

BOOK OF ABSTRACTS

ISFC38

***Negotiating difference: languages,
metalanguages, modalities, cultures***

**38th INTERNATIONAL SYSTEMIC FUNCTIONAL
CONGRESS**

JULY 25-29, 2011

FACULDADE DE LETRAS DA UNIVERSIDADE DE LISBOA
PORTUGAL

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Welcome

As the convenor of the 38th International Systemic Functional Congress (ISFC38), I would like to extend a warm welcome to all participants, both personally and on behalf of the Organizing Committee of the congress and of the International Systemic Functional Linguistics Association (ISFLA).

The congress theme, *Negotiating difference: languages, metalanguages, modalities, cultures*, celebrates both the rich multifaceted nature of semiotic systems as research objects and the multifaceted nature of the research and contributions to linguistics that semiotic systems motivate. The theme also celebrates dialogue, plurality and mutual acquaintance by promoting not only intersections and interfaces involving different perspectives, trends and theoretical perceptions of research objects within systemic functional linguistics, but also associations and connections with theories and methodologies outside systemic functional linguistics.

The theme intended therefore to be broad and inclusive, because the congress wanted to embrace contributions falling outside its scope (as promoted by previous ISFC's), and particularly because it aimed at building bridges, transcending frontiers and negotiating difference, to include reflections, dialogues, partnerships and discussions with researchers working in other theories and methodologies but who share certain fundamental axioms with system functional linguistics.

Multimodality, computational resources, corpora use and description, discourse analysis, institutional interaction, mother tongue education, second language education, language disorders, genre & register theory, theory comparison, typology, translation, these are the main topics and research trends under scrutiny and on exhibition during ISFC38. These involve 7 plenary sessions, 9 colloquia, 6 workshops and 165 individual papers.

For one week Lisbon will be the world capital of systemic functional linguistics. Thank YOU ALL for that! On behalf of the Lisbon team I wish you a pleasant and productive stay both scientifically and socially.

Lisbon is a unique city. Enjoy it!

Carlos A. M. Gouveia
ISFC38 Convenor

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Congress Venue

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ALAMEDA DA CIDADE UNIVERSITÁRIA
1600-214 LISBOA
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Plenary Sessions

FRANCES CHRISTIE, UNIVERSITY OF SYDNEY, AUSTRALIA

KNOWLEDGE STRUCTURES AND SCHOOL LITERARY STUDIES

English literary studies are among those areas of study which Bernstein (2000: 155-174) said had *horizontal knowledge structures*, a term by which he contrasted them with *hierarchical knowledge structures*, such as physics. Rather than create their knowledge by building an ever more integrated theory as in physics, horizontal knowledge structures are built by creating new theories, new languages for dealing with the phenomena of interest. English literary studies became a university discipline in the 19th century, and they were introduced into the school curriculum in England and other English speaking countries in the last years of that century. They were intended to form an element of the newly created school subject 'English', and it was said that studying literature had a refining influence on the young. Several knowledge structures have been espoused in the name of literary studies in schools since their introduction, though they often bear little relationship to each other, potentially causing some disjunction in the expectations made of students.

My interest in this paper is to test the knowledge structures of literary studies in contemporary English curricula in various parts of the world, particularly in the final two years of schooling. I shall examine statements of English curricula and a sample of texts about literature written by students in several English - speaking countries. What knowledge structures appear to apply? How are literary texts selected for study purposes? How is success in responding to literature judged and assessed? What capacities in control of language must students demonstrate when responding to literary texts? Are there values in studying literature that are common across the different cultures?

References

Bernstein, B. (2000) (2nd. Ed.) *Pedagogy, Symbolic Control and Identity. Theory, Research, Critique*. Rowman and Littlefield: Boston and Oxford.

PLENARY SESSION N.2 - MONDAY, 25 JULY, 17:00-18:25

MODELLING CONTEXT: MATTER AS MEANING

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.

References

- Martin, J R & D Rose 2007 *Working with Discourse: meaning beyond the clause* (2nd edition). London: Continuum.
- Martin, J R & D Rose 2008 *Genre Relations: mapping culture*. London: Equinox.

Keywords: context, register, genre, multimodality, disciplinarity, semiotic

PLENARY SESSION N.1 - MONDAY, 25 JULY, 9:15-10:40

THE LANGUAGE SYSTEM AT THE HEART OF THE SYSTEMS THAT MAKE UP THE
HUMAN BEING

In this conference, we will discuss, in accordance with the aims of the colloquium, some principles and proposals of *Systemic Functional Linguistics* (SFL) from the perspective of our own epistemological framework, which we qualify as *Socio-Discursive Interactionism* (SDI — Bronckart, 1997; 2008) and which originates in a psychology of language inspired by the works of Vygotsky and Voloshinov as well as by Saussure's semiotics.

We will first of all present the converging points between the successive trends in Systemic Functional Linguistics and Socio-Discursive Interactionism, particularly concerning the status of language (a semiotic system and a dynamic social activity playing an essential role in specifically human psychological functioning), the text as major unit of analysis of linguistics, and the social usefulness of the scientific work.

We will then discuss three points on which SDI seems to be in disagreement with SFL: the actual status of the verbal sign, the actual status of the text genres, and the conception of the relations between linguistic, psychological and sociological systems.

On this basis, we will present five aspects of the SDI approach: - the study of the role that the appropriation of signs plays in the constitution of human psyche; - a hierarchical conception of the units of a science of language; - an approach of the dialectic relations between *text-discourse*, *internal language* belonging to singular persons, and *external language* belonging to verbal collectives; - our conception of the relations between linguistic, psychological and sociological systems; - some aspects of our interventions in language didactics and adult education.

PLENARY SESSION N.3 - TUESDAY, 26 JULY, 8:30-9:55

FUNCTIONAL DISCOURSE GRAMMAR AND NOMINALIZATIONS

My purpose in this paper is to enter into dialogue with Systemic Functional Linguistics (SFL) from the perspective of the theory of language structure with which I and others have been working in recent years, Functional Discourse Grammar (FDG; Hengeveld/Mackenzie 2008). My plan is to give a brief outline of FDG, emphasizing how it aims to account for the linguistic properties of the Discourse Act. This entails sensitivity to the discourse context in which these acts are produced. Whereas SFL stresses that the study of discourse cannot be separated from the study of the grammar that lies behind it (Halliday/Matthiessen 2004: 658), FDG stresses what is roughly the converse, namely that the study of grammar of a Discourse Act cannot be divorced from the impact of the discourse in which it arose.

Some brief historical background to the rise of FDG will be given, and this will lead to a focus on the grammatical phenomenon of nominalization. This term has been given a broad use in SFL, extending from verbal constructions appearing in positions associated with nominal groups (Halliday/Mathiessen 1984: 438 ff.) through to thoroughly nominal constructions, which are dubbed 'metaphorical' in giving a 'non-congruent' representation of what might be expressed more congruently with the underlying thought (Halliday/Matthiessen 1984: 656ff.). In FDG, the first kind of construction has been regarded as a mild form of nominalization (or even just deverbalization), namely the non-finite realization of an embedded element that can never be a full Discourse Act, while the latter is seen as a strong form of nominalization, involving a nominal construction in its own right, very typically characterized by a high degree of formal reduction, with the 'congruence' – if there is any at all – being re-established through contextual factors. Typically, FDG here takes a typological view, showing that the languages of the world can be classified according to the degree of strength of nominalization they permit.

References

- Halliday, M.A.K. & C.M.I.M. Matthiessen (2004). *An Introduction to Functional Grammar*. 3rd edition. London. Arnold.
- Hengeveld, K. & J.L. Mackenzie (2008). *Functional Discourse Grammar: a typologically-based theory of language structure*. Oxford: Oxford University Press.

PLENARY SESSION N.6 - THURSDAY, 28 JULY, 17:00-18:25

SYNTAX AND THE CONSUMER REVISITED: AN SFL FOR ESL TEACHING?

In his 1964 publication "Syntax and the Consumer", Halliday argues that the value of a particular linguistic theory can only be assessed in relation to a particular set of application goals. The premise of this paper is that for the most part, SFL has evolved in a context of teaching English to native speakers, and as such, it may not be perfectly adapted to the needs of Teaching English as a Foreign Language (TEFL). The needs of TEFL students are substantially different, and thus SFL needs to be adapted and contextualized for use in a TEFL environment.

When moving towards an SFL-informed EFL curriculum, one needs to examine each tool in the SFL workbench, and ask what it offers to the language learner, and whether it improves over the functionality of more traditional approaches. For instance, let us compare the SFL vs. traditional approach to teaching transitivity.

A basic assumption of SFL is that language has evolved as a means of expression of meanings, so that the formal patterns of language are highly connected to the organisation of the meaning system. However, there has been a strong tendency within SFL to ignore structural aspects of clauses when assigning them to transitivity classes. For instance, there is a growing tendency within SFL to treat clauses such as "we talked about the weather" as a verbal process, even though "talk" has no potential for grammatical.

It is my belief that for SFL to be useful to language learners, it should 'import' meaning into the grammar only so far as is justified by the patterns of structural regularity of the grammar. After all, apart from evolving to express meaning, language has also evolved to be acquired by infants, and thus structural regularity is an important factor in language design.

I will argue that a grammar for EFL learners requires a stronger emphasis on structural patterns than required for those further developing a language they already speak. And that consequently, we need to allow for multiple "dialects" of SFL, with particular dialects oriented towards particular markets of consumers.

PLENARY SESSION N.8 - FRIDAY, 29 JULY, 17:00-18:25

**RHIZOME, LANGUAGE GAMES AND SYSTEMIC FUNCTIONAL LINGUISTICS:
ONTOGENETIC DIALOGS**

The socially oriented inclination of Systemic Functional Linguistics (SFL) theory has led it to open an array of possibilities of interaction with other disciplines as a way of understanding and explaining the relationship between language and society. In other words, as Mathiessen (2009) suggests, SFL may be seen as “an open dynamic system serving as a resource [...] for reflecting on language”. Based on these possibilities, we intend to present reflections from a philosophical perspective to discuss subjectivity and genres. We do so by taking the concept of language games proposed by Wittgenstein (1965) in his *Philosophical Investigations* to look at genre studies, as well as Deleuze and Guattari’s notion of rhizome to look at ontogenesis. In the model proposed by Halliday and Mathiessen (1999) and later discussed by Martin and Rose (2003), phylogenesis provides the environment for ontogenesis which in turn provides the environment for logogenesis. On the other hand, logogenesis provides the material for ontogenesis, which in turn provides the material for phylogenesis. Considering that the system of the language is responsible for providing the environment in which the individual’s meaning emerges (Halliday and Mathiessen, 1999, p. 18), we look at ontogenesis using the six principles proposed by Deleuze and Guattari (1987) in *A thousand plateaus*, namely: principles of connection, heterogeneity, multiplicity, asignifying rupture, cartography and decalcomania. These six principles constitute what the authors named the rhizome. Among other objectives, we intend to shed light on how the rhizome may be taken into account in SFL studies and also how language games may be referred to in genre studies.

PLENARY SESSION N.5 - THURSDAY, 28 JULY, 8:30-9:55

TRAVELLING INTO INTERDISCIPLINARY SPACE: MAKING SENSE OF WORLDS OF DIFFERENCE

Currently, the notion of inter-disciplinarity is positively charged in dominant discourses in the academy. It is promoted in allocations of research funding, in institutional structures, and in the design of academic teaching programs. In practice there appear to be two distinct ways in which inter-disciplinary research is understood, with disciplinary differences at play in these interpretations. Within the sciences disciplinary classifications are maintained as a number of different tools are brought to bear on a given complex problem. Within the social sciences and humanities it is more often interpreted as some kind of merger that will in itself open up new ways of seeing and understanding the world – new realms of knowledge. In spite of its widespread promotion, there is as yet relatively little research that explores how inter-disciplinary research functions in the social sciences and humanities, how different disciplines participate or the nature of the knowledge that emerges. My intention here is to offer some foundational support for this important project by considering from a systemic functional linguistic perspective the underlying question of how disciplines differ in the ways they legitimise knowledge in research texts. In an attempt to replicate to some degree the notion of a common context for inter-disciplinary study, I take as my data a set of published research articles that share a research interest in the social practices of international call centres. The papers come from a spectrum of intellectual fields and regions in the social sciences and humanities including cultural studies, anthropology, psychology, business and managerial studies, and linguistics. Comparative analyses of how writers legitimate the construction of new knowledge reveal what is to be negotiated or reshaped if new ways of knowing are possible in inter-disciplinary research. From here we can hypothesise about how different intellectual fields might approach inter-disciplinary endeavours, and progress to studies of what emerges in inter-disciplinary research, particularly where claims are made about new ways of knowing.

PLENARY SESSION N.7 - FRIDAY, 29 JULY, 8:30-9:55

Paper Presentations

ADEGBOYE ADEYANJU, UNIVERSITY OF ABUJA, NIGERIA

NEGOTIATING DIFFERENCES: LANGUAGE, CORPORATE IDEOLOGY AND CULTURE IN NIGERIAN CORPORATE ANNUAL REPORTS: A SYSTEMIC FUNCTIONAL ANALYSIS

This study is a linguistic investigation of Nigerian Corporate annual reports using the Systemic Functional Linguistics theory, unarguably one of the most explicit accounts of language offered in history. Ten reports were randomly selected from the 25 banks in Nigeria and the reports were examined for language, style and rhetorical devices used in order to identify the different corporate ideologies and cultures behind their constructions. Study revealed that annual reports have hidden ideological and cultural meanings reinforcing certain interests of those corporations' chief executives while often the shareholders interests are consistently undermined. This research has three main aims: a) to investigate the patterns of construction made in the processing of language of Corporate annual reports, (b) to also demonstrate that language use in annual reports is complexly motivated by such extra-linguistic factors as socio-economic and psychological considerations to cause corporate report-audience to respond in a deliberately predetermined manner, (c) attempts would be made to describe the recurring choices reflecting corporate ideology and culture prevalent in such language. We hope to contribute to the continuing discourse on 'choice' and its theorization by demonstrating that linguistic meaning is deliberately constructed and consciously manipulated in business text.

Key-Words: Negotiation, corporate ideology and culture, language use, systemic linguistics, socio-economic and psychological considerations

PAPER SESSION 5B - ROOM 2 - WEDNESDAY, 27 JULY

**A PARALLEL CORPUS-BASED APPROACH TO THE CREATION OF A TERM BANK ON
TOURISM**

The main goal of this paper is to provide insight into our parallel corpus-based approach to the creation of a term bank in the subject area of tourism. The term bank under construction is based on a unidirectional parallel corpus of Portuguese-English tourist advertising material and it is conceived as a tool for all those interested in finding linguistic, conceptual and pragmatic information on the terminology of tourism. Thus, it can become particularly useful for translators, who need to master the specialized lexical items and find their appropriate foreign language equivalents; tourism professionals who work in an increasingly multilingual society and would gain from access to a 'ready-made' bilingual list of terms; and tourist trade businesses that market products and services internationally with printed or electronic multilingual texts.

Theoretically, this project is firmly grounded on Teresa Cabré's Communicative Theory of Terminology (1999), according to which terms or terminological units are simply lexical units that activate a specialized value in a certain pragmatic-discursive context. It is context that creates the specialized value, hence our emphasis on a linguistic-textual theoretical and methodological approach. It's fundamentally a descriptive model that records language in use and therefore acknowledges the principle of conceptual variation. The methodology which has been developed can support the creation of term banks in other specialized areas.

References

Cabré Castellví, M. Teresa (org.), (1999), *La Terminología: Representación y Comunicación. Elementos para una Teoría de Base Comunicativa y Otros Artículos*. Barcelona: Institut Universitari de Lingüística Aplicada, Universitat Pompeu Fabra.

PAPER SESSION 3A - ROOM 1 - TUESDAY, 26 JULY

AN INVESTIGATION OF GRAMMATICAL METAPHOR DEPLOYMENT IN EFL STUDENTS' ACADEMIC WRITING ON THE INTRODUCTION OF GENRE-BASED PEDAGOGY

This paper reports on an investigation of grammatical metaphor deployment on the introduction of SFL genre pedagogy into the context of Iranian EFL academic writers. Two genres, i.e. Exposition and Discussion were introduced, whereby ample samples were employed from macro and micro domains with parallel focus on field knowledge. A teaching and learning cycle, which was based on modelling of text, joint construction of text, and independent construction of text (Martin and Rose 2007; Feez 1998; Christie 1999; Knapp and Watkins 2005), was introduced in the teaching process.

The key findings of the analysis revealed that a genre-based pedagogy has been helpful in promoting grammatical metaphor deployment in the selected samples. First, a quantitative analysis of nominalisation and its subtypes indicated that their proportions in the Exposition genre and Discussion genre are higher than the Pre-test. Second, employing Halliday and Matthiessen's (1999) semantic approach for estimating the impact of congruent/metaphoric realization of nominalisation revealed that metaphorical realization of nominalisation in the Exposition genre and Discussion genre have created a distance from their congruent counterparts. Third, two major categorizations of grammatical metaphor developed by Halliday (1998) and Ravelli (1985/1999) were compared and Ravelli's (1985/1999) model has been selected for the purpose of this study. This stage of the analysis also proved the development of grammatical metaphor deployment in the introduced genres.

Key words: Genre-based pedagogy, Grammatical metaphor, Nominalisation, EFL academic writers.

PAPER SESSION 9D - ROOM 4 - FRIDAY, 28 JULY

THE POWER OF VOICE IN TRANSLATED FICTION. APPRAISAL THEORY, CRITICAL DISCOURSE ANALYSIS AND THE GRAMMAR OF DISCOURSE REPRESENTATION

Differently from research on the translation of point of view (who sees), this paper considers the translation of voice (who speaks) in fiction and its main aim is to present and discuss a system of categories of discourse representation as expressive of interpersonal meaning in narrator-character-narratee relations but also to some extent applicable to quoter-quotee-addressee relations in other translated text types. Within the framework of Descriptive Translation Studies (Toury 1995), and importing from Narrative Theory (Leech and Short 1981; Chatman 1978, 1990; Marnette 1998; Rosier 1990), Critical Discourse Analysis (Fairclough 1995; Caldas-Coulthard 1994) and Appraisal Theory (White 2001; Martin and White 2005), this paper presents work-in-progress for the development of a system of categories for the analysis of translational shifts in narrator-character-narratee relations in translated fiction. Such a system is devised in order to develop a semi-automatic methodology for a comparative quantitative analysis of electronic source and target texts organized in a parallel corpus; and to help describe the way interlingual translation may transform the narrator/quoter profile in terms of intertextual/dialogic positioning.

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<http://www.grammatics.com/appraisal/AppraisalGuide/Framed/Frame.htm>

(20 October 2006).

Keywords: Descriptive Translation Studies; Appraisal Theory; Critical Discourse Analysis; Corpus-based approach; Translation norms

PAPER SESSION 9G - ROOM 9 - **FRIDAY, 28 JULY**

THE FACT CLAUSE – A DISCUSSION OF A SYSTEMIC FUNCTIONAL CATEGORY AND ITS APPLICATION ON GERMAN DATA

The aim of my paper is

- 1) to discuss the grammatical SFL category ‘fact clause’
- 2) to discuss the ways in which a German fact clause differs from the English one, due to the different grammatical systems.

The distinction between embedded and ranked clauses has been present in the SFL-literature at least since Halliday (1968). The idea is that subordinate *that*-clauses, although formally identical, can, from a functional point of view, be considered either ranked in a hypotactic clause complex (a) or embedded in a fact clause construction (b):

(a) Peter accepted [[that it was raining]].

(b) [[[α]Peter supposed [[[β] that it was raining.]]]]

I shall discuss the way the difference is described and discussed in the SFL literature (e.g. Davidse 1994; Matthiessen, 1995; Thompson, 2004; Halliday & Matthiessen, 2004) and compare it to other non-SFL descriptions of the phenomenon (e.g. Kiparsky & Kiparsky, 1971). After that I shall discuss how the difference between fact clauses and hypotactic projected clauses is manifested in the lexico-grammar of German (through verbal mood and clause types).

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PAPER SESSION 1D, ROOM 4 - MONDAY 25 JULY

"IT IS HARD TO MESH ALL THIS": INVOKING ATTITUDE, TEXTUAL IDENTITY AND DISCOURSE ORGANISATION

This paper will discuss the types of primary means by which Attitude (e.g. Martin & White 2005) may be invoked, and theorise that such "invocations" may be represented along a cline from most explicit (or inscribed) attitude, to the other end of the spectrum where implications of attitude may only be available to interlocutors or readers who have had close association with the speaker/writer. The means through which attitudes are implied or invoked result in some ambiguity in positioning and for the same reason can be regarded as a textual *strategy*, in which such propositions may act to 'articulate', or provide transition phases (Gregory 1985) in the development of the text's organisation. This use of attitude in the service of argument or rhetorical purpose is related to the construction of *textual personas*, since the means by which attitudes are invoked may rely on local value systems and associations activated or 'evoked' by experiential meanings, culturally-shared assumptions, and intertextual references. Alternatively, Attitudes may be 'provoked' or framed by Engagement values identifiable in the local co-text, but all act to co-position interactants.

While Engagement is overall concerned with the degree of heteroglossia deployed in texts, its analytic focus is on those features of the lexicogrammar which realise discourse functions such as negation, counter-expectation, concession, and so on (Martin & White 2005). These discourse functions signal the nature of the reader-writer relationship construed by the text as it unfolds. In this sense, Engagement does not specifically address intertextual reference—including reference to specialised terms relating to what is normally addressed under Field (e.g. Martin 2000). Accordingly, alongside other Engagement resources, it is necessary to include the use of group-specific intertextual referents which act to construe the audience/ Addressees as privy (or not) to particular sets of knowledge, and as included or dis-affiliated via such referring practices. The discussion will be illustrated by reference to two representative texts from a larger corpus which formed the analytic data.

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PAPER SESSION 2D - ROOM 4 - MONDAY, 25 JULY

THE LANGUAGE OF WINE APPRECIATION

This paper presents findings of an Appraisal analysis of a set of wine reviews composed by Robert Parker, one of the most influential critics of the industry. A set of texts was co-analysed by both researchers and the findings reviewed using reference to Parker's own glossary of wine terms. The results provide new support for our recognition that semantic categories of Attitude are Field dependent. In order to accommodate the proliferation of semantic fields attracting evaluation in the texts, new sub-categories of Appreciation needed to be proposed, and these extensions to the present system will be the focus of the presentation.

The Appraisal framework (see for example Martin & White 2005) categorises instances of evaluative language in authentic texts under three main areas: Attitude, Engagement, and Graduation. In this paper we focus on Attitude: Appreciation, and the evaluation of the products of human or natural creation. Sub-categories of Appreciation highlight semantic boundaries between terms that refer to either 'social value', 'composition', or 'reaction'.

Each sub-category of Appreciation has been extended in the light of our analysis, and we suggest that the Appraisal framework needs to be viewed as a semantic template capable of accounting for variation in meaning-making practices via such extensions based on analysis of field-specific corpora.

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Martin, J.R. & P.R.R. White 2005: *The language of evaluation: Appraisal in English*. London: Palgrave Macmillan.

PAPER SESSION 1C, ROOM 3 - MONDAY 25 JULY

THE TRANSCENDENTAL POWER OF SIMONE DE BEAUVOIR'S LANGUAGE

In this paper I explore aspects of Simone de Beauvoir's language, and in particular ideational aspects, that have made her writings so influential. In *La Force des Choses* (1963: 679), Beauvoir writes: *'Words without doubt, universal, eternal, presence of all in each, are the only transcendent power I recognize and am affected by; they vibrate in my mouth, and with them I can communicate with humanity'* (translated by Howard, 1965: 650). In this paper, I will employ techniques of linguistic analysis, and in particular of transitivity analysis, to demonstrate how Beauvoir's texts have meanings beyond their first-order meanings; in other words, how she creates through language a second-order semiosis and communicates her ideas to the world. It will thus elucidate the 'transcendent power' of her language. Simone de Beauvoir was one of the most influential intellectual of the 20th century who through her various writings in multiples genres such as novels, memoirs, letters, essays conveyed her experience and vision of the world. In *'La Force de l'Age'* she wrote: *'Whether it is a question of a novel, an autobiography, an essay, an historical work or no matter what, the writer attempts to set up communication with others by means of the uniqueness of his personal experience; his work must make the existence of his experience evident and it must bear the mark of that experience- and it is by means of his style, his tone of voice and his rhythm that he communicates his experience to his work. No particular kind of writing is on the face of it privileged; none is condemned'* (Beauvoir, 1974: 115; translated by Patrick O'Brian). Beauvoir's view on literary language and verbal art as a particular use of language, or style that can cut across genres is very pertinent and resonates with many ideas about language that systemic functional linguistics (SFL) encapsulates. In this paper, I will try to bring together SFL as an interpretative tool for understanding the creation of meaning and Beauvoir's language as a tool for creating meaning in people's lives.

PAPER SESSION 1D, ROOM 4 - MONDAY 25 JULY

RECIPES FOR COMPASSION: A LINGUISTIC ANALYSIS OF DISCOURSES AND COUNTER-DISCOURSES INVOLVING ANIMALS AND THEIR INTERESTS

The fields of discourse analysis and functional linguistics have produced a considerable body of work on the discursive construction of ideologies involving gender, race, class, war, medicine, and the environment (see e.g. Fowler et al 1979; Wodak & Meyer 2009; Lukin 2010, Moore et al 2001, and Harré et al 1999) – but not much of a body of work on how we construe animals and their interests and hardly anything on human consumption of meat (but see e.g., Stibbe 2006, Bednarek 2010).

In this paper we test the capacity for functional linguistics, and particularly register theory, to illuminate how our habitual patterns of language make meat-eating and factory-farming seem natural, and often conflate individual and species interests when discussing animals in ecological discourses. We also describe some of the ways in which counter-discourses try to expose the seams in such practices and meanings, although these counter-discourses too can be seen as ideological and in some respects problematic. A key example will draw on an award-winning 2008 campaign by Animals Australia which played with the genre of the recipe card, in order to give information, evoke relationships, and induce concern among ‘foodies’ about the conditions in which animals in factory farms are raised.

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PAPER SESSION 10B - ROOM 2 - FRIDAY, 28 JULY

SYSTEMIC FUNCTIONAL LINGUISTICS: IMPLICATIONS FOR AUTHORSHIP ANALYSIS

This paper addresses how the conceptual repertoire developed within SFL can be helpful when applied to the field of forensic linguistics, especially for authorship analysis. I will show how the concept of *codal variation* (Hasan 1990) is useful for describing and understanding the idiolect, or, in SFL terms, the personalised meaning potential of an individual (Matthiessen, 2007). An example of a successful application of this concept will be taken from the Bentley case, where the distinction between two codes proved to be of high evidential value (Coulthard & Johnson, 2007). The discussion will then lead on to the implications that *codal variation* could have for authorship/sociolinguistic profiling, considering other examples from the literature for which an SFL interpretation could lead to an improvement. Finally, a new study of authorship attribution will be presented. In this study, three 300 word texts were collected from three second year undergraduate students whose socio-demographic background was matched across several parameters. After choosing randomly one of the three texts from each author, a method based on SFL was applied to determine whether this questioned text could be attributed to the correct author using the other two texts as comparison. Using *UAM CorpusTool* (O'Donnell, 2010), the texts were tagged for SFG features, which were then analysed statistically. Implications emerging from this experiment concern both forensic linguistics and theoretical debates in SFL, such as the Context-Metafunction Hook-up Hypothesis (Hasan, 1995). Possible improvements and suggestions for more research will be proposed.

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PAPER SESSION 2E - ROOM 5 - MONDAY, 25 JULY

PLURALITY IN POLARITY: THE CASE FOR AN ATTRIBUTIVE/IDENTIFYING CONTINUUM

The attributing and identifying functions of relational clauses have conventionally been understood as categorially distinct. Their semantic differences can be further elucidated by mapping the notions of inclusion and exclusion onto attribution and identification, respectively. In its pairing of Carrier with Attribute, the attributive is an expression of an *inclusive* relation, i.e., the Carrier is a member of a class possessing a particular Attribute. On the other hand, the specific identifying function in which Token and Value are its concrete and abstract elements, respectively, establishes a singular, *exclusive* association between its relational equivalents. This very mapping of inclusivity and exclusivity onto certain relationals, however, explains the apparent tendency of some clauses to borrow features from both attribution and identification.

In her 1996 article, *Turning Grammar on Itself*, Kristin Davidse explores the implications of assigning Token to the more abstract entity in an identifying clause and Value to the more concrete entity as a means of achieving a more nuanced analysis of the meaning/expression binary inherent in Token and Value assignments. It is precisely this reversal of the more typical Token and Value operations in an identifying relation that defines that relation as a mediator of the *inclusivity/exclusivity* spectrum with regard to attribution and identification.

Consider, for instance, Davidse's example identifying clause, "Tom is the leader", in which "leader" (the more abstract element) is posited as Token, and "Tom" (the less abstract element) as Value. With these Token/Value assignments, the clause can be taken to mean "Tom is the leader among us." Such an interpretation defines Tom both as the exclusive occupant of the *leader* role and as an instance of a more general *quality of leadership*. The co-presence of attribution and identification within a single clause suggests that these features reside on a continuum that mirrors the gradability of the *inclusion/exclusion* dynamic.

PAPER SESSION 7D - ROOM 4 - THURSDAY, 28 JULY

**THE ENUNCIATIVE MECHANISMS IN THE STUDY OF BRAZILIAN SHORT STORIES:
DIDACTIC PERSPECTIVES**

This work is the result of a research in which we have surveyed the enunciative mechanisms and a study of four variables – polyphonic character, discourse types, modalization frequency and modality indicators – of Brazilian short stories previously selected for our investigation. In our research, we have analyzed the quality of the interpretation proposals for the short stories presented in manuals of Portuguese. We accomplished, for every investigated short story, the study of the enunciative mechanisms - voices and modalities in these texts -, as proposed by Bronckart (2003). Hence, the development of this research is based upon a social interactionist perspective, which brings a new concept of the text as a structure arranged in three levels, perceived by Bronckart (2003) as a *“feuilleté textuel”*. This new structure is constituted by three layers known as textual infrastructure, mechanisms of textualization and enunciative mechanisms. The infrastructure is constituted by the types of discourse, by its modalities of articulation and by the sequences that eventually appear in discourses. The mechanisms of textualization refer to isotopical series that contribute for the establishment of thematic coherence. Such mechanisms are articulated to the linearity of the text and they make the huge hierarchical and/or temporal articulations of the text explicit. In this level, three mechanisms can be distinguished: connection, nominal cohesion and verbal cohesion. The enunciative mechanisms are in the last level of the *“feuilleté textuel”* and they contribute, in a clearer way than the precedent mechanisms, for the maintenance of the pragmatic or interactive coherence of the text, they clarify the several enunciative positionings of the text and they indicate the enunciative instances or the voices that are the source of modalizations. From the three layers described, our interest is upon the last one: the enunciative mechanisms, for the role that they perform in relation to the textual coherence. We observed if, in the proposals of study of textual interpretation, the authors of the didactic books worked with enunciative mechanisms; as we certified that they have not explored them, we verified if it would be possible to study the text through these mechanisms. For the accomplishment of the research, we have selected a corpus constituted by Brazilian short stories inserted in didactic books of High School. When the analyses of textual interpretation in didactic books had been carried out, it was possible to conclude that, in general, the authors have not used the enunciative mechanisms for short stories study. The analyses were made based on questions and answers about the texts. It was also possible to certify that the authors' approaches are very different from each other and, then, we decided to approach every author separately, according to the listing of didactic books and to the respective authors.

PAPER SESSION 8A - ROOM 1 - THURSDAY, 28 JULY

**CORPUS STUDIES IN AID OF A SYSTEMIC FUNCTIONAL DESCRIPTION OF ENGLISH
AND GERMAN**

In addition to the Systemic Functional Grammar (SFG) of English (Halliday & Matthiessen 2004), more and more languages have been privileged by a Systemic Functional description, e.g. Spanish (Lavid, Arus & Zamorano 2010), French (Caffarel 2006), Japanese (Teruya 2007), Chinese (Li 2007) and a few others (Caffarel, Martin & Matthiessen 2004). In contrast, the SFG of German is still in its infancy (Steiner & Teich 2004, Petersen forthc.) My paper reports on the challenges and rewards of transferring the English SFG to the description of German. Furthermore, I will argue that the use of annotated corpora provides us with an essential understanding of language use and they are thus indispensable for a comprehensive description of languages (cf e.g. Biber et al.1999). In the first part of my paper I will present EDNA (Englische & Deutsche Newsgroup-Texte – Annotated corpus). EDNA comprises 10.000 words of English and 10.000 words of German newsgroup texts. Both sub-corpora were manually annotated using the UAM corpus tool (O'Donnell 2008) for features representing the three metafunctions: (i) Textual metafunction: Type of theme; (ii) Interpersonal metafunction: Modality and negative polarity; (iii) Experiential metafunction: Process types and participant roles (Fawcett forthc.). In the second part, I will show challenges in transferring the English SFG to the German language that are the result of differences in the language systems, and critically review the feasibility of the annotation project. With results for selected features I will present some insights gained from the EDNA corpus about the English and German language use in these newsgroup texts. I hope to show the value of corpus studies for comprehensive Systemic Functional descriptions of language.

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PAPER SESSION 4C - ROOM 3 - TUESDAY, 26 JULY

**PEDAGOGIC DISCOURSE IN HOME AND CONSUMER STUDIES – MOVING AND
INTERTWINED**

This study investigates the pedagogic discourse in *Home and Consumer Studies* in Swedish upper secondary school, focusing on the regulative and instructional discourse used by the teacher. *Home and Consumer Studies* is a school subject with explicit connections to the pupils' life-world, and communication during lessons is free and allows for connecting school and life-world. The weak framing and fairly strong classification of the subject makes it an interesting area of study from a communicative point: How is the pedagogic discourse realised in classroom communication? Adopting a Systemic Functional Analysis (SFL), along with Basil Bernstein's theory of pedagogic discourse, the analysis of the discourse is related to the *interpersonal metafunction*. The video recorded communication in *Home and Consumer Studies* lessons have been analysed as three curriculum macrogenres (Christie, 1995). The analysis show that the instructional discourse is predominant in the classroom communication and that the regulative discourse, when present, to the main part is intertwined with the instructional discourse. There are also distinctions between the use of regulative and instructional discourse depending on curriculum genre. The analysis further shows that the interpersonal function of language changes during the course of the lessons depending on which activity and which person is in focus. The results suggest that pedagogic discourse in *Home and Consumer Studies* is less divided than has been found in studies of e.g. *Social studies*, suggesting that further research on pedagogic discourse in more school subjects is desirable.

PAPER SESSION 10E - ROOM 5 - FRIDAY, 28 JULY

FIRST-YEAR UNIVERSITY WRITING: CREATING A CULTIVATED GAZE

This paper draws on the analytical tools of legitimation code theory (LCT) and systemic functional linguistic theory (SFL) to investigate academic writing in a first-year university writing program at an American institution in Spain. LCT (Maton, 2009a) provides a framework which helps to uncover the ways in which the teachers in the program view knowledge and knowers in the writing classroom. The data analyzed using LCT includes course descriptions and interviews with teachers. Results suggest that these courses create horizontal knowledge structures with a weak grammar (Bernstein, 1999), which are not easily recontextualized and thus knowers can have difficulty building up a cultivated gaze on writing (Maton, 2009b), SFL is used to analyze sample student assignments, and to suggest ways in which greater verticality can be built into the knowledge imparted in the course (Christie & Macken-Horarik, 2007) to help knowers create a cultivated gaze.

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PAPER SESSION 7A - ROOM 1 - THURSDAY, 28 JULY

ANNE THWAITE, EDITH COWAN UNIVERSITY, AUSTRALIA
GRAHAM MCKAY, EDITH COWAN UNIVERSITY, AUSTRALIA

SHAPING SCIENCE & TECHNOLOGY DISCOURSE WITH 5-YEAR-OLDS: DO TEACHERS MAKE A DIFFERENCE?

This paper will report on data obtained during the course of the project “Early literacy through science in Indigenous and culturally diverse communities”, funded by Edith Cowan University in Australia from 2009-2010, in which the authors were involved as researchers. This project investigated the discourse of teachers and other adults working with 5-year-olds over nine weeks as they conducted science and technology investigations around the theme of building and building materials. Our paper will provide a functional analysis of the data compatible with previous approaches to classroom discourse analysis such as Cazden (2001) and Christie (2002). We will describe how the adults attempt to construct the science and technology discourse and compare the discourse involving trained teachers with that involving other adults, such as teacher aides and parent helpers, as they interact with the children. We will investigate variables such as Exchange Structure, including ‘teacher knows the answer’ – dk1 moves; Speech Function, including Initiations and types of Responses; Mood, including its relationship to Speech Function; Modality; and number and length of turns by both the children and the adults. Implications of the differences found between the discourse of trained teachers and that of other adults will be discussed.

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PAPER SESSION 9B - ROOM 2 - FRIDAY, 28 JULY

SYSTEMIC-FUNCTIONAL LINGUISTICS TOOLS IN A CEFR ENVIRONMENT

Systemic-functional linguistics tools in a CEFR environment. Designing syllabuses: a study on “writing skills” The Common European Framework of Reference (CEFR) aimed to provide “a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe (Council of Europe 2001a:1). Departamento de Língua e Cultura Portuguesa as many others language teaching institutions in Europe share fundamental concerns in building a multilingual proficiency framework. In an ongoing process of revision of the current curriculum guidelines and syllabus, the major aim is to achieve a satisfactory alignment whit CEFR, considering our conditions in the field (e.g. public, timing, relevance of the courses). In this paper, I will report part of the study focused on “writing skills” were some tools related with systemic-functional linguistics (e.g. lexical density, grammatical metaphor, appraisal) were used as complementary data to map the content and task type/genre purposed in relation to specific categories of the CEFR and to achieve an understanding and interpretation of the meaning of the CEFR levels. I will stress the legitimacy of a range of validation activities focusing on the competence of learners and based on information of distinct sources where SFL is critical to establish the required quality. I will also argue that findings reinforce the belief that text-based (genre based) orientation offers ample guarantee of a valid alignment process. Key words: institutional syllabuses, lexical density, grammatical metaphor, appraisal resources.

PAPER SESSION 10D - ROOM 4 - FRIDAY, 28 JULY

SCALE-JUMPS, CULTURE HOOPS AND POWER SHIFTS: STANCE, CULTURE AND ACCESS IN ENGLISH IN THE AGE OF MOBILE SEMIOTIC RESOURCES

Observations concerning the global status of English and the unprecedented situation of a tongue whose users are mostly non-native have by now become commonplace. The implications, however, have yet to be fully fathomed. While English is now functioning in contexts which are both wider/translocal, more unstable/mobile than ever before, and increasingly interconnected and interdependent, studies on aspects of the phonology and lexicogrammar of English as a lingua franca have so far failed to yield evidence of the emergence of anything that is fundamentally new. I argue for the need to reframe the object of study by overcoming the reductionism of methods and concepts which suggest stable realities, and take into consideration the complex and dynamic nature of the systems under scrutiny. A comprehensively systemic, usage-based approach is called for, as we need to account for both the range of semiotic resources deployed and the evolving context(s) of culture in which they are deployed. Firstly, from an SFL standpoint, I will consider how some interpersonal meaning-making resources, codified by the norm-providing inner circle cultures of NSs, require NNSs to undertake a double "scale-jump" (Blommaert 2010) across languages and registers in order to gain access to prestige discourse communities. Secondly, drawing on a Complex Adaptive Systems perspective, I will suggest how the scale of the spread of English can turn out to be more than a change in degree (same resources available to more people), and become a change in kind, an expansion of meaning-making potential, on the one hand, and a shift in the balance of power, on the other.

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PAPER SESSION 7C - ROOM 3 - THURSDAY, 28 JULY

**DYNAMICITY PATTERNS IN NARRATIVE SEQUENCES: A MULTIMODAL READING OF
ENGLISH AND AMERICAN FILMS DUBBED IN ITALIAN**

This paper stems from a research in progress that is part of a much larger project called “English and Italian audiovisual language: translation and language learning” (2010), that involves the University of Pavia (Italy), the University of Malta, and Loughborough University (UK). The project is funded by the Alma Mater Ticinensis Foundation, it focuses on English and its Italian translation in films, and basically investigates the linguistic translation of film scripts and its implications with respect to the language learning aspects of audio-visual products.

