



Colloquia

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COLLOQUIUM 1

Expanding multimodal discourses of hope, reconciliation and peace

(Hodge, Stenglin, van Leeuwen, Martinec)

The aim of this colloquium is to explore some of the ways multimodal discourses of hope, reconciliation and peace can contribute positively to social change. Multimodal discourses are those in which two or more semiotic modes interact to construe meaning (Baldry, 2000; Kress et al., 2001; Kress and van Leeuwen, 2001; Lemke, 2003; O'Halloran, 2004).

To develop better understandings of the ways multimodal discourses operate, some social semioticians have moved Systemic Functional theory beyond language by using its principles to theorise other modalities. Four modalities have been theorised in this way:

- architecture/three-dimensional space (O'Toole, 1994, 2004; Kress and van Leeuwen, 1990, 1996; van Leeuwen, 1998; Stenglin, 2002, 2004)
- action (Martinec, 1997; 1998a; 1998b; 2000a; 2000b)
- speech, music and sound (van Leeuwen, 1991, 1999)
- visual images (Kress and van Leeuwen, 1990, 1996; O'Toole, 1994)

When two or more of the above modalities co-articulate, they have the potential to multiply meanings and generate a semiotic resonance that is far greater than the sum of its parts (Lemke, 1998; Royce, 1998, 2002; Martin, in press for 2004).

The colloquium will begin by exploring the potential of this resonance in two inspiring museum exhibitions: the *Indigenous Australians* exhibition at the Australian Museum in Sydney and *Signs of a Nation* at the National Museum of New Zealand: Te Papa Tongarewa, Wellington (Martin and Stenglin, in press).

We will then consider how the modalities of action and music have been co-deployed in the documentary *Amanda: a Revolution in Four Part Harmony* to produce the semiotic synergy that fuelled the anti-apartheid freedom fighters in South Africa. By demonstrating some of the ways multimodal discourses can enact a better world, the colloquium aims to foreground the potential of multimodality for energising hope, facilitating peace and inspiring reconciliation.

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PAPER 1

Robert HODGE

UNIVERSITY OF WESTERN SYDNEY

Paradoxes in the semiotics of reconciliation: a social semiotic study of the Indigenous Australian exhibition of the Australian Museum, Sydney

This paper looks with a social semiotic gaze at the problems and achievements of the 'Indigenous Australians' exhibition of the Australian Museum, Sydney. It sees the core problem as the cluster of irreconcilable contradictions that necessarily surround and constitute the core messages of dialogue and reconciliation. Yet the achievement of the exhibition is not its success in eliminating these contradictions, in terms of an ideal of 'effective communication' in which a single coherent message is packaged for every possible audience. The museum as communicator can only manage these contradictions, not eliminate them. The semiotic strategies it uses are multi-semiotic, sometimes conveying different messages in different channels to provoke different meanings in different kinds of reader, all in the interests of stimulating a dialogue which cannot be fully predictable and controlled if it is to be real dialogue. Correspondingly, the semiotic reading that hopes to be of use in tracking and supporting the semiosis of the museum must itself be dialogic, open to the contradictions, dilemmas and aims of the museum communicators, as richly multi-modal as it can be yet also systematic and comprehensive. This paper will offer a sketch and exemplification of the kind of social semiotics required by this kind of task, and urge that it should be more common than it is: a social semiotics which seeks to make a difference by focusing and enhancing the communication strategies of allies and comrades in a common struggle: multi-semiotic, fluid, strategic and open to the omnipresence of contradiction.

PAPER 2

Maree STENGLIN

UNIVERSITY OF SYDNEY

A social semiotic analysis of the ways space enacts reconciliation in the Signs of a Nation: *Nga Tohu Kotahit* exhibition in The National Museum of New Zealand Te Papa Tongarewa, Wellington

This paper explores how an ideology of reconciliation has been materialised in two related exhibitions at the Museum of New Zealand Te Papa Tongarewa in Wellington. Te Papa Tongarewa is a national museum and one of its overarching aims to represent 'the bi-cultural nature of the country, recognising the mana and significance of each of the two mainstreams of tradition and cultural heritage . . .' (Bossley, 1998). Bi-culturalism refers to the concept of partnership between Maori and Pakeha (non Maori) and has its roots in the controversial founding document of New Zealand, The Treaty of Waitangi.

Inside the museum, the physical interface between Maori and Pakeha first occurs in the *Signs of a Nation: Nga Tohu Kotahit* exhibition. This exhibition deals with three of the fundamental ideas of the Treaty of Waitangi: government, citizens' rights and conceptions of land. The interface between Maori and Pakeha continues into the second exhibition, *Poringi*, which explores both sides of a land right's case that is currently before the Waitangi Tribunal.

Drawing on tools developed for a grammar of three-dimensional space (Stenglin 2002, 2004), this paper will analyse how difference, struggle and co-existence are enacted in a series of inter-connected spaces. In particular, it will look at the way in which ideational, interpersonal or textual meanings are foregrounded in the modality of space. In doing so, it will explore the kinds of meaning three-dimensional spaces afford and the designs used to configure them.

Reference:

Bossley, P. 1998. *Te Papa: an architectural adventure*. Wellington: Te Papa Press.

PAPER 3

Theo van LEEUWEN

CARDIFF UNIVERSITY

Amandla - The power of music

Using the systemic-functional approach to the semiotics of sound outlined in Van Leeuwen (1999), this paper will discuss and exemplify musical signifiers of resolve (for instance in 'call to arms' contexts) and solidarity in the traditions of Western and African music, and investigate how they were combined in some of the songs that played a key role in the anti-apartheid struggles of the 1960s, 1970s and 1980s.

Reference

Van Leeuwen, T. (1999) *Speech, Music, Sound*, London: Macmillan.

COLLOQUIUM 2

Multimodal Corpora, MCA, Multimodal Discourse Analysis (MDA), and PDA (Baldry, Thibault, O'Halloran)

This colloquium is part of our joint efforts to bring a new perspective – the multimodal perspective – to multimodal discourse analysis. We will be concerned with describing our efforts to develop concordancing techniques within a multimodal framework that facilitates the systematic examination of television advertisements and websites and enables recurrent semiotic patterns to be identified in a way that, is – at least in part – analogous to approaches within corpus linguistics. The Multimodal Corpus Authoring (MCA) system developed at the University of Pavia (Baldry, Beltrami, Thibault) will be used to analyse the homepages of a corpus consisting of thirty six websites selected from the list of the top one hundred universities in 2004 compiled by the Institute of Higher Education, Shanghai Jiao Tong University, China (O'Halloran). It will also be applied to an analysis of a corpus of some 200 television car advertisements which Baldry and Thibault are currently working on. In terms of the conference theme, we propose MCA as a tool which can contribute to the development of multimodal corpora and multimodal discourse analysis in educational contexts as well as to the development of PDA. We will divide the colloquium into three closely interrelated sections as set out below.

PAPER 1

Anthony BALDRY

UNIVERSITY OF PAVIA

MCA and Multimodal Concordancing

The first section is a description of the general goals we envisage for multimodal concordancing and multimodal corpus linguistics, including reflections on the way we intend to integrate the latter into studies of multimodal texts: this description is carried out in relation to the development of *MCA* (Baldry, Beltrami In press [2005]), an on-line multimodal concordancer, and an initial corpus of 200 TV car adverts which we are in the process of analysing with concordancing techniques. The focus here will be on functionally-oriented concordancers and functionally-oriented concordancing techniques. Indeed, the guiding principle is that the design of the current generation of software tools for multimodal concordancing should reflect a capacity to evolve as the underlying theory evolves, a principle, which given the nature of the information technology, and its evolution, *could not possibly* have been applied to first-generation concordancers, but which, with the growth of corpus linguistics, needs perhaps to be given more consideration.

PAPER 2

Paul J. THIBAULT

MCA and Multimodal Discourse Systems

In this section, we are concerned with whether a systemic-functional orientation, that is more rigorous than the one adopted in the first stages of our work, is feasible (Baldry and Thibault 2001, In press [2005]). We explore the hypothesis that it *may* be possible to define the descriptive parameters underlying the concordancer's search mechanisms in terms of multimodal systemic networks. We will provide a preliminary analysis of some aspects of one such network in relation to work being carried out on the texts in the car advertisement corpus. We also discuss a longer-term goal that relates to the use of concordancing techniques to explore the ways in which system networks intersect with other levels and dimensions of multimodal concordancing and multimodal text analysis. Overall, we believe that multimodal corpus linguistics may help us understand whether or not different semiotic resources – language, gaze, gesture and so on – are entirely independent meaning-making systems or whether instead they constitute elements in a still larger and overarching semiotic system

(Thibault 2000: 312). This is a matter which, as we shall see in the colloquium, gives our interpretation of multimodal corpus linguistics a rather special direction.

PAPER 3

Kay O'HALLORAN

NATIONAL UNIVERSITY OF SINGAPORE

A Multimodal Corpus Based Approach to University Website Homepages

The corpus consists of six top-ranking and six-bottom ranking English speaking universities for North America, Asia Pacific and Europe. The identification of typical generic features of website homepages are used to critically interpret and compare the types of meaning found in those sites. The analysis reveals that the home pages contain a range of genres, subgenres and hybrid genres such as the masthead, emblem, dynamic and static photographs and drawings, and linked indexes which create sequences and embedded or sub-sequences. Preliminary analysis reveals that salient sequence categories across the thirty six websites are *About The University, Prospective/Future Students, International Students, Research and Alumni and Friends*. The website clusters thus function to address an external user (prospective staff and students, international students and other visitors) and internal users (existing students, and academic and non-academic staff). The user pathways shift back and forth between the internal context of the university about the city and region where the university is located. Some categories appear for both types of users. Despite typically occurring patterns, distinctions occur across the websites. This indicates the relative status and cultural practices of the universities according to region and the subsequent need to attract incoming students. The salient visual images on each homepage function intersemiotically to co-contextualize this position.

