** discourse analysis; hard news; appraisal; language and ideology

### **Presentation 4 –**

#### **The Linguistics of Representation: The New York Times' Discourse on the Second Palestinian Intifada**

**Presenter:** M. Mosheer Amer,

**Affiliation:** Department of Linguistics & Applied Linguistics, the University of Melbourne

**Abstract:** The dialectic interplay between discourse and issues of power, ideology and social practices and structures has been intensely analysed in much critical research on dominant media discourses (e.g., Fairclough, 1995; Martin Rojo, 1995; Richardson, 2004; Teo, 2000; van Dijk, 1991, 1993). This paper presents key findings of a critical discourse analytic study of the coverage by the New York Times (NYT) of the second Palestinian Intifada through an analysis of how Palestinian and Israeli actors and their violent actions are represented. A sampling of news reports,

editorials and op-eds published over a four-month period between October 2000 and October 2003 formed the data corpus. I propose an integrated analytical framework which examines discourse at textual, intertextual and contextual levels. Analysis at (inter)textual levels involves examining salient textual features (propositional meanings, lexical and syntactic selections, metaphors, presuppositions, intertextual traces of other voices and discourses, and patterns of exclusion, inclusion, mitigation and emphasis) and interpreting these features towards an overall topic or topics. Contextual analysis aims to account for the political, cultural, economic and journalistic contexts and values which influence the way the NYT frames the Intifada. Analysis shows that two dominant topics (Palestinian attack vs. Israeli retaliation and the delegitimation of Arafat) underlie the NYT's ideological position on the Intifada and provide ideological opportunities for attributing causal agency, responsibility and blame to Palestinian actors and actions.

#### **References:**

Fairclough, N. (1995). *Media Discourse*. London: Edward Arnold.

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Teo, P. (2000). Racism in the News: A Critical Discourse Analysis of News Reporting in Two Australian Newspapers. *Discourse & Society*, 11(1), 7-49.

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**Key Terms:** critical discourse analysis, linguistic features, dominant topics, contextual analysis

### **Presentation 5 – Reporting War: Reporting external sources**

**Presenter:** Claire SCOTT

**Affiliation:** Centre For Language In Social Life, Macquarie University

AIM: Present and discuss findings of continuing doctoral research on the Sydney Morning Herald's reporting of armistice from the Boer War to the Iraq War

Media discourse frequently involves the inclusion of information or opinions sourced from beyond the reporter. The way reporters include and attribute information from external sources, as well as the nature of the information itself, are crucial factors in the issue of 'grounding' news reports. In this paper I will present findings from my analysis of non-authorial sourcing in the Sydney Morning Herald's reporting of armistice over a century from 1902-2003, and consider how the uptake of resources for attributing this kind of information has changed in relation to changes in context, particularly technological and institutional context.

An example of this is the increase in formal and semantic ambiguity between paratactic and hypotactic projections of locutions, which seems to coincide with the increasingly advanced and diverse technology for gathering and disseminating news. This suggests that advancements in technology do not necessarily lead to more accurate, balanced or grounded reporting, even when the technology potentially makes available a much greater range of information sources. Findings such as this have implications for understanding the changing character of news as a product of changing production processes, and for understanding the social purpose of news as a dynamic, changing social activity.

## **Presentation 6:**

### ***Rhetorical Structure of news report in English and Japanese: connecting context and lexicogrammar***

**Presenter:** Ayako Ochi

**Affiliation:** Department of Linguistics,  
Macquarie University, **Email:**  
ayako.ochi@ling.mq.edu.au

**Abstract:** The The present paper aims to explore how the context of reporting on the daily flow of events considered newsworthy to the general public in the media is realized in the rhetorical structure of news reports in English and Japanese.

Background: The paper is a part of my ongoing PhD research project "The Reporter's voice in news report in English and Japanese". The key sources for the systemic functional description of the grammar employed in the present paper are Halliday & Matthiessen (2004) for the grammar of English and Teruya (2007) for the grammar of Japanese. Rhetorical Structure Theory (RST) was originally developed by William C. Mann, Sandra A. Thompson and Christian M.I.M. Matthiessen (e.g. Mann & Thompson (1988), Matthiessen & Thompson (1988), and Mann, Matthiessen, & Thompson (1992)); and Matthiessen (2002; in prep.) has incorporated RST within systemic functional theory and description. The generic (or schematic) structure of news reports has been described by ledema (1997), ledema et al. (1994), and van Leeuwen (1987).

The register of news reporting is characterized by the generic structure,  $\text{Headline} \wedge \text{Lead} \wedge \text{Lead Development} (\wedge \text{Wrap-up})$  (ledema, 1997; ledema et al., 1994; White, 1997). These contextual stages are realized semantically by the text (quite possibly involving different semiotic systems), therefore the readers can anticipate how the text unfolds when they read a written news report. Matthiessen (2007b) has shown how the generic structure is realized in text, by relating the generic elements to rhetorical complexes (characterized in terms of RST), local parts of which may in turn be realized by clause complexes (cf. Matthiessen, 2002). Drawing on his multi-stratal text analysis, this paper will explore how the context of news reporting in English and Japanese is realized in the rhetorical structure of news reports, making reference to the metafunctional orientation. In order to explore this, I will firstly locate the notion of reporter voice on the cline of instantiation and discuss how the context of news reporting determines the ways in which reporters assess the information presented in news reports. The discussion will be based on the analysis of two sets of comparable texts dealing with reporting of events within different experiential domains – one set is concerned with a maritime disaster and the other is concerned with North Korea's announcement of nuclear arms.

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## Key terms:

Rhetorical Structure Theory, context, generic structure, semantics, news report, voice, English, Japanese

## Presentation 7:

### Political climate and adjudications of media subjectivity and bias

**Presenter:** Peter R R WHITE

**Affiliation:** Department Of Linguistics, University Of Adelaide

This paper explores the relationship between political climate, media regulatory regimes and notions of what constitutes "loaded language" and media bias. It examines news reporting by the ABC radio current affairs program AM and a series of complaints lodged with Australia's media regulatory body that AM's reporting has been subjective, biased and unfair. It focuses in particular on complaints in 2003 by the then Federal Government communications minister that AM's reporting of the war in Iraq was unbalanced and reflected an anti United State bias. Some, but not all, of the complaints were found by the regulatory body (then the Australian Broadcasting Authority, now the Australian Communications and Media Authority) to be in breach of the ABC's code of practice on the grounds of bias and inappropriate subjectivity.

The paper compares and contrast reports which were found to be in breach of the codes of practice with those which were found not to be in breach. Attention will be paid to the textual organisation of the reports (considering such issues as the role played by the announcer, the reporter in the field and quoted sources), to its experiential orientation (the nature of the reality conveyed), and especially to the way evaluative meanings are managed. For this latter aspect, the application of the Appraisal framework will be demonstrated in dealing with notions of media subjectivity, objectivity and bias.

In order to further compare reporting which has been the subject of complaints of bias with that which has not, AM's coverage of the war on Iraq will be also be compared with its coverage of the controversy over Japanese whaling. Findings will be reported which indicate that, even while no complaints have been lodged about AM's Japanese whaling coverage, it is, at least by certain criteria, substantially more subjective, opinionated and biased than almost all of the coverage of the war in Iraq. It will be suggested that political climate and community attitudes are a stronger determiner of which reports will be accused of subjectivity and bias than the actual language of the news reports.

## LUKIN

### *Translating modernist preoccupations*

**Presenter:** Annabelle Lukin

**Affiliation:** Centre for Language in Social Life. Macquarie University

**Abstract:** In "Towards a theory of good translation", Halliday has argued that "It is notoriously difficult to say why, or even whether, something is a good translation, since this must depend on a complex variety of different factors that are constantly shifting in their relationship one to another. The central organizing concept is presumably that of "equivalence"; but equivalence with respect to what?" (Halliday, 2001: 15). In my paper I will explore Halliday's question in the context of literary translation, taking 'Caracol', a 1904 sonnet by Rubén Darío, one of the

great modernist poets of Latin American, and its translation ('The Seashell') by Lysander Kemp, professor, writer and translator of some of Latin America's great writers (Tapscott, 1996). Analysis of the translation reveals shifts on a number of levels: the rhyme scheme has been abandoned, and changes in tense, transitivity selections and logical relations are also evident. But in evaluating these shifts, I will argue that 'equivalence' needs to be considered from the perspective of 'consistency of foregrounding' (Hasan, e.g. 1971 and 1985, following Mukarovsky, 1964) and 'semantic drift' (Butt 1983). Thus, the question in establishing equivalence will turn on the degree of similarity between the two texts in relation to their central theses – where the thesis of a poem is considered to be a function of the process of 'symbolic articulation' (Hasan, op cit), a process of 'second order semiosis' (Hasan, 1985: 98).

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- Key Terms:** SFL, translation, stylistics, Darío, Kemp

## McGOWAN

### ***When the voice fails ... SFL Appraisal theory as a diagnostic tool applied within tertiary curricula for reducing students' inadvertent plagiarism***

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**Abstract:** The history of practical applications of SFL in informing educational efforts ranges across curricular contexts in primary, secondary and tertiary education (Cope & Kalantzis, eds., 1993; Halliday & Martin, eds., 1993; Rothery, 1994; Christie & Martin, eds., 1997). The aim of this presentation is to explore the use of SFL Appraisal Theory (Hunston & Thompson, eds., 2000; Hood, 2004; White, Appraisal website) in assisting academic staff to diagnose unintentional plagiarism in undergraduate assessment tasks.

As academic staff developer, I see my role as providing lecturers with tools for diagnostic analysis of assignments, to help them to differentiate between plagiarism practices that are intended to deceive the assessor and those that are not. The latter may occur when a student's 'voice' fails, that is when the student does not have the linguistic resources for indicating the Appraisal characteristics of AFFECT, JUDGEMENT and APPRECIATION, but imports these unaltered – and therefore inappropriately – from source texts. Some academic assessors are puzzled why some students will 'blatantly' plagiarise without attempting to disguise their sources. With the help of the analytical tool of Appraisal, it is possible to alert staff to the alternative possibility, that the student is not yet able to recognise the emotional or evaluative stance expressed in source texts, nor indeed to project their own voice by appropriate choice of vocabulary that constitutes Appraisal.

The function of the academic staff developer therefore also becomes one of translating the insights gained from Appraisal Theory into a practical application. Academic assessors are helped both to diagnose with some accuracy

their students' linguistic gaps, and to provide them with usable feedback on the vocabulary necessary for them to project their own voice in terms of AFFECT, JUDGEMENT and APPRECIATION. I suggest that the integration of these insights into assessment feedback rubrics within mainstream curricula is a valuable step in apprenticing undergraduate students into the discourse community of the academic culture of research.

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**Key terms:** Appraisal; student voice; plagiarism; academic staff development

## MACKEN-HORARIK

### ***A 'good enough' grammatics: Developing an effective metalanguage for school English in an era of multiliteracies***

**Presenter:** Mary Macken-Horarik



**Abstract:** The contribution aims to explore the interface between SF grammatics and school English in a context where multiliteracies is common fare. It will enable me to connect with others working in school English and developing metalanguages for work with teachers and students.

This paper emerges from work I have been doing since early 1990s on the nature of specialized literacy practices in school English. It builds on research into literate discourse and extends this in the direction of multiliteracies (and multimodal discourse).

Textuality is 'core business' in school English but its nature is increasingly problematic, especially within a multiliteracies context. Understanding how texts work puts pressure on our metalanguages, making them strange. In this paper I explore the metalanguage issue through a seafaring metaphor, picturing English as a ship we are steering through uncertain waters where films, posters and video games jostle Shakespeare's plays and contemporary novels, all demanding analysis. What kinds of tools will serve our navigational needs as we journey across a sea of change? What instruments will bring stability to our ship in troubling cross currents? In this paper, I explore the challenge of a grammatics that will work for school English, drawing on Halliday's distinction between language in use and metalanguage. I argue that a 'good enough' grammatics needs to accommodate and make tractable four complex realities of current school English: the need to account for

- (i) the specifics of texts – the instance,
- (ii) larger semiotic potentials – the system,
- (iii) diversities in semiotic practices
- (iv) hierarchies in assessment practices.

Not any metalanguage (any grammatics) will do here. In order to work productively with the tensions introduced by these different parameters, we need a protean mind. Proteus was an old sea god in Greek mythology with a gift for prophecy and shape shifting. It is said that Proteus agreed to tell Menelaus the future only if he could hold him through several changes of form (lion, snake, dragon, etc). Tackling contemporary textuality requires a similar ability. The protean mind is alive to changes of form (and mode) and able

to see commonalities across forms of textuality. It is also attuned to realities of institutional power and the possibilities of new semiosis. In this paper I make use of tools from systemic functional grammatics to capture these and propose that our metalanguage will only 'hold' through changes of form and mode if we can make our tools adequate to the realities and complexities of multiliteracies in school English and to the needs of teachers themselves.

Key Terms: systemic functional grammatics, metalanguage, multiliteracies, school English.

## MANI

### *Appraisal Theory: A Functional Analysis Of Sarojini Naidu's Poem*

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**Abstract** The aim of my paper is to use Appraisal Theory in the analysis of Sarojini Naidu's poem "If You Were Dead".

One of the uses of Functional Linguistics is in the interpretation of a literary text. Appraisal is a system of interpersonal meanings having three aspects – attitudes, how they are amplified and their sources. Three kinds of attitude can be identified – affect (people's feelings), judgement (people's character) and appreciation (the value of things) and they can be positive or negative.

The poem has been taken up for analysis using the Appraisal theory by way of identifying the negative/positive patterns expressing emotion. The poem is about the lover's feelings, so it foregrounds affect and appreciation. A negative and positive pattern can be identified with regard to these categories in the first stanza which builds up a paradox given as explanation in the second stanza. The third stanza is an elaboration of the first stanza involving a restatement of the poet's attitudes in more intense terms. In terms of construction, stanza 1 states the poet's longing for the beloved's death; she would not weep but would be happy. The second stanza offers the explanation and justification – 'For' life and love have kept the

lovers apart. The third stanza reiterates the theme of the first stanza namely, that their sweet union would be possible only in death.

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**Key Terms:** Appraisal Theory - Functional Linguistics

## MARTIN

### *Chaser's War on Context: making meaning*

**Presenter:** J R Martin

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**Abstract:** Historically speaking SFL has emphasised the importance of language and context, raising the issue of what context actually means and how we model it. In this paper I'll review two of the main ways in which systemic linguists have tackled this problem - i. by developing connotative semiotic systems as models of social context; and ii. by developing descriptions of modalities of communication other than language as semiotic systems. In a sense this can be read as an research effort directed at eliminating context from the model by reinterpreting it as meaning. The achievements and limitations of this exercise will be critically reviewed, focussing on the attendant issues of disciplinarity and materiality.

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**Key Terms:** context, register, genre, multimodality, disciplinarity, semiotic, somatic

## MEHRABI

### *A Study on the Role of Gender in Interpreting Silence in Discourse*

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**Abstract** The present sociolinguistic research was done to study the ways gender affects interpretation of silence in discourse. Since silence -defined as the absence of acoustic signals where segments of silence assigned referential meaning much as speech segments are- has long been neglected in linguistic studies, and for the undeniable importance of gender as a social factor in such studies, this subject was chosen to be studied aiming to discover whether or not the gender of the participants of a communicative act and/or the audiences, affects the interpretation of silence. On the other hand, functionalists claim each linguistic form to have a unique function, so this study tries as well to uncover the connotative meaning silence suggests, making it differ from the eliminated audible linguistic forms. This was a field study and after analyzing the data gathered via the questionnaires, the results were categorized under three separate titles: 1. gender-dependent interpretations, 2. gender independent interpretations and 3. personal interpretations. The hypotheses were confirmed on the basis of the first category.

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## MENÉNDEZ

### ***Why register and genre are two key concepts for the teaching-learning process?***

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This paper aims to analyze why the concepts of register and genre are a central tool in the teaching-learning process.

