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CONFERENCE HANDBOOK

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Proofreading

Maria Freddi: University of Pavia

Conference assistants

Ruth Ellen Alcendor: Université Paris Diderot, France
Saliha Benchikh: Université Paris 3- Sorbonne Nouvelle
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Myrsini Sgourelli: Université Paris Diderot, France

Iro Tsouli: Université Paris Diderot, France

Rafael Zapata: Université Paris Diderot, France

CONFERENCE LOCATION

Université Paris Diderot, Amphithéâtre Buffon , 5 rue Hélène Brion 75013 Paris , France

CONFERENCE WEBSITE

<http://esflc2014.cillac-arp.univ-paris-diderot.fr/public/ESFLC2014>

CONFERENCE CONTACT

esflc2014-local@eila.univ-paris-diderot.fr

PARTICIPANT INDEX

Surname	Given name	Détails	Abstract on page...
Acevedo	Claire	Freelance Teacher Educator, UK claire.m.acevedo@gmail.com	14
Andersen	Thomas	University of Southern Denmark tha@sdu.dk	44
Banks	David	Université de Bretagne Occidentale David.Banks@univ-brest.fr	15
Barbara	Leila	Pontificia Universidade Católica de São Paulo lbarbara@uol.com.br	16
Bartlett	Tom	Cardiff University bartlettt@cardiff.ac.uk	17
Bartley	Leanne	University of Granada lbartley@ugr.es,	18
Becha	Takoua	University of Sfax-Tunisia takoua1986@gmail.com	19
Benayoun	Jean-Michel	Université Paris Diderot jmb@eila.univ-paris-diderot.fr	-
Benedetto	Caroline	4 rue Scipion, Paris carolinetraductions@gmail.com	-
Benitez-Castro	Miguel-Angel	University of Granada mabenitez@ugr.es	18
Benson	James	York University jbenison@glendon.yorku.ca	20
Berry	Margaret	University of Nottingham margaret@hmberry.plus.com	21
Bordet	Geneviève	Université Paris Diderot gbordet@eila.univ-paris-diderot.fr	23
Caltabiano M. B.	Maria Aparecida	Pontificia Universidade Católica de São Paulo	24

Silva		cidacalt@pucsp.br	
Carter-Thomas	Shirley	Institut Mines-Télécom (TEM), LaTTICe (ENS, Paris) shirley.thomas@telecom-em.eu	25
Cheung	Lok Ming Eric	Hong Kong Polytechnic University eric.lm.cheung@connect.polyu.hk	26
Clarke	Ben	University of Portsmouth ben.clarke@port.ac.uk	27
Coffin	Caroline	The Open University, UK caroline.coffin@open.ac.uk	14
Colombi	María Cecilia	University of California, Davis cmcolombi@ucdavis.edu	28
Cominos	Nayia	University of Adelaide, Australia nayia.cominos@adelaide.edu.au	99
Cummings	Michael	York University, Toronto mcummings@gl.yorku.ca	29
Economou	Dorothy	University of Sydney, Australia dorothyeconomou@gmail.com	30
Fawcett	Margaret	6 Ryehill Close, York YO32 4DE, UK	-
Fawcett	Robin	Cardiff University, UK Fawcett@cardiff.ac.uk	31, 32
Feng	William Dezheng	The Hong Kong Polytechnic University will.feng@polyu.edu.hk	34
Fontaine	Lise	Cardiff University FontaineL@cf.ac.uk	41
Forey	Gail	The Hong Kong Polytechnic University gail.forey@polyu.edu.hk	86
François	Jacques	Université de Caen & Lattice, ENS/Paris 3 jfrancois@interlingua.fr	35
Fries	Peter H	Central Michigan University frieslph@gmail.com	37
Fries	Nan	PO Box 310, Mount Pleasant, MI 48804, USA	-

Fryer	Daniel Lees	University of Gothenburg daniel.lees.fryer@sprak.gu.se	-
García Asensio	Maria Ángeles	Universitat de Barcelona garciaasensio@ub.edu	81
Gardner	Sheena	Coventry University sheena.gardner@coventry.ac.uk	38
Gledhill	Christopher	Université Paris Diderot cgl@eila.univ-paris-diderot.fr	39
Googol	Nasim	University of Wollongong nasimgoogol@gmail.com	40
Gouveia	Carlos	University of Lisbon carlos.gouveia@fl.ul.pt	14
Gwilliams	Laura	United Arab Emirates lgwilliams90@gmail.com	41
Hall	Valerie	Equinox Publishing vhall@equinoxpub.com	-
Hamilton	Clive	Université Sorbonne Nouvelle - Paris 3 clive.hamilton@etud.sorbonne-nouvelle.fr	42
Herke	Maria	Macquarie University maria.herke@mq.edu.au	43, 60
Holsting	Alexandra	University of Southern Denmark aho@sdu.dk, tha@sdu.dk	44
Humphrey	Sally	Australian Catholic University sally.humphrey@acu.edu.au	45
Irwin	Derek	University of Nottingham Malaysia Campus derek.irwin@nottingham.edu.my	46 85
Jones	Katy	Cardiff University jonesks1@cardiff.ac.uk	46
Jullian	Paula	Pontificia Universidad Católica de Chile	47

		pjullian@uc.cl	
Jureidini	Jon	University of Adelaide, Australia jon.jureidini@health.sa.gov.au	99
Kaltenbacher	Martin	University of Salzburg martin.kaltenbacher@sbg.ac.at	48
Karagevrekis	Mersini	University of Macedonia, Thessaloniki karag@uom.gr	49
Kavalir	Monika	University of Ljubljana monika.kavalir@ff.uni-lj.si	50
Kübler	Natalie	Université Paris Diderot nkubler@eila.univ-paris-diderot.fr	98
Kunst	Alex Matthew	University of Helsinki alex.kunst@helsinki.fi	51
Labatut	François	Université Paris Denis-Diderot labatut.francois@gmail.com	52
Lam	Marvin	The Hong Kong Polytechnic University marvinlam@me.com	54
Lassen	Inger	Aalborg University inglas@cgs.aau.dk	55
Lavid	Julia	Universidad Complutense de Madrid julavid@filol.ucm.es	56
Lewin	Beverly	Rehov Hamelachim 79, Ramat Hasharon, Israel lewinbe@hotmail.com	-
Li	Xi	Macquarie University xi.li3@students.mq.edu.au	57
Liang	Mei-Ya	National Central University, Taiwan my_liang@yahoo.com.tw	58
Liardét	Cassi	Macquarie University Cassi.Liardet@mq.edu.au	59, 60
Low	Francis	The Hong Kong Polytechnic University low99low@me.com	54

Luporini	Antonella	University of Bologna antonella.luporini@unibo.it	71
Macedo	Celia	Universidade Federal do Pará cmmacedo@ufpa.br	16
Magaña	Dalia	University of California dmagana6@ucmerced.edu	61
Magnusson	Ulrika	Stockholm University ulrika.magnusson@isd.su.se	62
Maiorani	Arianna	Loughborough University A.Maiorani@lboro.ac.uk	64
Martinez-Insua	Ana Elina	University of Vigo minsua@uvigo.es	65
Matthiessen	Christian M.I.M.	The Hong Kong Polytechnic University cmatthie@mac.com	66
Maxwell-Reid	Corinne	The Chinese University of Hong Kong cmaxwellreid@cuhk.edu.hk	67
McCabe	Anne	Saint Louis University - Madrid Campus mccabea@slu.edu	68, 100
McDonald	Lorraine	Australian Catholic University lmcdonald99@optusnet.com.au	69
Menendez	Salvio Martin	Universidad de Buenos Aires, Universidad Nacional de Mar del Plata, CONICET salviomenendez@gmail.com	70
Miller	Donna R.	University of Bologna donnarose.miller@unibo.it	71
Molnar	Sonja	University of Salzburg sonja.molnar@sbg.ac.at	72
Montemayor-Borsinger	Ann	Universidad Nacional de Cuyo and Universidad Nacional de Río Negro aborsinger@unrn.edu.ar	73
Moratón	Lara	Universidad Complutense de Madrid	55

		laramoraton@gmail.com	
Mukherjee	Sarah Jane	The Open University sarahjane.mukherjee@open.ac.uk	74
Mwinlaaru	Isaac Nuokyaalre	The Hong Kong Polytechnic University isaac.mwinlaaru@connect.polyu.hk	75
Neumann	Stella	RWTH Aachen University Neumann@anglistik.rwth-aachen.de	77
Niemietz	Paula	RWTH Aachen University Niemietz@anglistik.rwth-aachen.de	77
O'Donnell	Mick	Universidad Autonoma de Madrid micko.madrid@gmail.com	78, 79
Pecman	Mojca	Université Paris Diderot mpecman@eila.univ-paris-diderot.fr	79
Pensec	Emanuelle	5 lieu-dit Kervéo, 29360 Clohars-Carnoët, France emmanuelle.pensec@univ-ubs.fr	-
Pérez-Guerra	Javier	University of Vigo jperez@uvigo.es	65
Polanco Martínez	Fernando	Universitat de Barcelona polanco@ub.edu	81
Qi	Yujie	The Hong Kong Polytechnic University timeqyj@gmail.com	34
Rajandran	Kumaran	University of Malaya kumaran-r@hotmail.com	82
Resende	Viviane	Universidade de Brasília viviane.melo.resende@gmail.com	83
Rodriguez Marin	Rafael	Universidad Nacional de Educación a Distancia rmarin@flog.uned.es	70
Rossette	Fiona	Université Paris 10 fionarossette@noos.fr	84

Russell	Noah	University of Nottingham noah.russell@nottingham.ac.uk	85
Sampson	Nicholas	The Hong Kong Polytechnic University nicholas.sampson@polyu.edu.hk	86
Sarda	Laure	Lattice, CNRS & ENS, Paris Laure.sarda@ens.fr	25
Schonthal	David	06 Tewkesbury Street, Cardiff, CF24 4QS, United Kingdom SchonthalDI@cf.ac.uk	-
Simmons	Doreen	284 St. Germain Av., Toronto ON, M5M 1W3, Canada	-
Spence	Robert	Universität des Saarlandes robert.allan.spence@gmail.com	87
Steiner	Erich	Universität des Saarlandes E.Steiner@mx.uni-saarland.de	88
Swain	Elizabeth	University of Trieste elizabeth.swainsid@gmail.com	90
Taib	Fauziah	University of Malaya fauziaht@um.edu.my	82
Takewa	Mika	University of Leeds M.Takewa@leeds.ac.uk	91
Taverniers	Miriam	Universiteit Gent / Ghent University miriam.taverniers@ugent.be	92
Teruya	Kazuhiro	The Hong Kong Polytechnic University k.teruya@polyu.edu.hk	66
Thompson	Geoff	University of Liverpool geoff9@liv.ac.uk	94
Thwaite	Anne	Edith Cowan University, Australia a.thwaite@ecu.edu.au	95
Tucker	Gordon	Cardiff University tuckerg@cardiff.ac.uk	96
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		Len.Unsworth@acu.edu.au	
Ventola	Eija	Aalto University, Helsinki Finland eija.ventola@aalto.fi	73
Volanschi	Alexandra	Université Paris Diderot alexa.volanschi@gmail.com	98
Walsh	John	University of Adelaide john.walsh@adelaide.edu.au	99
Whittaker	Rachel	Universidad Autónoma de Madrid rachel@uam.es	14, 100
Williams	Jamie	University of Nottingham eexjw@nottingham.ac.uk	85
Yúfera Gómez	Irene	Universitat de Barcelona iyufera@ub.edu	81
Zhang	Peijia	The Hong Kong Polytechnic University kaela.zhang@connect.polyu.hk	101
Zimina	Maria	Université Paris Diderot maria.zimina@eila.univ-paris-diderot.fr	102

ABSTRACTS

SYMPOSIUM

Acevedo, Claire, Caroline Coffin, Rachel Whittaker & Carlos Gouveia

Claire Acevedo, Freelance Teacher Educator, UK - claire.m.acevedo@gmail.com

Caroline Coffin, The Open University, UK - caroline.coffin@open.ac.uk

Rachel Whittaker, Universidad Autónoma - Madrid, Spain, rachel@uam.es

Carlos Gouveia, University of Lisbon - Portugal, carlos.gouveia@fl.ul.pt

SYMPOSIUM TITLE

Linguistics recontextualised as classroom pedagogy: a perspective from five European countries on implementing the SFL informed Reading to Learn approach

KEYWORDS

teacher training, Genre pedagogy, literacy education

ABSTRACT

This 90 minute presentation of four linked papers presents the findings and reports the experiences of educators involved in the professional development project Teacher Learning for European Literacy Education (TeL4ELE) funded by the European Union 2011-2013. The project pioneered the introduction of the Reading to Learn program (Rose, 2013, Rose and Martin 2012) to teacher educators and teachers in a European context. This approach is based on Systemic Functional Linguistics (SFL) recontextualized for pedagogic purposes.

The first paper (Acevedo) describes the aims of the project and provides the context, foregrounding its inherent diversity in terms of cultural, linguistic and educational settings, participant knowledge about SFL and experience in teacher education. It outlines the structure of the project and explains the principles of the Reading to Learn pedagogy.

The second paper (Coffin) draws on the project evaluation data to highlight the salient findings from all participants. The outcomes of the project are discussed with reference to recent research into professional development. What emerges is the potential for a robust SFL based pedagogy to transcend international boundaries and a range of local challenges. The project found that the majority of educators' developed greater understanding of the role of language in learning and that learning outcomes for all learners, particularly those who are educationally disadvantaged, improved.

The third paper (Whittaker) offers a glimpse of the project's implementation in Spain in Spanish, English and Basque, for subjects across the curriculum at late primary and early secondary levels. It discusses insights from teachers as they worked together on subject texts, and student production in different areas and languages.

The final paper (Gouveia) provides a specific example of how the project was undertaken in different schools in Portugal. The development and implementation of the project will be referred to in relation to teachers' reactions, trainers' evaluation and learners' progress.

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Banks, David

Université de Bretagne Occidentale, 20 rue Duquesne, 29837 Brest,
David.Banks@univ-brest.fr

TITLE

The first translation of an academic article (Philosophical Transactions 6 March 1665)

KEYWORDS

academic article, Journal des Sçavans, Philosophical Transactions, thematic structure, transitivity, translation

ABSTRACT

The very first academic periodical was the *Journal des Sçavans*, whose first issue appeared in Paris on 5 Jan. 1665. The second followed two months later when the first issue of the *Philosophical Transactions* appeared in London on 6 Mar. 1665. The *Journal des Sçavans* was edited by Denis de Sallo, at the instigation of Colbert, Louis XVI's first minister, and consisted mainly of book reviews. The *Philosophical Transactions* was edited by Henry Oldenburg, one of the secretaries of the Royal Society, and was based on his voluminous international correspondence. These two journals are of importance in the history of scientific discourse, not only because they were the first in the field, but also because they both still exist. In the first issue of the *Philosophical Transactions* one of the items is headed "An Accompt of the improvement of Optick Glasses". This derives from an item in the first issue of the *Journal des Sçavans* which is a review of "Raggvaglio di nvove osservationi" by Guiseppe Campani. The item in the *Philosophical Transactions* is thus the very first translation of an academic article, and as such is of both historical and linguistic interest. Apart from the introduction and conclusion, Oldenburg's text parallel's the French text closely, almost clause by clause. Hence it is interesting to see to what extent he took over the thematic structure of the original French, used the same transitivity patterns, and so on.

This paper is part of an ongoing research programme on the *Journal des Sçavans* and the *Philosophical Transactions*, 1665-1700, of which the following are recent examples:

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- Banks, David (2013b): "Les premières images de la revue scientifique : les *Philosophical Transactions*, 1665-1670", in Banks, David (ed.): *L'image dans le texte scientifique*, Paris, L'Harmattan, 41-63.
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Banks, David (2012a): "How modality may function in some early issues of the *Philosophical Transactions*", *Revista Lingüística y Lenguas Aplicadas*, 7, 61-76.

