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## Parallel Papers

### **Ernest S. AKEREJOLA**

MACQUARIE UNIVERSITY, SYDNEY

#### **Serial Verb Construction and its Implications for Òkó**

The paper investigates the ways Òkó speakers construe reality through the concatenation of verbs. Some events which are perceived in some languages as a single process are expressed in a series of verbs in Òkó in form of what Matthiessen (1995: 62) describe as serial verb construction or verb complexes.. The study will attempt to examine the implications of this feature for the definition of a clause in Òkó as well as its effects on experiential and logical meanings.

Òkó is spoken in at the Middle Belt of Nigeria, West Africa by a population of about 60,000 people. It belongs in the Kwa, Niger-Kordofanian family. At present, the language exists only in the spoken mode. This study is another step towards a systematic description and codification of the language, for literary purposes.

### **Manizheh ALAMI and Naser Rahbar Farsh PIRA**

SARAB ISLAMIC AZAD UNIVERSITY AND TABRIZ ISLAMIC AZAD UNIVERSITY, IRAN

#### **Interpersonality Indices: Loss Of Meaning In Subtitling**

Translation as a communicative process is always said to be associated with various aspects of meaning loss or gain. Subtitling, in which the spoken sound track of a movie is represented in written mode, due to some factors such as sensorship imposed by political system upon it, the differences between spoken and written languages, the differences between source and target languages, losing many aspects of interpersonality such as gesture, facial expressions, kinetics, phonological features, etc is believed to be obvious case of this loss or gain. In fact interpersonal meaning is amongst one of the most significant aspects of meaning sacrificed in subtitling. (Hatim & Mason 1997)

The purpose of present study is to investigate the nature of this meaning loss, i.e. to find out how and why interpersonal dimension of intended message is affected in subtitling process.

For this purpose, the interpersonality indices including modals, tag-questions, verb1+ to + verb2 sequences, Pre-that + verb and pronouns of address were identified carefully and then our data, i.e. a movie named "Gone with the Wind" was examined to determine the effect of subtitling on interpersonal dimension of the intended message. The result showed that in many cases these indices have been neglected deliberately in the subtitling process.

### **Danielle ALMEIDA**

## Icons of Contemporary Childhood: A Visual and Lexico-Grammatical Investigation of Toys Advertisements

Taking toys as semiotic representations of gendered social actors (Caldas Coulthard & van Leeuwen, 2002), the present research looks at the discourse of toy advertisements in a comparative manner, examining Brazilian and American doll advertisements with a view to investigating how the verbal and the visual choices of these advertisements reverberate the social practices of the two countries where they are embedded – viz., Brazil and the United States – and reinforce the *status quo*, of existing social structures, such as the ones connected to gender-related issues. The theoretical framework supporting the research provides the means to connect the contextual with the textual features of the data. For the macro, contextual dimension, I will draw on (1) children's studies and the sociology of childhood with the aim to provide a more accurate picture of the role of childhood in contemporary society; (2) links between advertising and ideology (eg. van Dijk, 1998; Fairclough, 1989; Bignell, 1998) for closely examining how the ideological construct works behind the production of toy advertisements; (3) Fairclough's (1995; 1992; 1989) theory of discourse as social practice; (4) previous studies on toys as communication (e.g. Caldas-Coulthard & van Leeuwen's 2002, 2001, 2000; Varney, 1999) including those on toys and their gender relations.

As for the analysis of the micro, textual dimension I will base it on (1) Halliday's (1985; 1994) systemic functional grammar and the system of transitivity in order to account for the lexicogrammatical aspects of the advertisements as well as on (2) the work of Kress & van Leeuwen (1996) on the interplay between verbal and visual language analysis.

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**Hasan ANSARY**

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**On the Effect of Disciplinary Variation on Transitivity**

The purpose of present study was to (a) systematically characterize Book Reviews (BRs) as an academic written genre in terms of the elements of transitivity system, and (b) investigate the effect of disciplinary variation on the lexico-grammatical features of this genre. To this end, a corpus of 90 academic BRs from discipline-related professional journals (physics, sociology, and literature) were randomly selected and analyzed. Significant differences were observed in terms of both the type and the frequency of processes and participants. This, it seems, points to a difference in semantic configuration of BRs peculiar to each discipline, though they all seem to fulfill a similar communicative purpose of evaluating knowledge production in the academic milieu. To be more specific, these features indicate that BRs in physics journals, as compared to their counterparts in sociology and literature journals, appear to carry a higher percentage of passive construction, non-human concrete participants, and of relational and existential processes, together with a lower percentage of specific human participants; hence, leading to texts significantly loaded up with grammatical metaphor and impersonality.

## **Mehranghiz ANVARHAGHIGHI**

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### **Evaluative Positionings in Khatami's speech**

"I have never retreated in the face of anything I have retreated in the face of the regime that I believe in."

This stance is taken by Iran's Pro-reform President Khatami, who attributes the same quality to himself which is even the main theme of pro-reform declarations.

In his second term in office, he has been bombarded with heavy criticism over his perceived weaken and his failure to deliver in promised reforms. that is why he was sit through a series of speeches from not only the student activists once as his main supporters and now heavily critical of his failure but from also angry hard-liners deeply opposed to his moderate tendencies

In his latest and the most difficult appearance marking National Student Day, he made a speech in Tehran University where he received a bitter reception from students. While presenting himself more conciliatory, he tried to hold both his stint in office and the regime that has made life so difficult for him in his speech.

The text of his speech in this present paper has been analyzed, using the Appraisal frame work proposed by Martin (1997-2000), to explore how Khatami negotiated different modes of evaluative positionings with his addresses.

The division of labour is equally given to reveal rhetorical strategies, formulations and linguistic resources as well as grammatical indicators he included to signal different categories in his discourse formation.

This, in turn, will give an opportunity to look at the ways through which the interpersonal meanings can be construed in Farsi discourse.

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## **William S. ARMOUR**

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### **Investigating 'role play' in learning how to mean Japanese as an additional language: a SFL perspective**

The 'role play' is part of the standard tool kit of Languages Other Than English teachers. The simulated situation offers a chance, in an induced setting at least, for L2 learners to 'use' the L2 in some context. The question posed in this presentation is, how useful are role plays in

learning how to mean? Data come from one role play taken from a larger project dealing with cross-cultural adaptation. Field, tenor and mode within the designated role play are considered in some detail. It has been found that there are in fact two contexts occurring in tandem: the simulated situation and the 'real' situation. Implications of this are discussed in terms of impact on learning an additional language.

## **Zhila BAHMAN**

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### **Adjectives and Interpersonal Function**

As far as it has been known, language functions are manifested through language forms, and in any act of verbal transaction the type of structural forms adopted has effects on the functional interpretation. Further studies and exploration of language forms makes us believe that not only structural forms but also their linguistic elements are of different values in the realization of language functions. So there seems to be differences among linguistic forms with regard to the application of specific forms and their functional interpretation.

Thus, the present paper focuses on the interpersonal function of language and attempts to explore those linguistic forms and structural elements which are capable of functional manifestations. By careful analysis of textual forms it is found that the interpersonal function is realized through various elements such as verbs when used in different patterns and adjectives.

In general, we attempt to investigate the manifestations of interpersonal functions of language by different adjectives while used in "It + Be + Adjective + Infinitive" form. We know that in such patterns, it is the application of different adjectives through which various types of interpersonal function are realised. Thus choosing "It + Be + Adjective + Infinitive" form as our selected pattern, we have tried to make a list of functions manifested through the application of adjectives.

To prepare a list of the functions of adjectives, some novels have randomly been selected and analysed in order to find and determine some of the adjectives capable of showing some types of interpersonal functions. After distinguishing some adjectives, they have been subdivided into the following categories in terms of their functional value of interpersonality.

- a. Potentiality;
- b. Inclination;
- c. Obligation;
- d. Judgement;
- e. Advisability.

On the basis of these categories, it is possible not only to make an analysis of the personality type of speakers but also to indicate the effect of some elements such as age, occupation, power, and social relationship on the application of the adjectives by language users. For this purpose, we have focused on the speeches of the characters of a novel, and tried to show a definition of their personality type and to indicate the influence of the individual and social factors on the adoption of our selected strategy.

Finally a simple statistical analysis will support our findings.

Key words: IBAI: It + Be + Adjective + Infinitive

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## **Leila BARBARA**

CATOLIC U. OF S. PAULO, BRAZIL

### **A Discourse Analysis of I have a dream**

This paper will approach the theme of the conference by analysing 24 public speeches of one of the most important representatives of the discourse of hope, peace and reconciliation Martin Luther King.

What is shared by all Martin Luther King's speeches and what distinguishes 'I have a Dream' from all his other speeches that makes it paradigmatic of the great pacifist's ideas?

The interpersonal characteristics of 'I have a Dream' compared to 23 other MLK's speeches will show what they all have in common. The ideational analysis will provide linguistic evidence for that speech to be MLK's most famous speech and emblematic of his views and pacifism.

The analysis will be aided by Corpus Linguistic tools.

## **Tom BARTLETT**

### **From PDA to ZPD – or Accentuate the Positive**

Work in CDA has been criticised for focusing on the ideology within texts rather than on their impact on practice and for playing a blame-game rather than contributing to solutions. This paper, following Chouliaraki and Fairclough's (1999:137) assertion that discourse analytical research should 'discern the obstacles to practices of and potentials for non-repressive dialogue across difference', outlines a research framework for Positive Discourse Analysis. Recognising that discourse does not instantiate the fixed view of its producers but rather realises strategic moves towards potentially multiple goals, the first stage of analysis is to recognise the 'conditions of possibility' that led to texts being used thus and now, as mediational means with constraints and affordances (Wertsch 1998), operationalising (Thibault 2002) a metafunctional array of power types. Drawing on the descriptive apparatus of SFL, Bernstein's (2000) notion of Voice and Message and theories of intertextuality, tensions can be identified across discourses and ideology types (Bartlett forthcoming a, b) within and between sociopolitical groups. Where these tensions reveal a common meaning potential there is 'wiggle room' (Erickson 2001), and it is here that PDA can be used to identify potential Zones of Proximal Development (Vygotsky 1986), the first discursive steps towards specific social goals.

## **Sabine BARTSCH**

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### **Corpus-based analysis of multimodal texts in an engineering domain**

Multimodal texts communicate meaning in a variety of modalities besides natural language, for example by means of pictures, schematic figures, diagrams, formulae etc. From this observation arise a number of questions concerning the content and organization of the different modalities and the relations between them, i.e. whether and how they interact and complement one another, how they make reference to one another, and how they jointly contribute to the content of multimodal texts.

The research presented in this paper investigates a corpus of multimodal texts from the field of data processing in engineering, a sub-domain of mechanical engineering. The ultimate goal is to develop a model of multimodal communication incorporating different modalities found in multimodal texts from this domain (cf. O'Halloran (1999) on the domain of mathematics).

Using systemic functional linguistics (Halliday 2004) as a theoretical framework, multimodal texts from the domain of data processing in construction are analysed. The analysis proceeds from microanalyses (e.g. transitivity analyses, thematic structure and cohesion), and extends to higher level discourse structures (generic structure potential (cf. Hasan 1985/1989; Martin 1992); rhetorical structure (RST; Mann, Thompson 1987)). Corresponding analyses are carried out for the non-linguistic modalities in order to determine how structures found therein correspond to or diverge from those found in the language sections. The paper concludes with

an outline of the contribution of the findings to the development of a multi-semiotic model of multimodal text.

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## **Paul BAYLEY and Cinzia BEVITORI**

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### **'To secure a better future for the people ...': arguments for (and against) a 'just war'**

Politics in pluralistic societies can be understood as a system by which resources are distributed within a given community. The activity of politics thus involves mediation, or the conciliation of different interests, but it also involves both conflict, and competition, since rival groups make claims that their proposals would make a better world. This is largely, but not exclusively, conducted by and through language. Politics can thus be seen as a set of competing discourses of persuasion, justification and legitimation.

This paper will examine the quintessential site for political discourse – parliament. Working within an SFL framework, but also through the instruments of corpus linguistics, it will analyse how British MPs from different political parties grounded their claim that the aim of the war on Iraq was 'to secure a better future for the people of Iraq', and indeed the whole world. The analysis will be based on a corpus representing all 152 sittings held in the House of Commons in 2003 (about 1,200 hours of talk) and a subcorpus representing all discussions held in the House on Iraq (about 100 hours of talk). It will begin from an examination of more generalised meaning patterns that re-occur across the corpus around nodes like help and benefit and will move towards the analysis of longer stretches of text - thus investigating specific instances of meaning – to show how traditional political rivals can agree and be critical of one another at the same time.

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## **Book BEHNAM and Carolyn HARTNETT**

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### **Discourses of Hope, Peace, Reconciliation, Learning, and Change in Three Scriptures**

Current controversies in the Middle East have political, economic, and religious bases. Politico-economic orientations have long strongly overshadowed attitudes towards religions and religious investigations in most contexts. Although, accordingly, religious differences are often cited as unsolvable problems, a corpus-based study of Jewish, Christian, and Islamic Scriptures reveals how they approach the theme of this conference.

Such a study inherently involves many problems. To overcome some of them, this research focuses on lemmas repeated in all of several English versions of each Scripture. Other differences relate to cultural contexts, translation issues, total length, topical content, and perhaps emphases of disparate divisions. Comparison of Scriptures is not appropriate. Nevertheless, it immediately becomes apparent that in all versions of all three Scriptures peace occurs most often, hope less often, and reconciliation least. The meaning of peace is much more often a greeting or a calm mental state than the cessation of warfare. Learning is diffused by related terms, such as knowledge. On occasion, all of these lemmas except change occur together. This presentation will discuss results and describe sources of the different Scriptures examined, problems encountered in translation studies, frequencies in the British National Corpus, and advantages of WordSmith corpus analysis tools.

## **Diana BEN-AARON**

UNIVERSITY OF HELSINKI

### **Alignment of event experiences in Appraisal: how the media judge national holiday events**

National holidays are important occasions for the alignment of large populations in order to solicit assent to the continuation of the nation with the same basic regime. The media help construct these occasions through a news cycle that involves promotion of the celebration, instruction on how to celebrate, and evaluation of the celebration. This study examines evaluations of national holidays in news reports from different countries within the framework of Appraisal (e.g. Martin and Rose 2003, White 1998). Although evaluations of event experiences in conversation normally fall along a simple 'good/bad' axis, news reports of such multifocal events tend to focus on spectacular sensory effects, crowd attendance and other measures of scale, affect displayed by spectators, and number of accidents, as well as the 'appropriateness' of the festivities (a contested concept). These details, which are clearly evaluative, are analyzed using the Attitude categories of Judgment, Appreciation, and Affect, as well as Graduation. Difficulties are encountered in applying the system as a hierarchy of exclusive choices in making meanings, particularly for reports of scale where Graduation and Attitude seem to overlap; reports of reaction that involve both Affect and Appreciation; and generic or ambiguous classifiers such as 'good' and 'nice' (cf. Osgood et al. 1957, R. Lakoff 2004). Some solutions are proposed based on current literature.

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## **Wendy L. BOWCHER, Atsuko KISHIDA, Taichi NAKAMURA and Etsuko OTA**

TOKYO GAKUGEI UNIVERSITY, JAPAN

### **Constructing the 'Other' in Japanese Posters for Peace Rallies**

The prevailing view in the mass media in countries generally supportive of US military action is that the events known as the 9/11 terrorist attacks set in motion a justified globalised war on terror. Certainly, the events of September 11th 2001 were invoked by President Bush as evidence for the kind of terror that would envelop the world if the US were not to take the lead and invade Iraq, a country 'harbouring' terrorists. The link between the events of September 11, global terrorism, and the Iraq invasion were forged and over time consolidated across several media and in the minds of many citizens of countries which comprised the 'coalition of the willing'.

However, the invasion of Iraq took place against massive anti-war demonstrations in those very countries whose governments had allied themselves with the United States. It was clear that not everyone was convinced that the invasion of Iraq would lead to a 'safer' more peaceful world, or that the events of September 11 should be linked to this invasion. The world-wide peace rallies showed that those who dissent from the prevailing opinions in the mainstream press, which invariably reflects the prevailing opinion of the government, construct a different view of their leaders.

This paper examines three posters used in marches for peace in Japan. The posters are analysed in terms of how they construct a view of Prime Minister Koizumi and President Bush in relation to the notions of war and peace. The underlying theoretical approaches used are Systemic Functional Linguistics and Critical Discourse Analysis, and these are combined to present a multimodal analysis of the posters. We will show how the posters construct these two leaders as the 'other'. That is, those who are NOT in practice sympathetic to a 'peaceful' world. We will also highlight some of the significant cultural details that characterize these posters as specifically 'Japanese' and as created to be understood by and hence specifically appeal to a Japanese audience.