Register is considered as the set of specific chosen options that appears in actual texts in a specific interactional situation framed by different sets of socio-cognitive conventions of use, i.e. genres (Halliday and Hasan, 1976, 1989; Halliday, 1979; Mathiessen 1993; Hasan, 1996; Christie, F. y Martin, J. 1997; Menéndez 2006; Martin and Rose, 2007)

We will pose how the teaching-learning process of language has to be orientated in two different but complementary directions:

1. to widen the number of register that a speaker (i.e. a student that enters the formal educational system) has because s/he is a member of a community and a culture;
2. to achieve that the student could be aware of the importance of handling different registers in relation with different interactional situation s/he is engaged in, i.e. to be aware of the different genres s/he participates for being a member of a particular community and culture.

Our argument has two direct consequences:

- a) to reconsider the teaching-learning process of grammar considering as a set not only of choices but of resources that aim to produce different kinds of texts that has to fit in different genre conventions;
- b) to understand that the teaching-learning process of grammar has to be really viewed from a functional perspective, i.e. a perspective that understand that what language has as specific is its instrumental

nature, and therefore teaching has to point in that direction, i.e. to be a tool for handling register and gender in the best possible way.

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**Key-terms:** Register, Gender, Teaching-Learning Process.

## MENG

### **A Systematic Functional Approach to Phraseology in Corpus Stylistics**

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**Abstract** The present paper proposes to offer a tentative framework for a systematic functional analysis of phraseology, e.g. idioms, fixed expressions, collocations, etc., in corpus stylistics, which is an emerging field of research that draws upon research methods adapted from among others, corpus linguistics, literary stylistics, textual statistics, translation studies. Systematic functional linguistics (SFL), which aims to develop a universal stratificational model of real language in use, has been mainly explored in the domains of syntax and grammars. It is however, argued in the present paper that

the complex compositional system of phraseology may also be investigated in line with SFL, with a view to establishing an analytical framework for the study of phraseology in literary stylistics. The phrasal category under study is Chinese four-character expressions (FCEs), which represent a phraseological system very typical of Chinese, including among others, Chinese archaic idioms, figurative idioms, morpho-syntactically patterned phrases, noun/adjective/verbal collocations. It is argued that the various subclasses of Chinese FCEs may be readily incorporated into the three-dimensional model of SFL, whereas an idiosyncratic use of morpho-syntactically patterned phrases, archaic idioms and figurative idiom in Chinese literary translations may well indicate a deliberate manipulation of language by the translator at the textual, interpersonal and ideational levels, respectively.

**Keywords:** translation studies; systematic functional linguistics; phraseology; modern Mandarin Chinese; corpus stylistics;

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## MILLS

### **The kineikonic mode: A multimodal analysis of students' claymations**

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**Abstract:** Globalised communication in society today is characterised by multimodal forms of meaning making in a context of increased cultural and linguistic diversity. This research paper responds to these imperatives, applying Halliday's (1978, 1994), categories of systemic functional linguistics – representational or ideational, interactive or interpersonal, and compositional or textual meanings – to the meta-functional organisation of multimodal texts. Following the work of Kress (Kress, 2000a, 2000b, 2003; Kress & van Leeuwen, 1996), van Leeuwen (Kress & van Leeuwen, 1996; van Leeuwen & Jewitt, 2001), and Jewitt (Jewitt, 2006; Jewitt & Kress, 2003a, 2003b), multimodal semiotics is applied to the analysis of claymation movies that were collaboratively designed by year six students. The significance of this analysis is the metalanguage for textual work in the kineikonic mode – moving images.

## MIZUSAWA

### ***Using honorific expressions to ensure addressee compliance with command: a case study of Japanese texts in the organisational context***

**Presenter:** Yumiko Mizusawa

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**Abstract:** The aim of this paper is to explore honorific expressions which realize command in the Japanese organisation

The application of SF theory to honorific expressions has been undertaken by a number of researchers. Hori (1995) investigated honorific expressions in terms of the absence of subject in a clause. The honorific expressions are lexicogrammatically set out by Teruya (2004; 2007) and Fukui (in press). However, they do not address the organizational context because the study of the language use within organisations (Forey, 2004; Harrison & Young, 2004; Iedema, 1995, 1997; Pollach, 2003) is still limited compared with the other fields (Forey, 2004; Hewings, 2002; St John, 1996; Swales, 2000).

This paper attempts to illustrate how Japanese *keigo* (honorific expressions) works in order to demand goods & services in organisational contexts. Japanese society is known to have a hierarchically oriented structure (Befu, 2001; Nakane, 1970). Sugimoto (1991) has pointed out that the hierarchical system is reflected in the Japanese language, especially in honorific expressions. Depending on register, texts which are exchanged express visible and/or invisible hierarchical relations. In SF theory, honorific expressions are lexicogrammatically set out in the system of HONORIFICATION and POLITENESS (Teruya, 2007). This study will explore honorific expressions as they are deployed in factual written Japanese texts in the workplace which express the speech function of command. I will examine how the writers show respect to the readers to ensure their compliance with the commands. This study also uses a Mood analysis in order to identify the selection of particular roles in the speech situation of the writers and the addressees (Halliday, 1973). The result illustrates the kinds of lexicogrammatical choices the writers choose in order to realize the speech function of command.

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Interpersonal metafunction, honorifics, *keigo*, Japanese

## MOORE

### **Representing crime in contemporary Cambodia: The Phnom Penh Post's Police Blotter**

**Presenter:** Stephen Moore

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**Abstract:** This paper explores the representation of crime in Cambodia as it is reported in the local, English-medium newspaper, the *Phnom Penh Post*. Cambodia has long been depicted as a violent country where a culture of impunity reigns and justice is seldom achieved. *The Economist* magazine, for example, has long reported Cambodia in this way (Moore, 2004). As an international

journal with a global readership and an agenda for 'globalisation', the views of *The Economist* reflect its cultural heritage and western notions of progress and modernity. However, as advocated by Blommaert (2005), it is worth considering alternative perspectives realised through the discourses of local media outlets submerged in a different cultural semiotic environment to see to what extent they challenge or reinforce such globalised perspectives. Drawing from Potter & Kappeler (2006), this paper explores how the *Post* construes crime in contemporary Cambodia through its 'Police Blotter' feature. A sample of Police Blotter articles is investigated through concordancing of key vocabulary; a sub-sample of articles are then investigated through a lexicogrammatical analysis of the ideational metafunction (per Halliday, 1994) centred on the role of the police. The paper aims to shed light on notions of justice and authority in Cambodia.

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**Key terms:** *Phnom Penh Post*; Cambodia; crime reporting; ideational meanings

## MOYANO

### **Theme in Spanish: discursive and genre perspectives for a controversial topic**

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**Abstract:** In recent years there has been extensive research on the controversial topic of what is Theme and what is Marked or Unmarked Theme in languages other than English. Languages as Spanish, that allow Subject ellipsis, are a challenge for description (Taboada, 1995; Barbara & Gouveia, 2006; Barros, 2006; Montemayor-Borsinger, 2005, 2007; Arús Hita, in press; Moyano, in press). In this paper Theme in Spanish will be taken again, trying to focus not on the isolated clause but from the perspective of discourse and genre (Fries, 1981; Martin, 1992; Rose, 2001; Rose, 2001; Rose, 2001; Martin & Rose, 2003, 2007). The analyzed unit will be the clause in a Text, as the real unit of communication in context. The objectives of this paper are to propose a system for Theme in Spanish, some commonalities between Theme in Spanish and Theme in Portuguese due to the similarities of these languages, and the possibility of establishing a relationship between Thematic Progression and different Genres.

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## MURCIA-BIELSA

### *Reports in Spanish writing: generic features and text quality*

**Presenters:** Susana Murcia-Bielsa, Ana Martín-Uriz

**Affiliation:** Universidad Autónoma de Madrid

**Abstract:** The paper we present is part of a larger empirical project exploring Spanish pre-university students' competence with genre and register. For this project, we collected a corpus of texts in three different genres produced by the students in both English as a Foreign Language and Spanish.

Here we present a pilot study of the subcorpus of reports written in Spanish, focusing on generic structure (presence or absence of the required stages) and on the participants in the compositions (the resources used by the writers to represent participants as generic or specific). Our aim was to discover to what degree our subjects

are capable of producing the generic structure and register of the report genre, and whether the presence of generic features – structure and register – correlate with quality: whether texts rated higher exhibit in fact more features of the required genre.

After evaluating the texts using holistic scales, we designed specific networks for the features we studied and carried out the analyses using the UAM Corpus Tool (O'Donnell 2006). The results were then correlated with the quality of the texts as previously evaluated. We also compare these results with those of a similar study on EFL (Martín-Uriz et al. 2007).

#### References:

Martín-Uriz, A., M. Barrio, L. Hidalgo and C. Molina (2007) "Reports in EFL writing: generic features and text quality". Paper presented at the 19th European Systemic Functional Linguistics Conference and Workshop, Saarbrücken, Germany, 2007.

O'Donnell, M. (2006) "*The UAM Corpus Tool*". Paper presented at the 18th European Systemic Functional Workshop. University of Trieste, Gorizia, Italy, 2006.

**Key terms:** genre, report, participants, Spanish, EFL, text quality

## NAGANUMA

### *Grammatical metaphor in English-Japanese translation*

**Presenters:** Mikako Naganuma; [mikako@katch.ne.jp](mailto:mikako@katch.ne.jp); Rikkyo University, Tokyo

**Abstract:** This paper aims to examine some challenging issues related to translation between English and Japanese from a perspective of Systemic Functional Linguistics, focusing on grammatical metaphor of nominalization.

Halliday points out that "the selection of metaphor is itself a meaningful choice, and the particular metaphor selected adds further semantic features" (1994, p342). How can (not) the meaning added by grammatical metaphor be maintained in the translation process between two languages?

I will explore what possibly motivates translational equivalence or shifts in translating grammatical metaphor of

nominalization between English and Japanese. Is it related to universals of translation? Should the translator try to be loyal to a metaphorical expression in source language text (ST) at the expense of naturalness in target language text (TT)? As all of the ideational, interpersonal and textual equivalence is affected by whether the translator makes a metaphorical or a congruent choice, this issue presents one of the greatest challenges on the translator's decision-making. In order to highlight specific difficulties between English and Japanese, I will investigate a Japanese prime minister's policy speech and its translation as a case study.

**References:** Halliday, M.A.K. (1994). *An introduction to functional grammar, second edition*. London: Edward Arnold.

**Key terms:** grammatical metaphor, nominalization, translation, equivalence, shift, universals of translation

## NATALE and Stagnaro

### *The last military dictatorship in Argentina (1976-1983) in secondary school textbooks*

**Presenter:** Lucía Natale and Daniela Stagnaro

**Affiliation:** Instituto del Desarrollo Humano  
Universidad Nacional de General Sarmiento  
Gutiérrez Pcia de Buenos Aires, Argentina

**Email:** [lnatale@ungs.edu.ar](mailto:lnatale@ungs.edu.ar) and [dstagnar@ungs.edu.ar](mailto:dstagnar@ungs.edu.ar)

**Abstract:** This presentation aims at analyzing a text corpus of two secondary-school subjects in Argentina –Human Rights and Citizenship, and Argentine History- which have been published in the last decade, in order to analyze how the last military dictatorship in Argentina (1976-1983) is constructed. More specifically, in connection to the ideational metafunction, we will focus on the type of processes and participants that are selected to represent the experience (Halliday, 1985), and the relations that are established between the events (Martin & Rose, 2003) . We will also analyze the interpersonal meanings considering the



appraisal system (Martin & White, 2005). After an exploratory analysis, we have found out that, although variations between the textbooks exist, there is a high frequency of institutional participants and nominalizations or abstractions. Furthermore, it is quite often that, when the material processes were carried out by military men, they are presented in the passive voice and the Actors are omitted. Also, most of the negative evaluations are about the processes rather than the participants. All the resources mentioned before produce a dilution of the repressors' responsibilities. Moreover, even though the textbooks include heteroglossic resources (Martin & White, 2005), projections that quote the victims' voice are not observed.

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**Key terms:** Secondary school textbooks, construction of the recent past, participants, processes, appraisal.

## OBIEJE

### ***Language Deviation For Language Variety: Nigerian University Campus Students In Communication***

**Presenter:** Doris Laruba Obieje

**Organisation:** Department of French, Faculty of Arts, Ahmadu Bello University, Zaria

**Email:** dobieje@yahoo.com

**Abstract:** Language is considered to be dynamic, thus changes in structures, lexemes and general language use emerge everyday. In the face of less pleasure reading of the classics, search for easier ways of communication and interferences from so many factors, Nigerian youngsters are finding much easier ways of communication in the

English language. This paper describes the attempts by students on campus to simplify their use of English, thereby deviating from the standard use of the English language. The paper also explores the interference of this deviation in the academic setting while viewing the implications on learning.

**Keywords:** deviation variety, interference, slang

## O'DONNELL Workshop

### ***Using the UAM CorpusTool for Multilingual Text Annotation and Page Layout Annotation***

**Convenor/Presenter:** Michael O'Donnell,

**Affiliation:** Universidad Autonoma de Madrid, Escuela Politecnica Superior, Ciudad Universitaria de Cantoblanco, Madrid, Spain

**Email:** michael.odonnell@uam.es

**Timetable:** The workshop will involve a first hour of presentation of the tool. In the rest of the workshop, participants will be led through hands on use of the tool, including:

- creating a new project
- adding texts to a project
- adding analysis layers to the project
- annotating texts at levels of Register, Semantics and grammar.
- searching the tagged corpus.
- automatic tagging of syntactic patterns
- producing statistical results from the annotation.

**Abstract:** The aim of the workshop is to give enough hands-on experience with CorpusTool to enable participants to work with the software by themselves.

The UAM CorpusTool is a recent advance over Systemic Coder, software for the Systemic analysis of text.

UAM CorpusTool is free software for the linguistic annotation of text and images. The software allows you to annotate texts or images at a number of different layers, e.g., as

a document as a whole (register), in term of semantic units (e.g., moves, turns and exchanges in dialogue), and in terms of syntactic units (e.g., clauses and phrases).

The software is mainly intended for those performing linguistic studies (e.g., comparison between 2 text types), and it thus includes comprehensive cross-layer search facilities, and can generate statistical reports on the annotation (e.g. significant differences between two sub-corpora).

The workshop will start with a general presentation of CorpusTool, showing how it works. Then, attendees will be given hands-on experience with the software: they will be led through the process of creating an annotation project, adding annotation layers, annotating texts, and searching the corpus. We will then create a project for annotating images, and load in a set of advertisements to annotate.

The software handles writing systems from around the world (slightly more limited on the Mac), and attendees can follow the hands-on part of the workshop annotating texts in non-western European writing systems if they wish. System networks can also be edited in whatever script.

UAM CorpusTool is free, works on Macintosh and Windows. It is available from <http://www.wagsoft.com/CorpusTool/>

**Key terms:** Corpora, annotation, SFL, multimodality

## O'HALLORAN

### ***Multimodality Around the World: Past, Present and Future Directions for Research***

**Presenter:** Kay O'Halloran

**Affiliation:** Director @ Multimodal Analysis Lab, Interactive Digital Media Institute (IDMI), National University of Singapore

**Abstract:** Multimodal research is concerned with modelling, analysing and interpreting artefacts and events which together constitute culture. The various roles of semiotic resources (e.g. language, images, movement, gesture, sound and music) and the ways in which semiotic choices integrate across modalities (visual, auditory and

somatic) to create meaning in the context of their instantiation are explored. The research field, often called *multimodality*, has emerged in linguistics and language sectors over the past two decades. Many researchers adopt a social semiotic perspective to multimodality, based on Michael Halliday's systemic functional theory (SFT) (e.g. Baldry & Thibault, 2006; Bateman, 2008; Kress & van Leeuwen, 1996; O'Halloran, 2004; O'Toole, 1994; van Leeuwen, 1999, 2005; Ventola, Charles, & Kaltenbacher, 2004). In this paper, I review past and present research in systemic functional approaches to multimodality (see Chapter 2 in Djonov, 2006; Martinec, 2008) and other theoretical approaches which have been developed (Jewitt, 2009). In addition, I discuss possible future directions for multimodal research, including the approach being developed in the Multimodal Analysis Lab, Interactive Digital Media Institute (IDMI), National University of Singapore.