My specific contribution focuses on space as a semiotic dimension experienced in on line environments (Martinec & van Leeuwen 2008) and analysed through a multimodal perspective (Kress & van Leeuwen 2006) stemmed from SFL. I will analyse four films from the project’s corpus using a method I am currently implementing (Maiorani 2009, 2011). The method assumes that in a public who is familiar with the experience of hyper-environments, engagement Eisenstein (1922-34) 1988) is elicited by the director of a film as an interactive response to how the viewer is construed with respect to environments as semiotic space. My aim is to establish whether there are linguistic patterns in the Transitivity structure of English dialogue that are systematically altered in the Italian translation, and whether these alterations, in combination with the dynamicity patterns (Mity 2000) of select filmic sequences, may change the perception of the same sequences in the two languages.

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PAPER SESSION 9E - ROOM 5 - FRIDAY, 28 JULY

**IDENTITY, CITIZENSHIP, AND THE POLITICS OF EDUCATION IN THE EU: SCHOOLING
'EUROPEANS' IN HELSINKI AND STRASBOURG**

This presentation explores the creation of identities and the social production of citizens in Type II Schola Europaea institutions. My analysis focuses on students' patterns of identification and their system of values as are represented in their language use. The linguistic investigation is performed by corpus-driven systemic-functional analysis of transitivity processes. Based on Halliday's system of transitivity (Halliday and Matthiesen, 2004), the corpus-driven systemic-functional analytic approach is proven to be a highly effective instrument in exposing patterns of identification, values and self-positioning (cf. Krizsán, 2011 in press).

Existing only for a few years, Type II Schola Europaea institutions are the latest development in the 'Europeanization' of public education and they represent a new object of study. To date, no research has been conducted in this area from the perspective of applied linguistics, nor has any study focused on the 'outcomes' produced by Schola Europaea institutions, such as the ways students of these schools express their social and political identities in their communication. Thus, the relevance of this research is twofold: 1) it provides new empirical information about the politics of identity construction and about the potential of these unique institutions to create 'European citizens'; 2) it offers an insight into what 'Europeanization' of public education systems might one day entail.

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PAPER SESSION 7B - ROOM 2 - THURSDAY, 28 JULY

**TOWARDS AN EMANCIPATORY PRAGMATICS OF ACTION: HOW THE STUDY OF
TRANSITIVITY IN AN “EXOTIC” LANGUAGE CAN CHALLENGE TRADITIONAL
SEMANTIC AND PHILOSOPHIC NOTIONS**

Stemming from the wide area of studies that pursue a “linguistics of *parole*” (Gouveia 2004), emancipatory pragmatics utilizes the analysis of discourse data from cross-linguistic perspectives to “de-provincialize” (Chakrabarty 2000) Western linguistic theory and denaturalize “views of language derived from Euro-American languages” (Hanks, Ide, and Katagiri 2009). This paper aims at showing how the study of the grammatical encoding of agency in a language (Toraja) spoken in an “out-of-the-way-place” (upland Sulawesi, Indonesia) can offer an interesting vantage point to reconsider the often taken for granted equivalence between Hopper and Thompson’s (1980) traditional definition of semantic transitivity and the notion of agency developed by contemporary social theorists and action philosophers (Davidson 2001, Giddens 1979, Sewell 1992). This enterprise will not only shed light on some possible connections between linguistic anthropology, discourse analysis, functional linguistics, phenomenology, and ordinary language philosophy, but it will also help reflect on the complex relation between semantic, moral, and social agency. Drawing on a corpus of language data videotaped in 2002-2004 during village political meetings in Toraja (Indonesia), this paper offers an analysis of the micro-interactional processes through which speakers use different grammatical constructions to perform speech acts such as blaming, praising, exhorting. It will be argued that the analysis of how the pragmatics of agency unravels within a language whose grammatical characteristics profoundly differ from those of major Euro-American languages can reveal different ways of conceiving action and at the same time help problematize traditional semantic and philosophical categories. It will be shown how in Toraja the grammatical construction that encodes the highest degree of agency does not correspond to an increase of the semantic transitivity of the sentence. This construction (known in Austronesian linguistic literature as Actor Voice) refers to a “centripetal” form of action in which the subject is to a certain degree affected by the action of the verb. Toraja low transitivity actor voice (AV) constructions highlight how agency does not only involve a centrifugal transfer of activity from an agent to a patient, but also entails a centripetal feedback effect for the agent who aside from affecting the object/patient is also affected by the consequences of its own actions. This mismatch between agency and transitivity suggests that the general association of the notion of agency with the ideas of active-ness, voluntarism, and creativity is probably due to its tacit assimilation with conceptions and notions derived from Western semantic and linguistic theory, such as that of transitivity as a property of a clause which describes an action “which is carried over or transferred from an agent to a patient (...) (and) which is typically effective in someway” (Hopper and Thompson 1980: 251). Challenging the implicit equivalence between agency and transitivity, Toraja discursive data resound with the idea of “radical passivity” (Wall 1999) developed by Emanuel Levinas (1979) whose philosophy was largely aimed at criticizing

traditional Western ethical tradition that depicted actors as sovereign and in control of the consequences of their actions.

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PAPER SESSION 4D - ROOM 4 - TUESDAY, 26 JULY

TOWARDS A SYSTEMIC PROFILE OF PROCESS TYPES IN SPANISH

The purpose of this paper is to explore the systemic organisation of experiential meanings in the Spanish clause, in particular, the system of PROCESS TYPE. The perspective adopted in this study, which is part of a broader PhD research centred on the systemic functional description of the clause in Chilean Spanish, aims to complement previous work conducted on experiential resources (Lavid et al. 2010). Some key typological generalisations on experiential meanings within the framework of Systemic Functional Linguistics are firstly addressed (Matthiessen 2004), along with issues arising in the description of languages different from English (Martin, 1996a, 2004). Subsequently, based on patterns found in written and spoken texts from a variety of registers, an attempt is made to show specific lexicogrammatical configurations motivating basic distinctions in the Spanish clause, in particular, the 'reactances' involved in major process types (Matthiessen, 1995; Martin 1996b; Matthiessen and Halliday 2009). Finally, further considerations regarding the specific structural realisation of experiential systemic features are advanced, including the availability of resources along the rank scale, especially those centred on the verbal group.

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PAPER SESSION 7F - ROOM 6 - THURSDAY, 28 JULY

**BERNARD MOHAN, UNIVERSITY OF BRITISH COLUMBIA, CANADA, AND KING'S
COLLEGE, LONDON, UK
JOANA DUARTE, UNIVERSITY OF HAMBURG, GERMANY**

**THE EUCIM-TE PROJECT: ITS IMPLICATIONS FOR SFL IN TEACHER EDUCATION IN
THE EUROPEAN UNION**

Recent reviews of research on teaching second language learners in the content areas (e.g Janzen 2008) find that children of immigrants who must learn through their second language are at high risk of academic failure. In response, the EUCIM-TE Comenius project (2009-2011), an eight-nation cooperation funded by the EU, has recently reported that European teachers in all subjects need training to support learners' development of academic language as a means of learning. Most significantly, the project recommends an SFL approach to academic language and its development in terms of register and genre (Martin & Rose 2008, Mohan & Slater 2006, Schleppegrell 2004).

This paper aims: (a) to describe, from a participant's viewpoint, EUCIM-TE's research on language and the educational situation of immigrant second language learners; (b) to compare SFL research on learners' development of academic language with other contemporary research-based theories and findings; (c) to discuss the challenges and potential for teacher development of EUCIM-TE's recommendation of an SFL model and the possible roles of European systemicists.

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PAPER SESSION 6C - ROOM 3 - WEDNESDAY, 27 JULY

A MULTILAYERED ANALYSIS OF COHESION IN MULTIMODAL DIGITAL ART

Digital art forms differ from more 'traditional' art forms in one significant aspect: they are designed as open 'living' processes rather than stable products, which integrate the visitor and the environment into their representation. Instead of realizing narrative structures, which are strongly cohesive, digital artworks prefer simple logico-semantic relations like 'if-then'-relations or extensions to build cohesive structures. Repetition, equivalence and contrast are the main intermodal and innermodal relations realizing formal cohesion. Rhythm plays an important role in establishing cohesion through e.g. the synchronization of different modes. As a result the artworks physical manifestation or form is pushing for the resolution of physical, spatial and temporal borders as well as cohesive structures, which may hinder visitor perception and which calls for new ways of engaging with art. In my talk I will apply four layers of analysis - 1) a spatial layer, showing how artwork and environment are merged 2) an action layer, analyzing relations between different communicative events or scenes in the work of art 3) an intermodal layer, showing relations between different modes of communication) 4) and an innermodal layer, analyzing cohesive structures within one single mode – in order to show how semiotic resources of different semiotic modes are used to build cohesive structures in digital artworks and to further demonstrate that sometimes formal cohesion is hardly realized in these art forms.

PAPER SESSION 4E - ROOM 5 - TUESDAY, 26 JULY

A FUNCTIONAL PERSPECTIVE OF SUBTITLING: REGISTER AND GENRE ANALYSIS

Audiovisual Translation is, more and more, a commonplace in people's lives. Translating for a large audience implies several issues that need further considerations.

When comparing source text and target text in subtitling it is clear that they are widely divergent. But how are they different and to what extent are we able to extract different meanings from these differing products? At the outset our basic hypothesis is that the dissimilar contexts in which the texts are produced must result in different texts.

Subtitling research has so far focused mainly on register analysis. The aim of this paper is to take this discussion one step further to genre analysis. Our purpose is to prove that subtitling belongs to a much wider context - the context of culture - which within the framework of Systemic Functional Linguistics typically requires a genre approach. This interdisciplinary paper shows work-in-progress regarding qualitative and theory-motivated analysis (Halliday, 1978; Eggins, 2004, and Martin, 2000), focusing on the discussion of the notions of genre and register, illustrated by a selection of examples of Portuguese subtitles, and their intersection with Toury's framework of adequacy and acceptability (Toury, 1995).

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PAPER SESSION 2A - ROOM 1 - MONDAY 25, JULY

INTRODUCTION TO A PEDAGOGICAL GRAMMAR OF SPANISH

This paper presents the overview of a pedagogical grammar of Spanish from the perspective of Systemic Functional Linguistics (SFL). It looks at language in terms of how it is used in 'real situations'. Two types of texts will be presented 1) texts used for authentic communicative interactions (e.g. newspaper articles, public lectures, etc.) and 2) academic texts (oral and written) produced by students in Spanish at the university level. These texts represent samples in the oral-written continuum of language. The lexico-grammatical features of Spanish of the texts will be described to characterize the different registers from the more oral to the more written ones. This grammar aims at making a contribution in Spanish linguistics by describing the lexico-grammatical features of Spanish in oral and written texts in everyday and academic contexts, as it is used by proficient speakers of the language and realized by bilingual students while developing advanced literacy in Spanish.

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PAPER SESSION 8F - ROOM 6 - THURSDAY, 28 JULY

**AUDIOVISUAL TRANSLATION AND MULTIMODALITY: AN INTRODUCTION TO A
METHODOLOGY FOR AUDIODESCRIPTIONS IN MUSEUMS**

Recent research in audiovisual translation and accessibility has focused on the need of audio descriptions (AD) in museums, especially for the appreciation of displayed art such as paintings by the blind and the visually impaired (DeCoster & Mühleis 2007, Holland 2009). Studies in multimodality have proposed readings of museums as multimodal spaces and the writing of museum texts which integrate verbal and visual signs in order to stimulate the audience's sensibility (Höfner & Ventola 2004, Ravelli 2006). The former does not provide a systematic methodology for the reading and writing of art works whilst the latter does not include the blind and the visually impaired in museum audiences. This paper reports on an ongoing work which takes AD as a form of intersemiotic translation and the audiodescriber as a mediator in the process of transforming visual into verbal language to be listened to by a blind audience. It aims at a methodology for the writing of audiodescriptions to be used in museum audio guides with the support of multimodal readings of images in museums. It is based on previous research on audiodescription for museums, on the one hand, and on previous research on multimodality studies addressed to museums, on the other. The first steps in the methodology proposed combine a reading based on the semiotic resources of the modal function (O'Toole 1994) and the interactive meaning (Kress & van Leeuwen 1996) with criteria for AD writing (DeCoster & Mühleis 2007). The paper will present the methodological procedures designed through an AD of Las Meninas, by Diego Velazquez.

PAPER SESSION 10C - ROOM 3 - FRIDAY, 28 JULY

EVALUATIVE MEANINGS IN CHINESE MODAL EXPRESSIONS

Apart from the interactive aspects, interpersonal meanings in the SFL model also include those which are primarily oriented towards the speaker's personal intervention: modality and appraisal (evaluation) (Halliday 1994, 2004; Thompson 1996, 2004, Martin & White 2005). Modality is clearly related to appraisal in that they both express the speaker's attitude. In Martin's appraisal theory, modality is also viewed as an area of meaning that involves both grading and engagement (Martin & Rose 2003, 2007). In this paper, I intend to analyze modal expressions in Chinese. Working within Martin's appraisal framework, I will try to show that in Chinese, modality and appraisal are more closely related and modality not only expresses different degrees of modalization or modulation and introduces additional voices into a text, but also encodes the speaker's positive or negative feelings and attitudes. For example, modal verbs such as *kongpa*, *pashi*, *nanmian* (sometimes referred to as apprehensional-epistemics), clearly express affect as well as probability. Many of the Chinese modal expressions were originally content words. Although they have been grammaticalized, their attitudinal meanings are still clearly visible and readily available in text.

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PAPER SESSION 5C - ROOM 3 - WEDNESDAY, 27 JULY

**PUBLIC SECTOR STRIKE: A COMPARATIVE ANALYSIS OF SOUTH AFRICAN AND
BRITISH GOVERNMENTS' DISCOURSE**

My paper aims at highlighting both the differences and the common points in the discourse of two governments in English-speaking countries vis-à-vis trade union protests in the public sector. The comparison is made between the British “Winter of discontent” (1978-79) and the recent (2010) public sector strike in South Africa. The study is post-disciplinary in its implications (Jessop and Sum, 2001), while on a more operational level it puts into dialogue a pragma-dialectic approach to argumentation theory (van Eemeren and Grootendorst, 1992; Iețcu, 2006) and SFL in its Hallidean version (Halliday, 2004). Disciplines such as political economy and history are used to clarify the context in which the discourse takes place and to select the most meaningful genres - conceived of as institutionalised ways of acting semiotically (Fairclough 2003; 2006) – and texts for the creation of the corpus. The analysis shows how the historico-economic context influences both the rhetorical strategies and the use of language especially at the experiential level. Such approach is considered to be useful both to provide adequate explanations of the social phenomenon under analysis and to help place the functional analysis of language in the domain of the social sciences.

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PAPER SESSION 9C - ROOM 3 - FRIDAY, 28 JULY

**A CONTRASTIVE STUDY OF ENGLISH AND CHINESE JOURNAL PAPER ABSTRACTS:
RST ANALYSIS**

It is said that English basically differs from Chinese in that English discourse is more hypotaxis-schemed than parataxis-schemed (Nida, 1999). The current study aims to explore the rhetorical structure of journal paper abstracts, examining how native English and Chinese writers express their communicative intentions through relating textual propositions. A sample of 100 English and Chinese journal paper abstracts selected from a large corpus of English and Chinese journal paper abstracts is analyzed by means of Rhetorical Structure Theory (RST) (Golebiowski, 2009; Mann & Thompson, 1987; Toboada & Mann, 2006). The results seem to indicate that both English and Chinese journal paper abstracts are highly paratactically organized. The causes for the results and the implications for English as Foreign Language academic writing are explained in the paper.

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PAPER SESSION 9C - ROOM 3 - FRIDAY, 28 JULY

**ENCOURAGING GENRE AWARENESS IN THE TEACHING OF ENGLISH: A STUDY OF
LOGICO-SEMANTIC RELATIONS IN EXAM SCRIPTS**

This presentation describes an analysis of logico-semantic relations in text which aims to demonstrate the relationship between grammatical features and text type, and emphasise the importance for school teachers of teaching them as related. The study was conducted in the context of the Hong Kong secondary school system, where notions of genre are still relatively new. English language coursebooks in Hong Kong have started to include, if erratically, text structure as an element to be taught, and grammar is also still a main focus. However, the relationship between genres and linguistic features, as discussed for example in Martin (2009), does not so commonly inform teaching, and the coursebooks frequently ignore the text-specific nature of grammatical choices.

This study therefore aims to highlight the genre-specific use of grammar in texts that, as part of a high-stakes territory-wide exam, are central to student success in Hong Kong. It looks at a total of 180 scripts written in response to three prompts: a narrative, a persuasive letter to the editor, and an account of a personal experience. Using the UAM CorpusTool and a scheme developed from Halliday and Matthiessen (2004), the logico-semantic relations are discussed to consider whether higher-graded scripts display more genre-specific grammatical features.

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PAPER SESSION 6C - ROOM 3 - WEDNESDAY, 27 JULY

FRONTED QUALIFIERS IN ENGLISH AND FRENCH

By “fronted qualifier” I mean a relatively long initial segment which precedes a headword and which has an adjectival function in relation to it, such as the highlighted segment in the following:

Born in Liverpool in 1937, he was educated at St Mary’s College and at the University of Hull.

This structure seems to be relatively common in French. A leaflet from a French university begins with a letter from the Vice-chancellor almost entirely written in this form. The first clause complex is:

Dédiée aux sciences sociales et humaines l’université Pierre Mendès France est forte de sa diversité: diversité de son enseignement, de sa recherche, de ses publics, de ses partenaires...

An English version on the facing page gives this as:

Dedicated to the Social Sciences and the Humanities, Pierre Mendès France University owes its strength to its diversity. Diversity of courses, diversity of research, diversity of learners, diversity of partners.

This seems an adequate translation, as do all the clause complexes taken individually. However, when read as a text, unlike the original French, it somehow does not work. This seems to suggest that French accepts this structure more easily than English does. To the extent that it is usual to treat the fronted qualifier as part of the subject, and the whole of the subject group as theme, this would give “Born in Liverpool in 1937, he” as theme of the first example above. However, since the fronted qualifier is in a marked position, does this mean that it should be taken as theme, or, at least, be accorded additional thematic status? And since French seems to accept this structure more easily than English, might this be one of the points at which the two languages differ? These are the sorts of questions which this paper will attempt to address.

PAPER SESSION 3B - ROOM 2 - TUESDAY, 26 JULY

EXPLORATION PATTERNS OF MEANING IN MAUPASSANT'S SHORT STORIES

Over the years some of us have relied on poetic devices or figurative language to approach literary texts. And thus we tend to see literary criticism as a search for particular poetic moments in a text and we think that these devices are responsible for its literary quality. However recent readings of systemic functional language analysis offer an alternative approach to the study of literature in which the literary text is treated as a linguistic unit or object like any other text, particularly when we acknowledge the fact that SFL recognizes that the language of literature is the same as the language we use to carry out our everyday activities. The search for the language of literature is misguided; we should look instead at language in literature (Hasan 1985). "It is not the use of poetic language, but the way writers turn the stuff of ordinary language to aesthetic ends, that gives literature its particular meaning" (Fang & Schleppegrell 2008). Drawing on previous studies, this paper reports on the works done with Nigerian french language learners 'français langue étrangère FLE' (for who french language is second or third language) at the Ahmadu Bello University, Zaria. It situates french literature in the classroom illustrating how a functional linguistics perspective can be used for better literary understanding. Using the original french version ('La Parure'), the paper explores interpersonal meaning in the short story, where interpersonal meaning refers to the ways an author or speaker enacts a relationship with a reader or listener, and particular language resources are functional for this purpose. Mood and speech function constitute the basic focus of the language resources used.

PAPER SESSION 8F - ROOM 6 - THURSDAY, 28 JULY

TEACHING GRAMMAR “RULES”: A FUNCTIONAL APPROACH TO PRESCRIPTIVISM

English-language writing instructors also versed in SFL theory can observe a contradiction between the theoretical underpinnings of the writing guides that we teach from and the type of grammar we believe best describes the language. Invariably, such guides borrow from the realm of traditional grammar to attempt to explain academic written sentence formation, but in doing so they often employ grammatical jargon in a piecemeal and inconsistent fashion. A further problem is that prescriptivism as a tradition is, for some very good reasons, almost antithetical to the SFG approach to language. Nevertheless, writing instructors are responsible for ensuring that students emerge with the ability to avoid common “errors.”

Having recently written a chapter on mechanics in a writing guide for first-year university students (Irwin, Jovanovic-Krstic and Watson, forthcoming), I had to struggle with the necessity of providing students with the “rules” that they would encounter in university-level writing assessments via a comprehensible underlying system of grammar, while simultaneously attempting to keep technical jargon to a minimum. In order to accomplish this, I began with an extremely simplistic version of the experiential metafunction for “chunking” clause-level units, then used this scaffolding to move into more sophisticated grammatical ground. This paper will explore some of the benefits and drawbacks of this approach to first- and second-language writing pedagogy.

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PAPER SESSION 7E - ROOM 5 - THURSDAY, 28 JULY

THE UNIVERSITY LECTURE AND CROSS-CULTURAL CONTEXT: A SINO-BRITISH ANALYSIS

The University of Nottingham Ningbo China campus (UNNC) markets itself in part on the fact that: "All undergraduate and postgraduate programmes are conducted entirely in English with the same teaching and evaluation standards as at the University of Nottingham, UK." The majority of the students on this campus are Chinese, with all of their formal schooling up to this point having been conducted in Mandarin, being taught and evaluated in English. Although they are provided a year of preparatory English classes in the university's Centre for English Language Education (CELE), a year which also serves as educational enculturation into the British system, this poses interesting pedagogical issues for the university, not least with regard to the use of lectures, which remain a cornerstone of teaching and learning.

This paper is based on a pilot study examining the particular genre of the university lecture within this unique cultural milieu. Three lectures, from three different professors with different cultural backgrounds, have been recorded and analysed for cultural content. This analysis is supported with questionnaire data from both students and professors to determine how best to theorize an approach to the cross-cultural context at UNNC. A recognition of this context and how it is realized in these common texts should serve as a useful tool for teacher instruction as well as curriculum development.

PAPER SESSION 10F - ROOM 6 - FRIDAY, 28 JULY

DAPAT AND HARUS IN PRAMODYA'S BUMI MANUSIA: MODALITY IN INDONESIAN LITERARY WORK

Palmer (1990) defines the set of modal verbs in English, e.g. *may (might)*, *can (could)*, *must*, *will (would)* and *shall (should)* and the discussion on modality is confined only to the modal verbs. But, Halliday (1994) extends it to the set of modal adjuncts providing the interactants' modal commitment of the proposition.

The present paper examines the modality in Indonesian literary work. It attempts to explain the issue of how modality in Indonesian is realized and how it is grounded between positive and negative polarity. Investigating *dapat* 'can' and *harus* 'must' which are interpreted in the semantic domain of modality in the language, the paper discusses the phenomena of modality in Indonesian novel *Bumi Manusia* authored by Pramoedya Ananta Toer in terms of the possibilities in orientation and manifestation.

Keywords: Modality, Modal Verbs, Modal Adjunct, Verbal Group, Indonesian.

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PAPER SESSION 9G - ROOM 9 - FRIDAY, 28 JULY

**MIDIATIZATION OF SCIENTIFIC DISCOURSE THROUGH RECONTEXTUALIZATION
AND INTERTEXTUALITY**

The “canonic view” of science presupposes two separate discourses: one discourse of authority within scientific institutions and another public popularization discourse external to them. Such division would be a means for science as an articulation of specific ideological formations, genres and activities to maintain power in society. Although popularization texts help guarantee the survival of knowledge areas through the support of public opinion, policies and financing, popular voices are seldom heard. In this paper, science popularization is explored from SFL, Socio-rhetoric and the Mikhail Bakhtin circle views on discourse genres to examine electronic science popularization news. The transposition of science ideational content (new research, methodology, results) along with its corresponding interpersonal and textual components reallocates texts from a given sphere of human activity to another. This recontextualization suggests the existence of a continuous flux between genres that integrate a system of science (re)creation and maintenance. First genre and systems of genres are conceptualized. Next recontextualization is defined to explain science transposition from its primary context to the media. Then results are discussed in terms of how journalists recontextualize science through dialogism and intertextuality, and the systematic use of quoting or reporting (voice) and expansion as identification and exemplification (style).

PAPER SESSION 6A - ROOM 1 - WEDNESDAY 27, JULY

**SLOTING JAKOBSON INTO THE SOCIAL SEMIOTIC APPROACH TO VERBAL ART: A
MODEST PROPOSAL**

Miller (2010a, b, c) takes up the defense of the inadequately valued social semiotic, or Hasanian, approach to the literature text (eg, Hasan 1985/89; 2007). Parenthetically as it were, this work also suggests that what Jakobson (1960; 1966; 1968) identifies as the empirical evidence of his 'poetic function', ie, Grammatical Parallelism (GP), should be incorporated into the model. The efficacy of focusing on such marked reiteration of linguistic patterns has been theorized and demonstrated (cf. Miller 2007). This paper would argue the case more deliberately, visibly, and convincingly. The presentation will begin with a defense of literature as 'special' text type. The issue is an essential one, as one of the first critics to explicitly claim it was not was Fowler (1986), in noting, but disparaging, the theoretical intersection of Foregrounding (Mukarovsky 1964; 1977; 1978) and Parallelism – what he dubbed 'the Mukarovsky-Jakobson theory' – the cornerstone of the proposition being put forth here. As Fowler observes, "For both of these writers, literary language draws the reader's attention to its own artifices of construction [...]" (1986: 73) - which is not to suggest that all texts that do this are to be considered literature texts. The paper also addresses this distinction, by illustrating 'pervasive' GP (Jakobson 1966: 423) as a *consistent* and *motivated* foregrounding device which functions to symbolically articulate some 'theme': the 'special' function of language in 'verbal art'. Where such foregrounding is in evidence, chances are that GP is a central means of its construction. The contention is that integrating Jakobson's insight into 'Semiotic Stylistics' is not only necessary, but wholly unproblematic. Theoretically, and practically, it fits; it is basically a question of the recognition, and so, legitimation, which this paper would 'negotiate'.

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PAPER SESSION 2D - ROOM 4 - MONDAY, 25 JULY

**LANGUAGE DEVIATION FOR LANGUAGE DIVERSITY: NIGERIAN UNIVERSITY
CAMPUS STUDENTS IN COMMUNICATION**

The dynamism of language is its ability to communicate the meanings of speakers from a diversity of backgrounds and in various domains of use. The varieties which are manifest in language specific to different domains reflect peculiarities of structure and lexeme such that it is possible to assert that such manifestations constitute unique varieties. One of the domains that lends itself to this sort of characterisation is language use among university undergraduates who come from different linguistic backgrounds but who are compelled to interact on the same linguistic platform. The Ahmadu Bello University, Zaria, Nigeria is one of such campuses. This paper therefore examines some of the lexematic deviations of language use among undergraduate students of Ahmadu Bello University Zaria, with a view to supporting pedagogical benefits which could be harnessed from the understanding of the deviations. The paper uses insights based on the metafunctions of language suggested by Halliday (1994) as the basis for its analysis. By subjecting the students' text to structural analysis at the clause level, the paper demonstrates that the students use different systemic patterns to achieve different functional ends and that these structures differ somewhat from the conventional structures of the larger society, thus buttressing the view that the students constitute a distinct language community.

PAPER SESSION 6B - ROOM 2 - WEDNESDAY, 27 JULY

DORIS LARUBA OBIEJE, AHMADU BELLO UNIVERSITY ZARIA, NIGERIA
DAVID OLATUNDE FIKI-GEORGE, AHMADU BELLO UNIVERSITY ZARIA, NIGERIA

**A FUNCTIONAL APPROACH TO ENGLISH FOR ACADEMIC PURPOSE (EAP)
PROGRAMMES IN NIGERIAN UNIVERSITIES: THE CASE OF AHMADU BELLO
UNIVERSITY, ZARIA**

EAP is designed to be used as a standardized framework to assess university students' proficiency across Nigerian universities. This is aimed at literacy development of first year University students to prepare them for general university education. In the last decade, scholars have become interested in the extent to which the student develops and actually improves. They also have concerns about the usefulness of EAP for preparing students to achieve academic readiness, questioning the benchmarks functionality in university context and adopting other frameworks. Using systemic functional linguistics along with text analysis, quantitative and qualitative research methods, this presentation highlights the outcome or findings from 90 undergraduate first year students. The research documents the literacy development of these sample students by collecting baseline data which includes Questionnaires, essay writing vocabulary test. Survey and interview of students and teachers, were also carried out. This study therefore explores the dilemmas faced by teachers and students. The findings suggest that EAP approaches in Nigerian universities have become broader, which may require a reconceptualisation of academic genres. In that case, for English for academic purposes programmes to become more functional, different outcomes would need to be addressed.

PAPER SESSION 10D - ROOM 4 - FRIDAY, 28 JULY

PLAYING TO THE AUDIENCE: EDITORIAL VOICE IN VERBAL-VISUAL CIVIC JOURNALISM

This paper reports on a critical discourse analysis study (Economou, 2009) of eight news texts from a Greek and an Australian broadsheet: four from the Sydney Morning Herald in Australia and four from the Athens-based, *Eleftherotypia*. Each text is a large verbal-visual 'display' that introduces a serious feature story on the asylum seeker issue published in the papers' prestige weekly news review section in the one year.

Using SFL theory, particularly Appraisal (Martin and White, 2005), alongside CDA notions, in particular, 'interdiscursivity' (Fairclough, 1992) and 'spectator roles' (Chouliaraki, 2006), attitudinal meaning in these eight texts, called 'standouts' here, has been closely examined to reveal the evaluative stance each constructs. The focus here will be on the stance constructed by the obligatory headline-image unit. The analysis, which also applies newly developed visual appraisal categories (Economou, 2009), provides further explication of the power of prominent verbal-visual news texts to align a mass readership on significant issues. Significantly, the comparison of the eight standouts revealed a great consistency in the evaluative stance constructed on the issue within each cultural context, but a great contrast between the two contexts. The systematic, though often unarticulated, editorial choices identified here as constructing verbal-visual stance, also clearly reveal these editors' sophisticated understanding of their readership.

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PAPER SESSION 3C - ROOM 3 - TUESDAY, 26 JULY

WHAT AM I GOING TO WEAR? TOWARDS AN SFL-BASED SEMIOTICS OF DRESS

SFL social semiotic theory has been used to theorise a range of semiotic resources in western culture – written and spoken language, visual image and design, gesture, movement and architectural space. However, of the modalities involved in face-to-face communication, ‘dress’ has been the least interrogated.

This paper aims to propose paths such an interrogation might take. In terms of metafunctions, SFL interpersonal semantics may have much to contribute, and at the same time, also be able to more easily dovetail with work done on dress within social theory and cultural studies. Though a recent paper used SFL to explore how dress realises power relations (Owong, 2009), it may be more interesting to examine how tenor resources construe specific social subjectivities to create ‘bonding’ - aligning people into social groups with shared values (see Stenglin, 2004, in relation to architecture). A related area to explore, using SFL work on visual meaning (O’Toole, 1994; Kress and van Leeuwen, 2006; Economou, 2009), is the overlap between dress and visual art, with interpersonal bonding via dress choices relying significantly on shared visual aesthetic values.

My particular interest is the dress of urban, female professionals in contemporary Sydney, a fluid social group with a wide range of choices across work and leisure contexts. Mapping meanings made by such women via their dress may, however, pose greater challenges than the more restricted or ‘exceptional’ dress considered in much social research, such as legal/judicial dress or hip-hop style.

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PAPER SESSION 8B - ROOM 2 - THURSDAY, 28 JULY

**CEOS OF NOKIA - NEGOTIATING DIFFERENCES? ISSUES OF LANGUAGE,
METALANGUAGE, MODALITIES, CULTURE?**

Nokia, the telecommunications company, has recently within the past decade had three CEOs, two of which have been Finns. During Mr. Ollila's time Nokia was advancing from success to success. The next CEO, Mr. Kallasvuo, had to explain why the sales had been going down and finally had to step aside last September 2010. The current CEO is an ex-Microsoft man, Mr. Elop, a Canadian, and he has just recently announced closer co-operation of Nokia and Microsoft. The external communication practices of the three CEOs are the focus of this paper. The paper explores the issue of how well the principal methodological tools of systemic-functional linguistics can display the communicative practices of the CEOs – how they employ the ideational, interpersonal and textual functions of language, how they use metalanguage and how they construe multimodally their presentations. Further, the results will further be contrasted to audience reactions to the CEOs' use of language, metalanguage and modalities, and the implications to the realizations of cultures in global business will be discussed.

PAPER SESSION 4B - ROOM 2 - TUESDAY, 26 JULY

**CONTEXT BASED TYPOLOGY OF TEXT: NAVIGATING THROUGH A PRINCIPLED
COLLECTION OF TEXTS FOR THE TRAINING OF TRANSLATORS**

This paper is concerned with showing the centrality of text analysis for translation and translator training. It aims at presenting a form of systematic, scientifically-based text analysis that will enable translation students to: (i) face different translation challenges associated with different text types; (ii) render a given text according to the text that it is an instance of; and (iii) adopt different translation strategies for different text types. Hence, the development of the program for training translators is based on the context based typology of texts as proposed by Matthiessen et al (2008). Translation training based on text analysis will empower the translation student to make informed choices when reconstruing the meanings of one text by instantiating the meaning potential of a source language through choices among the selection of meanings in the meaning potential of a target language. These choices will lead to the construal of a translated text, or set of texts which were previously analyzed and discussed based on a principled selection of texts and types of analysis. Thus, texts in context are taken as the basis for studies of evidential and/or empirical foundation and the entry point of text-type analysis is considered to be grounded in the investigation of particular socio-semiotic processes.

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PAPER SESSION 9F - ROOM 6 - FRIDAY, 28 JULY

A MODEL FOR METAPHOR COMPREHENSION IN NEUROCOGNITIVE PERSPECTIVE

The purpose of this paper is to present a revised working model of metaphor comprehension that (a) is descriptively adequate insofar as it can be used to account for linguistic and contextual contributions to interpretations of novel and conventional metaphors that occur in discourse and (b) is neurologically plausible. To do this, I will revisit the model for metaphor comprehension presented in Asp (1992 and elsewhere). That model was grounded in one of the developments (or mutations) of systemic-functional linguistics, the sociocognitive framework developed by Michael Gregory and others (e.g. deVilliers and Stainton 2001, 2010). There, I proposed that lexical metaphors (whether novel or conventional) involve contrast between the features of participant and/or circumstantial roles and the features of the lexical items that fill these roles in syntagmatic constructions. When we understand an utterance as metaphorical, the contrastive features of roles and lexis are inherited (or integrated) in the syntagmatic instance. Faced with a (novel) lexical metaphor, failure to integrate contrastive properties leads either to a literal but contextually inappropriate meaning (if one is available), or to nonsense. Context (whether textual or extratextual) beyond the syntagm in which a metaphor occurs may make particular features of roles or lexis more or less salient, but does not in itself 'erase' features. The model will be illustrated in a selection of conventional and novel lexical metaphors. I will then explore current empirical research into the neural bases of metaphor comprehension and outline the attendant "models of metaphor" that are recruited to explain the observations derived from such studies and use this review as an inferential base to propose a revised neurologically plausible working model of metaphor comprehension.

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PAPER SESSION 9D - ROOM 4 - FRIDAY, 28 JULY

DIPLOMATIC NEGOTIATION: A DIALOGUE BETWEEN SFL AND POLITENESS THEORY

Increasingly, the main activity of professional diplomacy is negotiation: persuading others to share particular views or perform particular actions. Face considerations in this play an important role (Berridge, 2002), so that language resources for '[maximising] the opportunities for peaceful interaction' (Greenstock, 2010) are a salient feature of many diplomatic contexts.

Brown and Levinson (1987) group such resources in their typology of politeness strategies, discussing them in terms of their illocutionary force. This paper investigates politeness strategies in spoken and written diplomatic contexts, drawing on Martin's (1992) negotiation framework, which sets out the basic semantic and grammatical options for shaping meaning in dialogue, and on Halliday & Matthiessen's (2004) fuller account of interpersonal metaphor. The aim is to complement Brown and Levinson's pragmatic explanation of the face-saving function of politeness strategies with a focus on how they variously combine discourse-semantic and grammatical options to expand the meaning potential of utterances and 'enhance the discretionary role of the addressee' (Halliday & Matthiessen, 2004). Building on a previous survey of mood metaphor in diplomatic discourse (Swain, 2010), the paper explores links between this SFL concept, and on and off record politeness strategies.

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PAPER SESSION 9D - ROOM 4 - FRIDAY, 28 JULY

SFL APPLICATION TO AN EFL PARADIGM: 'LANGUAGE OBJECTIVES' IN TERTIARY EDUCATION

Of concern to this conference is the breadth, inclusivity and value of SFL, including ways SFL relates to the goals of EFL teaching and learning. This paper reports research in a tertiary education context where Chinese-native-speaking trainee EFL teachers learn education and linguistics entirely through English. Learning disciplinary subject matter through a foreign language has been hypothesized as the best way to develop advanced foreign language proficiency. However, this 'solution' is now well understood to involve the huge challenges of disciplinary discourses. SFL has robustly and productively addressed these, though to a lesser extent in EFL contexts. In this study's EFL context, so-called 'language objectives' for every course in a Bachelor of Education program had been mapped onto so-called 'content objectives'. Meanwhile, a decade of experience with and research on these language objectives revealed many problems, not least their adequacy for construal of disciplinary discourse. To address such dilemmas, this research investigated the question: *what might tertiary EFL educators do to help students achieve academic discursive [language] objectives?* The researchers attempted to enhance the 'language objectives' by an SFL-informed genre approach, providing to students SFL text architecture descriptions of selected assessment genres. These were intended to make explicit the generic discourse semantics and lexico-grammatical configurations of the assessment tasks. The paper firstly reports the nature of the SFL-based language objectives' enhancement, contrasting it with the original 'content-based language teaching' paradigm. The paper then reports students' assessments of the enhancement's utility and their post-enhancement written performances. Finally, the paper evaluates this SFL application to discursive goals in advanced tertiary EFL contexts.

PAPER SESSION 6C - ROOM 3 - WEDNESDAY, 27 JULY

ENI ABADIA BATISTA, UNIVERSIDADE DE BRASÍLIA- UNB, BRAZIL

NEIVA M. MACHADO SOARES, UNIVERSIDADE DO ESTADO DO AMAZONAS- UEA-FAPEAM, BRAZIL

ANALYSIS OF REPRESENTATION DISCURSIVE IDENTITY FOR BRAZILIAN TEACHERS IN POS-MODERNITY

This research aims at identifying how Brazilian teachers' social identities are represented and socially constructed. The analysis consisted of statements made by teachers who took part in an Internet forum and newspaper reports having education as their theme. The investigation is based on the theory by Fairclough (2003), but the ADC operates concepts of both linguistic and social sciences. Thus, the theoretical guideline includes Halliday, Thompson, Hall, Giddens. Fairclough's proposal presents a twist in the approach of Halliday's Systemic Functional, because a text involves three metafunctions language ideational, interpersonal and textual, also the meaning of the three types of speech: the actional, representational and identificational. From the categories of such meanings, it was possible to verify how the teachers' opinions on current issues that relate to their reality as educators. The testimony of the social actors has revealed that society now sees education indifferently, hindering the figure of those actors. Thus, although there is no reference to historical factors that may have contributed to the current juncture, there were changes in social and political practices, collaborating with such discredited career choice, perceived, for example, "I used to believe in education... after some time, it proved to be impossible, since the country abandoned education." The means which represent teachers demonstrate how their professional lives are represented socially as well as the obstacles that affect their identities, keeping them apart from the exercise of their profession.

Keywords: Identity; teacher; representation.