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COLLOQUIUM 3

Expanding the notion of explicit instruction: The potential of genre-based tasks (Byrnes, Ryshina, Liamkina, Crane, Maxim)

Recent SLA research has focused on the relationship between learner-internal and learner-external processes within an interactionist paradigm and has found explicit instruction through tasks to be conducive to acquisition. While these findings help overcome an earlier bias for naturalistic learning, they often refer to the application of sentence-level discrete-point rules and declarative knowledge and to efficacy measures that tap neither L2 competence nor L2 performance. Furthermore, they provide few insights into language learning as a long-term engagement that reaches beyond introductory and intermediate levels of abilities and re-imagines teaching and learning as a co-constructed activity.

Assuming that task is a viable construct also for long-term acquisition toward advanced abilities, both research and pedagogy must develop task-based forms of explicit instruction that (1) construct learning as acquiring the resources for shaping learners' meaning potential through various forms of noticing that becomes procedural knowledge; (2) foster both explicit and implicit processing through a focus on the integration of language and content, not just their co-presence; (3) link declarative and procedural knowledge with metalinguistic awareness of genre characteristics, instantiated in field, tenor and mode, thus enabling learners to make situated choices at all levels of the language system.

Accordingly, the colloquium proposes a genre-based textuality and genre-derived tasks as a suitable frame of inquiry. Its exploratory context is a task-based literacy-oriented integrated four-year collegiate FL curriculum. Papers report on

- the context, theoretical and educational, that has shaped his work;
- characteristics of a genre-based pedagogy for literacy development, with explicit attention to genre moves analysis in order to enable learners to make meaning-form-meaning connections in knowledge-constructing and language-activating forms of processing at all levels of the language system;
- the use of genre as a basis for expanding the notion of pedagogical task and for anchoring learner-centered instruction and learner choices;
- intermediate-level L2 learners' appropriation of lexicogrammatical features over one academic year within a genre- and task-based instructional approach;
- developing learners' voice at the discursive and lexicogrammatical levels in line with generic expectations.

PAPER 1

Expanding Notions of Explicitness in a Discourse Community of Teachers and Learners

This paper provides an overview of the need for expanding notions of explicit instruction as they have been developed within an interactionist paradigm and provides general information about a curricular and pedagogical project within a U.S. undergraduate FL environment that has, over the last years, implemented a genre-oriented and task-based approach to curriculum construction and pedagogy.

Among the most pressing concerns is a rethinking of the nature of the classroom itself, repositioning it in terms of a discourse community of teachers and learners who are engaged in enabling learners to acquire meaning resources at all levels of the language system that they deploy on the basis of an awareness of their meaning potential in context.

This is necessary in order to address a fundamental quality of language acquisition, its long-term nature, to be able to conceptualize and support advanced levels of acquisition, and, finally, textually oriented approaches to language teaching and learning as contrasted with sentence-level approaches.

To make that shift SLA research and even much curricular and pedagogical will have to take seriously the educational setting within which instruction and learning take place. The paper traces some of the pervasive shortcomings of many of the prominent research findings in that regard and proposes a reconceptualization of the notion of task that would privilege its ability to foreground its knowledge-constructing as contrasted with its language-activating potential, that is, its facilitative role in enabling learners to make meaning-form-meaning linkages during instructional practice, in the learners' own reflection on learning practice, and, most important in language use.

PAPER 2

Explicit Teaching as Teaching toward Literacy: Expanding the Construct

The past decade has seen significant interest in the pedagogies of developing advanced language abilities through a focus on literacy. Particularly promising efforts treat literacy as a complex linguistic, cognitive, and social ability in which learners appropriate and reflect on textual practices through the construct "genre" (e.g., Cope & Kalantzis 1993, Johns 2002; Kern 2000). These pedagogies draw on extensive genre analyses and their application to L1 literacy development within systemic-functional linguistics (Halliday 1994; Hasan 1996; Martin 1993, 1997, 1999) and on work in English for Specific Purposes contexts (e.g., Swales 1990).

The paper extends these insights to second language literacy development. Focused on intermediate/advanced levels, it relates genre-based pedagogies to the construct of "explicit instruction" as that has been used to explicate L2 learner processing. At the same time it expands the notion of "explicitness" by uncoupling it from its near-exclusive orientation toward oral interactionist language development of beginning- and intermediate-level learners. As a result, the construct "explicit teaching" is no longer limited to directing learner attention to processing sentence-level phenomena, but to meaning-form connections at the genre level. Using textual analysis and modeling such explicit pedagogies strive to enable learners to attend to meaning-form connections in terms of major generic forms and to make nuanced personal, yet publicly readable language choices.

The study presents a moves analysis of the genre *political appeal* as a form of explicit instruction toward such meaning-centered, form-attentive learner processing (materials taken from German 20th century historical documents). Obligatory and optional moves of the genre are identified, along with the linguistic features for their realization. That analysis also provides a base for evaluating learner texts with regard to the generic structure and such register constituents as field, tenor, and mode.

PAPER 3

Exploring Genre-based Tasks in Advanced L2 Classrooms

The SLA community has come to see task-based explicit instruction as generally fostering learners' language development (Norris and Ortega, 2000). However, the construct of "task" has primarily been developed in terms of interactionist understandings of language and language acquisition with a focus on sentence-level features and intermediate-level language abilities. A negative consequence of that focus has been its bias toward explicit instruction as forms-focused instruction targeting declarative knowledge at the sentence level.

This paper argues for a need to expand the notions of "explicitness" and "task" on several levels. For task to be a facilitating construct for the expanded learning goals of SLA researchers and practitioners to include advanced L2 abilities, it must, among other things, address issues of textuality and, by extension, literate forms of language use, both oral and written. For that reason, the paper explores the ways in which an explicit genre-based approach to teaching can open opportunities for expanding both the context within which explicitness can be explored as well as the notion of task itself.

Specifically, it follows Samuda's (2001) differentiation between the language-activating tasks used to stretch current interlanguage resources and processing capacities and the knowledge-constructing tasks used primarily to enable new form-meaning connections. It is this

latter type of task that is the focus of a classroom-based study on advanced-level L2 learners of German, in which a carefully articulated sequence of interlocking tasks tied to the genre of *political appeal* is documented. Through extended engagement with several model texts, explicit instruction related to the genre, and production of their own political appeals learners acquire the structure of this genre and its characteristic realizations on the lexico-grammatical, syntactic and discoursal levels. Analyses of task design and interviews with instructors point to the facilitative role of genre-based pedagogy for literacy acquisition in advanced-level learning contexts.

PAPER 4

Giving Voice to Advanced L2 Learners: Genre Analysis of Political Appeal

Explicit instruction, as treated in the Focus on Form and task literature, has tended to focus primarily on decontextualized language features at the sentence level and on lower-level L2 learning contexts involving interactive contexts of use (Norris & Ortega 2000; Doughty 2003). The development of academic L2 literacy abilities at the advanced level has received comparatively less attention and, more important, has insufficiently considered the fact that any competent language use, including L2 use, is defined by the user's own agentive role in making choices in text production (Byrnes 2002).

Drawing on Bakhtin's (1986) notion of intertextuality, this paper demonstrates how explicit instruction of written discursive and lexicogrammatical features as linked to specific generic expectations of the genre *political appeal for action* can lead to the creation of advanced L2 learners' individual voice. Employing both quantitative and qualitative research methods, this paper examines 16 learner texts stemming from two advanced-level (sixth semester) German classes taught in Spring 2003. Curricular materials and interviews with the two instructors further contextualize the data.

The analysis of the data focuses on the relationship between textual models provided for the learners and the learners' own written production based on these models. Features that are examined include: (1) semantic fields that relate to the topic of political action, (2) referential chains that lead to the creation of writer-audience solidarity crucial for the genre of *political appeal*, and (3) theme-rheme patterns that reveal preferred clause types and repetition patterns found within this genre. All three categories are addressed in instruction and relate to the conventions of the genre *political appeal* along field, tenor and mode dimensions (Halliday 1994) respectively. Throughout this paper, it is argued that success in creating an individual voice is both genre- and task-dependent.

PAPER 5

Teaching Others' Words: Literacy Acquisition through Explicit Textual Incorporation

Recent findings in L2 reading research cite the benefits to language development from supplementing reading with text-specific tasks that require learners to interact with the language in the text. One procedure for fostering learner interaction with textual language is the appropriation of textual language into writing and speaking. To date, however, this notion of textual incorporation has been largely dismissed as the precursor to plagiarism and therefore an invalid pedagogical approach. As a result, little is known about what instructed adult learners do over time with the textual features they appropriate.

The paper addresses this issue by arguing for a comprehensive reconsideration of textual appropriation's critical role in any language learning. It argues that a genre-based, literacy-oriented approach enables the necessary broader view by locating textual borrowings within the gradual appropriation by all learners, but particularly more advanced learners, of a range of L2 textual features into their language use. It assumes that literacy is particularly well described as genre-related and involves making informed, situated choices about socially acceptable language use. For L2 learners and L2 instruction this highlights a need to understand in explicit

terms the type of language that a specific genre uses at the lexicogrammatical, sentential, and textual level.

To exemplify this explicit instructional approach, the paper will first present the pedagogical sequence that was implemented at the intermediate level of a four-year integrated, content-based and literacy-oriented collegiate FL curriculum in order to attend to the generic features of the personal story, the primary genre used to explore the level's six thematic units. The paper will then present quantitative and qualitative data on the lexicogrammatical features that 30 intermediate L2 learners incorporated into their genre-based writing during one academic year, focusing in particular on the type, degree, and development of textual appropriations across the two semesters.

COLLOQUIUM 4

Clinical analysis: Pushing the boundaries

(Ferguson and Togher, Sherratt and Spencer, Mortensen and Armstrong, Thomson, Hand)

The colloquium provides a forum for those interested in language disorders to discuss the application of Systemic Functional Linguistic theory to the analysis of clinical data, in order to both explore the insights SFL has provided, as well as the limitations encountered to date. Three texts of an adult with acquired brain damage and one of a child with a developmental language problem will form the basis for discussion, with three papers focused on the adult speaker's texts and two on the child's texts. Each paper will approach the texts from a different perspective, focusing on at least one aspect of the speaker's language system. Discussion time will be an integral part of the colloquium, in which both presenters and audience participants will be encouraged to engage with the texts and to debate potential future directions in the field.