Banks, David (2012b): "The implications of genre related choices in early issues of the *Journal des Sçavans* and the *Philosophical Transactions*", in Maci, Stephania M. & Michele Sala (eds.): *Genre Variation in Academic Communication. Emerging disciplinary trends*, Bergamo, CELSB Libreria Universitaria, 85-104.

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Barbara, Leila & Celia Macedo

Leila Barbara: Pontifícia Universidade Católica de São Paulo / CNPq, Rua Monte Alegre 984, 05014-001, São Paulo-SP-Brasil

lbarbara@uol.com.br

Célia Maria Macêdo de Macêdo: Universidade Federal do Pará, Av. Augusto Correa 01, 66075-110, Belém-PA-Brasil

cmmacedo@ufpa.br

TITLE

Expansion in Research Articles: the study of *mas* and *embora* in Linguistics and Agricultural Sciences

KEYWORDS

Systemic Functional Grammar; research articles; expansion

ABSTRACT

This paper presents results of a study on research articles, part of the project SAL-Brasil (Systemic Across Languages) and investigates a corpus of articles of two areas of study representing the Humanities and the Natural Sciences, namely, Linguistics and Agricultural Sciences, written in Brazilian Portuguese, taken from the site www.scielo.br. The analysis aims to study the relations established in the clause complex concerning the degree of interdependency between clauses - parataxis or hypotaxis - as well as the logical-semantic relations of expansion (Halliday and Matthiessen, 2014). We focus on the use of the elements "mas" (but) and "embora" (although), the most frequent connectors in the corpus; however, other conjunctive elements in both paratactic and hypotactic clause complexes will be considered. We have analysed the features of the context of occurrence of those elements in an attempt to establish the relations of extension or intensification that determine each occurrence. WordList and Concordancer of the software WordSmith Tools 5.0 (Scott 2008) have helped organize and visualize the data for comparison. WordList has provided the number of occurrences: the conjunctive elements are more frequent in Linguistics and the adversative type is by far the most used in the two areas. The element "mas" has been shown as favoured in different parts of the papers and it occurs 50% more than any other conjunction. As for hypotactic clause complexes, "embora" is the most frequent occurrence and is also 50% more frequent than the other hypotactic conjunctions. Concordancer, the other tool used, provides the conjunctive elements in their context of use, therefore, the distribution of the types of interdependency and logical semantic relation in the two areas.

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Bartlett, Tom
Cardiff University
bartlett@cardiff.ac.uk

TITLE

What is "relevant context"?

KEYWORDS

context, sociolinguistics, field, tenor, mode

ABSTRACT

Hasan makes a distinction between the term "context" in its broadest and least theoretical sense and what she labels "relevant context", a theoretical construct linking linguistic and non-linguistic factors through the variables of field, tenor and mode. Elsewhere (e.g. Bartlett 2013), I have argued that the term "relevant context", and the various definitions of context as that which is "illuminated by" the text (Hasan 2009:176-177), or which "leaves a trace" on it (Hasan 2009:177), or which can be "read off" from it, are vague and at times contradictory. Likewise I have argued in recent presentations that the various features grouped together within each of field, tenor and mode in the SFL literature include aspects of both the first-order (i.e. material and social) context and the second-order (i.e. linguistically construed) context and that these need to be separated. Extending these arguments, in this paper I present an expanded typology of the types of relationship between different contextual features and linguistic form (e.g. construal, oblique effect, constraint and indexicality) and explore the way in which these different aspects leave traces upon the text and can, or cannot, be read off it. I argue that making this distinction is not only theoretically necessary but also: (i) enhances applied work, particularly of an interventionist nature (e.g. Bartlett 2012); (ii) bridges the gap between SFL and broader sociolinguistic theory; and (iii) better equips SFL with respect to sociological issues in late modernity such as discursive hybridity and superdiversity.

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Bartley, Leanne & Miguel-Angel Benitez-Castro.

Depto. Filologías Inglesa y Alemana, Facultad de Filosofía y Letras, Campus de la Cartuja, s/n
Granada, 18071, SPAIN
lbartley@ugr.es, mabenitez@ugr.es

TITLE

"A loved and loathed political figure": A transitivity and appraisal corpus-assisted discourse analysis of the representation of Margaret Thatcher in the British press

KEYWORDS

Transitivity, Appraisal, Affect, Evaluation, CDA, Margaret Thatcher

ABSTRACT

It is not uncommon to encounter studies of newspaper discourse inspired by Systemic Functional Linguistics (SFL). Certain strands of Critical Discourse Analysis (CDA) (see Fowler 1986, 1991; Fairclough 2005; Kress and van Leeuwen 2006) focus on the system of transitivity to construe as well as reveal the ideological stance concerning discourse entities. This paper, thereby, employs a two-fold approach combining CDA and SFL to analyse the discursive representation of, perhaps, one of the most controversial British politicians in the 20th century. Ever since Margaret Thatcher's passing on April 8th 2013, the British press has devoted considerable attention to the trials and tribulations of a woman who was equally loved and despised by advocates and detractors alike. These divided opinions are investigated in a corpus of newspaper articles comprising around 1,000,000 words. The texts are taken from two British tabloids (The Mirror, The Daily Mail) and two British broadsheets (The Independent, The Guardian) over a five-month period (07/04/2013-02/08/2013). The analysis comprises a sample of roughly 1,000 concordances extracted through AntConc 3.3.5 (Anthony 2012) for various terms referring to the late Prime Minister (e.g. Thatcher, Maggie). It first draws on Hallidayan transitivity (Halliday and Matthiessen 2004, 2014) for the discursive role played by or, alternatively, assigned to this political figure. Subsequently, it explores to what extent tabloids and broadsheets each convey particular political stances and manipulate their readership through the presumed emotivity, exaggeration and drama of tabloids in contrast to the mitigation and implicit evaluation of broadsheets (Bednarek 2006: 194). This is examined through the evaluative phraseology used to naturalise or impose a particular "reading position", as based on Martin and White's (2005: 63) appraisal theory, specifically the subsystem of attitude (affect, judgement, appreciation). The ideational and interpersonal metafunctions are thus combined for the purposes of a corpus-assisted discourse analysis (Stubbs 1996).

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Becha, Takoua

Laboratory on Approaches to Discourse, University of Sfax-Tunisia
takoua1986@gmail.com

TITLE

Construction of Legal Reality: A Transitivity Analysis of Arabic Legal Summaries

KEYWORDS

Agency, Transitivity, Cardiff Grammar, Prespectivisation, Legal summaries

ABSTRACT

When summarizing verbal exchange with litigants, legal practitioners (i.e. police officers and investigating/trial judges) have at their disposal an array of lexico-grammatical options offered by the linguistic system and strategically exploited by its users to generate official transcripts and verdicts. The transitivity configuration of the corpus data has been studied to explore how the adopted options potentially reflect the construal of judicial reality. This paper focuses on transitivity analysis as proposed in Fawcett's Cardiff Grammar (CG), enriched with the Arabic-enabled SFL model designed by Bardi (2008) to account for the functional specificity of Arabic grammar. The aim is to demonstrate how legal professionals represent agency (i.e. initiation of action) through their professional summaries. The hypothesis tested is whether the choice of a particular transitivity pattern as distinct from other non-selected potential options available in the system is intentionally, pragmatically, and institutionally motivated. The corpus comprises twelve police and court transcripts of a Tunisian criminal case on adultery, encoded in Tunisian Arabic and transcribed in Modern Standard Arabic (MSA). Transitivity preferences are statistically examined for their frequency of distribution per text-type (i.e. testimony, interrogation, decision/verdict, etc.) within the sub-corpora. A comparative frequency count per process type and participation role in text-type clusters is also envisaged. The analysis conducted on corpus data reveals that distinct legal performers engaged in the same case tend to construct different institutional versions of the same events recorded in the transcripts/verdicts through opting for distinct sets of transitivity configurations. Significantly, Fawcett's newly introduced configurations in the transitivity system have been found instrumental in detecting two divergent versions of adultery, i.e. adultery as a consensual bilateral sexual intercourse (through matching relational processes) vs. adultery as a unilateral action (through social action and influential processes), a conclusion that might not have been attainable outside the enriched CG model.

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Benson, James

Glendon College, York University, 2275 Bayview Avenue, Toronto, Canada M4N 3M6
jbenison@glendon.yorku.ca

TITLE

The causal efficacy of intra-species and inter-species conversation

KEYWORDS

interspecies conversation, interactive alignment, interactive repair, causal efficacy

ABSTRACT

This study provides evidence for ontological and logogenetic change in non-human primates by comparing two corpora with similar cultural constraints but different situational constraints: a longer conversation between two language-enculturated bonobos (Savage-Rumbaugh, Shanker and Taylor 1998) and two humans which is embedded in a music-making task, and a shorter conversation between two human experimental subjects who are trying to identify their respective locations on a maze (Pickering and Garrod 2004). Both conversations were labeled for moves in discourse (Eggins and Slade 2005, Benson et al 2013). The maze task and the music-making task are similar in being games, and since games cannot be played without adhering to the rules afforded the context of culture, we expect cooperation, i.e. discourse moves of support rather than confrontation. Otherwise the game would fail. But the maze game and the music-making game are different because they create different contexts of situation (Halliday and Matthiessen 2004), knowing asymmetry (exchange of information) vs. doing asymmetry (exchange of goods & services), so we expect the moves in discourse to follow different trajectories through the system of discourse moves, i.e. rejoinder, or interactive repair (Pickering and Garrod 2004), in the former vs. respond, or interactive alignment (Pickering and Garrod 2004), in the latter. In both cases, there is a successful outcome: the participants in the maze game come to understand each other, and the bonobos do make the music as requested. Statistical analysis of the results provides evidence in support of the predictions being tested in both cases. We argue that the in intra-species case, adherence to the norms of human conversation explains the successful outcome. The conclusion is thus that conversation is causally effective not only in the human-human conversation, but also in the bonobo-human conversation.

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PLENARY

Berry, Margaret

University of Nottingham

margaret@hmberry.plus.com

PLENARY TITLE

Changes in Systemic Functional Linguistics: Past Developments, Ongoing Developments (and Future Developments?)

KEYWORDS

ABSTRACT

Systemic Functional Linguistics, like most things in life, is subject to changes in fashion. In its earliest, “Scale and Category” days (Halliday 1961), when Halliday first put forward a comprehensive and coherent architecture for the theory of grammar, system and structure were of equal importance, accompanied by the other two categories, unit and class, and related via the scales of rank, delicacy and exponence (the last now renamed and further distinguished as realisation and instantiation). However system soon began to draw ahead. Halliday (1966) suggested that paradigmatic relations, the systems, could be regarded as the underlying form of representation, the fundamental base, while syntagmatic relations, the structures, were derived from them via realisation statements. For twenty years or so, great attention was paid to paradigmatic relations. These were associated with the notion of choice (Halliday 1963) and Halliday devised the system network as a way of modelling the paradigmatic relations, the choices. However, when the first edition of *An Introduction to Functional Grammar* (Halliday 1985) was published, there were only brief references to paradigmatic relations or choices, and there were no system networks. The focus was on syntagmatic relations, though now in the form of metafunctional layers of structure. This was a valuable approach in its own right, but at the time it seemed to be being followed to the exclusion of the paradigmatic approach. Linguists who joined at about the time of the first edition of IFG, and who relied entirely on IFG for their view of SFL, gave priority to the syntagmatic in their work.

There are signs now that paradigmatic relations, systems, system networks and the notion of choice are coming back into fashion. The third and fourth editions of IFG do include system networks, and two recently published, Cardiff-edited volumes (Fontaine, Bartlett and O'Grady 2013, O'Grady, Bartlett and Fontaine 2013) are devoted to exploring the theory and application of the notion of choice.

I certainly welcome these signs of renewed interest in the paradigmatic. For me paradigmatic relations, choices, systems and system networks have always been central to SFL. One of the things I hope to do in my paper is to explain just why I regard these aspects of SFL as so important.

Some SFL linguists have continued with the old priorities even during the lean spell. Martin's 1992 book is subtitled *System and Structure*, Hasan has continued to draw system networks (e.g. 1999) and Fawcett has made paradigmatic relations the generative base of Cardiff Grammar (2000: 43). Indeed Hasan and Martin have extended the use of system networks to semantics and context of situation, this leading to interesting new developments in these fields.

My interest in the paradigmatic does not mean that I do not value the metafunctional approach. I would in fact like to see this approach extended from lexicogrammatical units to semantic units. I have already argued (Berry 1981) that a metafunctional approach is needed for the exchange. I would also suggest that discussion of message and rhetorical unit, units which Hasan and Cloran have proposed for semantics (e.g. Hasan 1996: 117), would benefit from disentangling of separate metafunctional layers of organisation.

There is no reason why a metafunctional approach and a paradigmatic approach cannot proceed together; the metafunctions are relevant to both syntagmatic and paradigmatic relations. Indeed the clustering of semantically related and mutually dependent networks of systems was one of the factors that led to Halliday's metafunctional proposals in the first place (Halliday 1979).

I hope however that the hypotheses associated with these approaches will be more systematically investigated. My paper will suggest ways in which such an investigation might be carried out.

Note: For a more systematic account of the development of SFL, I would recommend Matthiessen (2007).

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Bordet, Geneviève

Université Paris Diderot, Laboratoire Clillac-Arp
gbordet@eila.univ-paris-diderot.fr

TITLE

Determined shell nouns in PhD abstracts: indeterminacy as an enhancer of scientific credibility.

KEYWORDS

cohesion, coherence, reference, general noun, indeterminacy, innovation, scientific discourse

ABSTRACT

Coherence and clarity are generally considered as emblematic values of scientific discourse. The scientist builds his (her) credibility on the basis of a seemingly transparent account of his (her) study and objective discussion of the results. Halliday has shown that this transparency is a construct, based on the use of specific lexicogrammatical patterns, such as nominalisation (Halliday 2004) and the handling of cohesive devices (Halliday and Hasan 1976). A case in point is the use of intratextual reference to weave the cohesion of the text while guiding the reader's attention. I argue here that, while coherence and clarity are the stated objectives of the referring device, preserving a certain level of indeterminacy may be beneficial in view of enhancing the writer's authority and persuasiveness. The study focuses on PhD abstracts in English and French by native and non-native writers. I identify the occurrences where « this », used as the determiner of a « general » (Halliday and Hasan 1976), or « shell noun » (Schmid 2000) (ex: « this strategy », « this gap »), refers back not to a specific word but to a whole segment of text which is therefore semantically recategorized. This recategorization is a powerful device to highlight the author's innovative potential. Considering the signals given in the referred segment to help the reader correctly identify « the information that is signalled for retrieval » (Halliday and Hasan 1976: 31), I offer case studies where this linking remains evasive. Using the SFL framework of textual, interpersonal and ideational levels, I attempt to understand which of these levels of communication

is affected by indeterminacy in the use of a referring device. My point is to identify the linguistic factors which make this evasiveness either beneficial or detrimental to perceived success of the abstract, contrasting L1 and L2 writing.