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PAPER SESSION 9A - ROOM 1 - FRIDAY, 28 JULY

MOVING BEYOND THE 'BAND-AID' APPROACH: RE-CONTEXTUALISED MARKING TOOLS IN ACADEMIC LITERACY SUPPORT

While there is widespread awareness of the need to provide tertiary students with literacy support, most approaches remain 'remedial' or 'bolt-on' without really addressing the issue of embedding academic literacy (Wingate, 2006). To move beyond this band-aid approach, a large collaborative academic literacy intervention project (Stenglin, Welch & Piggott, 2009) was trialled at a core Bachelor of Commerce unit at an Australian university. As part of this project, this paper will report on the re-contextualisation of a linguistic text analysis tool into a genre-specific and context-dependent marking tool, intended for use by content lecturers with little linguistic background.

In the first part of the talk I will discuss how SFL can provide the basis for developing cost-effective and linguistically informed marking tools, which could be adapted for different genres and disciplines in specific contexts. I will then explain why the function of the re-contextualised marking rubric is threefold: it can be used as (1) a diagnostic tool, (2) a teaching tool and (3) a marking tool. Finally, it will be argued that graduate attributes, Unit of Study marking criteria and faculty policy need to be the primary point of departure when re-contextualizing linguistic work.

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PAPER SESSION 2E - ROOM 5 - MONDAY, 25 JULY

**THE DISCURSIVE CONSTRUCTION OF SOCIAL IDENTITIES IN EPITAPHS AND
OBITUARIES**

This study examined the positive representation of social actors into mortuary practices. We investigated the role that epitaphs and obituaries assume in the actions of the family at the process of integration of the dead to its new social space; how the language functions as symbolic research to create and to maintain meanings related to the way that these mortuary practices preserve the relation between survivors and dead, using an amplification of certain social roles. To reach out our goal, we analyzed the role of transitivity into these genres, using the theoretical model of systemic functional linguistic. We investigated the relational process and its participants in the epitaphs and obituary, pursuing to describe and interpret the functions of this process in the representation of death and dead. Our proposal is to comprehend the role what this process has performed with the amplification and fixation of social identities that use an argumentative construction associated to the discourse about death and dead. The results contribute to the divulgation of analysis discourse studies based on the systemic functional linguistics, specially, to the studies of the way that mortuary genders incorporate proprieties associated to the actions of social actors of a scene of death.

PAPER SESSION 10A - ROOM 1 - FRIDAY, 28 JULY

**THE STYLISTIC SIGNIFICANCE OF TEMPORAL COHESION IN “THREE DAYS TO SEE”
AND ITS CHINESE TRANSLATION**

This paper is a systemic functional stylistic study of the cohesion and coherence of two paragraphs in the original essay and its three Chinese versions of *Three Days to See* by Helen Keller. Specifically, it analyzes the temporal conjunctions and their stylistic significance in the original essay and the Chinese versions. It proceeds to examine the reconstruction of the cohesive devices through investigating their characteristics and differences of the translated versions. It discusses the role of the translator in construing cohesive devices and coherence and its stylistic significance. It argues that coherence is not only one of the criteria for evaluating translation work but also an important aspect that translation practitioners should pay more attention to.

PAPER SESSION 4D - ROOM 4 - **TUESDAY, 26 JULY**

**PERSUASION AND INTERACTION: THE USES OF APPRAISAL RESOURCES IN
ACADEMIC BUSINESS JOURNALS**

Many business journals, though will be read by academics and practitioners, are usually addressed essentially to different readerships. An important means by which writers display their concerns to readers is through their use of various interpersonal resources to negotiate social relations for the purpose of building convincing arguments. However, most previous studies on business (academic) writing focused on the structure (moves) in research articles or linguistic realizations of each move. Few have been conducted to address this interpersonal aspect of business research articles. As such, this study addresses the question of how linguistic choices are used for the construction of social relations that corresponds to the expectations of a particular readership.

This paper applies *Attitude* system, a subtype of Martin & White's (2005) *Appraisal* framework to compare the use of interpersonal resources that signal the author's feelings, including emotional reactions (*Affect*), judgments of behavior (*Judgment*) and evaluation of things (*Appreciation*). Three types of business journals were distinguished by readership and by editorial focus on either practice or research and were examined according to this framework. The results indicate there are notable differences in the use of various devices for managing the writer's attitudes among the three types of academic journals.

PAPER SESSION 2C - ROOM 3 - **MONDAY, 25 JULY**

**NON-EVALUATIVE VERBAL PROCESSES INVOLVED IN IMPLICIT NEGATIVE
EVALUATION IN ACADEMIC BOOK REVIEWS. A PRELIMINARY ACCOUNT**

Negative evaluation is a major component of academic discourse (Salager-Meyer & Zambrano, 2001) but an evasive sociodiscursive phenomenon as it is often activated through a variable set of co-occurring, usually indirect resources (Shaw 2004). It is, therefore, a must to integrate a systemic (Martin & White 2005) and a strategic approach (Menendez 2005) to account for negative evaluative lexicogrammatical resources organised in terms of discursive strategies (cf. Navarro in press). In this paper I aim at providing a preliminary system of mostly non-evaluative verbal processes that when directly or indirectly expressed by the reviewer, the reviewee or the reviewed book can inferentially realize a negative evaluation. I study qualitatively and quantitatively a corpus of 90 randomly selected Spanish academic book reviews published during the second half of the 20th Century. Results show that there is a diachronically stable set of mental (perceptive, cognitive and emotive) and material (transformative) processes expressed by the reviewer; existential processes expressed by the reviewed book; and material, mental and verbal processes expressed by the reviewee. These elements typically gain an interpersonal negative-evaluative dimension when used together with negative mood adjuncts and some key expectations about the reviewer and reviewee's role within the genre. Thus, an interpersonally neutral set of resources are consistently used to attribute an indirect negative evaluation.

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PAPER SESSION 10B - ROOM 2 - FRIDAY, 28 JULY

THE SOCIAL SEMIOTICS OF TYPOGRAPHY AND COLOURS: CONCEPTS, CATEGORIES
AND APPLICATIONS

The new social order established by the progress of consumption and multimedia technologies has demanded the creation of new types of design, layout and variety of uses in typographic forms and colours within the media. However, it is also necessary to develop and make accessible concepts, techniques and conventions, so we can understand and use these new features and possibilities of communicative work properly. Thus, this paper aims to contribute to the researches about typography and colours through a case study on the front page of the Portuguese newspapers *Diário de Notícias*, *Correio da Manhã* and *Público*. The theoretical framework is the social semiotics (Halliday, 1978, Hodge & Kress, 1988), that conceives every semiotic resource as metafunctional in their uses to produce socially and culturally situated meanings. The methodology is based on inventories developed for the potential meanings of typography (van Leeuwen, 2006) and colours (Kress & van Leeuwen, 2002). The results suggest a convergence of contradictory communicative purposes in the *Diário de Notícias*, a directing attention to the consumption and the monitoring of social institutions in the *Correio da Manhã*, and the value assigned by the *Público* for the criticism and coverage more diversified of news.

Keywords: social semiotics, typography, colours, Press, design.

PAPER SESSION 4A - ROOM 1 - TUESDAY, 26 JULY

**ENDANGERMENT DISCOURSE: A CRITICAL ANALYSIS OF METAPHOR AND
LEXICOGRAMMATICAL CHOICES**

In the present study, I analyse the means of meaning making that are employed in language endangerment discourse for positioning different languages, negotiating attitudes and values, and accounting for past and future actions. The study is part of a larger project that focuses on language revitalisation (in the case of Sámi in Norway) as a communicative process.

I analyse how references to language are represented in transitivity structure, and how lexical metaphor is used in a number of newspaper articles on the situation of Sámi.

On the one hand, the analysis of the lexicogrammatical realisation of references to language reveals a practice in endangerment discourse that has often been criticized (eg. Blommaert 2001; Duchêne and Heller 2007). On the other hand, bringing in metaphor analysis, we see that transitivity interacts with the choice of lexical metaphors. Taking into account both choices in lexicogrammar, and the potential of metaphor to connect different texts and discourses (e.g. bringing together language and biodiversity discourse: *language is endangered*, *language dies out*), the analysis gives explanations on the mechanisms and practices of endangerment discourse and sheds new light on established criticisms.

The choice of metaphor allows for a multitude of lexicogrammatical choices – choices that are needed in the discursive encounter with complex problems of language and society.

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PAPER SESSION 3C - ROOM 3 - TUESDAY, 26 JULY

UNFOLDING MCDONALD'S MULTIMODALLY

This paper explores the research challenges and opportunities presented by McDonald's that exploit more than one semiotic channel to evoke a different fast food and café image. To outline directions for inquiry into multimodal unfolding of the 'two' Mc (Mac) concepts, we discuss the language-image interplaying in the 'two-in-one shop': on the one hand, product displays, signs and instructions, on the other hand, fixtures, staff dress code and space arrangement. With language-image combinations, we consider tools (Bateman, Kress & van Leeuwen and Royce) for analyzing a key aspect of image construction – namely traditional McDonald's fast food and café – in counter displays that deploy an identity track. Then turning to fixtures and others, we draw on space, material and design analysis (O'Toole and Bateman). The paper thus focuses on two interrelated yet different areas, with the first area emphasizing issues of product and service displays and the second foregrounding issues of supporting hardware. What is more, to investigate how both the verbal and nonverbal meaning making resources reveal the consumer's orientation in the on-going interaction with the 'two Mcs', creating a shared referential focus.

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PAPER SESSION 4E - ROOM 5 - TUESDAY, 26 JULY

**A CONTRASTIVE ANALYSIS OF ENGLISH AND JAPANESE COPULAE FROM THE
IDEATIONAL PERSPECTIVES OF SFL**

This paper will discuss the ideational differences of copulae in English and Japanese within the framework of SFL, maintaining that particular languages should be described by their own grammars.

Copular verbs can be found in most languages, but their functional characteristics are not common. The SFL treatment for English analyses the verb *be* as a typical example for copular (Halliday & Matthiessen, 2004), while the Kyoto Grammar (KG; Tatsuki, 2008) for Japanese considers *dearu* to be a fundamental copula (Fujita, 2010).

Whereas the English verb *be* can function as Process in a clause and realise relational process, it may also realise existential process in such a clause as *God is*. In other words, the same verb can be used for two distinct functions: relational and existential processes.

Contrastively in Japanese, *dearu* may function mostly for realising connective process, which is a process type proposed in KG that designates connection between two entities. Furthermore, this Process does not usually express existence (stative process) as **Kami wa dearu* (God TOP be), though the English equivalent can construe existence.

Accordingly, the analysis where types of processes covered by two similar verbs are not identical will be a strong support to treat the transitivity systems of the two languages separately.

PAPER SESSION 1C, ROOM 3 - **MONDAY 25 JULY**

**DIFFERING CONSTRUCTIONS OF HISTORY: TENSE AND PROCESS IN THE SHIFT
FROM NARRATIVE TO ARGUMENT**

Caroline Coffin (e.g. 2006) has developed a sophisticated account of the linguistic features that mark different ways in which history may be constructed, characterising the two main alternatives as narrative and argument. In this paper, I use that model as a basis for focusing on one specific area in the texts that historians produce for readers at different stages of expertise in the field, which has been less fully investigated. This is the ways in which patterns of tense choice reflect different assumptions about what is meant by 'doing history'. Using a relatively simple distinction between two temporal domains, the 'event time' (the time of the historical events that are the subject of the text) and the 'utterance time' (the time at which the text is produced/received), I establish the options open to the writer in terms of shifting the time focus within each of these domains, and explore the different patterns in the use of these options which are characteristic of texts at different points on the cline from narrative to argument. These patterns appear to be sensitive to the choice of process type; and my aim is to illuminate the ways in which the configurations of tense and process contribute to different constructions of history.

Coffin, Caroline. 2006. *Historical discourse: the language of time, cause and evaluation*. London: Continuum.

PAPER SESSION 2C - ROOM 3 - MONDAY, 25 JULY

**PITCH CONCORD AND THE PROJECTION OF (DIS)AGREEMENT IN POLITICAL
DIALOGUE**

The year 2010 was a momentous one for the conduct of British politics. For the first time the competing major party leaders debated live on national television. As the election campaign unfolded it became clear that it was unlikely that any of the major parties would win enough votes to enable them to form a government. Hence all three leaders were compelled within the debates to balance the need to stake out their own positions while not seeming to overtly disagree with potential coalition partners. Within each debate a period of time was allotted to 'dialogue' between the leaders who were permitted some space to question and challenge one another. This paper examines the intonational choices of the three leaders within these spaces. Speakers in conversation align themselves with their interlocutors chiefly through the use of in-group lexis, attitudinal lexis, Mood selections, (Egins and Slade 1997). A further resource which they can choose to signal their alignment with the audience is pitch concord, (Brazil 1997, Cheng et al 2008, O'Grady 2010).

The theory of pitch concord states that speakers are sensitive to the final pitch level of the previous speaker's utterance and that they signal their cooperative behaviour by responding with a similar pitch height. At speaker turns, the second interlocutor has an option of signalling alignment with the previous speaker by beginning his turn with the same pitch height. In the unmarked case we would expect that the alignment would also be signalled by lexico-grammatical choices. However, speakers have the option of projecting a mixed message: disagreement through their lexico-grammatical choices and solidarity through their intonational choices. This paper examines how the three leaders positioned themselves through their choices of pitch concord vis-à-vis one another.

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PAPER SESSION 9B - ROOM 2 - FRIDAY, 28 JULY

**FOR A [MORE OR LESS] COLORFUL WORLD: THE VISUAL DISCOURSE OF “VEJA”
MAGAZINE ON GAY TEENS IN BRAZIL**

Images are an important mode of meanings. People are constantly influenced by several means of representation; television, newspapers and magazines are examples of how social actors may be “portrayed” in various kinds of representation. Through the multimodality theory (brought in by Kress & van Leeuwen (1996)), it is possible to view pictures, paintings or photographs as modes of articulating discourses. This paper proposes a discussion of how images can be an effective device in articulating aspects of world in order to consolidate traditional conceptions in social practices. An article of *Veja* magazine (one of the most prestigious news magazine in Brazil) was analyzed under the CDA approach (discourse, hegemony and power struggles) – Fairclough (2001, 2003) – associated with the multimodal theory (semiotic modes articulating discourses) – Kress & van Leeuwen (1996, 2001). The issue discusses the “new homosexual generation” in Brazil and shows a number of images which portrays “the new kind of gay people”. Although seeming open to differences, it was seen that the magazine reproduces traditional behaviors which are contested by those who claim for social equality. So images may be taken as an ideologically selected part of what the “sign-maker” (Kress & van Leeuwen, 1996) intends to represent.

PAPER SESSION 4A - ROOM 1 - TUESDAY, 26 JULY

GERSEINEY PABLO SANTOS, UNIVERSIDADE DE BRASÍLIA, BRAZIL
VIVIANE DE MELO RESENDE, UNIVERSIDADE DE BRASÍLIA, BRAZIL

**"VEJA" MAGAZINE OVER THE RAINBOW – A DISCUSSION ABOUT THE TEXTUAL
CONSTRUCTION OF BRAZILIAN HOMOSEXUAL IDENTITIES**

Representing is an action which has always been present in human being lives whether in ordinary activities or specialized studies. According to CDA (Fairclough, 2003; Chouliaraki & Fairclough, 1999), in late modernity representation is a remarkable issue due to the fact of the pervasive presence of elements like mass media in society. This paper intends to present a brief research on how *Veja* magazine – one of the most traditional Brazilian news magazines – textually sets up controversial identities of homosexual youngsters in Brazil as a “portrayal” of contemporary Brazilian gay people. Applying analytical categories such as interdiscursivity, intertextuality and identity, it was possible to notice that, in spite of highlighting the subject, the magazine shows sexist views which legitimate stereotypes in a veiled way.

PAPER SESSION 8A - ROOM 1 - THURSDAY, 28 JULY

DISCURSIVE ASPECTS OF DE(CONSTRUCTION) OF NATIONAL IDENTITIES: THE STATEMENT OF A BRAZILIAN LIVING IN GERMANY

In this paper I interpret two excerpts of a semi-structured interview, realized with a Brazilian immigrant in Germany, by applying the Critical Discourse Analyses (CDA) tools proposed by Fairclough (2003), influenced by the systemic functional linguistic. The two main theoretical concepts in this work are *identity* and *nationality*, in the terms proposed by Barth, Anderson and Hall. The chosen methodological CDA categories are: *interdiscursivity*, *modality*, *evaluation*, and *intertextuality*. The main discourse in the *corpus* is an identity discourse evoking a characterization of a Brazilian and a German identity. Modalization elements are identified in the *corpus* as an intent to deny or take distance from nationality discourses. Modality and evaluation operate a (de)construction in the representation of national identities, which implies distancing moves. The presence of nationality discourses is realized in the intertextuality. The anguish experienced by the interviewed when invited to reflect about his identity in terms of belonging to a certain nationality is expressed in the outside voices brought into the text, which affirm categorically what the interviewed minimizes or denies by means of modality and evaluation. The resulting interpretation shows the displacement from the subject and the fragmentation of identity, typical for the late modernity, as proposed by Hall.

PAPER SESSION 9A - ROOM 1 - FRIDAY, 28 JULY

**‘GIVING IT MY BEST SHOT’: TOWARDS A COHERENT ANALYSIS OF
METAPHORICALLY-DERIVED PROCESSES WITH PARTICULAR ATTENTION TO THE
‘LIGHT VERB’ GIVE**

To judge by queries and responses on the SFL forum, Sysfling, a perennial issue for text analysis using an SFL approach is the identification of process type membership (material, mental, relational etc.) in respect of given lexical verbs in the text. Interestingly, there is rarely unanimous agreement in terms of the range of analyses offered by respondents.

The problem would seem to be exacerbated in the case of ‘metaphorical’ expressions, as in examples (which have appeared on Sysfling recently) such as *give birth to a healthy boy* and *give rise to a chain of events* etc. There are countless processes that involve ‘light verbs’ such as *give, take, have, make* etc., most of which can be considered metaphorical, especially in the sense discussed by Lakoff and Johnson (1980).

In this paper, I offer and critically evaluate a number of possible SFG analyses of processes such as *give birth to x*, with particular attention to the Participant Roles that are intrinsically associated with the various solutions.

Reference

Lakoff, G. and Johnson, M. (1980) *Metaphors we live by*. Chicago: University of Chicago Press.

PAPER SESSION 7D - ROOM 4 - THURSDAY, 28 JULY

HUMAN AND SOCIAL VALUES IN AN EMPLOYEE HANDBOOK

Besides functioning as a facilitator of newcomers' integration to an organization, the employee handbook recontextualizes discursively this social practice, builds up the organization and the role of workers, and establishes relations between different participants. This recontextualization is represented by terminal and instrumental values (Pina and Cunha et al, 2005) of the culture of the organization. Based on this contextual framework, we intend to identify and study the values represented in the employee handbook of a Portuguese company group specialized in project, construction, assembly of metallic structures and surface treatment. Our aim is, specifically, to analyze how values associated to the group and the employees are represented. The analytical work is based on the principles of Systemic Functional Linguistics, through the exploration of the system of Transitivity (Halliday, 1994, 2004), and on sociosemantic inventory of Theo van Leeuwen on social actors (1996, 2008). The results indicate: (i) a tendency to represent different values for different participants, (ii) the recurrent use of nominalizations as a representation of values, thereby excluding or minimizing the group and the employees. We conclude that the company group is constructed as a human being, conferring employees their own intrinsic qualities of human nature.

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PAPER SESSION 3E - ROOM 5 - TUESDAY, 26 JULY

**MULTIMODAL ANALYSIS OF ENGLISH LANGUAGE TEACHING TEXTBOOKS OF
DIFFERENT GRADES**

There is no doubt that students' linguistic literacy development across the years of schooling is an interesting area for many researchers and educators (e.g. Christie & Derewianka, 2008; Muter, Hulme, Snowling & Stevenson, 2004). Moreover, since students are increasingly surrounded by multimodal forms of texts, the importance of visual literacy has been highlighted by more and more linguistics and educators (e.g. Chen, 2010; Christie, 2005; Kress, 2003; Unsworth, 2010). However, there is little research to trace the development of students' linguistics literacy and visual literacy at different ages and levels, especially in the EFL/ESL context.

This study tries to trace the development of linguistics literacy and visual literacy across the years of schooling scaffolded in English Language Teaching textbooks used in Hong Kong and Chinese Mainland. It analyzes four sets of ELT textbooks for primary and secondary schools students used in those two contexts. The linguistics features of the reading texts in textbooks are analyzed by using the framework of the systemic functional grammar (Halliday and Matthiessen, 2004), and the visual elements in textbooks are analyzed by applying the Multex generator (Matthiessen *et al*, 1998), the grammar of visual design (Kress and van Leeuwen, 2006), and Genre and Multimodality model (Bateman, 2008). This study will extend systemic functional linguistics and image analysis to textbooks analysis. It aims to contribute to the disciplines of applied linguistics, literacy development, and curriculum and material development.

PAPER SESSION 8B - ROOM 2 - THURSDAY, 28 JULY

NEGOTIATING DIFFERENCE: A METAFUNCTIONAL ANALYSIS OF “JOHN IS EASY TO PLEASE” AND “JOHN IS EAGER TO PLEASE”

The pair of examples “John is easy to please” and “John is eager to please” has been used in the Chomskyan linguistics to illustrate the difference between the deep structure and the surface structure of language, and they have become classic examples in linguistics studies. The purpose of this paper is to analyze the two examples within the Metafunctional framework of Systemic Functional Linguistics. The paper will examine the examples by looking at the ideational, interpersonal and the textual aspects respectively and identify the differences between them in functional terms. Then it will illustrate both the “differences” of the two examples by comparing the formal approach and the systemic-functional approach to syntactic analysis and the “complementarities” in terms of Halliday’s (as in *An Introduction to Functional Grammar*, 1994, 2004) and Fawcett’s (as in *Invitation to Systemic Functional Linguistics through the Cardiff Grammar*, 2008) treatments of functional syntax. The paper will show that a functional-syntactic analysis of the examples will enable us to better understand the differences of the two. The implication of this study is that the different analyses of “John is easy to please” and “John is eager to please” can be “negotiated” if the purpose of linguistic analysis is clearly kept in mind.

PAPER SESSION 2D - ROOM 4 - **MONDAY, 25 JULY**

**KNOWLEDGE CONSTRUCTION AND METAPHORIZATION IN SINGAPOREAN
STUDENT WRITINGS: A CORPUS-BASED STUDY**

A number of researchers (e.g., Christie 2002; Derewianka 2003; Foley 1998; Halliday 1993a, 1993b, 1994, 2004; Halliday and Matthiessen 1999; Painter, Derewianka and Torr 2007) have pointed out that mastery of grammatical metaphor, i.e. reconstrual of experience into more abstract, general level represents a landmark in the development of children's writing ability and affords them access to educational and school knowledge. Contributing to this line of work, this paper examine and compare knowledge construction and the development of grammatical metaphor in Primary 5 (Grade 5) and Secondary 3 (Grade 9) student writings in English, collected in the Singapore Corpus of Research in Education (SCoRE) (Hong, 2009) as part of a large-scale study of pedagogic practices in Singapore schools (Luke, Freebody, Lau and Gopinathan 2005). Specific questions addressed include: 1). What knowledge does each piece of student written work construct? 2). What role does metaphorization play in the codification and transmission of educational knowledge in the development of student writing? 3). How does metaphorization differ from one subject area to another? Taking a corpus-linguistics approach, we annotate the data with a well-designed scheme and a sophisticated computer toolkit. Our preliminary analyses indicate that the older pupils exhibit a firmer grasp of the grammar of written language than the younger ones and that this has paved the way for a new foundation for learning. We believe that the findings of this study help illuminate how students construct knowledge with metaphorization in their writings. This study also provides evidence that how qualitative and quantitative approaches can be integrated in approaching discourse analysis.

PAPER SESSION 8D - ROOM 4 - THURSDAY, 28 JULY

"ALICE IN WONDERLAND": MULTIMODAL GENDERED WORLDS IN TEEN FASHION EDITORIALS

This paper aims at presenting a systematic description, analysis and interpretation of gender representations in teen fashion editorials. These multimodal texts, regarded as social practices, carry a significant ideological potential: the visual and discursive representations of fashion trends re(produce) networks of knowledge regarding social roles, values and activities, which are to be regarded as acceptable and desirable for contemporary young women (Macdonald 1995, McRobbie 2009). Bearing in mind the recognition of the fashion photograph as a site where power relations and social representations are negotiated and naturalised, the selected analytical approach is supported by the contributions of Critical Discourse Analysis (Fairclough 2003, 2006; Lazar 2005) and by theoretical and methodological frameworks for analysing multimodal representations of social actors (Kress & van Leeuwen 2006, Machin 2007, van Leeuwen 2008). Results indicate that teen fashion editorials offer the possibility to open up a distance between different modes of signification. On the one hand, the visual mode is saturated with static, conceptual depictions of the feminine, in fetishised geographies drawn away from the historical, social world, thus enhancing models' frailty, passiveness and childish disposition. Language, on the other hand, instantiates discourses of power, rebellion and personal revolution, mainly through the co-option of post-feminist discourses. Such hybrid configurations of the feminine, managed by the articulatory potential of discourse in late modernity, reinforce the promise of transformation and individual choice. Resistance to more traditional representations, however, is not politicized. What it does is to contribute towards the legitimization of a culture of consumption that constructs feminine worlds as commodities, confined to the game of esthetical and symbolical reinvention provided by the fashion industry.

Keywords: Gender, Teen Fashion Editorials, Multimodality, Critical Discourse Analysis.

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PAPER SESSION 10C - ROOM 3 - FRIDAY, 28 JULY

**ANALYSIS OF THE TRANSITIVITY AS STUDY ABOUT REPRESENTATION OF LGBT
ACTIVISM IN THE BRAZILIAN PRESS**

The ideational function of the language, responsible for representing the reality, can be investigated, according to Halliday & Matthiessen (2004), through the analysis of the transitivity, lexicogrammatical system formed by participants (nominal groups), processes (verbs) and circumstances (adverbs). The semantic relation between these elements and the function that they play in the production of social meaning are able to construct representations about any individuals and groups. Leaving, therefore, the study on this system as a tool to show the public images produced on minority social groups, we'll present an investigation of transitivity in texts of the Folha de São Paulo (Brazil) – 1997 to 2010 – about the social activism of lesbian, gay, bisexual and transgender, components of the called LGBT movement. This is a work that aims to understand how this group historically excluded from their social rights are represented in their practice of political activism in the Brazilian newspaper of largest nationwide circulation. We'll expose, for this, the partial conclusion of a doctoral research in development at the University of São Paulo about social and discursive representation of LGBT in the press Brazilian, recognizing, thus, the role of the transitivity as an effective mechanism of building and unveiling of ideologies to analysis of public discourse and journalism.

PAPER SESSION 8A - ROOM 1 - THURSDAY, 28 JULY

**TEACHERS' QUESTIONS AND HISTORY GENRES IN CONTENT AND LANGUAGE
INTEGRATED CLASSES**

This paper presents an analysis of teachers' questions in content and language integrated (CLIL) classes of history. The data is part of the UAM-CLIL project, which focuses on the systemic-functional analysis of CLIL secondary school students' written and spoken production in the area of social sciences. In this particular paper, we analyse class discussions on various topics in three consecutive years of secondary education in two different schools. These discussions were carried out at the end of a topic and followed a prompt that triggered different genres: historical recounts, explanations and argumentation (following Coffin 2006 and Veel & Coffin 1996). By using Dalton-Puffer's (2007) classification of the types of questions asked by teachers in CLIL classes, the aim of the study is threefold. First, the questions used by the two teachers are analysed using Mick O'Donnell's *UAM Corpus-Tool* (O'Donnell 2008); secondly, we will investigate the relation between the type of questions and the specific history genre. As reported in Llinares and Morton (2010), many of the explanations they identified in CLIL classes were not triggered by the prompt that specifically asked for explanations. Finally, we describe the differences between the types of questions used by the two teachers and argue whether these differences might be related to their different profile as language or content teacher.

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PAPER SESSION 2B - ROOM 2 - MONDAY, 25 JULY

IVAN BERAZHNY, HAAGA-HELIA UAS, UNIV. OF HELSINKI
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KAIJA LINDROTH, HAAGA-HELIA UAS

**HELSINKI AS A BRAND: WORKING WITH STUDENTS TO MEASURE THE TOURISTIC
IDENTITY OF THE CITY**

The paper presents a project commissioned by the Tourism Bureau of Helsinki and carried out by a team of students in International Tourism Degree Programme at HAAGA-HELIA University of Applied Sciences (Finland). The commissioner's goal was to identify viable branding strategies for the city of Helsinki on several European markets. The project was also designed as a part of HAAGA-HELIA's "inquiry learning" curriculum and aimed at developing such skills in students as travel process management, research and development, team dynamics, integration of study and work, professionalism, and other.

For this project the students were trained in several research methodologies, including Systemic Functional approach, and went on data collection trips to Manchester and Stockholm. Their data included responses to questionnaires and multimodal texts that promote Helsinki as a destination. Once collected, the advertising texts and the responses to questionnaires allowed exploring how residents of the studied areas perceived Helsinki as a destination and how they reacted to particular advertising materials. Multimodal data analysis also allowed the students to offer suggestions on why certain ads tended to advance the positive perception of Helsinki as a destination and why certain texts did not.

In their turn, the commissioner and the teachers who supervised the project saw the advantages and challenges of the inquiry learning method, the project-based curriculum and the application of the Systemic Functional framework to the needs of the project.

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PAPER SESSION 9E - ROOM 5 - FRIDAY, 28 JULY

**THE VISUAL REPRESENTATION OF BIRTH: AN INCURSION IN THE MULTIMODAL
CRITICAL DISCOURSE ANALYSIS PROPOSED BY THEO VAN LEEUWEN & GUNTHER
KRESS**

The studies on Critical Discourse Analysis tend to concentrate on the verbal part of discursive representation. Kress & van Leeuwen, influenced by Barthes, Arnheim and Halliday, present, with *Reading Images* (1996), *Multimodal Discourse* (2001), new tools to broaden this scope considering other semiotic modes. Later on van Leeuwen dedicates one chapter in his *Discourse and Practice* (2008) to the visual representation of social actors. This paper aims to present an analytical exercise, based specially on these works applied to the visual representation of delivery and child birth in distinct (multimodal) texts, intending to identify the discourse involved in their design. I consider that any of the related texts may have discursive effects on what Fairclough (2003: 208) calls *inculcation*, part of the identification process of social actors, deeply related to the discourses one internalizes. This inculcation may help to determine “the woman’s address”, as define by Helmstetter (2003: 183). After the analysis I would say that the texts reflect the struggles for hegemony and the imminent social change in matters of discursive representation of birth, an interdiscourse of antagonisms and potential structural changes in the social relation of the social practice of giving birth.

PAPER SESSION 2A - ROOM 1 - MONDAY 25, JULY

CAN AN APE HAVE A CONVERSATION?

Terrace et al (1979) posed the question 'Can an ape create a sentence?'. They concluded that the appearance of ape sentence production was an illusion, which could be explained more simply by cueing and repetition, a position which remains widely held 30 years later (Cohen 2010). But perhaps it would be more productive to focus on conversation, rather than the de-contextualized sentence (Benson and Greaves 2005). Pickering and Garrod's interactive alignment account of dialogue (2004a, 2004b) is not syntax-centric, involves the coupling of production and comprehension at all levels of language, and extends to situation models. Their account sits well with the SFL approach to language in general and interpersonal semantics in particular. For example: 'B asks a question and expects an answer of a particular type; A hears the question and has to produce an answer of that type. Furthermore, the meaning of what is being communicated depends on the interlocutors' agreement or consensus rather than on dictionary meanings, and is dependent on negotiation' (2004a: 9). We annotated a corpus of bonobo-human conversation in terms of discourse moves (Eggins and Slade 2004), and present evidence in support of the interactive alignment account.

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PAPER SESSION 10B - ROOM 2 - FRIDAY, 28 JULY

**NEGOTIATING DIFFERENCES IN THE LINGUISTIC REPRESENTATION OF THE FAMILY
IN SOCIOLOGY TEXTS**

The institution of 'the family' in Britain is undergoing considerable change, involving "the formation and dissolution of families and households, and the evolving expectations within individuals' personal relationships" (Giddens 2001: 178). Since "discourse and society shape each other" (Fairclough 1992: 9), and "language is used for the living of life, how it acts in the creation, maintenance, and alteration of human relations, which range from consensus to conflict, from cogeneration to exploitation, and from accommodation to submission" (Hasan 1993: 79), the linguistic representation of the family may be indicative of its social representation (Berger and Luckmann 1966), defined as "knowledge and assumptions, [...], belief systems, attitudes and dispositions to act, ideas and ideologies, etc. within different domains of life" (Linell 2001: 124). Such a representation also has relevance for the preparation of teaching material. This study investigates the linguistic representation of the family in a purpose-built corpus containing recent authentic material for sociology students, including academic texts, institutionalised texts and selected newspapers. A quantitative analysis of linguistic patterns around the words *family/families* is made, followed by a qualitative analysis from an SFL perspective, to create a comparative picture of the different representations of the family in sociology literature. Research questions include: How does the linguistic representation of the family differ in the genres used in undergraduate sociology classes? How far can any differences be explained by reference to genre-specificity alone? How can these findings be applied to develop appropriate pedagogic practices?

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PAPER SESSION 4C - ROOM 3 - TUESDAY, 26 JULY

**PATTERNS OF NOMINALISATION: THE ROLE OF GRAMMATICAL METAPHOR AND
THE USE OF NOMINAL GROUPS AS A COHESIVE DEVICE IN EXPOSITION AND
ARGUMENT ESSAYS IN LEGAL STUDY**

In this presentation I will explain and illustrate the role of grammatical metaphor and the use of nominal groups as a cohesive device in writing exposition and argument in legal studies. In texts, nominalisation and metaphorical encapsulation transform a congruent construal of meaning, through levels of abstraction, so it may be utilised in an argument or discussion using thematic patterning as the fundamental organiser of text. The creation of nominal groups/nominalisations occurs so that the grammatical advantages of the noun function, the ability to serve as either the participant subject or complement in any clause complex may be exploited. Nominal groups reflecting similar semantic properties reference each other endophorically throughout the text and form logogenetic chains. These patterns of nominalisation, as intertwining chains of meaning, allow the structuring of successful argument texts. The implications, for the process of constructing these nominal patterns, are that the student must become aware of the system, essential to the cohesive structuring of an extended expository or argument text, if they are to become able to construct such texts themselves. Nominal patterning and its relationship to thematic structure and text referencing are thus key points of understanding for the apprentice writer of academic texts.

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PAPER SESSION 8C - ROOM 3 - THURSDAY, 28 JULY

HESITATION PHENOMENA IN THE DISCOURSE OF AUTISM SPECTRUM DISORDER

This paper investigates hesitation phenomena in the spoken discourse of high-functioning adolescents with autism spectrum disorder (ASD), with particular emphasis on the hesitation fillers *um* and *uh*. Hesitation fillers are quite common in spontaneous spoken discourse, and may be signs of planning difficulties (Oomen and Postma 2001) or may function to hold the floor (Maclay and Osgood 1959). However recent work by Clark and Fox Tree (2002) suggests that *um* and *uh* may serve a different function. Drawing on 4 speech genres (Martin 2008), they showed that speakers systematically make use of these fillers to signal to interlocutors the length of an upcoming pause, with *um* signalling a longer pause than *uh*. Such use of hesitation fillers to signal social information would be unexpected in ASD, which is frequently characterized as a social communication disorder (Frith 2003), but preliminary findings (de Villiers in press) suggest that speakers with ASD use the fillers *um* and *uh* to signal pause length in systematic ways. The present paper examines discourses of 35 speakers with ASD and a matched control group to investigate the extent to which adolescents with ASD signal pause length using hesitation fillers in 3 speech genres, and the relationship of this behaviour to neurocognitive function.

PAPER SESSION 2E - ROOM 5 - **MONDAY, 25 JULY**

TEXT ANALYSIS, ETHNOGRAPHY AND SEMANTIC VARIATION

In SFL text analysis, significant features of the context of situation and culture are seen as realized by linguistic features of the text. In the case of tertiary level academic communication, this linguistic analysis has produced rich descriptions of genres and registers and informed explicit genre pedagogy (Ravelli and Ellis, 2004). 'New Literacies' approaches to academic language development, however, have emphasized an ethnographic approach, looking more to the students than to linguistic analysis in order to engage with the heterogeneous practices and identities that students bring to writing a text (Ivanic, 1998; Lillis, 2001, Lillis and Scott, 2007). The associated pedagogy sometimes aligns more with students' individual meaning making processes and questions the value(s) of the genres and registers of power that SFL based genre pedagogy seeks to teach.

The research reported here related Health and Social Care students' accounts of their texts to the researcher's linguistic analysis of these texts (following Martin, 1992; Martin and Rose, 2008; Wignell, et al, 1993). The interview data provided indications of semantic variation among students (Hasan, 2009, Bernstein, 1990, 1996) which resonated with the emphasis on heterogeneity in New Literacies approaches.

This presentation explores the value and use of students' accounts in SFL analysis of written text and in textually oriented literacy pedagogy.

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PAPER SESSION 8C - ROOM 3 - THURSDAY, 28 JULY

ARE YOU ALIGNING SCIENTISTS, OR ALIGNING ME?

For many years there has been extensive dialogue between researchers working with Systemic Functional Linguistics (SFL) and Bernstein's sociological view of discourses and knowledge structures (e.g. Christie & Martin 2007). This dialogue has been greatly enriched through recent developments from both linguistic and sociological perspectives. From sociology, Maton's development of Legitimation Code Theory (LCT), which considers both knower and knowledge structure allows for a more thorough discussion of interdisciplinarity. From the perspective of SFL, the development of discourse semantic systems of Appraisal have allowed for further exploration of the linguistic realization of both knower and knowledge structures, including visibility of voices and analytical gaze in research articles across different disciplines (Hood, in press).

Drawing on Hood's research, this paper compares the discourse of scientific research article with one particular discourse in science – popular science. The writer of popular science navigates various voices as a 'moderator' (Fuller 1997), which is very different from the writer's role as a participant in establishing scientific argument in a research article. This paper firstly discusses the distinct visibility of projecting voices between the two kinds of discourses, then explores, at different levels of visibility, how the projected voices in scientific research articles and popular science are aligned in different ways. It draws on the Engagement system in SFL at discourse semantic level (Marin & White 2005). The selected texts for analysis are excerpts from book *Lifelines* written by an influential biologist, Steven Rose, as well as the research articles written by Steven Rose as co-authors.

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PAPER SESSION 4B - ROOM 2 - TUESDAY, 26 JULY

AVENUES TOWARDS MASTERY: TEACHING (APPLIED) LINGUISTICS AND LITERARY STUDIES AS ESP

When the academy speaks of ESP, it is usually thought of as applying to such fields as Business Studies, History or Engineering, but discourse analysis techniques are rarely used for the examination of our own disciplines: (applied) linguistics and literature. That is, few studies explore the two subdisciplines that constitute English Studies in many European universities. Our research team, funded by the Spanish Ministry of Science and Innovation, has used Bhatia's (2004) 'world of discourse multidimensional analytical perspective' as a framework to examine the language, social identities and motives of the two fields and has elaborated exercises to enable our students to understand these disciplinary discourses and, additionally, prepare them for the analysis of workplace genres which they may encounter in the future. To this end, we created two small corpora of published articles and analyzed the introduction sections to reveal the contextualization strategies used. We found that, while in applied linguistics a common initial move is to review previous research, in literature the establishing of a territory often happens by presenting a literary example which then leads to a deeper discussion of the writer's argument. Although the usefulness of our exercises has not yet been evaluated for productive skills, the results of our initial pedagogical application to receptive skills show that students are able to comprehend to a fuller extent the parameters of their 2 disciplines. This study will be of interest to teachers working in EAP, particularly within Europe.