Multimodal research appears destined to take centre stage across linguistics and language-related disciplines for reasons which become evident in this paper. The growing interest in multimodality represents an unparalleled opportunity for the systemic functional community to engage and network with researchers in different linguistic traditions and other disciplines (especially computer science), given the strength of SFT for modelling, analysing and interpreting multimodal phenomena.

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## PAGANO COLLOQUIUM

### ***Towards a cross-linguistic register analysis oriented to language description and translation studies***

**Presenters:** Adriana Pagano, Universidade Federal de Minas Gerais, Brazil, [apagano@ufmg.br](mailto:apagano@ufmg.br) (convenor)

Marvin Lam, City University of Hong Kong, Hong Kong, [marvin.lam@student.cityu.edu.hk](mailto:marvin.lam@student.cityu.edu.hk)

Giacomo Figueredo, Universidade Federal de Minas Gerais, Brazil, [giacomopakob@yahoo.co](mailto:giacomopakob@yahoo.co)

Pattama Patpong, Mahidol University, Thailand, [lcppa@mahidol.ac.th](mailto:lcppa@mahidol.ac.th)

Stella Neumann, Saarland University, Germany, [st.neumann@mx.uni-saarland.de](mailto:st.neumann@mx.uni-saarland.de)

#### **Timetable:**

General introduction – 30 minutes (history of group formation, aims, individual backgrounds)

Presenter 1 – 30 minutes + 10 for discussion = 40 minutes

Presenter 2 – 30 minutes + 10 for discussion = 40 minutes

Presenter 3 – 30 minutes + 10 for discussion = 40 minutes

Presenter 4 – 30 minutes = 10 for discussion = 40 minutes

Joint discussion – 20 minutes - next steps + invitation for other researchers to join the group

**General abstract:** This colloquium reports on an ongoing project developed by an emerging network pursuing research on register analysis oriented to applications in the fields of language description and translation studies. The aim is to approach register from a cross-linguistic perspective, focusing first on tourism promotional texts produced in Chinese, Thai, Portuguese, Spanish and German. A second stage will incorporate Korean and Japanese and examine the English versions of the texts. The project addresses a methodological issue within SFL, namely how to perform cross-linguistic register analysis. Descriptions of register have mainly been carried out through monolingual studies (see Ghadessy, 1993). Within translation studies, some works have drawn upon the concept of register to analyze translation and multilingual text production but have not attempted descriptions (Hatim and Mason, 1990; Teich, 2003; Steiner, 2004). Building on Matthiessen, Teruya and Wu's proposal for context-based text typology, this project aims at systematizing a corpus-based model for register analysis allowing for register characterization within a language system as well as comparability among different languages with applications in translation and multilingual text production. Through collaborative work, the project seeks to build a methodology that can be used with different languages and be validated by the corpus analysis performed to that end.

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Steiner, Erich. (2004). *Translated Texts: Properties, Variants, Evaluations*. Frankfurt/M.: Peter Lang Verlag.

Teich, Elke. (2003). *Cross-Linguistic Variation in System and Text. A Methodology for the Investigation of Translations and Comparable Texts*. Berlin, New York: Mouton de Gruyter.

**Key terms** – cross linguistic register analysis – corpus-based studies - tourist leaflets

## Paper 1

### **Register analysis: insights from an exploratory study of tourist leaflets in Spanish and Portuguese**

**Presenters:** Adriana Pagano & Giacomo Figueredo, UFMG, Brazil

**Abstract:** This paper reports on an exploratory study carried out as a first stage in an ongoing investigation of register building on an analysis of the clausal systems of TRANSITIVITY, MOOD and THEME. The study aimed at drawing a profile of texts within a single registerial domain, namely tourism promotional texts. Drawing on Matthiessen (1995, 1999), the approach adopted here sought to build a profile through the computation of participant roles, process types and circumstance types in a corpus of tourist leaflets produced in Brazilian Portuguese and Argentine Spanish. Thematic and mood selections contributions to text development were also analyzed. Corpus compilation followed Biber (1990): 10 texts of approximately 10,000 words each in each language were retrieved from websites hosted in Brazil and Argentina promoting tourism in those countries. A further criterion for selection was availability of an English version for a future comparison of originals and translations. Manual annotation and data quantification was done through UAM Corpus Tools. The transitivity analysis was carried out building on existing and ongoing descriptions of Spanish (Arús, 2003) and Portuguese (Figueredo, 2008). Results from each subcorpus were compared to see which particular textual, interpersonal and experiential selections can be seen to build patterns as texts unfold.

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## Paper 2

### **Lexicogrammatical indicators of situational context in the use of Chinese**

**Presenters:** Marvin Lam, City University of Hong Kong, Hong Kong

**Abstract:** Within a research network of cross-linguistic situational context analysis, this presentation reports a preliminary lexicogrammatical analysis of Chinese texts aimed at exploring how situational context is realized. The corpus consists of tourist leaflets of four cities, Beijing, Hong Kong, Singapore and Taipei, where Chinese, defined here in a broad sense to include Putonghua and Cantonese, is one of the most common languages. As the literature on the lexicogrammatical analysis of modern Chinese in relation to the realization of situational context is very scarce, this study adopts first a qualitative approach to analyze a sample of

the corpus in detail in terms of lexicogrammar. The emerging lexicogrammatical patterns are then related to situational context realizations as indicators of field, tenor and mode. At the second stage, these indicators will be verified by applying them to the whole corpus. Through its preliminary findings, the study aims at raising the attention to the need for scholarly work on lexicogrammatical analysis of modern Chinese text and relationship between lexicogrammar and situational context. Together with the other works in this colloquium, this study is meant to contribute to a comparison and contrast of lexicogrammatical indicators of situational context in the use of different languages.

### **Paper 3**

#### ***An exploratory study of text-based research: a lexicogrammatical analysis of selected samples from a Thai tourist leaflet corpus***

**Presenter:** Pattama Patpong, Mahidol University, Thailand

**Abstract:** This paper reports on a preliminary exploration of the lexicogrammar of a particular registerial domain, namely tourist leaflets, seen as an influential discourse in the tourism industry. Research on tourism discourse in Thai is very scarce. There is one study reporting on Thai travelogue discourse based on Tagmemics (Burusphat, 2005), but no research exploring the lexicogrammar of this register. This research is the first attempt to describe Thai tourist leaflets within the framework of SFL through a lexicogrammatical analysis of a text sample. The study draws on a corpus of 14 texts with approximately 5,000 words each, corresponding to tourist leaflets of 14 provinces within four regions of Thailand, retrieved from websites developed and maintained by the Tourism Authority of Thailand (TAT). Their selection met another criterion: availability of an English version and of printed versions to be used for comparison in the second phase of this project. Qualitative analysis of a text sample related to the Chiang Mai, Phetchaburi, Khon Kaen and Phuket provinces was carried out at the clause-rank system at the stratum of lexicogrammar, across the metafunctional

modes of meaning — systems of THEME, MOOD, and TRANSITIVITY. The emerging lexicogrammatical profiles point to typical features of Thai tourist leaflets and allow for correlating lexicogrammatical patterns to choices at the level of registerial variables.

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### **Paper 4**

#### ***Quantitative analysis of a German corpus of tourist leaflets***

**Presenter:** Stella Neumann, Saarland University, Germany

**Abstract:** This paper reports on a quantitative analysis of German tourism promotional texts with a particular focus on methodological aspects of register analysis. Register analysis is well described in example-based studies. Beyond the study of individual texts, larger corpora are analysed (e.g. Hasan 1995, 1999) but are restricted to discussions of examples from the corpus for the purposes of understanding of the theoretical framework rather than quantifying the findings. Often, the features described require a high degree of interpretation that is only feasible on a small scale. A study aiming at quantifying register features requires specific operationalisations retrievable with the help of computational tools. Within this

colloquium, the present contribution will address methodological questions of corpus design and the operationalisation of abstract concepts described for register parameters in quantitative studies. This discussion will draw on quantitative results from a corpus consisting of 22 German tourism leaflets totalling 36,574 words. This corpus was annotated with part-of-speech as well as with morphological information. The paper will show how we can retrieve information on field, tenor and mode of discourse from this automatic annotation and how this can be combined with additional lexico-grammatical annotation. I will also discuss implications for cross-linguistic studies.

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## PATPONG

### ***Voices from 'little languages' in Thailand: Textual resources of some selected endangered language narratives***

**Presenter:** Dr Pattama Patpong

**Affiliation:** Institute Of Language And Culture For Rural Development, Mahidol University, Bangkok, Thailand

**Website:**

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**Abstract:** This paper is a voice echoing from 'little languages' — languages that are spoken by small minorities. It is a preliminary report on an on-going research on systemic functional interpretation of some minority languages spoken in Thailand. The paper explores textual resources of selected narratives taken from selected endangered minority languages (Premsrirat 1995, 2007).

The contribution of this paper is to add a textual account to the existing work on systemic functional descriptions of languages other than Thai (Patpong, 2006). The data have been drawn from some endangered language narratives taken from secondary sources (e.g., theses' appendices, field notes). These endangered minority languages belong to three language families — Austroasiatic, Austronesian, and Sino-Tibetan language families. The study of endangered minority languages from their textual function perspective contributes to our understanding of their grammatical patterning — Theme-Rheme structure, Theme selection, and Thematic organization — operating within narrative discourse. The paper starts with an account of Theme as resource for managing the flow of information in a text (Halliday and Matthiessen 2004; Matthiessen 1995a, 1995b). This is followed by an initial account of textual resources in those selected narratives. Some significant issues relating to the system of THEME — referential presumption (Matthiessen 2004: 780), conjunction resources — are also discussed.

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## PENG, Chai, Chen and Li

### ***SFG Transitivity Revisited: Arguing for a new paradigm on corpus investigation of 'verb events'***

**Presenters:** Alex Peng, Tongwen Chai, Gangni Chen, Li Zhao

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**Abstract:** This paper argues for a new SFG Transitivity paradigm based on a corpus investigation of 'verb events' (Vendler 1967) selected. The classical model (e.g. Halliday 1994 [1985]) comprises six 'processes', which see an inconsistent application of classification criterion: Relational is in OR relation to Material and Mental, but also cuts across them *via* 'generalization'. The present paper, enlightened by the matrix in Halliday & Matthiessen (2004: 212, Table 5(1)), finds that Vendler's categories of 'verb events' (Activity, Accomplishment, Achievement, and State) could systematically assort verbal instances, based on BNC, into Material and Mental kinds of experience. It advocates that event categories are actually 'representations' (Pereira 1999) for construing either kind of experience. The representation categories can be re-grouped as Relational ('being') and Non-relational ('doing-happening' & 'sensing'), the latter being characterized as Operational in the "working" sense. Four new processes now arise: material-operational, material-relational, mental-operational, and mental-relational; each is

then specified to its subcategories. Moreover, the typical classical Verbal and Behavioral are found to be sub-domains of 'outer' experience; the Existential is a clausal construction that could construe any of the four processes here. The paper ends with a systemic network of the new transitivity model.

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**Key terms:** SFG transitivity; reconstruction; verb event; BNC; experience; representation

## PETERSEN

### ***Grammatical metaphor and types of nominalisation in German.***

**Presenter:** Uwe Helm Petersen,

**Affiliation:** University of Southern Denmark, Institute of Language and Communication, Denmark

**Email:** [uhp@language.sdu.dk](mailto:uhp@language.sdu.dk)

**Abstract:** In applying the systemic notion of grammatical metaphor (Halliday and Matthiessen 1999 and 2004) to nominalisation in German it is possible to operate with five different types. Thus, a figure in the semantic stratum as for instance 'student<sub>Actor</sub> lös- problem<sub>Goal</sub>' may be realised in lexicogrammar as a clause in the active voice *Der Student löst das Problem* ('the student solves the problem') or in the passive voices *Das Problem wird/ ist vom Studenten gelöst* ('the problem is going to be/ is solved by the student') just to mention a few of the possible congruent grammaticalisations of that figure. The incongruent, i.e. metaphoric realisation, however, might in this case result in five types of nominalisation, depending on

different the co- and contexts respectively that determine the speaker's choice of type:

Type I: *Die Lösung des Problems durch den Studenten* ("the solution of the problem through the student", i.e. ...by the student) with the transitive material Process as Head of the nominal group.

Type II: ... *der das Problem lösende Student*... ("the the problem solving student", i.e. the student solving the problem) with the Process premodifying the Head/ Actor in an active nominal group.

Type III: ...*das vom Studenten gelöste Problem*... ("the by the student solved problem", i.e. the problem solved by the student) with the Process premodifying the Head/ Goal in a passive nominal group.

Type IV: ...*das vom Studenten zu lösende Problem*... ("the by the student to be solved problem", i.e. the problem to be solved by the student) with the Process realised as a gerundive premodifying the Head/ Goal in a modulated passive nominal group.

Type V: ...*das lösbare Problem*... ("the solvable problem", i.e. the problem that can be solved) where the Process through derivation is realised as a modalised adjective premodifying the Head/ Goal.

The presentation will focus on:

- a transparent systemic description of each type due to the fact that the structure of German nominalisations is hard to understand for even advanced students of German as a foreign language;
- some reflections on which process types allow for which nominalisation type, which in the long term might offer a tool for an empirical based definition of process types in German;
- a short discussion of implications for the unfolding of a text when choosing a possible nominalisation type instead of a more congruent realisation of a figure.

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Halliday, M.A.K. & Christian M.I.M. Matthiessen (2004): *An Introduction to Functional Grammar*. London: Arnold, 3<sup>rd</sup> edition

**Key terms:** nominalisation in German; grammatical metaphor.

## POUNDS

### *Evaluation and emotion in Italian and British hard-news reporting: the construction of a culture-specific authorial voice*

**Presenter:** Gabrina Pounds

**Affiliation:** University of East Anglia, Earlham Road, UK

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**Abstract:** The critical linguistic analysis of authorial stance in English hard-news reporting has long been concerned with uncovering the ideological bias embedded in the seemingly objective and neutral representation of people and events. Interest has recently shifted towards the nature of the authorial voice itself and the extent to which this semblance of objectivity is also typical in non English reporting (as explored by Kitley, Thomson, White and Zhang, 2007).

This paper explores to what extent the most impersonal "reporter voice", as identified by Martin and White (2005) in British hard-news reporting, is present in Italian reporting. For this purpose full use is made of the analytical tools provided by appraisal theory (grounded in SFL-based discourse analysis). Attention is given not only to the expressive resources identified by Martin and White but also to additional resources that may have been overlooked in their analysis or that may not be retrievable from the British material alone.

The paper considers whether and to what extent differences in authorial voice may be seen to construct different authorial personas (as mediators of news) in British and Italian hard-news reporting, thereby affecting the nature of the relationship established with the respective readers (as recipients of news). It is argued, therefore, that the findings from the linguistic analysis can inform the discussion on the nature of journalistic practice in Britain and Italy.



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**Keywords:** discourse analysis, appraisal theory, evaluation, emotion, hard-news reporting, reporter voice.

## RADHAY

### *Truth and contexts in Brazilian immigration policy*

**Presenter:** Rachael Anneliese Radhay

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**Abstract:** The relation between discourse and power in Brazilian immigration is complex. There is the public sphere with the State's immigration officials. There are also migrants in the intricacies of their worlds. In this sense, immigration discourse pertains both to institutional practice as well as to migrants and their lifeworlds. Thus, there are distinct perceptions regarding immigration. These perceptions presuppose power relations and networks, naturalized and constructed in immigration discourse. In short, discourse and power refer to hierarchies of contexts and relations in which multiple truths are constructed vis à vis immigration. These truths are arguments that empower State hegemony in which the immigrant is constructed either as a threat to national security or to the Brazilian labour market. There is marked discrimination in the representation and evaluation of immigrants. Those with high investments or specialist knowledge are welcome whilst those who are socially underprivileged are valueless – unconcerned about their illegal status in the country. Nevertheless, through interviews and narratives, this ethnography indicates that the State's representations do not always coincide with immigrants' experiences as the latter's discourse hold other truths and power representations.