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Caltabiano M. B. Silva, Maria Aparecida

Rua Monte Alegre, 984 Bairro Perdizes São Paulo 05014001 Brazil
cidacalt@pucsp.br

TITLE

Analyzing interaction of English language teachers in an online course

KEYWORDS

e-learning courses, continuing education, systemic-functional linguistics

ABSTRACT

E-learning courses have become an important field of research in language teaching and learning and continuing education for teachers. This paper analyses one of the forums of a continuing education course for state school teachers of English, namely Reflection and Autonomy for Teachers of English, in which participants discuss planning and teaching materials. Following current trends in e-learning and teacher development, the course comprises a wide variety of readings, video and audio materials, as well as images to support discussions among participants. Such a set of activities aims at encouraging participants to reflect on their classroom practices and at promoting interaction between them and their tutor. The module is designed to develop teachers' autonomy in planning their lessons by taking into account their learners' needs and goals; besides, participants are supposed to discuss the teaching they provide for students at different levels. Drawing on Systemic Functional Linguistics (Halliday 1994; Halliday and Matthiessen 2004, 2014) and using Corpus Linguistics tools (Scott 2008), this presentation examines the lexicogrammatical choices made by student-teachers in a discussion forum, starting with verbal and mental processes and analyzing their contexts of use. The analysis seeks to identify participants' views on the needs

and wishes of their students, and consequently, on their planning and preparation of educational materials for ELT. The results of this study indicate participants' improved awareness of the need for planning lessons for the kinds of students they have, taking into account their needs and wishes, in order to achieve higher effectiveness in their teaching-learning process.

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Carter-Thomas, Shirley & Laure Sarda

Institut Mines-Télécom (TEM), shirley.thomas@telecom-em.eu
Lattice, CNRS & ENS, Paris, Laure.sarda@ens.fr

TITLE

The participant/circumstance interface: an analysis of post-verbal prepositional phrases in modern French

KEYWORDS

post-verbal prepositional phrases, circumstance, participant

ABSTRACT

The objective of this paper is to propose an analysis of the transitivity status of a selection of prepositional phrases (PrepP) in post-verbal position in modern French. Although PrepP are typically considered as circumstantial in systemic functional linguistics, the distinction between circumstances and participants is not, as Halliday himself has pointed out, a clear-cut one in all languages (1994: 150) and in French cannot be decided on a strictly formal basis. We suggest a classification of PrepP according to their degree of attachment to the process. Following Fawcett (1987; Forthcoming), we do not systematically map PrepP forms onto circumstantial roles. We will first discuss examples of the PrepPs which can enter the so-called "inner circle" of participants (Halliday & Matthiessen 2004). We distinguish here obligatory overt PrepP, those which can either be overt or covert, and those which form part of a collocational construction. We will then turn to circumstantial PrepPs, focussing on the fact that, although both Adjuncts and circumstances, they may sometimes be obligatory for pragmatic and informational reasons. Our study is based on the analysis of post-verbal prepositional phrases introduced by *sur* (on) and *dans* (in/into) taken from the French newspaper Le Monde.

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Cheung, Lok Ming Eric

Department of English, Hong Kong Polytechnic University
eric.lm.cheung@connect.polyu.hk

TITLE

Legitimising the Knowers' Multiple Voices in L2 Postgraduate Writing

KEYWORDS

Advanced EAP, postgraduate writing, authorial voice, APPRAISAL, Legitimation Code Theory (LCT)

ABSTRACT

In academic writing, L2 postgraduate (PG) writers often find negotiating a space for their own authorial voice challenging. In addition to overcome proficiency issues, it is difficult to appropriate discourse strategies to assert their own voices, display and evaluate knowledge. Focusing on PG writing, I adopt a case study approach in this paper to follow two Master of Arts (MA) Applied Linguistics students in a Hong Kong university. The case study examines their "journeys" searching for authorial voice within two semesters in their one-year postgraduate study. In this paper, I examine the academic context through the data collected in six rounds of group and individual semi-structured student interviews in two semesters. The student interview data is supplemented by eight individual semi-structured interviews of four MA course instructors. I then move on to discuss the discourse and lexicogrammatical features of the eight papers submitted by the two students. These written texts were analysed using APPRAISAL framework (Martin and White, 2005). I focus on ENGAGEMENT resources, investigating the writers sourcing of their own and other voices for (dis)alignment with readership. I also analyse the PG students' written texts in terms of semantic profile and legitimation codes of specialization (Maton, 2009). The notions help us understand the shift of "the context-dependence and condensation of meaning of knowledge practices... over time" (Maton, 2013, p.8). The findings demonstrate the two student writers' ability to contextualise the learnt theories explicit sourcing of their own voice and evaluating their objects of study. Meanwhile, the findings also reflect the two writers' weaknesses in abstracting their experiences as condensed knowledge through strategies such as nominalisation. The implications can shed light on academic writing pedagogy and provide a clearer understanding of explicit lexicogrammatical resources PG writers may use to source, balance and evaluative their

own and other authorial voices.

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Clarke, Ben

School of Languages and Area Studies, University of Portsmouth, Park Building, King Henry I Street, Portsmouth, PO1 2DZ, United Kingdom
ben.clarke@port.ac.uk

TITLE.

Patterns of people in text: Any support for the 'social relation – interpersonal metafunction' hook-up?

KEYWORDS

context-metafunction hook-up hypothesis, interpersonal metafunction, mood, role allocation, social relation

ABSTRACT

This paper is concerned with extending initial efforts aimed at empirically testing the relationship between language and context as it is hypothesised in systemic functional linguistics (SFL). SF linguists have long claimed a dialectal relationship between the three linguistic metafunctions and the tripartite division of semiotic context into 'social action', 'social relation' and 'symbolic mode' (Halliday, 1978; Martin, 1992), although the consequences for the precise detail of linguistic and contextual description have been a great cause for debate (see, for example, Hasan, 1995; Martin, 1992; 1999).

Previous work by Clarke (2012; 2013) has explored the relationship between a text's use of the textual metafunctional device ellipsis and its symbolic mode. In the present paper, I ask if empirical textual analysis suggests any co-variation relationship between the social relation contextual parameter and the linguistic systems of **ROLE ALLOCATION** (at the semantic stratum) and **MOOD** (at the lexicogrammatical stratum), as SFL's context-metafunction hook-up hypothesis (CMHH) would predict. I do so employing the methodology developed in Clarke (2012); that is, to study the frequency and type of linguistic phenomena under study across datasets principally varied along the contextual parameter under focus. However, whereas the methodology in Clarke (2012) was criticised for assigning contextual values at the indelicate level of the whole text (Clarke, 2013: 293-294), the methodology employed here assigns contextual values more incrementally, akin to Cloran's (1994) semantic unit 'rhetorical unit'.

Similar to Clarke (2012), the results of the empirical exercise presented in the present paper are inconclusive but suggest success for the explanatory power of SFL's CMHH at a broad level of generality. The paper concludes by tentatively speculating what such apparent mixed success of the

explanatory power of SFL's CMHH might mean for the theory's development and application.

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Colombi, María Cecilia

University of California, Davis
cmcolombi@ucdavis.edu

TITLE

“Hablamos español or Spanglish”: The role of Spanish in the United States

KEYWORDS

SFL and Sociolinguistics, Spanish language, Languages in Contact, Local/global languages

ABSTRACT

Hispanics are the most rapidly growing ethnic group in the United States with 51.9 million or 17% of the population (US Census Bureau). However, historical and sociocultural events have influenced the status of Spanish in the United States. This paper looks at the philogenetic change (Halliday & Matthiessen 2006) of Spanish in the United States since it first arrived in North America in the 16 C. It will focus on the major socio-historical events to help us understand the growth and change in the meaning potential of Spanish. By considering both external factors (e.g. the geo-sociocultural situation of Spanish in the US: the growth in the number of speakers and areas where Spanish is spoken) as well as internal factors (e.g. adaptations in the Spanish language in contact with other languages, especially English and, the influence of technology on the Spanish language system) (Halliday 2003, 2007; Hasan, 2007), this presentation shows how Spanish is currently evolving through its use in the contemporary North American society.

Technology, with the efficiency of wireless communication, propelled electronic commerce, popular culture and international travel. The rapid growth of e-commerce together with the accessibility of wireless communications such as emails and social networking such as facebook has allowed for the development of new registers. Within the oral- written continuum of language these new

technological tools for communication have given way to language registers that do not resemble either an oral or a written one but a combination of both. The following are some of the questions that will be addressed during this presentation:

- How are English and Spanish used in these contexts?
- Is Spanish a global language in the United States? If so, what are the implications of a world language for local Spanish speaking communities?
- Is the mixing of Spanish and English creating a new language? Is Spanglish, a new language emerging?

Cummings, Michael
York University, Toronto
mcummings@gl.yorku.ca

TITLE

A diachronic approach to genre in English texts

KEYWORDS

genre, text type, Old English, register, discourse semantics

ABSTRACT

A diachronic approach to the Systemic-functional modelling of genre in English texts should begin at its furthest extension by giving an account of genres and text types among extant Old English texts. The aim of this paper is to enumerate such genres and text types, and to relate them on the one hand to their Anglo-Saxon cultural functions and on the other to their characteristic registers and discourse semantics. The project is of course problematized by the absurdity of historical selection, which has left some text types in the Old English corpus overrepresented, like the sermon (e.g., the homilies of Aelfric and Wulfstan among others), and other text types with virtually a single instance, like the epic (e.g., Beowulf).

The genre framework used begins with but is not limited to that of Martin (1992: 501-590) and Martin and Rose (2008). It also builds on previous Systemic-functional investigations of the Old English narrative genre (Hyo-Chang Hong 2009) and the sermon genre (Cummings in press). Text type is named from the predominant genre of the type, notwithstanding the tendency of nearly all such texts to employ different genres in service of various rhetorical functions (cf. Martin and Rose 2008: 218-224; Halliday and Hasan 1985: 107).

In this paper, specific illustrations of the approach are limited to just one example text segment for each of the four genre families, i.e., story, history, report & explanation, procedure & protocol (Martin and Rose 2008), represented respectively by text types epic, biography, instruction manual, and recipe. Each of these text segments reveals its genre through a characteristic registrational configuration.

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Economou, Dorothy
University of Sydney, Australia
dorothyeconomou@gmail.com

TITLE

Beyond appraisal: evaluation in naturalistic photos

KEYWORDS

Visual semiosis, news photos, evaluation, appraisal theory, intertextuality

ABSTRACT

One of the biggest changes in communication across educational, professional and leisure contexts has been the more prominent role of images. Yet we are still some way from being able to provide comprehensive descriptions of visual meaning to match those we have for language. This is particularly so regarding the implicit evaluative work done by the now ubiquitous naturalistic 'factual' photographic image, evaluative work that arguably gives photos their unique power to affect us.

One recent way forward found fruitful is the development of visual appraisal systems (Economou, 2009), inspired by the SFL appraisal framework (Martin and White 2006). These visual appraisal systems, as applied to a large corpus of broadsheet news photos by Economou (2009), usefully capture a range of evaluative meanings so far not systematically described by other well-known SFL-based work on interpersonal visual meaning (e.g. Kress and van Leeuwen 2006).

In this talk, however, the focus is on a kind of evaluation in photos not easily captured by these visual appraisal systems, that is, where an image incorporates features of an external (i.e. non-news) context to great evaluative effect. For example, a news photo may suggest a painting or a drawing in a certain visual genre or style, while retaining its status as a factual news photo. Rather than incorporating this into visual engagement systems as done by Economou (2009), this paper argues such intertextuality, termed 'interdiscursivity' and in some cases 'hybridity' in CDA theory (Fairclough 1992, 1995), must be considered beyond appraisal. This talk examines a set of such news photos and, drawing on Fairclough's, and more recent SFL work on intertextuality (e.g. Martin 2008), considers how best to theorise the relationship between visual evaluation and such intertextuality.

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Fawcett, Robin

Cardiff University, UK
Fawcett@cardiff.ac.uk

TITLE

A chat about changes in SFL

ABSTRACT

The conference theme is 'change', one type being change within SFL. I have been working in the framework of SFL since 1970 (the year when I began my PhD studies under Michael Halliday) and I have been teaching and carrying out research in SFL ever since - attending almost all of the ISFCs since the original meeting in 1974, and many ESFLA meetings. So I have been a first-hand witness of most of the developments and changes in SFL over the last 44 years (indeed, I initiated some of them).

In a plenary lecture at the 40th ISFC in Guangzhou last year, I described the developments in SFL over the 40 years of conferences in (i) theoretical concepts (in one case a retreat, but one which some would see as a case of 'reculer pour mieux sauter' (google it if your French is weak!), and (2) the infrastructure of SFL (conferences, publications, university centres of strength, websites etc). (See also Fawcett 2008:1-11). I shall draw on parts of that lecture and on my observations of SFL over this period to offer a few thoughts - informally and interactively, hence the word "chat" in my title - in response to the following questions that the conference organizers have invited us to consider:

To what extent has there been change in the academic and intellectual context in which SFL evolves?

How has this change ... [or perhaps "How have these changes ...?"] affected SFL?

What aspects of SFL theory and practice have changed, and which have stayed constant in all these years?

Who are the practitioners and theorists of SFL these days?

Where do they come from? and

What tendencies do these changes suggest for the future?

These are all interesting questions. But I should say now that I shall save my response to the last question for ISFC42 at Aachen next year....

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WORKSHOP

Fawcett, Robin
Cardiff University, UK
Fawcett@cardiff.ac.uk

WORKSHOP TITLE

Towards a scientific procedure for identifying Processes and Participant Roles in Text Analysis: a workshop with demonstrations of and practice in applying the procedure (a 2 hour workshop)

ABSTRACT

The conference theme is 'change' – of various types. One type that the conference organizers have rightly invited us to explore is change in SFL itself. In their words: "No approach, even SFL, is safe from the ravages of time." (They go on to ask related questions, some of which I shall address in my short paper 'A chat about changes in SFL'.)

The passage of time normally brings significant advances in any area of scientific inquiry, and the study of language (and its use) is no exception. This workshop demonstrates that this is indeed true in SFL, illustrating this from a key area of English.

In all our work, those who work in the framework of the Cardiff Model of Language and its Use seek to carry it out in an explicitly scientific manner – both in modelling language and in analyzing texts. The result is that both the model of language and the procedure for text analysis are as *comprehensive, explicit, valid* and *reliable* as we can make them. (Here, 'comprehensive' and 'explicit' are self-explanatory; 'valid' means that the description describes what it claims to describe, e.g. the level of language is as specified), and 'reliable' means that, if different analysts use it for analyzing the same text, we expect a high level of inter-analyst agreement).

The important distinction between a *description* of a language and a *descriptive framework* will be made, each with its specific areas of application.

The aim of this workshop, therefore, is to introduce you to (1) a *descriptive framework* for analyzing Processes and Participant Roles (PRs) in English that reflects recent work in this area (e.g. Neale 2006, Fawcett 2010), and (2) the latest version of the *procedure* that we have developed for analyzing texts (taken from Fawcett 2011). This includes the full set of *re-expression tests* for identifying PRs (Fawcett 2011) and Neale's Process Type Data Base (PTDB) (Neale 2002). Workshop participants will receive copies of the first two for immediate use in the workshop and details of how to access the PTDB.

While retaining the five core SFL concepts proposed by Halliday in the 1970s (Fawcett 2008:10) but modifying others, the model of language described in Fawcett 1980 has been steadily developed, working in an explicitly scientific manner, by myself and my colleagues (Tucker

throughout but also many others, including, for Processes and PRs, Neale, with helpful inputs from Schulz and Bartlett). We have made full use of the new research resources that have become available from the 1960s onwards, especially the products of corpus linguistics and the building of generative systemic functional grammars (in the 15-year COMMUNAL Project), and, throughout, by testing the developing model through its use in analysing large quantities of text (including a major 6-year project). For various reasons – which it would be interesting to discuss - the Cardiff Grammar has changed very much more in this period than the Sydney Grammar (as expressed first in Halliday's unpublished *Outlook on Modern English* from the early 1970s, the forerunner of IFG (Halliday 1985 and the three subsequent editions two being revisions by Matthiessen). The workshop will therefore provide a picture of how relatively major changes can be made in the description of a central area of language, while maintaining – and so providing evidence for - one of the two models of the levels of language that Halliday was exploring in the 1970s.

The workshop will be part teaching (brief), part demonstration of the procedure and the new tools, and part practice in applying these. I shall be open to queries and comments throughout. The plan of the workshop is as below.