## **David BUTT**

CENTRE FOR LANGUAGE IN SOCIAL LIFE, DEPT OF LINGUISTICS, MACQUARIE UNIVERSITY

### **"Mutability": the grammatical, semantic, and textual design of a cultural motif**

In this paper I will examine problems that arise in the representation of change and of process across a number of registers. Setting out from long established observations concerning reification and nominalizations, I will concentrate on the complementarity that exists between nominal group and verbal group across a number of text types or registers in English: some specialised and abstract (the 'thought experiments' of verbal art and of physics), some specialised and technical (medical teamwork), and others drawn from more habitual concrete affairs (but which are showing the influence of the specialised discourses, as is the case with sport and politics)

Issues arising from the enquiry include:

1. How do specialist communities manage their different models of change? For instance, do natural languages need to pass their semiotic responsibilities over to formal languages (like mathematics)? Are there textual strategies for representing change which are cognate across different semiotic activities?
2. Is the 'empire of the noun' extending its domain, or is there a bi-directional relation between noun and verb, a complementarity ('Can your phone tell you when to chuck a sickie?' –ie. not 'to take' or 'to have' a sickie).
3. How do the issues change with changes of register, of metafunctional orientation, and of grammatical rank?
4. What does it all tell us about human communities who have to discuss and manage change, much of which they can only construe through increasingly attenuated reports?

## **David Luke CALDWELL**

## **Discourse from the Positive Psyche**

The Language of Depression research project aims to establish a set of linguistic features common to Acute Hospital patients suffering from depression. The project includes a control sample of patients not suffering from depression. Ultimately, the project aims to assist in the recognition of depression, particularly by Acute Hospital ward staff.

This paper is concerned with a Positive Discourse Analysis (PDA) of the Language of Depression. The focus then, in line with recent developments in psychology (e.g., Positive Psychology), is to shift from understanding and healing through a disease model, to understanding and building from a model of happiness and resilience (Positive Psychology 2005).

The paper will present the tentative findings from the non-depressed data set. The data set comprise 10 interviews between a psychiatrist and non-depressed Acute Hospital patients. An APPRAISAL analysis (e.g., Martin & Rose 2003) of the case-studies will be used to illustrate the interpersonal features of the discourse that are indicative of a healthy psyche. Particular attention will be given to how one reads for APPRAISAL features as raised by Macken-Horarik (2003).

The ultimate aim of such PDA is to produce a model from which we can better understand the language that constitutes a positive approach to life.

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## **Helen CAPLE**

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### **Image - the soft face of hard news**

Tracking the emergence of soft 'stand alone' images in Western broadsheet newspapers, in particular the Sydney Morning Herald, this paper investigates the evolution of the news story in the multimodal presentation of news in today's media. Through a semiotic analysis of the use of the press photograph in Western broadsheet newspapers, this paper draws on image theory presented by Barthes (1977) and that of Kress and van Leeuwen (1994) which is greatly influenced by the theory of language as social semiotic as presented by Michael Halliday (1978). The paper argues that in an increasingly commercialised media where the boundaries between entertainment and journalism are being eroded, image is being used to soften the face of the hard news through its careful selection and placement on predominantly hard news pages.

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## **Stephen CAREY, Lynn Y. Luo and Bernard MOHAN**

UNIVERSITY OF BRITISH COLUMBIA, CANADA

### **A systemic functional perspective on native and non-native English speaking students, online discussion**

In many English-speaking countries, computer-mediated communication is increasingly used as a means of communication for university courses generally involving both native and non-native English speaking (NES and NNES) students. How do they participate in online interaction? How does their academic discourse develop during online interactions? Can a functional linguistic approach illuminate aspects of these questions overlooked by a more traditional linguistic approach? Adopting the systemic functional linguistics perspective, this qualitative study addresses these issues by examining the perspectives and experiences of fourteen graduate students (5 NNES focal participants and 9 NES students) participating in online discussion in a mixed-mode graduate seminar at a Canadian university.

By analyzing interviews and online protocols, this study explored online discussion at three levels. At the social practice level, the study illustrated that online discussion was a very complex endeavor in a larger sociocultural context, concerning the participants, varied backgrounds and perspectives. At the discourse level, the results showed the challenges and dilemmas the participants were faced with during the construction of online discourse. At the sentence/clause level, the findings illustrated an analysis of functional recasts in students, online interactions and addressed issues of advanced language development. Theoretical and pedagogical implications are provided.

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## **Phil CHAPPELL**

UNIVERSITY OF WOLLONGONG, AUSTRALIA/AUA LANGUAGE CENTRE, BANGKOK, THAILAND

### **Unpacking social interaction as a form of mediated learning of a "foreign" language: Some preliminary findings**

In Vygotsky's well-known theory, cognitive development is seen to be mediated by both cultural tools and social interaction, with semiosis (in the form of signs and symbols) being a special tool inextricably connected to social interactions. While many inquiries in second and foreign language learning have focused on tools, signs and symbols, my present study aims at unpacking the less-understood form of mediation — social interaction. I am doing this through an exploration of the dynamics of social interaction, that is, the social relations that emerge between learners while undertaking the enterprise of learning English as a 'foreign' language in a vocational setting in Thailand.

Through investigating the interactions of adult Thai learners of English through the kaleidoscopic lens of activity theory, Vygotsky's mediational theory of mind, and a socio-semiotic theory of language (systemic functional linguistics), I hope to provide some impetus for re-examining the role of constructivist approaches to certain language learning tasks in classrooms devoted to the development of interactional competence in a 'foreign' language. This impetus is partly energised by the realisation that peer scaffolding guided by the teacher in a constructivist manner plays a crucial role in language programs such as the one under investigation.

## **Honglin CHEN, Bev Derewianka, Bronwyn James**

UNIVERSITY OF WOLLONGONG

### **Self-representation of graduate students in academic writing**

This paper reports on preliminary findings of a research project that aims to identify linguistic resources for the writer's self representation in academic writing. The appraisal

network (Hood, 2004; Martin & Rose, 2003; White, 2003) is drawn on to analyse excerpts from literature reviews written by two postgraduate students, one of which employs a traditional approach to thesis writing while the other adopts a much more unconventional stance. In order to ascertain whether the linguistic analysis mirrored commonsense perceptions of self-representation, a number of thesis supervisors were also asked to read the excerpts and to identify those elements that seemed to provide evidence of authorial 'presence'. The findings suggest that the current conceptualisation of interpersonal positioning as the sole resource for the writer's authorial self should be expanded to include textual and ideational meanings. The study will assist both supervisors and students to recognise the linguistic resources implicated in academic writing where students are being exhorted to 'take a stance', 'write with confidence', 'make their voice heard' and so on.

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## **Rosemary CLEREHAN**

MONASH UNIVERSITY

### **How much can a doctor take?**

One of the areas in which SFL-influenced approaches can have highly beneficial outcomes for improved - and more self-reflexive - professional performance is physician-patient communication. Despite the quality and potential usefulness of much of this literature, clinicians remain largely unexposed to it. One of the challenges for the applied linguist is to re-package the theory as a theory-in-practice so that non-linguists are able to make use of it.

Increasingly clinicians, motivated to improve service to patients in a climate of 'patient empowerment', provide print information about drugs and procedures, in addition to communicating orally. Provision of 'information' which lacks an awareness of how readers might interact with it, however, has the potential for effects which are quite counter-productive. This paper focuses on an analysis of a set of drug information leaflets written for rheumatology patients. The analysis raises questions about identities, responsibilities and roles as revealed at the level of genre, in the discourse-semantics and in some aspects of the lexico-grammar. Assumptions, uncertainties and confusions emerge which constrain the effectiveness of the leaflets to act as motivational texts, and thus to assist in positive outcomes for patients.

Ways of raising the sociolinguistic consciousness of doctors are discussed.

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## **Carmel CLORAN**

UNIVERSITY OF WOLLONGONG

### **Genre and register in Systemic Functional theory**

This paper explores two different conceptualisations of genre and register in SF theory: i) what may be termed the standard conceptualisation of Halliday (e.g. 1978) and elaborations of this conceptualisation by Hasan (e.g. 1978); and ii) Martin's connotative conceptualisation (e.g. Martin 1992).

For Halliday and Hasan the term genre is synonymous with register and refers to the rhetorical purpose or semiotic function of a text - what is being achieved by the text in rhetorical terms. This interpretation locates register/genre within SF theory as an aspect of mode of discourse. Martin separates the terms register and genre. Drawing on the work of Hjelmlev, Martin interprets context (of situation and of culture) as a series of connotative semiotics – ideology, genre, register. In this connotative semiotic conception, genre is considered to be the expression form of ideology, and is itself, as a connotative semiotic expressed, by register.

The motivation and theoretical implications of the two differing conceptualisations will be discussed in a spirit of "hope: peace, reconciliation, learning and change."

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## **Heloisa COLLINS**

CATHOLIC UNIVERSITY OF SAO PAULO

### **Connection of Ideas and Intertextuality in Reflective Online Discussions**

Asynchronous online discussions of a continued development programme for state school teachers show that participants seldom take advantage of asynchronicity to develop the expected levels of critical thinking; neither do they fully benefit from connectivity to develop collaborative interaction. The problem, that has also been observed by other researchers (Garrison & Anderson 2003, among others), seems to originate in features of instructional design and inadequate mediation procedures, among other factors. In order to avoid the 'serial monologue effect' (Pawan et alii 2003) and foster integration of ideas, which characterize critical thinking and collaborative work, an intervention was planned to bring in more powerful topics to discussion, offer explicit discursive modelling for integration of ideas and improve on teacher presence. The discussion forums that followed were then analysed for the quality of contributions of both teacher and students, especially with respect to connection of ideas. The tools used for the analysis derive from the notion of cohesive relations, particularly repetition of lexical units, and textual connections (Halliday & Hasan 1989). Results show how intertextuality relates to connection of ideas in reflective online discussions and offer interesting

material for the description and modelling of reflective discourse in distance education contexts

## **Michael CUMMINGS**

YORK UNIVERSITY, TORONTO

### **The distribution of lexico-grammatical features across Theme and Rheme in Old English texts**

Systemic Functional theory currently grounds the grammatical distinction between Theme and Rheme within the discourse concepts 'method of development' and 'point'. In a modern English text which has a simple method of development, this is constituted by the clause Themes, and the aggregate of Rhemes represents the point (Fries 2002). Taken as a whole, Themes in successive clauses have lexico-grammatical features which differ proportionally from those of their Rhemes. This can be demonstrated in specific texts by a quantitative method which measures a number of indicators, such as distribution of presuming reference in reference chains, lexicalization, and lexical articulation (Cummings 2004, and forthcoming).

The question naturally arises whether this form of discourse organization, together with its lexico-grammatical realization, has a history – whether, for example, it is characteristic of Old English texts (c. 650 – c. 1150). This paper reports on the study of a number of specific Old English texts in which the same indicators are measured to detect the proportional distribution across Themes and Rhemes of reference chain elements, of lexicalization, and of lexical articulation.

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## **Saeideh Ahangari DEHKHARGHANI**

TABRIZ ISLAMIC AZAD UNIVERSITY

### **Textualization process, its cognitive effect and literary value: Explorations in a short story "The Necklace" by Guy de Maupassant**

Literature is the art form realized through language and can be distinguished from non literature in terms of the "literary effect" i.e, the mental images it creates on the reader. This special effect can be created by the use of special patterns of language which is called textualization.

According to the discorsal view of language , any change or variation in the textualization is considered to be discorsally motivated. The present paper would focus on the textualization patterns and devices which make a text as unique, interesting and meaningful piece of a discourse. The paper would take a specific piece of text, a short story "The necklace" by Guy de Maupassant as its data and look at the way lexical choices, structural patterns and cohesive ties would contribute to the texture of the text, affect its cognition and enhance its intended literary value. It would also review some paragraphs and sentences of the story and explain the patterns and devices used, to discuss their cognitive value and interaction among the lexical chains ,drawing implications for language education and teaching literature in EFL classes.

## **Emilia DJONOV**

UNIVERSITY OF NEW SOUTH WALES

### **Website Hierarchy and Hypertextual Distance: A systemic-functional multimodal discourse analysis perspective**

The interaction between the structure, navigation and content design of a website defines users' orientation within it. In the website design and usability literature, these aspects are often discussed separately and presented as the domains of different specialists. However, the success of many websites depends on the collaborative work of information architects, graphic designers, copy writers, programmers, usability experts and others involved in their planning, design, maintenance and evaluation. Consequently, there is a need for a common metalanguage for discussing the interaction between website structure, navigation and content and its effects on users.

This paper takes a step towards developing such a metalanguage by focussing on 'website hierarchy' – a key principle for organising website content and navigation. Existing conceptualisations of this principle fail to demonstrate how website structure, navigation and content design together determine users, website experience. As a solution to this problem, a systemic-functional reconceptualisation of 'website hierarchy' is proposed. It is developed by adapting hierarchy of periodicity (Martin 1992; Martin and Rose 2003) to the multimodal discourse analysis of several popular children's websites. On the basis of this analysis, website hierarchy is re-defined as 'a hierarchy of hierarchies of Themes realised through multimodal interaction'. This definition forms the basis of the system of HYPERTEXTUAL DISTANCE – a tool for describing how the traversal of hyperlinks can reveal, obscure or transcend a website's hierarchical structure. The paper concludes by considering potential applications of the tool in website design, use and evaluation.

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## **Shoshana DREYFUS**

UNIVERSITY OF WOLLONGONG

### **Grappling with a non-speech language: Reflections from the study of the multimodal communication of a child with an intellectual disability**

This paper reflects on issues arising from a study of the multimodal communication of a child with an intellectual disability and virtually no speech language. That is, while still very communicative, this child is not a 'normal' child communicating in a 'normal' fashion. While SFL is an elaborate and delicate theory of language, it is nonetheless a theory developed around 'normal' language use. In using the tools provided by SFL for analyzing language use, the researcher encountered a number of difficulties in the application to the atypical communication of the aforementioned child. This paper reflects on these difficulties, including the problems of applying a normative theory to an atypical language situation and how this affects the application of the tools of analysis and the tools in general. The paper also examines SFL definitions of language as being constituted by the three layers: semantics, lexicogrammar and phonology/graphology, and how these are problematised when applied to someone who has only a partial realization of them, raising questions about language typologies.

## **FANG Yan and LIU Shisheng**

DEPARTMENT OF FOREIGN LANGUAGES, TSINGHUA UNIVERSITY, BEIJING

### **Different Discourses, the Same Hope – Linguistic Studies of the Holy Bible and the Analects of Confucius**

It is generally acknowledged that the Holy Bible is a fundamental source of the western culture and the Analects of Confucius, a fundamental source of the Chinese culture.

As professors of English language and literature, we have had close readings of the English version of the Holy Bible and in the past decade, we also had chances to give lectures to some western people on Confucianism and the Chinese traditional culture. It is so interesting to find that although the English Holy Bible and the Chinese Analects of Confucius have quite different discourse structures, they have something in common, i.e., they belong to the discourse of hope.

In this paper, we try to use the theories and methods of systemic functional linguistics to do comparative studies on the different discourses of these two great books, one in English and the other in Chinese. Our preliminary findings show that in some cases, either in the west or in China, ideas in thinking and structures in language cooperate with each other to express the human hope, in other cases, language in the Bible shows a kind of subjectivity orientation, but language in the Analects shows a kind of objectivity orientation. Besides, there are also linguistic indications that the Bible shows a hope for the life in the future world but the Analects shows a hope for the life in the present world.

## **Arthur FIRKINS**

MACQUARIE UNIVERSITY

### **Risk, Refugees and the Principal of Non-Refoulement**

Risk is a way of ordering reality and has increasingly become a principle of organization in social policy. In this paper I present a contextual view of risk, specifically how situations in the social context may impact on a person's safety. From this perspective it is important to consider who is at risk from what.

In light of the theme of the conference this paper examines the concept of risk as it relates to refugee policy and in relation to the principle of non-refoulement which underpins the 1951 convention relating to the status of refugees and the 1967 protocol. This convention prohibits refoulement, if the expelling state knowingly puts the person claiming refugee status at high risk of harm by returning them to their country of origin. Risk here is not simply a factor of the definitions contained within the convention, but also of international law and human rights.

The determination of the person's status rests on some form of assessment, which could be described as a risk assessment where information together with the credibility of the applicant becomes important in the determination of the person's claim. The paper uses a systemic approach to examine the connection between issues of identification, experience and evaluation in the assessment of risk, taking refugee policy in the Hong Kong S.A.R and Australia as case studies and drawing on examples from recent cases.

## **Gail FOREY, John Polias & Arthur Firkins**

HONG KONG POLYTECHNIC UNIVERSITY

### **Hopes, Intentions and Reality: Introducing SFL into Hong Kong Secondary Schools**

There is constant discussion in Hong Kong of the 'fall in the standard of English in schools'. Whether this is an accurate statement or not is not the question. One recent move is to introduce systemic functional linguistics (SFL) to teachers as a theory to support the teaching of literacy across the curriculum in Hong Kong government schools. The Education and Manpower Bureau (EMB) is trialling a six-day course for a group of 12 teachers from six schools on the educational applications of SFL, followed by two short mentoring sessions over eight months. All the teachers are Cantonese speakers and use English as the medium of instruction.

The aim of this paper is to assess and investigate these teachers' reflections on the introduction of SFL in their classrooms. The paper draws on data from interviews, questionnaires and transcripts of the mentoring sessions, outlining the materials, practical applications and teachers' reflections. The findings of this study will illustrate the extent to which SFL was adopted and applied by these teachers and the implications of using an SFL approach in the Hong Kong context.