## RAM

### *The Person Deixis in Bagri and Punjabi*

**Presenter:** Gopal Ram,

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**Abstract:** Deixis, a Greek word that means “pointing” or “indicating” is an important field of language study in its own right, but it also has some relevance to the analysis of conversations and pragmatics. It is often and best described as “verbal pointing”, that is to say pointing by means of language. The linguistic forms of this pointing are called deictic expressions, deictic markers or deictic words; they are also sometimes called indexicals. The relation between language and context is observed in the deixis.

The phenomenon, deixis can be best understood through one of its class i.e. Person Deixis.

The present work is on Person Deixis in Bagri and Punjabi. Bagri is one of the eight dialects of Rajasthani, a member of Indo-Aryan language family which is spoken in northern Rajasthan and its adjacent areas of Haryana and Punjab. It is an SOV language. Like Bagri, Punjabi is also member of Indo-Aryan family. It is also an SOV language, a fairly fixed word order. Punjabi designates the language of Punjab.

This paper will be exploring how Person Deixis in Bagri and Punjabi localises an entity in relation to the position of the Speaker and/or Hearer. First and second person pronouns typically refer to the speaking and hearing speech-participant(s), whereas third person pronouns designate the non-speech or narrated participant. Many Indian languages including Bagri and Punjabi encode additional information about the referent, for example the number of individuals referred to (singular, dual, plural), its classification (male, female, animate, inanimate, edible) or social status (impersonals, honorific, deferential pronouns) etc. etc.

Third person pronouns in Bagri and Punjabi are distinguished on the basis of proximity and remoteness which are further divided on the basis of gender, but the gender distinction is perceived only in singular number, in plural and honorific forms, all third person pronouns are perceived alike. The third person pronouns are distal forms in terms of person deixis that has been displayed by tables where a complete list of unmarked nominative forms of free pronouns (personal) of both Bagri and Punjabi has been displayed that is the core of the paper.

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## RAM CHANDRA

### ***Hetero-balancing Approach to Curriculum Planning using the Systemic-Functional Analysis***

**Presenter:** K. Ram Chandra

**Organisation:** V.R.Siddhartha Engineering College, India

**Abstract:** This paper aims at analyzing the current scenario of language teaching in India with special reference to the courses in technical education. Pedagogic Extremities and Linguistic Eccentricities have been some of the regular features in the teaching – learning process especially with regard to Language Teaching in India.

An Analysis of the strategies of curriculum planning administered is undertaken with a view to ascertaining the efficacy and relevance of the current syllabi and such other devices implemented at present for the students of technical courses. An attempt has been made to present a contrast between certain courses which claim themselves to be patho-specific (Specific Purpose courses) and the proposed Hetero-balancing Phenomena.

In addition to undertaking a theoretical study of the syllabi, methods of teaching and evaluation patterns, a survey has been taken up with a representative section of curriculum planners, teachers, HR professionals and students. The findings are being triangulated in order to come up with a pragmatic outcome.

In conclusion, a concept is going to be proposed namely 'Hetero-Balancing approach' to curriculum planning using the Systemic-Functional analysis.

## ROSE Workshop

### ***Analysing texts for teaching reading***

Workshop for ISFC35

**Presenter:** David Rose

**Affiliation:** University of Sydney

**Email:** [d.rose@edfac.usyd.edu.au](mailto:d.rose@edfac.usyd.edu.au)

**Aim:** Introduce innovative text analysis developed for teaching reading

We will introduce, practise and critique a set of tools for analysing texts developed in the genre-based literacy program *Reading to Learn* (Rose 2007, [www.readingtolearn.com.au](http://www.readingtolearn.com.au)). These tools elaborate and extend those developed in systemic functional grammar and discourse

analysis, for the specific purposes of designing reading pedagogy. They have evolved over ten years of working with teachers and students in schools and universities, identifying the kinds of language patterns that require attention in teaching reading at all education levels, and the most effective ways of revealing them to both students and their teachers. The foundation of the analysis is in research in genres across the curriculum by the Sydney School, together with selections from systemic functional descriptions of discourse semantics (Martin & Rose 2003) and lexicogrammar (Halliday & Matthiessen 2004). Each phase of the workshop will involve presentation of background information and analysis strategies, followed by guided practice by participants, and joint discussion of the analysis.

**Timetable** (approx 30 minutes for each phase)

- Outline of the reading pedagogy in which the texts analysis has evolved
- Selection of texts across academic curricula
- Analysis of phases in selected genres
- Identification of language features for focus of teaching reading
- Analysis of grammar and discourse patterns for discussion in reading lessons
- Practise using analysis for teaching reading
- Critical discussion of analysis

Halliday, M.A.K. 1994. *An Introduction to Functional Grammar*. London: Arnold [2nd revised edition, by C.M.I.M. Matthiessen 2004]

Martin, J.R. & D. Rose 2003, 2nd edition 2007. *Working with Discourse: meaning beyond the clause*. London: Continuum

Rose, D. 2007. Towards a reading-based theory of teaching. In *Proceedings 33rd International Systemic Functional Congress 2006*.  
<http://www.pucsp.br/isfc/proceedings/index.htm>

**Key terms:** reading pedagogy, text analysis, genre

## ROSE

### *Generations of genre: the global development of genre-based literacy pedagogy*

**Presenter:** David Rose

**Affiliation:** University of Sydney

**Abstract:** This paper outlines the development and current research in genre-based approaches to teaching reading and writing based in the Sydney School (Martin 2000, Rose 2008). The pedagogy has been designed over three decades through a series of large-scale action research projects with teachers in various educational contexts, informed by genre and register theory, by the educational sociology of Basil Bernstein, and by Halliday's and Painter's work on language learning in the home. The first major phase in the 1980s was the design of the writing pedagogy, in which teachers guide students through deconstructing and reconstructing model texts, initially focused on a handful of genres in the primary school. The second phase in the 1990s extended the writing pedagogy to a large set of genres across the secondary school curriculum and beyond. The third current phase is the development of the reading pedagogy, in which teachers guide students through deconstructing and reconstructing the language patterns of curriculum texts in close detail, enabling all students to read and write them successfully, no matter what their starting levels. The paper reviews these developments, focusing particularly on the current phase, known as Reading to Learn, which is being implemented in schools and universities in Australia, Africa, Asia, Europe and Latin America (Rose 2007, [www.readingtolearn.com.au](http://www.readingtolearn.com.au)).

#### **References:**

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<http://www.pucsp.br/isfc/proceedings/index.htm>

Rose, D. 2008. Writing as linguistic mastery: the development of genre-based literacy pedagogy. In D. Myhill, D. Beard, M. Nystrand & J. Riley (eds.) *Handbook of Writing Development*. London: Sage

**Key terms:** literacy pedagogy, genre, register, action research

## SANO

### ***Lexical Density in Japanese Texts: classifying text samples in Balanced Corpus of Contemporary Written Japanese***

Presenters: Motoki Sano, Takehiko Maruyama  
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Abstract: The Balanced Corpus of Contemporary Written Japanese (BCCWJ) is the first Japanese large-scale balanced corpus which has been under construction since 2006 by the National Institute for Japanese Language and other affiliated institutions. The corpus is composed of about 100 million words, and includes samples of many different types of writing, such as samples from fictional works, academic journals, public magazines, newspapers, Japanese poetry collections, Internet hyperlink texts, and white papers etc. The corpus includes text samples from over 20,000 texts.

Despite the large variety of text types in the corpus, at this stage, the "genre" of the text samples are classified only by the Nippon Decimal Classification (NDC), that is, the classification system is mainly based on the subject-matter of the texts. The classification is thus primarily experiential. In order to explore a classificational method that is more than experiential, the present study examines the applicability of lexical density as a useful criterion in characterising text samples in the corpus. This paper is concerned with finding a complementary classification system for the corpus using Halliday's (1985) method for calculating lexical complexity.

## **Reference:**

Halliday, M. A. K. (1985). Spoken and written language. Victoria: Deakin University.

**Key terms:** lexical density, Japanese, corpus, text typology

## SASAKI

### ***On Application of SFL to English Education in Japan***

**Presenter:** Makoto Sasaki

**Affiliation:** Aichi Gakuin University

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**Abstract:** This presentation aims to discuss applicability of SFL to the English education in Japan with proposals of pedagogical strategies suitable to the local educational contexts. The educational applicability of SFL, in relation to the contexts of culture/situation and metafunctions, has been validated (1) for instruction of basic linguistic skills, (2) for development of grammatical and pragmatic notions, and (3) for expanding acquisition of academic subjects (e.g., Butt et al. 2000; Christie & Martin 1997; Foley 2004; Halliday & Martin 1993; Martin 1992). These investigations have exemplified theoretical frameworks of implementing SFL concepts into language teaching, however, the pedagogical strategies and approaches will vary in accordance with divergent local educational conditions and backgrounds. This presentation focuses on English educations in Japan and seek for the instructing strategies with utilization of SFL in relation to ESP (English for Specific Purpose). The presentation is divided into triadic phases: (1) overview of current English education in Japan; (2) contents and premises in English classes; (3) proposals of functional pedagogical strategies adjustable to the Japanese educational contexts with foci on genre/register and grammatical metaphor (Sasaki 2006; 2008). The last phase particularly advocates localization of SFL strategies to Japanese contexts as well as effective utilization of the conventional terminology for the purpose of pervading the SFL naïve English instructors in Japan with the functional approach. References: Butt, D., R. Fahey, S. Feez, S. Spinks and C. Yallop. 2000. Using Functional Grammar: An Explorer's

Christie, F. and J. R. Martin (eds.). 1997. *Genre and Institutions*. London: Continuum.

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Sasaki, M. 2006. "Eigono Bunpouteki Hiyuto Sono Eigokyouikueno Ouyounitsuite (On Grammatical metaphor in English and its Application to English Teaching)", *The Faculty Journal of the Junior College Division of Aichi Gakuin University*. 14, pp. 47–61

----- 2008. *On Genre and its Application to English Education in Japan*. ergo, pp.193-217. Nagoya: The Junior College Division of Aichi Gakuin University

Keywords: English education, Genre, Register, Lexicogrammar, Grammatical Metaphor

## SCOTT

### ***Reporting Armistice: Grammatical evidence and semantic implications of diachronic context shifts***

**Presenter:** Claire SCOTT

**Affiliation:** Centre for Language in Social Life, Department of Linguistics  
Macquarie University

**Abstract:** This paper builds on work presented at ISFC 2007 (*Time, space and image in war news*), developing an account of the semantic implications of shifts in particular contexts of news reporting over time, and of how these shifts are manifested in the grammar. The research is indebted to the systemic models and theories of Halliday & Matthiessen (e.g. 2004), Hasan (e.g. 1995; 2004), and Butt (e.g. 1996).

Journalists reporting war have increasingly been embedded with military units, especially in the recent Iraq War (e.g. Cottle 2006: 76; Tumber 2004). Being 'on the ground', amongst the action, might suggest that the news produced is more strongly 'grounded in reality' than reports constructed in the newsroom from news 'off the wire'. However, this investigation of seven armistice reports from the Sydney Morning Herald spanning a century (1902-2003) suggests that there has been a gradual shift away from strongly grounded, accountable reporting

towards engaging, crafted prose. Across the archive of these texts, the patterning of circumstantial elements reflects shifts in the priority placed upon specificity of time and place. These grammatical patterns are indices of contextual differences in the demands of technology and process through which news reports have been produced. An example is the shift from lists of telegraphic corantos to 'integrated' articles published under a specific reporter's byline. One conclusion that can be drawn from this is that as the reporter's 'voice' mediates between reader and events, there is some sacrifice of the readers' ability to reconstruct the unfolding of events. This conclusion prompts us to problematise the mediation of war in the news about armistice.

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- Key terms:** journalism, linguistic groundedness, transitivity, news media, Sydney Morning Herald

## SHIN and Kim

### ***A systemic functional analysis of Topic NPs in Korean***

**Presenters:** Gi-Hyun Shin and Mira Kim

**Organisation:** Korean Studies, School of Languages and Linguistics, Faculty of Arts and Social Sciences, UNSW, Sydney, 2052, NSW, Australia and Department of Linguistics, Macquarie University, 2109, NSW, Australia

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**Abstract:** This paper discusses a collaborative project between two linguists who have been working on Korean drawing on different theoretical frameworks: one is generative grammar, and the other systemic functional grammar. The main question that the collaborative work has addressed is concerned with Topic Noun Phrase (or Topic NP). As a grammatical category in this Subject and Topic prominent language (Li and Thompson 1976), Topic NP is defined as noun phrase that is marked with the particle *un/nun* as the particle is widely held as topic marker amongst Korean linguists. One interesting phenomenon of Topic NP, which has not been explained satisfactorily, is that sometimes it conflates with the Subject/Participant but other times it conflates with the Complement/Participant or it does not have any experiential or interpersonal function. The questions are then why the phenomenon is possible in Korean and how the speakers of the language know the experiential role of the Topic NP - the verbal group alone does not tell us what experiential role the Topic NP assumes as discussed in Shin (1988). These questions have been investigated from a paradigmatic perspective based on a model of the system of THEME in Korean (Kim 2007). Analyzing data drawn from a contemporary Korean TV talk show, this paper presents major findings from the analysis of the spoken discourse data and also suggests a number of research questions that we plan to investigate together. We argue that such a collaborative effort will enhance our knowledge and understanding of languages in general and the Korean language in particular.

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Kim, M. (2007). A Discourse Based Study on THEME in Korean and Textual Meaning in Translation. Unpublished PhD Thesis, Macquarie University, Sydney.

Shin, G. (1988). A Study of Sentence-Internal Coherence Mechanisms: Topic NP in Korean - From Discourse to Syntax. Unpublished MA Thesis, Australian National University, Canberra.

## SHUM

### ***Using Functional Approach to Improve Language and Learning in Hong Kong secondary schools***

**Presenter:** Dr Mark Shum

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**Abstract::** This paper derives from projects funded by Hong Kong Education Bureau which aim at developing secondary students' language ability across the curriculum when they learn to master their content subjects, and in particular, their competence in expressing concepts and ideas in different subject domains in both Chinese and English. Based on Functional Linguistics (Halliday, 1994) and Genre theory (Martin, 1999), the researcher worked closely with teachers of Chemistry, Biology and Economics to identify students' problems and difficulties encountered in their use of language in performing academic tasks, with special reference to subject-specific genres (Shum, 2006). The team then explored effective teaching approaches with relevant materials to help students overcome the problems and difficulties identified. In the previous year, some pilot teaching of the above three subjects were conducted. Some classroom data included classroom observation, student interviews, students' written texts were collected. This paper is to report the teaching designs and strategies the teachers developed and to evaluate the effectiveness of the genre pedagogies through classroom data analysis.



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## SINGH

### ***Resources for modalising meanings in Punjabi and English and a problematic of learning English as a foreign/second language***

**Presenter:** Sukhdev Singh

**Affiliation:** Department of English, Guru Nanak Dev University Amritsar, Punjab (INDIA)

**Abstract:** This paper will analyse the lexico-grammatical resources for modality in Punjabi language and explain the problems of Punjabi learners of English as a foreign language at the undergraduate level. For example there is no equivalent of modal *may* but there is one for modal adjunct *perhaps/ probably* in Punjabi and therefore an average Punjabi learner of English may have a very restricted use of *may* as a modal denoting evasion of commitment to the truthfulness of a process. The English sentence- (a)*it may rain today*- can be translated into Punjabi as (b)*Shayad aj barish hove* which can be retranslated into English as (c)*perhaps it will rain today*. Thus a Punjabi learner is more likely and more comfortable to learn the sentence c. Further possibilities for the same meaning can be the use of a sub-clause in a clause complex:

(d) Ho skda hai ki aj barish hove/pve (Punjabi)

(e) It is possible that it may rain today(English)

Thus the problems in learning a second/ foreign language may be located not only in building up enough and appropriate vocabulary and the correct grammatical

forms of lexical resources but also at the levels related to the resources for modality.