1 A 10-minute summary of the key principles that we have followed in developing the Cardiff Grammar, starting from the most general ones and moving quickly to those that directly affect the workshop's topic.

2 Introduction to - and practice in applying - the procedure for the *initial clause analysis* (based on Ch 15 of Fawcett 2008) – so also, incidentally, an introduction to the main differences in the description of English clause structure between the Cardiff and the Sydney approaches (see Appendix 2 of Fawcett 2008).

3 Introduction to the *descriptive framework* for Processes and PRs (derived from the relevant system networks in the full lexicogrammar), followed by a demonstration of - and practice in – how to use it to form a first hypothesis about them. We shall note as we go the major areas of change from Halliday's 1970s version.

4 Demonstration of - and practice in – how to use the *re-expression tests* to identify the *specific types of PR* in the clause.

5 Demonstration of - and practice in – how to use the descriptive framework for Processes and PRs for identifying the *Process type*.

6 Introduction to – and summary of – seven factors that complicate the analysis of Processes and PRs. The main one is the double phenomenon of fresh metaphor and idiom, treated here as two end-points of a continuum. (This is 'metaphor' in its traditional sense, not the 'grammatical metaphor' phenomena, which do not normally present problems in the Cardiff Grammar approach.)

7 A brief introduction to a major back-up tool: Neale's Process Type Data Base (PTDB)

8 Any problems in analysis in this area that any workshop participant wishes to bring along to test our claim to (relative!) comprehensiveness.

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Feng, William Dezheng & Yujie Qi

Department of English, The Hong Kong Polytechnic University, Hung Hom, Kowloon, Hong Kong
 will.feng@polyu.edu.hk
 timeqyj@gmail.com

TITLE

New Media and English Language Teaching in China: A Systemic Functional Multimodal Discourse Analysis Approach

KEYWORDS

multimodal literacy systemic functional approach new media EFL teaching China

ABSTRACT

With the implementation of multimedia systems in classrooms in China, many schools are exploring the use of new media such as movies, computer games and interactive software in EFL teaching. The investors (the government) as well as teachers are eager to know how to use new media effectively and how to assess new media teaching. Therefore, in collaboration with the Education Bureau in Shenzhen, this project investigates the use of interactive software in primary school English classrooms in Shenzhen, China. Adopting the method of systemic functional linguistics (Halliday and Matthiessen, 2013), we developed system networks to systematically describe knowledge construction and communication in such classrooms. The classrooms are videotaped and annotated based on the systems using ELAN. Adopting the notion of strata and metafunctions, we analyzed how pedagogical purposes are realized by ideational, interpersonal and textual meaning constructed by the complex interplay of multimodal semiotic resources. A stratified semiotic model of description is developed and an integrative perspective on the co-deployment of semiotic resources is presented. This study extends the current state of the art of multimodal literacy research on English teaching in English speaking countries (e.g. Jewitt, 2011;

Jewitt and Kress, 2003; Kress, 2003; Unsworth, 2008) to EFL classrooms in China. Practically, it will provide a useful metalanguage for teachers to reflect on their teaching and for government authorities to assess new media teaching.

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PLENARY

François, Jacques

Université de Caen & Lattice, UMR 8094 (ENS/Paris 3)

jfrancois@interlingua.fr

PLENARY TITLE

Les linguistiques fonctionnalistes actuelles et la genèse de la grammaire (Functionalist Views on the Genesis of Grammar).

ABSTRACT

This year's conference theme states that "diachronic studies have always been a central issue in the SFL approach". This claim may be challenged, considering that the fourth edition (2013) of Halliday and Matthiessen's *Introduction to Functional Grammar* does not mention in its index "change", "diachrony", or "history/historical".

As a matter of fact the following point:

"According to Michael Halliday, language change is thought to operate on at least three different (but ultimately related) time-scales:

1. the evolution of semiotic systems in human societies (phylogenetic change),
2. the development of language in the individual (ontological change) and
3. the unfolding of discourse in on-going texts (logogenetic change)."

picks up one formulation of the *Introduction* (2004:47) but the authors carry on carefully stating: *We cannot observe it directly in phylogenetic time, the evolution of human language; but we can track examples of the history of particular languages* and they refer so their chapter 6 about the genesis of the passive voice and that of secondary tenses in the history of English. It may thus be concluded that SFL is occasionally but not assiduously interested in diachrony and pleads incompetency when

it comes to properly phylogenetic studies.

By contrasting SFL with the two other theories which Butler (2003) carefully investigated in comparison with the former -namely Dik's and later Hengeveld and Mackenzie's *Functional (Discourse) Grammar* as well as van Valin's *Role and Reference Grammar* - one notices that their positioning with regard to diachrony and phylogeny is similar. But if we view the set of explicitly or implicitly functional linguistic theories, the picture is quite different.

Over the last twenty years or so an abundance of books concerned with the origin of the human faculty of language have been published, independently of that of the families of natural languages, and Oxford University Press created the series *Oxford Studies in the Evolution of Language* which includes presently 18 monographs and collective publications. These books pertain to an interdisciplinary field keeping experts in evolution theory busy in various subfields: anthropo-, bio-, psycho- and epistemologists as well as archeologists. In fact, the contribution of linguists is rather insignificant and SFL's lack of interest in that question is natural.

Conversely, other publications are concerned with the *genesis of grammar*, a quite different question directly regarding linguists, and in this second field several functional oriented works were published in the last decade, that of Bernd Heine & Tania Kuteva, *The genesis of grammar* (2007), that of Joan Bybee, *Language, Usage and Cognition* (2010) and that of Talmy Givon (2009), *The genesis of syntactic complexity*. The latter is specifically concerned with connecting the genesis of syntactically complex speech in language history and its ontogenetic emergence in child speech (as recorded in the CHILDES data bank). Other functionally oriented works deal with particular topics of the word-grammatical evolution of natural languages based on careful diachronic data-mining, e.g. Elisabeth Traugott & Richard Dasher, *Regularity in semantic change* (2002).

To conclude: SFL might be bolder in its diachronic enterprises by taking advantage of other functionalist schools, specifically those designated as "West Coast Functionalism" by Butler (2003, vol. I section 2.6).

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WORKSHOP

Fries, Peter H

Central Michigan University

frieslph@gmail.com

WORKSHOP TITLE

Managing information to relate sentences within a text: “Houston we have a problem”

KEYWORDS

text analysis, rhetorical relations, Redundancy in text, prediction in text, dialogic aspects of written text

ABSTRACT

Halliday (2003: 412) discussed three histories relevant to language, one of which is logogenetic history, described as: “the unfolding of discourse, as particular texts.” One aspect of logogenetic history concerns the effects of sequential juxtaposition of elements within individual texts. Sequential effects may be prospective (element 1 affects the interpretation of element 2) or retrospective (element 2 affects the interpretation of element 1). This paper focuses on instances where crucial bits of information are withheld from the first element and then is provided in the second.

For example, when Jim Lovell, Commander of the Apollo 13 mission, said “Houston we have a problem.” that sentence was not intended to be the last sentence of the conversation. Rather, he continued his message by describing the nature of the problem. But, had he paused, the people in Houston would probably have said something like “What’s wrong?” a question that would encourage him to fill in missing detail.

Sentences like “Houston we have a problem” function as a first element in a discourse section and identify places in the conceptual space that need to be filled in—they create information gaps that indicate how the following element is to be interpreted.

Work on labeling (Francis, 1994), prediction in text (Tadros, 1994) signaling nouns (Flowerdew & Forest, to appear) and specific and non-specific (Winter (1977a, 1977b, 1979, 1992) has identified a number of signals of information gaps.

However, Hoey’s (2005) discussion of the prospective value of a phrase like “sixty years ago” suggests that many different nouns, verbs and adjectives may signal information gaps. Further it takes only a little searching to locate other instances of these same signaling nouns, verbs and adjectives that do not create information gaps. Information gaps are best considered a discourse function rather than a structure.

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Gardner, Sheena

Coventry University

sheena.gardner@coventry.ac.uk

TITLE

Mutation and transformation in university student writing

KEYWORDS

university student writing, language for specific academic purposes, genre and register, BAWE corpus

ABSTRACT

Previous studies of university student writing have differentiated development through increasing sentence length, abstraction and lexical density in disciplines such as History and Philosophy where writing is largely Essay based, from development through genre diversification, or building blocks, in disciplines such as Engineering (e.g., Gardner 2008, Neumann et al 2002). This paper adopts the perspective of a new multidimensional model specific to student writing that sheds further light on the complexities of student writing development.

The initial multidimensional analysis of the BAWE (British Academic Written English) corpus employs Biber's 1988 dimensions that were developed to differentiate oral and literate features of different registers. It shows that assessed student writing becomes increasingly informational, elaborated and abstract from first to final year of study (Nesi and Gardner, 2012:14).

This paper presents findings from a subsequent multidimensional analysis of the BAWE corpus conducted by Biber in 2010 that generates factors specific to student academic writing. The four dimensions are characterised here as 'theoretical vs empirical', 'human vs mechanical', 'persuasion vs explanation', and 'timeless truths vs past events'. They show significant differences between writing in the four broad disciplinary groups (Arts & Humanities, Social Sciences, Engineering and Physical Sciences, Medicine and Life Sciences). They also show clear progression from writing in first to fourth year of study, although significant differences are only found between levels one and

four.

This paper focuses on the writing of students in Business (146 assignments), Economics (97 assignments) and Engineering (260 assignments), as these are disciplines that attract the largest numbers of international students to British Universities. It explores the interplay and overlap between features of genres and disciplines across the four levels of student writing.

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Gledhill, Christopher

Université Paris Diderot, CLILLAC-ARP
cgl@eila.univ-paris-diderot.fr

TITLE

Phraseology versus the 'heavy NP transformation'. Why some adjuncts are unmarked in post-verbal position in English.

KEYWORDS

adjuncts, lexicogrammatical pattern, phraseology, marked post-verbal position, systemic functional grammar

ABSTRACT

The word order Predicator + Adjunct + Complement (PAC) is unusual in English. A famous example from the British National Corpus involves a quote from Jean-Paul Gautier: "I make *always the same thing". However some Adjuncts (or things that look like Adjuncts) can be used in post-verbal position in certain circumstances, especially when the Complement is 'heavier', i.e. longer or structurally more complex than the Adjunct. In this paper, I conduct a survey of attested examples of PAC in the British National Corpus. I find that most examples of PAC belong to two relatively predictable (but also productive) phraseological patterns: (i) a productive construction in which the Adjunct expresses the extent of a Mental or other similar process ("consider here", "read with relish"...), and (ii) a lexicalised expression in which the post-verbal element designates the 'Range' of a Mental process (bear in mind, take seriously...). These observations raise a number of questions for SFL theory, such as (a) how to analyse clause-level modifiers which are (in Cardiff Grammar terms) "extensions" of the Predicator and (b) how to account for phraseology in the

SFG framework.

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Googol, Nasim

School of Education, Faculty of Social Sciences, University of Wollongong, NSW, 2522
nasimgoogol@gmail.com

TITLE

Blended Learning Environments: How Interpersonal Relations Support Knowledge Construction

KEYWORDS

Blended mode, Systemic Functional Linguistics, Face-to-face Interaction, Online Learning, Knowledge Construction

ABSTRACT

The recent advent of technology in education has brought about many changes in delivering instruction and quality of learning. Many higher education institutes tend to design technology-driven courses that can facilitate learning and increase teaching and learning efficacy. Blended learning, the combination of on-campus and off-campus learning, is a recent mode of course delivery that attempts to represent the most efficient combination of face-to-face and online learning for the individual learning subjects, contexts and objectives. Considering the goals of blended learning that includes enhancing social interaction, access to knowledge, and cost effectiveness, this mode of course delivery seems to be significant to be investigated regarding the nature of interaction and knowledge construction (Osguthorpe & Graham, 2003). The significance of using technology in Australian tertiary level institutions has been analysed in several recent studies based on Hallidayan (1985) Systemic Functional Linguistics (SFL) which examined the learners' experience solely in online learning environments (for example Delahunty, 2012; Lander, 2013). However, there seems to be few studies investigating the blend of on-campus and off-campus modes in one course in terms of the nature of interactions and how the knowledge is negotiated. Due to the significance of hybrid modes as an innovative way of course delivery and their goal to ease access to knowledge and social interactions, this study aims to investigate the nature of learning in the hybrid mode in terms of interpersonal relations and knowledge

construction. In this respect, SFL has been applied to show how the knowledge is built in face-to-face and online group discussions and interactions of one academic subject. The findings of this pilot study as part of the larger study sets out to the better understanding of the characteristics of interaction and how academic and general English knowledge are negotiated in this blended mode of course delivery.

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Gwilliams, Laura

New York University, United Arab Emirates
lgwilliams90@gmail.com

Fontaine, Lise

ENCAP, Humanities Building, Cardiff University, Column Road Cardiff CF10 3EU United Kingdom
FontaineL@cf.ac.uk

TITLE

Ambiguity in Process Type Selection in Systemic Functional Linguistics

KEYWORDS

process, ambiguity, classification, performativity

ABSTRACT

Conducting a clausal analysis using Systemic Functional Linguistics hinges upon the classification of a main verb into one of six 'Process Types'. Although this allocation is often portrayed as clear-cut, the reality is often less obvious, and a single verb may meet the coding criteria of a number of categories. When putting this classification to real-world practice, the ambiguities in process type selection appear to be very real. O'Donnell, Zappavigna and Whitelaw (2009) explored this issue and found inconsistencies in analysis, which they say may be due to different sub-communities of SFL users who employ different coding practices with some drawing more on formal grammatical structure would reach different conclusions to a more conceptual classification. However this could suggest that conflicting interpretations would only arise when a classification based upon formal grammatical structure would reach different conclusions to conceptual classification. While this leads to a focus on the analysts and not the verbs themselves, it is unclear what particular lexical environments may lead to these observed ambiguities in classification. Fawcett (2009) visits the results of O'Donnell et al and suggests that the issue is caused by too great a reliance upon conceptual criteria. In order to explore this issue further an online classification survey of 20 clauses was carried out. Results showed that only one of the clauses had unanimous classification

as a single process type. The majority of inconsistent analyses were found between Material and Verbal processes. These findings are discussed in the light of performativity as a source of difficulty in identifying a process type. Possible alleviations to these issues are discussed in order to allow for a full annotation of both the syntactic and semantic realization of the clause, in situations where these streams of information may diverge.

Hamilton, Clive

Université Sorbonne Nouvelle - Paris 3
clive.hamilton@etud.sorbonne-nouvelle.fr

TITLE

Can Systemic Functional Grammar's semantic metafunctions contribute to Error Analysis?

KEYWORDS

English for Academic Purposes, error analysis, semantic metafunctions, grammaticality, UAM CorpusTool

ABSTRACT

The current global context and the status of English in academia have given rise to an increasing number of studies in English for Academic Purposes. Some focus on macro-textual features relating to cultural awareness and discourse specificities in terms of register and genre (Hyland 2007; Johns 2011; Swales 2011). Others favour a more bottom-up approach where second language errors are seen as key elements to understand and further improve language teaching (Corder 1967; Granger 2003; Gass & Selinker 2001, Nicholls 2003). However errors at that level are often explained in light of traditional grammar. And in spite of being a burgeoning field in applied linguistics, over the last 40 years many error analysts continue to focus on syntactic relations at the expense of the overall textual constructions.

Using sample corpus data, taken from a corpus containing over 120,000 tokens of French University students writing in English, we propose a novel framework of systematic error analysis combining the traditional grammatical approach to that of a systemic functional one. This dual approach uses traditional functional categories at the first level of analysis, where the focus is on general syntactic annotation before proceeding to a more semantic annotation using the three metafunctions identified in systemic grammar: i.e., the experiential, interpersonal and textual meaning strata (cf. Halliday & Matthiessen 2004).