## **Helen FRASER**

MACQUARIE UNIVERSITY AND UNIVERSITY OF ADELAIDE

### **How students demonstrate knowledge and reasoning in a written medical examination**

This paper compares the writing of local and international medical students in a Year 2 examination assessing both knowledge and reasoning. A systemic functional analysis was undertaken of twelve papers (of five questions), half of which had been graded by examiners as satisfactory and half of which had been failed. This paper explores two major aspects of four of those papers, concerning cohesion in the discourse. The first aspect is the unfolding of meaning through the process choices made by the students throughout each text and how this assists in revealing both their knowledge and their reasoning. The processes which predominate in the answers to most questions are material and relational processes, particularly the relational identifying processes, which enable the students to construct good explanatory mechanisms. The second aspect is the creation of texture. A comparative analysis is made of the use of structural features (i.e. thematic choices, and how they relate to Given and New) and cohesive features (in particular, the use of conjunction, reference and lexical cohesion) in the texts. The thematic choices reveal much of the reasoning behind an answer, but it is the lexical cohesion which reveals the depth of knowledge.

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## **Magne GJERSTAD**

UNIVERSITY COLLEGE OF VESTFOLD

### **Scandinavian senior high school social science text books**

In my doctoral thesis I am studying what might be called THE Discourse of hope, peace, reconciliation, learning and change, namely Scandinavian senior high school social science text books. My object has been to describe what kind of thinking about oneself and one's relationships with others such texts plausibly could be said to instigate in students. Key words here are freedom, individuality, family, future. When it comes to investigating such topics in depth, I don't believe in strict methods, but in disciplining what is basically a slowed down, carefully organised, and more ardent reading, which nevertheless is still a reading. SFL has however proved valuable in highlighting details of the texts (especially Hasan's work on cohesion, but also Halliday's idea about grammatical metaphor), and this is what I will concentrate on when illustrating what I have to say about this present day quite influential (at least in Scandinavia) "discourse of hope". In line with the conference' move towards PDA, I have some suggestions when it comes to improving social science text books, involving mainly a (perhaps scaffolded) linguistic/rhetorical focus on widespread accounts (or refractions, to use a term of Volosinov, whose theory I use) of social reality, instead of what is basically a current mere handing over of such refractions (although interspersed with some conventional criticisms).

## **Carlos A. M. GOUVEIA**

## **The role of a Common European Framework in the elaboration of national language curricula and syllabuses**

Following the Systemic Functional Linguistics based theory and methodology of Critical Discourse Analysis, in this paper I intend to discuss some of the political, cultural and educational propositions motivating the Council of Europe's document *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*.

Published in 2001, after ten years of preparation, the document, as stated in its first chapter, "provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively."

A close reading of the text clearly shows that while attempting to promote a plurilingual approach to the learning of languages in Europe, so that students may be given the opportunity to develop a plurilingual competence, the document also calls for a change in teaching practices aiming eventually at a transformation in the dynamics of language relations in Europe, where English is seen as having a dominant position (not least in international communication).

Some of the issues I will be focussing upon in the paper, derive directly from the document's stated objectives, namely questions of levelling, standardization, democracy and hegemony, on the one hand, and questions of plurality, independence, empowerment and difference, on the other.

The paper follows closely the purpose of the theme of the congress in that it aims at thinking "more politically about the various applications" of SFL work, while advocating a Positive Discourse Analysis perspective.

### **Samiah HASSAN**

FACULTAD DE FILOSOFÍA Y LETRAS - UNCUYO - MENDOZA - ARGENTINA

#### **Transitivity: processes and participants in 'Occupying the Niche'**

The Introduction section to research articles (RA) appears to be particularly difficult for research-authors as it constitutes the access to their work. This opening section presents writers with a multiplicity of rhetorical and linguistic choice, as writers have to face the challenge of successfully appealing to their audience's attention to their work, establishing a research territory, establishing an open space in this particular territory, and then occupying this niche and defending it (Swales, 1990).

The present study analyzes the structures of transitivity in a sample of interdisciplinary Introductions to RA, taking Systemic Functional Grammar as its framework. It seeks to explore the lexico-grammatical realizations in Move-3 occupying the niche - as presented in the CARS model (Swales, 1990) and specify which processes are expressed by the verbs used in this move and which participant roles are associated to such processes. More specifically this study has attempted i) to identify the most recurrent processes; ii) to specify the participant role configuration; and iii) on the basis of i) and ii), to provide an inventory of terms that will include the most commonly used processes, their participant role constellation, and associated lexico-grammatical realizations.

This analysis should lead to pedagogical applications which will assist non-native speakers of English research-authors that need to involve in the production of RA to be published in English and to meet the expectations of an international scientific community.

### **Chie HAYAKAWA**

TOHOKU UNIVERSITY

#### **Constructing Causality through Language**

This research aims to describe the distinctive language features of science textbooks used in Japanese high schools. In order to pursue this purpose, I will conduct the comparative analysis of Japanese and English textbooks in the theoretical framework of Systemic Functional Linguistics. Among a variety of functions of the discourse of science, this research focuses on

the actual lexicogrammatical choices made to construct an aspect of science: constructing causality between events and explaining how phenomena came to be the way as they are.

Recent studies in the area of knowledge constructing aspect of language have emphasized that a key to English academic writing is nominalization. By being nominalized, natural phenomena become semiotic 'objects' which can be maintained throughout a text and used as the starting point for the subsequent piece of information (Halliday and Martin, 1993: Chap. 3). Packaging and reusing of an event as the starting point for the next event effectively construct causal relations between events. Such a trend to construe events as nouns is referred to as objectification (ibid.: 52), and has become one of the typical organizational features of explanation texts in English

The Japanese language, on the other hand seems to be less objectified than English. That is, it uses less nominalization. For chaining events together into the sequences of causes and consequences, Japanese academic writing depends on its distinctive linguistic resources such as the successive use of non-finite tactic inflection of verbs (ren-yoo kei, or the -te form). By comparing the causal descriptions in Japanese and English science discourses, this research will disclose part of the differences of these two languages in terms of the degree of objectification.

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## **Bodil HEDEBOE**

UNIVERSITY OF STOCKHOLM

### **The meaning of the tale – On problem solving in translations of H.C. Andersen's fairytales**

"It runs reasonably well, but it is simply not Andersen." This 1) – typical –reaction (Jones, W. Glyn) to translations of the texts of Denmark's national storyteller is perhaps not the most useful attitude for anyone interested in learning why translated versions do not only belong to one's own literature, but to the literature of other nations, in the present case even to world literature. Andersen's texts have been translated into 145 languages. But also in Andersen's own country, the fairytales and stories are continuously being translated, recreated or adapted in an attempt to close the cultural and linguistic gap of understanding between older and younger generations of readers. The discussion of the translations and adaptations has always been hectic and emotional, but seldom, or only sporadically, connected to linguistic analysis.

The advantage of the systemic functional model in translation studies is the semantic focus, together with the language-in-context perspective. This paper introduces systemic concepts of equivalence and shift (rank, delicacy and metafunction) to the study of newer examples of English and Swedish translations of the fairytale Sneemanden (The Snow Man). Instead of focussing on the shortcomings or not of the translations, I shall focus on the process of problem solving and meaning construction, regarding the success of the translations in communicating world literature to new generations of readers.

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## **Maria HERKE-COUCHMAN**

MACQUARIE UNIVERSITY

### **Register as Description: Insights from application**

Viewed from the potential pole of the cline of instantiation, register can be described as local resettings of the global probabilistic settings of systemic selections. Viewed from the instantial pole, register can be viewed as a group of texts, similar insofar as each instantiates, to some degree, a shared set of systemic selections.

Meaning potential resides 'within' register in that register is a sub-potential whose probabilistic properties predict those meanings most likely to be deployed in the context being construed. The value of focusing on this sub-systemic sub-potential as an enabling resource in computational approaches to language processing has been highlighted by (Matthiessen, 1993:272) and successfully demonstrated, most recently by Herke-Couchman and Whitelaw (2004).

However, registerial meaning potential is not limited to the systemic choices which reside within the sub-potential; meaning also emerges through the relationship between the register and the system as well as between the register and the other registers. As Halliday says: 'semiotic power is not simply a product of the number of choices in meaning that are available' (2003:24).

In this paper, I will draw on my PhD research into approaches to the computational analysis of meaning in financial scams on the internet. I will explore the notion that systemic meaning potential is more than a sum of the sub-potentials of all registers and I will argue that the usefulness of register as an enabling theoretical resource in quantitative computational analysis extends beyond its 'passive' existence as a (positively) limiting sub-potential. By reference to my research I will attempt to demonstrate the way in which it seems possible to 'activate, this additional potential located at the registerial interfaces, to exploit the probabilistic, thereby enabling unexpected meanings to hide within the expected and, in the case of financial scams, to slip under the radar of the probabilistically based expectations of the consumer.

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## **Caroline HENDERSON-BROOKS**

MACQUARIE UNIVERSITY

### **Discourses of Hope for the individual: the complex tale of psychotherapy**

"It's hard to be normal when you are seeing two to three doctors a week".

The discourses to be discussed here each have two participants – a therapist and a patient – and two observers – the same therapist and a linguist. The hope for the Borderline personality disorder patient in psychotherapy is to achieve 'normality'. The therapist, working with the Conversational Model of psychotherapy classifies the patient talk within three broad categories: Scripts, Chronicles and Narratives.

The linguist takes these semantic descriptions and investigates the linguistic features that make a text that a linguist can differentiate as a text type and that a therapist can see as an important clinical manifestation of mental health of the patient. This paper shows the contextual, semantic and lexicogrammatical patterns of the hopeless Scripts, the resigned Chronicles and the highly valued Narratives. The paper also shows the linguistic role of the therapist in helping the patient achieve the complex talk that represents hope for the individual.

## **Lars HERMERÉN**

LUND UNIVERSITY

### **What's in a name?**

The purpose of my talk is to elucidate the importance of naming in general and in commercial contexts in particular. To begin with, I shall discuss the difference between proper names and common nouns and the extent to which they are related, notably in terms of reclassification, eponymy and toponymy. More importantly, I shall explore the distinction between 'functional' and 'added' values and how they apply to 'brands' as opposed to 'products'. In line with the theme of the Congress, I shall argue that naming in advertising serves to highlight the positive aspects of the product and demonstrate "how people make the world a better place", or at least how advertisers attempt to do so. That amounts to saying that advertisers use names strategically by drawing on connotative rather than denotative aspects of meaning by, for example, relating the product to celebrities and prestigious places through naming. Although proper names standardly do not have sense but only reference, advertisers commonly make brand names mean something by creating what I shall call 'collocational meaning'. In conclusion, it will be argued that brand names take up a special position among names, intermediate between proper names and common nouns, being related to both, yet identical to neither.

## **Jennifer HERRIMAN**

ENGLISH DEPARTMENT, GÖTEBORG UNIVERSITY, SWEDEN

### **Authorial presence in argumentative texts**

One of the concerns of writers when producing a text is the extent to which they should make their presence visible to their readers. Some writers choose to efface themselves completely, whereas others establish a strong authorial presence in the text. This study investigates what kind of authorial presence writers establish in an opinionated text type where their chief purpose is to convince their readers of a certain point of view. The texts investigated are "Opinion" or "Comment" articles in four British broadsheet newspapers during 2003 (approx. 400,000 words). Each instance of self reference by the first person subject "I" of a finite verb has been analysed according to the process type represented by the verb. As well as recounting their personal experience, as Actors in material processes, for instance, writers draw on the resources of appraisal to construct their authorial presence in these texts. As Sensors in cognitive and perceptive mental processes and Sayers in verbal processes, they open up the content to heteroglossic negotiation (Engagement), as Sensors in emotive and desiderative mental processes, they express their emotional responses (Affect), and, as Carriers in relational processes they express self evaluations, particularly evaluations of capacity (Judgment: Social Esteem). A comparison of male and female writers showed a higher frequency of female self reference and some differences in the proportional distribution of process types.

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## **Laura HLAVACKA**

FACULTAD DE FILOSOFÍA Y LETRAS - UNIVERSIDAD NACIONAL DE CUYO - MENDOZA - ARGENTINA

### **A tentative model of the experimental research article abstract for writing assistance**

This paper reports on preliminary work aimed to develop a model of the experimental Research Article (RA) Abstract in English, based on the analysis of 100 abstracts in two disciplines: Water Management and Psychiatry. The underlying research has been undertaken in

the frame of a larger long-term project (RedACTe), that aims to work out a model of the RA in English to provide assistance in writing this kind of text.

The model of the RA abstract developed so far offers a representation of the Generic Structure Potential (GSP) of the Abstract in the form of a system of options for generating the generic constituents of the Abstract in the most frequently instantiated sequences. Additionally, the model offers a representation of the ideational meanings (sequences, figures, processes, participants and circumstances) that are made in experimental RA abstracts in the two disciplines mentioned, also in the form of systems of options. The relationship between the GSP and the ideational meaning base is one of realization.

Though the model cannot be said to properly represent the generation of abstracts, which is often the result of selection and condensation of the information in the larger RA, work on it makes sense in the context of the larger project it is part of as it has made it possible, by virtue of the representational character of the Abstract, to identify core functions and meanings to be found also in the larger RAs that the abstracts summarize and this through the study of texts which, on account of their length, make the task of analysis, labelling and generalization-drawing easier. The core functions and meanings will be expanded on later, it is hoped, through the analysis of the whole text of the corresponding RAs to gradually work out more complete systems of structural and meaning resources.

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## **Anders HORSBØL**

AALBORG UNIVERSITY

### **Multimodal representations of biotech foods in intermediary genres**

The paper aims at contributing to the investigation of the meaning making of risks and benefits associated with biotechnologically modified food stuffs. It does so by analysing multimodal representations of biotech foods in what may be termed 'intermediary genres', i.e. genres which mediate scientific knowledge for the journalistic mass media, often in a way that has been deliberately designed on the basis of expertise on communication. The paper will compare different types of intermediary texts, all originated in Scandinavia, which have been produced by a) commercial organisations such as biotech companies, and b) non-commercial organisations such as governmental institutions, universities and NGOs. The analysis will focus on visual multimodality and proceed over three steps: the use of images and diagrams, the interplay and hierarchy between image and text, and 'paraverbal' matters such as inscription and materiality, thereby drawing particularly on the frame of multimodal discourse analysis developed by Kress/Van Leeuwen. Following up on the analysis, the paper will raise the question of multimodal resources for a fruitful public debate on a complex and scientifically saturated issue such as biotechnology.

## **Maj-Britt HÖGLUND**

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### **Women Friends Talking; Constructing Dialogic Voices of Identity in Editorials of Cosmopolitan Magazine, UK Edition**

The editorial of a newspaper or a magazine is the forum where the editor can address the reader directly, as if editor and reader were talking to each other. The editor draws upon linguistics resources in order to create dialogic voices, telling stories of female identities. These are stories of the editor's own experience, stories of the experience of her staff or interviewees. With the help of these stories she is constructing identities, which are proposed to her readers. The identities may be expected to correspond to the Cosmopolitan target group of "fun, fearless females".

The editor uses positive affect and positive appreciation to set the tone of the talks. She uses the heteroglossic resources of extra-vocalisation or intra-vocalisation in order to attribute the stories to different sources.

The editorial has a set format and the editor carries a dual authorial voice, reflected in the structure of the editorial. The friends talking are, however, separated in time and place and the editor cannot have an immediate answer. Instead she finishes the editorial with a call for readers' voices and stories.

Data: Editorials of *Cosmopolitan/UK Edition*, January to December 2004, 12 texts

Methodological framework: discourse analysis using the Appraisal Theory, set within Systemic Functional Linguistics

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## Matthew HONNIBAL

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### Analysis of an SFG corpus

The complexity of Halliday's grammatical theory has created a dilemma for data-driven research into systemic functional linguistics: a project could work with a large corpus of raw text, or a small sample of annotated text. This has meant that many facets of the rich discussion in the texts which present the theory have not been compared against a large sample of data implementing the annotation scheme they describe. A reference corpus of texts marked according to the analysis scheme described in Halliday (1993) or Matthiessen (1995) would be an extremely costly resource -- prohibitively costly, so far. However, Honnibal (2004) describes an alternative approach to building an SFG corpus, by automatically converting the skeletal syntactic annotation of the Penn Treebank (Marcus et al., 1994). This has yielded over two

million words of text annotated according to the interpersonal and textual systems described in Matthiessen (1995). Now that this data is available, patterns in the corpus can be used to evaluate predictions in the theory and resolve particular points of contention in the literature. This paper presents quantitative profiles of the interpersonal and textual systems of English grammar, and discusses whether these patterns are surprising or expected in light of systemic theory.

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## **Jingzi HUANG and Bruce NORMANDIA**

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### **Writing Mathematics: Linguistic Features as a Device to Gain and Demonstrate Desired Levels of Understanding**

This paper, drawing on Halliday's (1994) functional view of language, reports on a research study-in-progress to examine how student written discourse is associated with conceptual understanding and procedural knowledge in a secondary mathematics class. It focuses on the relationship between linguistic features and meaning construction in school mathematics.

Data presented in this paper are from a much larger study that is an exploratory one conducted in 2003 (Huang et al., 2003; Huang et al., 2005) and 2004 in a high school. This paper focuses on written discourse produced by the students. Field observation was utilized to obtain the general picture of the context in which the writing task was assigned and completed. To provide a principled account of how math content and math language are related, the study utilizes Knowledge Structures Analysis (Mohan and Huang 2002) for text analysis and look into the relations between the language used and semantic relations (Lemke, 1990) constructed as a result. Such an analysis allows the researchers to 1) reveal the linguistic features that are crucial in expressing target meanings; 2) differentiate good and weak math writing from a linguistic perspective so as to provide instructional implications.