## SINGH and Singh

### ***Saddam's Hanging and Benazir's Assassination: Voices fro the Indian and the British Print Media***

**Presenter:** Sukhdev Singh and Charanjit Singh

**Affiliation:** Department of English, Guru Nanak Dev University Amritsar, Punjab (INDIA)

**Abstract:** Assuming that the reality is shaped, interpreted, evaluated, organized and classified linguistically in a way that facilitates certain ways of seeing and reading and eclipses others, this paper attempts to study sixteen news-reports published in eight newspapers, of which four viz. The Independent, The Guardian, The Times and The Daily Telegraph are British, and the remaining four viz. The Hindu, The Indian Express, The Times of India and The Hindustan Times are Indian. In newspaper reporting, the commodity exchanged is information. The writer reports happenings in the real world, interprets them in line with his beliefs and convictions, evaluates the past and present state of things and makes assessments of the future course of events. It therefore becomes crucial to analyze modality and appraisal in his discourse to reach at his value judgments and his assessments of the validity of the events that he reports. Keeping this at the center, the present study will focus on **modality** and **appraisal** motifs in the above said news-reports in an attempt to ascertain whether there is a variation in the linguistic resources used in the news-reports of the newspapers of these two nations, and if there is any, then whether this variation amounts to the variation in the worldviews of the Indian and the British print media concerning these two happenings.

# SMITH

## ***Voices in writing, in speech: Intonational systems and the 'archaeology' of written text***

**Presenter:** Bradley Smith

**Affiliation:** Macquarie University

**Abstract:** Whenever a written script is interpreted in the spoken mode, for example in a play or during a legal trial, a significant part of the interpretive process is selecting from intonational systems (Halliday 1963a&b/2005; Halliday 1985; Halliday and Greaves forthcoming). These choices are obligatory in speech, and meaningful: intonational contrasts are systemic, therefore conventional, and change a text in the same way that choices from any other semiotic system do.

In this presentation I will address the issue of 'mode translation' – interpreting the [written translated from the spoken mode] – via an investigation of short excerpts from written transcriptions of spoken texts, and the original spoken texts. In investigating the meanings intonational systems add to those of the written transcriptions, I make observations on this interpretive process with respect to Halliday's concept of register (Halliday et al 1964; Halliday 1978) – this being our major 'clue' in the 'archaeology' of written transcripts: it is from the perspective of register that we can best get a sense of what the original spoken version of a written text might have 'sounded' like (i.e. 'meant'). I will then discuss an instance of literary dialogue in terms of the consequences of different intonational interpretations in spoken performance.

# SONG

## ***Evaluation is Interactional: A Revised Model of Tenor***

**Presente:r** SONG Chengfang

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**Abstract:** This paper aims to revise the model of tenor proposed by Martin & White (2005), which will give a unified account of the way in which the interpersonal relationship is realized by evaluation and speech function, through arguing that evaluation, like speech function, also has an interactional side.

The interpersonal metafunction, according to Halliday (2001/1978: 50), is concerned with the social-interactional function of language. However, some systemic functionalists point out that the interpersonal metafunction actually contains two components: for instance, Berry (1977: 124-126) terms them as interpersonal meaning and attitudinal meaning, and Poynton (1990: 247) calls them interactive and personal. It is suggested by them that Halliday's interpersonal theory is mainly about the first component, and the second component is not as interactional as the first; and different or separate theories have been put forward to deal with this (Lemke 1992; Martin 2004/1992; Martin & White 2005).

In contrast, in this paper, choosing evaluation as the term for the second component of interpersonal function, I argue that evaluation also has an interactional side and the present model of tenor proposed by Martin & White (2005) should be revised so that the realizational relationship between tenor and the two components of the interpersonal metafunction can be accounted for in a unified way. Firstly, I show that evaluation and speech function are both sub-systems within a unified interpersonal semantic system, which assigns evaluator and evaluatee roles in text. Secondly, I demonstrate that these linguistically determined roles can be classified into different categories, and there are systematic patterns of relationship between these categories and the two dimensions of the interpersonal relationship discovered in research in various fields. Thirdly, I revise the model of tenor in Martin & White (2005) and apply it to analyses of some short stories. Finally, Halliday's classic interpersonal theory is modified with reference to this revised model.

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**Keywords:** interpersonal metafunction; evaluation; interactional; tenor

## STENGLIN and Djonov

### *Unpacking narrative in a hypermedia 'art-edventure' for children*

**Presenters:** Maree Stenglin and Emilia Djonov

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**Abstract:** Many online games for children adopt elements of narrative to encourage users to undertake and complete a learning adventure. One such game, described by its designers as an 'art edventure', is Leonardo's Workshop (Sanford, 2007), where users travel back in time to da Vinci's workshop guided by Carmine Chameleon, a fictional character knowledgeable in art history and theory, in order to discover who has destroyed the artist's legacy by leaving objects that do not belong to the Renaissance in his workshop.

Adopting Leonardo's Workshop as case study and systemic functional theory as

analytical framework, this paper demonstrates how the features that define narrative as a type of western-culture story genre are distributed multimodally and hypertextually in a hypermedia game. These features include a focus on individual characters and their feelings, temporal and spatial relationships, and generic structure [(Abstract)^ Orientation^ Complication/Evaluation^ Resolution^ (Coda)]. Of these, the prosodically realised Evaluation stage together with the Complication and Resolution are crucial for distinguishing narrative from other story genres (Martin & Plum, 1997; Rothery, 1994; Rothery & Stenglin, 1997).

Our analytical toolkit includes systemic functional grammar and discourse analysis frameworks (Halliday & Matthiessen, 2004; Martin, 1992, 1995; Martin & Rose, 2003), Kress and van Leeuwen's (2006 [1996]) visual grammar, Stenglin's (2004) concept of Bonding as a multimodal resource for fostering affiliation, and Djonov's (2005) system of logico-semantic relations in hypermedia. By applying and adapting these tools to the analysis of a hypermedia text and attending to the meaning-making potential of multimodality, hypertextuality and their interaction (or what Lemke (2002) terms 'hypermodality'), this paper aims to contribute to systemic functional hypermedia discourse analysis (cf. Djonov, 2005; Lemke, 2002).

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## SUN

### **Theoretical Framework of the Genre of Academic Writing: A Social-Cultural Perspective**

**Presenter:** Yinghui Sun

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**Abstract:** Through a detailed analysis of the generic structure of 100 Chinese MA theses introductions, this study has tried to identify the contextual factors that might influence the formation of the genre of academic writing., we have drawn the conclusion that several factors could contribute to the genre of academic writing in Chinese context. In

addition to the general professional routine of academic writing, factors of the writing task, the research area or the discipline, the writer's education level and the writer's cultural or language background have great influence on the formation of the text. The theoretical framework is thus set up based on these findings.

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**Key Terms:** framework, genre, academic writing, social-cultural factors.

## SURAKAT

### **Essential qualities of a translator**

**Presenter:** Tajudeen Yaqub SURAKAT

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**Abstract:** It is often taken for granted that everybody knows the qualifications and qualities required of a (good) translator. But rather than gloss over it, it is necessary to state these qualities in clear terms; whether in the training of professional translators, or in academic Applied Linguistics programmes, or even in Translation Studies. The proposed contribution to the T & I forum, therefore, shall highlight the basic qualities expected of a translator, with particular reference to the translation of literary and related texts. These attributes include: bilingualism, bi-literacy, biculturalism, creativity, self-criticism, multi-disciplinary research (e.g. philosophy, linguistics, communication theory, literary criticism, sociology) and so on. The paper is extracted from a manuscript undergoing revision for publication as an introductory text on translation studies. It is hoped that the cross-fertilization of ideas at the T & I forum would impact positively on the quality of the final chapter.

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## SUSANTO

### ***Thematic Structures and Its Theme Variation in the Language of Javanese Ludruk***

**Presenter:** Susanto

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**Abstract:** Thematic structure and Theme variation in the language of Javanese 'Ludruk'

Abstract: The paper aims to present an ongoing research on Javanese, a language of the Island of Java, in Indonesia. It describes systemic functionally how one of Javanese theatrical stories of everyday life, 'Ludruk', is variously organized in terms of thematic structure. It builds on the work carried out in Susanto, 2005 but further expands the findings (i) by making explicit the dominant Theme choice made in the story and (ii) by identifying contextual motivation that underlies the variations of thematic structures in which the story unfolds. The paper will support the hypothesis that a clause in any language has the character of a message (Halliday, 1994, Matthiessen, 1995; cf. Rose, 2001) by showing how message is expressed in the textual organization of Javanese traditional spoken text, 'Ludruk', in which everyday life of the people in Indonesia is illustrated as an allusion to satire.

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Key words: Javanese, Ludruk, Theme, Thematic structure, Theme variation, Orientation, Tenor, Field.

## TANN

### ***Evaluative Metaphors: logogenetic development through Appropriation***

**Presenter:** Ken Tann

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**Abstract:** Lexical metaphors have received little attention in SFL research despite the prominent role it plays in all aspects of culture (see for example, Quine 1978). As abstract lexical items possess a large field of meaning from which a substantial range of discourses can be drawn, the resulting ambiguity poses an interesting challenge to Appraisal analysis. Yet, it is precisely this ambiguity that enables the growth of language.

Building on Ohnuki-Tierney's (2002) argument that aesthetics facilitate subtle shifts in meaning, I shall suggest that the aesthetic dimension she identified in her work is realized in texts as appreciation in Martin and White's (2005) Appraisal framework, and demonstrate that this extension/shift in the lexical items' signification occurs in stages within a single text as it unfolds through a series of evaluative reformulations. The discursive strategy serves to bridge the distinction between judgment and appreciation, thus allowing the discourse to recontextualize human behavior in terms of an aesthetic of social order, which in turn provides an aesthetic motivation to social action and an alternative to the 'logic of binarism' described by Lazar and Lazar (2004).

I shall examine the Japanese ultranationalist text *Kokutai no Hongi*, highly regarded during the Pacific War (Hall 1949:6-7), and explore the use of Appraisal from a logogenetic perspective.

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**Key terms:** Appraisal; lexical metaphors; logogenesis; ideology; discourse analysis.

## TATSUKI

### ***A Contrastive Study of English and Japanese Transitivity: The Kyoto Grammar Approach***

**Presenter:** Masa-aki Tatsuki, Ph.D.

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**Abstract:** The purpose of this presentation is to establish a clear distinction between the system of Transitivity in English and Japanese. I am concerned with analyzing Modern Japanese in the framework of SFL, especially within the framework of the Kyoto Grammar, a grammar or method for analyzing the Japanese language using a SFL approach, proposed by Tatsuki and others at Doshisha University, Kyoto.

The main difference between English and Japanese is that Japanese has both verbs and adjectives as candidates of Processes in

process types, since Japanese adjectives follow the intransitive predication as well as having a tense manifestation. Accordingly, in the Kyoto Grammar approach, the English process types are first reanalyzed from a viewpoint in which verbs and adjectives are amalgamated, and then the features, Dynamic or Static, are proposed as the first choice of a system network of Transitivity in Japanese. Following the first choice, further choices of process types will be considered by making use of the concept of semanticization of the grammatical categories of verbs and adjectives.

## TERUYA COLLOQUIUM

### *Projection Around the World: ideational and interpersonal manifestations in different languages*

Presenters\*: Abhishek Kumar (Bajjika, convener), Astika Kappagoda (Ancient Greek), Ayako Ochi (Japanese in news report), Christian Matthiessen (general introduction on projection), Chrystalla Thoma (Greek), Ernest Akerejola (Oko, convener), Giacomo Figueredo (Portuguese), Jorge Arús Hita (Spanish), Kazuhiro Teruya (Japanese-Ryukyuan, convener), M. A. K. Halliday (Chinese), Pattama Patpong (Thai), Uwe Helm Petersen (German)

\*For details of each presenter, please see the end of this document.

#### Timetable:

- [1] 11:00-11:40 Christian Matthiessen (Introduction)
- [2] 11:40-12:00 Kazuhiro Teruya (Japanese-Ryukyuan)
- [3] 12:00-12:20 Ayako Ochi (Japanese in news report)
- [4] 12:20-12:40 Pattama Patpong (Thai)
- [5] 12:40-13:00 Abhishek Kumar (Bajjika)
- [6] 14:15-14:35 Astika Kappagoda (ancient Greek)
- [7] 14:35-15:30 M. A. K. Halliday (Chinese)

- [8] 16:00-16:20 Ernest Akerejola (Oko)
- [9] 16:20-16:40 Giacomo Figueredo (Portuguese)
- [10] 16:40-17:00 Uwe Helm Petersen (German)
- [11] 17:00-17:30 Discussion

#### Presentation: Aim

The aim of our proposed colloquium is to present and promote our ongoing multilingual work on SFL language description and language typology. In this colloquium, we aim to show how a number of constructions in different languages constitute variations on a general semantic motif — the motif of projection, in terms of metafunction and in terms of rank, and to explore semogenesis across languages relating to projection.

#### Presentation: Background

The colloquium will continue and further expand on a range of research carried out on a number of languages by the members and their associates of the Systemic Typology Group (STG), an international research network of linguists who are interested in systemic functional multilingual studies and working on different languages systemic functionally. The inception of STG goes back to the workshop given by its members at EISFW 2002. STG intends to follow up a range of functional language typology workshops started in Sydney in 1996. Such collaborative efforts have culminated in Caffarel, Martin & Matthiessen (2004), which covers eight languages from seven different language families (Sino-Tibetan: Chinese [“Mandarin”]; Austro-Asiatic: Vietnamese; Japanese languages: Japanese; Austronesian: Tagalog; “Australian” (Pama-Nyungan): Pitjantjatjara; Dravidian: Telugu; and Indo-European: French, German.

A number of languages studied and described along the framework of systemic functional theory has increased enormously in the last few years, adding to the overall SFL multilingual resource first developed more comprehensively on English (Halliday, 1947, Halliday, 1985/1994, Halliday & Matthiessen, 2004, Matthiessen, 1995, J. R. Martin, 1992), comprehensive accounts of other languages such as French (Caffarel, 1996, 2006), Tagalog (J. R. Martin, 1990, 1996),

Pitjantjatjara (Rose, 2001), Japanese (Teruya, 1998, 2007), Chinese (Halliday, 1959, 2006; Halliday & McDonald, 2004; McDonald, 1998, Li, 2003, 2007), Vietnamese (Thai, 2004), Thai (Patpong, 2005), Ojibwa (Akerejola, 2005), Spanish (Arús, 2003; Lavid, Arús & Zamorano Mansilla, in prep.), Danish (Andersen et al., 2003), and Finnish (Shore, 1992), and also other languages which are currently being described such as Arabic (Bardi, in prep.), Bajjika (Kumar, in prep.) and Portuguese (Figueredo, in prep.), just to name a few.

The colloquium will draw partly on these multilingual resources and explore metafunctional systems and their resonance whereby projection is manifested variedly across a range of languages, also taking account of contributions to the typological literature such as Chafe & Nichols (1986) and de Haan (2005a,b) on evidentiality, Janssen & van der Wurff (1996) on “reported speech” and Harris & Campbell (1995) on the evolution of markers of interpersonal evidentiality out of ideational clause nexuses of projection.

### Presentation: general

Our colloquium is intended to make a contribution to systemic functional language typology by investigating the fractal nature of projection across a range of languages. Projection is one of a few most general semogenic processes — others being expansion with its subtypes (Halliday, 1985/1994) — whereby a relationship between two sets of processes is manifested (Halliday, 1992) in different environment throughout the semantic and lexicogrammatical system of a language (Halliday & Matthiessen, 1999: 222-6). Ideationally, projection is construed as an aspect of the speaker’s experience, e.g. *It’s not like that with us, Willie said afterwards*; and interpersonally, it is enacted as an aspect of the speaker’s move in dialogue, e.g. *I think my diary entry may be of interest for a typical account*.

Languages differ with respect to where projection is manifested in their grammatical systems; more specifically languages vary with respect to where they manifest projection in terms of metafunction and also in terms of rank. In order to explicate the locus and variations of the manifestation of projection,

the colloquium will thus focus on the following two points:

- (i) projection may be manifested within different rank environments within one stratum;
- (ii) projection may be manifested within different metafunctional environments within one stratum.

The manifestations of ideational and interpersonal projection vary in how they complement one another and how they combine; these possibilities include interpersonal systems of EVIDENTIALITY, MODULATION/MODALIZATION and experiential systems of verbal EVIDENTIAL, mental MODALITY and relational processes; and also interpersonal systems of EVIDENTIALITY, MODALITY and APPRAISAL expanded through ideational resources.