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PAPER SESSION 8D - ROOM 4 - THURSDAY, 28 JULY

THE TRAJECTORY OF “É QUE” VIA GRAMMATICALIZATION AND ITS LANGUAGE FUNCTIONS

This work reports the results of an empirical investigation about the multifunctional character of “é que”. It presents the processes/mechanisms which characterized the emergence of different uses of “é que,” correlating its trajectory of linguistic change via grammaticalization with language functions, according to North American functionalism and to language metafunctions of the Systemic Functional Linguistics. This investigation diachronically analyses data of written texts from the 12th to the 20th Century Portuguese language of European Portuguese and Brazilian Portuguese. It analyses both quantitatively and qualitatively the uses of “é que.” Empirical results prove the hypothesis that the unidirectional trajectory of “é que” had the semantic and pragmatic motivation of the metaphor OBJECT/SPACE > TEXT, departing from more concrete meanings to more abstract ones in the text, resulting from the reanalysis of the original 14th-century use of “é o que” to “é que”. Regarding language functions, the trajectory of change in meaning is: Ideational Function (concrete) > Textual Function (discursive textual) > Interpersonal Function (epistemic). The sample showed the first occurrence of “é que” in initial position in the 16th Century and in medial position in the 17th Century. Nowadays, “é que” functions as emphasis marker and as assertive epistemic marker.

PAPER SESSION 3A - ROOM 1 - TUESDAY, 26 JULY

MULTIMODAL TEXTUAL GENRES IN PORTUGUESE LANGUAGE TEACHING

This paper aims at presenting the issue of multimodal textual genre applied to Portuguese teaching, since there is a wide debate that Portuguese language is still related to traditional grammar and decontextualized from the multimodal textual practice. This approach draws upon the notion of genre of Michael Bakhtin's work "Aesthetics of Verbal Creation" (1922), also taking into account the PCN's (National Curriculum Parameters).

The first objective of this study is to contribute to the teaching-learning process through discussion of theories that permit the joint construction of theoretical / methodological development of activities guided by the notion of genre in its extensive multimodality. The methodology will follow three steps: i) analyze some multimodal textual genre applied to Portuguese teaching; ii) verify the results obtained with the use of genres taking into account the multimodal textual aspects, and iii) contribute to break down the point of view of the traditional grammar. The first results show that the teaching-learning process of Portuguese with the use of genres have been directly benefited by the consideration of multimodal textual aspects.

PAPER SESSION 2A - ROOM 1 - MONDAY 25, JULY

THE PHONOLOGY OF ENGLISH DECLARATIVE CLAUSES WITH UNACCUSATIVE VERBS

SFL has stratified the dimensions of language analysis in four hierarchical levels, namely semantics, lexico-grammar, phonology and phonetics (Halliday & Greaves 2008) and has posited the existence of correlations between each stratum and the stratum below. This paper explores how the patterns of realisations in the lexico-grammatical stratum of clauses in the declarative MOOD (Halliday & Matthiessen 2004) are realised in the phonological level. In particular, the paper addresses the characterisation of intonation of unaccusative/unergative bare constructions (Perlmutter 1978), exploring the systems of tonality, tonicity and tone (Halliday 1963) and how the choices in the lexico-grammatical stratum made by native speakers of a language are reflected in the phonological level. The corpus for the analysis has been drawn from non-scripted utterances produced by 88 native speakers of American English in response to visual stimuli. The tonality and tonicity systems will be analysed from the SFL perspective. For the tone system however, I will base the analysis on the theoretical framework of Autosegmental Metrical Model (Pierrehumbert 1980, Beckman & Pierrehumbert 1986, Silverman et al 1992, Ladd 2008).

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PAPER SESSION 7D - ROOM 4 - THURSDAY, 28 JULY

**WRITING THEORY AND PEDAGOGY IN SYSTEMIC FUNCTIONAL LINGUISTICS AND
U. S. RHETORIC AND COMPOSITION: NEGOTIATING BOUNDARIES AND BUILDING
BRIDGES**

Evidence of recent work in language-based pedagogy completed in the educational context in the United States (Brisk, de Oliveira, Fang, Gebhard, Hong, Schleppegrell) suggests that Systemic Functional Linguistics (SFL) is becoming more and more utilized in a relatively new cultural context. Because of its application in this new situational context, different adjustments to SFL theory have been proposed (e.g., Fang and Schleppegrell's (2008) reworking of the SFL metalanguage). With regards to writing pedagogy particularly, SFL scholars in the U. S. are up against different longstanding traditions in the area of Rhetoric and Composition (R/C), specifically the "process" approach to writing (e.g., Elbow, Mills, Murray). However, many scholars in the discipline of R/C in the U. S. have claimed that the field of composition is, at least at a theoretical level, in a "post-process" period (e.g., Kent, McComiskey). In the spirit of the ISFC 38 conference theme, this paper will explore ways in which bridges can be made between the post-process period in R/C and the SFL literature. This paper will also discuss the commonalities and discrepancies between the two approaches to writing education and suggest ways in which we might come to a mutual understanding of writing pedagogy practices.

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PAPER SESSION 7E - ROOM 5 - THURSDAY, 28 JULY

**DEVELOPING THE LANGUAGE OF LITERACY: EXPLORING TEACHER TALK IN A
SOUTH AFRICAN PRE-SCHOOL CLASSROOM FROM A SOCIAL SEMIOTIC
PERSPECTIVE**

This paper explores the value of systemic functional linguistic theory in analysing, as well as its potential for modifying, early-years classroom interaction in a context of language diversity, poverty and educational disadvantage. Its focus is on teacher-led discourse in a poorly resourced pre-school classroom in a linguistically diverse, historically disadvantaged community of mixed ethnic descent in the greater Cape Town area of South Africa. The broad aim was to explore the role of teacher talk in supporting literacy development, drawing on converging evidence from studies in Europe (e.g. Sylva et al 2004, Melhuish 2004, Pellegrini 2002), the USA (e.g. Snow et al 1998, Dickinson & Tabors 2001, Griffin et al 2004) and Australia (e.g. Cloran 1999, Painter 1999, Christie 2005) that early engagement with specific oral language registers is fundamental to educational success.

The data considered in this paper consisted of analyses of a) a shared book reading and b) a newstime session. These were analysed using the pedagogical approach developed by Rose and colleagues (Rose 2006, Martin & Rose 2005) and that of Christie (2002), based on systemic functional theory, with a focus on the potential of these teacher-led interactions for realising literate discourse. The specific questions addressed were: How do teachers assist the process of constructing meaning from the text or discourse and what are the implicit rules or expectations surrounding these events?

Discussion includes the value of this kind of analysis for facilitating access the academic-literate discourses of schooling, the challenges for teachers in taking up new patterns of talk, and the feasibility of achieving Rose's (2006) aim of achieving equality in the classroom and society by redesigning the regulative discourse, given the particular challenges of the South African context (Mesthrie 2008).

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PAPER SESSION 8F - ROOM 6 - THURSDAY, 28 JULY

QUARRELS, SOCIAL ROLES, IDEOLOGY, AND TEXT CONSTRUCTION

Van Dijk (2006) notes, 'it is not "objective" gender, class, ethnicity or power that control the production or comprehension of text and talk, but whether and how participants interpret, represent and make use of such 'external' constraints, and especially how they do so in situated interaction'.

The present paper (a) shows how speakers' interpersonal knowledge and 'ideology' (redefined as an 'intention to dominate the context to compensate inferiority complex') affect the rhetorical structures of their recollections of quarrels, and ultimately (b) presents how field, mode, tenor knowledge and ideology contribute to text construction.

I will do this through interviews with 10 Japanese university students, an analysis of their quarrel narratives, and an interpretation of the result with the assistance of Tulving's semantic and episodic memory distinction, the interpretation of social roles by Interpersonal Psychotherapy, and ideology in Adlerian psychology

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PAPER SESSION 7B - ROOM 2 - THURSDAY, 28 JULY

GENDERED IDENTITIES IN ONLINE PERSONALS

This paper explores the discourse of 200 Malaysian men and women as they project their individuality and construct verbal personas that may perpetuate or deviate from hegemonic ideologies of gender in mate selection practices. Using quantitative and qualitative methodologies, I attempt to investigate the ways in which identity is gendered in the personals – how male and female identities, via gender-indexed nouns, may be associated with certain behavioral traits, emotions, attitudes and social activities – and to demonstrate the variation or identity potential that exists or is afforded by gender categorization. Gender in this paper is about Malaysian men and women and my main focus is the nature of gender labels which provide categorization and insight into gender relations in Malaysian online personals. Nominal group (Halliday 1994; Halliday & Matthiessen 2004) forms my point of entry and my contention is that pre and post-modification attached to the head word i.e. gender-indexed nouns produce stances that reveal individual and societal attitudes relating to gendered norms and expectations. The results show that women appear to utilise twice as many gender-indexed nouns and adjectives in their description than men, consequently creating linguistic patterns of behaviour that suggest a reproduction of asymmetries with regard to gender representation.

PAPER SESSION 8E - ROOM 5 - THURSDAY, 28 JULY

**THE COMPREHENSION OF HEDGES AND BOOSTERS IN ACADEMIC TEXTS BY
ARABIC-SPEAKING EFL STUDENTS**

Understanding to use and interpret the hedging devices seems to pose serious problems to advanced level students of English as a second language. As a consequence, their writing often appears to be dry, overconfident, and lacking effective argumentation. The problem lies in the fact that students tend to give the same weight to what is factual and what is not factual. In this study, I have examined to what extent advanced EFL Arabic students attend to the presence of hedges and boosters in an academic text and their understanding of these features. The results of this study have showed that most students were unfamiliar with hedges and boosters, with the exception of modal auxiliary verbs and boosters (fact and always) in an academic text. Furthermore, most participants lacked knowledge of the meanings and the communicative functions of hedges, that is, for what purpose they are used and what are the different meanings they convey. The results of the present study draw attention to the need for greater emphasis on lexical verbs, modal adjectives, adverbial forms, and modal nouns as alternative ways of expressing the epistemic modality that native speakers of English use.

PAPER SESSION 2B - ROOM 2 - MONDAY, 25 JULY

**MODALITY IN VERBAL CLAUSES IN BRAZILIAN AND EUROPEAN
PORTUGUESE: VARIATION IN THE ECONOMICS ACADEMIC CONTEXT**

The main objective of this contribution is to understand how the two linguistic varieties of Portuguese materialize the forms of 'saying' and use modality in two different socio-cultural contexts. We will discuss differences and similarities between EP (European Portuguese) and BP (Brazilian Portuguese) based on two corpora of academic papers in Economics. The Brazilian corpus was drawn from a Brazilian science library (www.scielo.br), and the European corpus from several internet sites.

The study starts with a survey of the most frequent lexical items occurring as verbal processes, describing their mood elements, the sayer and the form of the message. The analysis is based on Halliday (1985, 1994) Halliday & Matthiessen (2004) and previous descriptions of Brazilian Portuguese (Barbara & Macêdo, 2009, 2010a, 2010b & Forthcoming) and uses the resources of Corpus Linguistics, namely Wordsmith tools 5.0 (Scott 2008), *wordlists* and *concordances*, for organizing and quantifying data. We will discuss the similarities and differences between the two corpora that share great similarity in terms of general register but come from different general contexts of culture.

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PAPER SESSION 4C - ROOM 3 - TUESDAY, 26 JULY

SCIENCE ARTICLES IN PORTUGUESE: DISTRIBUTION OF THE PATTERNS OF THE
MESSAGE IN VERBAL CLAUSES

As a development of our interest in describing Portuguese, a project related to the SAL network (Systemics Across Languages), this paper reports some more of the results of the study of the corpus of research articles, withdrawn from the Scielo.br database, which turned into a corpus for the SAL-Brazil project. In Barbara & Macedo (2010), we presented a description of verbal processes and identified the most frequent verbs in the corpus. In a previous paper (Barbara & Macedo, forthcoming), we identified five patterns of the message, with sub-patterns within each, and described the distribution of those patterns with five of the most frequent verbs in the corpus. Results show that with three of the verbs the most frequent form of the message is a nominalization (e.g. *Freud explica a inibição do processo primário ...*), but with 'afirmar' it is the full hypotactic sentence (e.g. ... *Galeno afirma que os oito primeiros parágrafos ...*) and with 'sugerir' there is an even distribution of those two patterns. In this paper, our aim is to analyze the behaviour of the patterns of the message with all the most frequent verbs in the corpus to find out if the different choices correlate positively with the different types of verbal processes (Barbara & Macedo, 2010). As theoretical support, we focus on the experiential metafunction (Halliday, 1994; Halliday e Matthiessen, 2004), and we use the software Wordsmith Tools 5.0 (Scott, 2008) as a methodological apparatus for organizing and scrutinizing the data.

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PAPER SESSION 7F - ROOM 6 - THURSDAY, 28 JULY

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VERBAL SENTENCES IN TWO REGISTERS IN BRAZILIAN PORTUGUESE: MEDIA & SCIENCE ARTICLES

This paper compares two registers related to science. It is part of SAL-Project-Brazil which is interested in describing the use of Portuguese in Brazil and starts with registers related to media and science, two types of elaborated discourse (Bernstein 1971) important for teachers in senior grades and University levels. It studies the distribution of *verbal processes and circumstances of angle* in a corpus of media texts from the two of the most important news papers in Brazil (FSP and ESP) collected using the search word *science* and compares them with (Barbara and Macedo, 2010) which analyses a corpus of science articles taken from a recognized data base (www.scielo.br).

All verbal items that may occur as verbal processes (minimum of 10 occurrences of the most frequent form) are selected using a Wordlist (Scott, 2008) and organized adding up all the forms. They are then processed using concordancer (from the same set of tools) in order to determine the most frequent forms of the messages introduced.

The results are discussed in terms of the form of the message (sentence, nominalization etc) and mood when it is a projecting clause.

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PAPER SESSION 6B - ROOM 2 - WEDNESDAY, 27 JULY

**RELATING SEMIOTIC ACCOUNTS OF IMAGE-LANGUAGE INTERACTION AND
CHILDREN'S MULTIMODAL READING COMPREHENSION**

Conceptualizing image-language relations remains a challenge for multimodal semiotics and for literacy education. An Australian Research Council (ARC) funded project [Unsworth, L., Barnes, G. & O'Donnell, K. (2006-2008)] indicated that the relative comprehension difficulty of questions in State-wide reading tests corresponded to different types of image-language relations in the stimulus texts. The types of image-language relations were derived from logico-semantic relations - consistent with other systemic functional linguistics derived modelling, analogizing from the text-forming resources of language (Royce 1998; Martinec and Salway 2005; Royce 2007; Unsworth and Cleirigh 2009). Such approaches continue to emerge (Kvåle 2010), but Martin (2008) and Martin and Painter (in press) argue that treating inter-modal relations as if they were intra-modal cohesive or logico-semantic ones, problematically assumes a simple equation of meanings in the different modalities, and that, at least in relation to children's picture books, "visual and verbal meanings are not realizations of an underlying meaning; rather they cooperate, bi-modally, in the instantiation of a genre" (Martin, 2008, p. 136).

The purpose of this session is to show how a range of different approaches to semiotic modelling of image-language interaction might inform our understanding of children's negotiation of image-language relations in responding to reading comprehension questions. Firstly, the ARC study results will be outlined. Secondly, a range of multimodal analyses of the most difficult comprehension questions and stimulus texts will be presented. Thirdly, key features of these analyses will be related to the children's comprehension results and to interview data about how they sought to answer the test questions. Conclusions will be drawn about potentially pedagogically informative approaches to semiotic analyses of image-language relations, and implications will be noted for reading comprehension testing, such as national tests, and also for international tests such as the OECD Program for International Student Assessment (PISA).

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PAPER SESSION 9E - ROOM 5 - FRIDAY, 28 JULY

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**COHESIVE RELATIONS IN ORIGINAL AND TRANSLATED TEXTS: A STUDY OF BUT IN
ENGLISH AND MAS IN BRAZILIAN PORTUGUESE**

This work reports on a study of the conjunctions *but* and *mas* in a bilingual parallel corpus comprising fictional and science popularisation texts originally written in English and translated into Brazilian Portuguese. The corpus was tokenized with *Concgram@*, POS tagged with *TreeTagger*, manually annotated in txt format and occurrences quantified with *Concgram@*. The data were interpreted against the background of Halliday & Hasan (1976), Martin & Rose (2003) and Thompson (2005) regarding the systems of COHESION and CONJUNCTION. The study focused on the classification of conjunctions according to their role in construing external (ideational) or internal (textual and interpersonal) meanings, which implies that *but/mas* as adversative cohesive devices, not only experientially contrast propositions, but also construe meaning by textually organising discourse and by interpersonally negotiating arguments. Regarding the comparison of originals and translations, results show that occurrences of *mas* construing ideational, textual and interpersonal meanings in the translated texts were fewer than the occurrences of *but* in the original texts. As to the comparison of the two text types studied, our analysis showed that there were fewer occurrences of *but/mas* construing these three metafunctional meanings in the bilingual science popularisation subcorpus when compared to the bilingual fiction subcorpus.

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PAPER SESSION 9F - ROOM 6 - FRIDAY, 28 JULY

SPEECH AND EXCLUSION OF THE HOMELESS IN SANTIAGO, CHILE

Everyday discourse reproduces the discursive representation that all homeless people are a threat to those inside the system: they are insane, delirious alcoholics, drug addicts, violent criminals; however, their own speech tells us something different: they are with us, they have been made invisible by a system that denies them as social actors, since they are not shaped as subjects with a legitimizing identity, with an identity of resistance nor with an identity of project (Castells, 2003). In other words, they are excluded. Discursively, these are people who possess their own belief systems, desires, wishes and difficulties as well as possible solutions that do not differ in any respect from the official or dominant discourse. In the context of critical discourse analysis (Fairclough, 2003), the objective of this paper is to account for the discursive representations of self and others by street people, in order to make visible the prejudices and excluding practices they are subject to. Through a linguistic analysis of discourse, with emphasis on the construal of experience (Martin and Rose, 2007), the results give qualitative evidence of their marginalization, their infantilization and stigma, both by the institutions that take them in, as by those who could provide a job that will allow their inclusion. To show this, we have 150 life stories taken between 2007 and 2009 in the city of Santiago, Chile, as part of the FONDECYT research project 1071094. Of this data, we analyze here three episodes (case studies) that show how the homeless discursively construe their exclusion.

Keywords: homeless, identity, CDA, ideation.

PAPER SESSION 5A - ROOM 1 - WEDNESDAY, 27 JULY

**CUMULATIVE AND SEGMENTED LEARNING IN SECONDARY MATHEMATICS AND
ENGLISH: AN EXPLORATORY STUDY**

The last 60 years has seen an exponential increase of research on classroom talk (Cazden, 2001; Edwards and Westgate, 1994; Green and Dixon, 2008). On the other hand, while researchers tended to share the view that '[s]poken language is the medium by which much teaching takes place and in which students demonstrate to teachers much of what they have learned' (Cazden, 1986, p. 432), and hence the efforts on interactional patterns such as IRE or IRF, *what* is taught and learned over time via classroom interaction has often been neglected (Greenleaf and Freedman, 1993; Mortimer and Scott, 2003). The purposes of the study are thus to draw upon recent investigations into cumulative and segmented learning (e.g., Maton 2009) and explore the curriculum structures of Secondary mathematics and English and the ways they are reproduced through classroom interactions over time. The study analyzes selected video recordings made of units of work lasting on average two weeks conducted by Singaporean teachers (Hogan, Towndrow, Guo, et al. 2010). The emphasis of the study is to identify how effective teachers bring about cumulative learning over time in mathematics and English.

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PAPER SESSION 7A - ROOM 1 - THURSDAY, 28 JULY

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**THE HIERARCHICAL STRUCTURE OF KNOWLEDGE EXEMPLIFIED IN ABSTRACTS OF
RESEARCH ARTICLES**

ESP teaching in Latin America is mainly focused on reading comprehension due to its instrumental orientation. Nevertheless, those who undertake postgraduate studies need to be trained in science writing so as to share their research with the scientific community. SFL insights can help students overcome the difficulty of grasping the hierarchical structure of knowledge. Thus, this study is aimed at analyzing the verticality of the knowledge structure in abstracts to raise learners awareness in this regard. Some findings show that verticality may appear in generalizations gradually narrowed down to a particular detail, information condensed in nominalizations, and grammatical metaphors, among others. From a holistic perspective, a descriptive study was carried out in a corpus drawn from RAs related to the students scientific disciplines and used in postgraduate ESP courses at the University of Catamarca, Argentina. The significance of recognizing the hierarchical structure of scientific knowledge in the corpus analyzed, led us to propose that learners should become qualified in this topic to improve their writing of abstracts in English. Students understanding of this issue may contribute to the appropriate organization of writing production at an academic level. The observations emerging from the analysis may imply a recontextualization of the disciplinary knowledge nature as a contribution to a new pedagogical perspective in ESP teaching.

PAPER SESSION 3D - ROOM 4 - TUESDAY, 26 JULY

ENGLISH AS A LINGUA FRANCA: LANGUAGE PEDAGOGY AND THE IMPORTANCE OF ACHIEVING EFFECTIVE COMMUNICATION

Due to globalization and worldwide increase in communications, English has become a global language. Therefore, the notion of English as a foreign language to communicate merely with native speakers is no longer applied in a multicultural society in constant transformation, paving the way for the use of English as a Lingua Franca (ELF) (Jenkins 2007, Mauranen and Ranta 2009, Seidlhofer 2004). As a result, research in language pedagogy has verified a shift from approaches preoccupied with grammatical correctness to those concerned with a communicative method, as well as with the bottom-up learning process, and local aspects of communicative competence. Nowadays, learning English is a two-way process aiming at an intercultural communicative competence (ICC) in order to acquire the knowledge, skills, attitudes and critical cultural awareness necessary to communicate (Hülmbauer et al. 2008, Seidlhofer 2003). So, several factors need to be contemplated, such as context, its cultural and social values, and the interlocutors involved. To grasp the importance of ICC in language pedagogy, I will take on a systemic functional approach to analyze some recordings from the VOICE (Vienna-Oxford International Corpus of English) corpus (<http://www.univie.ac.at/voice/page/index.php>) where it is clearly visible that developing critical awareness and communicative strategies are essential for achieving effective ICC in today's multilingual and multicultural society.

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PAPER SESSION 7D - ROOM 4 - THURSDAY, 28 JULY

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THE DISAGREEMENT IN WORK MEETING: DISCOURSE FUNCTION

Disagreement in oral interaction has been studied by researchers from several fields of knowledge and in different contexts. Some investigate its occurrence in casual conversation, others are concerned about disagreement in institutional talk. In Brazil, the existing studies are restricted to analyses of the organizational structure of disagreement and its position in the conversation. However, to my knowledge, no other proposal has dealt with examining the role played by discourse disagreement within communicative purpose. As a contribution, this study examines 1043 conversational interlocutions that occurred in a meeting containing eight members of a real estate brokerage firm, in order to analyze the discourse function of the disagreement in the context of power institutionally assigned, analyzing the function of the disagreement showed by the real estate brokers in face of their director. The analyses show complex sequences of disagreement made implicitly and explicitly, according to the legitimization of professional identity; the defense of personal interests and dissatisfaction with the working philosophy of the company. The study has the theoretical-methodological and interdisciplinary support formed by Conversation Analysis assumptions, Theory of Politeness (BROWN; LEVINSON, 1987), Critical Linguistics, (FOWLER et al., 1979) and Systemic Functional Linguistics (HALLIDAY, 1994; 2004).

Keywords: Disagreement. Work meeting. Discourse function.

PAPER SESSION 6A - ROOM 1 - WEDNESDAY 27, JULY

**TOWARDS A DEFINITION OF A TEACHING SEQUENCE FOR TEXTUAL PRODUCTION:
FRAMEWORK AND EXAMPLES**

In the context of the research project “*PROTEXTS: Teaching of texts production in Compulsory Education*” [Sponsored by the *Foundation for Science and Technology* (FCT), (PTDC-CPE-CED/101009/2008), and by the Programme COMPETE: FCOMP-01-0124-FEDER-009134, started May 2nd, 2010] developed in the field of the Didactics of Writing, we aim to present a didactic device – the teaching sequence - we have been improving (Pereira, No prelo; Pereira, Aleixo, Cardoso, & Graça, 2010) and which underlies the design of the teacher training device of the project mentioned above, as well as the didactic plans and materials to be conceived, implemented and validated (in 4th, 6th and 9th grades of compulsory education).

First, we will describe the teaching sequence, anchoring it conceptually and methodologically, and showing its value, namely the fact that it relies on the basic principles of *socio-discursive interaccionism* (Bronckart, 1996), that emphasise the social, procedural and personal aspects of written production (Pereira, Cardoso, & Graça, 2009) and the teaching of writing through text genres (Schneuwly & Dolz, 2004). Then, we will reflect upon some data collected in a teacher training program developed within “Protexts”, based in this didactic and training tool, focusing the teaching of writing of the literary genre “fable”.

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PAPER SESSION 7E - ROOM 5 - THURSDAY, 28 JULY

OBSERVING EMOTIONS - JOURNALISTS' STANCE ON AFFECT IN NEWS AGENCY REPORTS

The paper examines news agency journalists' stance on Affect, in view of the journalistic ideals of factuality and objectivity. News journalists resort to Affect values quite frequently; in 'hard news' reports, however, journalists' own emotions have to be excluded (cf. White 1998). Recently White and other scholars (e.g. Thomson et al.) have introduced the term "observed affect" as opposed to "authorial" Affect, to depict news journalists' stance to emotions. When looking at the 'factuality'/'objectivity' of news agency texts, I found the term "observed" too broad. I suggest dividing it into three parts: *attributed*, *observed* and *interpreted*.

Attributed Affect refers to direct quotes; a news actor is speaking of her/his own emotions or making observations on other people's feelings. The most 'factual' form of *observed* Affect is to describe news actors' "behavioural surge" (cf. Martin and White 2005), e.g., "*tears streaming down her face*" (AP example). But 'observing' can also involve deductions or interpretation of other people's behaviour which makes the line between *observed* and *interpreted* Affect rather fuzzy.

Arguably, the imaginary cline of 'factuality'/'objectivity' begins with *attributed* Affect and ends with *interpreted* Affect. In a wealth of news agency examples, unspecified fears are presented as powerful actors, or decisions are made "amid Turkish anger" (Reuters); in other words, journalists have *interpreted* the feelings of a big group of people.

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PAPER SESSION 1B, ROOM 2 - MONDAY 25 JULY

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MUNEYOSHI YAMAGUCHI, NAGOYA EDUCATIONAL SOLUTIONS, INC.
KATSUMASA SHIMIZU, NAGOYA EDUCATIONAL SOLUTIONS, INC.

SFL ON IPAD: ON DEVELOPMENT OF EFL SOFTWARE IN THE FRAMEWORK OF SFL

This presentation is an interim report of a co-founded project between Aichi Gakuin University and Nagoya Educational Solutions to produce EFL software running on mobile IT devices such as iPhone and iPad. It is designed to guide students in composing email messages for social use. The program is based on an SFL genre-register theory as well as preceding educational applications (Christie 2004; Christie and Martin 1997; Derewianka 1990; Foley 2004; Martin 1993; Martin and Rose 2008, etc) in order to enable students to recognize a mutual relationship between social functions and linguistic configurations. By exploiting the mobility and user-friendly interface of the devices, the program aims to encourage students to establish a communicative purpose (genre) and its relevant register parameters, i.e., a topic (field), human relationship between the message sender and receiver (tenor), levels of social distance (mode), etc. After the prelude of contextual information input, the software leads students to the lexicogrammatical stage: selecting lexical items, syntactic patterns for the purpose of constructing sentences, and, consequently, the relevant cohesive textual configurations in the final stage. An alpha version of the program will be demonstrated at the presentation.

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PAPER SESSION 6B - ROOM 2 - WEDNESDAY, 27 JULY

LOGICO-SEMANTIC RELATIONS IN APPOSITIVE CONSTRUCTIONS

According to systemic-functional theory (HALLIDAY, 1985, 2004), there are two basic systems that determine how one clause is related to another: the degree of interdependency (or *Taxis*) and the logico-semantic relation. The two basic types of logico-semantic relation are *expansion* and *projection*. Expansion can occur as an elaboration (=), when the second element expands the primary clause, by elaborating it, extending it or enhancing it. One clause expands another by elaborating on it (restating in other words, specifying in greater details, commenting or exemplifying); by extending beyond it (adding some new element, giving an exception to it, or offering an alternative) or by embellishing around it (qualifying it with some circumstantial feature of time, place, cause or condition). Projection occurs when the secondary clause is projected through the primary clause, which instates it as a locution (a construction of wording) or an idea (a construction of meaning). There are many disagreements about the status of apposition. Apposition has been identified as coordination (Hockett, 1958), as interdependence (Lago, 1991) and as attribution (Tesnière, 1976). There are still scholars who deny the existence of any syntactic relation between appositive elements, regarding it as a simple pragmatic insertion (Burton-Roberts, 1994). In fact, the appositive construction has been regarded mainly for its discursive and textual functions (Quirk *et al.*, 1985; Meyer, 1992; Nogueira, 1999; Hannay; Keizer, 2005). According to the systemic-functional theory, prototypical appositive constructions are characterized by placing a cross between paratactic and elaboration. The aim of this presentation is to discuss the logico-semantic relation of elaborating in some appositive constructions in Brazilian Portuguese. It also aims discuss issues about the nature of logical-semantic and cohesive of constructions that, although traditionally identified as appositional, they deviate from this prototypical representation.

PAPER SESSION 1A, ROOM 1 - MONDAY 25 JULY

GENRES, DISCOURSES AND LANGUAGES: WHERE DO WE NEGOTIATE THE DIFFERENCE(S)?

This paper aims at deepening the reflection on the limits and the challenges of linguistic contributions, when this academic and/or institutional knowledge area assumes a social approach of language. Following previous work mainly focused on francophone approaches (Coutinho, 2005, 2006; Coutinho & Miranda, 2009) we intend now to go further, accepting the challenge to dialogue with Systemic Functional Linguistics (SFL). To do so, we will try to clarify convergences and divergences between some key notions (*genre*, *discourse* and *language*) both for SFL (Halliday, 1978; Martin, 1996; Martin & Rose, 2002, 2008) and for Socio-Discursive Interactionism (SDI). Assuming SDI (Bronckart, 1997, 2008) epistemological and theoretical framework, the core role played by discourses will be emphasized: as platforms between texts and linguistic units (or micro-units), they seem to be fundamental from a linguistic point of view; besides, as they allow a personal “negotiation” between social constraints (managed by text genre) and personal possibilities and/or choices, they fulfil a crucial task from a psychological point of view. Using text analysis to provide evidence for the issues we have just pointed out, we will mainly focus on how discursive options match with a particular ability to accomplish the concerned (represented) action. As a conclusion, we will argue that the point is not (only) what kind of linguistics we do, but what kind of development (personal development, scientific development) we want. Can discourses negotiate the difference?

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PAPER SESSION 8E - ROOM 5 - THURSDAY, 28 JULY

MARIA APARECIDA CALTABIANO SILVA, PONTIFÍCIA UNIVERSIDADE CATÓLICA DE
SÃO PAULO
ELIZABETH POW, FASB/COGEAE-PUC-SP
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WHERE DO YOU TEACH? ANALYSING TEACHER'S PARTICIPATION IN AN ONLINE COURSE

In the last decade, the increasing use of technologies in education has also aroused interest and concern for the education of teacher, for research on e-learning processes and new proposals for online teaching.

This paper analyzes tutor - student teachers' interaction in an online course *Teachers' Links: Reflection and Development for Teacher*. The focus is a unit of the Reflection component which comprises three activities and communication tools among participants (discussion forum, individual production tools). The discussion forum analyzed contains pictures of different classrooms and occurs after a task on the participants' teaching context. The participants' productions are reflections on their school and community, the initial step for planning and preparation of teaching materials.

Systemic functional linguistics supports our study as it considers the context of culture, the context of situation and lexico-grammar. Given the insertion of pictures by some participants in their tasks, the paper also examines the interaction between written and visual elements both in terms of the interpersonal and ideational metafunctions. We will discuss how student-teachers described their work context, aiming at contributing to studies on teacher education as regards planning and teaching online courses.

PAPER SESSION 10A - ROOM 1 - FRIDAY, 28 JULY

SFL/GENRE THEORY KNOWLEDGE LEADS TO GOOD PRACTICE

This study investigated how teachers operationalized SFL and genre theory to teach writing to third, fourth, and fifth grade students. Teachers had the autonomy to determine best pedagogical means. This aligned with the notion of professionalism, which assumed that “professionals are required to do more than simply apply their specialist knowledge unthinkingly to their practice” (Walker et al., 2010, p. 2224). Over a three-year period, teachers in an urban school with a multilingual population attended summer institutes and monthly professional development sessions where aspects of SFL and genre theory were presented and possible applications discussed (Butt et al. 2001; Derewianka, 1990; Martin & Rose, 2008). As a school, teachers decided which genres they were going to teach and grade-based teams determined what aspects would be reviewed at each grade. Analysis of classroom observations, teacher interviews, and students’ writing revealed that teachers used known instructional writing practices, which they first modified to attend to discourse and later, lexicogrammatical level features. This approach impacted student writing. Deconstruction of published texts and students’ texts through the lens of SFL fostered teachers’ understanding of how writers achieve their purposes through language and children’s strengths and challenges in trying to do likewise. Teachers voiced both enthusiasm about SFL on their instruction and also concerns about how the district would ultimately implement this writing approach.

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PAPER SESSION 1D, ROOM 4 - **MONDAY 25 JULY**

POWER AND INVOLVEMENT IN BUSINESS

In the Portuguese Mould Industry, mould makers and clients have been communicating by business e-mails, substituting, on the whole, business letters. This correspondence deals with the building of custom made moulds for plastics, ordered by individual clients whose factories are located all over the world. The language used mirrors business relationships between clients and suppliers, showing the expected unequal power relations between them.

These differences of power, however, are not uniform, and the levels of fluctuation are linked to various factors, including personal client/mould maker relationship. In written communication, an indication of power shifts seems to take place after records of first client / mould maker meetings, with the introduction of informal salutations on e-mails. But the question remains whether the grammar choices made to write the e-mail messages confirm that, in fact, there are differences in power, deference and involvement.

Thus, in order to examine this issue, this paper aims to study the e-mail correspondence between Portuguese mould makers and foreign clients, before and after the occurrence of meetings, within the framework of SFL, and focussing on the grammar of personal meaning: MOOD.

PAPER SESSION 5D - ROOM 4 - WEDNESDAY, 27 JULY

THE DISCURSIVE CONSTRUCTION OF GENDER DIFFERENCE

This paper sets out to examine how gender differences are discursively constructed in the process of female identity performance. Developed within the context of a larger PHD research project, the analysis is based on a corpus of five interviews with women, who were questioned about social changes, gender equality, gender relations and maternity.

As a framework for the analysis, the theoretical-methodological assumptions of Critical Discourse Analysis (Fairclough 1993) and Systemic Functional Grammar (Halliday 1994, Eggins 1994) were followed. The transitivity system, in particular the Process-Participants structure, was the analytical instrument used, since it allowed us to look at how “women” and “men” are constructed as models that the speaker identifies with or dissociates herself from.

A first examination of the corpus shows i) that gender difference remains a key issue in society, helping individuals of both sexes to construct who they are to others, that is, their (gendered) identity; and ii) that biological factors, such as maternity, play a crucial role in the construction of this difference.

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PAPER SESSION 3C - ROOM 3 - TUESDAY, 26 JULY

**WRITING PROFICIENCY SKILLS IN EXPOSITION ESSAY WRITING IN MULTILINGUAL
ENGLISH LANGUAGE CLASSROOMS**

The study reported in this paper focuses on the use of Genre Theory in multilingual classrooms at University level as an appropriate framework for English L2 writing. Our students' mother tongue were Spanish, Valencian, French, Italian, German and Rumanian.

Genre Theory was applied to increase university students' literacy skills through the study of different text types and their specific grammatical features. As an adequate evaluation process had to be implemented, the computer programme *Markin'@* developed by Martin Holmes (1996-2002) was used to correct a corpus of 40 expositions written in English by university Spanish students on the English Language IV course at the University of Alicante (Spain). *Markin'@* was used to classify and monitor the frequency of the types of errors corrected.

This presentation will present and illustrate with examples how we have used the Genre Theory so that university students could receive help and feedback during the writing process, see models of good writing and analyse textual structure, taking into consideration the cultural and social context of the texts, and could observe how grammatical features cluster in particular text types.

This study will show that the combination of NTIC, and the Theory of Genre helped students to increase their level of literacy. Our research highlights the relationship between literacy, new technologies, and effective writing with an applied educational emphasis.

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PAPER SESSION 6D - ROOM 4 - WEDNESDAY, 27 JULY

MAIN VISUAL CHOICES IN THE REPRESENTATION OF IMMIGRANTS IN THE SPANISH PRESS: EXPLORING VISUAL DYSPEHEMISMS

The goal in this paper is to observe the treatment of immigration in the current Spanish press via the analysis of the visual choices used in the journalistic representation of immigration in a representative sample of multimodal texts published in 2009 in two journals from Alicante (*Información* and *La Verdad*), one of the provinces with a highest percentage of immigrants in Spain. With this in mind, taking Critical Discourse Analysis (Fairclough 1992; van Dijk 2000) and Visual Grammar (Kress and van Leeuwen 2006) as theoretical paradigms, this presentation will explore the main ways in which images are manipulated in order to create visual dysphemisms. Consequently, the negative representation of immigrants will allow as to talk about 'visual racism' (Van Leeuwen 2000) and its consequences for the audience perception of immigrants.

The findings obtained provide evidence for the fact that, in the majority of the texts analysed, a considerable number of visual aspects do not contribute to a positive representation of immigrants and tend to provoke, whether consciously or not, the immigrants' discrimination.

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- Key Words:** multimodality, Visual Grammar, Critical Discourse Analysis, euphemism, persuasive discourse, journalistic language.

PAPER SESSION 5D - ROOM 4 - WEDNESDAY, 27 JULY

**VERBAL PROCESSES AND DISCOURSE CONSTRUCTION IN THE DISSERTATION
GENRE**

This research aims at investigating aspects related to discourse construction in the way verbal processes work in the master's degree dissertation genre. This way, the role of transitivity in this genre is analyzed according to the Systemic Functional theoretical perspective, investigating, specifically, the verbal processes and their participants, attempting to describe and interpret the functions performed by this type of process, responsible for discourse, in dissertations, as well as investigating its contribution to the construction of meaning in this specific genre. Furthermore, this research aims at understanding the role that this process, responsible for the introduction of an external voice, performs in this genre. The results reveal that the use of the *verbal processes* are associated to the argumentative content of the dissertation, once these external voices, introduced and established by these processes, work as authoritative arguments, and not only as dialogical sequences, as in the case of oral narratives or as reports of dialogues, in the case of written narratives. These results contribute to the description and analysis of verbal processes in Portuguese, following the Systemic-functional approach in Brazil – São Paulo and Pará, for instance – in other textual genres, in our case, the dissertation required for a master's degree.

PAPER SESSION 6A - ROOM 1 - WEDNESDAY 27, JULY

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THE SYSTEMIC FUNCTIONAL VIEW OF THE THEORETICAL SECTION IN MONOGRAPHIC WORKS OF UNDERGRADUATED STUDENTS

Among many projects developed by students in universities, Monographic Work of Course Conclusion is one of them. Considered as one of the most important academic work, it has been done by students unprepared for the production of academic textual genre. This situation requires that the supervisor to monitor the research systematically, and also to monitor the nature of academic writing – all its stages and characteristics – which have not been developed yet in the Monographic Work of Course Conclusion. Aiming to contribute for the teaching of this genre based on the knowledge of what has been achieved, this work intend to start a study of genre, analysing a set of papers approved (developed by undergraduated students of Portuguese Language) and investigating the situation in order to assist students and teachers. Trying to understand how this genre is constructed, based on Motta-Roth (2002, 2006, 2010), who focuses on similar genres, this communication will discuss the section of literature review based on ideational metafunction (Halliday, 1985, 1994; Halliday and Matthiessen, 2004) and engagement (Martin and Rose, 2003; White, 2004; Martin and White, 2005) to understand how this part of academic genre is organized.

PAPER SESSION 9A - ROOM 1 - FRIDAY, 28 JULY

COMPLEXITY IN WRITING: TOWARDS A CONVERGING APPROACH

It is common belief, especially in orthodox educational environments, that the writing of students becomes syntactically much more complex along with their school progress. This is echoed in statements like Robinson & Howell's (2008, cf. Wright 2007), where lack of syntactic maturity stands for poor writing skills. Although recent functional literature has been giving a good deal of attention to complexity, there is a lack of studies focussing on the Portuguese language.