PAPER 1

Alison FERGUSON and Leanne TOGHER

SCHOOL OF LANGUAGE & MEDIA, UNIVERSITY OF NEWCASTLE AND SCHOOL OF COMMUNICATION SCIENCES & DISORDERS, UNIVERSITY OF SYDNEY

Analysing the exchange

Contextual variation in language use is a major issue for clinical linguistic investigations of aphasia, with significance for both theoretical understandings of the nature of aphasia and for the valid and reliable measurement of linguistic changes associated with recovery and response to therapy. In this paper we compare three texts of a speaker with a moderate-severe agrammatic aphasia, with a particular focus on the analysis of genre and exchange structure. The first text involves the aphasic speaker being interviewed by a novice speech pathology student; the second text involves the same speaker being interviewed by an experienced speech pathologist; and the third text involves the same two speakers in a casual conversation. We suggest that such investigation provides a window into the neural representation of semantic networks still accessible to the person with aphasia, and thus forms an important part of dynamic assessment methodology (i.e. investigation of potential for change).

PAPER 2

Sue Sherratt and Elizabeth Spencer

SCHOOL OF LANGUAGE AND MEDIA, UNIVERSITY OF NEWCASTLE

Modulating meaning

This paper investigates the resources for negotiating and modulating meaning in three texts of an adult speaker with moderate-severe agrammatic aphasia. The texts used in this paper are of the aphasic speaker in (1) an interview with a novice speech pathology student, (2) an interview with an experienced speech pathologist and (3) a casual conversation. The systems explored in this paper are those of appraisal (at the discourse semantic level) and modality (at the lexicogrammatical level). Given that these two systems are key to the modulation of meaning they have been selected because they provide insight into the Interpersonal resources of the speaker. The use of the resources will be compared across the three texts to establish the range and diversity of the aphasic speaker's linguistic resources in these systems. The results of these analyses will be discussed. The implications of the application of the analyses in a clinical context will also be discussed.

PAPER 3

Lynne Mortensen and Elizabeth Armstrong

DEPT OF LINGUISTICS, MACQUARIE UNIVERSITY

Reflections on transitivity and logical relations

This paper investigates the co-construction of experiential and logical meanings between a person with aphasia during three clinical encounters. Experiential meanings encode experiences and are realized in the clause via the grammatical system of transitivity as a semantic configuration of processes, participants and circumstances. Logical meanings show the connections between experiences and are concerned with the ways that clauses combine through the relationships of taxis and logico-semantic relations. Transitivity and clause complex analyses of both speakers' contributions to the interactions will form the basis of discussion with respect to:

- the range and diversity of the speaker's linguistic resources in these contexts
- the way(s) in which the clinician both supports and constrains the aphasic speaker's contributions
- specific linguistic features of communication breakdown and repair between the two speakers
- how these findings compare to more traditional interpretations of the data to inform clinical practice

COLLOQUIUM 5 (Two days)

Describing multilinguality: typology of processes of motion and (de-)lexicalization

(Teruya, Kumar, Caffarrel, Matthiessen, Thoma, Akerejola, Hita, Lavid, Anvarhaghighi, Bardi, Patpong, Petersen)

Kazuhiro TERUYA

Our colloquium is intended to make a contribution to systemic functional language typology by investigating how the experiential domain of processes of motion through space is construed in a range of languages. We will explore differences and similarities in the lexicogrammatical modelling of motion in Arabic, Bajjika, Oko, Farsi, Greek, German, Thai, Spanish, Japanese, and other languages as well. We will explore how these languages construe various processes of motion such as move, walk, slide, swim, rush, turn, come and arrive lexicogrammatically; we will consider the grammar of motion, but also its extension into lexical delicacy — the vast lexical resources of verbs that realize systemic contrasts within the highly elaborated systems of material domains in these languages.

Our typological investigation is corpus-based (by reference to naturally occurring discourse), system-based (by reference to systemic categories derived from the corpus investigation), and theory-based (with reference to dimensions of systemic functional theory).

In the corpus investigation, each language is investigated against a language-specific corpus using a computational concordance system that enables us to identify overt recurrent patterns of instances, which then can be further investigated by taking into account covert patterns and reactances such as pro-verbs for different subtypes of processes of movement, tense/ aspect of these subtypes and probability of certain circumstance associated with the processes.

The instantial patterns identified in this way in turn lead us into system-based investigation where language-specific categories derived from the corpus-based investigation are used to establish systemic similarities and differences within, and across, the languages. Here the categories are also investigated in terms of rank in order to identify “a hierarchy of integration on the content plane: the elements of a word are more tightly integrated than the elements of a group, and there are in turn more tightly integrated than elements of a clause” (Matthiessen, 2004: 563). In particular, we will identify multilingual lexicalization patterns of processes of motion through space by taking one major medium of expression “segmental marking” (others being intonation and sequence) — “grammatical items at various ranks that serve to realize grammatical features” (ibid: 554). Spatial direction for instance may be realized differently across languages at clause rank as Adjunct (English), at group rank (/ phrase) as serialized verbs (Lahu), and at word rank as bound temporal verbal affixes (English, French, German; Japanese). In this way, we will be able to investigate lexicalization patterns (as exemplified in Halliday & Matthiessen, 1999: Ch.7 for Chinese), or more specifically compositional segmental patterns, of processes of motion.

This investigation will then be extended to illustrate de-lexicalization of processes of motion whereby specific lexical items are replaced by more general ones. By establishing this grammatical complementarity between lexicalization and de-lexicalization in the material domain of our experiences, we will be in a linguistically well-informed position to explore this domain in terms of phylogenesis, enquiring about the social-cultural conditions that have given arise to linguistic tensions out of which the systemic models of processes of motion come to be construed in the lexicogrammars of languages.

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DAY ONE

A short introduction by Kazuhiro Teruya followed by a series of talks:

PAPER 1

Uwe Helm PETERSEN

UNIVERSITY OF SOUTHERN DENMARK

Transitivity in German and processes of motion through space

Transitivity in German does in principle not differ that much from English, the number and types of processes and circumstantials as well as the differentiation in effective and middle clauses being more or less the same. In one important respect, however, German differs from the other languages in the Germanic family (besides English and Danish also Dutch, Norwegian and Swedish) and that is in case marking of nominal groups. When functioning as participants they are not only realised in the nominative and accusative, but in certain processes also in the dative and genitive case forms. The latter are not, as the accusative ones, able to function as Subjects in passive clauses, cf. an active clause as *Sie hilft ihm* ('[nominative] she helps [dative] him') vs. its pendant in the passive *Ihm wird geholfen* ('[dative] him is helped') where the participant *ihm* in the passive clause does not function as Subject. In my presentation I shall be taking my starting point in a brief overview of the system of TRANSITIVITY in German and in more detail account for the functions of these dative and genitive participants within the process types. I shall further touch on prepositional phrases, which from a valency point of view not always function as Circumstantials but rather as Participants of Scope, this as a consequence of regarding prepositionals as divalent minor processes.

PAPER 2

Chrystalla A. THOMA

UNIVERSITÄT HAMBURG (GERMANY)

Abstract for the workshop on language typology: processes of motion

In this study I describe the domain of processes of motion in Modern Greek from the point of view of morphology and function, according to the criteria of manner, location and purpose and their subdivisions (Halliday & Matthiessen 1999). A corpus of narrative discourse was used to search for different realizations. The reactances used for the categorisation of these processes in Modern Greek include aspect and tense, definiteness and grammatical case. I shall focus on the following phenomena: first, the tenuous relation between morphology (active-passive) and ergativity (middle-effective) as in the pair "_____ " (passive morphology, middle "rose, stood up") and "_____ " (active morphology, effective "lifted, took up") vs. "π_____" (active morphology, middle "fell"), noting that passive morphology is not used in processes of motion in an effective sense; second, uses of the grammatical metaphor "process and range" in expressing motion, allowing expansion and classification, and linking up to delexicalisation, as in the example "π____ π____ π_____" ("went (for a) walk") or "π_____" (literally "took road", i.e. (he) left), a phenomenon made more evident by means of contrasting ancient and modern synonyms existing side by side today; third, processes of motion used as meronyms, the so-called "ingressive auxiliaries" in process phases, for example "π_____" ("(he) went (and) became just like her grandmother"): typical of this construction is the complete absence of any spatial circumstance accompanying the process of motion used as an "ingressive" (here: "went"). The aim of this study is to place processes of motion in a general system of choices that will contribute to the description of the whole of the Modern Greek language according to SFL.

PAPER 3

Jorge Arús HITA and Julia LAVID

UNIVERSIDAD COMPLUTENSE DE MADRID, SPAIN

Profile of Spanish TRANSITIVITY and processes of motion

The general system of Spanish TRANSITIVITY includes those of NUCLEAR TRANSITIVITY and CIRCUMSTANTIAL TRANSITIVITY. Within the first, usually divided into the systems of AGENCY and PROCESS TYPE (e.g. Caffarel et al. 2004), a third system - i.e. CAUSATION, which distinguishes between transitive and ergative structures - is worth considering, given the different –phenotypically marked- constellations represented by transitivity and ergativity (after Davidse 1992; see Arús 2003; Lavid and Arús 2004).

Nuclear participants and circumstances tend to be well differentiated, more so semantically and through intonation than in terms of prepositional marking. For instance, the Medium is often realized by a prepositional phrase introduced by *a*, the same as some circumstances, notably Location: destination. Additionally –and similarly to other languages- each process type presents constituents which are halfway between nuclear participanthood and circumstance. The most characteristic cases are found within ergative realizations of the three major process-types, as exemplified by the highlighted participants in (1-3). Material Setting-subjects look like Agents, mental Quasi-Inducers resemble causal circumstances, and relational Attributions remind of manner circumstances. Those participants are worth special attention not only because of their special status but also because they justify the transitive-ergative split suggested above.