Findings show a huge discrepancy in the use of linguistic features between good and weak writings, especially at the level of discourse. It is obvious to the researchers that the use of certain linguistic features could make a significant impact on a student's ability to explore, gain, and express mathematical understanding. As a result, the study offers pedagogical implications and directions for classroom actions. It indicates the necessity and a possibility of more explicitly teaching students how to write mathematically from a linguistic perspective.

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## **Derek IRWIN**

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## **The Masterful Duet: The Role of Dialogue in Infant Language Development**

In a recent paper (2004), Painter explores the notion of 'The 'Interpersonal First, Principle': This then is the picture of the neonate that has emerged over recent decades as a partner in a kind of communicative interaction with the adult which is regulated by emotions.(139) In the same volume, Hasan points out that most of the focus of research remains on the children's utterances 'rather than on the significance of the sayings of the adults with whom the children interact.(158) This paper utilizes these observations in a close examination of transition-stage dialogue between my daughter at the age of 19 months, and her mother. Through the use of the conversation analysis techniques presented by Eggins and Slade (2001) it will become apparent that the process of language development is indeed analogous to learning music: in the words of Wells and Gutfreund (1987), 'The adult gradually raises the demands that the conversation places on the child, rather in the same way as a master musician who is playing duets with the novice, as the novice's skill increases, selects more challenging pieces to play and draws attention to finer points.

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## **Noriko ITO**

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### **An analysis of rhetorical structures of Japanese instructional texts**

The purpose of this study is to describe rhetorical structures of Japanese instructional texts with special reference to wordprocessor help texts. In rhetorical structure theory (Mann, Thompson & Matthiessen 1992), the structure of a text is interpreted as a tree structure consisting of text segments tied together by various types of rhetorical relations. Rhetorical relations are often indicated by discourse markers, such as conjunctions. In the case of the help texts accompanying software, the texts are often marked up by means of HTML and some of the rhetorical relations are realized by HTML tags. For example, an HTML tag <OL> (which stands for ordered list) is strongly associated with a rhetorical relation SEQUENCE. To clarify the associations among the resources across strata, the lexicogrammatical and graphological resources to realize rhetorical structures are also examined.

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## **Joyce E. JAMES**

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### **Evaluation Practices as Genre: Discourses of Hope or Gloom?**

The purpose of the paper is to problematise the notion of pedagogic evaluation in educational contexts in general and in the context of examination in particular where the 'signifier' task, camouflages a host of significations resulting in a mismatch between the candidates experience of the culture and the contexts of cultures demanded of educational institutions in general and of examinations in particular.

Using the theoretical perspectives based on the social theory of pedagogic discourse and culture transmission of Bernstein (1971, 1982, 1986, 1990) and the Systemic Functional Theory of Halliday (1973, 1978, 1985) a corpus of text-based tasks across the New South Wales Higher School Certificate English Examinations is analysed to show:

- The Generic Structure Potential (GSP) of Evaluation Procedures
- Structure and Rhetorical Modes of Tasks
- Semantics of Tasks in Examinations
- Types of Evaluation Genres
- Evaluation and Task Success

The analysis of a relatively large number of semantic features is captured in a Semantic Network which traces the typical and critical pathways for the different examinations offered in the Higher School Certificate Examinations. It is clear from the semantic network that there are semantic variations across the evaluative activities in the different examinations giving rise to distinct genres which are ideologically positioned.

The implications of the study on evaluative practices are discussed with the view to questioning assumptions that have guided these practices. If the goal of education is empowerment, pedagogic evaluation that is valued has to be promoted and made available to a wider cohort of candidates.

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## **Alan A. JONES**

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### **The Head is the Thing: Metaphorical ‘Things’ in a Metaphorical Universe, or Discourse**

Abstract nouns are frequent in academic discourse, and frequently appear as the Heads of nominal groups where the Thing is represented separately, in a following prepositional phrase normally assigned to the Postmodifier. Thus, aspect functions as Head and approach as Thing in ‘an important aspect of this approach’. The phrase ‘of this approach’ is currently classified in SFG as part of the Postmodifier.

It is common to have two such following of-phrases in a nominal group: ‘some effects of varying the structure of a topic’. In the standard SFG analysis, abstract Heads of the kind illustrated are not Things; they are dissociated from the actual Thing. It is argued here that they foreground some aspect of the Thing and set up a kind of tension between Head and Thing within what Halliday and Matthiessen (2004) have called the ‘fulcrum’ of the nominal group (2004: 331). Between them they constitute its ‘total meaning’ (Halliday and Matthiessen, 2004: 332), but an abstract Head foregrounds purely cognitive layers of experience. This paper explores how the use of abstract Heads sets up a metaphorical universe made up entirely of analytic ‘constructs’, and how this process underlies the development of most social sciences.

## **Janet JONES**

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### **Multimodality and intersemiosis in print and computer-based learning materials in science at university**

Traditional approaches to teaching and learning a discipline at university are increasingly being supplemented or replaced with approaches using information and communication technologies (ICT). Much of the educational research in ICT, however, has sought to establish the economic benefits of technology-driven approaches rather than how meaning is construed in the multimodal learning environments of the page and screen. The concept of multimodality is taken to mean the diverse ways in which a number of distinct semiotic resource systems are both co-deployed and co-contextualised in meaning making. Underlying social semiotic accounts of multimodality are two key integrating principles drawn from systemic functional linguistic theory – stratification and the metafunctional organisation of meanings. This paper will report on my current doctoral research which aims to explore multimodality and intersemiosis in print and computer-based learning materials in science at university. One of the main challenges of this research has been to build a theoretical framework for multimodality and intersemiosis which can support the methods of analysis. O'Halloran's (2004) framework for intersemiosis in mathematics and systemic functional linguistic description of the language of science (Halliday and Martin 1993; Martin and Veel 1998) form the basis of the research. The paper will first describe the intersemiotic framework and methods of analysis of the corpus and conclude with some of the issues arising from the analysis.

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## **Seiki KATO**

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### **Changes in Referential Characteristics in Michael Faraday's Lecture Notes**

This paper describes the roles of lexical cohesion and exophoric/anaphoric reference in "The Chemical History of a Candle" by Michael Faraday. Over the six lectures Faraday gave, his usage of the pronoun "it" is traced comprehensively to show its gradual changes in referential characteristics. The lecture begins with a demonstration of burning a candle and ends with theorizing about the mechanism of combustion. Such progress entails the transition from exophoric to anaphoric <sup>TM</sup>eit<sup>TM</sup>f, which reflects the different patterns of our experience; the outer experience of the material world and the inner experience of the mental world, both related by the power of generalisation (Halliday 1994, pp. 308-9). This view corresponds to the previous result of process type distribution (Kato 2004). While the representation of the operation (doing) and observation (noticing) in chemical experiments owes much to Material and Mental processes respectively, Relational processes coupled with a means of logico-semantic expansion plays a fundamental role in the expression of scientific reasoning. These findings are considered in view of children's conceptions about natural phenomena (Driver et al. 1994, pp. 1-8) for assisting the learners of secondary-school level science in mitigating the sense of "alienation" (Halliday and Martin. 1993, p. 2) by the discourse of science.

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## **Kumiko KAWASHIMA**

AUSTRALIAN NATIONAL UNIVERSITY

### **'Teacher Talk' vs. 'Sister Talk': A Case Study of Interpersonal Meaning in Japanese and Australian Women's Magazines**

This paper analyses texts selected from a Japanese women's magazine *With* and its Australian equivalent *Cleo* by using Systemic Functional Linguistics as a core methodology. The lexico-grammatical analysis focused on the tenor of the texts in order to investigate the ways in which the relationship between the writer and the reader is constructed. A three dimensional model of tenor was used to illustrate the results of the analysis. Relatively speaking, the tenor of the *Cleo* texts is characterised with a close-to-equal power relationship, higher contact and high affective involvement between the writer and reader. In contrast, the tenor of the *With* texts features a more unequal power relationship, lower contact and low or no affective involvement. Given these characteristics, the *With* texts are described as resembling a 'teacher-talk', while the *Cleo* texts are viewed to be similar to a 'sister-talk'. The language used in these texts is discussed in relation to broader socio-cultural context in which the magazines are produced and read.

## **Jill KEALLEY**

UNIVERSITY OF SOUTH AUSTRALIA

## **Making meaning in talk between nurses and patients**

The meaning making process between healthcare professionals and clients has been examined in a number of studies. However, during the analysis of data from a study, which examined nurse/patient talk recorded after a cardiac procedure, quotidian and specialised understandings of the text became an issue. The method of analysis used in the study was Cloran's Rhetorical Units (1993). This paper will explore how quotidian and specialised understandings are construed in these texts.

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## **Astika KAPPAGODA**

MACQUARIE UNIVERSITY

### **Mapping experience onto the uncommonsense: the linguistics of theorisation in ancient Greek**

Some speakers of some languages choose to consciously reflect upon the experienced world in an 'uncommonsense' way by constructing theories, such as in science and medicine. This paper focuses on the language- particularly the lexicogrammar and semantics- that is used to construct such theories and to create 'explicit' knowledge in ancient Greek, and how this relates to scientific discourse in English. I will show how the phenomena of disease- such as found in the Hippocratic corpus and Thucydides' account of the plague- are represented by 'mapping' them onto each other in a certain way through the lexicogrammar of Greek, and that this mapping subsequently leads to the 'theorisation' of experience where the abstract and the concrete become conflated, and the conception of phenomena through text is covertly guided by an underlying theoretical model.

## **Patrick KIERNAN**

TOKYO DENKI UNIVERSITY

### **Ambassador or Imperialist? Exploring the Social Identity of the Native English Speaker Abroad**

Systemic functional linguistics (SFL) recognizes the intimate relationship between language and the social structure within which it functions (Halliday, 1973). It is therefore a useful approach to analyzing social situations. This paper considers the problem of the native speaker in English language teaching in the light of an SFL analysis of extended narrative interviews with native and non-native teachers of English in Japan, in order to better understand the role and identity of native English teachers working abroad. Images may vary from the benevolent ambassador to the oppressive imperialist.

The paper begins by introducing the theoretical debate surrounding the native speaker in Applied Linguistics (Davies, 2003; Pennycook, 1994) and English foreign language teaching (Phillipson, 1992). It focuses on a project in which English teachers working in a variety of teaching contexts throughout Japan were invited to discuss their experiences as, or working with, native English teachers. The narrative interviews were analysed in terms of schematic structure to reveal how the teachers adopted a variety of strategies to negotiate their educational philosophy and personal identity in relation to the concept of the native English speaker. The author then suggests how this analysis may provide positive insight into the native speaker debate.

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## **Naomi KNIGHT**

GLENDON COLLEGE, YORK UNIVERSITY

### **Semantic Discourse Analysis of an Instance of Bonobo-Human Discourse: Evidence of Linguistic Capabilities in the English Language System**

This semantic discourse analysis of interactions between language-competent bonobo Kanzi and his caregiver and researcher Jared Taglialatela includes short-range vocalizations uttered by Kanzi which Taglialatela previously studied through statistical analysis. I have utilized a subset of the same data through a systemic functional linguistic approach to prove that interpretations of the vocalizations were reasonable, and that they fit into the discourse structure of the English language.

In presenting some of these vocalizations and the surrounding context of the utterances, I will exhibit evidence that they work as Speech Function choices in the semantic stratum of language, building up specific contexts, and can also be shown to exhibit choices in the lexicogrammatical stratum.

This shows that Kanzi's vocalizations can be interpreted discursively through the language system, and that successful negotiations are completed with a high level of joint linguistic competence.

In addition, I will present findings from a current study of forgiveness discourse. Utilizing the same methodology, I have analyzed new data of instances of child-parent interaction in which a child can be seen to have made a transgression which is or is not followed by forgiveness.

Transgressions and the social aspect of forgiveness can be clearly seen through the discourse. This study complements the former in that both sets of data include similar aspects of tenor, field and mode, as well as structures in semantic choices. There is a clear parallel between the human parent-child interactions and the caregiver-bonobo interactions.

The interactions will be shown through video clips. Evidence for the parallels will be presented through a discussion of the discourse focusing on semantic choices being made within an Eggins and Slade based MOVE network, as these relate to context, and to lexicogrammatical realization.

## **Christine LAM LAI HWA**

NATIONAL UNIVERSITY OF SINGAPORE

### **Demystifying the Language of the Law or Deepening its Mystery? An Analysis of the Textual Meaning of the Selected Legal Texts**

This paper analyses the textual meaning of the selected legal texts with the purpose of elucidating which messages are foregrounded, and which ones are backgrounded, so as to allow readers to gain access to the knowledge which is represented in the selected legal documents under examination. This paper is written in a response to an increasing amount of critical comments which are directed mainly at the inaccessibility of the legal language (Mellinkoff 1963; Bhatia 1987; and Yon Maley in Gibbons 1992). It explores the nature of the language of the law by demonstrating exactly how the salient information/messages are thematised in sets of logical sequences (and which are not always presented in readable forms). Although this paper intends to easify, the decoding of the legal language as used in the particular texts, it yields limited success. While my analysis may highlight 'what are important' to readers on the one hand, it inadvertently puts them through a mental gymnastics that complicates the already complex reading on the other. Therefore, the answer to the question that this paper seeks to find lies somewhere in the middle.

## **Inger LASSEN**

AALBORG UNIVERSITY, DENMARK

### **Hopes and fears of the future: Attitudes expressed in ten biotechnology interviews**



involved. This paper reports attempts to identify those exchange mechanisms, as found in examples of complaints and responses from the files of companies in the computer industry.

The overall aims of written exchanges appear similar to those of conversation -- providing information, asking questions, giving instructions, making and accepting or rejecting offers. The underlying issues of attitude and appraisal appear similar, as do the rhetorical functions of topic management, persuasion, and so on. The correspondence studied here provides examples of these similarities, as writers report experiences, take positions, and make claims and counter-claims. But there is a fundamental difference in turn-taking mechanisms, so that a single turn can encompass multiple moves, whereas in conversation a single move might be spread over multiple turns.

Those differences mean that discourse markers take a different form. Topic management appears to be performed chiefly through thematisation, and persuasion appears to be exercised through appraisal mechanisms. Interpersonal themes appear to be particularly important.

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## **Li Zhanzi**

HEILONGJIANG UNIVERSITY, PRC

### **English and Its Relationship to Their Academic Lives**

The paper compares three types of language-learning narratives, namely, by distinguished Chinese scholars working in English education, by a group of highly successful ESL users in academic writing, and by researchers in the field of applied linguistics who are themselves ESL users. Drawing on critical cultural theories of identity and with a particular focus on the evaluative elements in the framework of appraisal theory in functional linguistics, the paper tries to explore their differences in terms of self-revelation, self-evaluation, and attitude to English as a skill, as a language of secrecy, power and mystery; and as a resource for enriching identity. The paper argues that these parallel discourses construct different relationships to English shaped by socio-cultural factors as well as the writers' awareness of them. Instead of rating a particular type of narrative as advantageous, the paper calls on a complimentary use of these discourses in reflecting on the practices and roles of ELT in China.

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## Benedict LIN

NAGOYA UNIVERSITY OF COMMERCE & BUSINESS, JAPAN

### The Social Relevance of Literature: SFG as a Basis for Argument and Pedagogy

This paper seeks to demonstrate how Systemic Functional Grammar can be employed to argue for social and cultural aims in the teaching of literature. Through using Hasan's (1985) model for verbal art in a stylistic analysis of a work by one of Singapore's foremost poets, it examines how language patterns and their secondary patterning encode important socio-historical information and thematic issues of relevance to National Education, a key concern of schools in Singapore, where the presenter taught for 19 years. Thus, it also consequently suggests how pedagogy in secondary school classrooms may be directed to meet this concern, as well as another key concern, the stimulation of critical thinking, while simultaneously enhancing awareness of the power of language in the construction of meaning. In so doing, it suggests how literature should and can have a central place in any school curriculum, if the aspirations of this conference's theme are to be advanced.

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## **Caroline LIPOVSKY**

UNIVERSITY OF SYDNEY

### **Negotiating solidarity in job interviews: the role of the participants' semantic choices**

This paper applies Martin's interpersonal systems of Appraisal to the analysis of job interviews in French and English. It illustrates how the candidates' and interviewers' semantic choices play an important role in contributing to their impressions of each another and influence the extent to which they bond.

Interviewers place a lot of importance on candidates' personality, and how they are going to get along with their colleagues and fit within the company if hired. This explains why, in the course of their interviews, candidates share feelings and beliefs with their interviewers in order to show they belong. For instance, they display a positive attitude to emphasise they are the kind of individuals people want to work with and that they can fit in their interviewers' organisation. They also display positive feelings, such as enthusiasm and passion for their job, to negotiate empathy, and make positive judgements on their capability to perform in their job to negotiate professional co-membership with their interviewers.

Moreover, French interactants seem to view expressions of emotions more favourably than Australians, whereas comparatively Australian candidates tend to downplay their achievements.

On the other hand, interviewers display a positive appreciation of the candidates' skills and experience as well as of their performance in the interview to appear friendly as future colleagues.

## **María Martínez LIROLA**

UNIVERSITY OF ALICANTE

### **The contribution of cleft sentences to create a discourse of hope: An analysis of Alan Paton's *Cry, the Beloved Country***

In this presentation we intend to prove that the use of cleft sentences in the novel *Cry, the Beloved Country* written by the South African writer Alan Paton (founder of the Liberal Association against apartheid) is a resource used by the author to highlight certain climatic moments and to build the context in which the novel is placed: the apartheid period in South Africa. Systemic Functional Grammar will help us to understand the main reasons for choosing between some linguistic forms or others depending on the function that those linguistic forms have in society.