The present study aims to discuss the validity of a such belief in Portuguese written school texts by exploring the definitions and identification criteria of complexity in two different functional approaches. Where Givón (2009) claims that maximal syntactic complexity can be reached by embedding one clause within another, thus nominalizing it, Halliday (2005), considering syntactic structuring as part of an overall concept of complexity, asserts that written texts tend to have less grammatical items and are more lexically dense, more nominalized. While ultimately pointing to nominalization as a further resource to language complexity, Givón and Halliday follow different paths, their main distinction being in the definition and identification of hypotactic and embedded structures. The rationale of this double approach lies in the fact that it seems important to define a functional framework which can fit into the lexicogrammatical reality of the Portuguese language.

To illustrate the usage of these approaches, a cross-sectional analysis of written texts, produced by students in the 4th, 6th and 9th grades of Portuguese basic schooling, is provided. The automatic identification of grammatical units was obtained with Nooj (Silberstein, 2008), a multilingual linguistic software environment, whilst statistical description of data was achieved using Plainstat software.

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PAPER SESSION 1A, ROOM 1 - MONDAY 25 JULY

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**PERSUASION IN ADVERTISING AND THE CREATION OF THE 'TEXTUAL WORLD'
FROM THE PERSPECTIVE OF SYSTEMIC-FUNCTIONAL LINGUISTICS**

The creative potential of advertising as a type of genre that calls forth imaginary situations intended to persuade has been dealt with by many authors (DOWNING 2003). This is partly due to the fact that current advertising is less interested in listing "objective properties of objects" than linking "the product to another entity, making a fusion that ends up involving a featureless product with desirable properties" (COOK 1992: 105).

According to Downing, the "textual world" in advertising creates a world in which the choices of the linguistic system give different interpretations of reality. We focus on the brand, the slogan and visual imagery (MACKEN-HORARIK 2004) and market segmentation. Persuasion - through conviction and seduction (KITIS and MILAPIDES 1997) – refers to the acronym AIDA (UNGERER 2004), enacted and projected roles (THOMPSON and THETELA 1995), tokens of attitude (MARTIN 2000, 2003). Toulmin's practical argumentation theory (OSWALD 2007) evaluates the claims made in the advertising (LAUERBACH, 2007). The aim of this paper is examining persuasion through the resources used to build the textual world in two advertisings of mobile phones VIVO and OI. Fowler (1991)'s Critical Linguistics and the Functional Systemic Linguistics (HALLIDAY 1994, 2004) support the analysis.

Key words: advertising; persuasion; textual world; Critical Linguistics; Functional Systemic Linguistics

PAPER SESSION 10A - ROOM 1 - FRIDAY, 28 JULY

**EXPLORING SUBJECT SPECIFIC GENERIC WRITING SKILLS IN LIBERAL STUDIES OF
HONG KONG SENIOR SECONDARY STUDENTS**

This paper aims at exploring subject specific generic writing skills of Hong Kong senior secondary students in a school subject, namely, Liberal Studies (LS) which is one of the four compulsory subjects in the New Senior Secondary (NSS) Curriculum in Hong Kong since 2009. Based on Functional Linguistics (Halliday, 1994) and Genre theory (Martin, 1999), a research team lead by the presenter previously identified major genres in the subject and their characteristic linguistic features that students are expected to master. In this paper, the study will focus on students' problems in constructing written texts in LS with reference to the genres identified, as well as the general linguistic errors students made by analyzing students' public examination scripts. The study is part of a series of research on subject-specific genres across the secondary curriculum (Shum, 2006). The findings will have important implications for enhancing secondary students' mastery of the subject, in particular, their competence in expressing concepts and ideas. It will also throw light on issues related to teacher training and student high order thinking skills, which are essential components of the current education reform.

Key words: Liberal Studies, subject specific genres, senior secondary, curriculum reform, linguistic features

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PAPER SESSION 6D - ROOM 4 - WEDNESDAY, 27 JULY

EVALUATING THE DIFFERENCES, AND REPRESENTING THE SIMILARITIES - HOW DO PORTUGUESE SCIENTISTS CLASSIFY THEIR SCIENTIFIC AREAS?

This paper proposes a linguistic analysis on the representation of scientific domains by twenty-four Portuguese scientists. More specifically, the paper focuses on the answers to the question “*How would you classify your science?*” given in the context of an individual interview regarding both the nature of science and the practice of being a scientist in Portugal.

The analysis is framed by systemic-functional linguistics (Halliday, 2004; Gouveia, 2009), and uses transitivity and appraisal categories to scrutinize differences in representation and classification. Following work developed in critical discourse analysis (Fairclough, 2003), these differences will be related with particular ways of thinking and acting within the scientific community.

Preliminary analytical results indicate that the interviewees represent scientific domains essentially as spatial references and assume both the point of view of someone inside and outside them. From the outsider’s perspective, specific ways of classifying are developed, while from the insider’s point of view no classificatory representations are given; instead, explanations and narratives are given about the scientific activity developed by the scientists themselves.

Keywords: representation, classification, transitivity, appraisal, scientific areas.

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PAPER SESSION 5B - ROOM 2 - WEDNESDAY, 27 JULY

TRAVEL REPORTS - INTERPERSONAL FEATURES OF A GENRE

The ever growing economic importance of tourism in the past 60 years has drawn in its wake a surging academic interest in related genres, such as travel writing and travel guides. Apart from literary studies, the main focus of research has herein been put on media-analytic and text-linguistic examination. Therefore, it is not surprising that travel guides have been subjected to a fairly large number of analyses. Another genre devoted to this topic that has hitherto received less attention from a discourse linguistic point of view is the genre of the short (one page) newspaper travel report. This paper will provide a systemic functional analysis of a number of travel reports published in the English newspaper *Observer*. After discussing some outstanding features of this genre, e.g., the subjective stance conveyed by the 1st person narrators, I will point out and discuss some of the differences between the genre "travel report" and other press related genres and tourist information websites.

Particular attention in the analyses will be given to the interpersonal positioning of the authors towards their readers. It shall be shown how the writers negotiate the space between objective and subjective representations, and how they raise reader expectations towards positive or negative aspects of holiday making. In doing this, the investigation will be based on the analysis of two main aspects within systemic functional linguistics: Modality and Appraisal. The analysis of modal resources in the travel reports will follow Martin's (1995) approach of dividing and analyzing the modal resources within a text according to the four categories *explicit-subjective*, *implicit-subjective*, *explicit-objective* and *implicit-objective*. The Appraisal analysis will focus on the analysis of Appreciation and Force in the lines of the framework developed by Martin and White (2005). The aim of these analyses will be to highlight how authors strategically exploit subjective / objective interpersonal meaning making resources while trying to position themselves as objective, trustworthy reviewers.

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PAPER SESSION 3b - ROOM 2 - TUESDAY, 26 JULY

SOCIO-SEMIOTIC DISTANCE IN INSTITUTIONAL CONTEXTS

Adopting Systemic Functional Linguistics as the theoretical framework, 'socio-semiotic distance' is proposed by Lam (2010a) to model and measure interpersonal distance resulted from people's co-engagement in social activities (as part of the tenor relationship on the contextual stratum) based on the properties of the conversation in those activities and the description of the material realm in those activities (as texts on the lexicogrammatical stratum). The concept has been applied on various institutional contexts to study interpersonal relationship, such as that between patients and healthcare practitioners in emergency department (Lam, Matthiessen & Slade, 2010), between clients and customer service representatives in call centre exchanges (Lam, 2010b), and that between characters construed in novels and motion pictures (Lam & Webster, 2009; Lam, 2010a). Having the concept 'socio-semiotic distance' applied and tested in some institutional contexts, this paper aims at examining several issues raised in the study of interpersonal distance that concern with context and register, and their relation with text.

Lam, Marvin & Webster, Jonathan (2010) 'The lexicogrammatical reflection of interpersonal relationship in conversation', *Discourse Studies*, 11:1.

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PAPER SESSION 10E - ROOM 5 - FRIDAY, 28 JULY

**MULTIMODAL COMPARISON OF PRINT-MEDIA NEWS: FRONT-PAGE STORIES IN
JAPANESE AND ENGLISH NEWSPAPERS**

This paper illustrates how print-media news stories in Japanese and English share multimodal features from the perspective of Systemic Functional Linguistics. Based on preceding research on multimodal text analysis (e.g. Baldry and Thibault 2006, Kress and van Leeuwen 2006, Bateman 2008), this paper analyzes a significant number of front-page stories written in Japanese (from major papers in Japan) and English (including Australian and American papers) to compare how visual resources such as photographs, tables, and font size are typically exploited.

The news stories are analyzed broadly from two aspects: 1) how visual resources contribute to their goal and stages (genre), and 2) exploration of four metafunctions, i.e. internal relations between participants in visual text (experiential), logical relations between verbal and visual text (logical), social relations between readers/viewers and text (interpersonal), and visual information contributing to textual organization (textual).

Finally, typical relationships between the metafunctions and news stories as a multimodal genre in both Japanese and English news stories are discussed and compared.

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PAPER SESSION 1E, ROOM 5 - **MONDAY 25 JULY**

GENRE AND ACTIVITY: EXAMPLES OF INNOVATION AND CREATIVITY ON THEMATIC AND COMPOSITIONALITY

Our work starting point is that language is considered a social reality that is materialized in texts and on verbal interaction, for both systemic functional linguistics (hereafter SFL) and social discourse interactionism (hereafter SDI).

We intend to compare SFL and SDI theoretical frameworks, specifically the similar genre notion, though different towards text relation: for SFL the genre relates to “different types of texts that enact various types of social contexts” and “is a staged, goal-oriented social process” (Martin 1996; Martin & Rose 2003), whereas for SDI it is a model, a configuration oriented by language activity materialized by the text (Bronckart 1997, 2008; Rastier 2001)

Therefore, adopting SDI’s theoretical framework, our aim is to exemplify how social activity influences the genre, focusing thematic and compositionality as textualizations forms. For that we will identify and analyze verbal and non-verbal units several genres (literary and non-literary), for example the enological critical recension (thematic), web site (compositionality), poetic prose and wine bottle label (thematic and compositionality).

These occurrences exemplify speakers’ language innovation and creativity, proving that genre is a model to be adapted and adopted by them, according to (language) activity (Gonçalves & Teixeira 2009).

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PAPER SESSION 10F - ROOM 6 - FRIDAY, 28 JULY

**MEANING MAKING IN TOURISM: DIFFERENCES AND SIMILARITIES BETWEEN
CROATIAN AND SCOTTISH TOURISM WEB PAGES**

Tourism has been studied widely from a variety of disciplines, including business studies (Doolin et al. 2002), sociology (Urry 2000) and ethnography (Clifford 1997). SFL has been applied to the study of various text types, involving film, mathematics and educational texts (Jewitt 2009). Yet, a dearth of research can be noted when it comes to the combination of tourism studies with SFL (Pritchard & Jaworski 2005). Through application of SFL tools (Halliday & Matthiessen 2004; Kress & van Leeuwen 2007), this paper thus seeks to give insight into the ways in which meaning is made by making sense of similarities and differences in the representation of destinations, construction of users as cultural tourists and their involvement as media actors on Croatian and Scottish tourism web pages which have hitherto been underrepresented in the analysis of multimodal texts.

The study has revealed that various modes as resources for meaning-making, such as static and animated pictures, captions and coherent text passages, interact to represent popular Croatian and Scottish tourist destinations in certain ways, to certain types of users as cultural tourists and media actors. Some possible implications may relate to the images constructed for the destinations and the type of tourists who are targeted, the use of increasingly diversified modes, as digitally displayed on the computer screen, and the further development of tools to make sense of them.

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PAPER SESSION 7C - ROOM 3 - THURSDAY, 28 JULY

**ANALYSING THE LOGO IN THE MULTIMODAL MODERN GREEK PRINTED
ADVERTISEMENT**

Previous work on the multimodal genre of the Modern Greek printed advertisement (Karagevrekis, 2011 in press) has shown that Halliday's metafunctional theory (Halliday, 1994) when combined with Bakhtin's distinction between primary (mini-genres) and secondary genres and his notion of intertextuality (Bakhtin, 1986) can provide a better insight into the genre itself. The metafunctional mini-genre analytical approach, extended to multimodal texts and genres (Kress and van Leeuwen, 1996, 2001; Baldry, 2000; Baldry and Thibault, 2006), describes the multimodal advertisement from two different perspectives, instance and type, and thus highlights its characteristics and organizational principles in a systematic way. In this paper I take research a step further and explore the positioning of the visual mini-genre of the logo in a number of Modern Greek printed advertisements which appeared in glossy magazines. I first examine to what extent the placement of the advertisement on the left or on the right-hand side page influences the positioning of the logo on the left or on the right of the page. Then I examine whether the logo simply indexes the company or the organisation as the addresser of the text or whether it functions intertextually evoking associations that form an integral part of the communicated message. Thus by examining the logo in relation both to the magazine layout and the advertisement design and to the experiential content of the advertisement I attempt to further enhance understanding of the genre in the specific culture.

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PAPER SESSION 7C - ROOM 3 - THURSDAY, 28 JULY

COHESION AND INFORMATION STRUCTURE: SFL AND FSP APPROACHES

This paper examines the role of cohesion in the realization of information structure in both Systemic Functional Linguistics (SFL) and Functional Sentence Perspective (FSP). The SFL theories of Theme/Rheme and Given/New have as their background the Prague School theory of communicative dynamism, which has developed under the label FSP. SFL distinguishes Theme, what the clause is all about, from Given Information, what the speaker projects as relatively recoverable by the hearer, and Rheme, the thematic residue, from New Information, what the speaker projects as newsworthy (Halliday & Matthiessen 2004:66-67, 89-91). FSP uses the terms Theme and Rheme to represent a gradation within clausal information structure from the most accessible to the least, based on three principles: cohesion, semantics, and sequence (Firbas 1992:21-40,66-74). By analysis of spoken interpretations of written texts, the paper will demonstrate the limitations of cohesion as a partial guide to the information structure of written texts in both theories, and compare the success of alternative resources – other grammar structures and discourse structure in the case of SFL, semantics and linear sequence in the case of FSP.

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PAPER SESSION 8D - ROOM 4 - THURSDAY, 28 JULY

THE PRESENTATION OF SELF IN EVERYDAY ARCHITECTURE AND LANGUAGE: A
MULTIMODAL ANALYSIS

The title of this paper is a tribute to the great American social psychologist Erving Goffman who pioneered the study of human behaviour in terms of spatial relations and discourse, but was writing too early in the 1960s to benefit from the precise analytical tools of SF linguistics and multimodal studies.

In analyzing the opening scene of an episode of the British TV comedy “Fawlty Towers” (‘The Hotel Inspectors’) we can “freeze” both the architecture of a small seaside hotel – without resort to elaborate draughts- manship – and the dialogues which take place there. We can also follow the dynamic interaction of speech and spaces, gestures and postures, using systemic-functional analysis of both the dialogue and the building.

As Goffman showed in his study of hotels in the Shetland Islands, the relation between “regions” of built space and the language and behaviour they generate constitute a “performance”, not as a piece of staged or filmed entertainment as in this TV show, but as a transaction between performers and their audiences in everyday situations. A performer’s choice of a “frontstage” or “backstage” room, a corridor, the desk in a hotel lobby, or even a telephone matches and often governs their choice of Interpersonal, Experiential and Textual semantic functions in their discourse.

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PAPER SESSION 4E - ROOM 5 - TUESDAY, 26 JULY

ANALYZING THE DISCOURSE OF JOB-APPLICATION VIDEOS: PERFORMANCE AND RELEVANCE

This study investigates the discourse of the job-application video – a video clip in which a job applicant delivers a self-presentation. First, it elucidates the notion of performance – what language can do – both from a functional-pragmatic perspective and a cognitive viewpoint. It proposes that the notion of performance can deepen and unite the three metafunctions proposed by Halliday (1978) and can facilitate further consideration of the dynamic dimension of language use and discourse, e.g. why one person's use of language for a particular purpose can be more effective than another person's language use for the same purpose and in the same context. It then examines how performance and relevance (Sperber and Wilson 1995) shed light on each other. The discussion suggests that the *principle of interest* (Leech 1983) emerges from performance-relevance interplay, at least, in the context of job applications. To illustrate these issues, this paper analyzes a job application video for the "The Best Job in the World", a highly publicized position that has attracted more than 30,000 applicants worldwide. The analytical framework consists of four types of performance: constructing identity (especially personal and intercultural aspects of identity), enacting verbal art, performing pragmatic acts, and persuading the addressee. The analysis will demonstrate that, while utterances can fulfil these types of performance, they are both constrained by relevance and charged with performative potential by it. The proposed framework is intended to provide an analytical tool for the study of job-application discourse.

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PAPER SESSION 1B, ROOM 2 - MONDAY 25 JULY

CULTURAL DIFFERENCES REFLECTED IN THE ENGLISH AND JAPANESE TEXTS

Over the last 70 years, various sociologists and sociolinguists (Befu, 2001; Benedict, 1946; Brown & Levinson, 1987; Coulmas, 1981; Doi, 1974; Ikegami, 1991; Kindaichi, 1995; Nakane, 1970) have described the differences between Japanese speaking and English speaking cultures. This paper explores cultural differences which are reflected in Japanese and Australian-English texts to see if the result of the analysis supports their ideas. The corpora this study analyses are written texts containing Command in the system of Speech Function. Text structures of the corpora are identified by Generic Structure Potential (Hasan, 1985, 1996). The comparison of the Japanese and Australian English will illustrate the linguistic realisations of the cultures and social practices.

PAPER SESSION 7B - ROOM 2 - THURSDAY, 28 JULY

**NEGOTIATING THE DIFFERENCE BETWEEN ENGLISH AND SLOVENIAN:
INTERPERSONAL MEANING AND THE USE OF ADJECTIVES**

Following the Systemic-Functional paradigm, the paper explores three hypotheses:
(1) In both English and Slovenian, adjectives can be used either absolutely or relatively in all three degrees, i.e. there is a systemic choice between the absolute and relative use of adjectives; this is part of the contribution the Interpersonal Metafunction makes at the level below the clause.

(2) All of these possibilities exist in both English and Slovenian, but the difference between the two is that in English it is the absolute use of the superlative degree that is particularly productive whereas in Slovenian it is the absolute use of the comparative degree that is very frequent.

(3) When mediating between the two languages, Slovenian speakers of English experience more difficulties on account of the differences in the use of absolute comparatives than in the use of absolute superlatives: they are expected to make errors in the use of absolute comparatives in English, but in addition it is also likely that to some extent they transfer the absolute use of superlative adjectives to Slovenian, although less so given the general rule that decoding is easier than encoding and that encoding in the mother tongue is easier than encoding in a foreign language.

These expectations are put to the test with a theoretical and corpus analysis of the phenomena in question as well as an analysis of student translations involving such meanings. The first two hypotheses are confirmed, but the study of student writing shows that not only comparatives, but also superlatives are a critical area where the differences between the two languages are underappreciated.

PAPER SESSION 5D - ROOM 4 - WEDNESDAY, 27 JULY

SEEING WITH THE MIND'S EYE

Given that *visuality* is a significant part of our 'reading' images as if they were texts, this paper proposes to address the issue of *metasemiotic analysis of photographs*, with a specific emphasis upon Eadweard Muybridge's photographic work as exhibited at Tate Britain, London, through winter 2010-2011. Our goal will be to analyze the visual parameters in *a corpus of digitized photographs* taken from *Animal Locomotion*. In a *Hallidayan systemic functional perspective*, we will look at how each level provides the foundation the next level builds upon and, at the same time, how each reflects back, enlarging the scope and meaning of the one on which it rests. *Photographic discourse* is determined by the different facets of *multimodality*. Since, after Umberto Eco, 'an image is a meaningful self-contained unit', such visual phenomena seem to function as *visual metaphors*. Therefore, interpretative approaches citing Groupe Mu and George Lakoff will be scrutinized, both from a semiotic and pragmatic point of view, that will encompass close reading, *visual rhetoric* and meaning-making. To this end, the corpus of digitized photographs has been plotted against *a corpus of corresponding titles* written and gathered by Eadweard Muybridge in his *Prospectus & Catalogue of Plates*. We aim at showing how *the -ing nominalizations* used in the titles impose an order on the scene and form the basis of the photographs' *visual grammar*, thereby creating a mental modelling adjustment.

PAPER SESSION 8B - ROOM 2 - THURSDAY, 28 JULY

RECONSTRUCTING ENGLISH SYSTEM OF ATTITUDE FOR THE APPLICATION TO JAPANESE: AN EXPLORATION FOR THE CONSTRUCTION OF A JAPANESE DICTIONARY OF APPRAISAL

This paper describes the system of Japanese ATTITUDE, which was developed by re-constructing the English system of ATTITUDE based on the analysis of the evaluative expressions appeared in the *IWANAMI Japanese Dictionary*, the Balanced Corpus of Contemporary Written Japanese, and the Japanese Database of Individual Patient Experiences. The Japanese system highlights i) the activeness and passiveness of the expressions for *affect*, which can be identified, for instance, in the semantic difference between “*konomu*” (favor) and “*tanoshimu*” (enjoy), and ii) the relativity, affectivity and independence of the expression for *judgement* and *appreciation*, as it can be seen in the semantic difference among the words “*mezurashii*” (rare), “*yuukoo*” (effective) and “*kashiko*” (smart). In addition, the paper also introduces the Japanese Dictionary of Appraisal, which classifies about 10,000 attitudinal expressions according to the Japanese system. The employment of the dictionary for sentiment analysis enables revealing the diversification of evaluation as a social behaviour, which cannot be captured by a mere classification of evaluative polarity.

PAPER SESSION 4D - ROOM 4 - TUESDAY, 26 JULY

**THE EFFECT OF THREE TYPES OF FEEDBACK (MARGINAL, ENDING, AND DIRECT)
ON IMPROVING IRANIAN EFL LEARNERS' WRITING IN TERMS OF COHESION**

Writing in English is often a problem for EFL learners since they try to organize their writing by focusing on the grammatical structure at the level of clause or sentence. To write successfully, students need to learn how to organize the text as a whole, i.e., they need to know the role of *cohesion*. There is no doubt that teachers' written feedback plays an essential role in teaching writing.. This study was carried out to find out whether three ways of teacher feedback, marginal, ending commenting, and focused feedback, can have any effect on improving textual cohesion(specifically cohesive ties including reference, substitution, ellipsis, additive conjunction, adversative conjunction, clausal conjunction, temporal conjunction, and lexical cohesion) in Iranian EFL learners' writing. A checklist from Halliday and Hassan (1976) was adapted to provide focused type of feedback on the students' writing. To fulfill the above-mentioned objective, the researchers compared the students' pre-test and post-test writings, investigating their use of cohesive devices. The participants were 50 senior EFL learners. The results showed that focused feedback and marginal feedback were more efficient than end commentary, yet there were different degrees of improvement regarding various cohesive ties. The study is expected to be beneficial for teachers, students, and researchers in the field of language teaching.

Key words: Writing , Marginal feedback, Ending commenting, Focused feedback, and Cohesion.

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PAPER SESSION 3D - ROOM 4 - TUESDAY, 26 JULY

**GENRE BASED CONTRASTIVE RHETORIC: IDEATIONAL GM IN ENGLISH/AMERICAN
AND IRANIAN MEDICAL RESEARCH ARTICLES**

The difficulty of understanding and producing English scientific language has been attributed partly to the peculiar uses of different types of grammatical metaphor (GM). It is expected that this difficulty be more pronounced for the non-native speakers of English than for the native ones or, at least, the former's uses of GM be influenced by some cultural factors or the linguistic features of their mother tongues.

In an attempt to find the similarities/differences between the rhetorical style of native/native-like writers of English medical research articles (RAs) and that of Iranian ones from the viewpoints of their uses of the ideational GM types, this study has accordingly scrutinized 64 randomly selected articles from among the two groups of prestigious English/American and Iranian medical journals in English (32 articles each) published between January 2008 to February 2009.

The data, being the proportions of the two groups' uses of the ideational GM types, being derived from the Discussion sections of the selected articles, have been compared using t-tests. The results of the study which revealed that linguistic and cultural aspects of the rhetoric of the Iranian writers of English medical RAs can affect their uses of ideational GM will be discussed in the presentation.

PAPER SESSION 5B - ROOM 2 - WEDNESDAY, 27 JULY

**TRANSITIVITY AND GENRE: VERBAL PROCESSES IN STUDENT ACADEMIC TEXTS OF
THREE GENRES**

The aim of this paper is to present a systemic functional analysis of verbal processes in student academic writing. This work forms part of the on-going research project developed at the National Autonomous University of Mexico where we analyze student texts collected at the Faculty of Arts. In my paper at the 6th Regional Conference of the ALSFAL (Latin American Association of Systemic Functional Linguistics) I presented the first results of the project, in this paper a further development of our research is advanced. Our corpus is based on literature texts, belonging to three genres: question-answer, essay and review. First, I will define the group of verbal processes derived from the corpus and determine their frequency in relation to the number of clauses. Then I will explore the context of their use and identify the participants in the verbal clauses. Finally, the three groups of texts are compared according to their verbal process characteristics and conclusions are made.

PAPER SESSION 8E - ROOM 5 - THURSDAY, 28 JULY

ENGLISH DISCOURSE MARKERS *LISTEN*, *LOOK* AND THEIR GEORGIAN AND RUSSIAN EQUIVALENTS FROM COMMUNICATIVE AND COGNITIVE PERSPECTIVES

The paper examines the following discourse markers: English *listen*, *look*, Georgian *მომისმინე* (*momismine*, meaning *listen*), *მოხედე* (*moixede*, meaning *look*) Russian *slushai*, *poslushai* (both meaning *listen*) from the standpoints of systemic functional linguistics (Halliday 1977; 1978), discourse analysis (Goffman 1981; Schiffrin 1996) and relevance theory (Sperber & Wilson 1986). The study has been carried out on the the samples of spoken discourse genres (both planned and unplanned), dictionary data and the data obtained from the informants.

By origin the linguistic items in question are the imperative mood forms of the verbs of visual and hearing perception. Due to their semantics they are often used in utterance initial position to perform an ostensive act i.e. to draw the addressee's attention and direct it to the relevant information. The specificity of the mentioned use has caused changes in the ideational and part-of-speech meanings of the linguistic items under discussion and gradually from the notional part of speech they have turned into a structural one, viz. into a secondary interjection.

The study has proved that at the discourse level the linguistic items in question can function as global as well as local markers and perform a variety of similar functions in their respective communicative systems, viz.:

1. Cognitive - getting attention.

2. Social - a) calling; b) interrupting; c) introducing a new topic; d) expressing positive or negative attitudes.

The cross-cultural and statistical analyses have revealed differences in the realization of the above-enumerated functions across the three languages.

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PAPER SESSION 3B - ROOM 2 - TUESDAY, 26 JULY

INTONATION OF TELUGU AND TELUGU-ENGLISH

This paper proposes to study intonation in some samples of Telugu and Telugu-English using the systemic functional framework. This framework suggests that language is a multi-dimensional phenomenon. Therefore, phonological, lexicogrammatical and semantic functions of any language cannot be studied separately. The meanings (semantic stratum) are realized in wordings (lexicogrammatical stratum), and the wordings are realized in the intonation (the phonological stratum) of a language.

This paper will study the aspects of intonation (tonality, tonicity and tones) in some samples of spontaneous conversations in Telugu and Telugu-English (same speakers). It will also study the construal of tone groups at the lexicogrammatical stratum (declarative/interrogative/imperative) and the construal of the clauses at the semantic stratum (statement/question/command). The overall purpose of the study is to explore the system of intonation in Telugu and its impact on the English spoken by Telugu people. As this work forms part of the research for my doctoral degree, the paper would be an attempt to present the findings of an on-going research.

Key words: **Telugu** is a Dravidian language. It is spoken in the southern state of Andhra Pradesh in India. **Telugu-English** is the English spoken by Telugu speakers.

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PAPER SESSION 10G - ROOM 9 - FRIDAY, 29 JULY

**AN INVESTIGATION OF REALIZATION OF SEMANTIC COMPLEXITY IN TV
COMMERCIAL TEXTS, THE CASE OF ENGLISH AND PERSIAN- SYSTEMIC
FUNCTIONAL PERSPECTIVE**

TV commercials, as prominent persuasive mode of discourse, are instances of linguistic interaction in which copywriter and consumer engage to exchange meaning. Systemic Functional Grammar (SFG) attempts to provide the meta-language for describing grammatical choices within a language. For the purpose of text analysis, this paper focuses on Halliday's theory of textual and interpersonal metafunctions to explore investigation of the multifunctionality of clause constituents in terms of Subject, as a significant element of mood, along with thematic structure realization in English and Persian TV commercial discourses. Being recognized as a signpost, Theme holds the initial position of the clauses in most languages, among them English and Persian (Ketabi & mosafa, 2005). study's findings fairly supported the rationalization behind Theme-type occurrence, here specifically to justify how it provides a way to enact interpersonal relationship by being conflated with Subject. For this end, the descriptive statistics, encompassing frequency and percentage of Theme types, Subject types were conducted across two languages. While indicating structural differences between English and Persian, the study proves their functional similarities and shows how different languages share some universal principles to convey meaning.

Key words: TV commercial, Systemic Functional Grammar, Multifunctionality, Theme, Subject.

PAPER SESSION 7A - ROOM 1 - THURSDAY, 28 JULY

**“JUST IN TIME AND JUST IN PLACE”: KEY ROLES FOR SFL AND GENRE THEORY IN
MEDIATING CRITICAL LITERACY DISCOURSES IN A TRANSMISSION DOMINANT U.S.
SCHOOL COMMUNITY**

Despite decades of research linking social epistemologies with promising school practices, transmission-based instruction continues to dominate the “habitus” of U.S. education (Webster-Wright, 2009). Thus despite pressures for high expectations, in actuality these structures afford students and teachers very little time and space to do deep intellectual work. This paper problematizes Systemic Functional Linguistics (Halliday, 1978) and Genre (Martin & Rose, 2009) theories as tools for permeating fossilized structures and creating spaces for intellectual literacy practices currently discouraged by the dominant paradigm. The authors analyzed ethnographic data from an action research project of 4th/5th level teachers newly introduced to SFL and genre theories and invited to develop a thematic unit of study within their regular classroom contexts. Clear patterns of social action around specific textual interactions emerged as pivotal mediators of a richer linguistic discourse as the unit developed, what Scollan (2001) describes as “point(s) of social change in the habitus of the participants.” This paper microanalyzes two of these “sites of engagement” using Scollan’s mediated discourse analysis. Findings demonstrate a key role for SFL “register” knowledge in creating critical literacy spaces (i.e. 1) co-production of learning materials as a dynamic process by teachers and students and, 2) appropriation, mixing and remixing of texts (Knobel & Lankshear, 2009) as vital to students’ access and control of academic discourse).

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PAPER SESSION 10E - ROOM 5 - FRIDAY, 28 JULY

SEMIOSIS OF “ALLIANCE” AS A SOCIAL CONSTRUCT

This paper addresses semiosis as manifested in discourses that concern public education in México in a context that some describe as social fissure. In seeking to contribute to the understanding of the relation between social practices and discursive practices in social experience, this work draws from the program for Critical Discourse Analysis (CDA) in terms proposed by Chouliaraki and Fairclough (1999) and from the work of C.N. Candlin (2006) as he regards ‘strategy’ as a phenomenon involving hybridity, intertextuality and interdiscursivity.

The study explores the process of transforming the public education system of Mexico focusing on the means and manners in which the specific term ‘alliance’ is strategically used to represent the social forces that work towards social resistance and/or change. The methodology employed is based on SFL grammar analysis (Butt et al, 2000) in combination with a multilayered procedure suggested by Bhatia (2004). The results of examining the official discourse instantiated in a key policy document entitled ‘Alianza para la Calidad de la Educación’ issued by the Mexican government in 2008 are presented in this paper with the aim of unveiling how interdiscursivity works through the interplay of diverse semiotic systems in a country in a process of development.

PAPER SESSION 1B, ROOM 2 - MONDAY 25 JULY

NARRATIVE AS AN IDENTITY RESOURCE: TOWARDS A SYSTEMIC DESCRIPTION

This presentation will outline a systemic approach to analysing narrative as a resource for performing identity in talk. The approach offers an alternative or complimentary model to genre based descriptions of narrative (Martin and Rose, 2008). It explores the role of evaluation (building on Appraisal Theory (Martin and White, 2005)) on the one hand and the evocation of time and place (with reference to Bakhtin's (1981) 'chronotope') on the other. Both dimensions are explored as resources for identity positioning (Harre & Moghaddam, 2003). The description is based on an analysis of life story interviews with 42 English teachers in Japan. The main part of the presentation will focus on outlining the model with reference to the data as a whole and two narratives in particular. Reference will also be made to an ongoing study of learning history interviews among advanced English learners which is being used to refine the model.

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PAPER SESSION 7A - ROOM 1 - THURSDAY, 28 JULY

VISUAL ANALYSIS OF OUTDOOR TRANSIT ADVERTISEMENTS IN CENTRAL BEIJING CITY

With rapid development of discourse analysis, the research on discourse analysis has extended its scope from discourse alone to multimodal discourse analysis (MDA). As a distinctive type of multimodal discourse, advertising discourse has been broadly studied through the social semiotic approach. However, studies of outdoor transit advertisements are relatively rare. As an indispensable part of city image, outdoor transit advertisements consist of commercial advertisements, public service advertisements (PSA) and government propaganda, reflecting a city's developments of its economy, civilization and modernization. Thus, the present study is of great significance. Based on Kress and van Leeuwen's visual grammar, which is deeply rooted from Halliday's Systemic Functional Grammar, this paper tries to reveal the features of outdoor transit advertisements by analyzing 20 outdoor transit advertisements taken from major subway stations and bus stops in central Beijing city and therefore present the image of China's capital city. It intends to make a contribution to the elaboration of multimodality in different cultural background and thus testify the broad applicability of visual grammar. Through detailed analyses of these outdoor transit advertisements, a certain number of research findings can be found: first and foremost, visual structures of representation can either be narrative, presenting unfolding actions and events, processes of change, transitory spatial arrangements, or conceptual, representing participants in terms of their more generalized essence. It is also found that most PSA and government propaganda advertisements are conceptual while outdoor transit advertisements are mainly narrative and mental and verbal actions are rarely seen. Secondly, the interactive meaning which is realized by contact, social distance, perspective and modality indicates the essential features of outdoor transit advertisements. The analyses also show that most outdoor transit advertisements are high modality and the theme and purpose of the advertisements determine which coding orientation is deployed. Thirdly, as for compositional meaning, information value, salience and framing play an important role in outdoor transit advertisements to achieve the coherence in visual communication. All of the means above work together and contribute to the construal of compositional meaning. After a thorough study of the 20 outdoor transit advertisements from the perspective of representational meaning, interactive meaning and compositional meaning, it could be found that as the

capital city of China, besides economic prosperity, Beijing also pays much attention to cultural development and civilization construction. The friendly and equal interactive relationship established between the represented participants in outdoor transit advertisements and the viewer present the harmonious social atmosphere in Beijing. Last but not least, this paper testifies that although visual grammar is established under western culture and used in western ways, it can also be applied to images which are produced, circulated and read in Chinese culture.

Key words: multimodal discourse analysis, visual grammar, outdoor transit advertisements.

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PAPER SESSION 7C - ROOM 3 - THURSDAY, 28 JULY

APPRAISAL, TRANSLATIONAL EQUIVALENCE AND LINGUISTIC RELATIVITY

This paper discusses insights into notions of socio-semiotic “system” and the “instantiation” of those systems which arise when the appraisal framework (Martin and White 2005) is applied to analyses of translation.

The paper reports on a study of a collection of media texts in French which have been translated into English, and an analysis which sought to develop methodologies for determining degrees of attitudinal and dialogistic equivalence between a source text and its translation. (The notions of “attitude” and “dialogistic positioning” referenced here are those outlined in Martin and White 2005.) It will be proposed that, while it is possible to provide a broad measure of translational equivalence by tracking similarities and differences between source and target texts with respect to the type and sub-type of attitude activated, it is necessary to develop more delicate sub-categories of attitude type than have previously been proposed, if degree of translational equivalence is going to be more meaningfully investigated.

It is also proposed that through such investigations, it become possible to start to map similarities and differences between languages , as systems of possible meaning making, with respect to the attitudinal meanings those languages make easily available. Thus translational pairs (source and target text), as instances of different discourse semantic systems, provide insights into the different semantic potentials of the systems they instantiate.

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PAPER SESSION 9F - ROOM 6 - FRIDAY, 28 JULY

FORCE-DYNAMICS COMPLEX AND ALTERNATIVE CONSTRUALS

Force-dynamics is the notion understood as the ways “entities interact with respect to force” and it “figures significantly in language structure” (Talmy 2000: 409). In causative clauses force-dynamics is usually interpreted as a schema in which the Agent/Actor causes Patient/Theme to change. Similar description is also represented in Billiard Model (Langacker 1999). SFG sets up types of processes with verbs as their important elements (Halliday 1994). In form-meaning pairing, most theoretical models, including construction grammars, claim that Agents/Actors are typically realized as (or linked with) subjects, while Patients/Themes, objects. However, such realizations may not be the only case in Chinese, as my data indicate.

1) *Ta ba lian he hong le.*

She *ba*-marker face drink red *le*-particle

She drank, which made her face red.

2) *Na ping jiu ba ta de lian dou he hong le.*

That bottle wine *ba*-marker she possessive-marker face all drink red *le*-particle

That bottle of wine that she had drunk made her face red.

The grammatical objects (*lian* (face)) in both 1 and 2 are not the Patient of the action *he* (drink). To account for these Chinese puzzles I propose an event frame complex which states that any participants involved in an interaction, based on our experience with the outside world, have the potential to be forced to change – i.e. any participant in the frame complex can be interpreted as a changed entity. It is the particular language which construes this piece of experiential knowledge differently. English has a constrained actualization and allows only “drinker” to be construed as grammatical object, while Chinese has much free one, which permits any entity of the frame. English allows one simple cause-effect relation, while Chinese, a chain of cause-effect. This causative chain can be well accounted for within the event frame complex.

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PAPER SESSION 9G - ROOM 9 - FRIDAY, 28 JULY

**DEVELOPMENT OF APPRAISAL IN CONTENT-AND-LANGUAGE-INTEGRATED-
LEARNING (CLIL) HISTORY COMPOSITIONS**

This paper presents results from a longitudinal analysis of the written language produced in English by twenty-five students from two state schools involved in a bilingual schools program in Spain. The study analyses a corpus of in-class written compositions, collected once a year throughout the 4 years of obligatory secondary schooling (ages 12/13 to 15/16-years-old) in history courses taught in English. We study the development of the students' register-appropriate use of linguistic resources for history genres, following Coffin (2006), Veel and Coffin (1996), etc.. This particular paper focuses on features of appraisal, an analysis which fills out the picture of development traced through previous studies of linguistic features in the writing of these students such as nominal group development, participant identification and tracking, and thematic choices (Whittaker, Llinares and McCabe , 2011). The results of the appraisal analysis are considered in the light of teacher evaluation of the texts, as well as of the developmental path found by Derewianka (2006) and Christie and Derewianka (2008) in L1 and ESL students of a similar age.

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PAPER SESSION 2B - ROOM 2 - MONDAY, 25 JULY

SOME CRITICAL AREAS OF THE LOGICAL-SEMANTIC RELATIONS SYSTEM OF SFG

The realization of the logical metafunction at the rank of clause complex is among the areas of SFG on which less work has been produced. Although no doubt will be cast on the general validity of the system of interdependency and logical-semantic relations as defined by Halliday (2004), this paper aims to investigate some aspects of the latter subsystem that, in my opinion, remain subject to some obscurity and possible ambiguity.

First of all, it is not completely clear in which cases two clauses may be said to be linked by a certain type of relation despite the absence of an explicit conjunction. According to Halliday (p. 381), this is the case in paratactic nexuses like “Go off the San Diego freeway at the Wilshire Boulevard-West offramp, || circle right down the offramp, || and turn right onto Wilshire, westbound (...)”, where each of the latter two clauses enhances the preceding clause by expressing a temporal relation. If this is so, one might also assume that (for instance) the two clauses in “There was some oil on the ground || and I fell down” are linked by an enhancing causal relation. The question thus arises to what extent logico-semantic relations may be said to be lexicogrammatically expressed in such nexuses and when, on the other hand, the relation is simply inferred by the hearer on the grounds of iconicity assumptions (see Dowty 1986) or empirical experience. The examples to be considered are drawn from the DEEB project *corpus* (see Gouveia 2010), which consists of 1500 texts authored by Portuguese students of school years four, six and nine.