Particular attention will be paid to the experiential and textual metafunctions. These two metafunctions help to identify another aspect that affects our second language learners' ability to create acceptable texts: i.e. choice in semantic appropriateness.

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Herke, Maria

Macquarie University
maria.herke@mq.edu.au

TITLE

Registerial cartography and the deployment of cohesive and logical resources in student academic writing

KEYWORDS

registerial cartography, academic communication, logical relationships, cohesion, student empowerment, undergraduate

ABSTRACT

Macquarie University's Department of Linguistics has recently introduced three faculty specific first year academic communication units covering the broad areas of business and economics, science, and social sciences and the humanities. Students enrolled in these units can typically be categorized as entry level tertiary students grappling more and less successfully with the demands of academic communication. A key goal of the three units is to empower students by offering explicit instruction in the highly valued registers of the academy.

This paper reports on the initial findings of a pilot research project that seeks to map the students' registerial cartography (Matthiessen, 2013) and to characterize the meaning making resources deployed within these registers. Using the tools of SFL, the paper will explore the lexicogrammatical and semantic resources of texts produced by one representative student for one of these units over the course of a semester, focusing specifically on the student's deployment of cohesive and logical resources (e.g. Matthiessen, 2002, Herke-Couchman, 2007). The findings of this research will highlight the onotogenesis of these resources from less to more highly valued in the context of undergraduate academic communication, thus informing not only the ongoing development of the academic communication units, but also research directions in the recently launched Macquarie University Longitudinal Learner Corpus research project (MQLLC).

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Holsting, Alexandra & Thomas Andersen

University of Southern Denmark, Tyske Studier, Campusvej 55 Odense M 5230 Denmark
aho@sdu.dk, tha@sdu.dk

TITLE

On the role of the Subject in the (Danish) imperative clause

KEYWORDS

Systemic functional grammar, Imperative, Subject

ABSTRACT

The aim of the paper is to discuss imperative clauses with explicit Subject particularly with relation to Danish data but also with comparison to English and German examples. In the paper, we would like to discuss and expand existing systemic descriptions of this phenomenon (e.g. Halliday & Matthiessen's *Introduction to Functional Grammar* 2013).

Generally, the imperative clause in all three languages is described as a construction that typically occurs without a Subject:

- (1) (English) Sit down and drink a cup of tea.
- (2) (Danish) Sæt dig ned og drik en kop te.
- (3) (German) Setz dich und trink eine Tasse Tee.

In case of the imperative, the referent of the implied Subject is identical to the listener, which means that the Subject referent can be identified on basis of the communication situation. Thus, an explicit Subject is, from a pragmatic point of view, redundant in imperative clauses.

However, all three languages allow us to mention the Subject in the form of a second person pronoun:

- (1) (English) You sit down and drink a cup of tea.
- (2) (Danish) Sæt du dig ned og drik en kop te.
- (3) (German) Setz du dich und trink eine Tasse Tee.

In our presentation, we will concentrate on the question of the functional difference between imperatives with and without explicit Subjects. Our assumption is that the imperative without explicit Subject can realize a range of meanings of which the imperative with an explicit Subject can only realize a few. We might thus see the explicit Subject as a grammatical coding of more specific subcategories of the semantic category 'command'.

Humphrey, Sally

Australian Catholic University
sally.humphrey@acu.edu.au

TITLE

Persuade Me! Adolescent Political Discourse in Virtual and Non-Virtual Spaces

KEYWORDS

persuasion, appraisal, literacies, positive discourse analysis, adolescent

ABSTRACT

The proposed presentation, Persuade Me! Adolescent Political Discourse in Virtual and Non-Virtual Spaces, takes a positive discourse analytic (PDA) gaze (Martin, 2004) to examine semiotic resources deployed by adolescents to argue for particular positions on issues, mobilise social action and build solidarity within the social spaces they inhabit. The discursive practices of adolescents are particularly interesting to explore, as this socio-cultural group, by virtue of age, is typically marginalized from institutional political action despite evidence of active participation in political discourse.

The presentation focuses on explicating the model of text and context developed to investigate adolescent literacy practices. Informing theories include systemic functional linguistics as well as sociology and New Literacy Studies. These multiple perspectives are needed to fully account for the multi-layered social activities, roles and relationships, purposes, discourse forms and modalities encountered in contexts within and beyond educational institutions.

The presentation also includes fine-grained illustrative analysis from a corpus of 200 texts produced by adolescents. While informed by both rhetorical and social semiotic theories, the analysis builds on SFL descriptions of genre and Appraisal, which have informed a great deal of Australian and international research over the past twenty years.

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Irwin, Derek

University of Nottingham Malaysia Campus Jalan Broga, Semenyih Semenyih 43500 Malaysia
derek.irwin@nottingham.edu.my

TITLE

The Coding and Decoding of Novel Lexical Items in English: of the Identifying Clause and Loanwords

KEYWORDS**ABSTRACT**

This paper uses a particular data set of indigenous loanwords from early Canadian English to pinpoint the types of experiential processes used for the integration of novel lexical items from outside the English system. Building on previous work which examined the transitivity types in this particular data set and then compared these to non-loan cognates, this study extends the inquiry by focussing on the disproportionate number of relational clauses, and in particular, the identifying ones, to illuminate the participant flow, the informational flow, and the representational flow particular to these types of clause, as per Halliday (1994), and Halliday and Matthiessen (1999, 2004). The author argues that it is in this part of the system that we can see the lexicogrammatical resources English has developed to allow it the particular flexibility to absorb items upon linguistic encounters, although recognising the motivation for such absorption lies at the higher stratum of context of culture. Nevertheless, in this close examination of this particular clause type in this particular context, the paper not only speaks to language resources used for loanword integration, but also reveals aspects of the decoding/encoding interface between Identifier/Identified, Token/Value, and ergative models informed by the same.

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Jones, Katy

Cardiff School of English, Communication and Philosophy, Cardiff University John Percival Building, Column Drive, Cardiff. CF10 3EU.
jonesks1@cardiff.ac.uk

TITLE

Identifiable indefinites and co-extension

KEYWORDS

Identifiable indefinites, Reference, Lexical cohesion, Co-extension, Similarity chains

ABSTRACT

It is well documented that the use of a definite or indefinite referring expression relates to the identifiability/recoverability of the referent (e.g. Martin 1992; Givón 1993): a definite determiner or pronoun is typically used to signal that a participant is identifiable, whereas indefinite expressions are for participants not identifiable to the addressee. However, some indefinite expressions appear not to follow this principle. In [1], it is possible to understand 'a man who...' as a newly introduced referent or 'type'. But once seen in context, where 19 mentions of this particular man (Andy Coulson) have already been made, it becomes clear that the indefinite article is signalling something different.

[1] [...] a man who achieved the rare feat of becoming a pivotal member of the Cameron inner circle in the space of just a few months in the summer and autumn of 2007 (Watt 2012)

The purpose of this paper is to show how Hasan's meaning relation of co-extension (Hasan 1985) can help explain how the expression type A(n)+NOUN+RESTRICTIVE RELATIVE CLAUSE, as in [1], becomes functionally definite within its specific context. Co-extension is a semantic relation between members of a cohesive tie, where both members refer to something within the same general field of meaning (Hasan 1985: 74).

This presentation shows how the writer creates semantic ties between the preceding text, the ongoing discourse and the expression through similarity chains of reference (c.f. identity chains), thus rendering the referent of the structurally indefinite expression identifiable to the addressee. It is also proposed that the parameters of co-extension need to be broadened to include units of language larger than 'content words or lexical items' as the data shows that similarity chains, and thus textual cohesion, can be formed by larger units of text.

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Jullian, Paula

Pontificia Universidad Católica de Chile

pjullian@uc.cl

TITLE

Reporter's Stance in Online News Reports

KEYWORDS

Appraisal, Judgement, news, country-image, invocation

ABSTRACT

The presentation gives account of an ongoing piece of research which focuses on the construal of the image of Chile in the discourse of the international press. It looks into the manner of evaluation of the same news events reported in different online international news sources.

This study looks at the writer's attitudinal position of their reporting in a genre which is meant to be neutral. It seeks to identify and describe the resources which convey interpersonal meanings of praise and sanction of the country itself, some internal political issues and the actors involved in them.

The texts are analysed adopting some aspects of the Appraisal Theory (Martin & White, 2005) focusing on the Judgement subsystem of ATTITUDE of the Appraisal Model.

It explores the social moral judgements enacted explicitly via lexical realizations and implicitly by means of tokens of invocations which trigger the reader's alignment with the writer's views.

The study was carried out in a corpus consisting of a sample of news reports, both in English and Spanish, of 4 local events occurred in 2013. These reports were taken from over 20 influential global news sources in a period of two months.

The results of the study suggest that most of the judgments refer to propriety, and that the overall stance results from the interplay of inscribed and evoked meanings.

The study has projections in the field of education since it may help teachers to raise awareness in the students of the presence of these indirect judgemental meanings in the media discourse so that they may take a critical position in front of the writer's stance in this genre.

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Kaltenbacher, Martin

University of Salzburg, Department of English and American Studies, Erzabt-Klotz-Str. 1; 5020 Salzburg, Austria

martin.kaltenbacher@sbg.ac.at

TITLE

Commenting on the comment: modeling judgments in newspaper comments and readers' comments

KEYWORDS

News comments, Appraisal, Judgment, Authorial Voice

ABSTRACT

In January 2013, US champion Lance Armstrong confessed in an interview conducted by US TV-host Oprah Winfrey to having taken performance enhancing substances prior to all seven of his acclaimed wins of the famous cycling race Tour the France. This confession has drawn in its wake a deluge of newspaper articles, comments and discussions on Lance Armstrong's career as a sportsman, on his moral integrity and on ethical aspects of major sports competitions and the media attention they receive. In this paper I will analyse two particular comments published on 18th and 21st January, 2013 in the British online version of the Guardian and compare the official news commentary to the comments posted in the online readers' comments forum. The analyses will draw on the systemic functional theory of Appraisal (Martin and White 2005) and herein

specifically on Judgment, the evaluation system of human behavior. All comments on Lance Armstrong's confession, whether written by professional journalists or by online readers of the newspaper, abound particularly in Judgments from the categories of Social Sanction, i.e., Veracity and Propriety, though other types of Social Esteem do occur as well. The two types of commentary will be analysed in respect of two main questions:

1. In how far do journalists exploit categories of Judgment differently than reader-commentators?
2. How can register differences in the two types of comment be modeled within Appraisal theory?

In a final step, I will try to model the two types of comment in terms of Authorial Voice (Commentator Voice) (Iedema, Feez and White 1994; Martin and White 2005) and investigate whether systematic quantitative differences in the distribution of different forms of Social Sanction (inscribed vs. evoked, mediated vs. unmediated) can be established.

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Karagevrekis, Mersini

University of Macedonia, Thessaloniki, Greece
karag@uom.gr

TITLE

Multimodal Analysis of Dynamic Economic Texts in EAP

KEYWORDS

multimodality dynamic lecture interview EAP

ABSTRACT

Dynamic (electronic) economic texts unfold in time. As a result they involve a greater majority of semiotic resources (visual, linguistic, actional, etc.) in making meaning in specific social contexts than static (printed) texts. They are also more complex in their structure. They consist of different textual phases along with points of transition between the phases (Gregory in Baldry and Thibault 2006:47). Such complex multimodal texts, as previous work on multimodality has shown (Baldry 2000, Baldry and Thibault 2006), can be best analysed within a social semiotic metafunctional framework that combines Halliday's (1994) metafunctional theory and Bakhtin's (1986) views on genre with Gregory's notion of textual phase and transition (in Baldry and Thibault 2006). Halliday's metafunctional theory and Bakhtin's distinction between primary (mini-genres) and secondary genres, applied to multimodal texts and genres (Kress and van Leeuwen 2006, Baldry 2000, Baldry and Thibault 2006), highlight the characteristics and organisational principles of the multimodal text by showing how the metafunctions relate to the multimodal genres. Gregory's frame and phase

analysis, extended to multimodal dynamic texts (Baldry and Thibault 2006), describes the relationship between phases and metafunctions. The same framework is employed for the analysis of selected excerpts from an online university lecture on economic theories and a video conversation with an economist in EAP (English for Academic Purposes) in this paper. The aim of the paper is to foster students' multimodal literacy ('Multiliteracies' in the New London Group terminology, 2000) and help them realize that it is the synergy among diverse semiotic modalities that contributes to the overall text meaning. To this end, short uncut sequences and selected still frames of the excerpts, accompanied by a transcription of the linguistic text, are described employing the combined analytical approach. In addition, tasks that relate to the Multiliteracies pedagogy and can increase students' critical reflexive and transformative learning skills (Kress 2010, New London Group 2000) are proposed.

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Kavalir, Monika

University of Ljubljana, Askerceva 2, Ljubljana, Slovenia
monika.kavalir@ff.uni-lj.si

TITLE

Left of the nominal Head: Deictics, Epithets and some things in between

KEYWORDS

Nominal Group, Deictic, Epithet, post-Deictic, deictification

ABSTRACT

In the last decade a considerable amount of research has been published investigating the behaviour of items at the left periphery of the Nominal Group (e.g. in special issues of journals such as *English Language & Linguistics* and *Transactions of the Philological Society*) but previous SFL work in this area has been all but ignored. This paper takes a look at the process of dynamic change resulting in lexical items drifting from Epithet to Deictic uses, exploring the impact of these new

insights on some SFL concepts. It is argued that the semantic distinction between the Deictic and Epithet functions is closely linked with the possibility of predicative use. The notion of post-Deictic (and specifically subjective post-Deictic) as proposed in the Hallidayan tradition is examined on the basis of systemic principles and contemporary usage, including a corpus study of the lexeme *poor* (e.g. *poor James*).

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Kunst, Alex Matthew

University of Helsinki
alex.kunst@helsinki.fi

TITLE

Obama, Tragedies and Generic Structuring

KEYWORDS

Political Discourse, Genre, Generic Structuring

ABSTRACT

This paper adds to the discussion of political discourse (Wodak and Chilton, 2005, Fairclough, 2003, van Dijk, 2008) by investigating generic structuring within this field. It will specifically investigate the generic structures of Obama's weekly radio address that concern national tragedy. During Obama's first term as President, there were a total of twenty-eight national tragedies in the United States and among them some man-inflicted. Such as a shooting on a military base in Fort Hood, Texas in November 2009, a shooting at a political event in Tucson, Arizona in January 2011, a shooting at a cinema in Aurora, Colorado in July 2012, and finally a shooting at Sandy Hook Elementary School in Newtown, Connecticut in December 2012. Each of these addresses falls under the same context, but, yet, they are unique from each other in contextual circumstance.

Therefore, the paper will analyse the generic structure of the four radio addresses of the aforementioned tragedies. Starting from the notion of genre as a staged, goal-oriented social process (Martin & Rose 2007: 8), the study will begin with a Theme/Rheme (Halliday and Matthiessen 2004; Thompson 2004) analysis of each address. Followed by placing the text of the individual addresses into "distinctive functional 'chunks'" (Coffin, Donohue & North 2009: 252) to indicate the generic moves, this, then, will reveal the social aims, purposes, the participants involved in each move of each address, as well as highlight the differences in context of situation.

The findings of the paper will add a qualitative perspective to the study of political discourse by highlighting how meaning is being made sentence by sentence of a presidential address. Moreover, the study can continue with further research by investigating other genres of the radio address, such as natural tragedies, etc. Further research can also investigate the use of evaluative language (Martin 2007) by President Obama within a single generic move within an address.

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Labatut, Francois

Université Paris Denis-Diderot
labatut.francois@gmail.com

TITLE

La formule "same-sex marriage": analyse lexicogénique et implications cognitives et sociolinguistiques.