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PAPER 4

Mehrangiz Anvarhaghighi

UNIVERSITY COLLEGE OF NABI AKRAM, IRAN

Transitivity in Farsi and processes of motion

In the transitivity system of Farsi, it seems also plausible that we find the same prototypical process types as they have been illustrated in English (Halliday 1964/8) but there will be considerable variations in the kind of “reactances” that provide evidence for the different process types in general and material processes of motion in particular, which are the focus of this study. Morphologically, processes of motion through space can be construed by:

1. Derivation a general motion verb plus a prefix of orientation (space)
e.g. *fooro-ræftæn* = “(infra/inside - go:) decline, plunge, sink”
2. General motion verbs plus a semi-grammaticalized adverb/open set of adverbs
e.g. *baz-amædæn* = “(again - come:) return”
3. A general motion verb plus a noun
e.g. *'pai-kooftæn'* = “(foot - hit:) to dance”

Although, circumstances (realized by adverbial groups and prepositional phrases) are less directly affected by the choices in nuclear transitivity, circumstances of directed locations are inherently implicated by material process of motion. These prepositional phrases are sometimes drawn into nuclear transitivity with a degree of involvement in the process. The ergative pattern with a systematic contrast between 'middle' and 'effective' is found with almost all of the Farsi

processes of motion i.e. for each process, there are pairs of clauses in both 'effective' and 'middle' patterns. Starting with a brief outline of the Farsi transitivity system, in this paper the morphology, adpositional/case marking of participants/circumstances, ergativity pattern, and the systems reacting to the presence of processes of motion in clauses will be addressed.

PAPER 5

Abhishek Kumar

CENTRE FOR ENGLISH AND FOREIGN LANGUAGES, (INDIA)

An Exploration of the Transitivity of Bajjika: compound verbs and (de-) lexicalization

Bajjika is one of the important languages spoken in Bihar, India with a population of above 15 000 000 speakers. Transitivity system of Bajjika very largely differs from other languages of India like Hindi and others which can be usefully described within a systemic functional framework. Verbs and verb-endings, for example, rarely make a voice distinction in terms of 'active' and 'passive'; voice distinction in Bajjika is realized at the clause rank.

For exactness of expression Bajjika uses multiple-word verbs in which except for the semantically major one, other words (verbs) lose their lexical meaning. For example, in a clause like uuhaan chal jaa (go there) chal means 'walk' and jaa is 'go'; however, chal jaa means 'go there' where chal loses its true lexical meaning and serves as an auxiliary to jaa. But uuhaan chal jaa is not simply 'go there'. There are other meanings involved in the clause of Bajjika.

In my paper I will attempt to give a stylistico-syntactic description of the transitivity system of Bajjika with a special emphasis of compounding and delexicalization of verbs.

DAY 2:

A short introduction by Christian Matthiessen followed by five talks.

PAPER 6

Ernest AKEREJORA

MACQUARIE UNIVERSITY, AUSTRALIA

Òkó Transitivity System

The paper will explore transitivity and ergativity systems in Òkó focusing on how the language organises grammatically to construes the world of reality. Òkó construes the world through the configuration of the process (made up of verbal group), the attendant participants and (where possible), the attendant circumstances. Each process type is defined in accordance with certain criteria; for example, the tendency for material process to be realised in terms of a string of lexical verbs - described as "verbal group complex", or "serial verb construction" (Matthiessen 1995, p62); the tendency for both the process and attribute to be conflated in an attributive relational clause as in e.g. usiye gbodi, ("tomorrow big") ujugwe gwe ("night grown") etcetera. From observation so far, 4 major functional types similar to Matthiessen's (1995) material, mental, relational and verbal processes and one sub type (of the material process namely), behavioural process can be said to obtain in the language. All these are among the 6 earlier identified by Halliday (1994).

Of particular interest will be the construal of motion. The paper will try to address the questions among others, What resources are available for construing movement in Òkó and at which grammatical rank(s) are these resources deployed?

An oral folktale (about 300 clauses) and a Recount of a cultural festival (about 300 clauses), which involve a lot of movement of people and objects are the main sources of data.

The paper will also discuss how the transitivity elements intersect with ergative roles. We may then conclude with what the observed particularities of Òkó experiential grammar contribute to typological description.

PAPER 7

Mohamed Ali BARDI

MACQUARIE UNIVERSITY, AUSTRALIA

Lexicogrammatical modelling of motion in Arabic

Arabic tends to follow the experiential mode in modelling motion, with typically a material type process of motion, participants, range(s) and circumstantial elements of place and/or manner typically introduced within the clause by prepositional phrases. Though the processes are located within lexical sets thus forming different taxonomies of types of motion varying both in terms of meaning and delicacy, morphologically Arabic has different types of verbal patterns, which consist of roots that can be simple/bare or additional/derived. These patterns can be used as a hypothetical resource for creating meaning by having mostly prefixes and infixes added to them, thus creating a paradigmatic ensemble with a variety of meanings built around a single root.

For example:

Jalasa: the root here is built on the simple pattern fa/3a/la: it means: he sat.

Ja/la/sa

Ajlasa: the verb here is built on the pattern af/3a/la: it means he made somebody sit.

Aj/la/sa

Likewise, kharaja is built on the simple pattern fa3ala: it means he went out. Akhrajja: is built on the pattern af3ala: it means he made somebody go out/ or he brought out something. Processes that have the same patterns tend to have morphological and in some cases semantic similarities. For example, verbs with the pattern af3ala tend to be transitive. Verbs with the pattern if3alla tend to mean “entering into a descriptive (often linked with colour) state” (Shartouni 13:1987) e.g. ihmarra: it became red, isfarra: it became yellow.

This description of the resources that Arabic relies on in representing motion will be based on an analysis of a range of text types such as the Koran, short stories and songs for kids, novels, etc.

PAPER 8

Pattama PATPONG

MACQUARIE UNIVERSITY, AUSTRALIA

Transitivity systems of Thai with a special focus on processes of motion through space: A corpus-based study of Tsunami disaster

This paper will explore the experiential resources of Thai. The experiential metafunction provides the resources for construing experience of the world as meaning. Here the “world” includes both the world of inner our consciousness, and around us: it includes both concrete and abstract realms of experience (Halliday & Matthiessen, 2004; Matthiessen, 2004). The experiential resources are expressed through the representational resources of clauses æ the systems of TRANSITIVITY.

The corpus used for this paper consists of news articles about Asian Tsunami disaster which left a massive destruction across Indian Ocean countries including Thailand. The articles are collected from six different on-line newspapers. SysConc is used to systemically explore the three main phases of the Tsunami disaster: first when Tsunami strikes; secondary when the relief effort begins and donations starts arriving from both local and international organizations; and thirdly when the process of rebuilding the affected areas begins.

This paper will focus on the nuclear transitivity systems of clause structure of material process and relevant circumstances. Three phases of the disaster are reported using the resources of material processes. In the first phase, the gigantic wave is construed as an Actor; in the second and the third phases of the event, human agencies become the main Actor. All these phases involve mainly circumstances of spatial and temporal location, functioning as Range. A restricted set of lexical verbs is used in different phases of event. Processes of directional movement (or dynamic movement) are mainly found in the first phase (such as sat4 ‘wave’, kra2nam2 ‘hit with force’, tha:5tho:m5 ‘strike continuously’), while processes of creating

movement (or static-sustainable movement) are common in the second and the final phases (such as bç:1ri4ca:k2 ‘donate’, sa:N4 ‘build’).

PAPER 9

Kazuhiro TERUYA

UNIVERSITY OF NEW SOUTH WALES, AUSTRALIA

Transitivity system of Japanese: modelling processes of motion through space

Japanese clauses organize our experiences of the world around and inside us in a configuration of a process, participants and optional/ obligatory circumstances. These experiential roles are realized differently at group/ phrase rank: the Process, which comes towards the end of experiential structure of the clause, is realized by verbals, the participants by nominals, which are generally marked by *ga* or *o* (and when thematized they are replaced by a theme marker *wa*: as in ‘nom.gp-ø ^ -wa’), and the circumstances by nominals or postpositionals with different postpositions indicating their specific circumstantial status, e.g. *kara* “from”, *de* “at, by” etc. (and when thematized they are followed by *wa* as in ‘nom.gp-kara ^ -wa’). Nominals may also be marked by *ni*, but in that case they are indeterminate in terms of the experiential role that they realize. With regards to textual marking, they may follow the same pattern as circumstances, i.e. ‘nom.gp-*ni* is thematized as ‘nom.gp-*niwa*’, so realizationally, participants that are marked by *ni* look like circumstances.

Verbals, and to a lesser extent adjectivals, are morphologically rich (Suzuki, 1972); while verbal morphology does not specify particular transitive roles that participants play in the clause, it may help identify the “ergative” status of clause, i.e. involvement of an external participant, Agent, which brings about the actualization of the process, since verbs pair off quite systematically making the middle/ effective contrast as in *ak-u/ ak-eru* “open”, *naga-s-u/ naga-r-eru* “flow”.

With regards to transitivity, on the other hand, grammatical elements that realize transitive functions of process, participant and circumstance are very general. The goings-on are thus instead sorted out by the grammar in terms of covert grammatical reactances into processes of doing/happening, being/existing, saying and sensing. For example: in Japanese, a natural phenomenon such as a cyclone cannot be construed in the role of Actor/ Agent in a material clause, as it cannot ‘act’ on things, thus instead construed as a circumstance of ‘cause’; and both a Senser (who senses the phenomena of experience) in a mental clause and a Sayer (who projects the content of saying as speech) in a verbal clause must be an entity endowed with consciousness etc. (Teruya, 1998, 2004, Miyajima, 1972).

With these overt and covert grammatical features of the experiential grammar of Japanese in view, the paper explores how the domain of processes of motion through space is modelled by the lexicogrammatical system of the transitivity of motion -- by reference to both the lexicalization of processes of motion and the grammaticalization of this domain in the transitivity system. The two are part of the same picture: motion is modelled lexicogrammatically, and we can extend the description of material clauses in delicacy via the grammar of motion to the lexis of motion.