We are going to analyse the different ways in which cleft sentences contribute to the analysis of the novel as a discourse of hope since this structure has certain communicative implications that allow the author to use it to talk about feelings such as love, fear, loyalty to God and to the country and to establish a contrast between the two main racial groups in South Africa: the white and black population.

Paton was committed with the socio-political situation of his country and his intention with this novel was to create a social consciousness, to oppose to the dominant ideology in South Africa in his historical moment. His use of language appears clearly connected with a marked social reality.

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## **Annabelle LUKIN**

CENTRE FOR LANGUAGE IN SOCIAL LIFE, MACQUARIE UNIVERSITY

### **War is not a verb: grammatical and rhetorical patterns in military press briefings**

At the 'Media at War' (University of California, Berkley, March 2004) Robert Scheer of The Los Angeles Times, and visiting professor at UC Berkeley, argued 'This has been the most shameful era of American media.' At the same conference, a US Marine public information director involved in the training of embedded journalists, commented: 'Frankly our job is to win the war. Part of that is information warfare. So we are going to attempt to dominate the information environment. Overall we were very happy with the outcome'<sup>1</sup>. A key strategy in this 'information warfare' was the US Central Command media centre, based in Doha, Qatar, which provided daily briefings to journalists in the early period of the invasion. In the paper I present findings from analysis of a selection of US Command Central press briefings, including transitivity choices, ergative configurations, patterns in grammatical metaphor, and temporal orientations (Halliday & Matthiessen, 2004). I also draw on Rhetorical Unit analysis (Cloran, 1994).

My findings reveal patterns of linguistic orientation which explain the comment by Michael Woolf of New York Metro, that within about 48 hours at Doha, 'you realize that you know significantly less than when you arrived, and that you're losing more sense of the larger picture by the hour. Eventually you, ll know nothing.'<sup>2</sup>

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## **Rob MCCORMACK**

### **Epidictic Discourse: The Rhetoric of Memory, Praise and Hope**

This paper will explore the fruitfulness of viewing public discourse through the optic of an ancient, but neglected, concept: epideixis. Within classical rhetoric, epideictic discourse was one of three valorised forms/occasions of public discourse, the other two being forensic discourse and deliberative discourse. Whereas these latter two have retained well defined and well articulated locations, institutionally and intellectually, within modernity as serious and responsible modes of public discourse, epideictic is often viewed as a slightly fusty or frivolous form of entertaining display associated with pompous ceremonies—a view first formulated by Aristotle. To the contrary, I will argue that epideictic discourse is in fact a fundamental political discourse, a discourse intent on founding and renewing a sense of community, what was called the *sensus communis* or *res-publica*, through an invoking of the values and virtues underwriting that community. Epideictic discourse summons a community to itself, to be aware of itself, to remember who it is, to come together as a self/community - to 'be'.

In face of the increasing erosion of legitimacy regarding modernity and its institutions, epideictic discourse will, I suggest, come to re-assume a much more prominent and vital role in public discourse. In short, I argue that the discourse of hope (say, deliberative discourse) with its topos of the future must first pass through the discourse of praise (epideictic discourse) together with its topos of remembrance.

## **Eva MAAGERØ**

## **Harry's Gameboy – a multimodal analysis of a cartoon film made by children**

In this paper Harry's Gameboy, a cartoon film made by nine children (10-14 years old) in a workshop at a film festival in Norway in 2002, will be presented and analysed. The analysis shows that the film is a complex multimodal text where the children in an advanced way use several semiotic resources in order to realize the overall meaning. They play with visual and verbal elements from children's culture, cartoon magazines, westerns, folktales etc in order to produce a rather complex story which can be interpreted in different ways. In the meaning making process the children also use a high degree of irony, contrasts and visual cohesive elements in an original and interesting way. The cartoon film shows in a very positive way the cultural and multimodal competence of children and young people and gives hope of their capability to orient themselves in a complicated and fragmented world.

The analysis of the film is based on Halliday's social semiotic framework, Paul Thibault's recent works on multimodality, and Umberto Eco's understanding of the complexity of texts. Gunther Kress' discussions of literacy in his recent papers are of importance in order to understand the multimodal competence of children and young people in the modern world.

## **Anthea MARKOWIAK**

UNIVERSITY OF SYDNEY

## **Comprehension in a diverse group of Kindergarten children**

Children with Learning Disabilities - a discrepancy between ability potential and attainment - generally experience difficulty with gathering meaning from formal discourse, oral or written. The study reported on in this paper explores the interpretation of text in a diverse group of Kindergarten children. Stories were read to six Kindergarten children with interactive support to ensure comprehension. Using SFL as the analysis tool it was found that the children with LD experienced difficulty with inference, reference, and textual features such as Marked Theme. They interpreted text literally, fabricated episodes and needed extensive scaffolding. Implications for teachers will be discussed.

## **Ana MARTÍN, María BARRIO, Laura HIDALGO, Susana MURCIA, Luis ORDÓÑEZ, Karina VIDAL and Rachel WHITTAKER**

UNIVERSIDAD AUTÓNOMA DE MADRID (SPAIN)

## **Do foreign language learners express ideology through their texts? An analysis of secondary school writing**

It is generally believed that learners of foreign languages with low proficiency do not express ideology in their written texts. In this paper we challenge this belief using evidence from a corpus of interlanguage texts collected in secondary schools in the Madrid area. We have found that, despite the limitations in their control of the foreign language, many students presented moral or political arguments in support of their theses. The texts that we have analysed are expository texts that respond to the prompt: "The drinking age should be 21". The analysis of transitivity suggests that these texts present a particular view of the world, giving responsibility to certain social groups. In addition, the analysis of appraisal reveals the positions that these writers take in relation to the topic.

The study is part of a larger project in composition writing in English conducted in three Spanish Secondary Schools with pre-university students (Council of Education, Autonomous Region of Madrid 06/0020/2001; Ministry of Education, National Government: HUM2004-06228). A corpus of 300 compositions written in response to three tasks eliciting three different genres (recount, exposition and report) were collected in five classes. The learning context is that of English as a foreign language, which our subjects take as an obligatory subject.

## **Karl MATON**

UNIVERSITY OF KEELE

## **Resources of Hope, Results of Despair: The peculiar demise of the commitments of cultural studies**

Cultural studies emerged as a concerted attempt at a cross-disciplinary project of hope. Its founders during the 1960s aimed to create a form of discursive analysis that would engender both intellectual and social change by building alliances with intellectuals in other disciplines and social groups beyond the academy to create, identify and encourage 'resources of hope' (Williams 1989). It thereby began as both positive and critical discourse analysis. However, rather than embodying a forum for cross-disciplinary dialogue and hope, cultural studies increasingly became an insular and fragmented series of monologues espousing a relativistic and populist discourse. In this paper I analyse how this occurred and what lessons it might hold for the creation of positive discourse analysis. Using an approach from the sociology of knowledge building on the work of Pierre Bourdieu and Basil Bernstein (Maton 2000, 2004, Moore & Maton 2001) I examine the changing language of legitimation of cultural studies - the ways in which claims to knowledge, resources and status are made by its practitioners. Analysis of this language shows how its structuring as a knowledge formation helped turn a commitment of hope and change into consequences of despair and fragmentation, and highlights the kind of knowledge structure a positive discourse analysis requires.

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## **Robin MELROSE**

UNIVERSITY OF PORTSMOUTH

### **Genre as Sedimentation: Language, Culture, Brain and The Learning/Teaching of Academic Writing**

In a paper on genre analysis and world Englishes, Bhatia (1997: 313-4) notes that genre analysis focuses among other things on two crucial aspects of genre acquisition: genre knowledge – a form of situated cognition, seen as 'inextricable from professional writers, procedural and social knowledge'; and sensitivity to cognitive structures – an awareness of how a particular discipline structures knowledge. In another paper on the heterogeneity of discourse genres, Hengst and Miller (1999: 325) see everyday genres as 'situated practices': for them, the development of communicative competence is an 'ongoing process of engaging in histories of fully situated utterances', whose traces are sedimented in the mediational resources of human cognition and communication whether in external resources such as books or in internal resources of neural connections,. In this paper I look at genre knowledge and sensitivity to cognitive structures as a 'sedimentation' of linguistic and cultural practices, focusing on the essay writing of a small group of native speaker British students at secondary level and drawing on recent research into the neural processing of language.

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## **Donna R. MILLER and Monica TURCI**

UNIVERSITY OF BOLOGNA, ITALY

### **'Free\*': Construing the 'social gospel', of M.L. King, Jr**

Reported are select findings from ongoing, largely qualitative, corpus-assisted research into the linguistic construal of the ‘social gospel’ of Martin Luther King, Jr. – ie, the here-and-now side of the ‘slave theology’ message of deliverance within whose rhetorical tradition King was firmly located – with the aim of identifying explicitly and implicitly functioning resources for alignment/affiliation of the (black and non-black) hearer with that message.

Results are given of a largely manual analysis of the 97 occurrences of the node word ‘free\*’ in a specially created, small (30,500 words ca.), but diachronically ‘representative’ (1955-1968) corpus of King’s speeches. Employing a multidirectional descriptive method of ‘shunting’ (Halliday 1961, in 2002: 45), we move from a lower-level corpus analysis to a complementary higher-level analysis of the ways in which King’s texts construe these abstract notions experientially and attitudinally – the former often representing the ‘Basis’ (Jordan 2001) for the latter. Firstly, concordances of nodeword ‘free’, are analyzed for experiential values and transitivity, focussing on significant participant and qualifying functions of entity ‘freedom’; then, speaker evaluation and engagement (Martin 2000; White 2003; Martin & White, forthcoming), as enacted in the necessarily ‘grown’ co-textual environments of the word are probed; finally, our ‘positive’ discourse analysis (Martin 1999; 2004) of what for many was an inspirational message of hope in the possibility of racial desegregation and reconciliation turns intertextual, in the attempt to mine the biblical roots and other multiple (socio-political, sermon etc) ideological sources of King’s ways of meaning.

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## **Phillip MILLS**

UNIVERSITY OF NEW SOUTH WALES

**Macedonia is Greek: Imagining the nation through the publications of the Greek National Tourism Organisation**

Tourist brochures have an important function beyond the promotion of commerce; they define the nation to the world. This paper examines how the brochures of the Greek National Tourism Organisation (GNTO) promote a Macedonia that is part of a bounded, linear totality, that of the Modern Greek state. I begin by locating the paper in the field of Critical Discourse Analysis (CDA) and argue that CDA provides an excellent basis for examining the ideological form and content of texts. Using methods related to CDA I show how a process of naturalisation has created a world-view in which nations are no longer visible as ideological constructs. Such imagined communities are, I maintain, the result of national narratives and their ability to create what I call bounded, linear totalities. I continue by situating my texts in the wider symbolic conflict between Greece and The Former Yugoslav Republic of Macedonia (FYROM). I then perform a multimodal discourse analysis of two GNTO brochures on Macedonia in which I show how a preferred meaning of Macedonia as part of Greece is created. I conclude by arguing the need for further research on the covert ideological uses of tourist publications.

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## **Bernard MOHAN and Tammy SLATER**

UNIVERSITY OF BRITISH COLUMBIA, VANCOUVER, CANADA

### **The development of oral causal explanations in school science**

Researchers and educators working from a systemic functional linguistic perspective have provided work on science discourse which offers an excellent starting point for examining the

linguistic aspects of causal discourse development in school science. This work has focused on texts written by experts (e.g., Mohan, Slater, Luo, & Jaipal, 2002; Veel, 1997). No work has yet described the development of causal language in school science by identifying the features in oral discourse or by comparing the discourse of native and non-native English speakers. What are the causal discourse features used by these students to construct oral causal explanations?

This research examines oral science discourse from more than nine hours of interviews with ESL and non-ESL students in primary and high school. The findings suggest that the developmental path which has been identified in the writing of experts appears in the learners' oral texts and when the discourse of high school ESL and non-ESL students is compared. This study is the first systemic functional comparison of the causal oral discourse of primary and secondary learners and of ESL and non-ESL speakers, and as such it helps map the hopeful area of causal discourse development.

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### **Alison MOORE, David BUTT and John CARTMILL**

CENTRE FOR LANGUAGE IN SOCIAL LIFE, DEPARTMENT OF LINGUISTICS, MACQUARIE UNIVERSITY, MACQUARIE UNIVERSITY, AND NEPEAN HOSPITAL/UNIVERSITY OF SYDNEY

#### **System and instance: vectors of change in contexts of surgical care**

Surgical operations take place within a 'scaffolding' of systems and prescribed procedures. The systems – products of human design – are charged with producing change and anticipating change. But they must also accommodate clashes of human values and interpretation surrounding teamwork, rosters, the categorisation of 'emergency', and allocations of equipment (on a practical, hour-by-hour, basis).

The thesis of our research is that problems occur not only because systems break down, but also because the systems themselves generate circumstances of human tension. This has been less than clear because models of health systems have lacked a comprehensive view of instantiation, and have focussed on 'ideational' meaning. It may be that, as in the history of linguistics, the reification of the system tends to obscure the micro-events through which change and adaptation are actualized. By shunting between system and instances of interaction, we can illuminate points at which crucial human differences need to be set up paradigmatically (as meaning options) rather than conflictually (the more fuss you make the more you get your way in the situation.)

We will report on four systemic 'hotspots' which have come to light early in the project. The presentation will draw on observations of linguistic and gestural/proxemic modes of meaning-making in theatre, and on interviews with surgical team members and others.

### **Stephen H. MOORE**

MACQUARIE UNIVERSITY

#### **Glimmers of hope in a globalised world: listen to the locals**

This paper investigates English language reporting on Cambodia since 1991. In particular, it compares and contrasts the reporting of a global media outlet (The Economist magazine) with that of a local one (Phnom Penh Post). A Systemic Functional Linguistic paradigm is followed and articles from each journal are analysed in terms of context, text and lexicogrammar. Point of view and voice are examined in some detail to provide evidence of ideological positioning in the discourse. The results show that whereas The Economist generally takes a gloomy view of Cambodia through field settings which are largely restricted to issues of democracy, rule of law and free markets (i.e., The Economist's 'mantra') and its own preferred point of view, the Phnom Penh Post offers a more optimistic view based on a wide variety of field settings and the inclusion of multiple perspectives including a variety of Cambodian

voices. Thus, there is a stark contrast evidenced between a globalised ‘discourse of despair’ and a localised ‘discourse of hope’. The paper draws attention to the importance of a sense of community and local voices in representing an unfamiliar reality to the rest of the world.

## **Peter MUNTIGL**

UNIVERSITY OF SALZBURG

### **From Problems to Solutions: Narratives of Hope in Psychotherapy**

Clients tell stories in psychotherapy. These stories, especially in the early stages of psychotherapy conversations, revolve around problems that concern self, other or relationships. Narrative therapists (e.g., White & Epston 1990) propose to address these problem-saturated stories by facilitating a re-authoring process in which clients may construct their lives and relationships in new and alternative ways. To examine clients, story-telling practices, I use a Genre & Register approach (Eggins & Martin 1997) on 6 sequential psychotherapy sessions involving a couple and a narrative therapist. I show that, as a result of the psychotherapy process, clients develop their meaning making (i.e., storying) potential. Problem stories become narratives of personal agency and ability, and these new narratives provide clients with new hope for re-construing their experiences and re-constructing their social relationships

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## **Mikako NAGANUMA**

AICHI SHUKUTOKU UNIVERSITY

### **Nominalization in Translation between Japanese and English**

This paper explores ‘nominalization’ by analyzing parallel texts written in Japanese and English. My intension of analysis is based on an idea regarding translation not just as a product but a process. As Hatim and Mason precisely stated, ‘the resulting translated text is to be seen as evidence of a transaction, a means of retracing the pathways of the translator’s decision-making procedures’(1990:4).

Translated texts are the result of translator’s motivated choice. I will focus on various phases of ‘nominalization’ patterns in Japanese and English texts as a motivated choice. Though both Japanese and English have a linguistic resource to realize ‘nominalization’, translation between the two languages is not likely to go smoothly.

Systemic Functional Linguists refer ‘nominalization’ as a resource for grammatical metaphor. By nominalizing verbs and adjectives into nouns, ‘they function as Thing in the nominal group’ (Halliday, 1994: 352). As Martin describes, ‘High levels of nominalization characterize abstract written English, especially in the context of science, the humanities and administration’ (1992: 138).

However, too much emphasis on its abstractness doesn’t complete the whole picture of nominalization. In Japanese, verbs can be nominalized by adding ‘no’ or ‘koto’ at the end, which is similar to ‘ing’ (Gerund) or ‘to’ (Infinitive) in English. Some cases of nominalization realized by these devices in Japanese texts are nothing but abstract, but very lengthy and concrete, and so are those in English. But they are still metaphorical, for they are no more Process but function as Thing. The parallel texts analysis reveals how similarly and differently nominalization is realized in translation between Japanese and English so that it affects translator’s motivated choice.