Moreover, I will discuss a few cases of ambiguity between different relation types, both presented by Halliday and identified by myself in the DEEB *corpus*.

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PAPER SESSION 3E - ROOM 5 - TUESDAY, 26 JULY

GENRE IN HISTORICAL MANUALS FOR LANGUAGE INSTRUCTION: EVIDENCE FROM EARLY TEXTBOOKS OF ENGLISH AS A FOREIGN LANGUAGE DESTINED TO SPEAKERS OF PORTUGUESE

The recognition of genre and register as “critical in all language learning” (Hasan and Perrett, 1994: 187) is usually held as a recent development in pedagogical theories and practices, emerging (i) from a better understanding of how language is structured to convey meaning and achieve social purposes in particular contexts, to which systemic functional linguistics has significantly contributed, and (ii) from the communicative approaches to language teaching that appeared in the 1970s (Hyland, 2007). Early textbooks of English as a foreign language may however point in a different direction. As shown by Howatt and Widdowson (2004) and Gomes da Torre (1985), many of such texts include, since the sixteenth century, sections on “familiar dialogues”, a term coined by Jacques Bellot in 1586 and labelling spoken interactions of various types (e.g. “Between a lady and her lover” and “To embark” – Silva, 1779), and present information on the writing of specific texts as letters and business documents (e.g. Castro, 1777). Though a few instances of this practice have already been considered “improbable” (Alston, 1968) and bearing “no relation to the language of real communication” (Richard and Rodgers, 2001: 4), its diffusion gives us reason to believe that the teaching of English as a foreign language has been register and genre sensitive for longer than usually stated and that such fact has influenced the configuration of a stage in the history of the foreign language textbook as a genre as well. Bearing in mind literature on genre and on genre-oriented pedagogy (e.g. Martin and Rose 2003, Eggins 2007), this paper will explore such possibilities by means of the presentation and analysis of five nineteenth century manuals of English destined to speakers of Portuguese available in the library of the University of Lisbon.

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PAPER SESSION 3E - ROOM 5 - TUESDAY, 26 JULY

**METAPHOR, IDIOM, INCONGRUENCE AND GRAMMATICAL METAPHOR: A FRESH
LOOK FROM THE VIEWPOINT OF BUILDING A MODEL OF LANGUAGE AND ITS USE
FOR THE 21ST CENTURY**

When Halliday introduced the concept of 'congruence' (1970:149) with *Dinner of roast beef was followed by a swim*, he identified an important phenomenon. Renamed 'grammatical metaphor' (GM), the concept eventually encompassed 26 sub-types (Halliday 1994, Halliday & Matthiessen 1999). And nowadays the 'GM phenomena' are assumed to be a major justification for introducing, above TRANSITIVITY etc, a vast new level of 'semantic' system networks - these, however, still lacking adequate descriptions.

It is a weakness of SFL that we are often over-ready to accept ideas proposed by Halliday as completely right. The GM phenomena undoubtedly exist, but do they require an additional level of language? As good scientists of language, we should examine this hypothesis critically, actively seeking alternative models that explain the same phenomena – testing, evaluating and comparing them in the context of a full model of language and its use.

In the Cardiff Model of language we have always done this. We already had alternative explanations of some GM phenomena (as I shall show), and in the framework of the broader set of concepts suggested in this paper's title we shall find alternative explanations of their places in an adequate model of language (see Fawcett forthcoming 2011).

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PAPER SESSION 9D - ROOM 4 - FRIDAY, 28 JULY

RE(CONFIGURATION) OF SOCIAL ACTORS IN MULTIMODAL TEXTS

When facing empirical data derived from several social activities, one perceives that knowledge and information are transmitted through texts (oral and written) that mobilize various semiotic resources. Therefore, some aspects that were, in a way, neglected by the sciences of language – essentially characterized by a verb centred vision – began being valued by theoreticians that privilege the multimodal character of action. Various text/speech specialists expanded this matter. On one side, there are specialists that privileged a certain expression plan, such as: Kress & Van Leeuwen (1996) – who are interested by the elements of visual semiotics-; on the other side, authors that revealed, mainly, an interlace of various systems in a process of dynamic construction, like Kress *et al.* (2001), among others. Due to the complexity of questions raised by the multimodal analysis of texts, this work, which combines theoretical-methodological aspects of Socio-discursive Interactionism and Systemic Functional Linguistics, aims at showing, primarily, the *ways of multimodal expression* existent in two distinct text genres: one *advertising* and one *idea debate*. Further on, we will show that the adopted *plurisemiotic* choices are not random, but generically constricted. Finally, we will point out that the social actors put in scene in these texts are (co)constructed by the combination of multimodal resources at disposal of the text's producer and we will also describe them. With this contribution, we intend, thus, to indicate some hints that may be used in teaching/learning contexts of curricular units, contributing to the development of teachers and students.

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PAPER SESSION 4A - ROOM 1 - TUESDAY, 26 JULY

EDUCATIONAL IMPLICATIONS OF THE NOTION OF REGISTER

How do we implement a teaching practice based on SFL? The answer to this question has spurred many to develop the genre based teaching grown out of the Sydney School's world famous Teaching-Learning Cycle (Rothery 1996), e.g. Hammond (2001), Rose (2005), Fang & Schleppegrell (2008)). In our paper we give examples of a social semiotic teaching practice based on SFL's notion of register context (Derewianka 1990, Love 2009, Macken-Horarik 2002, Mulvad 2009). We would like to contribute to further development of an SFL language-based and genre-oriented teaching sensitive to the educational context. We want to present (with video recordings) and discuss our experiences from a development project within the teachers training programme in which students of maths and Danish as a second language (DSL) cooperated on planning a course in maths for pupils in the primary school. The participating two classes each brought forward their prior understanding of educational practice: for the maths class this meant Realistic Mathematics Education (Van den Heuvel 2000), and for the DSL-class a communicative second language teaching practice inspired by Pauline Gibbons (Gibbons 2002). Crucial for the cooperation between the two classes was the introduction of the notion of register, especially the mode continuum, as a concept for planning teaching. This way, SFL concepts were potentially used as an area of common ground for the students.

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PAPER SESSION 3E - ROOM 5 - TUESDAY, 26 JULY

A STUDY OF IDEATIONAL METAFUNCTION IN JOSEPH CONRAD'S HEART OF DARKNESS: A CRITICAL DISCOURSE ANALYSIS

The linguistic study of literature, or linguistic stylistics, is no different from any other textual description; it is not a new branch or a new level or a new kind of linguistics but the application of existing theories and methods (Halliday, 2002). This study intends to determine how ideology or opinion is expressed in Joseph Conrad's Heart of Darkness if any and what kind of lexico-grammatical strategies are used in the this novella to convey the author's ideological meaning. By focusing on the lexico-grammatical choices in the transitivity system of the structure of the clauses, the researcher tries to shed light on the ideational meaning of the story. That is, the grammar of the clause as representation (transitivity patterns) which represents the encoding of experiential meanings: meaning about the world, about experience, about how we perceive and experience what is going on. Both Halliday and Hassan (As cited in Hassan, Matthiessen, and Webster, 2005) have integrated theoretical statements with demonstrations of text analyses. In that spirit, the researcher here offers a textual demonstration of reading of a literary text. In order to do so, the demonstration will identify metafunctional patterns of ideation found in the lexico-grammar of Joseph Conrad's Heart of Darkness and notes the author's use of foregrounding against these patterns to contrast the racist and imperialistic ideologies being opposed to through the frame narration by Marlow as the chief character said to be Conrad's own voice in the process of sailing and cruising on the Thames in a yawl by the name of Nellie.

PAPER SESSION 2C - ROOM 3 - MONDAY, 25 JULY

PROCESSES CLASSIFICATION: GRADUALITY, FEATURES AND AGENTIVITY

I propose to discuss in this paper the traditional process classification proposed by Halliday in his grammar (Halliday y Mathiessen 2004) in order to reformulate it. Spanish is going to be the language we are going to give examples of. Three characteristics are taken to accomplish the reformulation proposed. The first one is that all processes must be located within what we call the principle of graduality. This principle is basic in relation to the semantic nature of the process and is described from two poles [+concrete], [-concrete]. The second one is that all processes must have assigned at least two features. These features, that are hierarchically organized, are taken from the three main classes of process described in Halliday and Mathiessen 2004, as [+/-material][+/-mental][+/-relation]. The third one is that all processes obey a principle of agentivity. It is defined by if the one that causes the semantic content of the verb is the same one that carries it out. Our proposal will be tested in three different discursive series (Menéndez 1997) that show variability of registers (Halliday 1978) and genres (Bajtin 1944, Martin and Rose 2003). Our conclusions aim to demonstrate that verb classification depends on a complementary hierarchal combination of grammatical features that are register and generic motivated.

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PAPER SESSION 7F - ROOM 6 - THURSDAY, 28 JULY

WHY THE MULTIMODAL PERSPECTIVE IS ADECUATE FOR THE TEACHING OF SPANISH AS SECOND LANGUAGE?

The present paper aims to demonstrate why Spanish as a Second Language (ELSE, in Spanish) has to be taught taking a multimodal perspective (Kress 2009). Multimodal perspective is understood as part of social semiotics (Halliday 1978). So, our work is framed in Systemic-Functional Linguistics that is considered as the starting point of multimodal analysis.

Text is, then, the central point of our analysis. In it, it could be seen the simultaneity of modes that are the realized options of each subsystem of options that are the ones that make them up. Therefore, multimodality is a constitutive (in the sense of Searle 1969) feature of text as it is cohesion and register (Halliday and Hasan 1976). We propose, therefore, to explain why multimodality is especially relevant for the teaching of ELSE (this does not mean that it is not for Spanish as mother tongue or for other languages) because it lets relation grammar, register and genre. Our proposal will be illustrated with the analysis of the relation of the system of mode, system of evaluation and illocutionary force device. A set of representative fragments of actual Argentineans movies will be our corpus that will let us show the effectiveness of our proposal.

Our conclusions point toward to justify this perspective as a methodology to carry out texts analyses in the classroom of ELSE.

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PAPER SESSION 1E, ROOM 5 - MONDAY 25 JULY

MENTAL AND VERBAL PROCESSES: CONFLUENCES AND DELIMITATIONS IN THE
JOURNALISTIC DISCOURSE

The SAL (Systemics Across Languages – Research Network) Project seeks to describe the grammar of different languages within the systemic functional theory from genres and characterizations. This work, which is linked to SAL, aims to analyze the linguistic context in which the verbal and mental processes occur more frequently in news from two newspapers published in Portuguese on the internet and collected from April 16, 2009 to June 2, 2009, totalizing 656 texts which were analyzed through WordSmith Tools 5.0 (SCOTT, 2008). By using a concordancer we set the patterns of realization of verbal and mental clauses in the selected news. The results indicate: a) that the evidence discursively shown refers to external sources, what grants heteroglossia (MARTIN AND WHITE, 2005) to the texts; b) the prevalence of the verbal processes over the mental process in heteroglossia; c) the higher frequency of nine verbal processes: “say”, “state”, “inform”, “tell”, “announce”, “ask”, “warn”, “predict” and “spread”, in which there is a high incidence of projected clauses as quotes or reports through different kinds of utterance; d) the presence of mental processes indicating the message of the source, such as “alert”, “observe”, “remind”, “evaluate” and “recognize”; e) the occurrence of incomplete or complete quotes following mental processes; f) the presence of hypotaxis with inserted quotes so in verbal as in mental processes; g) the presence of support verbs followed by nominalization of mental processes. The understanding of the linguistic context of news can help to understand the approaches used to construct the texts which daily circulate in the social spaces.

Keywords: systemic functional grammar; SAL Project; verbal processes; mental processes; journalistic discourse.

PAPER SESSION 3A - ROOM 1 - TUESDAY, 26 JULY

SILVIA PESSOA, CARNEGIE MELLON UNIVERSITY IN QATAR
RYAN MILLER, CARNEGIE MELLON UNIVERSITY IN QATAR

TRACKING COLLEGE WRITING DEVELOPMENT: CHALLENGES, COMPLEXITIES, AND ACCOMPLISHMENTS

This presentation reports on findings from the second year of a 4-year longitudinal study that documents the writing development of 85 multilingual students at an American university in the Middle East. Previous work on writing development at the college level has been either largely qualitative or primarily text-based (Christie, 2002; Colombi, 2002; Leki, 2007; Ortega & Byrnes, 2008; Sternglass, 1997). Through corpus analysis of student writing, surveys, interviews, and analysis of course materials, this study aims to document both personal and linguistic.

While interview data clearly reveals students' personal and social growth within the first two years of university studies, tracking students' actual writing development based on text analysis has presented more challenges and complexities. This is because student writing development is non-linear, not always visible on paper, and dependent on the task and students' interest in, understanding of, and engagement with it.

This presentation highlights the challenges and complexities of tracking student writing development and the documented accomplishments made by students in their development as writers of academic texts in English. Using two corpus linguistic software, UAM CorpusTool (O'Donnell) and DocuScope (Kaufer et al., 2006), this presentation reports on findings based on linguistic and rhetorical elements that are revealing of student writing development across different tasks and genres produced over two years.

PAPER SESSION 3D - ROOM 4 - TUESDAY, 26 JULY

**EXAMINING TEACHER MEDIATIONS - THE SYSTEMIC-FUNCTIONAL GRAMMAR AS
A TOOL TO REFLECT ABOUT PRACTICES IN ONLINE COURSES**

Following a socio constructivist perspective this paper has the aim to present part of the results of a research that analyzes and describes different types of teacher mediation in online courses, observing the results of students' participation and their learning opportunities due to the different types of mediations (Gervai, 2007, 2008). More specifically the different mediations were understood through the analysis of the materiality of the discourse of teachers in different task dynamics: students' individual tasks and mediation in forum discussion lists in an online course developed and designed by Pontifícia Universidade Católica de São Paulo/Brazil in the postgraduate department of Applied Linguistics to Language Studies.

The analysis followed the concepts of the Hallidayan systemic-functional grammar (1978, 1985, 1994). The instruments of analysis were specifically based on concepts related to two metafunctions: the interpersonal metafunction and the experiential. For the interpersonal analysis we have used the model of the language of Appraisal developed by Martin and Rose (2003) and Martin and White (2005) and the concepts of transitivity by Thompson (1996/2004) to deal with the experiential metafunction.

The results of the analysis have led us to identify that certain actions of pedagogical mediation can result in different students' participation. It was also verified that certain teachers' actions can create more opportunities for students to learn and to interact with other students and the teacher (Gervai, 2007). And most important, we see the use of the systemic-functional grammar as a great tool to help teachers reflect about their practices in online courses.

PAPER SESSION 5A - ROOM 1 - WEDNESDAY, 27 JULY

**TRANSFORMING A CONTEXT OF LANGUAGE TEACHER EDUCATION: LSF AND
CULTURAL HISTORICAL THEORY IN DIALOGUE**

This paper discusses systemic functional language theory as a mediating tool both in the process of comprehension of the role of language in teacher education and in the process of constitution of educators as politically conscious social agents, who can engage, with language, in the transformation of social processes (cf MATTHIESSEN 2009) in their contexts of work. It draws on the findings of two studies on EFL teacher education, developed in cultural historical perspective (VYGOTSKY 1930/1998 and 1934/1998), in a Letters course in Brazil. Participants' ideational and interpersonal choices are analysed (HALLIDAY 1985/1994, EGGINS 1994, EGGINS and SLADE 1997, and CHRISTIE 2002). Presentation will focus on the linguistic choices which mediated the reconstitution of participants' identities, on the changes in their conceptions of EFL, of FL learning and teaching, and of themselves, and on the transformations in the systems of educational activities in this context. Particularly important is how comprehension of the process of change and of the linguistic choices involved provided the researcher with the tools to promote the future teachers' reflection on EFL and its learning process in light of context. Also particularly important is how this helped foster not only students' language learning but also their comprehension of what being a teacher entails.

PAPER SESSION 3D - ROOM 4 - TUESDAY, 26 JULY

**THE SEMIOTIC CONSTRUCTION OF MASCULINITY AND AFFECT: A MULTIMODAL
ANALYSIS OF MEDIA TEXTS**

The aim of this paper is to observe changes in the semiotic construction of masculine identities as a dynamic flux of social representations mediated by the multimodal aspect of texts including emotional behavior that involves specially *smile* as well as gaze and bodily movements, sensory modality, salience, and point of view. It also includes personal appearance (clothes, gesture). The study compares previous research data from a magazine article of 2003 and its cover- page to four adverts of the 2005 edition and four recent adverts published in the 2008 edition of the same magazine, so as to perceive how they position readers ideologically in order to (1) detect how masculinity is represented discursively in its heterogeneity connected, ideologically, with power relations, vanity and emotions and (2) define their identities as consumers of goods and services. In this paper, categories of the Grammar of Visual Design of Kress & van Leeuwen (2006) are used for analysis of the corpus proposed and two new categories named by the author emotional behavior and conformity of appearance are proposed by the authors in order to study masculine emotions and affect.

PAPER SESSION 10C - ROOM 3 - FRIDAY, 28 JULY

READING MULTIMODAL TEXT EITHER WITH OR WITHOUT KNOWING THE THEORY

The production of multimodal texts (as defined by Kress and van Leeuwen 2005) has been widely expanded in all areas of our activities, nearly all genres (Martin, Rose 2008) can be construed by verbal and pictorial semiotic modes, from the newspaper articles to text-books and scientific articles. Thus, a very primary question arises: are the spontaneously acquired skills of reading multimodal texts, bearing in mind also human neurophysiology, sufficient enough as to make a person into a competent and critical reader who can select from the different semiotic resource systems, and be aware of 'a system of possible meanings and forms typically used to make meanings in particular contexts' (Baldry, Thibault 2005: 18), or perhaps there is a need to teach/learn these competences in school, considering the theoretical concepts of the visual grammar. To try to find an explanation a study has been made among 224 students who had no previous knowledge of multimodality and were not trained to read and interpret multimodal texts. Students were given a multimodal newspaper article and asked to complete a questionnaire checking their comprehension and eliciting their interpretation of the article. The paper presents the analysis of the study results which focuses on the following issues: students' reading paths, the roles of the pictorial, whether students consider the image an inherent part of the text or not, the cohesive elements linking the two semiotic systems, and the extent to which the gaze of the represented participant in the pictorial (demand) influences students' decoding of the verbal, i.e. the interaction of the two modes. In fact, the main topic discussed is the students' perception of the interpersonal metafunction in the analysed multimodal text.

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PAPER SESSION 9E - ROOM 5 - FRIDAY, 28 JULY

EXPLORING A SEMI-AUTOMATIC APPROACH FOR THE ANALYSIS OF
INTERPERSONAL MEANING IN LARGE CORPORA

In our exploratory study, we analyze how interpersonal meaning (Halliday 2004) expressed by evaluative patterns (Hunston 2004) is realized within a corpus of academic journal articles, the DaSciTex Corpus (Teich & Fankhauser 2010). In terms of Hunston and Sinclair (2003), analyzing evaluation involves dealing with (a) the *evaluative category*, the entity that carries the evaluative meaning, and (b) the *thing evaluated*. The pattern analyzed in detail is the *it is ADJ to-inf* pattern (e.g., *it is important to*). First, its instances are extracted by means of regular expressions with the Corpus Query Processor (Evert 2005). Second, the *evaluative category* (represented by meaning groups realized by this pattern within the academic context (possibility, importance, complexity, others) (cf. Degaetano & Teich 2011)) and the *thing evaluated* (process types of the verbs within the to-infinitive clause) are annotated semi-automatically with the UAM Corpus Tool (O'Donnell 2010). Finally, the semi-automatic annotation allows us to analyze differences and commonalities of one particular aspect of interpersonal meaning, *evaluation*, within the different scientific disciplines of DaSciTex with a relatively small expenditure of time and within a fairly large corpus (approx. 17 million words), gaining a better understanding of the expression of interpersonal meaning as well as of register variation.

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PAPER SESSION 9B - ROOM 2 - FRIDAY, 28 JULY

WORKING WITH GRAMMATICAL METAPHOR IN VERSIONS OF RELATED TEXTS

The concept of "grammatical metaphor", introduced by Halliday (1985/1994), has since been expanded and analysed in various contexts (see Simon-Vandenberg et al. 2003). Our paper employs grammatical metaphor to explore differences between originals and translations in the language pair English and German as well as between registers (scientific and popular-scientific texts).

The aim of the paper is to bring together insight on related aspects such as intralingual "translation" of highly metaphorical research articles into possibly de-metaphorised popularisations as well as translation proper in the same register that may then again display reduced metaphoricity. As a way of explaining scientific phenomena, we expect the popularisations to gradually increase metaphoricity within the text (similar to what Halliday/Martin 1993 describe for scientific texts). In translations, a reduced frequency of grammatical metaphor could be caused by increased processing effort during translating.

The analysis focuses on shifts concerning nominalisation as a part of ideational grammatical metaphor (cf. Rose 2006). To get a thorough overview of the development of metaphoricity, we apply different methods such as qualitative text analysis, corpus annotation and query as well as eye tracking. The results highlight the procedural character of grammatical metaphor as a strategy of text production in related texts. Potentially both strategies can be related to explicitation, albeit for different reasons: as a deliberate strategy in popularisations and as a corollary of processing effort during translation.

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PAPER SESSION 9F - ROOM 6 - FRIDAY, 28 JULY

WRITING TO LEARN IN A DIGITAL ENVIRONMENT

This paper reports on a study that investigates the digital literacy context in a distance course in Criminology, at a Swedish university. Drawing on Macken-Horarik (1996) the study analyzes the digital writing among both students and teachers on one hand, and the design of the virtual learning environment (VLE) on the other. Within the SFL approach, Macken-Horarik (1996, Macken-Horarik et al. 2006) has developed a model for the relationship between language use and knowledge domains. When children come to school, they bring *commonsense* or *everyday knowledge* and a language that can capture this kind of knowledge. School is supposed to support them into, first, a *discipline* or *specialized knowledge domain*, connected to a disciplinary language, and subsequently a *critical knowledge domain* with a language – or register – that can challenge reality. One of Macken-Horarik's main contribution is visualizing the connections between a certain type of knowledge and a certain type of language or registers. The study of the Criminology course showed that there were discrepancies between the digital literacies of teachers, designers and students. These discrepancies mean that a common discourse was sometimes difficult to maintain. One of the conclusions is that the designers and teachers as co-designers of VLE's must have a better understanding of everyday digital literacy in order to design more sufficient learning environments. Digital literacy must be considered as a situated practice, and that is about functional and communicative competencies rather than acquiring a set of technical skills. Digital technologies have changed the acts of reading and writing to learn in profound ways. In the context of virtual learning environments used in education, the new media landscape matters in at least two important ways: 1) We may assume that most, if not all, students in the developed world come into contact with digital tools such as social media at home as well in their educational context. 2) Virtual Learning Environments (VLE) are in use by many educational institutions and include features from everyday social media. Hence, it is important to investigate the interrelations between everyday use of social media and the digital literacies present in academic activity within a VLE.

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PAPER SESSION 10F - ROOM 6 - FRIDAY, 28 JULY

MOOD SYSTEM IN BAHASA INDONESIA

Mood system operates as the principal grammatical system for a clause as an exchange (Halliday and Matthiessen 2004, 106). In this paper, there is an attempt to observe the realization of Mood in Bahasa Indonesia (Indonesian) by focusing on the potential clause structure construing its speech function in the semantics level. In finding the mood elements in Indonesian, the observation begins with the structure of verbal group, i.e. experiential and logical structures. Then, regarding the data taken from a spontaneous dialogue, trinocular vision is used to recognize the mood option which relates to the speech function from above, the Subject-Predicator order from roundabout and the word/particle level element from below. The discussion on Mood system in the paper aims at contributing to the description of Indonesian from the point of view of Systemic Functional Grammar. The observation shows that there are systemic options in mood which are realized not only by sequence of elements in some cases but also by particle *kah* attached to the element which is being negotiated in the exchange. Including a description of verbal group in the language, the paper also wants to show that there is special verbal category in the language, e.g. *akan* and *bisa* which behaves like finite in English in providing tense and modality.

Keywords: Mood, Verbal Group, Mood Particles, Predicator, Finite, Indonesian.

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PAPER SESSION 4B - ROOM 2 - MONDAY, 25 JULY

**BUSINESS STUDENT PERFORMANCE IN DEVELOPING COMMUNICATION SKILLS
USING SFL AS PEDAGOGICAL TOOL**

This paper takes both a research and application approach to its subject matter. Educational researchers, particularly those focused on primary and secondary contexts (e.g. Martin, 1999; Christie, 1999), have a long tradition of applying linguistic research for community benefit (Halliday, 2003). However, the use of SFL as a pedagogical tool in domain-specific tertiary contexts is perhaps less well explored. This paper aims to describe the evolution of an SFL pedagogical approach to the teaching of undergraduate business communication students at Macquarie University - a major cultural awakening. We will also report on analysis of recent student data.

BBA216 is a communications unit taught mid way through a Bachelor of Business Administration. Taking a “work-simulated learning” perspective, staff teaching BBA216 apply SFL and Register theories in helping business students understand how important issues of context will be in their future working lives. From its beginning in 1999, staff have continued to seek ways to make the linguistic theories we use in the unit easily accessible to business students. Ongoing student feedback, as well as analysis of their responses to relevant tutorial and assessment tasks, on the one hand, tells that we are on the right track and, on the other hand, enables a dynamic approach to the ongoing development of the course.

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PAPER SESSION 7B - ROOM 2 - THURSDAY, 28 JULY

A COMPARATIVE STUDY OF COHERENCE IN A HAFEZ'S AND SA'DI'S GHAZAL

This paper concerns the problem of coherence in a poetic work of the 14th century poet Hafez, regarded as one of the greatest composer of romantic and mystic "ghazals" in Persian literature and also it compares a ghazal of Hafez with a ghazal of the 13th century poet Sa'di, the master of speech, composer of romantic ghazal and who is famous for his coherent ghazals. In this research, beside quantitative analysis I aim to compare coherence in a Hafez's and Sa'di's ghazal by using the framework laid out by Halliday and Hasan (1976) and developed further by Hasan (1984) which addresses the issue of textual coherence. There are two main questions such as why Hafez's ghazals apparently have less coherence than Sa'di's and what lingual differences cause the light or strong coherence of Hafez's and Sa'di's ghazals that is supposed to be answered by this framework. It seems that the reason of coherence in Sa'di's ghazal is due to using more grammatical cohesive devices unlike Hafez that uses more lexical cohesive devices in his ghazal. So, the Hafez's ghazal sounds less coherent than Sa'di's. To put it in a nutshell, it perhaps can be said that the less grammatical cohesive devices in a text is, the less coherent the text will be. So, the text some times seems vague. This issue may prove that if Hafez's ghazals apparently have less coherence, it is because of usage of literary items and these are culminated in his ghazals. This matter makes his ghazals vaguer, more difficult and less perceptive in a way that sounds they have less coherence than other poet's ghazals

Key Words: Hafez, Sa'di, Ghazal, Coherence, Cohesion, Cohesive Harmony, ambiguity.

PAPER SESSION 7E - ROOM 5 - THURSDAY, 28 JULY

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GULBAHAR BECKETT, UNIVERSITY OF CINCINNATI, USA
BERNARD MOHAN, UNIVERSITY OF BRITISH COLUMBIA

AN SFL EXAMINATION OF PROBLEM SOLVING ACROSS DISCIPLINES

Problem solving is a process in which an individual applies current understandings to new situations to reach logical conclusions. It is often described in terms of steps that can be taken and strategies one can use (Polya, 1957). Huang and Normandia (2008) examined questions that mathematics students can ask and used SFL to show how a focus on language can help students solve math problems. But as problem solving goes beyond mathematics into daily life, we seek to understand the role language plays in the wider context. To do this, we will take problem solving to be an example of a social practice, an activity involving both knowing and doing that can be traced, using SFL analysis, through patterns of language within knowledge structures (Mohan, 2007). Starting from Halliday's notion of exchange, we will use this analytical approach to examine problem-solving discourse in two diverse science teaching units, an elementary physical education unit, and examples from both a graduate-level English as a second language writing class and a university-level class in which the students are engaged in project-based learning to improve their English language skills. From these contexts, linguistic patterns involved in problem solving will be identified and discussed.

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PAPER SESSION 3C - ROOM 3 - TUESDAY, 26 JULY

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**COMPARING MODALITY PATTERNS BOTH IN PORTUGUESE AND IN ENGLISH
AGRICULTURAL SCIENTIFIC ARTICLES**

As part of the SAL Project, specifically its branch as being carried out in South America referring to the genre of scientific articles, this presentation aims at comparing modality in patterns found both in Portuguese and English agricultural scientific articles. The corpora consist of 223 texts in Portuguese and 150 in English processed through the AntConc 3.2.1w program. Texts in both languages were electronically: the Portuguese ones from the scientific review Scielo Brasil (www.scielo.org) and the English ones from several renowned journals from English speaking countries. Modality per se, as well as other grammatical resources of expressing modality, was identified and classified according to the theoretical framework offered by Halliday (2007) and Halliday & Matthiessen (2004). Apart from identifying different forms of expressing modality (modal verbs, modal adjuncts, disjuncts, conjuncts, for instance), this investigation also provides a rank of most productive forms of expressing modality in the focused genre. Our analysis has shown that the highest incidence realized by modality is *could/can*, which leads us to believe that the main meaning construed refers to probability in Portuguese and theoretical possibility in English. Thus, it is pointed out that there is a difference in realization in both languages investigated.

PAPER SESSION 6D - ROOM 4 - WEDNESDAY, 27 JULY

SELF-REPRESENTATION OF TRAUMA: AN APPRAISAL, MULTIMODAL ANALYSIS

This in-progress data-driven study examines the various semiotic resources of discourse (language, pictures, colors, and symbols among other) utilized by EFL learners who wrote about traumatic experiences such as rape, racism, and loss in their autobiographies. Various approaches are used in the analysis of these autobiographies such as genre analysis (Anderson, 2011), multimodality (Kress & van Leeuwen, 2005; Jones & Ventola, 2008), and appraisal (Martin & White, 2005). The autobiographies were written at the end of the 6th. Level English course (B2 according to the CEFR.) by students who are majoring in English Language Teaching in a public university in Mexico. 10 autobiographies were selected, five written by females, and five by males.

The writers of these autobiographies express their feelings of despair, frustration, and pain with different linguistic resources, which were categorized under the three systems of appraisal: engagement, attitude and graduation. Subsequently, these resources were categorized under the various appraisal sub-systems. Extracts exemplifying these categorizations will be displayed. Besides language, writers used different semiotic modes such as family pictures and paper with subliminal messages to express other feelings. Samples of these resources will be presented.

Due to the limited amount of data, generalizations cannot be drawn, however, we may conclude that by expressing their feelings through different semiotic modes, these autobiographies may represent liberating tools for these particular EFL learners.

PAPER SESSION 1E, ROOM 5 - MONDAY 25 JULY

**A CRITICAL REVIEW AND EXTENSION OF APPRAISAL THEORY FROM THE
PERSPECTIVE OF THE VIETNAMESE LANGUAGE**

Appraisal theory, as an important part of negotiating interpersonal meaning put forward by Martin (2000), Martin & Rose (2003) and Martin & White(2005), has been undergoing constant development. A large amount of research has focused on the application of the theory and the coding methodology of appraisal in the study of various registers such as academic writing, casual conversations, news reportage, historical discourse, peer review report and so on (Hood, 2004, 2006), (Derewianka, 2007), (Bednarek, 2008), (Marshall, Adendorff, & de Klerk, 2010). Some pioneer scholars in the field even came up with some refinement of the appraisal system (Hood, 2005; Bednarek 2008). However, most work has been done in relation to the English language rather than a language other than English. This paper aims at presenting a critical review of the appraisal system from the perspective of the Vietnamese language. A pilot study was conducted with four Vietnamese postgraduate students studying in Australia as a preliminary exploration of their use of evaluative language in English and Vietnamese. Results from the study suggest that appraisal in Vietnamese covers all the categories and sub-categories of the current appraisal system in English. Furthermore, Vietnamese has more than that to offer to the system, with the systems of person reference terms expressing evaluative meaning in certain contexts in addition to classifiers, particles, predicative elements (logical passive expressions) and reduplication.

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PAPER SESSION 1C, ROOM 3 - MONDAY 25 JULY

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TOWARDS A CRITICAL GRAMMAR OF TALKING

One of the strengths of using Systemic Functional Linguistics within Critical Discourse Analysis is in recognising two separate yet interacting levels of meaning: one semantic, or notional, focusing on the content of texts; and the other lexicogrammatical, focusing on the means of construction of the content (Halliday and Matthiessen 1999). These two levels of meaning are not in a straightforward one-to-one relationship and an additional layer of significance arises from the potential tensions between them.

This is particularly true for the notional category of 'talking', which can be construed through verbal, material, behavioural and relational processes, as well as through modal adjuncts. Conversely, verbal processes are not limited to the construal of talking, but extend to cover material means of information transfer as well as to metaphorical construals of interpersonal meaning (Matthiessen 1995:281-296; Halliday and Matthiessen 2004:608-636).

In this paper we present a grammar of talking that considers the different lexicogrammatical means of construing talking as a process as well as more delicate distinctions such as the focus, targeting and uptake of talk. We apply this model to a variety of text types to explore the possibility of developing a multicomponent schema for critical analysis of the representation of talk and talkers in text.

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PAPER SESSION 3B - ROOM 2 - TUESDAY, 26 JULY

TOWARDS A DESCRIPTION OF TRANSITIVITY IN CLASSICAL GREEK

Based on the SFL assumption that all languages have resources for representing our experience of our external and internal world, this paper attempts to provide an initial approach of the different systems of process-participant interaction in Classical Greek. As this is just an initial approach the experiential description is limited to the transitive analysis of clauses, and hopes to provide a framework that can be later utilized for a future exploration of the possible contribution of an ergative analysis.

The description utilizes the highly inflected nature of Greek to provide evidence for the grammatical reflex of the semantic distinctions of three main types of processes (doing, sensing, saying, being), and it concentrates mainly in the sub-division of the sensing clauses. The interesting thing with this class of processes is that Classical Greek seems to differentiate three kinds of Phenomena: impacting, created, and existing. The clauses with an existing Phenomenon, while clearly a variant of projecting clauses, they nevertheless exhibit a similarity with relational clauses, and they present the Phenomenon as located/possessed by the Sensor.

PAPER SESSION 5C - ROOM 3 - WEDNESDAY, 27 JULY

MUNICIPAL GOVERNMENT AND WATER PICKERS FACING THE BRAZILIAN SOLID WASTE LAW

This study presents data from an interview conducted in 2011 with the secretary of the environment in a small city in Mato Grosso and with the president of a cooperative of recyclable material. These interviews are part of a study that is being developed at the Program in Linguistics at the University of Brasília. In this sense, the research seeks to reveal the secretary of environment and the waste pickers' representations, represented by the president of the cooperative, and secretary of the environment facing the public policy of the Brazilian government, Law No. 11,305 of Solid Waste and Decree No. 7404 which regulates the mentioned law. It is grounded theoretical and methodological in Critical Discourse Analysis, Fairclough (2003), and Systemic-Functional Grammar, Halliday (2004), sharing the use of discourse as a representation of social events that materializes on the choices of processes, participants and circumstances, Ideational metafunction. Thus, linguistic and discursive analysis reveals that the government has helped a little in the development of cooperative, few actions have been implemented in the city to comply with the law because they rely on other municipal laws.

Keywords: Solid Waste Law, Critical Discourse Analysis, Systemic Functional Grammar.

PAPER SESSION 5A - ROOM 1 - WEDNESDAY, 27 JULY

NOT ONLY A POET, BUT ALSO A LOGICIAN: A SYSTEMIC FUNCTIONAL INTERPRETATION OF GIBRAN KHALIL GIBRAN'S JOY AND SORROW

The present work involves the analysis of *Joy & Sorrow*, one of the 26 prose poems in Gibran Khalil Gibran's best known work: *The Prophet* (1923). The universality Gibran's *Prophet* has achieved (translated into over forty languages) has always been associated with Gibran's powerful spirituality. Using Halliday's transitivity framework, this paper investigates *Joy & Sorrow*'s linguistic structures and their association with Gibran's representation of reality (i.e. ideology and its resulting mind-set). The systemic functional analysis of *Joy & Sorrow* reveals a comprehensive quasi-mathematical structure systematically used from beginning to end. The phenomenal $X=Y$ reversible structure and its derivatives are made possible through the dominant use of relational processes ('intensive identifying') and the remarkable display of 'token' and 'value', meshed into the text line by line. This quasi-mathematical identification, the paper concludes, is what facilitates the ease of 'transmission of ideas' and thus universality.

PAPER SESSION 9B - ROOM 2 - **FRIDAY, 28 JULY**

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GRAMMATICAL METAPHOR IN THE WRITING OF SECONDARY STUDENTS

This paper presents the results of a research project entitled 'Writing and social inclusion: a corpus-based study on the grammatical metaphor in secondary student texts', funded by a governmental agency (FAPERJ). In these texts, linguistic features that characterize the grammatical metaphor, such as nominalizations, were identified to observe the transformation of verbal into nominal groups, which may be considered as a specific difficulty in writing (Halliday, 1994; Halliday e Matthiessen, 2006, Webster e Halliday, 2009, Simon-Vanderbergen et al, 2003). The research investigates the use of the grammatical metaphor in a corpus of approximately 500 compositions, written in Brazilian Portuguese and collected in public and private schools in the city of Rio de Janeiro. Nominalizations were identified in the texts and analyzed qualitatively and quantitatively, according to frequency, their use in the thematic structure of the clauses and the distribution of the arguments (participants and circumstances) that accompany them. Besides applying systemic categories to describe the grammatical metaphor, this study also discusses issues related to learners corpus collection and analysis with computational tools. Results indicate a higher frequency of the grammatical metaphor in private school student texts, which is in accordance with their mastery of writing conventions.

PAPER SESSION 1A, ROOM 1 - MONDAY 25 JULY

**SFL, GENDER AND MULTIMODALITY: STUDIES ON PRINTED AND ELECTRONIC
MEDIA AND THE SEMIOTICS OF VULNERABILITY**

Regarding the transcending of frontiers and intersections in research on language and other semiotic systems, this paper shows results of an on-going research on the semiotics of vulnerability (Choulariaki, 2010). Based on systemic-functional linguistics, multimodality and gender studies, I analyze different samples of media texts from newspapers and magazines in printed and electronic formats to see how gender identities portrayed in vulnerable situations are visually and verbally constructed. The analysis involves looking at lexicogrammatical choices in transitivity (Halliday, 1994; Halliday & Matthiessen 2004), regarding participants, processes and circumstances, as well as multimodal resources (Kress & van Leeuwen, 2001; 2006; Kress, 2010), in terms of representation, interaction and composition. From an educational perspective, the proposed analysis is intended to contribute to raise students' awareness regarding the combination of multiple resources used to convey meanings in contemporary society.

PAPER SESSION 9G - ROOM 9 - FRIDAY, 28 JULY

“PEOPLE THAT NO LONGER FEEL HUMAN BECAUSE OF BEING TREATED LIKE TRASH” - A CRITICAL DISCOURSE ANALYSIS OF AN EDITORIAL IN CAIS MAGAZINE

For this paper, two researchers have worked together, a Portuguese and a Brazilian, with theoretical backgrounds that are different but related: Systemic Functional Linguistics (SFL) on the one hand, and Critical Discourse Analysis (CDA), on the other. The goal was to analyze an editorial in *Caís* magazine, a Portuguese publication situated in the so called ‘street press’. This is a magazine devoted to the theme of the homeless, whose main goal is to provide a source of income and open a channel of expression, to enable the restructuring of life of people in this situation and simultaneously combat the invisibility of extreme poverty. In its issue number 123, *Caís* magazine published an editorial entitled “Eradication of poverty” in which five people in street situation seek to build their definition of poverty. This editorial is the object of the analysis we present in this paper. Based on the assumptions of SFL (Halliday, 2004; Gouveia, 2009) and CDA (Fairclough, 2003; Resende & Ramalho, 2006), we used the system of transitivity and categories like cohesion, tenses, representation of social actors and events, modality and metaphor, to deconstruct and understand the five personal definitions of poverty.