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PAPER 10

Christian MATTHIESSEN

MACQUARIE UNIVERSITY, AUSTRALIA

Lexicogrammatical modelling of motion through space: generalizations and beyond

Motion through space is one of the many domains of our experience of the world around us that is modelled by the lexicogrammars of languages -- almost certainly, of all languages. However, languages seem to vary considerably in how they model our experience of motion through space, and this variation seems to extend from the grammatical zone of lexicogrammar to the lexical zone: languages vary both in how they grammaticalize motion and in how they lexicalize it; and they vary in how they divide the labour of modelling motion between grammar and lexis.

The lexico-grammatical variation just referred to seems to be based on a deeper principle -- the complementarity of the logical and experiential modes in construing experience within the ideational metafunction. In any language, it is likely that motion through space will be construed in these two complementary modes -- that is, both logically and experientially; but the mixture of the two modes is a typological variable, with some languages relying more on logical serializing and some more on experiential taxonomizing.

In the logical mode, motion through space is construed serially as a chain of events (with a single event as the limiting case). Grammatically, this series may take the form of a clause complex, with each phase of the process of motion being modelled as a process in its own right; or it may take the form of a verbal group complex within a simple clause, with each phase of the process of motion being modelled as a serial event within a single process (as in Akan and other "West African" languages, and in Thai and other "South East Asian" languages). In any language, this logical mode of modelling motion through space is likely to be foregrounded in the representation of paths through space.

In the experiential mode, motion through space is construed configurationally as a process of motion involving one or more participants, and potentially circumstances of place (or spatial markers within the verb serving as process) or circumstances of manner. Grammatically, this configuration takes the form of a clause with a 'material' kind of transitivity. The process of motion is realized by a lexical verb of motion. Within a given language, and across languages, there is considerable variation in how many steps in delicacy (from the system of process type) it takes to "reach" this verb: there will be high-frequency general verbs like "go" in English, and there will be less frequent more specific verbs like "amble" in English. These verbs can be located within lexical sets, which can be represented systemically in the description.

In the systemic description, it becomes clear that languages vary in what parameters of motion they lexicalize. In general, it would seem that the grammar of transitivity in any language factors out these parameters -- range (place as participant or as circumstance), place (direction and orientation in space), manner (both quality and means of motion), but that languages vary with respect to which of these parameters they tend to lexicalize. (One "tribal language" spoken in India described by Anvita Abbi operates with something like 60 verbs distinguished just in terms of manner of walking [walking like a drunk person, like an old person, and so on].) That is, they vary with respect to how far they extend the experiential taxonomy in delicacy in construing motion. Here we can recognize that the logical mode and the experiential mode are complementary: the logical mode models motion analytically as series of fairly general phases of motion, while the experiential mode models motion synthetically as (potentially) elaborated taxonomies of kinds of motion.

Typological variation in the modelling of motion through space thus involves both the division of labour between the two ideational modes of construing experience (logical and experiential) and the cline between grammar and lexis within lexicogrammar. In addition, the hierarchy of rank is also a typological variable in that languages may locate realizations of features of space at different ranks. For example, certain languages (like Thai, Akan) may tend towards logical complexing at group rank (verbal group complexes -- so-called "serial verb" constructions), whereas certain other languages (like Korean) may tend towards logical complexing at word rank (verb compounding). Similarly, certain languages (like English) may

realize representations of direction circumstantially at clause rank, while certain other languages (like Jacaltec) may realize representations of direction at word rank as verbal affixes.

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Matthiessen, Christian M.I.M., 2004, "Descriptive motifs and generalizations." In Caffarel et al. (eds.) *Language typology: a functional perspective*. Amsterdam/ Philadelphia: John Benjamins. pp537-673.

COLLOQUIUM 6

Corpus Linguistics: Representing Systemic Networks and Analyses in XML (Wu, Bateman, O'Donnell, Matthiessen)

This colloquium aims to propose an XML standard for representing system networks and annotating analyses of textual instances, and provide guidelines for the development of computational tools in systemic functional linguistics. This standard will be built on top of current developments in different projects within systemic linguistics (e.g, KPML, Systemic Coder and SysWorks), and with reference to the XML version of the TEI guidelines.

In representing system networks, we will explore a range of issues such as the representation of complex entry conditions (entry conditions with more than one feature, and organized in a complex logical relations), conditional markings (if 'a' then also 'b'), recursions, probabilities, and inter-stratal and inter-rank connections. In representing textual analyses, we will address text segmentation, multiple levels of analyses, and how the resources in the system end can be referred to in the instance end. We will also explore various issues in relation to the move from one end to the other along the cline of instantiation.

This colloquium will be organized into three sessions, with the first two focusing on the XML representation of system networks and analyses of textual instances, and the third on an overview of the computational tools for doing linguistics in systemic functional linguistics.

Overview

This colloquium is primarily concerned with the representation of system networks and analyses of textual instances in XML, but will have an overview of the tools currently available for doing linguistics in systemic functional linguistics and guidelines for further development of such tools towards the end of the colloquium.

COLLOQUIUM 7

SFL and LOTE teaching

(Byrnes, Caffarel, Piazza, Colombi, Moyano, Teruya)

For the past fifteen years there has been a growing number of researchers and teachers working on languages other than English from the viewpoint of systemic functional theory. The growing number of descriptions has led to more recent systemic typological work and has given rise to new ways of approaching second language teaching and learning how to mean in another language. This colloquium will explore how grammatical descriptions of languages other than English (LOTE) as meaning potentials, can be used to teach and learn how to mean in another language. It will discuss ways in which SF theory has been used in the teaching of languages other than English, both as First and Second/Foreign language. It will focus on methodology, pedagogical outcomes as well as on students evaluations.

PAPER 1

Heidi BYRNES

GEORGETOWN UNIVERSITY, WASHINGTON, DC

Meeting the challenge of comprehensive curriculum construction for adult L2 learning: The potential of SFL

As specific interests and general developments toward multilingualism, multiculturalism, and globalization increasingly demand that professionals in LOTE enable their learners to acquire advanced levels of competence, the conceptual framework of SFL and the accumulated experience of English language professionals (both native and non-native) are intuitively attractive. Intellectually persuasive as translations of genre-based pedagogies, particularly for advanced learners, seem to be, they bring up the question whether SFL can also address an even more fundamental problem for foreign language education: the creation of curricula that extend over multiple years (not just single courses) and that specify both curricular content and appropriate pedagogies in a principled way, thereby efficiently and effectively leading adult learners from the very beginning to competent use of the genres of institutional and professional life in the L2 culture.

This paper explores the capacities of SFL, as intellectual framework and validating experiential source, to meet that challenge, using as an example the programmatic and pedagogical decisions underlying an integrated four-year undergraduate program in German at Georgetown University. Relying on the development of narrative capacities in private and public discourses as its central metaphor and bolstering it with the genre-related insights offered by SFL, the program pursues its goal of enabling students to develop multiple literacies by explicitly linking the acquisition of literary-cultural content and the German language through genre-based tasks that are derived from thematically arranged texts. The paper provides an overview of the curricular framework, circumscribes its genre-based pedagogical tasks, and outlines the challenges the program met with regard to materials development and assessment of student learning.

PAPER 2

Alice CAFFAREL

DEPARTMENT OF FRENCH STUDIES, THE UNIVERSITY OF SYDNEY

Teaching French with SFL, Teaching SFL in French on French: pedagogical implications

This presentation will focus on how SF theory and French systemic grammar have been used in the Department of French Studies to teach French to Junior students, to enhance students understanding of the functions of language and to improve the oral, written and reading skills of Senior student. It will also discuss issues related to the teaching of SFL in a language other than English and present comments from students in relation to learning a language through metalinguistic and linguistic awareness.

PAPER 3

Roberta PIAZZA

UNIVERSITY OF SUSSEX, UK, SCHOOL OF HUMANITIES

The language of Italian and British TV news reporting. A tool for teaching Italian as a foreign language

In their final year, students of Italian who have returned from their year abroad with sophisticated level of linguistic/cultural competence, develop a high level aural comprehension of mainly televised and broadcast Italian texts, which they ultimately have to paraphrase and interpret into English. A functional approach to such texts highlighting the 'process of making meanings' and the 'links between language and social life' can provide an insightful understanding prior to interpreting.

In the selected texts we will attempt to trace the grammar of interaction by focusing on the one hand on the various indicators of speakers' attitude and affiliation, as well as affect, judgement and appreciation, and on the other on expressions of cooperation and/or confrontation (cf. Eggins/Slade, 1997). Following Kress's notion of speech genres (argument, interview, lecture, conversation etc.) as arising from difference that he views as the 'motor' producing texts, we plan to look at texts as manifestations of different discourses around particular problems. The objective is to guide the students through some characterisation of speech genres and a differentiation between mainly news reports, news interviews, political debates. We plan to engage in a contrastive analysis of Italian and British news in order to highlight cultural differences in reporting. The paper will report on the results of such a course, which aims to equip the learners with some in-depth analysis of selected speech genres.

PAPER 4

Cecilia COLOMBI

UNIVERSITY OF CALIFORNIA, DAVIS

A functional approach to the development of academic language in Spanish for heritage speakers in the United States

This study analyzes the development of academic oral and written Spanish as a heritage minority language in a bilingual context from the perspective of systemic functional linguistics (SFL). The goal of this study is to identify and describe features of Spanish academic language which impact students' success in their pursuit of advanced literacy in an academic program at the university level.

The present project is based on a longitudinal study that explores the development of oral and written academic Spanish in Latino college students in a program of Spanish for Native Speakers at the university level during one academic year. Most of the students in this program are second generation immigrants who are the first in their families to access higher education and want to develop their heritage language to use it in their professional environments.

The implications and applications of SFL text analysis for the development of advanced literacy in Spanish in the classroom will be discussed. The most relevant 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 will be described. Special emphasis will be given to the genre and register theory as it applies to Spanish.

PAPER 5

Estela Inés MOYANO

UNIVERSIDAD NACIONAL DE GENERAL SARMIENTO, ARGENTINA

Genre-based literacy teaching in Spanish: results of a research and issues of implementation.