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## **Mick O'DONNELL**

UNIVERSIDAD AUTONOMA DE MADRID

### **Reconciling functionalism and structuralism: a tristratal view on process types.**

SFL evolved out of Firthian linguistics at a time when the generative tradition was dominant, and as such, decisions were made to over-emphasize the functional aspects of the model to counter-balance the overly structuralist focus of the Generativists. However, one cannot fully understand human language without taking both functional and structural perspectives into account. While language has evolved in the expression of meaning, so to it has evolved to be easily acquired by babies, and for the latter, the structural regularity within language is a very important aspect to be explored.

The conflict between these two views is evident to a degree within SFL itself. A recent study of how process type classification across 70 SFLers reveal a split between those who look at form as a primary criteria (e.g., does it project?) vs. those who regard content as a primary criteria (e.g., is there verbal action?).

In this paper, I hope to reconciliate these two views somewhat by offering a tri-stratal model of process-types. At the most abstract level, an utterance expresses a situation, which is multi-modal, potentially involving simultaneous and sequential material, mental and verbal action, as well as relations between entities and qualities. In expressing a situation, language (typically) selects out a single process to encapsulate the whole (e.g., that John was talking, or that he said X, etc.). It is this 'semantic' level where I place Halliday's process type model. However, when expressing these meanings into the grammar, the important organising features relate to grouping verbs as to the types of structures they can enter into, and thus (for instance), verbs of projection are distinct from those which don't project.

## **Kieran O'HALLORAN**

THE OPEN UNIVERSITY, UK

### **Discourse of hope?: using SFL and corpus analysis to recover sub-text in James Joyce's 'Eveline'**

James Joyce's short story 'Eveline' (from the collection, *Dubliners*, 1914) is in many ways a mental projection of hope by a young woman. Eveline is looking forward to a new life away from an unhappy existence, which involves caring for a violent father. In the story she is to elope with Frank to Buenos Aires. But Eveline in the end fails to join Frank on the night boat. This story has been the subject of many analyses. One of the most recent is Stubbs (2001), which uses a variety of computational and corpus techniques to confirm some key surface junctures in what amounts to a plot in 'Eveline'.

In this paper, I will complement such surface-level corpus-driven insights by showing how sub-text in 'Eveline' can be recovered. By performing a corpus-informed SFL analysis, I will demonstrate that 'Eveline' consists of a set of covert messages that jar against the surface hope of the text, a set of intimations that Eveline is not in fact going to take action, her psychological paralysis being the result of her father's brutality. It is these intimations as revealed through a combination of SFL and corpus analysis which I argue contribute to the literariness of 'Eveline'.

#### **Reference:**

Stubbs, M. (2001) *Words and Phrases: Corpus Studies of Lexical Semantics*, Oxford: Blackwell.

## **Michael O'TOOLE**

MURDOCH UNIVERSITY

### **The Semiotics of (Self-) Reconciliation: Julie Dowling's painting "Is it ok to be two things at once" (1996)**

Compositionally (Textual function) (O'Toole 1994), Julie Dowling's painting is divided into two halves: a European-style naturalistic self-portrait in spectacles and an Aboriginal dot-

painting vaguely outlining an ancestor/spirit figure, but with a vivid naturalistic pool of water where the left glass of the spectacles would be. Along the bottom of the painting a written quasi-mathematical formula starts clear on the left, but merges with the dot rhythms on the right.

Modally (the Interpersonal function in painting), the viewer is engaged by the direct gaze of the sitter's right eye and the blue water in the other eye-glass. The overall framing of a head-and-shoulders portrait and subframing of eyes in spectacles also functions modally, as does the deliberate change of modalities from iconic portrayal to written language in the formula and from Western to Aboriginal modes of depiction. Lighting and Colour also have strong Modal functions, both in themselves and in their contrasts.

In the Representational (i.e. Experiential) function the woman sitter of the self-portrait, dressed in white Australian casual style, gazes intelligently at the painter/ viewer, while her "other half", the spirit figure, is vaguely configured in dots.

The direct realisation in paint of the ethnic and cultural conflicts within a half-Aboriginal woman both deploys the resources of two conflicting social semiotics and, perhaps, exploits them, as art therapy, in the process of self-healing and self-reconciliation.

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## **Charles OWEN**

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### **University management discourse (UMD) – a case for the hygienist?**

Fairclough (1993) characterizes the 'marketization' of certain university texts in terms of an ideological dialectic. Since then, 'management-speak' has strengthened its grip on all public sector institutions, including universities, affecting internal as well as external communications. As Fairclough notes, marketization has potential 'pathological consequences', amongst which may be a degree of resistance in some university employees, threatening institutional cohesion and aims. 'Management-speak' also attracts criticism from a range of non-academic social commentators, whose opinions may lack linguistic foundation, but may still be influential.

This paper discusses this phenomenon by reference to selected texts and a comparison corpus and asks whether there is anything that universities can or ought to do. Possible management positions might be:

- Deny that there is a problem.
- Acknowledge that there is, but treat it as minor and/or transitory
- Intervene, e.g. by auditing, monitoring or training

The paper makes a tentative case for intervention, while recognising that the success rate of attempts at 'verbal hygiene' (Cameron 1995) is poor.

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Cameron, D. 1995 *Verbal Hygiene*. London: Routledge.

## **Adriana Silvina PAGANO**

UNIVERSIDADE FEDERAL DE MINAS GERAIS

### **Translation and Theme selection: evidence from a multilingual parallel corpus**

Thematic structure is one of the concerns of approaches to translation studies informed by systemic functional grammar (Baker, 1992). The analysis of Theme in original and translated texts has been pointed out as a productive way of investigating forms of (re)textualization (Coulthard, 1994) generally ascribed either to language system constraints or translators, idiosyncratic decisions (Hatim & Mason, 1991; Baker, 1992; Vasconcellos, 1997, 1998; Munday, 1998; Pagano, 2005). This paper discusses the role of Theme in the development of written discourse with a view to mapping patterns of Theme selection in original and translated texts. Drawing on the Hallidayan model for Theme analysis in English and attempting to

develop analytical forms for approaching Theme in Spanish and Portuguese, it discusses the results of a corpus-based analysis of texts compiled for the project CORDIALL – Corpus for the Analysis of Language and Literature – developed at Universidade Federal de Minas Gerais, Brazil. The paper argues that despite the significant differences among the three languages of the corpus a systemic functional model can be successfully applied to them, allowing the analyst to rely on the notion of Theme as an analytical category to account for different (re)textualizations.

## **Giovanni PARODI**

PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAÍSO

### **Variation across written/spoken and specialized/non-specialized registers in the PUCV- 2003 corpus of Spanish**

This study investigates the variation across speech and writing and specialized and non-specialized texts in a corpus of Spanish. Linguistic and functional variability in the PUCV-2003 tagged corpus (1,466,744 words) is explored using a multi-feature and multi-dimensional analysis. The aims of this research are (a) to identify relevant linguistic patterns (b) to compare three corpora: a written, technical-scientific, specialized corpus; a written literary corpus; and an oral interview-type corpus, and (c) to identify similarities and differences – in dimensional terms- across the three areas of specialization of the technical-scientific corpus: maritime, metal-mechanics, and commerce. The same method was used as in Biber's (1988) research on linguistic variation across speech and writing, but the focus was the Spanish language with emphasis on a text-oriented perspective. Normalized frequencies of the occurrence of the features in each text were then entered in a factor analysis, from which seven factors emerged. Variation in frequencies across the texts and the features provide evidence for five relevant dimensions. The analysis shows that the emerging dimensions identify variation between written and spoken registers and technical and non-technical texts, being the case that the "Informational Focus" turns out to be the most relevant dimension to account for the written technical-scientific corpus.

## **Pattama Jor PATPONG**

MACQUARIE UNIVERSITY

### **Turning discourses of diaster to discourses of hope: a transitivity analysis of Asian tsunami victims' experiences**

In memory of Asian tsunami victims, this paper aims to extend an application of systemic functional linguistics of language description to another text type - news report. The classification of text types is based on Jean Ure's text typology (Ure, 1989). Here, the text type of the news reports includes reportages, reviews, special reports, media interviews. This paper is focused on the experiential metafunction. This is the resource for construing our experience of the world around us and inside us (Halliday and Matthiessen, 1999, 2004; Matthiessen, 1995), expressed through the representational resources of clauses - the systems of TRANSITIVITY.

In a global context, the discourses of hope and a framework for action for the tsunami victims are strongly emphasized in Kofi Annan and Jan Egelang's remarks on the World Conference on Disaster Reduction, 18-22 January 2005, Kobe, Hyogo, Japan.

'The tsunami was an unprecedented, global natural disaster. I think we are already seeing an unprecedented, global response.' (Kofi Anan The Secretary-General, 2005)

'As the tsunami tragedy has shown us, local disasters can have global impact. It has also reminded us that global risks require truly global solutions.'

(Egeland, Under-Secretary General for Humanitarian Affairs, 2005)

In a local context of Thailand, this paper will try to account for the experiential meaning construed by people who have been affected by the devastating tsunami, both directly and

indirectly. Data for this paper are drawn from a corpus of news reports on Asian tsunami disaster. Six Thai main on-line news sources are collected: Thairath, Dailynews, Matichon, Khawsod, Komchadluek, and Manager. A detailed analysis of the transitivity systems is based on news extracts, and interviews that cover three main groups: (1) tsunami victims, (2) aid organizations, and (3) volunteers. These extracts highlight a strong message, where the waves of destruction lead to waves of hope and humanitarian relief.

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## **Helen PRICE**

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### **A year in the life of a genre: the strange case of the Apology Master, his apprentices and 'the hardest word'**

This paper will utilise the corpus of texts resulting from the 'The Apologist' website to consider the complex interaction between notions of 'genre' and 'register', in relation to the process of social cognition.

Set up in 2004 by the 'Apology Master' – a debut writer of a satirical novel that centres on the cultural act of apologising, the website allows the public to post 'apology' texts in predefined categories (eg 'to lovers', 'to teachers', 'to strangers', etc.) which supposedly relate to their past experiences, or else to respond to such postings, moderated by the Master. However, the apologists must remain anonymous, so the texts are in fact offered up to unknown recipients for their potential reproach, praise, renegotiation, entertainment, discovery, etc. Such contextual constraints and possibilities for these 'virtual apologies' thus provide the opportunity to explore what happens over time in linguistic terms when an existing genre is evoked – i.e. the act of apology, with all the ideologies that it carries – and this then intersects with the unique contextual characteristics of the website with its distinct fields of apology, its diverse participants and the parameters of computer-mediated communication.

More broadly, the paper will consider how distinctive contextual features of field, tenor and mode may influence the ontogenesis of social genre and conversely, how existing generic expectations within a culture may impact on language behaviour in a novice group as it jointly adopts, acts out and interprets new social possibilities.

## **Leonardo RECSKI**

FEDERAL UNIVERSITY OF SANTA CATARINA - BRAZIL

### **Interpersonal engagement in academic spoken discourse: a functional account of Dissertation Defenses**

Whereas former research on academic discourse has paid a great deal of attention to writing and its hedging strategies, this paper aims to show that a complementary and equally important feature of academic spoken discourse is the use of modal certainty. An examination of modal selections in two American Dissertation Defenses additionally reveals that the choices are purposeful and can be related to the speakers, role in the discourse, their commitment to propositions and their aims in such discourse events. On a more speculative level this paper aims to demonstrate that interpersonal meanings structure texts just as much as ideational ones and that macro-modalities contribute to coherence in important ways. Finally, it is argued that a productive analysis of modality in discourse must be based on the view that modal choices in a strict sense are closely linked with other choices conveying the speakers, interference upon propositions and arguments.

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## **David ROSE**

UNIVERSITY OF SYDNEY

### **Beyond Words: teaching how to mean**

In the choice of title for his 1975 study of child language development, Michael Halliday emphasised the significance of learning to make meaning, over learning to use words. Or in terms of the SFL model of language strata: learning to engage in meaningful discourse, over learning to use lexicogrammar. And if discourse is the point of language learning, then should it also be the focus of language teaching? In this paper I will try to demonstrate, firstly why discourse semantics is a more appropriate and effective focus for teaching language and literacy than is lexicogrammar, and secondly how a pedagogic discourse semantics might be organised, that is maximally useful for language teaching and minimally complex for teachers to use.

The study flows from a highly successful program of scaffolding literacy, that trains teachers to enable their students to read challenging texts, and then to use what they have learnt from reading in their writing. The pedagogy begins with patterns of discourse rather than grammatical categories, and so does text analysis for planning lessons. Elements that may be treated as clause and group structures from the perspective of grammar are viewed in the analyses as patterns of discourse. The approach demands analysis that is flexible and sensitive to specific patterns in particular texts, but is not too extravagant for teachers to acquire. Consequently we approach teacher training in the same way, drawing attention to instances experienced in context, an approach we will also try to apply in this paper.

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## **Terry ROYCE**

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

### **Intertextuality and the Multimodal text**

This presentation will demonstrate, via the analysis of a sample text from *The Economist* magazine, that a multimodal text is not just simply an isolate resulting from a particular contextual configuration, but is fundamentally a realisation of other texts, especially previous texts which are taken for granted by those who share in its production and reception (Bakhtin 1986:91). A multimodal text has a 'history', and the previous interactions between other texts and their contexts in a sense "leave their mark". This would include not only the multimodal ideational and interpersonal features of previous texts being carried over, but also perhaps some 'coded' expressions or formulaic sequences which could signal what is happening, or act to possibly predict what will occur next (Halliday and Hasan 1985:47). Accordingly, the sample text will be examined in terms of the three aspects of its intertextual 'history':

- The Subject Matter and the Issue (field-related)
- The Attitudes (tenor-related)
- Visual Typology (mode-related).

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## **Lorraine RYAN**

UNIVERSITY OF SYDNEY

### **Dylan Thomas: poem as puzzle**

In a recent book of explications of Dylan Thomas's *Collected Poems* (published 50 years after Thomas's death at 39), the Thomas editor and critic Ralph Maud 'rephrases' all 93 poems except one, 'I, in my intricate image', commenting that 'there are 108 lines all saying the same thing' (p. 136). 'I, in my intricate image', is one of the poems which Thomas did not read during his later public poetry performances, yet he placed it first in his second volume of published poetry (5 volumes published). This poem exhibits, in a more puzzling form, many of the features typical of much of Thomas's earlier poetry, in particular lexicogrammatical ambiguity and a succession of seemingly un- or loosely related images. Using SFL analysis of stylistic aspects of the poem, this paper will explore the idea of the poem as a puzzle to be solved by the reader. One of the most striking aspects is the use of anti-cohesive elements, that is, of elements that do not conform to the reader's expectation. The analysis will focus on determining a syntactic and semantic path through the ambiguity, images and anti-cohesive elements present in the text in order to arrive at a statement of narrative progression and so a possible solution to the puzzle.

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Maud, R. (2003). *Where have the old words got me? Explications of Dylan Thomas's Collected Poems*. Cardiff: University of Wales Press.

## **Elena SHELDON**

UNIVERSITY OF NEW SOUTH WALES

### **Thematic Patterns in English and Spanish in Academic Writing at University Level**

This paper presents how the discussion genre differs when written in English and Spanish. The Systemic Functional Linguistic approach is applied as this model relates language to social settings in an explicit and systematic way which allows both English and Spanish texts to be explored in terms of how meaning is realised through the grammar.

The Theme, which is a key part of the textual system, is explored thoroughly as it is the principal organiser of the clause as a message (Halliday 1994; Martin, J., Matthiessen C. & Painter, C. 1997 & Halliday & Matthiessen 2004). Of the two corpora, 6 Spanish and 6 English texts have been analysed in terms of Theme, especially looking at thematic differences of participants, roles and circumstantial elements. A noticeable difference has been revealed in the nominalised Topical Theme which construes the field differently. The textual analysis showed differences in the usage of conjunctive adjuncts as it was noticeable that the Spanish corpus displayed a larger amount of additive features than the English while the interpersonal analysis showed that the English texts used more impersonal preferences than the Spanish texts.

In addition, Dane°, (1974) method of analysing patterns of thematic progression is used to reveal the unfolding of the Theme in a text. While English texts have patterns of split rheme progression as an organising device, this pattern in Spanish was absent.

Overall, results confirmed similarities in lexical content but different Theme choices contributed to the organisation of the texts which highlighted distinct language patterns in Spanish.

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## **Sue SHERRATT, Tom BELLAMY, Rod GAMESON, Willy SHER and Tony WILLIAMS**

THE UNIVERSITY OF NEWCASTLE

### **Information exchange in high bandwidth design team activities**

Due to technological changes and increased globalisation, the face-to-face interaction between members of construction design teams is increasingly giving way to more virtual interactions. Thus team members may collaborate in the same physical environment but may also work with individuals in diverse physical locations (different cities/countries), using more powerful Information and Communication Technologies (ICT). For successful collaboration to take place in these different settings, the members need to adapt the way they exchange information and how they set up their relationships with each other. This paper will use two SFL analyses to examine team communication in three levels of ICT: face-to-face (low bandwidth), using electronic whiteboards (moderate bandwidth), and in 3D virtual worlds (high bandwidth). These stages reflect different degrees of oral, written, graphic and non-verbal communication. Exchange Structure Analysis (Martin, 1992) will be used to describe how information is exchanged during team collaboration. This provides data on the efficiency of information exchange and also the extent of miscommunication and repair. The politeness markers (mood and modality) (Halliday & Matthiessen, 2004) will be discussed. This analysis will reflect how the virtual contexts affect team relationships and how it alters the way in which information is exchanged. Facilitative communication strategies for use in virtual worlds will be explored.