KEYWORDS

Same Sex Marriage, Corpus Linguistics, Functional Grammar, Morphology, Intertextuality.

ABSTRACT

- 1) "[T]he Bill is all about extending marriage. That is what we believe is the gold standard and the thing to which people aspire." (Culture Secretary Maria Miller, Public Bill Committee, 2013)
- 2) "Where the definition of the legal institution of marriage no longer accords with the physical realities of marriage and parenthood, man-made law has a definition of parenthood that does not accord with nature." (Daniel Moody, Associated Memorandum, 2013)

This paper aims at questioning the relations between linguistic creativity and logogenetic change in political stance. More specifically, we propose a qualitative and computer-assisted corpus-based approach to the Same Sex Marriage Bill Public Committee debate which took place in Great Britain last year. Our 350 000 word corpus is made up of both the official transcripts of the debate

and the associated memoranda broadcast in the course of debate.

By drawing upon Bauer's (1983), Paillard's (2000) and Krieg-Planque's (2009) works, we want to show, especially through the detailed analysis of the complex lexical unit "same sex marriage", how morphological processes both crystallize social meanings and shape reality by altering already-established cognitive conceptualizations.

By focusing on collocational patterns previously determined as statistically relevant through the use of the Log-likelihood Ratio, we show how the meaning of lexical units is assessed at the discourse level.

We also combine Halliday's social function of language (2004) with a dynamic approach to metaphor in order to highlight the dynamic creation of highly topical metaphorical concepts, e.g. MARRIAGE IS THE GOLD STANDARD OF SOCIETY. It is argued that metaphor must be considered a dynamic, contextual and flexible linguistic vehicle stemming from discourse (Semino 2008; Cameron and Maslen 2010). Metaphor is shown to cognitively and socially structure ideologies as well as discourse itself in its diachronic unfolding.

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Low, Francis & Marvin Lam

The Hong Kong Polytechnic University
low99low@me.com, marvinlam@me.com

TITLE

'Text+' and the extension of mode in the meaning making through resources of multiple semiotic systems

KEYWORDS

multisemiotics, texture-ness, contextualisation

ABSTRACT

This paper serves as facilitating the discussion on (1) the extension of the model of mode in systemic functional theory from a linguistically construed phenomenon to one that is construed by multi-semiotic resources, and (2) through such extension of the model, the expansion of the scope

of 'text' as a 'semantic concept' (Halliday, 1979: 135) to 'text+' that comprises different semiotic resources.

One dominant model of context in SFL has defined mode as including channel, medium and rhetorical mode. Matthiessen, Teruya & Lam (2010:144) propose an extended model which characterises it in terms of CHANNEL (in terms of phonic, graphic, etc.), MEDIUM (as spoken, written, etc.), RHETORICAL MODE (as the symbolic role played by language in the context), DIVISION OF LABOUR (among semiotic resources and between semiotic and social processes), ORIENTATION (of language towards field or tenor) and TURN (i.e. monologic vs. dialogic). These revisions extend the scope of the theory's focus from meaning making in context through language to meaning making in context through resources of multiple semiotic systems.

With this extension of the model of mode, 'text' as a semantic unit of language (Halliday, 1978:135) would be expanded to comprise different semiotic resources, with the provisional label 'text+'. The nature of a 'text+' in terms of its meaning making in context is argued to be in accordance with what Halliday & Hasan (1976:293) point out, such that 'the unity that [a text] has is a unity of meaning in context, a texture that expresses the fact that it relates as a whole to the environment in which it is placed'. With the extension of the model of mode, this 'unity of meaning in context' now includes the meaning made through the integration of different semiotic resources, considering a text+ as a 'content ensemble', i.e. the integration of choices made in unified resources of multiple semiotic systems with which the DIVISION OF LABOUR of mode is crucial in the synergy of these resources. Under this premise, the questions raised by Halliday (2009) concerning the study of choices in language (as semantic choices) can also apply to studying the choices in such unification: '(i) what is the range of options available under a given set of conditions, including the probabilities of choice across the given population; and (ii) what are the implications of choosing one option rather than another'.

In order to address these questions while simultaneously expanding upon them to cover meaning making in unified multi-semiotic resources, this paper builds on the idea of the expression plane as deployed somatically and exo-somatically by different semiotic resources (Matthiessen, Teruya & Lam, 2010: 94; cf. Matthiessen, 2009) and proposes a model of text+ that incorporates physical space and time in modelling the synergy of the unified multi-semiotic resources, and within which the textual metafunction is considered as the most significant. Through trial analysis of 'texts+', this paper reviews the extension of the model of mode and, guided by the abovementioned questions raised by Halliday (2009), interrogates the existing description of systemic functional theory in terms of its applicability in representing the possible choices of this unified multi-semiotic resource.

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Lassen, Inger

Department of Culture and Global Studies Aalborg University, Kroghstraede 3, DK-9220 Aalborg, Denmark
inglas@cgs.aau.dk

TITLE

Semogenic trajectories of change in an energy transition town

KEYWORDS

Anticipatory discourse, genre, re-semiosis, semogenic trajectories, legitimation

ABSTRACT

This paper discusses semogenic trajectories of change in an energy transition town in Denmark. The analyses are based on data from citizen meetings in which activities were planned for a local energy week aimed at encouraging citizens to implement renewable energy projects. In the planning process, various re-semiotized genres were taken up (Iedema 2003: 135) across different time-scales, thus leaving traces of a longer time-frame that transgresses generic boundaries. To illustrate this point, and inspired by Halliday & Matthiessen (1999) and Martin & Rose (2008), I present examples from analyses of semogenic trajectories identifiable in ‘anticipatory discourse’ genres on climate change (de Saint-Georges 2005; 2013). Using a citizen meeting as my point of entry, I follow trajectories across re-semiotized genres selected for the importance ascribed to them by participants in the transition project. This will be illustrated through examples from a business plan, a press release, a profile brochure and an invitation letter. Methodologically, I will use a discourse analytical approach, focusing on what I have referred to as ideational, interpersonal and textual discourses. This entails analysis of motives for and legitimation of future goals conceived in the past. In the analyses I rely on semohistory developed by Halliday and Matthiessen (1999: 17), who modeled meaning making processes and social semiotic across three interrelated time frames, phylogenesis, ontogenesis and logogenesis. The semogenic model embeds elements of temporality and determines the types of meaning that can be made through systems of language, register and genre. From a synchronic perspective, any subject position taken up by a speaking subject in a given context of situation or culture may be seen as a direct response to a discourse formation shaped over time in a semogenic trajectory shaped by culture (Martin and Rose 2008).

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Lavid, Julia & Lara Moratón

Universidad Complutense de Madrid

julavid@filol.ucm.es, laramoraton@gmail.com

TITLE

Thematic patterns in Letters to the editor in English and Spanish: a contrastive study

KEYWORDS

English-Spanish, Thematic patterns, Thematic Progression, Letters to the Editor

ABSTRACT

As part of a larger project aimed at the multidimensional annotation of discourse features in English and Spanish (see Lavid 2013), and of current work by the authors of this paper on the characterisation of newspaper genres through the analysis of their thematic selection and progression choices (Moratón et al. 2012), in this paper we analyse the thematic patterns revealed by a contrastive analysis of a sample of forty Letters of editor evenly divided into twenty written in English and twenty in Spanish. The analytical tools used for the study are Lavid et al.'s model of thematisation for Spanish and English (see Lavid et al. 2010), and the notion of 'thematic development' and thematic progression patterns (Danes 1974; Dubois 1987; Eggins 2004, inter alia). The analysis reveals interesting patterns that serve to characterise this newspaper genre in thematic terms and to redefine the functional features of several thematic types. Thus, it was found that, contrary to what would be expected in this type of evaluative genre, the presence of the so-called Interpersonal Themes is scarce, (3.33% in English and 2.56% in Spanish), and writers prefer to use a wide variety of expressions in Pre-Head and Thematic Head position for expressing intersubjective positioning both in English and Spanish. In other words, interpersonal force is not only expressed through Interpersonal Themes, but also appears in the PreHead and the Thematic Head elements of the Thematic Field. With respect to the thematic progression patterns, it was found that the most frequent type in both languages is the Derived Theme pattern. This is probably due the fact that the Letters are short and this forces writers to condense all the information into a reduced number of lines. Thus, most of the arguments expressed derive from a general Hypertheme as a common ground to the opinions and concerns conveyed by the author. We hope that this contrastive SFL-based analysis will contribute to the characterisation of this newspaper genre in English and Spanish.

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Li, Xi

Macquarie University

xi.li3@students.mq.edu.au

TITLE

Different Patterns of coherence in Chinese and English Texts from the perspective of SFL

Abstract:

KEY WORDS

cohesive devices; cohesive chains; coherence; rhetorical relations

ABSTRACT

This research looks at the different patterns of realizing “coherence” in Chinese and English based on a Chinese novel and its two English translations.

Based on Systemic Functional Grammar, this research aims to locate ‘coherence’ in the systemic network. Halliday and Hasan (1976)’s categorization of cohesion is viewed as the foundation of coherence. Hasan (1985)’s clarification on cohesive ties and cohesive chains also accounts for the ranking of coherence of texts. Rhetorical Structure Theory characterizes a text in terms of relations, which “realize text coherence, adding a rhetorical relation between segments by showing how the units connected,” Matthiessen (1990: 3), so that shows how coherence is achieved in the text. The combination of cohesion and RST form the framework of this research.

In this research, a case study of the first few chapters (at least 25,000 words) of a classical Chinese novel “Hong Lou Meng” and its two English translated versions is conducted. The characteristics of rhetorical relations and cohesive ties and chains in both Chinese and English texts are outlined and compared in terms of number and percentage. Under the systemic functional linguistic framework, I intend to see how they contribute to the coherence of both Chinese and English texts at semantic level and how coherence is realized at lexical-grammatical level. The findings show that Chinese text has more rhetorical relations (711) but less grammatical chains (206) while though both the English texts have similar rhetorical relations (542 and 585 respectively), the number of grammatical chains and lexical ties differ. And all the three texts vary in rhetorical relation types. The results show that patterns of coherence between languages (i.e. Chinese and English) and between translators (i.e. the two English translators) differ.

The findings from this study are expected to benefit translation studies concerning coherence.

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Liang, Mei-Ya

National Central University, English Department, Room C2-443 Chung-li, Tao-yuan 320, Taiwan.
my_liang@yahoo.com.tw

TITLE

Multiple Modes of Meaning in Expository Writing

KEYWORDS

multimodality, expository writing, discourse analysis

ABSTRACT

Using SFL as a pedagogical and analytic tool, this study focuses on a range of context and resources in expository writing. Whereas traditional SFL prioritizes genre and linguistic analysis of text, recent work on register and discourse analysis of interactional processes and authorial stances for understanding discursive resources and context (Martin, 2000, 2002). Moreover, recent technological innovations have also expanded discourse sites from classrooms and workplaces to international English and online settings (e.g., Coffin, 2004, 2013). Following the recent development of SFL, this action research involves the (a) instructional design of exposition and discussion through cultural and rhetorical resources for guiding L2 students' text production and argumentative dialogue and (b) discourse analysis of students' textual-semantic choices and visual-graphic resources for accomplishing the goal of negotiating knowledge claims toward opposing positions. Primary sources of data are 13 pairs of second language students' multimodal texts and videotaped PowerPoint presentations and subsequent discussions among the university community members including their classmates and international students on campus. The researcher's field notes and instructional materials, along with students' written comments on blogs and evaluations on questionnaire are also included. The presentation will show not only L2 students' production of process types and rhetorical moves but also their cross-modal realization of interpersonal meanings.

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Liardét, Cassi

Macquarie University, Faculty of Human Sciences, Department of Linguistics, Bldg. C5A 537, North Ryde, 2109, Australia
Cassi.Liardet@mq.edu.au

TITLE

KEYWORDS

Grammatical Metaphor, Academic Literacy, Nominalisation, Corpus Linguistics, English for Academic Purposes (EAP)

ABSTRACT

This presentation reports on a corpus-assisted, longitudinal study of Chinese EFL learners' development of English academic literacy through a focussed analysis of grammatical metaphor (GM). This close examination of GM combines the delicate descriptions of Systemic Functional Linguistics (SFL) with the empirical resources of Corpus Linguistics (CL), resulting in a multi-dimensional framework for understanding learners' ontogenetic development. The elaborated framework first accounts for patterns of reliance, supported quantitatively through frequency and variation analysis, providing insights into learners' expanding paradigmatic and syntagmatic repertoire of resources (Liardét, 2013; 2014). It then characterises the quality of GM deployment, identifying patterns of intermediate metaphorical control, or the degrees of completeness and control over a reconstrual, and metaphorical enrichment, the degrees of technicality, formality and meanings committed to the metaphor (Schleppegrell, 2001; Martin & Rose, 2003, 2008; Hood, 2008). Finally, the framework examines GM deployment across whole texts, identifying key patterns of text cohesion, cause and effect orderings, and information condensation, highlighting the contributions of GM deployment to the construction of advanced academic texts (Halliday, 1994; Schleppegrell, 2001). This paper discusses salient patterns of deployment in Chinese learners' texts and concludes with a detailed mapping of learners' pathways of GM development.

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Liardét, Cassi & Maria Herke

Macquarie University, Faculty of Human Sciences, Department of Linguistics, Bldg. C5A 537, North Ryde, 2109, Australia
Cassi.Liardet@mq.edu.au; Maria.Herke@mq.edu.au

TITLE

Mapping academic literacy: How an integrated SFL-guided pedagogy empowers undergraduate learners

KEYWORDS

Genre-Based Pedagogy, Grammatical Metaphor, Academic Literacy, English for Academic Purposes (EAP), English for Specific Purposes (ESP), Academic Communication, Undergraduate learners

ABSTRACT

This paper reports on learners' development of academic literacy during a one-semester academic literacy unit piloting an integrated SFL genre-based approach (Martin & Rose, 2005; Rose, 2005; Rose, Gray & Cowey, 1999). The learner texts examined in this study are collected from students enrolled in a first-year academic communication unit designed to equip university learners to meet the rigors of academic literacy. Using Systemic Functional Linguistics as the theoretical framework of analysis, this study examines learner texts for ideational and textual patterns and identifies how these patterns contribute to the learners' development of academic discourse. Of particular focus is the integration of grammatical metaphor (GM) as an empowering resource for construing the lexico-grammatical patterns valued in academic discourse (Christie & Derewianka, 2008; Halliday, 1993; Schleppegrell, 2004; Martin & Rose, 2003, 2008). This paper identifies learners' control over this key linguistic resource through a close examination of reconstrual quality and the subsequent effects of GM on their texts (Liardét, 2013; 2014). Learner success is further explored through a mapping of these individuals' writing across the term, highlighting the initial struggles learners demonstrate in their journey of developing this resource. These pathways of development are finally compared and contrasted according to the learners' diverse language and education backgrounds, with the presenters distinguishing between the patterns found in first language users of English and those of ESL students. These discussions conclude with recommendations for further integration of SFL genre pedagogy and the explicit instruction of GM in an academic literacy unit (Byrnes, Maxim & Norris, 2010; Halliday, 1994; Schleppegrell, 2001).