Genre-based literacy teaching demands students' recognition of the activity taking place through the genre in question, the way in which discourse is organized and the accurate textual and lexico-grammatical choices made by the speaker/writer. The main goal of a research conducted in the Taller de Lecto-Escritura (literacy workshop), meant for pre-university students in Universidad Nacional de General Sarmiento (Argentina), is to test the efficiency of this genre-based literacy pedagogy in introducing pre-university students' to basic scientific genres in their mother tongue. The further aim is to enabling them to access academic genres in Spanish. The main task for students consist in writing an encyclopedia entrance, a macro-genre that combines micro-genres such as definition, report-classifying, report-decomposing and explanation (process / procedure recount). We propose a pedagogy based on genre, taking into account teaching models proposed by SFL educational linguists in Australia with some adaptations to pre-university context in Argentina. In this communication I'll present some results in terms of students' productions to show changes in student' writing, their literacy development. In addition, I'll briefly discuss issues about [the implementation of these kind of literacy teaching in my country](#) and the possibilities of [new paths in teaching language](#) in our secondary schools and universities.

PAPER 6

Kazuhiro Teruya

UNIVERSITY OF NEW SOUTH WALES

The role of systemic functional grammar in second language teaching and learning: 'Discover Japanese Grammar'

This paper will showcase a SFL grammar course 'Discover Japanese Grammar' offered as part of the Japanese language program for intermediate to upper level Japanese language learners at UNSW in Sydney, Australia. The purpose here is to present an example of second language teaching where the focus of teaching and learning is placed upon language itself and where language is used as a resource for (self-)learning. Here the relevant perspectives are learning, learning through, and learning about, language (Halliday, e.g. 1980; Hasan & Martin, 1989; Painter, 1999). The perspective and method of teaching and learning adopted in the SFL grammar course are (i) theory-based: its underpinning is SFL theory of learning language in context; (ii) description-based: it uses as a resource, and is firmly based on, the currently available SFL descriptions of Japanese (Teruya, 1998, 2004, forthcoming) and other functional accounts of Japanese (e.g. Okuda, 1996); and (iii) corpus-based: a large corpus consisting of various text types, both written and spoken, is used as part of the teaching/ learning materials, and it is (iv) learner-centred: learners explore their own process of learning the grammar of Japanese by analysing text examples, and also by writing about their experiences of learning in the form of a learning record. The paper presents the perspectives and method adopted and relevant material including an example of student's learning record, a record of learning Japanese language logic: the logical mode of the ideational metafunction. As an illustration of the course content, the paper will present how one can learn the grammar of logic as a critical interface for metafunctional unification (Matthiessen, 2004), where other metafunctional systems such as THEME, MOOD TYPES, and PROCESS TYPES are orchestrated to create language logic in Japanese. The paper should itself serve as a model for systemic functionally guided second language courses at tertiary level, but it will at same time invoke some questions such as: does it mean that we are reclaiming a niche in the overall second language teaching and learning where dominance is still form-based or communicative (social-cultural)-

based? and how then can our systemic functional second language teaching be incorporated into the form-based and communicative or task based language teaching approach currently practiced, as can be seen in various off-the-shelf second language textbooks available and used to teach and learn?

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COLLOQUIUM 8

Voices of fear: multilingual case studies of the news media

(Britt-Hoglund, Economou, Caffarel and Rechniewski, Lukin, White, McDonald, Knox and Patpong, Thompson and Fukui, Sano)

Linguistic research on news discourse has focused on the construction of the news in English, with a view to providing linguistic descriptions of news types and categories, as well as articulating linguistic evidence for theories of news values.

Important events and happenings in our lives are represented and disseminated by the news media in ways which tend to focus on fear, conflict and despair. It has been argued that the purpose of the news story is “to foreground those events which threaten the social order, list the consequences of those events, and portray events through the eyes of those people and institutions which are tokens of social stability and instruments of crisis resolution” (Iedema, Feez and White 1994: 106). This claim situates the news story as a central resource through which communities make sense of the world around them.

In this colloquium, we explore the genre of the news story, as well as related genres of editorials and features, across a number of Asian and European languages. The aim is to contribute multi-lingual descriptions of news media, drawing on and extending work in the SFL tradition on English news discourse. Applying the investigative tools of genre analysis, systemic functional grammar, appraisal theory and multi-modal discourse analysis, we will explore the structural properties of news stories, the articulation of distinct ‘journalistic voices’, and image to text relations. Across all the presentations, we will consider:

- the naturalisation of particular value-laden interpretations of public events and issues and the means by which they are achieved across languages in news genres;
- the interplay between ideology and evaluation in text.

The negative focus of many news stories on “eruptive violence, reversals of fortune and socially significant breaches of the moral order” (White, 1998: 101) would appear antithetical to discourses of hope. But by enabling a deeper understanding of the function and organization of news across languages, this research will contribute in part to a typology of news discourse and provide tools for more critical and reflexive engagement with news discourse.

PAPER 1

Peter R.R. WHITE

DEPARTMENTS OF LINGUISTICS AND MEDIA, UNIVERSITY OF ADELAIDE

Journalistic Discourse Analysis – methodologies for cross-linguistic analysis.

This paper provides an introduction to the colloquium by describing some of the key frameworks and methodologies which will be relied upon by later presenters. Specifically it will briefly review,

- the nucleus-satellite model of news item textual organisation as originally set out in Iedema et al. 1994,
- those aspects of the appraisal framework which apply specifically to journalistic discourse analysis,
- notions of evaluative key and stance as these apply to analyses of journalistic verbal style,
- the application of transitivity analyses to the exploration of ideology in media texts.

In outlining these frameworks, the paper will provide a preview of some of the key findings by those involved in the *News Project*, specifically some preliminary conclusions with respect to the similarities and the differences which have been identified across the various languages which are currently included in the project. Both globalising and localising tendencies will be noted.

PAPER 2

Maj-Britt HÖGLUND

DEPARTMENT OF ENGLISH, UNIVERSITY OF WASA, FINLAND

What Are They Actually Saying? Structuring News Reports for Objectivity / Subjectivity

The notion that news reporting is "objective" is part of the professional ideology upheld within journalism. Journalists will talk of the "angle" of the story, but without admitting that choosing an angle also means taking a stance on the matter.

The text samples of this pilot study are one news story and one editorial from the Swedish language newspaper *Hufvudstadsbladet*, published in Helsinki - Helsingfors, Finland. They deal with the process of finding a new CEO for Yle, the national Finnish Broadcasting Company. It was a process that misfired and turned into a political "affair".

The news story and the editorial are subjected to critical discourse analysis, using the Appraisal theory, set within Systemic Functional Linguistics. The resources used by the reporter and the editor in the sample can be described as those of attitudinal positioning; implicit and explicit evaluation of people and of processes involved in the "affair". Heteroglossic resources, mainly intravocalisation, are used to endow the story with attitudinal affect in a manner that places responsibility, not with the writer, but with the persons interviewed. The structure of the news story is exploited in order to create apparent objectivity, which is in fact subjectivity. The stance taken by the persons interviewed come to colour the news story as such, and the choices made constitute in themselves a stance taken by the reporter or editor. So what are the journalists actually saying? And with whose words?

PAPER 3

Dorothy ECONOMOU

UNIVERSITY OF SYDNEY

Reviewing the news in Greek and English: multimodality and intertextuality

This paper explores the interaction between prominent images and bold verbiage in Greek and Australian news feature articles.

Specifically, one Greek and one English-language article are analysed using SFG, Appraisal and MDA in order to investigate how verbal-visual intersemiosis works to ideologically and evaluatively orient readers on critical events or issues.

An expansion of Martin's (1998) model of Appraisal which allows for the incorporation of images, verbal text and intertexts is proposed and applied in the analysis of these articles.

PAPER 4

Annabelle LUKIN

RESEARCH FELLOW, CENTRE FOR LANGUAGE IN SOCIAL LIFE, MACQUARIE UNIVERSITY

Variation in 'reporter voice': a case study from the Spanish and Argentinean press.

This paper presents the analysis of one story each from the online versions of *La Prensa*, an Argentinean daily based in Buenos Aires, and established in 1869, and *El Mundo*, a Spanish national 'middle of the road' daily newspaper. Both articles deal with the 'recuperation of sovereignty' by Iraq in June 2004. Using recent descriptive work on Spanish grammar from an SFL perspective (e.g. Arús, J. y Lavid, J. (2001), Arús, J. (2004a, b), Lavid, J. y Arús, J. (1998)), and White's work on generic structure, appraisal and 'reporter voice' in news discourse (1997, 1998, and Martin and White, forthcoming), I will discuss how the articles vary in their selection and presentation of events. I will consider the implications of this variation for White's claim (1997: 107) that:

In a significant proportion of hard news texts, the author avoids or at least minimizes interpersonal meanings which may act to reveal or to foreground his/her subjective involvement in the meanings being made by the text.

PAPER 5

Edward MCDONALD

INDEPENDENT SCHOLAR, BEIJING

Reiterating symbolic control: Mainland press treatment of the question of Taiwan independence

Since the election of Chen Shui-bian as President of Taiwan, the “Taiwan independence” stance of his Democratic Progressive Party (DPP) has predictably attracted denunciation from the Mainland Chinese Communist Party (CCP) authorities, but the rhetoric does not seem to have any direct effect on the material realm, with economic, personnel and cultural links between the two sides of the Straits continuing to grow stronger. The main point of contention thus seems to be a semiotic one: it is about calling things by their proper names. The current study examines the treatment of the issue of Taiwan independence in *The China Daily*, the official English-language of the Chinese government, over the period from September 2003 to the present. It will show that this newspaper makes no attempt to mount arguments as to why! the CCP stance is superior to that of the DPP; it is in fact far more concerned with preserving symbolic control by reiterating its “correct stance”. This sort of “debate without argument” gives an interesting insight into the real nature of the contention between the two sides, and provides a useful test case of the relationship between the material and the semiotic in a political context.

PAPER 6

Pattama PATPONG and John KNOX

DEPARTMENT OF LINGUISTICS, MACQUARIE UNIVERSITY

INSTITUTE OF LANGUAGE AND CULTURE FOR RURAL DEVELOPMENT, MAHIDOL UNIVERSITY,
AND, DEPARTMENT OF LINGUISTICS, UNIVERSITY OF SYDNEY

Construing death in the Thai media: An exploratory study of the language of Thai online news archives

In October 2004, 6 people were shot dead by the army in Southern Thailand during a protest against the arrest of six people. Approximately 1,300 protestors were arrested and transported to an army camp approximately six hours away. 78 of these people died of suffocation during the journey. This study examines the reporting of this incident as stored in the archives of 3 online Thai daily newspapers:

The Thairath (Thai-language)

The Daily News (Thai-language)

The Nation (English-language).