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## **Sukdev SINGH**

GND UNIVERSITY, AMRITSAR INDIA

### **Grammatical metaphor appraisal motifs and ideological packaging**

The terms 'grammatical metaphor' used by Halliday (1994) to account for the disjunction between wording and meaning and the term 'appraisal' (Martin, 2000) refer to interesting linguistic phenomena on the borderline of lexico grammar of mood structure, which position the speakers/writers in the text and express their assessment and evaluation of the way things and events are or should be in their inner and/or outer world.

These aspects of lexico-grammatical system that extend 'the plausibility principle one step further' (Halliday, 1994: XIX) introduce the resources for adding to the experiential meaning an element of interpersonal meaning at the level of discourse. The grammatical metaphors and the choices of evaluative devices enable the language users to interpolate their feelings, judgements, and beliefs etc. to the experiential meanings. Thus the notion of 'mood structure and modality' as the expression of the language user's assessment and attitude extends its more obvious domain to include all such expressions of ideological packaging. Infact, the ideology of an individual or a socio-cultural group or an institution is encoded and articulated in any use of language (Fowler, Linguistic criticism; Fowler, Language and Control; Kress, Language as Ideology; Higgins, Broadcast news). The terms 'grammatical metaphor' and 'appraisal' as part of systematic functional linguistic theory not only explain the complexity of linguistic 'structure - meaning' relations at the level of the clause but also unpack the ideological punch at the level of discourse/text: the lexicogrammatical descriptions are thus related to the social communication contexts.

The present paper analyses the text of a letter written by Rajiv Gandhi, the late Prime Minister of India, to Benazir Bhutto at the time of her assuming the office as Prime Minister of Pakistan. Keeping in view the creaking relations between India and Pakistan since partition of India to create Pakistan, and, since then, military dictatorship in Pakistan and Democracy in India, it is interesting to know how Rajiv Gandhi uses the formal opportunity of greeting through this letter to take up some political issues with the democratically elected Prime Minister of Pakistan, Benazir Bhutto.

In the brief text of his letter, Rajiv gives propositions and proposals to create peace , goodwill and friendship between the two countries and the region. Although there is a nominalised narrative of experiential meanings in the background to be decoded by the informed reader, the text is marked by dense modality by way of interpersonal grammatical metaphors and appraisal, which not only help us understand the ideological position of Rajiv as the head of a democratic state, but also the dialogic nature of the text, further confirming the ideology of dialogue rather than coercion and negative propaganda.

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## **Anderson A. SOUZA and Jose L. MEURER**

UNIVERSIDADE FEDERAL DE SANTA CATARINA

### **Hope and social change in the discourse of four Russian national anthems**

National symbols and, more specifically for the object of study of this work, national anthems, play an important role in struggles for political power in modern societies and they have been described by Hobsbawm (1983, 1989, 1992) as mass manipulation tools and as ways of inculcating civic loyalty in citizens. On the other hand, national anthems are also positively used by citizens to express their rights in several situations, e.g. political protests and demonstrations. Considering the latter perspective, the discourse of national anthems can be seen as a multifunctional genre which may be used as a pedagogical tool to teach people some dimensions of the process of struggles for power in several countries and to help increase their political consciousness. The main purpose of this work is to carry out an SFL based genre analysis (Hasan, 1989, 1996; Martin, 1992; Martin & Rose, 2003; Meurer, 2002,2004) of the four national anthems used by Russia and the ex-Soviet Union, namely God save the Czar, the International, Unbreakable Union, and Hymn of the Russian Federation, which is Russia's current national anthem. The discourse of these national anthems may be seen as carriers of the social changes which led Russia from an absolutistic to a communist and, finally, to a democratic government. The importance of this work lies in the fact that it aims at contributing to a better understanding of how struggles for power shape the production of national anthems and how different social actors are represented in this process.

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## **Maree STENGLIN**

UNIVERSITY OF SYDNEY

### **Binding: hope for Bonding**

Drawing on a recently developed grammar of three-dimensional space (Stenglin 2002, 2004), this paper explores two interpersonal constructs in light of their relevance to reconciliation, especially in museum spaces. They are Binding and Bonding. Binding focuses on the way three-dimensional spaces can be organised to make their occupants feel secure or insecure. If people feel secure, for example, it is likely they will remain in an exhibition space for longer periods of time, return to that space more frequently, and be receptive to the activities and ideas that space has to offer.

Spaces can also position us interpersonally to create solidarity or Bonding. They do this in three main ways. Firstly, through the display of symbolic icons which people rally around. Secondly, through the types of interaction they foster, for example, large, open, light-filled spaces tend to encourage lots of talk, exploration and movement while dark, dimly-lit spaces tend to encourage quietness, reflection as well as reading and listening activities. Finally, spaces can also be organised to negotiate communities aligned around shared values, and when this communing potential is combined with Binding, it opens up the possibility of 're-bonding' museum visitors by aligning them into communities which may share different values.

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## **M. SUBHODAYA**

### **Verbal diplomacy-the language of peace**

'Peace was not what God wanted then, Peace is not what he wants now, Peace is not what he would ever want.' Perhaps these words very emphatically disclose the frustration of people who are victims of war, whatever the form, whatever the justifications. People living in the third world countries understand it better as they have been and are unwanted victims of masked patriotism, high place diplomacy and sheer global insensitivity. In my paper I have made an attempt to look at why- in spite of all the good will- peace treaties and pacts fail. Peoples of the world entrust their peace, survival, safety and their very existence in the hands of a selected few who act as the political police. But, quite often we see that these selected few fail to live up to their expectations. Wars have always been fought and always will be fought and these wars end up in treaties-the treaties of peace. But pacts and treaties are predominantly broken. Language of these pacts becomes a casualty. My paper looks at why does language which, is above any type of discrimination, become a casualty in the bargain for peace.

In my paper I would like to look at how language of peace works. The perception of the language of peace through an analysis is the main aim of the paper. The violent and the non-violent language and linguistic alienation are the other concepts which I would be looking into. All these aspects have been studied with reference to the Shimla Pact between India and Pakistan by interpreting the same through a lexical and semantic analysis.

## **Kinuko SUTO**

TOHOKU UNIVERSITY, JAPAN

### **Nominalisation and Nouniness as Meaning Strategies in Japanese and British Political Manifestos**

In the Japanese general election campaign 2003, the practice of distributing political party manifestos, which has long been conducted in the British political system, was introduced. Political manifestos, which present prospective policies that political parties intend to implement once in power, were distributed for the first time in Japanese history. This paper attempts to critically examine the characteristic ways of meaning seen in Japanese political

party manifestos in comparison with British manifestos, by focusing on nominalisation and nouniness.

The purpose of this paper is twofold. The first is to build a framework for analysis, by way of constructing Japanese and English 'clines of nouniness' wherein lexicogrammatical resources for realising events are sequenced in the order of more clausal and dynamic constructions to more nominal and static ones: clauses; projected clauses; part of nominal groups (restrictive clauses, embedded clauses); nominal groups. In this stage, inter-language similarities and differences between Japanese and English will be revealed along the parameter of delicacy. The second purpose is to analyse Japanese and British party manifestos, clarifying preferred choices from the clines of nouniness. Since two major parties of both countries, the incumbent parties (Japanese Liberal Democratic Party 2003, British Labour Party 1997) and the largest opposition parties (Democratic Party of Japan 2003, British Conservative Party 1997) will be comparatively analysed in this second stage, intra-language, as well as inter-language variations of choices will be elucidated.

## **Haruki TAKEUCHI**

KINKI UNIVERSITY TECHNICAL COLLEGE

### **Mysterious Structure of a Typical Japanese Essay**

In this research, a typical Japanese essay which is carried in the Asahi Shimbun, the most famous newspaper in Japan, is analyzed. It is well known that Japanese essays are not straight in the argument. Especially English-speaking people find it quite hard to understand the main points of the story. This difficulty is caused by the differences of the schematic structures between Japanese and English. In order to discuss a current topic, the theme is not addressed directly. Its peripheral topic is cited first. The anecdote is connected with the argument of the essay mentioned at the last stage. In addition, the relationship of the two stages is not so close. This kind of essay is the combination of culture-centered and argument-centered text developments.

As measures to analyze the essay, the concepts of Theme, cohesion and other related areas are utilized. This research will show us the uniqueness of the text structures Japanese essays often have.

## **Roy TAM**

### **Mood particles in Cantonese grammar**

In communication and education, the use of language is very important. Misuse of language may lead to misinterpretation of some basic meanings, and hence misunderstanding between the interlocutors. In systemic-functional linguistics, language is said to convey ideational, interpersonal and textual meanings simultaneously. Among the three types of meanings, interpersonal meanings are sometimes overlooked by the interlocutors especially when some appraisal elements are taken into consideration. In Cantonese, heaps of interpersonal meanings are conducted through mood particles. Actually, mood particles are regarded as bound morphemes with no independent grammatical status. They are generally affixed to the end-position of an utterance; therefore they are also called utterance particles. According to their structures, mood particles can be classified into single particles, double particles and particle clusters. Though mood particles do not appear as an independent unit, they carry out the grammatical function of assessing the mood structure of the clause, and they also help to express the interpersonal meanings such as attitude, certainty and judgment. Considering their versatility in clause function and their popularity in speech, mood particles are generally referred to as the 'little big words', in Cantonese grammar. This paper aims at identifying the various types of mood particles and how they perform the different grammatical functions in Cantonese.

## **Ken TANN**

UNIVERSITY OF SYDNEY

### **Nihonjinron – analyzing the genre of nationalistic discourse**

Since Ruth Benedict's *Chrysanthemum and The Sword* was first published in 1946, much ink has been spilt on the topic of the Japanese national identity. Excluding magazine articles, there were at least 1048 titles on Japanese uniqueness in circulation by 1990. Known under varied appellations of *Nihonjinron*, *Nihonbunkaron*, *Nihonshakairon*, and *Nihonron*, they constitute a well-recognized genre, as described by Befu (1993). However, unlike the bookstore category of *Australiana*, *Nihonjinron* has come to be singled out and condemned by historians and political scholars as pseudo-academic nationalistic propaganda.

Although the justification of such an accusation is of little interest to the linguist, the unanimous ostracism by the academic community may suggest at the presence of some identifiable criterion that may deserve further investigation from the perspective of discourse analysis. The disparity between readership and criticism also seems to hint at a rift between popular rhetorics and academic notions of acceptability.

This paper shall attempt to explore some characteristics of this type of discourse through the methods of analysis developed by Martin and Rose (2003), and provide some possible ways to look at nationalistic discourses in general. The Systemic Functional theory has provided an effective framework for understanding the role of language in social context. Through this paper, I hope to extend and encourage the application of SFL to understanding the cultural production of national identity.

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## **Helen TEBBLE**

DEAKIN UNIVERSITY

### **Hope for Sufferers of Depression**

The ultimate goal of the Language of Depression project conducted by linguists at Deakin University and psychiatrists at the Monash Medical Centre in Melbourne is to provide training programs for Acute Hospital staff to identify early their patients who suffer from depression and refer them to consultation- psychiatrists or psychologists for help. To date, only case studies from this project of 40 subjects have been reported. This paper presents the preliminary findings of the study of the language of depressed Acute Hospital patients. The generic structure of the data set will be described; the role and findings of the application of the WordSmith 3 concordance will be outlined; and in particular the semantic matches of features of depression will be presented. These are drawn especially from the application of APPRAISAL analysis. If Acute Hospital patients are listened to with the insights from these findings, with referral, they should receive help to curtail their suffering and be given hope of improvement and even the prospect of recovery from their depression.

## **Paul J. THIBAUT**

UNIVERSITY OF VENICE, AGDER UNIVERSITY COLLEGE

### **Face talk in the television interview**

Conversation is a highly multimodal matter. Speakers and listeners co-deploy in simultaneous, parallel, and overlapping ways a range of semiotic resources to sustain moves in conversation, to acknowledge and respond to the others, moves, and to manage transitions between moves. In addition to language, conversation comprises eye gaze, facial expressions,

eyebrow movements, head movements, and so on. With reference to a small corpus of television interviews from Hardtalk on BBC World, I shall examine the discourse semantic functions of the kinds of phenomena referred to above. Another dimension of such multimodal events is of course the use of the resources of film editing (e.g. camera angles, transitions between shots such as cuts, and so on), which interact with the semiotic resources of the participants, bodies in the course of the interview so that the TV viewer is left with the impression of a seamless television text. The proposed paper will consider in the SFL perspective the ways in which the interview genre is a multimodal discourse event. The main focus will be on the semiotic resources of the face. While facial expressions cannot be managed or intentionally modulated to the same extent that lexicogrammatical choices are, they are fundamental in the first instance to the maintaining of mutual focus and attention between the parties to a conversation and to the making of a range of discourse meanings which can be theorised and analysed metafunctionally

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## **Elizabeth THOMSON, Lesley HEAD, Chris CLEIRIGH and Pat MUIR**

UNIVERSITY OF WOLLONGONG

### **Words and Deeds: A linguistic study of relationships between environmental attitudes, beliefs and practices**

It is increasingly recognized that the major barriers to environmental sustainability are social, cultural and organizational rather than scientific. Environmental managers are acknowledging the importance of research into environment attitudes and behaviours but have tended to use non-linguistic research methods. The Words and Deeds research project uses linguistic tools, particularly appraisal analysis to investigate the kinds of attitudes different groups of Australians have in relation to their own backyards and to the environment at large. 16 interview transcripts taken from a larger corpus which was collected for the current ARC funded Backyard Project being undertaken at the University of Wollongong are analysed for values of appreciation, affect and judgment. The interviews are selected according to both demographic and 'life experience' criteria. The attitudinal analysis is correlated with the stated environmental practices of the interviewees to determine whether or not there is a connection between attitude and behaviour, that is, between words and deeds.

## **TRAN Thi Hong Van**

VIETNAM NATIONAL UNIVERSITY, HANOI - COLLEGE OF FOREIGN LANGUAGES

### **Views of America's War on Terror in Vietnamese Newspapers**

This paper examines the attitudes and beliefs of Vietnamese media towards America's so-called "war on terrorism" in general and its attack on Iraq in particular. The three newspapers are state-owned, namely People, Labour and New Hanoi. A critical discourse analysis (CDA) approach with systemic functional linguistics (SFL) was applied to expose Vietnam's political ideologies in matters concerning the "war on terrorism". Discourse features including lexicalization, grammatical elements and transitivity are analysed in the hope of bringing a convincing interpretation of the media's point of view. The paper also includes an investigation of the influences of post-Vietnam-war ideologies on the way Vietnamese newspapers view America's deeds in the current world affairs.

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Newspapers:

1. People (NhanDan Newspaper)
2. Labour (LaoDong Newspaper)

3. New Hanoi (Hanoi Moi Newspaper)  
and reference books related to CDA and SFL

## **Chiaoi TSENG**

BREMEN UNIVERSITY, GERMANY

### **Live and Let Live! World AIDS Campaign: A Multimodal Analysis of TV Commercials for AIDS Awareness**

Over the past few years, there have been quite a few campaigns for raising AIDS awareness due to the increasing death toll of AIDS patients in the whole world. UNAIDS is the largest campaigner: they have launched a campaign each year since the 80's. In addition, Viacom, one of the largest media companies in the world, also created media campaigns 'KNOW HIV/AIDS' to eradicate ignorance about AIDS since 2003. UNAIDS and Viacom, among other Anti-Aids organizations, run public service messages across a wide range of TV commercials, radio and outdoor properties. This paper aims to investigate how the meaning-making across the four metafunctions is realized in TV commercials of AIDS campaign. Methods and tools for analyzing texts which comprise words, image and sound have been looked into in the recent years (Thibault, 2000, Baldry, 2004, O'Halloran, 2004). But the so far proposed analyzing methods are either in their infancy (Baldry, 2004) or encountering a range of difficulties (O'Halloran, 2004). Therefore, through analyzing TV commercials of Anti-Aids Campaign, this study deals with the question of how it is possible to synchronously record metafunctional choices within various semiotic systems and in what way we can effectively analyze TV commercials.

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## **René VENEGAS V.**

PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAÍSO, CHILE

### **The uses of nominalization in technical manuals: A corpus-based approach**

This paper advances the lexical-semantic description of technical manuals containing industrial, commercial and maritime subjects. They are used in the technical secondary education and are part of the technical-scientific corpus collected by the FONDECYT N° 1020786 project at the Pontificia Universidad Católica de Valparaíso, Chile. Using tools for corpus analysis, in this investigation both the frequency and the word context of the specialized deverbal nominalizations (SDN) appearing in 24 technical manuals are identified. Analysing the concordances, the most frequent colligations of these nominalizations are described.

It is concluded that the highest frequencies of SDN are those which take the morphological suffix of action and consequence with the secondary meaning of matter, place or attribution, and which are used for animate or inanimate designation. In addition, a strong tendency to lexicalization is observed, due to the semantic integration of the suffixes into their roots.

The importance of these findings may confirm the empirical verification of the terminological function of the SDN in technical text types and may be of use in improving the reading comprehension of the text used in technical education settings.

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## **Orlando VIAN JR**

PONTIFICAL CATHOLIC UNIVERSITY OF SÃO PAULO

### **Teaching speaking skills to real beginners with diverse sociocultural backgrounds: an experience using the Register & Genre Theory**

This presentation aims at reporting part of a broader research (Vian Jr, 2002) which investigated the experience of designing oral production courses in English for Specific Purposes for real beginners based on genres from a systemic-functional perspective (Halliday & Hasan, 1989; Eggins & Martin, 1997, among others).