We will explore a range of languages with respect to the above two points and identify similarities and differences in how projection is manifested. Based on this language-specific survey, we will carry out typological observation and propose a unified view of the fractal nature of projection.

Each language-specific survey is corpus-based (by reference to naturally occurring discourse), system-based (by reference to systemic categories derived from the corpus investigation), and theory-based (with reference to dimensions of systemic functional theory). And a concluding account will address the overall resonance of multilingual systems based on which projection comes to serve as one of the major motifs in semogenic processes for the languages of the world.

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Presentation: particular colloquium contributions

Each presentation will survey language-specific manifestations of projection. The survey will locate projection in discourse environment and drawn on corpus data to identify variations of projections within different rank environments and different metafunctional environments. Total number of language-specific presentation is 11. Last discussion will drawn on findings from the previous presentations and also other linguistic data and attempt to present a general overview of variations of manifestations of projection across these languages and beyond.

**Key terms:** projection, fractal type, discourse-based, ideational projection, interpersonal projection, language description, language typology, semogenic process.

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## ***Projection in Bajjika: interpersonal and ideational***

**Presenter:** Abhishek Kumar Kashyap

**Affiliation:** Department of Linguistics, Macquarie University, Australia.

**Abstract:** This paper will focus on one of the key aspects of the logical organization of lexicogrammar, i.e. projection in Bajjika, a language spoken in the northern state of Bihar in India. Projection in Bajjika is one of the characteristic features of mental and verbal processes in the domain of clause complexes. Ideationally, the mental and the verbal clause project another clause as in the following examples:

Mental: ||| Uu socait hae || ki kuch na kuch kare ke caahii. |||

“He is thinking that he should do something.”

Verbal: ||| ham okraa ke ketno samjhailii || ki aisan mat kara, ||| lekin uu na maanlak. |||

“I suggested him not to do that, but he didn't stop.”

In Bajjika, clauses projected by mental and verbal processes can be of any process type. The key for the recognition of the projected clauses is the presence of *ki* or *je*. As in the above examples, the projected clauses begin with *ki* – *ki* kuch na kuch kare ke caahii “that he should do something” and *ki* aisan mat kara “that don't do like this”. *Ki* in Bajjika is in a way comparable to that in English in the environment of projection. However, they differ grammatically in a number of ways. For example, *ki* and *je* are, unlike that in English, particles thus have no lexical meaning. In other words, their function is to mark the boundary of the projected clause. These particles may also appear in the non-projected environment as in *ii elaa bhelai ki huun ekko biitta jamiin na debe ke cahait rahthin bhaibaa ke* “This happened for this reason that he didn't want to give even one Bitta [MEASURE] of land to his brother”. Such a clause complex raises various questions about their grammatical roles in the environment of clause complex. Ideationally, they function either as the marker of clause boundary or quotative particles signalling the presence of a projected clause.

Interpersonally, on the other hand, they introduce a clause which indicates interpersonal role relationship as well as the speaker's assessment of tenor relationship.

In this talk, I will discuss the interpersonal and ideational projection in Bajjika in order to address some of these issues relating to the grammatical status of *ki* and *je* in the environment of clause complexes, using the corpus of natural spoken and written texts of Bajjika.

## ***Colloquium Paper -***

### ***Projection around the world: ideational and interpersonal manifestations in Japanese-Ryukyuan***

**Presenter:** Kazuhiro Teruya

**Affiliation:** School of Languages and Linguistics, University of New South Wales, Sydney

**Abstract:** This paper investigates manifestations of projection in Japanese. Projection, whose semiotic function is to quote and report speech and thought, is one of the fractal types manifested in different environments throughout the semantic and lexicogrammatical systems of a language. Languages vary with respect to where they manifests projection in terms of metafunction and also in terms of rank (Halliday & Matthiessen, 1999: 222-6, 2004: 603-613). In this survey, I will focus on two kinds of manifestation, i.e. ideational and interpersonal projection, manifested at the rank of clause and clause complex.

In Japanese, projection is a distinctive characteristic of verbal and mental processes whereby speech and thought are realized in wording and meaning (Teruya, 2004, 2007). In terms of logical organization, a secondary clause is projected through the primary clause, which instates it as a locution and an idea. In terms of the formal marking of projection, Japanese operates with a quotative particle, *to* (*tte*), whose function is to assign the preceding elements a negotiatory value of a projected locution or idea. For example, *Kare wa <<sayonara TO>> itta* “He said, goodbye”. This projection marker realizes an interpersonal function of Negotiator, which is located at

the clause-final position immediately after the Predicator. In terms of the manifestation of a projected ideational status, the end of clause is thus significant partly because when the projection indicates indirect propositions Japanese does not clearly grammaticalize the distinction between quoting and reporting in terms of grammatical systems such as TENSE and PERSON. However, interestingly, one of the Ryukyuan languages (a subfamily of the Japanese-Ryukyuan language family) makes such a distinction through projection markers.

Interpersonally, the status of reporting in English may be enacted through interpersonal Adjuncts, e.g. *reportedly* as in *Modonna has reportedly been in talks with Fiona Shackleton, the divorce lawyer ...* Here the reporter's status is specified, but not the "reporter". In Japanese, this is achieved by the interpersonal system of EVIDENTIALITY. This system places the reporter in the background by assigning the source of evidence for the proposition put forward to the third person and/or by implying a different way of establishing evidence through either perception or cognitive reasoning. In terms of the locus of realization, interpersonal projection is similar to ideational projection in that the status of interpersonal projection is realized towards the end of clause through the Predicator: e.g. *kare mo* [Pred.]; *iku soo da* "(they say) he is also going".

The paper will also illustrate how projection figures in different text types such as narratives and financial reports.

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#### Key terms:

Ideational projection, interpersonal projection, Japanese-Ryukyuan, fractal, language typology

#### Colloquium Paper -

### ***Ideational projection and interpersonal projection in news reporting: patterns of evaluation in English and Japanese***

**Presenter:** Ayako Ochi

**Affiliation:** Macquarie University

**Aim:** The present paper aims to explore how reporters employ the system of PROJECTION to assess the information presented as news in English and Japanese news reports, either construing their assessment ideationally or enacting it interpersonally.

**Background:** The paper is a part of my ongoing PhD research project "The Reporter's voice in news report in English and Japanese". It is a register-specific study of news reports, which is a 'reporting' type of register in terms of a context-based typology of registers (e.g. Matthiessen, 2006b: 44-47; Teruya, 2007: 12). The key sources for the systemic functional description of the grammar employed in the present paper are Halliday & Matthiessen (2004) for the grammar of English and Teruya (2007) for the grammar of Japanese. The discussion on two metafunctional modes of projection is provided in Halliday & Matthiessen (2004) and Matthiessen (2004; 2006a). The central source for the study of media discourse is Iedema, et al. (1994). The description of "appraisal" by e.g. Martin (2000), Martin & Rose (2003: Ch. 2), and Martin & White (2005) is used as a part of the description of the interpersonal semantic system of assessment.

**Body:** Projection is the most recurrent semantic motif manifested in the register of news reporting. In news reports, the status

of exchanged information is assessed on the basis of some kind of evidence, and the assessment is achieved through two complementary metafunctional modes; it is construed ideationally and it is enacted interpersonally as the patterns of projection that typically permeate news reports. First, in this paper, I will explore how ideational projection and interpersonal projection are manifested in Japanese in terms of both rank and metafunction. Secondly, I will compare and contrast the ways in which the two metafunctional modes of projection are realized in the register of news reporting in English and Japanese. I will show how reporters construe the “reportable” experience of the world through projecting and projected figures (clauses in their experiential role) and how they enact these figures as propositions imbued with modal assessment of evidentiality. I will also show that the ways in which two modes of projection are grammaticalized determine the register-specific strategies of assessment in English and Japanese respectively.

Finally, based on the data obtained from the register-specific study, I will focus on one of the “component” systems of modal assessment crucial to news reporting, the system of EVIDENTIALITY in Japanese, and sketch a brief description of it.

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**Key terms:** systemic functional linguistics, Japanese, English, news report, projection, assessment, evidentiality

## Colloquium Paper -

### **Projection in ancient Greek, its meaning and its context**

**Presenter:** Astika Kappagoda

**Abstract:** A short outline of the linguistic resources in ancient Greek that support projection is presented. Projection is given a provisional definition, and it is argued that projection can be demonstrated at both the lexicogrammatical and semantic stratum in text. At the lexicogrammatical stratum, the description of projection follows the framework presented in (Halliday & Matthiessen, 2004), integrating findings from the traditional grammatical approach as shown in (Smyth & Messing, 1974). At the semantic stratum, projection is regarded as a semantic relation holding between text segments, and as such the description follows that of rhetorical structure theory as presented in (Mann & Thompson, 1987) and (Stuart-Smith, 2001). In turn, the lexicogrammatical and semantic manifestations of projection are seen as realising certain discourse and contextual features of literary texts in ancient Greek.

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**Keywords:** Greek, Ancient, Clause complexing, Lexicogrammar, Semantics

## Colloquium Paper -

### **Projection in Modern Greek**

**Presenter:** Chrystalla A. Thoma

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**Abstract:** In Modern Greek, projection, and in particular the hypotactic and embedded modes of projection, present certain particularities. Propositions are mainly constructed with 'oti'/'pos'-clauses and 'pu'-clauses ('that', indicative), and proposals with 'na'-clauses (subjunctive). Cognitive and perceptive/cognitive processes project by means of 'oti'/'pos'-processes (indicative), although 'na'-clauses (subjunctive) are used when the senser of the main clause, or the direct 'phenomenon', and the subject of the relative clause coincide (in English expressed by an embedded participle: "I heard him singing"). Desiderative processes project ideas by means of 'na'-clauses, and emotive processes project *Facts* by means of 'pu'-clauses for propositions, and 'na'-clauses for proposals (reporting implicit requests). Concerning embedding, whereas in English, *Facts*, *Cases*, *Chances*, and *Proofs* project with propositions, and *Needs* with proposals, in Modern Greek, *Facts* and *Proofs* project with indicative ('oti'/'pos'-clauses: propositions), whereas *Chances*, *Cases* and *Needs* with subjunctive ('na'-clauses: proposals). Of particular interest is the use of the subjunctive and the indicative in projection according to aspect. A more detailed analysis of such cases will be provided, as well as the underlying reasoning.

## Colloquium Paper -

### **Projection in German**

**Presenter:** Uwe Helm Petersen,

**Affiliation:** University of Southern Denmark, Institute of Language and Communication, Denmark

**Email:** [uhp@language.sdu.dk](mailto:uhp@language.sdu.dk)

**Abstract:** In German projection is manifested ideationally and interpersonally within both clause rank and group rank. Ideationally it is more or less like English and the other languages within the Germanic family. Due to that my presentation shall start with a brief overview of projection in German paratactic and hypotactic clause

complexes and thereafter address the interpersonal motivated choices between quoting and reporting, and within reporting discuss what motivates the speaker/ author to choose between marking the Finite in the subjunctive or in the indicative. This marking is not a phenomenon of some kind of preselection. In the contrary, it is interpersonally drawing on resources from the system of APPRAISAL.

This is a reflection of the fact that German, compared to other Germanic languages, is a highly inflected language where the finite verb is inflected in four flectional categories: mood, tense, person, and number, all four represented in the same finite morpheme. Further, the verbal category of mood has three subcategories: the indicative, the subjunctive, and the imperative. So in the case of German, one should carefully distinguish between indicative and imperative clause mood (i.e. the systemic notion of Mood) and indicative and imperative verbal mood of the Finite as operator.

As far as time limits allow, I would like to address two problems having bothered me in the description of German:

Not only in German, I guess, you will have cases where projection goes beyond the clause complex, i.e. the projected part of it does not consist a single clause only but many cases also of a whole text. Very often in such register dependent transphrastic cases (as news reports, for instance) a projecting clause or even a Circumstantial projects a series of simplex clauses and clause complexes as a mixture of quoted and reported text where the reported parts are marked in the subjunctive, i.e. as clearly hypotactic. I shall present an authentic example and offer a descriptive solution.

My second concern is the so called Fact, not so much in mental clauses as in verbal ones. Do we in verbal clauses have some Fact like Verbiage? I think so and would like to discuss some examples. Here, too, you find German fact clauses in the subjunctive, which to me indicates that the choice between the two verbal moods is an interpersonal matter, not an ideational.

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Presentational requirements: pc for USB stick and data projector, black- or whiteboard.

Current work within SFL:

*Bedeutung, Funktion und Form. Eine systemisch funktionale Einführung in die Beschreibung des Deutschen*. (= BFF: Meaning, Function and Form. A Systemic Functional Introduction to the Description of German) The first 6 chapters on German lexicogrammar can be downloaded from [www.sdu.dk/sfl](http://www.sdu.dk/sfl) (via the link Tysk/Deutsch). Relevant sections for projection: BFF 4.2.1 and BFF 5.1.4-5.

*Deutsche SFL-Terminologie* (English: German), ibidem (via the link SFL-terminologi).

Key terms: Projection in German; Facts and preprojection; projected texts.

## Colloquium Paper - Ideational and Interpersonal Manifestations of Projection in Spanish

**Presenter:** Jorge Arús Hita

Affiliation: Universidad Complutense de Madrid, Departamento de Filología Inglesa, Madrid, Spain

**Email:** [jarus@filol.ucm.es](mailto:jarus@filol.ucm.es)

**Abstract:** In this paper we will look at the semogenetic potential of projection in Spanish at different metafunctional and rank levels. Based on corpus examples from CREA (Corpus de Referencia del Español Actual), we will see that projection, at clause level, may be ideational or interpersonal. Ideationally, projection accounts for the logical resources of quoting and reporting in

mental and verbal clause complexes such as (1) and (2) as well as for experiential meanings incorporated to mental and verbal processes such as (3) and (4). Interpersonally, projection allows the expression of evidentiality (5), appraisal (6) or comment (7), among other meanings, including the combination of several meanings.

(1) *creo que ese mundo es posible* ('I think [that] that world is possible')  
 (2) *el presidente de la Nación dijo que había ordenado estudiar esta posibilidad* ('the president of the nation said that he had ordered to study that possibility')  
 (3) *Yo simplemente supuse que eran de la compañía de seguros* ('I just assumed they were from the insurance company')  
 (4) *Greenpeace alegó que estas grietas pueden "provocar un grave accidente"* ('Greenpeace claimed that these cracks may cause a serious accident')  
 (5) *parece que hay una especie de patrón común* ('there seems to be some common pattern')  
 (6) *es una pena que no tenga más tiempo* ('it is a pity [that] you don't have more time')  
 (7) *reconozco que me ha impactado* ('I have to admit that it has struck me').

## THOMSON

### *Representations of Women in six Japanese Folk Tales*

**Presenter:** Elizabeth A. Thomson

**Affiliation:** University of Wollongong

**Email:** ethomson@uow.edu.au

**Abstract:** Folk tales are a valuable means of socializing children into the accepted cultural practices and beliefs in any given society. They are designed to entertain but also "to reflect and disclose our cultural presuppositions and values" (Toolan 1998:164). However, just what these values are depends on the nature and priorities of the culture in which they occur. For example, the purpose of the folk tale in Japanese is to acknowledge the cyclic structure of life (Tosu 1985).

This social purpose of the folk tale is achieved, in part, by how the protagonists in a story are portrayed: the way the characters are evaluated by the author, the events and

actions in which they engage and their 'habitual tenor of existence' (Hasan 1996:55). Real life cultural values and behaviour are thus reflected in folk tales, including the conceptualization of women.

This study demonstrates the linguistic choices which operate to represent women as both powerless and powerful, depending on the context, in six well known Japanese folk tales. The study uses transitivity and appraisal analyses with the results suggesting that the attitudes of and towards women within the tales reflect and disclose Japanese presuppositions towards women.

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### Keywords:

Representations of women, transitivity analysis, appraisal analysis, cultural values, Japanese folk tales

## TIAN

### **'Playing with femininity': a multi-modal discourse analysis of Chinese-English picture books**

**Presenter:** Ping Tian

**Affiliation:** University of Sydney

**Abstract:** There is little doubt that in our everyday lives we are surrounded by texts that combine multiple modalities. Among these texts, children's picture books are, in particular, rich in meaning making with the co-articulation of verbal and visual modes.