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Magaña, Dalia

School of Social Sciences, Humanities & Arts, University of California, Merced 5200 N. Lake Road
 Merced, CA 95343
 dmagana6@ucmerced.edu

TITLE

Modalization in doctor–patient interactions

KEYWORDS

modalization, medical discourse, interpersonal communication

ABSTRACT

This study examines modality in the communication between doctor and patients in Spanish. The patients are a part of a local community in rural California. The data consists of 23 psychiatric video-recorded interviews that the doctor conducted with these patients. In order to reveal how meaning gets constructed in a cultural interaction, this work inspects how power and modality are explicitly revealed at the language level. Analysis of the interpersonal metafunction (Eggins, 2004; Halliday, 1994) is particularly suitable to reveal specific lexicogrammatical choices patients and doctor make to index their social roles. Within the interpersonal metafunction, this study focuses on a qualitative and quantitative analysis of modality (specifically modalization in Spanish). Spanish modalization can be realized through modal operators (e.g. might), mood adjuncts (e.g. possibly), and the conditional and future tenses (Lavid et al. 2010). In addition to these, there are alternative forms of expressing modalization in oral contexts, for instance, using the preposition “como” (like) and tag questions. These linguistic resources have been reported in the pragmatics literature on

mitigation. Mitigation (i.e. weakening the proposition) intersects in interesting ways with modalization. The results reveal that patients modalize at particular moments in the interview, for instance when discussing their symptoms and conditions. The underlying use of patient modalization is to recognize the social status of the doctor (Eggins, 2004). The doctor strategically uses modalization when asking patients certain questions in order to displace responsibility from them. The effect of the doctor's modalization is avoiding face-threat and maintaining the trust of patients. This work highlights the analytical changes that become available in considering alternative approaches to discourse analysis (pragmatics in this case) and how they complement SFL.

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Magnusson, Ulrika

Department of Language Education, Stockholm University, SE-106 91 Stockholm, Sweden
ulrika.magnusson@isd.su.se

TITLE

Genre and grammatical metaphor in adult second language writing

KEYWORDS

Second language writing, grammatical metaphor, genre, interdependence between first and second language literacy

ABSTRACT

The aim of the study is to describe genre and use of grammatical metaphor in the writing in Swedish of highly educated second language users with late ages of arrival, and how they exploit their first language literacy when writing in a second language (L2). The study wants to contribute to our understanding of the expansion of linguistic choices in an L2, and of ontogenetic development of genre and grammatical metaphor from an L2 perspective.

Through its focus on linguistic variation, genre and language in relation to learning, SFL offers a useful framework for describing literacy in an L2. L2 literacy is a complex issue, influenced by experience of written texts in L1, general command of L2, and genre conventions in L1 and L2 (cf.

Gentil 2011). The study therefore uses the SFL framework to investigate dimensions shown to be crucial in L2 writing research. The data consist of texts written by highly educated L2 users during a two-year university program aimed at immigrants with foreign teacher qualifications. These writers are assumed to mirror the full complexity of adult L2 writing.

The presentation will describe the degree to which writers differentiate between genres (cf. Reynolds 2005), e.g. personal narratives and reports. Special focus is put on traits typical of academic registers, often a complex issue for L2 writers. One such feature is grammatical metaphor.

The study builds on SFL theory of language development (Halliday 1993), genre theory (Martin & Rose 2007) and SFL research on L2 and foreign language writing (Byrnes 2009; Colombi 2006; Schleppegrell 2004a, 2004b). It combines SFL and L2 theory by relating genre and the use of grammatical metaphor in writing to Cummins' (1979, 2007) distinctions of L2 competence and proposal that L1 literacy is exploited in L2.

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Maiorani, Arianna

Loughborough University, Department of English and Drama, Loughborough, LE11 3TU
A.Maiorani@lboro.ac.uk

TITLE

The semiotics of dance movement: a proposal for a systemic functional analysis

KEYWORDS

Multimodality, Dance, Systemic Functional Analysis, Grammar, Space

ABSTRACT

The continuous development of new media communication and digital forms of entertainment has generated in the last ten years an increased interest in the possibility of developing new models of discourse analysis that are flexible enough to cope with ever changing ways of expression. Multimodal discourse analysis has explored the meaning making processes realized by architecture, fine arts, film, design, animation as complex semiotic systems, with some works focusing on gesture, body and sign language. Very little, though, has been done to try and design a specific model of analysis for the study of the discourse of dance movement in systemic functional terms. Classical ballet positions, that are at the basis of every form of ballet in Western culture, are the units on which all types of choreographies are based, the units from which Western ballet as a form of art and entertainment has developed in centuries. The aim of this paper is to propose a basic model of systemic functional analysis of dance movement that uses Halliday's idea of the three metafunctions of language to understand the grammar of dance and how the relationship between body and space means in dance combinations. The model will be based on the analysis of classical ballet positions and figures in space, on their dynamic quality, and will theoretically draw mostly on Halliday's Functional Grammar of verbal language, Kress and Van Leeuwen's grammar of visual design and O'Toole's model of analysis for the displayed arts (sculpture, architecture, etc.). The paper will offer an analysis of some basic positions and figures of classical ballet in context in order to show how dance movement means and how the semiotic system of dance uses space as a semiotic dimension. Analysis will be performed on short extracts from a ballet solo, a pas-de-deux, and a group dance.

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Martinez-Insua, Ana Elina & Javier Perez-Guerra

University of Vigo.

minsua@uvigo.es / jperez@uvigo.es

TITLE

“These I did in English the rather...” Early Modern English medical writing from a systemic-functional perspective

KEYWORDS

Theme, Process, Audience, Early Modern English, Medical writing

ABSTRACT

The analysis of medical writing along the history of English may help us understand the development of the language of science and its contribution to the process of construing and communicating knowledge. Framed within a larger project on the variation and textual characterisation of English in its recent history, this multi-layered study aims to analyse instances of medical writing from a Systemic-Functional perspective (Halliday & Matthiessen 2004). The theoretical assumption that the context of culture defines the potential of language as a system, at the same time that “plays a significant role in determining the actual choices” (Halliday 2009) made by speakers, underlies the analysis. The data come from the electronic corpus of Early Modern English Medical Texts (over two million words of medical writing from 1500 to 1700; see Taavitsainen & Pahta 2011), and CorpusTool (O’Donnell 2013) is used for the annotation of the texts and subsequent quantitative analysis of the annotated corpus. Approaching texts written ca.1550 and ca.1650, and addressed to three different types of target audience (i.e. learned, unlearned and intermediate), we focus on their thematic organisation and the taxonomy of ‘Processes’ attested (i.e. material, mental, verbal, behavioural, relational and existential Processes). As expected, the findings point towards differences in the ways in which texts addressed to learned and unlearned audiences represent the world (experiential metafunction) and organise the messages (textual metafunction). The predominance of material and relational Processes, co-existing with existential and behavioural Processes in explanatory and directive texts addressed to intermediate and unlearned audiences, seem in keeping with the aim of the texts (i.e. describing illness, symptoms, treatments, interventions, etc.). As for the thematic distribution, the higher frequency of marked Themes in texts addressed to learned audiences may illustrate the writer’s choice in provoking particular communicative effects when the reader is known to have a certain amount of (medical) knowledge about the topic.

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Christian M.I.M. Matthiessen

The Hong Kong Polytechnic University
cmatthie@mac.com

Kazuhiro Teruya

The Hong Kong Polytechnic University
k.teruya@polyu.edu.hk

TITLE

Rhetorical relations and their lexicogrammatical realizations in different registers

KEYWORDS

ABSTRACT

This paper is a contribution towards filling the gap in semantics between context and lexicogrammar. While the realization of genres within the sphere of context are often related directly to lexicogrammatical realizations bypassing semantics in educational linguistic materials, the semantic part of the overall account is vitally important, not only theoretically and descriptively but also pedagogically in terms of resourcing learners with strategic meaning potential.

We will report on our ongoing investigation of rhetorical relations in the logico-semantic organization of text belonging to a range of different registers differentiated in terms of field of activity within context (for this project of registerial cartography, see e.g. Matthiessen & Teruya, 2014; Matthiessen, 2013) and of the lexicogrammatical realizations of these relations (see e.g. Matthiessen & Thompson, 1989; Matthiessen, 2002; Taboada, 2005).

We will explore the logico-semantic organization of text according to the rhetorical relations of Rhetorical Structure Theory (RST; e.g. Mann, Matthiessen & Thompson, 1992), using a revised version designed to serve as a systemic functional account of the logico-semantic organization of text (Matthiessen, in prep.). This version of RST enables us to investigate semantic strategies needed to realize elements of contextual structures (stages in genres; cf. Hasan's, 1984, description of the semantic realization of Placement in nursery tales).

First, we will analyse a few text exemplars of different registers, comparing them in terms of their RST structures — and also in terms of the patterns of lexicogrammatical realizations. Then, we will then explore a sample of texts from a larger range of registers — all operating in written and monologic contexts but drawn from a number of fields of activity. Finally, we will discuss the results of our very exploratory investigation, and suggest how these results can inform future, larger-scale studies.

Maxwell-Reid, Corinne

The Faculty of Education, The Chinese University of Hong Kong, Shatin, Hong Kong
cmaxwellreid@cuhk.edu.hk

TITLE

CLIL and non-CLIL students writing in Spanish and in English: views from language development, discourse norms and genre

KEYWORDS

genre; clause complexing; CLIL; contrastive discourse; written argument

ABSTRACT

This paper discusses a study primarily designed to investigate the effect of studying through English on students' L1 Spanish written discourse. The paper broadens the discussion by also considering the students' L2 English written discourse, and the difficulties and assumptions inherent in such contrastive work more generally.

The original study compared the written expository Spanish of Spanish secondary school students studying partly through English on a CLIL (Content and Language Integrated Learning) programme with that of their non-CLIL peers studying through Spanish. The analysis of the students' texts included generic structure (Martin & Rose 2008) and clause complexing (Matthiessen 2002), and found some indications of what could be considered mutation in the Spanish writing of the CLIL students: in comparison with their non-CLIL peers, the CLIL students used norms more generally associated with English than Spanish written discourse (Neff et al. 2004). In particular, the CLIL students' Spanish writing had shorter clause complexes and more explicit generic structure. These contrasts are now further discussed in the light of differences between the CLIL and non-CLIL students' written English and also differences of genre in the expository texts produced.

More generally, the paper considers essentialist and relativist positions that surround this type of contrastive work, and why these two attitudes towards language change are each problematic. Finally, issues and challenges involved in contrastive discourse work with and without the support of a theory of language will be discussed.

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McCabe, Anne

Saint Louis University - Madrid Campus, Avda. Del Valle, 34 Madrid 28003 Spain
mccabea@slu.edu

TITLE

Systemic Functional Grammar for Language Teaching

KEYWORDS

ABSTRACT

At the 2011 ESFLC, Mick O'Donnell suggested SFG does not provide the most optimal grammatical descriptions for learners of English as an additional language at lower levels, as other grammars are better known to them. He further argued that SFG becomes much more useful as these learners move beyond the language learning stage and into the language using stage. Indeed, the world over and across many languages, SFG has not had much impact on additional language teaching and learning, as evidenced by its scarcity of use in coursebooks and by classroom teachers. Mirroring O'Donnell's point that it becomes more useful as learners move to greater use of the language, it has been put forth as the grammar of choice for advanced language learning, mainly through the work and influence of Heidi Byrnes (2006).

What is surprising, perhaps, about this state of affairs is that Halliday conceived systemic functional linguistic theory because of an interest in additional language teaching and learning (Halliday and Hasan, 2006). Also, Halliday is mentioned in language teaching methodology books as a source of inspiration for communicative language teaching, a highly popular approach around the globe. Perhaps, as Anne Burns and John Knox (2005: 256) suggest, SFL "is still very much in its infancy in English language teaching profession" and therefore "considerable tensions exist for language teachers wanting to use SFL when institutional requirements, course material and textbooks, and student expectations are primarily based on dominant traditional grammatical frameworks", which brings us back to O'Donnell's point about familiarity.

In this paper, I trace the tenuous connections between systemic functional grammar and additional language teaching, and draw on sources such as Coffin et al. (2009), Jones and Lock (2011), and Derewianka (2011) to explore the changes that SFG would need to incorporate in order to become the theory of choice in language teaching.

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McDonald, Lorraine
Australian Catholic University
lmcdonald99@optusnet.com.au

TITLE

Building knowledge and dialogic teaching: Insights from SFL

KEYWORDS

classroom discourse, knowledge-building, dialogic teaching

ABSTRACT

This paper probes the unfolding of discourse in an Australian primary school classroom. The paper applies aspects of Maton, Martin, Matruglio & Macnaught's (2013) SFL-informed research on cumulative knowledge-building to the context of teaching literature. Maton et al's research foregrounds the ideational in the curriculum as the object of study, arguing that what students 'are learning is the key factor that needs to be addressed whenever shaping curriculum and designing the pedagogy through which they are taught' (Martin, 2013, p.24).

Dialogic teaching refers to 'pedagogy that draws on the power of talk to engage and shape students' thinking, and to secure and enhance their understanding' (Alexander, 2008, p. 92). Alexander's (2008) five principles for successful dialogic teaching (collective, reciprocal, supportive, cumulative and purposeful) offer a model of pedagogy which grew from his comparative research across five countries (including France) around the principal theme of ways in which a country's culture and history shape the values and processes of primary schooling (Alexander, 2001).

While the study of literature has a prominent place in education in most cultures, ways of teaching literature vary considerably. My own work has drawn on SFL to emphasise the importance of explicit study of form and style of literary texts, and of what constitutes 'content', as teachers nurture their students' understanding of the texts' meanings, and how texts achieve their effects (McDonald, 2013). In this paper I explore the intersection between SFL and dialogic teaching for a better understanding of the nature of ideational talk about literary texts. I elaborate this argument through analyses of student-teacher classroom moments from a series of literature lessons. I also address the importance of 'designing-in' (Hammond & Gibbons, 2005) sets of guided tasks to provide a learning context within which dialogic talk about literature becomes possible.

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Menendez, Salvio Martin & Rafael Rodriguez Marin

Universidad de Buenos Aires, Universidad Nacional de Mar del Plata, CONICET
salviomenendez@gmail.com

Universidad Nacional de Educación a Distancia
rmarin@flog.uned.es

TITLE

How Systemic-Functional Linguistics uses and interprets Glossematics

KEYWORDS

glossematics text system structure connotative semiotics

ABSTRACT

The present paper aims to demonstrate the uses and interpretation of Hjelmslev's glossematics in the frame of systemic-functional linguistics (SFL, from now on). Glossematics is a fundamental structural linguistic school to understand modern history of modern linguistics. It is foundational to any text-based grammatical treatment, because it presents an interesting alternative that goes not only beyond the limits traditionally attributed to structuralism as a whole, but anticipates precisely the characterization of language theories that put in relation options, texts and contexts as SFL does. It is proposed to trace down a set of core concepts that appears in *Prolegomena to a Theory of Language* (1943) in order to analyze them in relation with the use and interpretation that they have within the limits of systemic-functional linguistics (in a different sense of the interpretation made by Bache 2010). The works of M. A. Halliday (1978, 2002a, 2002b, Halliday and Mathiessen, 2004), R. Hasan (Halliday and Hasan 1985, Hasan 1995) and J. Martin (1992) will be taken as the main references. This paper will explore the following concepts: 1) the concept of text (Menéndez 2004; 2) the relation between the set of paradigms and the set of syntagms; 2) the content and expression plane in relation with the different strata of language; 3) the scope of connotative semiotics. We will track the treatment of these concepts in *Prolegomena to a Theory of Language* in order to evaluate the influence, the impact and their reformulation within the frame of SFL.

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Miller, Donna R. & Antonella Luporini

University of Bologna, Department LILEC - via Cartoleria, 5 - 40124 Bologna, Italy

donnarose.miller@unibo.it
antonella.luporini@unibo.it

TITLE

Social Semiotic Stylistics and the corpus: How do-able is an automated analysis of verbal art?