The discourse is examined in order to compare the ideological construal of events across newspapers and languages (Thai and English) in terms of the textual structure, lexicogrammatical choices, and use of appraisal in the news texts.

PAPER 7

Nagisa FUKUI and Elizabeth THOMSON

THE UNIVERSITY OF NEW SOUTH WALES AND UNIVERSITY OF WOLLONGONG

Evaluating reporter voice in two Japanese front page lead stories

Japan has five national broadsheets, appealing to different readerships. The *Asahi* newspaper is the second most read nationally. The *Nihon Keizai* Newspaper is a broadsheet which specializes in the economy.

In this study, one front page lead story from the *Asahi* and one from the *Nihon Keizai*, both of which report on the handover of power to the Iraqi Interim Government on June 29, 2004, were selected to investigate the presence of authorial opinion.

The analytical tools used are generic structure analysis and appraisal theory. The study suggests that these lead stories are far from being neutral and objective - the reporter's voice is evident, evaluative and through two different rhetorical devices, construes two different covert arguments.

PAPER 8

Motoki SANO

UNIVERSITY OF WOLLONGONG

Evaluating The Hand-over: a comparison of the opinions of four Japanese editorials through appraisal

This paper explores a) how editorials in four Japanese newspapers view "The Handover to Iraq" and b) how these views are construed by the language choices of the texts. As a way to investigate these views, the study utilises appraisal theory, rhetorical structure theory and transitivity analysis. The Japanese editorials present different evaluations and construct their own position in relation to The Handover.

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PAPER 9

Alice Caffarel and Liz Rechniewski

When is a Handover not a handover?

This paper examines three French press articles from *Le Monde*, *Le Figaro* and *Libération* devoted to the handover of power by the Americans to the provisional Iraqi govt at the end of June 2004. The handover was brought forward two days, apparently because of fears that the due date - the 30th June - would be the signal for a wave of bombing. The three articles explore the nature and the limits of the handover, which was represented very differently in the world's media, depending on the legitimacy assigned to the war and subsequent American occupation. The French articles studied here must be viewed in the context of this international debate, and also within a national political spectrum ranging from support to opposition to the war. Because of time constraints we will concentrate on one of the articles, that published in *Libération*, seeking to identify the mechanisms of evaluative positioning and ideological stance via an analysis of attitudinal tokens, attribution, transitivity and agency.

COLLOQUIUM 9

Recontextualising academic knowledge

(Coffin, Ventola, Iedema and Scheeres, Chen, Hood and Maton)

In this colloquium we explore recontextualisations of academic knowledge as academic interactions shift along multiple dimensions of field and mode. The papers address changes that arise in response to socio-cultural, technological and theoretical influences, and attend to shifting contexts in terms of practice<->theory; modes of presentation and interaction; cultural shifts in global terms and in terms of disciplinary variations.

In exploring a particular dimension of recontextualisation, each paper presents analyses of difference as a basis for discussion of implications for those on whom the changes impact. These may be students and teachers in academic contexts, or academic researchers moving into new kinds of interactive spaces or disciplinary domains. In each paper there is an assumption that a critical understanding of how discourse and knowledge change in processes of recontextualisation is an important step providing effective learning support.

PAPER 1

Caroline COFFIN

THE OPEN UNIVERSITY, UK

Recontextualising into distance mode

A fundamental aim of higher education is to develop in students a critical attitude towards knowledge and the ability to present well supported and reasoned arguments (Terenzini, Spinger, Pascarella & Nora, 1995). Traditionally, these skills have been developed and rehearsed in dialogic interaction – both in face-to-face seminars (with fellow students and tutors) and in individually authored written essays (with the anticipated voices of assessors).

Recently, the increasing popularity of distance modes of education have led to the use of asynchronous electronic conferencing as an alternative forum for holding debates and discussion. Claims have been made that this hybrid medium which shares features of both the spoken and written modes is particularly effective in developing students' ability to argue (Andriessen et al. 2003; Marttunen, 1997). Certainly, the medium enables students to recontextualise positions and views that traditionally would have been exchanged in the ephemeral to-ing and fro-ing of seminar discussion in a form which provides greater time for reflection. Claims about the benefits of asynchronous electronic conferencing nevertheless remain contentious (Ahern et al. 1992; Marttunen & Laurinen, 2001).

This paper reports on an SFL based framework of analysis that has been specifically developed to illuminate argumentation within an electronic conferencing environment. The framework is applied to three conferences within the same postgraduate course, comparing patterns of argumentation overall and investigating the nature of participation by individual students. Findings are presented on the effect of differences in task design and tutor strategy in relation to patterns of argumentation within each conference and on the contribution to the argumentation process by individual students.

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PAPER 2

Eija VENTOLA

THE UNIVERSITY OF HELSINKI, FINLAND

Can I function as my own analyser and trainer for presenting and reporting research?

Some say 'experience is the best trainer', but many, even established, academics still have 'stage fever' at conferences. When writing, we can rewrite and rewrite; when presenting, we are under a constant threat of losing face, if we muddle up our words. Some solve this problem by never sidetracking from the written text, some have no written text, but rely on visuals. Hardly any academic manages the presentation totally without any notes, im promptu.

Mode and multimodality as influential factors for success in conference presentations have not yet been understood and researched extensively. The continuum of mode is **not** a simple matter of moving from 'written mode to spoken' or even vice versa. This paper explores the ways systemic-functional linguistics with its current multimodal theoretical developments can be used for consciousness raising and exploring and improving even one's own ways of presenting and writing. Rather than have analyses done by others, whose instructions we then find in generalised 'public speaking handbooks' which usually do not solve our particular presentation problems, the presenters should be encouraged and instructed in constructive self-analysis and self-improvement. The paper illustrated how this can be done with case studies. Systemic-functional linguistics with its current multimodal interests offers tools for this. This paper indicates the major areas of work to be done and shows that there is hope for everyone, as far as understanding the workings of 'successful conferencing' is concerned.

PAPER 3

Rick Iedema and Hermine Scheeres

THE UNIVERSITY OF NSW AND UNIVERSITY OF TECHNOLOGY, SYDNEY

'Recontextualising between practice and theory in health management education'

This paper addresses how clinicians who come to the UNSW School of Public Health and Community Medicine learn about health management. For practitioners working in high-intensity contexts theories of management in themselves make little sense to what they are doing. So instead of learning about theory they address case studies drawn from research currently carried out at the UNSW Centre for Clinical Governance into 'critical incidents' (clinical failures). Such case studies narrow the gap between 'real' problems, the ways clinicians deal with and manage those problems on an everyday basis, and what students talk about and learn in class. Put in these terms, case studies do not displace theory with practical problems, but ground generalization in empirical specifics. The paper considers the ways in which the case study material recontextualizes academic knowledge about contemporary work, and concludes that the specifics embedded in the critical incident case study are able to move students in three directions. First, they evoke in students a practitioner-centred ambivalence about the pressures resulting from the increasingly public management of critical incidents. Second, they confront students with the dilemma of how to solve the problem of clinical failure if not through a self-initiated and self-managed public scrutiny. Third, they instantiate 'immaterial labour' (Hardt and Negri 2004) or the bias towards communicating and informing that typifies contemporary work in general and health care work in specific.

PAPER 4

Honglin CHEN

Recontextualising from Chinese to English academic contexts

Recent studies on academic writing have focused on the analysis of academic genres, unravelling the particular conventions of texts produced by members of disciplinary discourse communities (e.g. Hyland, 1998, 1999, 2002; Johns, 1997). The implications from these studies are that learning to write in a second language involves learning about the intertextual practices and generic features of an academic discourse. Other studies, adopting a Vygotskian social cultural perspective, argue that learning to write involves not only the mastery of the schematic structures but also second language learners' active participation in the disciplinary discourse (e.g. Berkenkotter & Huckin, 1995).

In the case of ESL students in offshore programs, the complexity of the learning process is compounded by the fact that the English academic writing is located in a context that is created and sustained through a different language and value system. The existence of two discourse contexts means that these students may face a greater challenge as they learn to appropriate an English academic genre. This paper is part of the larger study that explores what it means for these students to recontextualise into an English academic discourse context (Chen, 2001). Drawing on case studies of two masters students and using an SFL-based framework, I explore how their interpretations of English citation practices are textualised into their citation behaviour in the literature reviews written for their minor theses. The findings suggest that the ways in which the students appropriate the English academic genre reflect different forms of engagement with the two cultural ways of knowing.

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PAPER 5

Sue HOOD and Karl MATON,

UNIVERSITY OF TECHNOLOGY, SYDNEY

The Languages of Disciplinarity: Knowledge, knowers and recontextualisation

It is increasingly claimed that globalising and marketising forces are reshaping higher education towards a post-disciplinary future, one where cross-, multi- or inter-disciplinary taught courses and research will become the norm. However, little systematic analysis has analysed differences in the underlying structuring principles of different disciplines and their implications for cross-disciplinary teaching and research dialogues. This paper comprises an inter-disciplinary analysis of disciplinarity, bringing together approaches drawn from systemic linguistics and the sociology of knowledge. Specifically, the paper examines papers from key academic journals in cultural studies (a self-proclaimed inter-disciplinary subject area) and applied linguistics in three principal stages. First, using Appraisal Theory (Martin & Rose 2003, Martin & White, in press) and studies of evaluation in academic discourse (Hood 2004a, 2004b), the introductions of papers are analysed in terms of the ways research writers position themselves and their contributions to knowledge and their strategies of argument and persuasion. Second, using concepts that build on Bernstein's sociology to analyse legitimation

codes (Maton 2000, Moore & Maton 2001) these strategies are analysed in terms of their articulations of epistemic relation to knowledges and social relation to knowers, revealing different disciplinary bases of legitimation. Third, these two approaches are brought together to discuss implications of disciplinary differences for the recontextualisation of knowledge in teaching and research. At the same time, by bringing together frameworks from sociology and linguistics, the paper also serves as an example of how cross-disciplinary theoretical integration can develop positively.