This paper draws on the theoretical framework of social semiotics developed in Systemic Functional Linguistics (Halliday 1973, 1975, 1977, 1978, 1985a/1994, 1985b, 1985c, 1993; Halliday & Matthiessen 2007; Martin 1992) as well as Multi-modal Discourse Analysis (Kress and van Leeuwen, 2006;

O'Toole, 1994;) and explores the ways in which verbiage and image co-articulate meaning, and produce a multi-modal text. This paper develops such work by paying particular attention to the interpersonal. In this paper, two bilingual Chinese-English picture books will be analyzed to illustrate how verbiage and image co-construe Mulan's female identity in Zhang's (1996) *The Ballad of Mulan* and Lee's (1983) *Mulan ge (The Song of Mulan)*. The basic story lines of Lee's and Zhang's are derived from a classical Chinese poem "Ballad of Mulan" (Guo, 1965), which tells a legend of a cross-dressing woman-warrior named Mulan.

The legend of Mulan has been transmitted throughout China for hundreds of years and was adapted into various forms of representations within and outside China: folk tales, fictions, films, local operas, and TV drama (e.g. Disney film *Mulan* by Barry and Bancroft, 1998). This paper investigates how Mulan and her female identity are constructed as well as represented verbally and visually in the domains of the home and in that of the battlefield in children's picture books. In order to fulfill this task, I will investigate interpersonal meaning in the selected books from three perspectives: *Ambience* (Stenglin, 2004; Painter, in press; Martin, in press; Kress & van Leeuwen, 2002), *Facial appraisal* (Martin & White, 2005; Welch, 2004), and *Focalization* (Simpson, 1993; Painter, in press; Martin, in press). *Ambience* involves the creation of an emotional atmosphere through the use of features such as color and shade. *Facial appraisal* examines how emotions/attitudes are construed in facial expressions. *Focalization* investigates how the story is narrated and how various interpersonal relationships are built through the narration. A proposed visual system [of combining?] *ambience*, *facial appraisal* and *focalization* will be presented here. In doing so, the current paper attempts to combine the "bonding" theory (Stenglin 2004- also Martin refs (2004, 2000, etc.- see Stenglin references), and theories of "coupling" (Martin 2000, 2007, see also Zappavigna forthcoming) and "affiliation" [which sense? see below] to provide another perspective on the investigation of discursive construction of female identity in multimodal bilingual texts.

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Sydney

## TUCKWELL

### ***Evolution and the system of AGENCY***

**Presenter:** Kathryn Tuckwell

**Affiliation:** Centre for Language in Social Life, Macquarie University

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**Abstract:** The current 'standard' SFL network for the system of AGENCY – as it is presented in Matthiessen (1995) and Halliday & Matthiessen (2004), for example – provides two options for the analysis of a two-participant material process clause such as “**Bats** developed ‘**send/receive**’ **switching technology** long long ago” (with participants in bold). This clause is taken from Dawkins’s 1986 book *The Blind Watchmaker*, where the analysis of such clauses is crucial to the understanding of evolution as an emergent rather than a teleological process. The two options for analysis of this clause are: (1) effective: operative, with “Bats” being the Agent and “send/receive switching technology” being the Medium; or (2) middle: ranged, with “Bats” as Medium and “send/receive switching technology” as Range. However, neither of these analyses is fully functional with respect to the construal of evolution as non-teleological: the former construes bats as the ‘causer’ of their own evolution, while in the latter, the status of the element that has actually undergone the process – the “send/receive switching technology” – is equivocal with respect to nuclearity. A more functional analysis of this clause is provided by Davidse’s (1992) network for the transitive/ergative analysis of material process clauses, in which it would be treated as an ergative: pseudo-effective clause that alternates with “**Send/receive switching technology** developed **in bats** long long ago”, with “Bats” being the Setting and “send/receive switching technology” being the Medium. This paper will attempt to integrate Davidse’s network with the current ‘standard’ SFL networks for the system of AGENCY.

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Key terms: Agency, Transitivity, Ergativity, Evolution, Complex systems, Emergent complexity

## TOKUNAGA

### **Exploring the changing nature of book reviews: An analysis using Appraisal Theory**

**Presenter:** Anne Tokunaga,

**Affiliation:** Faculty of Liberal Arts and Sciences, Osaka Prefecture University.

**Abstract:** Traditionally we look to book reviews for guidance and advice on selecting books from the thousands that are published every year. As such they have the power to influence us in making our decisions. Over the past ten or so years there has been a change in the way book reviews are produced. Professional contributors have been largely replaced by freelancers and book review sections in newspapers have shrunk while web reviews are increasing. Online booksellers such as Amazon and Barnes and Noble have engaged customers to publish their reviews and most are done anonymously. In this paper I will analyze customer reviews and those produced by professional and freelance reviewers and explore how they are structured using the resources of APPRAISAL. The aim is to consider the kinds of evaluations that are being made, how reviews are evolving and to reveal what purposes each of these ‘types’ of book reviews are achieving.

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## VELOSO

### **US vs. THEM: A CRITICAL ANALYSIS OF SUPERMAN - PEACE ON EARTH COMIC BOOK**

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**Abstract:** This work analyzes the comic book *Superman– Peace on Earth*, discussing its role in popular culture and exploring visual as well as verbal language applied in the creation of meaning, in order to undress ideological views grounded in the representation it makes of reality and how it might contribute to shaping the reality of the reader, also aiming at foregrounding possible relations of power which might be implicit in the text. Concomitantly, I also explore the multimodal resources used in the comic book story, focusing on the manner different resources interact in the process of creation of meaning. Concerning visual resources, I draw upon Kress & van Leeuwen's (1996) visual grammar categories for analysis, whereas the verbal language is analyzed based on the system of transitivity (Halliday & Matthiessen, 2004). Ideological perspectives are borrowed from van Dijk (1995, 1998, 2001), who contributes to this research with the in-group vs. out-group proposition – Us vs. Them – which is used as a means to unveil ideological strategies. In my data, the in-group comprises the United States of America, while the out-group is composed of countries located in Africa, East Europe and South America. The

findings of this research show that there is a disposition to emphasize positive aspects regarding the in-group and negative aspects concerning the out-group. Negative properties in respect to the in-group are de-emphasized, while positive characteristics are de-emphasized in the out-group. On that account, the text portrays the in-group and the out-group in a relation of inequality and oversimplifies complex social issues.

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## VENTOLA

### **Multisemiotics of Conferencing: Challenges to researching and training presentation skills**

**Presenter:** Eija Ventola

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**Abstract:** The paper presents *Conferencing* as a fascinating area of linguistic and multisemiotic study for researchers interested in institutional and work-related discourse analysis and multilingual and intercultural communication. The paper first discusses the role of English as *the* language of most international conferences and how it is typically researched. The paper then highlights conferencing as an event that demands multisemiotic mastery of meaning-making systems, and this has repercussions both to analytical description as well as to training issues. The final focus of the paper is on the processes of technologization and globalization of conferencing and the challenges Internet-based videoconferencing systems present when connecting academics around the globe.

## VERGARA

### ***Analyzing the use of passive voice in translation from English into Spanish: a systemic-functional approach to scientific texts***

**Presenter:** Danial Vergara

While translating English into Spanish, the passive voice represents a controversial issue inasmuch that texts written in English and texts written in Spanish involve different textual means by which ideas are conveyed. It is a frequent dilemma for translators either to keep or to switch the voice of a linguistic structure, since this choice can alter the elements that give continuity to the thematic progression of the texts along with the semantic structures of a text.

Although some work concerning the thematic and information structure has been done from the viewpoint of Prague linguists like Firbas (1972) or systemists like Halliday (1985), none of them provide direct attention to the issue of the passive voice. This paper attempts to give an account of 1) the problems a translator meets when translating scientific texts with regards to the thematic and information structures, 2) the changes that occur to the thematic development of a text that has been translated, 3) and some ideas that can help

translators keep textual information focused in rendered sentences.

Allegedly, medical research papers translated from English into Spanish are problematic in that they show a number of passives used improperly. This assumption, altogether with the fact that scientific texts are the ones that show the greatest number of passive constructions lead to the decision of doing a systemic-functional analysis of this type of texts.

## WAN

### ***Creating meanings through Graduation in verbiage and voice in Philippine call centres***

**Presenter:** Jenny Wan Yau Ni

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**Abstract:** Recently, offshore outsourcing has become an integral part of many multinational companies. One back office role which has been outsourced is that of customer service. Many English language call centres in Asia, e.g. the Philippines, are playing a key role in business development but very little attention has been focused on linguistics analyses of these calls. Now, however, especially where sound files are allowed for analysis, it is possible to investigate not only what is said but how it is voiced.

In this paper, I follow a 'systemic functional' approach and draw on aspects of social semiotic theories to explore the interpersonal development of call centre discourse through an analysis of the semantics of both verbiage and sound. Two of the major theoretical understandings informing my study are those of Appraisal theory (Martin and White, 2005) and the semantics of voice quality (van Leeuwen, 1999). I explore the unfolding interpersonal relationships constructed between the Filipino customer service representatives (CSR) and American customers in a set of problematic calls in the Philippines call

centres. These calls are deemed to be problematic in that they lead to communication breakdown. Appraisal theory is applied to investigate the sound quality and attitudinal profile of this call centre discourse. I will specifically focus on prosodies of attitude and on communication problems. The findings could contribute to support the training and services offered by this important developing industry.

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**Key terms:** Philippine call centres, ITES, interpersonal meaning, appraisal analysis, voice quality

## WANG and Guo

### ***TRANSITIVITY profiles as indicators of the development of student's narrative writing: a corpus-based, cross-sectional study***

Presenters: Wang Shanshan ([shanshan.wang@nie.edu.sg](mailto:shanshan.wang@nie.edu.sg)) and Guo Libo ([libo.guo@nie.edu.sg](mailto:libo.guo@nie.edu.sg))

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**Abstract:** This paper is concerned with the development of student's narrative writing in Singapore primary and secondary schools. Drawing on Halliday and Matthiessen (2004), it addresses three questions:

- 1) How does the overall selection of TRANSITIVITY features act as an indicator of the development in student's narrative writing?
- 2) How do TRANSITIVITY patterns vary from one generic stage to another in primary and secondary school students' writing?
- 3) To what extent do the TRANSITIVITY profiles correlate to the proficiency level of students' writing, as established by the grades assigned independently by a group of experienced teachers?

Rothery and Stenglin (1997) detail a range of generic structures of a family of narrative writing. However, they did not include an explication of the relative frequencies of TRANSITIVITY selections in the texts as external manifestation of the inherent properties of this particular genre nor of the possible internal variation from one generic stage to another. TRANSITIVITY profiling was the focus in Matthiessen (2006), but he did not seem to examine the fluctuation of TRANSITIVITY selections within each text in his corpus. Foley and Lee (2004) analyzed both the generic structure and TRANSITIVITY selections in primary school writing. No attempt, however, was made to reveal how one generic stage differs from another in TRANSITIVITY profile. The possible link between generic stage and TRANSITIVITY profile has only very recently started to be addressed (Matthiessen, 2007; Washitake, 2004).

First, we will briefly present the purpose and design of the study. Next, theoretical framework and methodology will be introduced. The third part is the corpus-based quantitative and qualitative analysis of the sample. This paper ends with a brief theoretical discussion of its significance and implication for further study.

**Key terms:** Genre; narrative writing skills; TRANSITIVITY analysis.

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## WANG, S

### **Clause Boundary Shifts in Interpreting: Chinese-English**

**Presenter:** Sunny Xiaoying WANG

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**Abstract:** The study focuses on clause boundary shifts arising in the course of interpreting from Chinese into English. The data are a short extract from a Chinese Minister's speech and its six English target texts interpreted by a professional interpreter and five students. Data analysis is based on Systemic Functional Linguistics with a focus on ideational metafunction (Halliday, 1994; Matthiessen, 1995). Meanwhile, Gile's (1995) Effort Model is used as a conceptual framework to explain interpretation difficulties.

Based on Halliday's (1985) discourse analysis system, I find that clause boundary shifts occur in two directions in terms of ranks: (1) groups /phrases are shifted upwards to clauses; (2) clauses are shifted downwards to groups /phrases. Furthermore, there are two basic reasons for such shifts: (1) as obligatory consequences of typological variations between Chinese and English in the construal of experience; (2) as a result of the interpreter's discretion in his/her interpreting process. Another finding of the study is that the professional interpreter has adopted three distinctive strategies to address

difficulties deriving from typological variations between Chinese and English (Halliday, 1993; Halliday & Matthiessen, 1999; Halliday & McDonald, 2004). The findings suggest that to enhance students' awareness of typological variations could be one way to improve interpreting teaching, and also might be helpful in developing strategies to cope with difficulties in interpreting practice.

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**Key Terms:** clause boundary shifts, interpreting, Systemic Functional Linguistics, typological variations

## WASHITAKE

### ***Making it a News Story: Appraisal in Japanese News Reports***

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**Abstract:** The aim of this paper is to show from the perspective of Systemic Functional Linguistics how Japanese news reports evaluate events to make them news 'stories'. As White (2003) points out, news reports are necessarily subjective: they present indirect, value-laden and objective-looking stories in an attempt to persuade their readers to see events in the way they suggest.

Barnard (2003) explored Japanese history text books to show 'how there can be forms of 'slippage' between the events as they occurred in the real world and the language that is used to describe the events,' focusing on the deployment of nominalisation and clause complex. I will partly follow his approach. Generic structure also can play an important role in analyzing texts since appraisal can be identified by its position in text (Thompson and Susan 2000).

Their insights indeed shed light on my research, but the results do not necessarily apply to Japanese news reports: their generic structure including headline is so unique that the deployment of appraisal also seems different.

I will analyze several articles regarding Japanese civic groups' protest against U.S. Marines in Okinawa, focusing on generic structure, appraisal and nominalization. By this analysis, I intend to clarify the underlying ideologies to which Japanese newspapers want to lead the readers and their strategies to report ideology-laden stories, disguising them as facts, to transmit their value to the readers.

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### **Key terms**

Systemic Functional Linguistics (SFL), Japanese news report, ideology, generic structure, appraisal, nominalization

## WHITE

### ***Beyond Genre: developing a register and discourse-semantics aware pedagogy for student writing***

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**Abstract:** South Australia is one Australia region where Systemic Functional Linguistics and genre theory have had a profound and far reaching impact on ESL curricula and pedagogy. Under this influence, notable advances in ESL outcomes have been achieved. However, despite these successes, senior ESL educators in the State are not complacent. There is an emerging concern that the genre-based pedagogy as currently formulated needs to be taken a step further in order to provide more of an account of the communicative effects associated with particular lexico-grammatical choices. Or, putting this another way, there is a feeling that the pedagogy needs access to a more developed notion of register and the discourse semantics, one which offers greater insight into the issue of stylistic variation and communicative effect. Thus, by way of example, there is concern that the model of Tenor provided in the currently available teaching-support materials doesn't adequately guide teachers as to the likely communicative consequences associated with particular interpersonal choices. Teachers find they are struggling to deal adequately with issues such as tone of voice, stance, identity and persona.

This paper will outline some of the proposals currently being considered by the South Australian ESL community directed towards developing a SFL-based pedagogy which is more register aware. (Some reference will be made to a project which is providing professional development and materials development support to teachers involved in a scientific literacy program being implemented at three Adelaide primary schools.) The paper will explore what models of Field, Tenor and Mode are likely to offer useful insights into communicative effect and how these might be implemented in teacher training and teaching support materials.

**Key terms:** literacy, genre, genre-based pedagogy, register, student writing

## WIGNELL

***How am I supposed to know how to read this?: intertextual and intratextual cues to how to 'perform' books for young children.***

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**Abstract:** Books for very young children are neither bought by them nor read by them. Rather they are bought for them and read to them and with them, generally by adults. Reading a book to and with a young child takes on many aspects of a performance. This paper considers picture books for young children as being somewhat akin to scripts for performance. This leads to the question: how does the adult reader know how to 'perform' the book? This paper discusses the proposition that children's picture books and associated related texts encode cues for the adult reader on how to 'perform' the text. These cues can be both intratextual, realised through the intersemiotic relationship between written text and images and intertextual, realised through explicit and implicit connections between the picture book text and other renditions of that text in different media. I examine this proposition with reference to five children's picture book texts, notably 'canonical' children's texts such

as *Rosie's Walk* and *We're Going on a Bear Hunt*. Other books discussed are *Rascal the Dragon*, *I'm not Scary* and the children's song *Dingle Dangle Scarecrow* which is encoded in both a picture book and on DVD.