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PAPER SESSION 9A - ROOM 1 - FRIDAY, 28 JULY

AN OUTLINE OF THE CHINESE TEMPORAL SYSTEM WITHIN THE SYSTEMIC
FUNCTIONAL THEORETICAL FRAMEWORK

After having reviewed previous studies of the Chinese temporal system (Gao Mingkai, 1986; Wang Li, 1985, 2000, 2001; Shang Xin 2007; Lü Shuxiang, 1953; Chen Ping, 1988; Gong Qianyan 1995; Ma Qingzhu, 1981; Li Tiegeng, 1999, 2002; Ding Shengshu, 1999; Zhu Dexi, 2000; Zhao Yuanren, 2001; Shi Yuzhi, 2000, 2001, 2003; Yang Guowen, 2007; etc.), this paper will be intended to outline the overall Chinese temporal system within the systemic functional framework (Halliday, 1985, 1994; He Wei, 2007, 2008; etc. The main points and relevant research findings will be as follows: (1) The Chinese temporal system includes two subsystems—the grammatical system (tense and aspect) and the lexical system (phase and other lexical expressions); (2) Tense and aspect are not the same thing, but both of them are the grammaticalizations of certain temporal meanings while phase and other expressions are the lexicalizations of certain temporal meanings; (3) Tense and aspect share a few markers, which have already been grammaticalized, semi-grammaticalized or on the way of being grammaticalized, while phase is the description of temporal meanings of verbs, predicates, and complements in certain contexts, and other expressions are the description of temporal meanings of clauses, nominal groups, adverbial groups, conjunctives, etc. This sketchy research within the systemic functional framework is supposed to be a roughly systematic and consistent description of the Chinese temporal system, which marks the beginning of a series of studies of the phenomenon in question in the future.

Keywords: Chinese temporal system, systemic functional linguistics, trinocular perspective.

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PAPER SESSION 5C - ROOM 3 - WEDNESDAY, 27 JULY

**HUMOUR IN THE COURTROOM: ISSUES IN MAPPING CULTURALLY-SPECIFIC
INTEGRATED REGISTERS IN CONTEXTUALISATION SYSTEM NETWORKS**

System networks are a means of representing paradigmatic organisation and are a key tool for exploring agnation (Matthiessen et al. 2010: 212). They set out potential choices in a specified environment. While there are several system networks developed for features at different linguistic strata in Systemic Functional Linguistic theory, so far, we are yet to develop comprehensive system networks at the level of context. When developing descriptions of any theoretical stratum and in validating the features of a stratum, the principle espoused in Systemic Functional Linguistic (SFL) theory is the trinocular perspective of considering strata 'from above', 'from below', and 'from around' (Halliday and Matthiessen 2004: 31). However, as Hasan points out, with respect to the stratum of context, 'there is no recognized stratum above the stratum of context', and certainly none in which there is a 'clearly articulated set of abstractions' to which we can appeal (Hasan 1995: 267-268). Thus, in SFL theory, the 'most theoretically developed means of arriving at specific context types' is to consider the stratum of context 'from below', 'by examining those semantic units called texts' (Hasan 1995: 268). Using the existing contextualization system networks (Butt 2004; Hasan 1999, 2009), and in particular those developed for Field, this paper presents an analysis of a specific instance of language in use taken from a movie belonging to the genre of comedy. The instance of language use itself realizes two distinct registers: a register of the courtroom and a register of humour. An analysis of the text highlights features of its motivating context, and indicates how these two registers are integrated within the one 'spatio-temporal' multimodal situation. Issues regarding how to represent this integration within a context system network are raised, with particular attention to the system network for Field. But while the focus in this presentation is on features of Field, because the parameters of context are interdependent and configure in a specific way within a specific context of situation, a consideration of the relationship between Field, Tenor, and Mode is also necessary. Furthermore, it is argued that the configuration of Field, Tenor, and Mode in this situation is culturally specific, suggesting that such a configuration may not be appropriate to other cultural contexts. Thus an important outcome of this presentation is that it both sheds light on and raises issues with regard to how one may account for the cultural specificities of humour within the framework of context of situation.

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PAPER SESSION 8C - ROOM 3 - THURSDAY, 28 JULY

CIRCUMSTANTIAL ELEMENTS IN HIGH SCHOOL STUDENTS WRITING

Basing on the classification of circumstantial elements made by Matthiessen Christian and M.A.K.Halliday (2004) in systemic functional linguistics, this paper studies the grade 10 students writing from the perspective of circumstantial elements. The author wants to know how much circumstantial elements do the grade 10 students in Guangzhou have already acquired, and what kind of characteristics in their use of circumstantial elements in their writing. With all the students writing assignment, the author extracts all the circumstances in their writing thoroughly, combined with the demonstration of the two pieces of students' typical samples, the author tries to find some characteristics in their employment of circumstances. After analyzing the materials, the author concludes that top students will employ more circumstantial elements in their writing to enrich their expression. With these findings, the author gives several suggestions on how to improve the teaching of writing in high school level from the perspective of systemic functional linguistics.

PAPER SESSION 10G - ROOM 9 - FRIDAY, 29 JULY

**APPRAISAL RESOURCES IN CHINESE UNIVERSITY EFL STUDENTS' ARGUMENTATIVE
WRITING: A CROSS-LINGUISTIC PERSPECTIVE**

Recent studies (Hood, 2004; Lee, 2008, 2010; Wu, 2007) have shown that novice writers, such as EFL/ESL undergraduates have problems and difficulties in managing the interpersonal aspect of academic writing. Chinese university EFL students are no exception. However, by far, few studies are devoted to systematically examining how they tackle these interpersonal strategies in English writing, let alone Chinese writing. To address this paucity, the current study will draw on Appraisal Theory (Martin & White, 2005) to investigate Chinese university EFL students' use of evaluative language from a cross-linguistic perspective.

A group of Chinese university EFL undergraduates will participate in this project and write on a given topic in both English and Chinese. Then, a cross-linguistic comparison will be conducted on the use of appraisal resources between English and Chinese essays. The contribution of this study will be twofold. Pedagogically, it will reveal for the first time in a comprehensive and systematic way how Chinese university EFL students manage evaluative language in English writing; theoretically, it will help us understand how Appraisal Theory works in a cross-cultural context, namely in Chinese, a language other than English from which the theory is mainly developed.

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PAPER SESSION 9C - ROOM 3 - FRIDAY, 28 JULY

THE APPLICATION OF APPRAISAL THEORY TO THE LEGAL ARGUMENTATION OF COURT VERDICT

In this paper we report a functional analysis of the legal argument of the criminal verdict by the Supreme Court of the P.R.C, that is, to give an appraisal discussion to the agents in the clause process, which include "the court itself, the defendant in the case of re-trial. Liu Yong and his criminal acts, court verdicts of the first and second instances, consequences caused by the crimes, the illicit money and the criminal plots, etc.", hoping to explain legally why the Supreme Court of the P.R.C decided to revise the written judgment of the second instance and to give a preliminary linguistic discussion on the positive changes brought about by the appraisal theory for legal argumentation. It is shown that Systemic-functional approach can play an important role in legal reasoning .

Key words: appraisal theory; system of attitude; legal argumentation; Liu Yong's case.

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The final court verdict for Liu Yong's case by the Supreme Court of the P.R.C.

PAPER SESSION 9C - ROOM 3 - FRIDAY, 28 JULY

**THE EFFECT OF FORMAL INSTRUCTION OF CONJUNCTIONS AND LEXICAL TIES ON
THE COHESION OF IRANIAN EFL STUDENTS' WRITTEN DISCOURSE**

The most difficult aspect of learning English as a foreign language (EFL) is probably learning to produce coherent, cohesive, and well-organized written discourse. The difficulty usually originates from an undeveloped skill in joining ideas and marking relationship among them. The aim of the present study was to examine the impact of formal instruction of three types of conjunctions and three types of lexical ties on Iranian EFL learners' ability to produce cohesive written texts. The researchers used a quasi-experimental design with thirty English Translation sophomores who were randomly assigned as experimental and control groups. The treatment was an eight-session instructional program focused on conjunctions and cohesive ties. To estimate the effectiveness of the program, the researchers submitted the data from the writing post-test to a two-way ANOVA. The results indicated a statistically significant difference between the groups. The experimental group outperformed the control group and produced more cohesive texts. The findings have practical implications for both language teachers and materials designers.

PAPER SESSION 10D - ROOM 4 - FRIDAY, 28 JULY

Colloquia

CLAIRE ACEVEDO, INTERNATIONAL LITERACY CONSULTANT, UNITED KINGDOM

APPLICATIONS OF SYSTEMIC FUNCTIONAL LINGUISTICS IN EDUCATION CONTEXTS AROUND THE WORLD: SNAPSHOTS FROM ARGENTINA, AUSTRALIA, PORTUGAL AND SWEDEN

This is one of two colloquia on different applications of SFL in a variety of education contexts around the world. Together they give a broad picture of the many ways SFL and Genre pedagogy are currently being taken up in a range of education settings but are not designed to be sequential. Participants are encouraged to choose according to areas of interest.

This colloquium will showcase different aspects and innovations of genre-based literacy pedagogy in various educational contexts around the world. Genre-based pedagogy is informed by SFL and genre and register theory (Martin & Rose 2008) and by research on language learning in the home (Halliday 1975, Painter 1986). Over three decades, a series of large-scale action research projects have produced a powerful set of strategies for explicitly teaching reading and writing, and expanding knowledge about language in education (Rose 2008).

Alzira Tavares from Portugal will report on the use of a Genre framework for analysis of the performance of Portuguese learners on reading items in the Programme for International Student Assessment (PISA). She will explain how a gap was identified between the Genres taught in school and the Genres and tasks required by PISA which may explain how Portuguese students appear to achieve poorly in this international comparison of literacy achievement.

Estela Moyano from Argentina will describe the use of a reorganisation of the Genre teaching and learning cycle in her work in a teacher training project and explain how it empowered students to construct discipline knowledge while developing as autonomous readers and writers in Spanish.

Claire Acevedo, originally from Australia and now working in Europe, will outline the key features of *Reading to Learn* and explain how the teacher development program enables teachers to accelerate student literacy achievement using examples from successful projects in Australia and Sweden.

Ann-Christin Löfstedt from Sweden will share her experience of leading teachers in Stockholm to implement the *Reading to Learn* pedagogy to accelerate the literacy development of second language learners. She will also share the results of a small innovative research pilot using *Reading to Learn* strategies with a group of Maths

teachers to engage all students and improve achievement in both mathematics and literacy.

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1. Alzira Tavares de Sá (ILTEC, Portugal): *Can we assess what is not taught? Putting a Genre lens on the PISA results for Portuguese learners*

This project is based on the analysis of Portuguese 15-year-old students' performance in reading in PISA in 2000, 2003 and 2006 using Systemic Functional Linguistics as the major theoretical instrument for the study.

The PISA Reports showed that Portuguese teens consistently performed quite poorly in the domain of reading. PISA data gave access to information on the socio-economic and cultural background of students and performance in reading, mathematics and science. Yet, neither students nor teachers had ever been asked how they felt about the text genres or tasks that were used to assess their reading comprehension.

We therefore conducted an exploratory study, using the reading items from past PISA cycles adding a questionnaire for teachers and students on the different types of texts and tasks. The aim was to determine whether the students maintained the same profile of performance on those items and additionally to ascertain teacher and student perceptions about the PISA tests.

One of the major conclusions of the study was that students' difficulty in performing well in certain text types and tasks may well be explained by the fact that neither those genres nor those tasks are normally or consistently worked through in the Portuguese Language classroom.

2. Estela Inés Moyano (Universidad Nacional de General Sarmiento, Argentina): *Empowering students: a teaching literacy proposal for Spanish L1 based on Genre & Discourse Theory*

The aim of this paper is to outline and discuss the critical aspects of a genre-based proposal for teaching academic literacy in Spanish L1 as well as some results of its application tested under research in Argentina (Moyano, 2007). The design of the device is based on the Sydney School's teaching-learning model (Martin, 1999) and

suggests a path from heteronomy to autonomy in reading and writing in the context of disciplines. The proposal comprises activities related to setting context and building the field as the original, but reorganizes the three phases as i) deconstruction, ii) text design & construction; iii) text edition. In order to promote student's autonomy, all of the phases are performed as joint activity between the professor and the group of students at the beginning of each stage and progressively independent. Relevant resources are modeling activities and explicit pedagogy. From the theoretical perspective adopted, a genre-based pedagogy influences knowledge construction in disciplines and empowers students to engage social activities that are new for them (Christie & Martin, 1997; Christie & Martin; 2007, Martin, 2000; Martin & Rose, 2005; 2007). To achieve this goal, new applications were designed to promote learning in subject matters in secondary schools, in the frame of a teacher's training project that will be briefly informed.

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3. Claire Acevedo (International Literacy Consultant, United Kingdom): *Reading to Learn literacy acceleration program*

This paper will describe how the *Reading to Learn* teacher professional development program (Dr David Rose, University of Sydney) scaffolds teachers' understandings about language and literacy learning in school education to accelerate learning outcomes for all students and in particular second language

learners. Research in Australia found that the program accelerates literacy achievement of students who are well below expected standards at twice to four times the expected rates within a year (Culican 2006, Rose & Acevedo 2006, 2007). The theory and principles underpinning the pedagogical approach will be considered to understand how the teacher professional development program provides teachers with skills to transform classroom learning. The pivotal role of the classroom interaction cycle will be examined to appreciate how teachers can enable all learners to read high quality, age appropriate texts with full comprehension and critical understanding and use what they have learnt from reading to write successful texts in all areas across the curriculum independently. Case studies of successful implementation of *Reading to Learn* with teachers and schools in Australia and Sweden will be used to illustrate how the program can be adapted for different languages and learning contexts.

Culican, S.J. (2006) Learning to Read: Reading to Learn: A Middle Years Literacy Intervention Research Project, Final Report 2003-4. Catholic Education Office Melbourne. [http://www.cecv.melb.catholic.edu.au/ Research and Seminar Papers](http://www.cecv.melb.catholic.edu.au/Research%20and%20Seminar%20Papers)

Rose, D. and Acevedo, C. (2006) 'Closing the Gap and Accelerating Learning in the Middle Years of Schooling', *Australian Journal of Language and Literacy*. 14(2): 32-45. www.alea.edu.au/llmy0606.htm

Acevedo, C. & Rose, D. (2007) Reading (and writing) to learn in the middle years of schooling, *PEN*, 157, Primary English Teaching Association, NSW.

Website: <http://www.readingtolearn.com.au/>

4. Ann-Christin Lövestedt (Multilingual Research Institute, Stockholm, Sweden): “Closing the Gap” for learners of Swedish as a Second Language

This presentation will lead participants through the process undertaken by the Multilingual Research Institute in Stockholm to implement Genre pedagogy and transform classroom teaching and learning via the implementation of the *Reading to Learn* professional development program with teachers in primary and secondary schools. The design of the professional learning model will be explained and quantitative and qualitative data on student achievement and teacher learning will be examined to highlight the positive outcomes of the project in its first year (Acevedo 2010). Analysed examples of student writing will be used to illustrate the expertise developed by teachers over the course of a year and the dramatic improvement experienced by the lowest performing students in primary and secondary classrooms. Reflections on the innovations and adaptations currently being undertaken to continue the project into the future in accordance with the new Swedish curriculum context will be considered.

The results of a small but innovative Maths and Literacy project undertaken using

strategies for *Reading to Learn* in Maths will also be discussed. The pedagogy for teaching maths from a language perspective will be explained and illustrated with classroom examples.

Acevedo, C. (2010) Will the implementation of *Reading to Learn* in Stockholm schools accelerate literacy learning for disadvantaged students and close the achievement gap? A report on school-based action research, Multilingual Research Institute, Stockholm, Sweden.

Littorin, Eva- Li (2011) Språket är nyckeln till matematiken, Genrepedagogik och matematik, Pedagog Stockholm, Utveckling.

<http://www.pedagogstockholm.se/Utveckling/Matematik-NY/Projekt/Genrepedagogik-och-matematik/>

COLLOQUIUM 4 - ROOM 6 - TUESDAY 26 JULY

**TEXTUAL, INTERPERSONAL AND IDEATIONAL MEANINGS IN OPINION ARTICLES
ON A BRAZILIAN REALITY SHOW**

One of the applications of the Systemic Functional Linguistics is to understand why a text means what it means. This is the purpose of the present work, which arranges analysis of texts, contemplating the three language metafunctions: ideational, interpersonal and textual, under the perspective of the Systemic Functional Grammar, based on Halliday and Matthiessen (2004). The *corpus* is composed of five opinion articles published between 2004 and 2011 at the site *Observatório de Imprensa*. The texts address the same subject: a reality show which, in a Dutch-style program, is produced by one of the biggest open TV stations in the country. To analyze the textual meanings, Olioni identified along each text the Textual, Interpersonal and Ideational Themes in order to verify the thematic and informational structure. To analyze the ideational meanings, Fuzer mapped the social actors in the texts and examined their lexicogrammatical roles. Finally, to analyze the interpersonal meanings, Cabral determined the relationships among the participants, identified the modalizations used in the passages with reference to the TV program and its host, and classified the occurrences of appraisal. Based on these methodological guidelines, the results are systematized. In thematic position, the opinion article writer, the reality show, the TV program host, the houseguests and Brazilians are evidenced as Ideational Theme. The social actors who appear in thematic position are represented by different lexicogrammatical choices, for which they are activated or passivated. The five texts privilege the use of lexical metaphors to materialize the sharp criticism. Through this analysis, we sought to discuss the potential for systematizing meanings produced in the texts, by arranging lexicogrammatical aspects in which each language metafunction occurs with socio-semantic categories in the discourse.

Keywords: Systemic Functional Grammar; language metafunctions; textual organization; representations; evaluation.

1. Raymundo da Costa Olioni (Universidade Federal de Rio Grande, BRAZIL): *The several Themes of “the big brother”: the starting point of the opinion article writer in the organization of the message*

The textual metafunction (HALLIDAY and MATTHIESSEN, 2004), which systematizes the ideational and interpersonal meanings in the clause seen as a message, shows the Thematic Structure and the Information Structure as analysis systems. In what concerns the Thematic Structure, one of its functions is the Theme, the starting

point chosen by the writer to start conveying his message, i.e., the local context in which the rest of the clause, the Rheme, develops. For the five texts analyzed – opinion articles on a reality show in Brazil –, we mapped the clause Themes, observing how the thematic structure of each text seen as a unit of meaning is configured. We identified along each text the a) Textual Theme, which links the experiential meanings represented in the Ideational Theme to the previous text; b) Interpersonal Theme, which indicates the type of relationship established among the interactants; and c) the Ideational Theme, which refers to the first clausal constituent in Portuguese to perform a function in the transitivity system, working as a guide for the following information. We noticed that in thematic position the opinion article writer, the reality show, the TV program host, the houseguests and Brazilians are evidenced as Ideational Themes in order to express opinion about all these participants by the authors of each production, what is characterized as New Information. We also noticed that some thematic constructions need to be highlighted for their recurrence and relevance along the texts as the case of the attributives, extended Themes and thematized comments.

Keywords: Textual metafunction, Thematic Structure, Theme

2. Cristiane Fuzer (Universidade Federal de Rio Grande, BRAZIL): *The discourse of victimization in opinion articles on a reality show in Brazil: representations based on lexico-grammar evidences*

The ideational metafunction (HALLIDAY and MATTHIESSEN, 1999, 2004) is responsible for constructing representations which are materialized by the transitivity system. The aim of this study is to analyze the representations constructed in opinion articles published in Brazilian newspapers from the lexico-grammar. We have mapped the social actors from five texts and analyzed the lexico-grammar role played by them from their recurrence in the *corpus*. The results show that the most frequent social actors present in the discourse are the opinion article writer, the reality show, the participants of the program and the audience. The opinion article writer appear as Sensor of cognitive mental processes represented as reader, observer and critical thinker. The reality show is characterized as a profitable business and as a triple-function tool: guides the behavior of the youth, builds space to opportunists and emphasizes voyeurism. The participants are passive towards the producers of the program, but active towards the competitors. The audience also is active in the context of interaction with the reality show, but it is passive in the wider social context when affected by the actions of the TV station and the sponsoring companies. Thus, like the participants of the program, the Brazilian audience is represented as victims of the current Capitalist system.

Keywords: Systemic Functional Grammar, transitivity, representations, media,

reality show.

3. Sara Regina Scotta Cabral (Universidade Federal de Rio Grande, BRAZIL): *From the perversity of pedagogy to the skill of the pedagogue: appraisal in opinion articles on a reality show in Brazil*

The interpersonal metafunction (HALLIDAY, 1994; HALLIDAY and MATTHIESSEN, 2004) concerns the negotiation of social relations among the interactants of the communicative event while including the feelings that the participants try to share. This work aims to analyze, under the perspective of Appraisal Theory (MARTIN and WHITE, 2005), the interpersonal meanings in five texts written in Brazil between 2004 and 2011. First, we determine the relationships among the participants; after that, we select all the passages with reference to the program and the TV program host; then, we identify the modalizations used by the authors in the selected passages and classify the occurrences of appraisal; next, we divide the passages of judgment into semantic fields of esteem and social sanction. The results point to the predominance of criticism against unethical values referring to the TV station and the TV program host, a journalist previously well recognized nationwide who is criticized and seen as an almighty “pedagogue” who leads a nation of passive students and a group of characters whose only occupation is to eliminate their partner. The five texts privilege the use of lexical metaphors in their appraisal to materialize the sharp criticism which is proposed by the authors.

Keywords: Appraisal Theory, judgment, modalization, media, television.

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COLLOQUIUM 7 - ROOM 5 - TUESDAY 26 JULY

HOW IS SFL DOING IN PORTUGAL? - A CRITICAL REFLECTION ON RESEARCH AND LECTURING ACTIVITIES

Research in Systemic-Functional Linguistics (SFL) is fairly recent in Portugal, with the first MA and PhD theses being concluded after 2000. The majority of the current research in SFL (or theories and methodologies that share some fundamental axioms with SFL) is hosted by the Institute for Theoretical and Computational Linguistics (ILTEC) and, more specifically, by the research group *Discourse and Literacy* (D&L). Created in 2007, this group includes about fifteen researchers and combines different research trends developed within a functionalist framework. One such trend is on writing development, which includes a project on Writing Development in Basic School (DEEB), the first SFL project to obtain public funding in Portugal, although not from the national agency for research funding. Three other projects have been submitted for funding during the past three years, but none of them was approved.

In the D&L group, the development of both formal and informal networks has been an important way not only of sharing, studying and developing SFL, but also of establishing connections between SFL and other theoretical frameworks. These include networks and contacts with other researchers within the institute (mainly, from the research group *Language and Linguistic Diversity*) and with researchers from other institutions in Portugal (New University of Lisbon, University of Minho, and Polytechnic Institute of Leiria) and abroad (e.g. Brazil, Spain). Overall there are ten ongoing PhD theses being developed at ILTEC using an SFL framework or an SFL motivated framework.

This small but active community organizes the Fortnightly Systemic-Functional Linguistics Meetings (known as 'EQLSF') at the Faculty of Humanities, University of Lisbon, since 2005, and, since 2007, the Workshops on SFL ('Oficinas LSF'), which usually attract a reasonable number of participants. The organization of the 14th Euro-International Systemic Functional Linguistics Conference and Workshop, in 2002, of courses taught by leading international systemicists from 2006 on (the Intensive Seminars on Applied Linguistics know as 'SILA'), and of the present ISFC represent major group initiatives for the implementation and development of further SFL research in Portugal.

At present, SFL is being taught in regular courses ,both at the undergraduate and post-graduate level, at the University of Lisbon, the University of Minho, the University of Algarve and the Polytechnic Institute of Leiria. The vast majority of the convenors of those courses develop their research at ILTEC.

Considering the above description, this colloquium proposes a critical reflection of the situation of SFL in Portugal. Researchers will describe their work either or both in research or/and in lecturing, the role SFL plays in it and, following the theme of this congress, how they overcome difficulties, negotiate differences, build bridges and transcend frontiers.

1. Riccardo Gioni & Mário Martins (UNIVERSIDADE DE LISBOA, ILTEC): *Working with SFL to track writing development*

In Portugal, research on writing development has been relatively scarce. This may be due a certain lack of interest in the area, but also because this research is necessarily corpus-based and no such corpora are available for the Portuguese language.

To change that scenario, ILTEC's D&L group created a research line on the ontogeny of writing, which includes: i) the creation of a corpus of writing development; ii) observing educational practices on text production and evaluation; and iii) the construction of parameters for the analysis of texts, discourses, genres and registers produced by children and young adults. The purpose of this presentation is to describe how this research line came into being, its motivations, the institutional and practical limitations imposed upon it, and the different research that is being carried out.

The research includes: a project funded by the Ministry of Education (2008-2010), two ongoing PhDs, and some individual research on the role of ICT and writing in the development of communities of learning. Entitled DEEB (*Desenvolvimento da Escrita no Ensino Básico*), the research project aimed to compile and annotate a developmental corpus of written school texts produced by students in their national final examinations. One PhD aims at tracking syntactic developmental patterns of student' texts in the 2nd and 3rd cycles of basic schooling; the other at describing the developmental characteristics found in a group of students followed between grade two and four. The remaining research, although developed mostly under the label of process theories of writing, is experiencing some approximation to SFL and to more socially-oriented views of writing.

2. Fausto Caels (UNIVERSIDADE DE LISBOA, ILTEC): *Why would you use SFL to help L2 students with language and content learning? (And what is SFL, by the way?)*

This paper aims to discuss the research carried out by the Language and Linguistic Diversity (L&LD) group of ILTEC and the role played by SFL in it.

The paper will describe the informal contacts that have been established with ILTEC's D&L group and the attempts that have been made for a more intensive and formal involvement with SFL. It will be argued that these initiatives are the work of

individual researchers and that, although the L&LD group doesn't position itself against SFL, there has not been a real/substantial interest in this framework. The paper will analyse this situation, based on the epistemological distance between SFL and the theoretical frameworks people are familiar with.

Although little, there is some research framed by SFL within the L&LD group: (i) a PhD on L2 students and content literacy (ii) an action research on the challenges Portuguese academic language poses to L2 students and (iii) the participation of both D&L and L&LD researchers in a European project (still in a very early stadium) on genre-based pedagogies. The paper will describe these initiatives and will analyse how research results are/will be presented to teachers in the field, considering they have no background in SFL and, in some cases, no language preparation at all.

3. António M. S. Avelar (UNIVERSIDADE DE LISBOA, ILTEC): *Lecturing SFL seminars in a master course in Portuguese language and culture*

The academic environment where I teach is not SFL motivated and all participants in my "Grammar and Communication" seminars until today are not familiar with (or, better, have never heard of) SFL. The seminar occurs in the context of a master course in Portuguese language and culture, focusing mainly on the teaching of Portuguese as a foreign or second language. My colleagues in the master course do not share the same theoretical assumptions, although we try to build theoretical bridges in our discussions and negotiate differences.

In this presentation I will try to illustrate how SFL contents are introduced and developed in such a context, and I will point out student's feedback during the three courses lectured so far. I will explain how I conduct 15-20% of the seminars under the label "Communicative Grammar", a concept rather expanded by teaching/ learning/ assessment in European context and how this allows me to introduce a pathway to LSF. Working on the main concepts of "function", "text", "context" and "genre" it is possible, at this stage, to achieve a critical change in the direction of the course program and, from then on, to support participants all the way through a voyage in the SFL discovery.

I will provide a detailed participant's view of the whole process, concerning the 1st semester of the present year. I will also focus the remarkable reaction of a group of secondary teachers enrolled in the seminars.

Finally, I will report on the typical subjects chosen by the participants for the final evaluation paper and on the kind of support I provide them.

4. Alzira Tavares de Sá (UNIVERSIDADE DE LISBOA, ILTEC): *Teaching Portuguese and Foreign Languages in Portugal – so far and yet so near to SFL principles*

This paper aims at looking into the official documents that are the guide-lines for language teaching in Portugal and sets to analyse them in terms of the framework they embody and the consistency and coherence between “paper and practice”, i.e., the relationship between their main premises, the development of syllabus and actual classroom practices. The paper will focus on two subject areas: Portuguese L1 and Foreign Languages.

The documents in appraisal will be the *National Curriculum of Basic Education – Essential Competences* (2003), the National Syllabus for the above mentioned subject areas, and the *Common European Framework of Reference for Languages* (2001).

Secondly, the paper will go through the international projects in which Portugal participates, concerning the evaluation of students’ competences in reading and interpreting texts in their mother tongue and their competences in the basic skills of reading, listening and writing in foreign languages.

The paper will then seek to establish a bridge between the theoretical frameworks informing these projects, the National Syllabus, and the Genre and Register theory as conveyed by J. R. Martin, trying to spot (potential) links and gaps.

Finally, giving way to the title of this presentation, the paper will go over the teacher training programmes offered by the Portuguese educational system and analyse to what point they contribute to the distancing of theories and practices.

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COLLOQUIUM 3 - ROOM 8 - MONDAY, 25 JULY

SFL: SO WHAT? WHAT DOES IT MEAN FOR STUDENTS, TEACHERS AND POLICY MAKERS?

This colloquium draws together insights into the role of SFL and genre-based pedagogy at all levels of education. Much research to date outlines the impact of SFL and genre-based pedagogy in L1 contexts. Language is used as knowledge representation and a tool for reasoning, as a resource for enacting our social roles and relations and our assessments of the knowledge that we construct and disseminate. In this colloquium, we report on recent work in and studies from primary and secondary contexts, both L1 and L2, in Australia and Hong Kong. We discuss how SFL has had an impact on language education in these contexts by investigating how meaning is presented to students in textbooks, how professional development impacts teachers' choices and their views of SFL and, at a policy and planning level, what language and grammar mean when they are recontextualised within national curricula.

More specifically, we start with science and history textbooks used in Hong Kong classrooms. Jack Pun outlines how English is used to construe meaning in science textbooks and Tomoko Akashi et al. complement this with an overview of multimodal features in history textbooks. Working with teachers in Hong Kong who have to teach their subject through English, John Polias outlines two professional development initiatives and the role mentoring plays in the continued support for teachers. Gail Forey and Graham Lock report on their study where they asked teachers who have studied SFL and genre-based pedagogy how such knowledge is valued in their teaching context. Finally, Bev Derewianka discusses the nature of knowledge about language at a policy level, how language is argued and positioned within a national debate, and how SFL has been recontextualised within the recently introduced Australian national curriculum.

1. Tomoko Akashi, Gail Forey, Marvin Lam, Christian Matthiessen, Francis Low & Nick Sampson (Hong Kong Polytechnic University, Hong Kong): *Multimodality and the construction of knowledge in history textbooks in Hong Kong*

Understanding subject knowledge across school curricula has been a great concern for both students and educators. In L1 contexts, studies drawing on SFL have identified subject-specific features of the texts, including key genres and lexicogrammatical resources which play central roles in the construal of subject knowledge. This understanding of the linguistic features is considered particularly critical in L2 contexts, such as Hong Kong, where English is used to construe and

disseminate subject knowledge in both English as the Medium of Instruction and Chinese as the Medium of Instruction schools. In Hong Kong, many educators are struggling both with the linguistic demands to learn and teach subjects knowledge through English and the introduction of a new curriculum and examination system. In this new curriculum and examination system, the demand for 'multimodal literacy' has increased. Students are expected to achieve, understand, interpret and discuss various texts which combine image and verbiage. We discuss multimodal discourse features used to represent and frame historical knowledge. The analysis focuses on the role of language and images in texts found in a sample of senior secondary history textbooks and examination papers. The findings from this study can be used to support curriculum designers and teachers' knowledge of how language makes meaning in their subject, and support the scaffolding of students' learning of history.

2. John Polias (Lexis Education, Australia): *Mentoring teachers within the context of the new Medium of Instruction policy in Hong Kong*

Mentoring programs have been provided to secondary school content subject teachers since the academic year of 2006-2007. This has been a support measure for the courses constituting the major part of two professional development projects, Development of Language across the Curriculum for English-medium Education (DOLACEE) and Improving Language and Learning in Public-sector Schools (ILLIPS). The current policy in Hong Kong for the gradual introduction of English as the Medium of Instruction (MOI) in secondary schools that previously taught only in Chinese has resulted in an increased demand for these mentoring programs. This presentation will give a brief overview of the mentoring programs and their relevance to the MOI policy, highlighting the support needs of teachers who are often teaching for the first time in English and whose pedagogical 'traditions' are being challenged, how those challenges and needs are being addressed, and what some of the outcomes are.

3. Gail Forey & Graham Lock (Hong Kong Polytechnic University, Hong Kong): *Systemic functional grammar (SFG) professional development: So what are the implications for teachers?*

SFG has the potential to inform and support English language teaching, and to unpack the complexity of meanings within a text. However, little is known about the views of teachers who have been introduced to SFG as a teaching resource in ESL contexts. This paper presents teachers' views related to the complexities of teaching, choices related to the metalanguage and the delicacy of SFG that teachers choose to draw on in the Hong Kong classroom. The complexities of teaching

involve, for example, the level of knowing of the teacher, dominant pedagogic principles, curriculum, strict adherence to text books and the examination system, washback of the exams, and parental influence. In order to explore teachers' knowledge and how they applied SFG in the classroom, questionnaire data were collected from over 200 teachers who had attended SFG courses during the period of 2007 to 2010. In addition, case study data were compiled, which include interviews with teachers, and the collection and analysis of material used in the classroom. The findings from the data provide an overview of the impact of short intensive courses, and the teachers' views about the usefulness of SFG and the SFG they adopted; as well as their personal reflection on the value of grammar when teaching English. Moreover, the findings raise questions relating to the application of SFG in the English classroom in Hong Kong.

COLLOQUIUM 6 - ROOM 8 - TUESDAY, 26 JULY

STUDENTS' TEXTUAL PRACTICES AS A MULTIFACETED WEAVING OF SEMIOTIC SYSTEMS

One of the many contributions of Systemic Functional Linguistics (SFL) to the profession's understanding of textual design and production has been the emphasis on the (con)textual nature of language in use. Rather than a focus on creative self-expression that has prevailed for the last few decades in many state writing curricula, particularly in North America, SFL emphasizes the centrality of textuality and context in textual composition. This approach is perhaps best exemplified in genre-and-register based writing pedagogies where the focus is on raising students' understanding of a text's schematic structure and of its linguistic realization of field, tenor, and mode (e.g., Martin & Rose, 2008; Rothery, 1996). An exploration of textual composition includes the intertextual use of source texts for the purposes of developing genre knowledge and appropriating textual features for social and academic purposes. Within this process of textual interaction, register variables in the new textual creation can diverge significantly, resulting in a creative intersemiotic experience. Consistent with the theme of this conference, the panel explores the challenges and complexities to the text maker, class instructor, and language researcher in this intertextual/intermodal approach to textual composition. Specifically, this group of SFL-oriented educators from different L1 and L2 learning environments has organized this colloquium to establish a research network for investigating this approach both from the student and teacher perspective and from a pedagogical and research standpoint. Each researcher will present a classroom-based project that investigates the processes of textual interaction in writing and multimodal design.

Participants: Ruth Harman (University of Georgia), Maria Brisk (Boston College), Mariana Achugar (Carnegie Mellon University), Brian Carpenter (Universidad de Montevideo), Sally Humphrey (The Australian Catholic University), Diane Potts, (University of British Columbia).

1. Textual tension: Intermediate collegiate second language writers' intertextual negotiation

Genre-based writing pedagogy has long emphasized the efficacy of an intertextual approach to textual composition (Rothery, 1996; Martin & Rose, 2008). Within a second language (L2) learning environment learners would seem to be particularly well-served by viewing their own language production intertextually and by

appropriating textual language for their own use. However, this paper presents an inherent tension that arose among intermediate learners of German at a selective U.S. university who, socialized in their L1 into viewing writing as creative self-expression and eager to “say it in their own words”, were hesitant to see source texts as resources for language learning. Through a systemic functional-based analysis of learner interviews and writing at the discursive and lexicogrammatical levels, this paper presents the trajectory of learners’ intertextual negotiation on six different writing tasks completed over two semesters of study. Rather than demonstrating a clear trend in their textual borrowing practices, the learners were consistently seeking a balance between exerting their L1 voice while acknowledging the benefits of drawing from L2 source texts. These findings are discussed in relation to L2 writing instruction and the need to integrate learners’ L1 writing behaviors into conventionalized L2 writing practices.

2. Bonofan: Enacting discursive politics and civic affiliation through intertextuality

Researchers of contemporary social movement and political discourse have argued that, to grow community and mobilize action, a vigorous civil society needs to include not only the deliberative discourse of discussion and decision making, but also the more performative or epideictic discourse style (Dahlgren 2009). Related work from the perspective of Positive Discourse Analysis has drawn on systemic functional linguistic theories of genre and appraisal to examine how communities of sympathy are realized semiotically within civic affiliations and how rhetorical resources interact within and across texts to build solidarity (Martin 2004, Humphrey 2010). In this paper I examine the discursive politics of one young activist blogger, who posts under the name, Bonofan. The texts included were posted on Bonofan’s personal blog within the international youth oriented affinity space, TakingITGlobal. These posts are all related to the issue of global poverty MakePovertyHistory campaign. I focus here on Bonofan’s use of intertextuality to engage in rational argument and critique, to promote social affiliation and to motivate action.

3. Writing history: Dialogic and intertextual positionings

This paper explores the meaning making resources deployed in history to construct debates and explain historical events. History is about what happened, but also about why or how it happened. In learning history students need to become familiar with the ways in which perspective and bias are constructed in the discipline. Through the analysis of primary sources used in history lessons and students’ writings in response to them, we identify the linguistic resources used to position ones’ voice in relation to that of others as well as in connection to the

discourses in the discipline. The corpus was collected during a semester-long design experiment in five Southwest Texas 9th grade history classrooms. We use appraisal theory (Martin & White, 2005) to demonstrate how the analysis of interpersonal meanings opens possibilities to understand and develop disciplinary discourse. Preliminary findings reveal that graduation and evaluative language together with reported speech are the most typical resources used by students to construct dialogic and intertextual positioning. The analysis of intertextuality also provided evidence of how the primary source text circulates and is received by students and how it is integrated to larger discourses. The findings are discussed in relation to discourse analytic techniques and pedagogical applications.

4. Multisemiotic composition of reports in elementary school classrooms

Current research argues that voice is a fluid concept that changes in relation to students' identities, social network, context and text (Gemmell, 2008). This study focuses on posters created by three 4th graders of Vietnamese and Central American backgrounds when studying about snakes. The posters were analyzed with respect to features at the discourse, lexicogrammatical, and expressive levels. In addition, drawings were analyzed with respect to relevance, information, substance, classification, and salience (Martin & Rose, 2008). This study shows that when 4th grade students were encouraged to prepare their reports on snakes through large posters, they became very creative. The students' cultural identities are revealed through organization and choice of the information, the drawings, grammatical structures, use of person, spelling, and penmanship. These discourse, lexicogrammatical, and expressive features of the student's texts reveal personal choices they made in the creation of their texts. The inclusion of personal ideas fosters students' feelings of self-efficacy in writing and is instrumental in the creation of voice. Implications of this study include the importance of providing teachers with an understanding of how children's voice and identity is not only revealed through personal recounts or narratives but also through rich multisemiotic composition of informational genres such as reports.