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COLLOQUIUM 10

Evaluative discourse analysis – recent applications of the appraisal framework

(White, Miller, Hood and Matruglio, Sano, Coffin, Don)

The appraisal framework is an approach to the analysis of evaluative language which has been developed over the past 15 years, originally by a research group lead by J.R. Martin in Sydney and more recently by linguists scattered about the globe. (See, for example, Iedema, Feez and White 1994, Christie and Martin 1997, White 1998, Martin 2000, Macken-Horarick & Martin 2003, Martin & White, in press.) Appraisal extends the SFL model of the interpersonal by developing models of those resources by which speakers/writers activate positive and negative assessments, adjust the force of their utterances, and locate themselves with respect to other voices and alternative points of view. The purpose of this colloquium is to report on new developments within the Appraisal framework and to demonstrate its application to a range of different discourse types. The topics to be covered include:

- *appraisal and the language of politics and the law.
- *appraisal and student writing.
- *appraisal and contrastive rhetoric (English and Japanese)
- *appraisal and discursive identity in online interactions

PAPER 1

P.R.R. WHITE

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Recent developments in appraisal theory – towards a grammar of solidarity

This paper will provide an introduction to the colloquium by exploring some key recent developments in appraisal theory. It will outline some developments in the way in which the appraisal framework models the resources by which speakers/writers,

- * construct for their texts a particular heteroglossic backdrop of alternative voices and points of view,
- * position themselves with respect to this backdrop,
- * construct for their text a putative audience or addressee onto whom particular values, beliefs and feelings are projected and of whom particular responses and reactions are anticipated.

It will be argued that these developments lay the groundwork for a grammar of solidarity by which we are better able to understand the interpersonal semantic as a resource for negotiating relationships of alignment and rapport. This view of the interpersonal will be demonstrated by reference to texts which illustrate a range of different intersubjective stances, from those in which the speaker/writer anticipates a high degree of solidarity with their putative addressee to those in which the speaker/writer anticipates antipathy, opposition or disbelief.

PAPER 2

Donna R. MILLER

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Appraisal and the language of politics and the law

This paper will focus on the application of the appraisal framework to the sorts of issues which arise in the area of political and legal discourse by a brief illustration of the use of these resources in political and legal registers, comprising US presidential election speeches, British and US parliamentary debate, US Supreme Court opinions, and Presidential speeches to the UN. I will concentrate on how appraisal systems have been valuable in investigating a common research question in my approach to all of these: i.e., discovering the heterogeneous ways of saying, and thus of meaning, that can be seen to construe, in and across the texts, speaker evaluation of, or orientation to, both the subject matter being promoted, or debated, or deliberated, and other conflicting or concurring co-textual and/ or inter-textual voices. Thus an

attempt will be made to show how these systems for construing speaker attitude and stance provide an explicit and delicate semantics and grammatics of speaker-, as well as reader-, positioning - one that with its modelling over time has provided a taxonomy increasingly fit for both analysis and description of the myriad variety of evaluative mechanisms employed in texts/text-collections which are often the sites of highly indeterminate rhetorical struggles for ideological, culture-encoding meaning-ascendancy. Proposals as to additional potential signals of attitude which have emerged in findings will also be offered.

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PAPER 3

Sue HOOD and Erika MATRUGLIO

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From monogloss to heterogloss: senior secondary history as a site of transition in voicing academic argument

Research into language in education from an SFL perspective has made very significant contributions to our understandings of the shifting language demands through transitional stages of pre-school, primary and secondary schooling. Less well researched is the shift from senior secondary to tertiary education. Here we focus one site of transition, that of writing in senior secondary ancient history, in particular on the writing of analytical discussion essays in that subject area. Preliminary research (Matruglio 2004) points to the crucial role of interpersonal resources of language in managing the shift from essentially single-voiced texts, to heteroglossic arguments where the writer is required to engage with and evaluate other voices. In this study we draw on Appraisal theory (Martin and Rose, 2003, Martin and White in press, Coffin 1996) to examine in detail the ways in which students manage these demands of the curriculum and problems they encounter. We draw comparisons to novice academic writing at undergraduate level (Hood 2004) and consider ways in which we might contribute to more effective support for secondary students in managing the changing expectations for their academic writing.

PAPER 4

Motoki Sano and Peter R R White

UNIVERSITY OF WOLLONGONG AND UNIVERSITY OF ADELAIDE

An approach to cross-linguistic comparisons of evaluative style – Prime Ministerial press conferences in English and Japanese

This paper reports on work directed towards comparing and contrasting the appraisal resources available across languages and the uses made of these resources by speakers/writers in comparable social situations. Specifically, the paper reports on a study comparing the use made of the resources of attitude, engagement and graduation by the Japanese and the British Prime Ministers when answering questions and making statements at press/media conferences. The paper will explore some of the theoretical issues which arise when such cross-linguistic and cross-cultural comparisons are attempted – for example, is it wise or valid to anticipate that the taxonomies or topologies of appraisal options which have been found to operate in one language will also operate in another?. The paper will tentatively propose that the broad parameters of semantic and rhetorical variation which apply in the evaluative semantics of English can be shown to operate in Japanese, but that significant differences can be observed at more delicate levels of meaning. More specific findings will also be presented as to the evaluative styles of these two political leaders.

PAPER 5

Alexanne DON

UNIVERSITY OF BIRMINGHAM

Poster identity and invoked attitude: a necessary unity

This paper presents a discussion, from two interrelated perspectives, of how contributors ('posters') to an e-mail list construct for themselves textual identities or personae. Under the first perspective, textual identity is seen as a function of the regular stylistic features that a particular poster identity uses over a series of contributions to the mailing list discussion. This includes the types and frequency of lexis, attitude, and discourse organisation. The second perspective looks at textual identity as a function of the positioning of self and others which is evident in a given poster's contributions to the list, and this perspective takes into account ways in which the practices and values of self and others are legitimated or censured. Both perspectives rely on appraisal analysis to highlight such patterns and strategies.

The paper will report on the ways in which the appraisal framework has proved useful in accounting for some of the evaluative positions and signals of dis/alignment being made in the texts, by noting that many of these evaluative attitudes are not made explicitly, but are rather *invoked* via the use of a variety of discourse semantic strategies - including inter-textual reference whose more precise *evoked* meanings would only be available to those with the necessary *members' resources* (Fairclough 1992: 72).

The paper will therefore also present an overview of a proposed categorisation of "invocations of attitude", showing the various strategies which posters in this set of texts have used in signalling or *invoking* rather than *inscribing* their attitudes. Such implied or invoked attitudes are characteristic of texts of this type of mediated interaction due to their social purpose which involves a need to indicate affiliations in less than confrontational ways.

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COLLOQUIUM 11

Making sense – or nonsense – of “human nature”

(Lesley Rogers, Gisela Kaplan, Evian Gordon, Russell Meares, Peter Farleigh, Terrence Deacon, David Butt)

Both in the wider community and in specialised contexts, “human nature” is commonly invoked in the explanation of perceived regularities of social behaviour. The putative regularities - often haggled over – have related to gender and sexuality; crime; political power; race; poverty and class; religious sensibilities; sporting prowess; and, of course, linguistic abilities. In fact, the “language organ” (Chomsky 1975; Anderson and Lightfoot 2002) is sometimes cited as the best evidence of a fixed, modular character in the human brain (the brain as “swiss army knife”).

Other authorities, particularly from genetics and neuroscience, argue against simplistic correspondence between 2 quite different orders of phenomena – namely, between genes and social behaviours (Lewontin: 1993). Support for a more complex evolutionary and developmental process has also emerged through the increased recognition of neuronal “plasticity” (eg. Johnson, 2001), as well as through the dramatic distribution of activity as revealed by brain imaging, when the brain is undertaking textual tasks (e.g. Posner and Raichle, 1997).

There has been a shift in the discussions of the brain, then, to accommodate more of the dynamic and integrative interpretations of a “systemic” brain (by contrast to earlier emphasis on a fixed, modular structure). The dynamic interpretations foreground the way human brains are crucially shaped (interconnected) by differences of ongoing experience. This new climate of opinion has gained additional force of argument from a revolution in the way humans see themselves vis a vis other species and other hominid branches (at least 15 of which have been described in relation to the last 2 million years). As other primates have been shown to use tools, symbols, and make mirror recognitions of themselves as identities, the “wall of uniqueness has been crumbling” (Leakey, 1995: 153.). As the archaeological record of hominids becomes denser each year, with evidence of highly crafted artefacts and involved social practices, the claims of a mere 34, 000 years of “people like us” are, in turn, becoming more and more improbable. (Wong 2005).

Both issues – namely of a fixed, human uniqueness and of dating ‘modern humans – are brought together in current thinking on consciousness. This debate encompasses interpretations of behaviour, of emergent properties of neuronal and computational

networks, and of interpretations of mental health (and unhealth). Consciousness, like language, is a point of intellectual convergence for sciences of many kinds, and for many kinds of evidence.

Linguistics is growing in the creative spaces opened up by the questions surrounding human evolution. The exchanges between linguistics and evolutionary and brain sciences have been bi-directional: since the 19th century, linguistics has been profoundly shaped by problems cast in Darwinian terms; in the other direction, from child language development to the structure of social contexts and artistic performance, linguistics offers a special category of fine grained evidence concerning ‘what people do’ and ‘how they change’ with time and circumstance.

The aim of this panel discussion is to help all of us – audience and contributors alike – to fill out those creative spaces opened up as we debate “human nature”.

The discussion will be chaired by David Butt. David will invite the panellists to speak on specific aspects of their research (for about 15-20 minutes), after which questions will be taken from the audience as well as from other panellists (for another 15 minutes). The last 30 minutes will be an open question session and synthesis. Part of the discussion will be directed towards the issues and research projects that may be most urgent for linguists in the next 5 years. A bibliography of work by the panellists will be distributed at the colloquium.

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