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**Key Terms:** Systemic Functional Linguistics, multimodal discourse analysis, social semiotics, early literacy, shared reading in early literacy, intertextuality, intratextuality performance

## WONG

### ***The linguistic function of Cantonese discourse particles in the English medium online chat of Cantonese speakers***

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**Abstract:** This paper reports on a study which seeks to provide a systemic functional description of Cantonese final particles as used in English computer mediated communication (CMC), by definition a written medium.

Recent technological developments have led not only to the rise of Internet communication but also to a language revolution, at least in Hong Kong where people communicating via the internet have adopted a new variety of language. This new variety is based in English but includes a number of Cantonese and Chinese sentence particles as well as aspects of the grammar of these languages.

It is believed that the use of this hybridised English and especially the Cantonese sentence final particles has a specific function within the context of computer mediated communication such as online chat. Most previous research on the use of Cantonese sentence final particles has focussed on their meanings in spoken language (Kwok, 1984; Matthew & Yip, 1994; Luke, 1990; Li 2006; Law, 1990). However, even within this context, the function of these particles has not been subjected to a rigorous systemic functional interpretation and systemization.

In addition to providing a description of the Cantonese sentence final particles in terms of the systemic functional theory, this study illustrates an example of the evolution of language and of linguistic change in progress.

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Presentational requirements: data projector

Key terms: Cantonese sentence final particle; computer mediated communication; language change;

## WYLIE

### *Leech and the Limits of Functionalism*

**Presenter:** Peter Wylie

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**Abstract:** Leech (1980, 1983) has argued that those areas covered by Halliday's central, ideational metafunction are in fact more amenable to a mainstream, formalistic conventionalism than a functional or pragmatic treatment. As much as Butler (1988: 19) has likewise concluded (with qualifications) "that Leech's criticisms of Halliday's approach are basically justified," I want to argue that, nonetheless, Leech has not made a convincing case for rejecting functionalism. That is, what I think these challenges highlight are certain tensions arising from the limitations of Halliday's own functionalist stance, which make it, somewhat like Leech's, too tentative and so conservative. Underlying the difficulty in providing a functional account of the ideational metafunction, for Leech and

Halliday alike, is the predominance of their broadly structuralist (or systemic) presuppositions. So, for instance, Halliday understands linguistic complexity in terms of the structuralist notion of markedness, which is typically a measure of complexity with respect to structure, but not to reference. And since the ideational metafunction is the seat of reference, a functional account of it hinges on the viability of a functional (pragmatic) theory of reference. Yet the apparent simplicity, to structuralists, of reference leads them to neglect this possibility.

## XIN

### *Modelling Multimodal systems of Discourse*

**Presenter:** XIN Zhiying,

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**Abstract:** The article approaches multimodal discourse from the following three aspects: the multimodal nature of communication; the semiotic, semantic and cognitive characteristics of multimodal systems and the arbitrariness continuum they form; and the regulating function of discourse community on the construction of multimodal systems. While it is true that modes have their individual characteristics, semiotically, semantically, cognitively, which predetermine how they can be deployed in a textual structure, the dynamics of meaning making must be given due emphasis. It is only through a multifaceted and integrated analysis on all levels of text, which is susceptible to the dynamic processes of inter semiotic shifts, that meaning making can be reconstructed.

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Key words: multimodal discourse; social semiotic; discourse community

## XU, Wang and Forey

### **A Comparative Study of Interpersonal Metaphors in English and Chinese Call Centre Discourse**

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**Abstract:** The past few decades saw a fast growth of the call centre industry in which language and communication skills play an important role in providing quality service to customers. For successful communication at call centres, both the Customer Service Representatives (CSRs) and the customers need to be sensitive to the various linguistic realizations (whether indirect or incongruent) through which social positioning occurs. Within Systemic Functional Linguistics (SFL) a great deal of attention has been given to grammatical metaphor (Halliday, 1994/1985; Martin, 1992, Berry et al. 1996). However there are relatively few applications of this theory to professional discourse analysis (Simon-Vandenberg et al., 2003). This paper aims to investigate the use of interpersonal metaphors in English and Chinese call centre discourse and address the incongruence between SPEECH FUNCTION and MOOD and the metaphorical realizations of probability, usuality, inclination and obligation in call centre interactions. Based on the English and Chinese data of telephone conversations collected from call centres in the Philippines and China, a comparative analysis is conducted to reveal the metaphorical realizations of interpersonal meanings (metaphors of mood and modality) in call centre communication and explore their similar functions in different language communities and cultural backgrounds.

## YADAV

### *The variation in pronunciation of British vowel sounds by engineering students in hyderabad*

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**Abstract** It is very obvious that there are divergent accents of English as it is spoken throughout the world. There is a variation in pronunciation especially in vowel sounds. This paper analyzes how the students pronounce RP. The variation in pronunciation of RP

vowel sounds by engineering students in Hyderabad.

Hyderabad is one of fluent cities in India .This paper presents the areas of divergence from RP such as students don't make the difference between long vowel sounds and short vowel sounds e.g. event/ivent/(RP) even/i::ven/(RP) /lven/ (E.S.H) etc; misinterpretation of vowel sounds e.g. food/fu:d/(RP) /fud/(E.S.H) foot/fut/(RP)/fu:t/(E.S.H) engineer/engnia(r)(RP) /ingnia(r) (E.S.H) etc; shortened the length of /i:/ sound in people etc

The students never follow the pronunciation rules of vowel sounds before voiced sounds and voiceless sounds when they make plural form of the nouns, past and past participle of the verb e.g. buses/basiz/(RP) /bases/(E.S.H) wanted/wontld/(RP) /wonted/(E.S.H) etc;

This paper also presents replacement of sounds instead of using one sound they use Indian variety of sounds e.g. They don't use the sound /ua/ they replace by /u:/ e.g. tour/tua/(RP) /tu:a/(E.S.H) poor/pua/(RP)/pu:a/(E.S.H) etc; They don't use /au/ sound they replace by /o:/ in go, so and no. The sound /ei/ is replaced by /e/ in paper. The sound /ea/ is replaced by /e:/ in air , hair.

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## YANG Kun

### *Eight English Noun Phrase Types as Indicators of Genres (News and Novels) in ICE-SIN*

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**Abstract:** In recent years language researchers have become interested in examining types of variation and changes that

occur in a particular linguistic system across genres (Horowitz & Samuels eds. 1987; Biber 1988; Ghadessy ed. 1988; Biber & Finegan eds. 1994; Hudson 1994, and Biber et al, 1999, to name a few). Noun phrase type is one kind of linguistic feature that has been selected to conduct quantitative and qualitative analyses for establishing distinctions between genres (Aarts 1971; Chafe & Danielewicz 1987:98; Finegan & Biber 1994:322; Biber 1988; Haan 1989; Ni 1999; Hong 2000; Zhou 2001). 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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**Key Terms:** Noun Phrase types, ICE-SIN, News, Novels, Indicator, Genre differences

## YANG, M

### ***Systemic Functional Grammar and Thirty Years of Development of Critical Linguistics***

**Presenter:** Mei Yang

**Affiliation:** Jilin University

**Abstract:** Critical Linguistics (CL), which was inaugurated in 1979, was devised in response to problems of fixed, invisible ideology permeating language (Fowler, 1991: 61). Its analysis of language structures uses the tools of M.A.K Halliday's functional linguistics, becomes an accessible approach in inter- and trans- disciplines. Critical Discourse Analysis (CDA) and/or Critical Language Study (CLS) were developed ten years later (see Fairclough, 1989) than CL and still are much influenced by functional linguistics, have developed a widespread approach in social studies. This paper aims to review last thirty years development of CL/CDA/CLS, and tries to explore the ongoing and complex relationship between different schools of CL/CDA/CLS and systemic functional linguistics.

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**Key Words:** systemic functional grammar, critical linguistics, critical discourse analysis

## YANG, X

### ***A Corpus-based Approach to the Role of Nominalization in Registers***

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**Abstract:** Nominalization is a kind of lexicogrammatical resource in English and plays an important role in human language

activities. It has become one of the most flexible and creative linguistic devices used in the English language. However, its use is not encouraged in the writing course. Although people hold different attitudes to its use, this paper argues, based upon the theory of grammatical metaphor in Systemic Functional Linguistics, that nominalization is a natural linguistic phenomenon, a grammatical choice made by the language user and that registerial variants are closely related to the distribution of nominalizations. The corpus-based approach can be an ideal method for investigating variations across registers. Based on the assumption that different registers differ in the use of nominalization, a corpus-based study is conducted in this paper to show that its distribution is different in academic writings and legal documents. This paper also points out that the more formal a style is, the more nominalizations. As for writing, if functional varieties were ignored for the mere sake of brevity, some important messages would be distorted or even left out.

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**Key terms:** grammatical metaphor, nominalization, register

## ZAPPAVIGNA, Dwyer and Martin

***"You tell me, what you're doing, does that help our community at the moment?": Using ELAN to explore how gesture and exchange structure work together in NSW youth justice conferencing.***

**Presenters:** Michele Zappavigna, Department of Linguistics, University of Sydney, [michele.zappavigna@usyd.edu.au](mailto:michele.zappavigna@usyd.edu.au) Paul Dwyer, Department of Performance Studies, University of Sydney, [paul.dwyer@usyd.edu.au](mailto:paul.dwyer@usyd.edu.au) JR Martin, of Linguistics, University of Sydney, [james.martin@usyd.edu.au](mailto:james.martin@usyd.edu.au)

**Abstract:** This paper explores the interplay of exchange structure (Berry, 1981; Ventola, 1987, Martin 2003) and gesture in NSW Youth Justice Conferences (YJC) using ELAN, video annotation software. This software affords a lens on multimodal coinstantiation (Martin, 2007) by allowing annotation in multiple 'tiers' viewable in the one screen. YJCs are meetings of young offenders and their victims, in the presence of a mediator and support people, to determine the punishment for a crime. The particular conference analysed in this paper was convened due to an affray committed by a young person in a suburban area in Sydney. We investigate how exchange structure and gesture work together in the talk of an Ethnic Liaison Officer as he calls the young person to affiliate with family and ethnic community. Such encounters have traditionally been conceived in terms of Braithwaite's (1989) notion of 'reintegrative shaming', however, drawing on affiliation theory (Knight, 2007) we show how they may be thought of as a process of ceremonialised integration. Our focus is on 'leading moves', such as the example in this paper's title, that seem to operate to influence the young person in a manner agnate to strategies used by therapists, teachers, social workers and community Elders.

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Ventola, E 1987 *The Structure of Social Interaction: a systemic approach to the semiotics of service encounters*. London: Pinter (Open Linguistics Series). **Keywords:** Exchange structure, gesture, ELAN, Restorative Justice

**Keywords:** Exchange structure, gesture, ELAN, Restorative Justice

## ZHANG L

***Negotiating solidarity as part of dispute resolution: Confucian interpretation of contesting debate in Chinese court***

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**Abstract:** Much continentally rooted as Chinese legal system is, it has attained, through years of legal reform in trial proceedings, some features of the adversary court typical of Anglo-American countries, thus generating a discourse situation awaiting research. In exploring the adversary features of lawyer talk in Chinese court, this article displays a courtroom discourse pattern with



generic features derived but divergent from those both in the Anglo-American courts and the Continental trials.

What stands out in the Chinese courtroom is a picture of mild argumentation where, following the form of adversary trial, attorneys from two parties argue with each other in an impressively peaceful, friendly manner for the “right” interpretation of the case at issue. The argumentation is mild in the sense that it is free from the emotional contestation and rich in dialectical judgement of the arguments and evidence from the opposing side (ZHANG Jun et al., 2001: 27). On account of this, different from the power-oriented interpretation of the courtroom discourse which is pervaded by contestation, this thesis approaches the lawyer talk in Chinese courtroom from the orientation of solidarity. Specifically, it studies how solidarity is constructed with no risk of sacrificing the contesting nature of the courtroom on one hand and a high possibility of being contributive to the dispute resolution process on the other hand?

The rationale of this study consists of two points. First of all, as discourse is an incarnation of society, analyzing the generic features of the courtroom discourse in China reveals the legal practice in China. Secondly, current studies of courtroom discourse highlight one prominent theme, power and control. Following Martin & Rose (2003), this paper takes a complementary view to lawyer talk, viewing discourse as a constructive tool (i.e. PDA) of dispute resolution other than a tool to control and manipulate others.

On the basis of two corpora, a microscopic view of the argumentation between opposing attorneys in the court from the Hallidayan social semiotic perspective, in particular, the Hallidayan framework of interpersonal resources, brought into being a lawyer talk predominantly noted for the negotiation of solidarity as a constitutive part of dispute resolution. The construction of solidarity goes through the whole process of courtroom discourse and is envisioned in the construction of equal role relationship, and the reconstruction of discourse communities on the part of the attorneys by means of interpersonal resources at their disposal.

The construction effort on both parts of lawyers is not to be dismissed as a lack of power merely. Rather, the salience of solidarity in the contesting speech environment bears close connection with the Confucian ideology of dispute resolution, *jun zi he er bu tong*. Meanwhile, it coincides with the Habermasian notion of rational speaker (Habermas 1996).

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**Key words:** solidarity dispute resolution Chinese court

# ZHOU

## *Functions of Language in Rhyme*

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**Abstract:** This presentation aims to explore an important and innovative way of teaching a foreign language to non-native speakers, that is, through the use of songs and rhymes. The rhymes/songs I am using clearly reflect the three meta-functions of language: Ideational, Interpersonal and Textual, and their relevant systems of semantic choice, such as Transitivity, Theme-Rheme. They help students to master the vocabulary and syntactic structures more effectively in a meaningful context. With rhyming words, texts of complicated nature can be made easier, simpler and fun for students to grasp and practise, without losing their communication force. They can achieve a more effective outcome by focusing on the rhythms and rhyming features and well-structured verse formation. Although they may appear fairly simple, in fact they contain a mini-functional grammar displaying essential linguistic features. More research can be done



in this area to shed light on why and how rhymes can play an important role in language teaching and learning, especially by non-native speakers.

**Aim:** To investigate application of SFG in teaching/learning languages through songs and rhymes.

**Background:** I worked on Transitivity in Modern Chinese as my Ph. D. research project within the theoretical framework of Systemic Functional Grammar during 1990s at The University of Melbourne, and completed my Ph. D. thesis on Material and Relational Transitivity in Chinese in 1997. I published a number of papers on different types of processes and their relevant system networks in Mandarin Chinese in some linguistic journals both in Australia and China.

**Key terms:** rhyme, rhythm, function, transitivity, theme, context.

## ZHU

### ***Direct Vs Indirect Preparation for Technical and non-Technical Interpreting***

**Presenter:** Qiaolian Zhu

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**Abstract:** There is a general agreement among both professional interpreters and interpretation teachers that advance preparation has a strong bearing on the successful outcome of interpretation. However, opinions vary as to the relative effectiveness of preparation methods, i.e., indirect preparation (speaker, theme, setting, etc) vs. direct preparation (terminology). This study aims to compare the relative advantages of two preparation methods in interpreting technical and non-technical speeches through an empirical study. Given that interpreters often have limited time available for preparation and they will have to prioritize their preparation methods, this study is of practical value. It adopts a qualitative research method for collection and analysis of data. Two groups of students are chosen as participants. Group 1 does interpretation with extra-linguistic knowledge

only; Group 2 only terminology. Both groups' interpretations for the two speeches are recorded on tapes in the language lab for teacher's grading and appraisal. A questionnaire, which is designed for students to retrospect on how their preparation might influence their interpretation, is given immediately after the interpretation task together with the reference version. Comparison and analysis of the grades and the survey between and within groups are made, followed by discussions and implications for teaching of interpreting.

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- Key words:** preparation; extra-linguistic knowledge; terminology; interpreting