5. Intermodality in genre-register based pedagogies: Building text and image relations in fifth-grade L2 literary composition

An instructional strategy that may heighten students' awareness of the configurations of semiotic choices in academic and social genres focuses on intertextuality — through textual interactions with source literature, language learners appropriate available resources in innovative, parodic and mimetic ways. This paper explores how language minority students responded to an elementary teacher's intertextual and intermodal approach, informed by an SFL perspective on

meaning making. The guiding question was: How did the teacher's intertextual approach encourage or inhibit her language minority students to borrow an array of semiotic resources to construe meaning in their multimodal texts? Data sources for the study included videotaped classroom activities, students' drafts of literary narratives and other written texts, interviews with participants, and curriculum materials. The study used an SFL multimodal and ethnographic case study approach to analyze how a focal Puerto Rican student construed the field and tenor in her literary compositions through complex patterns of multimodal relations (e.g., representation, composition and modality), which were appropriated from source literature. Similar to Fairclough's (1992) division of intertextuality into 'manifest' and 'constitutive' intertextuality, findings show that the appropriation ranged from mimetic use of genre sequences to parodic and playful incorporation of multimodal resources of source texts.

6. Multilingual students and the recontextualization of quotidian knowledge

Knowledge is not so much presented as re-presented, and an individual's construal of a context's potential, their understanding of what and how knowledge might be shared, is directly connected to their understanding of the system potential of language (Hasan, 2009). Drawing on the analytical resources of systemic functional linguistics (SFL), this paper examines how recontextualization of students' quotidian knowledge, particularly their multilingual capabilities, sensitizes learners to how language is used to produce and reproduce knowledge across contexts (Bernstein, 2000; Halliday, 2004). While research in language and literacy education frequently argues for inclusion of multiethnic students' out-of-school literacies practices (Bearne, 2003; Cazden, 2000), analysis of paper and digital texts from a Canadian SSRHC-funded study suggests such practices produce far more complex transformations of meaning than captured in these discussions. A detailed analysis of a Grade 7 Cantonese speaker's Language Arts project, her public digital representation of the project, and her project reflections evidence the cognitive demands of multilingual text production. Further, the English and Cantonese interactions around the text and the embedded non-digital elements demonstrate an awareness of representational choices that is not adequately captured by simple descriptions of code switching. Bernstein's pedagogic device serves as a conceptual lens for examining text/context relations and the lexicogrammatical options available to language learners.

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COLLOQUIUM 8 - ROOM 6 - WEDNESDAY, 27 JULY

TEXTUAL AND INTERPERSONAL ASPECTS OF DISCOURSE: INSIGHTS FROM CORPUS-BASED AND CROSS-LINGUISTIC STUDIES

The aim of this colloquium is to bring together corpus-based and crosslinguistic work on discourse focusing on a number of theoretical and methodological issues which arise from the textual and the interpersonal analysis from a functional perspective. These include contrastive aspects of phenomena like cohesion (Halliday and Hasan 1976, Hansen-Schirra et al. 2007), thematisation in different languages (Lavid 2010, Lavid, Arús and Moratón 2009; Lavid, Arús and Zamorano-Mansilla 2010; Steiner 2005, *inter alia*), as well as the joint construction of textual and interpersonal meanings through multisemiotic choices (Kress and van Leeuwen 2006; Ventola and Moya-Guijarro 2009, eds.). We also address interpersonal issues such as modality and evidentiality under the lens of Appraisal Theory (Thompson and Hunston 2000; Martin and White 2005, *inter alia*) and explore the relationships between textual and interpersonal choices in different discourse types. The authors contributing to this colloquium aim to strengthen their collaborative links around the discourse topics presented in their papers.

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1. Kerstin Kunz and Erich Steiner (University des Saarlandes, Germany): *Cohesive reference, substitution and some aspects of conjunctive relations in English and German – some initial findings*.

This paper deals with the investigation of cohesion in English and German by comparing a broad range of systemic resources as well as their instantiations in an English-German corpus (for preliminary attempts cf. Hansen-Schirra et al. 2007, Kunz 2010). Our approach enables a more comprehensive perspective as previous studies were either mainly monolingual in coverage and example-based methodologically (see e.g. Linke, A., Nussbaumer, M. and P.R. Portmann. 2004 for German and e.g. Halliday & Hasan 1976, Schubert 2008, Esser 2009 for English) or limited to a restricted set of individual textual phenomena (cf. Becher et al. 2009, Bosch et al. 2007, Gundel et al. 2004).

Our talk will focus on phenomena of reference, substitution and cohesive conjunction in order to identify systemic and textual contrasts in terms of forms and functions/ meanings expressed. Apart from that, the exemplary discussion will serve to highlight the benefits of combining hermeneutic research with a corpus-linguistic analysis. Our corpus architecture allows comparing the range and frequency of cohesive phenomena in the two languages as well as exploring functions and co-occurrences in various contexts and different registers. Furthermore, it permits contrasting the nature of cohesive chains in terms of frequency, size, distance and function.

2. Marta Carretero (UCM) & Maitê Taboada (Simon Fraser University, Canada): *Annotating Appraisal: contrastive issues raised in the analysis of consumer reviews in English and Spanish*

This paper reports part of the Appraisal analysis (Martin and White 2005; White 2002, 2003) that is being carried out on the Simon Fraser University Review Corpus (Taboada 2008), a corpus of consumer-generated reviews. More concretely, we present the development of earlier work on annotation of Attitude based on part of the English and Spanish reviews on books and movies (Carretero & Taboada 2009, 2010; Taboada & Carretero 2010). The results are described from two angles: first, we give a global quantitative perspective, centered on the differences among the distribution of evaluative spans of Affect, Judgement and Appreciation depending on the language, the product evaluated and the positive or negative evaluation of

the review; secondly, we lay emphasis on language-specific issues, such as non-assertion as a clue to evoked evaluation and the problems posed by the lack of a similar phenomenon in Spanish, the analysis of spans containing multi-functional English words (*just, better, best*) and expressions of causation (*make someone laugh*) or the distinction between quantifiers and intensifiers before nouns (*demasiada actriz – too much of an actress*). The general framework of this study is the CONTRANOT project (Lavid 2008, Lavid, Arús & Zamorano 2007), geared at the creation and validation of contrastive functional descriptions through corpus analysis and annotation.

3. Jesus Moya Gujarro & José M^a González Lanza (University of Castilla-La Mancha, Spain): *Multisemiotic choices in the promotion of luxurious hotels*

This paper aims to identify the verbal and visual strategies used by advertisers to persuade the readers/viewers of the hotel guide *The Leading Hotels of The World* (2009) to purchase a product (in this case a hotel reservation) and to dip into the ideologies underlying the company. Within the frameworks of Halliday's SFL (2004) and Kress and van Leeuwen's Visual Social Semiotics (2006), we will attempt to analyze how the verbal and visual modes are co-deployed to construct interpersonal and textual meanings in four of the London hotels included in the guide. The analysis shows that words and images reinforce each other to promote the hotels as luxurious destinations. The interpersonal and textual semiotic choices made in the verbiage and the photographs help to highlight the elitist connotations of the facilities and services offered to the potential clients.

4. Anke Schulz (Technische Universität Darmstadt): *Theme, modality and negative polarity in a contrastive study of English and German newsgroup texts*

In this paper I explore textual and interpersonal aspects in a corpus of newsgroup texts in English and in German, the EDNA corpus. EDNA comprises 10,000 words of English and 10,000 words of German newsgroup texts. Both sub-corpora were manually annotated using the UAM corpus tool (O'Donnell 2008) for the systems representing the three metafunctions of Systemic Functional Grammar (SFG, Halliday & Matthiessen 2004, Fawcett forthc.). Due to the fact that the SFG of German is still in its infancy (Steiner & Teich 2004, Petersen forthc.), the first part of my paper reports on the challenges of transferring the English SFG to the description of the German language system in order to be able to annotate the German newsgroup texts. In the second part, I present insights gained from the EDNA corpus about the English and German language use in these newsgroup texts regarding theme, epistemic and root modality, and negative polarity. I argue for the use of (annotated) corpora in SFG. In the long term, corpora will benefit from a

sophisticated theory like SFG, and SFG will benefit from corpus studies.

5. J. Arús, J. Lavid & L. Moratón (Universidad Complutense de Madrid): *What thematic annotation can reveal about interpersonal issues in crosslinguistic research*

When analyzing languages for Theme a number of issues may spring up having to do with interpersonal factors or with the interrelation between the textual and the interpersonal structures. In this paper we report on the results of research carried out within the CONTRANOT project (CONTrastive ANnOTation of English and Spanish texts), concerning Theme annotation (see Lavid 2008). Among the issues where interpersonal considerations come to the fore, the following stand out: a) As the Subject is often left unexpressed in Spanish (e.g. *llegaron al mediodía* ('[they] arrived at midday'), is there an unexpressed Theme, or is the clause-initial Process the Theme? b) If elided Subjects are considered unrealized Themes, how are Process ^ Subject structures to be analyzed (e.g. *llegaron más personas al mediodía* (lit. 'arrived more people at midday')? Is the Process the ideational Theme, or should the Theme include also the post-verbal Subject? Issues in a) and b) have been addressed in recent research (Lavid, Arús and Zamorano 2010; Arús, Lavid and Moratón 2010), but other problematic points have since arisen which are dealt with in the present paper, e.g. c) English statements typically thematize the Subject whereas yes/no questions have Finite ^ Subject as Theme (see Halliday and Matthiessen 2004: 76); since Spanish does not reflect this functional distinction on its interpersonal structure (e.g. *Han llegado* ('[they] have arrived') vs. *¿Han llegado?* ('Have [they] arrived?'), what is the role of the Mood structure in Spanish? And hence, d) does the interpersonal structure have a function in Spanish or does it just serve for textual waves to ride on them? (Cf. Matthiessen 1992: 44 for English) and e) how is, then, interpersonal meaning realized in Spanish?

COLLOQUIUM 5 - ROOM 7 - TUESDAY, 26 JULY

**APPLICATIONS OF SYSTEMIC FUNCTIONAL LINGUISTICS IN EDUCATION CONTEXTS
AROUND THE WORLD: SNAPSHOTS FROM AUSTRALIA, BRAZIL, HONG KONG AND
THE UNITED STATES**

This is one of two colloquia on different applications of SFL in a variety of education contexts around the world. Together they give a broad picture of the many ways SFL and Genre pedagogy are currently being taken up in a range of education settings but are not designed to be sequential. Participants are encouraged to choose according to areas of interest.

This colloquium will showcase different aspects and innovations of SFL-informed literacy frameworks in various educational contexts around the world. The literacy frameworks described are grounded in genre-based pedagogy (Martin & Rose, 2008) and adaptations of analysis of visual structures (Kress & van Leeuwen, 2006). Presenters discuss different projects developed in Australia, Brazil, Hong Kong, and the United States to show how SFL concepts and ideas have been taken up and adapted to different contexts and populations.

Luciana de Oliveira from the United States will report on a case study of a 4th grade teacher who constructed five SFL-based science lessons and applied them in her classroom. She will map out a framework for working with general education teachers, based on work on the teaching/learning cycle (Martin & Rose, 2005; Rothery, 1994) and the notion of scaffolding (Hammond, 2001) applied to teacher education.

Danielle Almeida and Veralucia Guimarães de Souza from Brazil will describe two projects that addressed visual literacy with students learning English as a Foreign Language. They will propose a multimodal pedagogical framework to be applied in the reading of visual structures focusing on the *linguistic, situational* and *socio-cultural* dimensions of images.

Sally Humphrey and Shoshana Dreyfus from Australia will present a 3x3 framework developed as a 'semiotic toolkit' to apprentice tutors of tertiary literacy into the SFL resources most relevant to academic writing. Using this framework and a functionally-oriented metalanguage, they demonstrate ways in which they have supported students' writing development in Australia and Hong Kong.

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1. Luciana C. de Oliveira (Purdue University): SFL and Teacher Education: A Case Study

This presentation describes the application of SFL to the teaching of science in a 4th grade classroom in the United States. This case study describes how a 4th grade teacher and a teacher educator worked together to construct five SFL-based science lessons in support of culturally and linguistically diverse students' development of content knowledge and their ongoing language development. The research question addressed is: What is the nature of the type of guidance provided by the teacher educator to assist the teacher in developing her understanding of the application of SFL concepts to the teaching of science, the language of the science textbook, and her lesson design and application? Drawing on different data sources, including classroom lessons and planning meetings between a teacher educator and a teacher, a framework for working with general education teachers is mapped out, based on work on the teaching/learning cycle (Martin & Rose, 2005; Rothery, 1994) and the notion of scaffolding (Hammond, 2001) applied to teacher education.

2. Danielle Almeida (Universidade Federal da Paraíba) & Veralúcia Guimarães de Souza (Instituto Federal de Mato Grosso, Cuiabá-Bela Vista/ FAPEMAT): Tracing the Pathways to Visual Literacy: Towards a Multimodal Pedagogical Framework

This presentation addresses two projects developed in English as a Foreign Language (EFL) classes in Brazil. The first project investigates four teachers' pedagogical approaches to images in ESP (English for Specific Purposes) and EFL classes as a means to verify if these teachers are conscious of the semiotic value of these non-verbal resources as linguistic tools capable of aiding students' learning of verbal items. The second project describes the application of critical theory in a public high school that stresses the environment. It focuses on the students' reactions when exposed to cartoons composed by verbal and non-verbal resources that highlight special discourses about environmental problems in the world and how the students see themselves as Latino students within this context. Drawing on studies which establish the analogical bridge between a theory to analyze visual structures (Kress & van Leeuwen, 2006) and its adaptation to the educational

context (e.g., Jewitt, 2008, Browett, 2007, Oliveira, 2006, Riesland, 2005, and Unsworth, 2001), the projects propose a multimodal pedagogical framework to be applied in the reading of visual structures so as to contemplate dimensions which normally are not dealt with in the FL classroom, namely, the *linguistic, situational* and *socio-cultural* dimension of images.

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3. Sally Humphrey & Shoshana Dreyfus (University of Sydney): A Semiotic Toolkit for Tertiary Literacy Development

In this paper we explore our use of SF theory and metalanguage in teaching English in tertiary learning contexts. We firstly present a 3x3 framework we have developed as a 'semiotic toolkit' to apprentice tutors of tertiary literacy into the SFL resources most relevant to academic writing. Using this framework and a functionally-oriented metalanguage which bridges commonsense and technical understandings of language, we demonstrate ways in which we have supported students' writing development in different contexts by pushing down from genre to discourse semantic and grammar from the perspectives of field, tenor and mode. From the perspective of field, we move from generic stage to the more delicate structural units of phase and move to model for students how substantial points are made in essays; from an interpersonal perspective, we use a range of analogies and metaphors to explore the prosodic unfolding of persuasion across essays; from the perspective of mode, we move from generic concepts of beginnings, middles and ends to explore the role of textual resources of 'previewing' and 'reviewing' to developing ideas at whole text, paragraph and sentence level.

COLLOQUIUM 1 - ROOM 6 - MONDAY 25 JULY

DIALOGUE AND CHALLENGE IN CLASSROOM DISCOURSE STUDIES

This colloquium aims to bring together researchers interested in classroom discourse studies informed by systemic functional linguistics with a view to engaging collectively with some emergent ideas and ongoing concerns in the area. Classroom discourse studies belong to a rich tradition dating from Sinclair and Coulthard's (1975) groundbreaking description of the structured nature of classroom talk. Christie's (2002) identification of the curriculum macrogenre to describe the patterning of such talk into stretches of goal-orientated activity is similarly an important theoretical and methodological milestone. More recently as attention has turned to the multisemiotic nature of classroom life and increasingly sophisticated tools have emerged, multimodality in classroom discourse has been taken up in a number of SFL studies.

Common to the tradition of school classroom discourse analysis is a preparedness to engage with theories outside of SFL. The work of Bernstein and Vygotsky, for example, has often been drawn upon. Presenters here work across such dialogic traditions to explore research problems that include the impact of technology on classroom interactivity; pedagogical practices to support English as a second language (ESL) students; the role of talk in teaching literary texts, and the interplay of face2face and online dialogue. Together their work presents insights into developments within SFL and other theories as they are put to work in classroom settings.

These developments focus our attention on the challenges – new and enduring – faced by researchers of classroom discourse. These include:

- what is the place and value of discourse analysis: to what end do we do discourse analysis and for who?
- which approach and why that approach?
- which specific analyses, and what level of detail?

Each speaker in the colloquium will draw on individual projects undertaken in schools to describe how aspects of these challenges arose, and how they were addressed in the context of their research. Speakers will address, in particular, the role of SFL and other related theories in the selection and analyses of data in their research. The colloquium will conclude with a forum led by invited discussants Frances Christie and Sally Humphrey.

1. Jennifer Hammond (University of Technology, Sydney): *Discourse analysis in*

second language classrooms: challenges and some insights

This paper, the first in the colloquium, begins by introducing some of the specific challenges associated with undertaking classroom discourse analysis. These include:

- the need to spend considerable time in classrooms, and to collect large quantities of data, in order to do justice to the complexity of interaction that occurs in the unfolding of lessons;
- the challenge of working with large quantities of data;
- the need to balance of depth and breadth in analyses;
- practical constraints in undertaking classroom discourse analysis: especially of time.

The paper then illustrates one response to these challenges, by outlining the role of classroom discourse analysis in a research project that investigated pedagogical practices designed to support English as second language students in mainstream classes in Australian schools. The paper addresses the place of SFL in the theoretical, methodological and practical decisions that were made when undertaking classroom discourse analysis in the research, and the advantages and limitations that resulted from these decisions. The paper also summarises major outcomes from the research and discusses the impact that these results have had in the Australian educational community.

2. Pauline Jones (University of Wollongong): Integration, interaction and technology: Working with the wired side

This paper reports on one teacher's integration of new technologies into his literacy teaching in a small rural Australian school. Despite the considerable research activity around the impact of technologies such as interactive whiteboards and laptops on practice, there are few studies that attempt to account in detail for how teachers 'fold' these tools into their pedagogy. Part of a larger project (Kervin & Jones 2009), this teacher's practice is selected for two reasons. Firstly, the literacy taught featured a range of print and electronic activities around literacy skills and literature. Secondly, the technology appeared to be integrated into activity smoothly and successfully – sometimes it was foregrounded, at other times downplayed - according to the teacher's goals. The success owes much to the teacher's expertise across curriculum, pedagogy and technology; expertise that is rendered visible by close observation of interactions. The paper will present analyses of key moments to demonstrate how contemporary pedagogic design involves a complex and dynamic orchestration of multiple semiotic resources and modalities (O'Halloran 2009). Thus it highlights the challenges in working with such abundant data and the need to account for analytical decisions in principled ways.

3. Lorraine McDonald (Australian Catholic University, Sydney): *Learning new ways of reading: Analysing talk around a literary text*

This paper outlines a response to the challenges of discourse analysis that evolved in an investigation into how an experienced teacher managed the task of introducing aspects of a new English curriculum. The implementation invites such questions as: what happens when teachers are asked to reconsider their understandings about reading and literacy? How does a teacher, who is a novice in the discourse, introduce new ways of reading? The specific task was to introduce the students to a 'critical' reading through attention to the lexico-grammar and the gender Discourse (Gee 1996) features of an extended children's literature text. The teacher's role was seen as textual mediator, with the classroom talk central to the development of students' understandings.

The paper

- outlines how the large amount of data generated by a term's work (10 weeks) of literature discussion was categorized for analysis;
- discusses examples of the micro SFL analysis of the classroom discourse as the talk constructed moves towards a critical reading;
- illustrates how a macro post-structural analysis framed the SFL analysis in an endeavor to consider how the talk positioned teacher and students on a 'response-critical' continuum;
- demonstrates how the analyses of the literary text's 'planes of narration' (Hasan 1985) and gendered Discourse were attempted in the classroom talk.

4. Alyson Simpson (University of Sydney): *Building a collaborative learning space: The importance of talk for connected learning*

This paper reports on teachers' use of online learning prompts to engage primary school students in rich discussions about images in literary texts. Video data collected in an urban Australian school records three teachers 'front loading' (Lombardi 2004) students with technical vocabulary in order to deal with new concepts about visual literacy as they discuss award winning picture books. Other data included students' journals and worksheets together with videos of small group discussions as students participated in a collaborative online learning community known as book raps. SFL enables the researcher to make distinctions between specific vocabulary and attitudinal language in each of these modalities, to a fine level of delicacy (Simpson 2010). In addition, overlaying of close text analysis with Alexander's principles of dialogic teaching (2000) enables examination of how teachers' pedagogic approach supported students to meet syllabus outcomes. The paper draws on both SFL and on Alexander's principles to focus on a small sample of the teacher led discussions, and to highlight how collaborative

learning with rich dialogue allowed students to build on each other's ideas.

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COLLOQUIUM 9 - ROOM 7 - THURSDAY, 28 JULY

DEVELOPMENTS IN SYSTEMIC FUNCTIONAL LINGUISTICS STUDIES IN SPANISH

In this colloquium we aim to present developments in the study of Spanish language from a Systemic Functional perspective. The presentations adopt a theoretical approach while illustrating their findings from a discursive perspective both in oral and written data. First, Estela Moyano revisits an aspect of the lexicogrammatical realization of the textual metafunction, that is, how Theme works in Spanish considering its functioning as contextually motivated. Moyano reviews the criteria available for this description based on extensive research in Spanish and other languages, and she focuses on the patterns of periodicity in the discussion section of research articles. Beatriz Quiroz presents her work on the ideational meanings and explores the difficulties presented by the description of experiential meanings in the Spanish clause. She critically argues that this analysis should carefully take into consideration the covert patterns ('cryptotypes'), thus proposing an exploration of the resources available along the rank scale as well as in term of an orbital-serial perspective on structure, which implies an analysis that goes beyond notions of constituency. On the other hand, Gillian Moss poses the question regarding the possibility that the Spanish impersonal 'se' functions as a case of grammatical metaphor, arguing that non-ergative or agentless processes may work as a grammatical metaphor when knowledge of the world tells the reader that there must be an agent although this could be masked by the use of resources that signal absence of external agency. Finally, Teresa Oteíza analyzes the codification of interpersonal meanings when exploring the symbolic construction of temporal dimensions in historical national discourses, arguing that this key aspect of historical discourse is built by sociologists and historians in combination (coupling) with an evaluative prosody throughout the discourse. She also examines the lexical and grammatical resources that are involved in the construction of this valorative prosody, suggesting that in Chilean national discourses the semantic system of judgement is privileged by authors and that the ideational meanings of time are graduated mainly by focus rather than force. These studies in Spanish make an original contribution to the theoretical development of this language from a Systemic Functional Linguistics perspective.

1. Estela Inés Moyano (Universidad Nacional de General Sarmiento; emoyano@ungs.edu.ar): *Revisiting Theme in Spanish: Periodicity in Discussions of Research Articles*

After Halliday's definition of Theme as "what the clause is about" (Halliday, 1994),

the available options for the function of Theme in languages other than English have been topic of extensive research in the last decades (Lavid et al., 2010; Teruya, 2007; Caffarel, 2006; Gouveia & Barbara, 2006; among others). In previous work (Moyano, 2010) the issue of Theme in Spanish has been approached from a discourse perspective (Martin, 1992; Halliday & Matthiessen, 2004; Martin & Rose, 2007), considering that actualized options of Theme at the level of clause are contextually motivated. It has also been shown interaction between Theme and other language systems in order to organize the hierarchy of Periodicity in the texts explored as instantiation of a genre, holding the method of development in each phase of discourse and scaffolding transition between phases. In this presentation two main goals will be pursued: i) to review the criteria that oriented this description of the system of Theme in Spanish and ii) to explain patterns of periodicity in the Discussion section of Research Articles in different disciplines from the stance adopted.

2. Beatriz Quiroz (University of Sydney; beaquiroz@gmail.com): *Experiential meanings in the Spanish clause: some descriptive issues*

The purpose of this paper is to address some challenges posed by the description of experiential meanings in the Spanish clause from the perspective of Systemic Functional Linguistics (hereafter, SFL), in particular, its 'systemic' description. Hence, the aim is to extend the discussion and generalisations proposed, within the SFL framework, on the organisation of experiential meanings across languages (Matthiessen 2004) as well as to complement recent descriptive work on Spanish lexicogrammar (Lavid et al 2010). In order to exemplify the main points addressed, the most general choices or 'features' of the TRANSITIVITY SYSTEM, along with their structural realisations will be explored. The account proposed, based on the analysis of spoken and written texts in Chilean Spanish, suggests that covert patterns or 'cryptotypes' need to be closely examined in order to avoid the reliance on the systemic and structural accounts that have evolved from the description of the English clause (Halliday 1967a, 1967b, 1968; Martin 1996a, 1996b, 2004). Furthermore, the realisation of experiential meanings in Spanish will be discussed in the light of the resources available along the rank scale as opposed to English (Matthiessen, 2004), as well as in terms of an orbital-serial perspective on structure, that goes beyond notions of constituency (Martin, 1996c).

3. Gillian Moss (Grupo Lenguaje y Educación, Colombia; mgilmoss@yahoo.com.ar): *The impersonal "se" in Spanish: a case of grammatical metaphor?*

While analyzing the language of school textbooks in Spanish in Natural and Social

Sciences, one of the aspects focused on by Colectivo Urdimbre was grammatical metaphor. In addition to the types of grammatical metaphor indicated by Halliday (1994/2004), we considered non-ergative or agentless processes as grammatical metaphor in those cases where knowledge of the world tells us there must, in fact, be an agent whose presence is masked by the choices made by the writer in using structures which are congruently used for cases in which there is no external agency (Moss, 2010). In this we follow Thompson (2003) who distinguishes between World-participants and Clause-participants and suggests that elision of World-participants be considered metaphorical. In the language of textbooks, we found many cases where these metaphors of non-ergativity are realized in Spanish through the use of the particle 'se', which tends to suggest an action which is in some way self-engendered, unlike the passive voice in English, typically used in similar contexts, which implies the presence of an Agent, albeit unspecified. Thus, the degree of metaphoricity is enhanced. In this paper, I argue the case for considering the use of 'se' in non-ergative processes in Spanish as grammatical metaphor and present examples from textbooks.

4. Teresa Oteiza (Pontificia Universidad Católica de Chile; moteizas@uc.cl): *Valorative prosody and the symbolic construction of time in Chilean historical national discourses.*

Taking into consideration that the re-signification of past events does not get established once and forever but rather it evolves with time, it is impossible to analyse the historical dynamics as a linear process (Jelin 2007; Ricoeur 2010). In national discourses of recent history, written by historians and sociologists, the reconstruction of memories in discourse is realized, in part, through the valorative symbolic representation of the time framework. In other words, the temporal phases are constituted from determinate evaluations that have also a critical role in the construction of cohesion and coherence in discourse (Oteiza & Pinuer 2010, Oteiza & Pinuer forthcoming). This in turn influences the 'acquired gaze' or 'trained gaze' (Bernstein 1999; Maton 2007, Martin 2007) of readers' sensibilities regarding recent historical memories and how present and future are conceptualized in historical discourse. As Martin (2008, 2010) states, meanings are constructed in a combined form (coupling) which is also part of the idea of simultaneity of functioning of metafunctions (Halliday 1994; Halliday & Matthiessen 2004). The coupling of features across simultaneous appraisal systems in recent national historical discourse is more common between the sub-system of judgement and graduation. Ideational meanings, especially realized as nominalised groups, to build the symbolic representation of time are key, while resources that build graduation of these ideational meanings have a secondary role, privileging the use of focus

over force in the Chilean historical discourses of recent past analysed (Oteíza & Pinuer forthcoming). As valorative symbolic representation of the time has a fundamental role in the discourse of history, and the appraisal analysis allows us to make these meanings explicit, it seems necessary to give more recognition and re-think the role of this dimension in the systemic network of the appraisal theory (Martin & White 2005; Hood & Martin 2007; Hood 2010).

COLLOQUIUM 2 - ROOM 7 - MONDAY, 25 JULY

Workshops

MONIQUE FROBERT-ADAMO, UNIVERSITÉ CLAUDE-BERNARD LYON 1 - FRANCE

TOOLS FOR VISUAL THINKING

The main purpose of this workshop is to provide didactic applications based upon the analysis of multimodal patterns across space, time and mind in a corpus of digitized photographs by Eadweard Muybridge [09.04.1830 - 08.05.1904] taken from his work *The Human Figure in Motion*. In a joint exploratory mode, the participants will be asked to scrutinize a corpus of corresponding titles and working notes gathered by Eadweard Muybridge in his *Prospectus & Catalogue of Plates*. We should be able to determine whether the metaphor stems from the information packed in the titles and thus transfer the conclusions to our teaching activities. Starting from the assumption that M.A.K. Halliday approaches grammar from a social perspective and is mainly interested in how to use language appropriately in order to achieve certain communicative goals or intentions, we anticipate the following purpose/function approach: plotting the images vs the texts should trigger observations and conclusive remarks on a broad range of practical issues and perspectives. Hence, talking about the didacticity of Eadweard Muybridge's photographs, methods and theories will contribute to providing the participants with tools that they can use in their own teaching.

This twofold objective will be achieved by adopting the following steps: *Iconicity and temporality*: What is the texture of visual discourse? We shall study the adjustment between our perception of images vs. the rhythm imprinted by the photographer's textual message. Light and shade organize a metaphor of movement and reconstruct time and space, mirrored by -ing forms and movement verbs, thus enabling the observer to unpack information and exploit the impact of such forms upon written discourse. The text-image relationships will be analysed in terms of cartoon-like effects that should convey significance for text analysis and tuition. *Cultural semiotics*: How do social parameters influence lexicogrammar? The interactive exchanges between colleagues proposing a variety of theoretical approaches will aim at addressing why and how the handling of lexicogrammar in Eadweard Muybridge's personal working notes is predetermined by technical constraints as well as social contexts. The broad spectrum of subjects tackled by Eadweard Muybridge will provide a socially-oriented basis to develop our students' awareness of context-dependent linguistic tools.

WORKSHOP 1 - ROOM 7 - WEDNESDAY, 27 JULY

**TEXT ANALYSIS: HIGHLIGHTING AND UNPACKING IDEATIONAL GRAMMATICAL
METAPHORS IN MEDICAL RESEARCH ARTICLES**

The importance of genre knowledge in TESOL to master academic, professional, or educational discourse has been widely acknowledged recently. One such knowledge is the recognition of the linguistic aspects of English scientific discourse which can account for the complexity of this type of discourse. Scholars of Systemic Functional Linguistics (SFL) (e.g. Eggins, 2004; Halliday, 1998; Halliday & Martin, 1992; Halliday & Mattiessen, 2004; Martin & Rose, 2007) have regarded grammatical metaphor (GM) as the chief feature of scientific texts and the main source of difficulty of writing the related text types.

The discourse of English research articles (RAs), as one prominent type of English scientific discourse, has been probed in English for Specific (ESP) studies from the macro-structural perspective investigating the types of information units (Moves) used. For instance, medical RAs - being the focus of attention in this workshop - have been analyzed by ESP scholars extensively (e.g., Skelton, 1994; Nwogu, 1997; and Li & Ge, 2009).

In order to scrutinize the micro-structures of discourse of medical RAs, these types of texts can also be analyzed in terms of the features of English scientific discourse, especially the GM types, proposed by Halliday (2002, 2004). Although different types of GM have been described, explained, and exemplified extensively, this linguistic phenomenon is so abstract and simultaneously ubiquitous that it can be viewed variously from different angles and perspectives.

In this workshop, firstly, the role of GMs (especially the nominalization types) will be exemplified and practiced in spectrums extending from more spoken to more written modes of English discourse. It will, then, be shown that other features of English scientific discourse are mainly by-products of GM employment. Highlighting and unpacking ideational GM types (experiential and logical) in the discussion section of medical research articles will finally be discussed and put into practice.

This tutorial workshop will be beneficial for ESP teachers, students of medicine, non-native writers of English medical research articles, MA and PhD students of applied linguistics and similar disciplines, and all those who are interested in text analysis using Systemic Functional Linguistic.

WORKSHOP 4 - ROOM 9 - THURSDAY, 28 JULY

LANGUAGE AS DIALOG - ENGAGEMENT AND THE ANALYSIS OF INTERPERSONAL POSITIONING IN STUDENT WRITING AND MEDIA COMMENTARY

The Engagement taxonomy, as formulated by White, and Martin and White (White 2003, Martin & White 2005), provides a means to operationalize linguistically Bakhtin's now widely influential notion that all language is dialogic, that all utterances in some way respond to prior utterances on the same subject or anticipate potential responses from those being addressed. In taking this dialogic view of all utterances, it provides for a significant modification of how SFL has modelled interpersonal meanings. This workshop will provide participants with an opportunity to explore the theorising which underlies the Engagement taxonomy, to explore some of the more problematic issues which arise when the system is applied in text analysis, and to explore the place of the taxonomy in analyses of how speakers/writers construct for themselves particular textual personas, project views and beliefs onto the "intended" addressee, and construe relations of alignment and rapport. More specifically, the workshop will give participants the opportunity to consider some alternative proposals as to how the system might be organised, to consider critically what is at stake in the distinction between "dialogic contraction" and "dialogic expansion", and to deal analytically with interactions between Engagement values (when, for example dialogic contractions are framed by dialogic expansions). As well, various text analytical methodologies employing the taxonomy will be presented and discussed - for example, an approach which tracks not only the use by the writer/speaker of Engagement values, but also patterns of interaction between the type of Engagement meanings employed and the types of propositions thereby being negotiated. The workshop will afford participants plenty of opportunities for "hands-on" practice in applying the framework in text analysis. During the workshop we will undertake (a) analyses of texts by both younger native-English-speaking writers and by university-level EFL/EAL writers with a view to providing accounts of the negotiations of persona and dialogic positioning going on in these texts, and (b) analyses of the writing of journalistic commentators with a view to providing systematic and theoretically principled accounts of their strategies and styles of persuasion.

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WORKSHOP 2 - ROOM 8 - WEDNESDAY, 27 JULY

**AN INTRODUCTION TO THE TEXTUAL METAFUNCTION: THEMATIC STRUCTURE
AND INFORMATION STRUCTURE IN THE ORGANIZATION OF WRITTEN
PORTUGUESE LANGUAGE**

This workshop is based on the theoretical framework of the Systemic Functional Grammar (HALLIDAY and MATTHIESSEN, 2004), more specifically based on the Textual Metafunction and in its two analysis systems – the Thematic Structure and the Information Structure – and on its link with two other theorists – Daneš (1974) and Fries (1981; 1994; 1995; 1997; 2002; 2009). This work is structured in the presentation and discussion on the relevance of the Hallidayan concepts of Theme and Rheme and of Given and New Information, which are meaningful theoretical constructs for a textual analysis that sees the text as a unit of meaning. The Ideational Theme in the Portuguese language is considered the first clause constituent with a function in the system of transitivity – a Participant, a Process or a Circumstance –; it is a textual functional device since the choices of Ideational Theme along a text are related to the way the information is conveyed in that text. The Rheme, in its turn, is the rest of the clause, from the end of the Ideational Theme till the end of the clause, i.e., everything that is not characterized as Theme. The mapping of the clause Themes along a text – signaling the information taken by the writer as the point of departure for the messages and guiding the reader toward the message conveyed in the text – results in its Thematic Progression (DANES, 1974). The function of Rheme is related to the function of New Information (the information that needs to be apprehended) through a term called N-Rheme (FRIES, 1994). The N-Rheme consists of the association of the information of higher value for the interlocutor and its localization as the last clause constituent (part of the Rheme) in written texts. After explaining, discussing and exemplifying the notions of Theme and its peculiarities in the linguistic description of Portuguese – e.g. the case of ellipsis in thematic position (GOUVEIA and BÁRBARA, 2004) – the next step consists in analyzing news from a newspaper in Brazilian and European Portuguese. These analyses aim to examine the way the flow of information is built in such texts, i.e., the way the New Information in a clause relates to its local context and the movement that is made from the point of departure toward the point where the main information occurs – the end of the clause. This aim will be achieved by mapping the clause Themes of each text, as well as the N-Rhemes as a means of building a schema of the text, a frame which contains the most relevant information in each text (OLIONI, 2010). The last step of the workshop consists in

mentioning previous studies on Theme and offering research issues on aspects which deserve further investments.

Keywords: Theme; N-Rheme; flow of information; Portuguese written texts.

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WORKSHOP 5 - ROOM 7 - FRIDAY, 29 JULY

**PROCESSES AND PARTICIPANT ROLES: A PRACTICAL DESCRIPTIVE FRAMEWORK
AND A SET OF TOOLS FOR ANALYZING THEM IN TEXTS**

This workshop will introduce you to the most up-to-date SFL descriptive framework for analyzing Processes and their inherent Participant Roles (PRs) in a text. In this type of analysis there are two major types of problem. One type arises from the nature of language itself, and we shall briefly identify seven such problems (Fawcett 2009). We can do little to mitigate these except to beware of them. But there is another set of problems whose effect we can reduce. These arise because the descriptive framework that we are using is (i) less comprehensive and/or (ii) less well equipped with tools to help the text analyst than an alternative description. No description is ever perfect, especially in this area of language, but in the spirit of science we should expect the new research methods that have become available to us since the 1970s to have led to significant improvements in our description. And indeed they have, in the case of the Cardiff Grammar (CG). In the early 1970s, Fawcett's model of TRANSITIVITY was quite like Halliday's, but in the intervening decades he, with the help of Steiner, Tucker, Neale, Schulz and others, has made successive improvements to the description. Drawing on the findings of Corpus Linguistics, computer modelling, extensive text analysis, work in other approaches, etc, they have brought this part of the CG to a new level of comprehensiveness - including the discovery of new Process types (Neale 2006, Fawcett 2010) - and rationalized categories (such as 'behavioural') in the Sydney Grammar (e.g. Halliday 1994). (Neale 2002a and forthcoming charts the slight changes in Halliday's TRANSITIVITY in this period.) The Cardiff model of Processes and PRs has also been used in various Natural Language Generation and Machine Translation projects, and is being increasingly used for text description.

This workshop will introduce you to the full array of apparatus available to those working in the Cardiff approach. After presenting a complete overview of Process types, we shall introduce you to (i) the basic procedure for identifying Processes and PRs, (ii) the list of PRs, (iii) the tests for each PR, (iv) how to use the PRs to identify the Process types, and (v) how to obtain and use Neale's Process Type Data Base of 5000 Process types.

We shall give you experience of using the analysis tools, and we invite you to bring examples for analysis that you think present problems.

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WORKSHOP 3 - ROOM 8 - THURSDAY, 28 JULY

EXPLORING REGISTERS OF STUDENT WRITING THROUGH THE BAWE CORPUS

This workshop suggests ways in which participants can negotiate differences in registers of university student writing through the British Academic Written English corpus (ESRC-RES-000-23-0800). It is important first to understand the composition, classification and mark-up of assignment texts in the BAWE corpus. The 6.5 million word corpus includes 2858 proficient texts distributed evenly over four disciplinary groups and four levels of study. The texts, collected from four universities in England, are classified into thirteen genre families: Exercises, Explanations, Critiques, Essays, Literature Surveys, Methodology Recounts, Research Reports, Proposals, Case Studies, Design Specifications, Problem Questions, Narrative Recounts and Empathy Writing. The corpus therefore lends itself to investigations of register variation through comparisons of field across disciplines and of tenor across levels of study. Mode variation can also be explored through marked-up features such as tables and figures across genre families. The BAWE corpus can be obtained from the Oxford Text Archive, or can be freely searched online in SketchEngine. The corpus includes information about each assignment (eg department, grade awarded), each contributor (eg first language, secondary education, course) and is tagged for parts of speech (CLAWS) and semantic features (USAS). Examples of the kinds of search possible will be demonstrated, followed by opportunities for guided and individual corpus exploration. For instance, a keyword comparison of the BAWE corpus with the BNC corpus of general English yields a potentially useful list of 'academic' vocabulary, including terms such as *data*, *therefore*, *theory*, *due*, *analysis*, whose use can be explored further by discipline, genre family, level of study etc. as well as through identification of frequent forms, collocates and concordance lines. Word trees can provide a syntagmatic view of probabilities of co-occurrence with successive choices through the systems. Surprisingly, perhaps, the lemma *I* is a top key word, nine times more frequent in the BAWE corpus (925.1 ARF per million words) than in the BNC (108.8 ARF-pmw). Such corpus-driven findings require further investigation before they begin to make sense in terms of what we know about the range of functions of *I* in academic writing across the disciplines. Suggestions are made for such analyses.

***The initial input and guided exploratory sessions last approximately two hours.

***Participants may wish to bring their wifi accessible notebooks OR/AND Participants can access the BAWE corpus online through computers available.

WORKSHOP 6 - ROOM 8 - THURSDAY, 28 JULY