Focus will be put on a course for hall porter staff at a major five-star hotel in São Paulo (Brazil) who needed spoken English to interact with guests. Their attempt at speaking the language though failed several times as they looked for general English courses, which did not fulfil their needs. They then decided to take an ESP course in which they could develop their speaking skills so as to use the language more effectively according to their professional needs.

Our starting point was the concept of genre (Halliday & Hasan, 1989) and the register & genre theory (Eggins & Martin, 1997), their role in designing ESP courses as well as their

interface with different ways of assessing professional needs: interviews, questionnaires, work shadowing and on-going needs analysis.

We also intend to discuss other sociocultural factors influencing learning, such as cultural identities and representations people usually have towards the foreign language.

## **Masamichi WASHITAKE**

AICHI GAKUIN UNIVERSITY, JUNIOR COLLEGE, JAPAN

### **Challenging news stories: Newspaper articles as transcription of 'fact'**

This paper is an attempt to show the way how newspaper articles are construed by means of Ideology from the perspectives of Systemic Functional Theory and Critical Discourse Analysis. Newspaper articles tell us facts that happened in the immediate past, asserting that they offer direct, value-free and objective transcriptions of some absolute external reality (White 2003). In fact, however, they often treat the same event quite differently; in extreme cases, as if several different events had happened.

How does this happen? Does one paper tell us the true story and others tell a lie? The answer is that in most cases all of them tell 'true' stories: they see different facts even though they see the same event.

By exploring the semantic tendency to be deployed to construct the two Japanese news stories (Asahi and Yomiuri) on NHK's program alternation as a result of political pressure, I want to clarify the way how and why different stories are created as 'facts' and how the two newspaper publishers see the world, suggesting that the following components contribute to the creation: their goal and sequential relationship of elements (Genre); cause-and-effect relationships between sub events (Ideational meaning); opinions and attitudes toward the event (Interpersonal meaning); Thematic progression (Textual meaning).

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## **Jonathan WEBSTER**

CITY UNIVERSITY OF HONG KONG

### **Analyzing 'Conjunction' - the poem**

Motifs from science and theology are fused and interwoven in Edwin Thumboo's poem, *Conjunction*, in which the poet crafts a verbal picture of unbounded meaning as he metaphorizes across conjunctions of matter and meaning, space and earth, light and darkness, physiology and theology, nature and revelation, death and resurrection, Creator and creation. In the conjunction of matter and meaning, 'of the objects seen, and the eye that sees', the poet draws on the meaning-making potential of language 'V grammatical energy 'V to transmit, and to other eyes make visible, his vision of the world, his theory of the human condition. The poem prompts the reader 'to contemplate, in thought, as in a Picture,' the poet's image of the world. Words, grammar, and a wealth of allusions, are all consciously orchestrated in this poetic symphony, in which layers of code are drawn from previous poets, cultures, traditions, and disciplines, covering science, myth, anthropology, even numerology

Linguistic analysis focuses attention on the processes of meaning as they converge to produce an outcome such as is illustrated in this reader's commentary. 'What is important,' argues Halliday (1990/2003), 'is that we should be able to use the same theory and method of linguistic analysis - the same 'grammatics' ' whatever kind of text (or sub-text) we are trying to interpret, whether Tennyson or Darwin, Mother Goose or the Scientific American.' Unlike other sciences whose object of study is something other than language, linguistics metaphorizes about language itself: 'it construes meanings to explain the processes of meaning;' (Halliday 2005). Linguistic theory becomes none other than a metaphor 'for whole of meaning as theorizing 'V for the ability of the semiotic realm to construe itself into successive planes of virtual reality, in the (so far) unremitting human effort to understand;' (Halliday, *ibid.*).

## **Constance Wee**

NANYANG BUSINESS SCHOOL, NANYANG TECHNOLOGICAL UNIVERSITY

### **The Semantics of Negotiation: Grammar and Discourse in the mobilization of action in management email texts**

This paper is part of a PhD thesis on the linguistic resources that mobilize action in management email texts. SFL is applied to inform and re-interpret the common sense notion of ‘mobilization strategies’ reviewed by management scholars Palmer and Hardy (2000).

An important finding is the usefulness of incorporating both discourse as well as grammatical perspectives in the study of ‘negotiation’ in order to arrive at a rich interpretation. From the perspective of grammar, I will discuss the importance of viewing the verbal group as a resource for interpersonal positioning and impression management. While ‘traditional’ interpretations of interpersonal meaning have focused on the grammar of Mood and modality within the clause, in my study I extend the analysis to the entire verbal group (Halliday and Matthiessen (2004)). Further, I will adopt a discourse semantic perspective on the verbal group as deployed within sub-systems of APPRAISAL, notably as Attitude: judgement: capacity or tenacity and as Engagement.

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## **Rebekah WEGENER**

MACQUARIE UNIVERSITY

### **Distinguishing between contexts of care: when similar can mean crucially different**

A problem for contextually motivated theories of meaning is that small differences in the contextual settings of an interaction can produce extreme differences in the semantic unfolding of the interaction and, correspondingly, in the roles which participants contribute to the exchange. Contexts of care, for example, appear to have many factors in common. In what sense then can we talk about a ‘type’ or ‘semantic variety’ of context of care?

This presentation explores the above typological question by drawing on context theories and networks developed by Hasan, Martin, and Butt in the SFL tradition. The conclusion relates the problem to phenomena on other strata of linguistic description. For instance, we know that for two lexical items to be opposites in the same lexical field, they need to share all but one of their crucial semantic dimensions. For two contexts to be classified in the same ‘contextual field’, they only need share crucial parameters. They need not be identical.

## **Ariane Elyse WELCH**

UNIVERSITY OF SYDNEY

### **‘Words and horses’: Poetics and the Social Semiotic in Louis Zukofsky’s ‘A’ -7 to -10’**

This paper examines the poetry of Louis Zukofsky, a New York writer whose long poem, ‘A’ took him a life-time. His early poetry was written during the political and economic crisis in America post WW1, referencing the depression, the ‘New Deal’ and the upsurge of radical sentiment in the 1930s. Zukofsky embraces the modernist poetic practice of conservatives like Eliot and Pound, but seeks to chart a new course rejecting both the political Fascism of Pound, and the textual Stalinism of Socialist Realism.

Concerned with the ethics and epistemology of ‘ways of seeing’ and subjectivities, Zukofsky’s poetry operates the dialectical relations between subject and object, mental and material labour and deixis and thing. Zukofsky’s poetry embraces modernist collage, from Brooklynese street-talk to Marx’s Capital, recontextualising content, such as Marx’s commodity relations, into the form of his poetic practice.

The paper will centre around results drawn from systemic functional analysis of Zukofsky's 'A' -7 to -10, research undertaken on unpublished archive material from the Humanities Research Centre at the University of Texas as well as Soviet theories of language and social life. It thus seeks to understand the links between radical political theories, social semiotics, social context, and radical poetic practise.

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**Peter R.R. WHITE**

UNIVERSITY OF ADELAIDE

**Multimodal Appraisal – verbal and visual evocation of attitude in the print media.**

This paper explores the interaction of the verbal and the visual in news and current affairs coverage in the print and online media. It focuses specifically on the mechanisms by which positive and negative viewpoints are indirectly, covertly or implicitly activated in these texts as part of the strategy of 'impersonalisation' by which such texts sustain their claim to 'objectivity' or 'neutrality'. Some proposals will be made as to the options which are available in the verbal channel for this indirect evocation of attitude, extending somewhat the model of these resources as set out in Martin & White, in press. Further proposals will be made with respect to the potential for press photographs, drawings and diagrams to similarly evoke positive and negative assessments, in some cases independently of the verbal text they accompany and in other cases in conjunction with that text. It will be proposed that there are analogues in the visual channel to the options in the verbal channel which Martin & White have labelled 'provoked', 'flagged' and 'afforded' attitude, but also that there are options within the visual domain for the evocation of attitude which have no obvious parallels in the verbal. In setting out this typology of visual 'tokens' of attitude, attention will be paid to the visual classificatory system of Kress and van Leeuwen by which, for example, distinctions are observed between 'conceptual', 'narrative' and 'symbolic' images, and between images in terms of the interpersonal relationships they construe.

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**Geoff WILLIAMS and Robert MUNRO**

ENDANGERED LANGUAGES PROJECT, SOAS, UNIVERSITY OF LONDON AND DEPARTMENT OF ENGLISH, UNIVERSITY OF SYDNEY

**Modelling Semantic Variation through Machine Learning**

The systematic variation of language in relation to speakers' social positioning has been a significant interest in linguistics for many years (e.g. Bernstein, 1990; Halliday, 1978; Hasan, 1989). The modelling of semantic variation was advanced dramatically when Hasan developed relatively context-independent semantic networks as descriptive resources (e.g. Hasan, 1989; Hasan and Cloran, 1990; Cloran, 1994). To model the contribution of semantic features to variation statistically Hasan and Cloran used principal component analyses. However, this technique constrains the delicacy of the features whose significant contribution to any principal

component can be explored because quite large numbers of instances of each feature are required. In a later project, the contribution of more delicate features was investigated by Williams (e.g. 1995; 2001) through tests of differences between median frequencies. This technique was in turn limited by the fact that only small sets of features could be considered in any one statistical test.

While machine learning is firmly entrenched in natural language processing, it has only recently started to gain popularity as an analysis tool in computational sociolinguistics (Mendoza-Denton, Hay and Jannedy, 2003). The descriptive potential of one technique for the functional analysis of nominal groups was demonstrated by Munro (e.g. 2004), but no work has yet been attempted in message semantic analysis. It should provide new means for modelling semantic variation, particularly because machine learning can allow a flexible and exploratory analysis of data sets, and also provide a statistical means to further reduce the context-dependence and speaker-dependence of the observed semantic variation. This paper reports the outcome of our initial attempt to use machine learning to model variation in Williams's data (1995).

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## **Eric T. K. WONG**

MONASH UNIVERSITY MALAYSIA

### **The Syllable in Sihan: a systemic interpretation**

Nestled in the dense jungle of the interior of Sarawak exists a group of about 200 indigenous people called the Sihan. Dwindling in frightening number, there is some hope that this language be recorded and developed into a writing system to contribute towards the

richness of the multitude of indigenous languages within the State. This paper studies the syllable structure of Sihan from a systemic interpretation. Following a phonological approach, it investigates the distribution of the phonemes of Sihan holistically in syllable structures in V, VC, CV and CVC. The syllables, studied in the context of the words in Sihan, are captured via system networks that display the elements of Onset and Rhyme. The Onset, the initial sound of the syllable in a system network, would identify the phonological features of voicing, place and manner in the case of a CVC syllable. And the Rhyme, the core or central part of the syllable structure, would associate itself with the constituents of the Peak and Coda. The Peak would be described in terms of backness and height. From this perspective, the study of phonemes of languages can be interpreted through a syllable structure.

## **Dai Fei YANG**

UNIVERSITY OF WESTERN SYDNEY AND UNIVERSITY OF SYDNEY

### **Multimodality: Three levels of image analysis in meaning making**

Multi-modal literacy is concerned with the deployment of multi semiotic resources in meaning making in the realisation of social goals and purposes. In this paper the authors explore how an article in a Sydney newspaper co-deployed text and images in addressing the social concerns of terrorism and its impact on Australian children.

The paper will first apply the concept of traversal in rhetorical connections of time and space in critical historical event development (Bakhtin, 1981) to introduce the social context of the connection between September 11th event and the current global anti terrorism.

The authors then examine how images co-construct meanings in multimodal texts applying three levels of analysis: Barthes' concept of levels of meaning (1977), Batemen and Delin's five levels of structure (2001) and Kress's reading images (1996), from the perspectives of rhetorical significance, structural modelling and grammar of images. Such a multi facet modelling enriches linguistic resources for the analysis and descriptions of how images are effectively used in multimodal texts in the modelling of children's experience in critical social events.

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## **YANG Yanning**

NATIONAL UNIVERSITY OF SINGAPORE

### **Grammatical Metaphor in Chinese**

This paper investigates the properties of Grammatical Metaphor (GM) in Chinese. Particularly, the study explores how the GM in Chinese is identified and categorized, considering the semantic and lexicogrammatical features of the language. In addition, the study examines the similarities and differences between English and Chinese in the identification and categorization of GM. It is claimed that the reason for the differences is that the construction of the social semiotic in Chinese culture has been achieved through the construction of semantic system of Chinese language with the lexicogrammatical realization being different from that of English. To put the finding on a firmer footing, the research examines the use of GM in the texts drawn from the scientific textbooks published in China. In order that the data is representative enough of written Chinese for science purpose, the language material selected consists of written texts from various genres particular to science field. Practically, the data concerned is analyzed and interpreted in a framework developed for Chinese language on the basis of Systemic Functional Grammar. The diagnosis of the problems in the research may provide some insight into the understanding of GM and the language of Chinese.

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### **On the road to discovery: Hypertext pathways**

Everyday students engage with a range of texts created by a single semiotic mode or a combination of modes. Over the years, multimodal texts have become increasingly of interest to researchers and semioticians employing systemic functional linguistics. The impact of technology on the construction of texts has also led to an interest in the construction of texts in electronic environments (eg Unsworth, 1999). To analyse and describe multimodal texts a number of researchers have employed Halliday's metafunctional approach as a basis for developing their analytical frameworks (eg Kress & van Leeuwen, 1996; O'Halloran, 2004; Royce, 1999).

Students in schools are set tasks to locate information in a hypertext environment, but limited research has considered the construction of longer texts created by a user as s/he search for information within this environment. The work of Lemke (2002) and Kok (2004) on the description of hypertext environments, specifically centred on a website have made a contribution to this area of research. This paper will present one part of a draft analytical framework to describe hypertexts. It will focus on the resources to describe hypertext pathways using a metafunctional approach. Resources across the four functions of Representational, Interactive, Compositional and Logical will be presented. To situate this work, I will also

discuss the ranks that have been chosen for hypertexts. The sample data is drawn from 10 to 12 years old students using the program, The Way Things Work v2 (Dorling Kindersley).

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## **ZHANG Delu**

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### **On the Interface between Functional Grammar and Text Structure**

Functional grammar is formulated on the Basis of the metafunctions of language. A text is a semantic unit in a social context. So functional grammar is a good instrument for text analysis, just as Halliday says, 'Text analysis not based on grammar is not an analysis at all, but simply a running commentary.' However, when we use grammar to analyze a text, we mainly use statistical analysis or process analysis. We never actually study seriously how grammatical units, such as a clause, function in a text structure. This makes the analysis of text based on functional grammar appear subjective and inaccurate.

Then in the theories of discourse analysis, conversational analysis and genre analysis, we mainly focus on the structure of the text either as potential structure or as actual structure. For example, Sinclair and Coulthard (1975) classifies the structural units of a text into five ranks: lesson, transaction, exchange, act and move. This gives some indication of how the smallest unit of text may be and gives some clues to the units that might be realized by grammatical units in grammar. Others only study text structures at a rather general level, mainly the level of macro-structures, and do not care to go into the more detailed units that can be realized directly by the sentence or clause. So it is necessary to study how the upper units of grammar can be related to the lower units of the text. In other words, we should study how the upper ranks of grammatical units realize the lower ranks of text structure.

So the present paper will focus on the interface between functional grammatical structures and text structures. We'll study how we can set up direct relations between the analysis of functional grammar and that of text structure. The rationale behind that is that 'text is a semantic entity and not a formal or lexico-grammatical one, but the dividing line between them is not clearcut as the relation between grammar and text is not arbitrary.' (Halliday, 1980). If the relation between the two is not arbitrary, then there should be a certain kind of natural relation between grammar and text, and the grammatical structure and the text structure can be related by realization, so that the micro-structures of the text can be realized by the upper structures of functional grammar.

However, the different grammatical structures will realize different structural units, and there are diversifications, neutralizations, zero realizations in the process of realization. Also there are larger units of the text structure which will also be realized in grammar. We have to deal with all of this in our study of how the functional grammatical structures realize the structure of the text. Finally, We'll try to set up a framework to account for this kind of relations. In the process of this study, both the method of case study and that of statistics will be used.

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## **From Her World to Our World: Multimodal Electronic Text for Children's Peace Education – A Case of Hiroshima Kid's Peace Station**

In this paper, I will examine the multimodal texts on an award-winning children's website concerning atomic bomb and nuclear war: Hiroshima Kid's Peace Station. Specifically, I seek to explore the ways in which language, image and other semiotic resources interact to construct for children the meaning of peace and thus evoke their awareness of and participation in the grand social movement towards a world without nuclear weapon and war.

Using systemic functional linguistic and related functional visual semiotic tools, I will first bring a close analysis of verbal texts and images, with special attention to interpersonal meaning making resources (mood, Appraisal (language); contact, point of view, distance, modality (image), etc) and the choice of genre. Through the analysis I will illustrate the ways in which the texts enable the children to associate seemingly remote events (in terms of time as well as geographic location) with their own lives and hence evoke their sense of responsibility as a member of the global community.

Further, I will discuss the potential success and failure of the website by evaluating the response letters (photos) from the children readers. The purpose of such assessment is to provide some reflections on the development of new multimedia texts and how such new literacy practices may reshape our ways of taking part in various social processes; and challenge our current literacy education and education in general.

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