KEYWORDS

Social Semiotic Stylistics, corpus linguistics, verbal art, double-articulation, J.M. Coetzee's 1986 novel *Foe*

ABSTRACT

Corpora are extensively applied in all areas of linguistic research, including 'figurative' language (e.g., Luporini 2013a) and literature itself (e.g., Taylor Torsello 2007). Yet, 'high' level studies, addressing semantics/context, have been shown to resist automation in all types of text (Miller et al., forthcoming); this is even more true of literature, where the context-language connection is more intricate than for other text-types (Hasan 2007: 22-23). And, when dealing with a framework for 'verbal art' (Hasan 1985 [1989]; 2007) that is so scrupulous in its precepts, categories and its very definition of the object of inquiry, the question of the extent to which automated corpus techniques can be effectively deployed must be systematically tackled. Though corpus-assisted studies should ideally be part of the ongoing development of a rigorous Social Semiotic Stylistics (SSS), the proposal is not unproblematic.

This paper explores the problem, firstly by probing the implications of SSS's essential theses, which we thoroughly endorse (cf. Miller 2010), particularly its conviction that literature is 'special', i.e., "[...] created by languaging in a particular way" (Hasan 2007: 16, original emphasis). This specialness of verbal art is what led Hasan to devising a unique model of 'double articulation' with both a semiotic system of language and a higher-order semiotic system of verbal art, the level at which the first-order meanings are enriched to express the literature text's Theme (1985 [1989]). While corpus tools, we argue, may assist analysis at the lower-level semiotic system of language itself, and even potentially help identify motivated patterns to be further examined, verbal art's higher-order semiosis requires traditional qualitative manual analysis of a logogenetic nature.

Secondly, we summarise the results of a corpus-assisted reading of Coetzee's 1986 novel *Foe* (Luporini 2013b), a rewriting of *Robinson Crusoe*, with a view to illustrating what software such as

WordSmith Tools can/cannot tell us about: a) its thematic richness; b) the complex cultural context in which it was produced and which it, in turn, symbolically reproduces: Apartheid South Africa.

(NOTE: due to space restrictions, some original references have been removed).

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Molnar, Sonja

University of Salzburg, Department of English and American Studies, Erzabt-Klotz-Str. 1, 5020 Salzburg, Austria
sonja.molnar@sbg.ac.at

TITLE

From early to modern advertisements: the systemic evolution of a text type

KEYWORDS

media linguistics, advertisements/advertising, SFL, diachronic corpus linguistics, genre studies

ABSTRACT

Despite evidence of its ancient origins, the early days of modern advertising are commonly ascribed to the mid-/late seventeenth century. It was then that eager businessmen started to distribute their trade cards and that periodic newspapers began to include public announcements in their pamphlets. Adapting in style and structure to the continuous, often radical, economic, social, political and technological developments, advertisements have undergone a variety of rhetorical and functional changes. Yet the majority of linguistic research has so far only concentrated on the most overt textual transformations such as sentence length, use of humour or adjectives

(Gieszinger 2001; Görlach 2002; Gotti 2005). Little attention has been attributed to the underlying language system and to what extent these transformational processes have had an influence on the genre. The aim of this paper, as part of a larger dissertation project, is thus to provide a systemic network of advertising discourse, while further specifying the rhetorical evolution of this text type. Based on the SFL approach (Halliday 1994; Halliday/Matthiessen 2014; Thompson 2014), a small corpus of selected British and American print advertisements, covering 400 years of advertising history, will be analysed. As the importance of visual representation has increased over time, a semiotic investigation of these texts according to SF-MDA (Royce 1998; Cheong 2004) cannot be neglected. The diachronic set-up of this study will further allow exploring the development of British and American advertising practices as well as their cross-cultural differences.

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Montemayor-Borsinger, Ann & Eija Ventola

Universidad Nacional de Cuyo and Universidad Nacional de Río Negro
aborsinger@unrn.edu.ar

Dept. of Management Studies, Organizational Communication, Aalto University, PO BOX 21210,
FI-00076 AALTO, Helsinki, Finland,
eija.ventola@aalto.fi

TITLE

Four editions of *An Introduction to Functional Grammar*: how changes in the front covers suggest changes in SFL theory

KEYWORDS

Systemic-functional theory, *Introduction to Functional Grammar*, Book cover design, Book cover changes

ABSTRACT

It has been nearly three decades since the first European Systemic Functional Linguistics (SFL) workshops and since the first edition of Halliday's Introduction to Functional Grammar. This paper examines changes in the front covers of IFG, which provide a telling illustration of the evolution of SFL theory. Front covers are widely regarded by publishers as a marketing tool chosen with very little or no author involvement. Established practice for covers of academic works has been vagueness and discretion. This has not been the case for the first three front covers of IFG that stand out as clear, author-driven representations of SFL theory in changing contexts (Montemayor-Borsinger et al 2013). For the 1985 cover Halliday drew on Henry Moore's Three Points sculpture to state a functional, tripartite view of language in a prevailing chomskyan context. In the 1994 cover Halliday exploited his colour chart representing the types of processes in the clause, in line with rapidly developing research at the time in areas related both to SFL and Critical Discourse Analysis. The 2004 cover used Matthiessen's representation of language as network systems, stating how the contents of the third edition took these systems on board. However, the 2013 cover displays a greyish globe with labyrinths, suitable for any book related to language, or even to other areas of the 'softer' sciences. Why and how was the more unremarkable 'market-driven' choice made? We argue that an opportunity to distinguish the forceful drive of SFL has been momentarily lost. Further, we elaborate on the challenges that the growing e-book market faces with book covers. A multimodal representation of the theory that Matthiessen has frequently used in his lectures would be an ideal solution for representing the dynamic view of language as social semiotic that has consistently been foregrounded in SFL theory and in the previous IFG covers.

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Mukherjee, Sarah Jane

The Open University, Stuart Hall Building, Walton Hall, Milton Keynes, Bucks, MK7 6AA, England
sarahjane.mukherjee@open.ac.uk

TITLE

The unfolding storyline: an investigation into dynamic change in children's spontaneous role-play dialogue.

KEYWORDS

Logogenetic change , children's spoken language , children's meaning making , classroom role-play, genre

ABSTRACT

Dynamic change in spontaneous spoken texts has previously been explored by Hasan (1985); Berry

(1987); Ventola (1987); Tebble (1999) and Yang (2010), and in this presentation I aim to build on these works and present research on dynamic or logogenetic change within children's classroom role-play, a relatively unexplored area. Logogenetic change is defined as the 'unfolding of the act of meaning itself: the instancial construction of meaning in the form of a text' (Halliday and Matthiessen, 1999:18). This exploration into logogenetic change contributes to my PhD study into children's meaning making in classroom role-play, seeking to explore how children construct meaning in this curriculum activity, and the possible opportunities for language learning and learning through language of this peer to peer interaction.

The principle research question I aim to explore is: how do 4-5 year old children in classroom role-play create a make-believe social scenario through their unfolding spontaneous dialogue? I will present examples drawn from my PhD data set of fifty video recorded role-plays, each of around 15 minutes in length with groups of three 4-5 year old children.

I employ two approaches in investigating this question: firstly the notion of genre Hasan (1985), and secondly I focus on the function of the mental process 'pretend...' in this context.

Early findings suggest that the children attempt to construct genre stages that are reminiscent of stages in real life scenarios and that these stages appear to encourage change in the unfolding text. In addition, through the use of 'pretend...', the children interrupt their own co-constructed and unfolding staged dialogue. These interruptions attempt to initiate alternative aspects to the dialogue against which, if successful, the text then unfolds.

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Mwinlaaru, Isaac Nuokyya-Ire

Room AG 415, Department of English, Block G, 4/F, The Hong Kong Polytechnic University
Hung Hom, Kowloon
isaac.mwinlaaru@connect.polyu.hk

TITLE

Profiling Interpersonal Particles in Dagaare :A Case of the Dagara Dialect

KEYWORDS

Dagara/Northern Dagaare, lexicogrammar, modal assessment, mood, particles, polarity

Dagaare belongs to the Gur branch of the Niger-Congo language family and is spoken in three

West African countries, namely, Ghana, Burkina Faso, and Cote d'Ivoire, with an estimated population of about one million speakers (Bodomo, 1997; Lewis, 2009). The grammar of Dagaare has been explored by a few scholars (e.g. Angkaraaba, 1980; Kropp Dakubu, 1989; Bodomo, 1993, 1998; Ali, 2006), which has undoubtedly contributed to our understanding of the structure of the language. However, these studies are limited to formalist traditions, especially generative linguistics. The implication is that we are yet to account for the full potential of the grammar of Dagaare as a multidimensional resource for realising meaning. The present study describes interpersonal particles in Dagaare, as a preliminary SFL description of the lexicogrammar of the language and by focusing on one of its main dialects, Dagara. The focus on particles is motivated by their salience in organising the clause as a unit of interaction. The study is theoretically situated within systemic functional language typology (Caffarel, Martin & Matthiessen, 2004). The data for the study consist of naturally occurring texts, collected from a range of communicative contexts in the Dagara speech community in Ghana and Burkina Faso. The study profiles these particles based on three interpersonal systems of the clause: MOOD, POLARITY, and MODAL ASSESSMENT, describing their distribution at clause-rank and how they interact with other elements in the clause to realise these interpersonal meanings. Thus, both the systemic organization and syntagmatic properties of these particles are accounted for. The study provides a topological map of Dagara interpersonal particles, using the system network as a semiotic tool. The findings contribute to the growing literature on Dagaare linguistics and work in systemic functional language typology (e.g. Martin, 1990; Halliday & McDonald, 2004; Matthiessen, 2004; Akerejola, 2005).

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Niemietz, Paula, Stella Neumann & Jonas Freiwald

IFAAR Kármánstr. 17/19 Aachen 52062 Germany

Niemietz@anglistik.rwth-aachen.de

Neumann@anglistik.rwth-aachen.de

Freiwald@anglistik.rwth-aachen.de

TITLE

Theme and word order variation in English-German translations

KEYWORDS

Theme, word order, translation studies

ABSTRACT

The unmarked structure of the Theme is an area of major contrasts between English and German. While English allows multiple Themes, with a strong tendency for the last element to be the Subject of the Mood system (Halliday & Matthiessen 2013), German is fairly restricted to simple Themes which then, however, can be instantiated by a variety of elements of the Mood system (Steiner and Teich 2004, Teich 2003). In these cases, the Subject is often moved to the position after the Finite in the dominant clause. This contrast should lead to some interesting differences in the Theme in translations between the two languages. Looked at from the perspective of translation into German, the number of elements in the Theme will have to be reduced, with the Subject likely being moved to the position after the Finite. From the perspective of translation into English, an element before the Finite will have to be made the Subject (or the original subject will have to be moved to pre-Finite position).

Drawing on pilot studies by Kast (in Hansen-Schirra, Neumann and Steiner 2012) and Neumann (2013), this paper will present a detailed analysis of the Theme structure of English and German originals and their corresponding translations from the CroCo Corpus (Hansen-Schirra, Neumann and Steiner 2012) to classify the exact grammatical context in which changes in the Theme occur in translation. After extracting relevant contexts from the corpus, these are annotated manually with the help of the UAM Corpus Tool (O'Donnell 2008) and subsequently analysed for frequency of occurrence of each pattern.

The results of this study will help us to better understand the exact lexico-grammatical triggers which lead to shifts in translations and hence deepen our understanding of the systematic properties of translated texts.

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O'Donnell, Mick

Universidad Autonoma de Madrid

micko.madrid@gmail.com

TITLE

Changing thematic choice with developing EFL proficiency

KEYWORDS

ABSTRACT

This paper will explore the changes that occur in the thematic choices that learners of English make as they develop in proficiency. A corpus of 1,300 short essays (700,000 words) from Spanish University learners of English has been automatically tagged for Theme/Rheme structure using UAM CorpusTool 3.0. Within each sentence, Topical, Interpersonal and Textual elements have been identified, and also whether the Topical theme is unmarked (Subject) or marked (Adjunct or Complement). Each essay is also provided with the proficiency level of the student at the time of writing, in terms of CEFR levels (A1, A2, B1, etc.).

The study demonstrates that the complexity of sentential theme structure develops throughout the developmental stages, in particular through increased use of interpersonal themes, and of marked topical themes. However, the developmental pattern for textual themes is not so clear. The paper will also explore shifts in the kinds of items used for textual and interpersonal themes as the learners progress.

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WORKSHOP

O'Donnell, Mick

Universidad Autonoma de Madrid

micko.madrid@gmail.com

(NB this Workshop will be hosted in the computer lab of the Centre de ressources en langues, in the Bâtiment Olympe de Gouges (see campus map on the website)

WORKSHOP TITLE

Automatic analysis of Thematic Patterns using UAM CorpusTool

ABSTRACT

This workshop will lead the participants through the process of using UAM Corpustool (corpus annotation software) for the automatic annotation of English text in terms of Theme/Rheme, and how to explore patterns of Theme use within a single text, particular registers or text-types, or over developmental levels.

The workshop will start with the basics of downloading/installing the software, how to prepare texts to be incorporated into the program, and how to specify how the text should be analysed. The middle phase of the workshop will use the automatic parser to recognise Theme/Rheme structures (and Interpersonal, textual and ideational subcomponents of the Theme. Where the automatic analysis is wrong, the participants will be shown how to edit the analysis manually.

Finally, participants will be lead through the process of producing statistical results from the analysis.

Pecman, Mojca

Université Paris Diderot, CLILLAC-ARP

mpecman@eila.univ-paris-diderot.fr

TITLE

Making deep systemic and functional choices when naming new concepts: a journey of meaning on a lexico-discursive trajectory

KEYWORDS

neology, terminology, discourse analysis, meaning, SFL

ABSTRACT

Naming a new concept is one of the language processes that has been thoroughly analysed within the scope of works on neology. In parallel to core issues on neology, such as studies on patterns and dynamics of word creation (Sager 1997, Cabré 1999, Kageura 2002, Neveu 2005) or on sociocognitive patterns affecting the creation process (Temmerman 2000a and 2000b), neology has been quite naturally addressed from the perspective of systemic functional linguistics (SFL). It is thus commonly agreed among neology specialists that new word-formation involves choices, a

selection of an appropriate term among various candidates within one language system, and serves the naming function. However, there is a possibility of examining neology from a considerably deeper perspective while still maintaining the SFL approach. This presentation thus will illustrate how an in-depth analysis of newly created lexical items in scientific discourse brings a potentially different understanding of the lexical choices and language functions at stake when naming a new concept. In scientific writing, we frequently encounter a series of variants used within the same text for naming the same concept, which at the first level of analysis, seems to point to the transition period where a new concept is marked by terminological instability revealing a difficulty of making a choice, a firm decision to stick to one name for referring to one concept. In this paper, we present the results of a distributional analysis of variants across texts, which shows that very specific choices are made for a use of specific variant at different points in the text. Variation, and apparent instability, rather than being an unwanted side-effect appears to be a complex process conducted with specific communicative purposes. It serves to attract the reader's attention to a newly formed concept, to problematize it and thus produce a new paradigm of knowledge, following the general scheme on information structure, examined in relation to scientific discourse analysis by very few linguists, namely Halliday and Hasan (Halliday and Hasan 1976, Halliday 2004). Our focus will consequently be on investigating how deep systemic and functional analysis allows one to trace the process of meaning construction on a lexico-discursive trajectory.

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Polanco Martínez, Fernando, Irene Yúfera Gómez & M^a Ángeles García Asensio

Universitat de Barcelona, Facultat de Filologia, Gran Via de les Corts Catalanes, 585, 08007, Barcelona, España
polanco@ub.edu

Universitat de Barcelona, Facultat de Formació del Professorat, Departamento de Filología Hispánica, despacho 130. Passeig de la Vall d'Hebron, 171. Edifici de Llevant, Campus Mundet, 08035, Barcelona, España
iyufera@ub.edu
garciaasensio@ub.edu

TITLE

Focalizing information in legal and scientific digital news: the typographic mechanisms on the screen as a semiotic resource

KEYWORDS

Multimodal Discourse Analysis, Professional Discourse Analysis, Digital Press, Divulgation, Legal Journalism

ABSTRACT

Given the multimodal, interactive and hypertextual nature of the digital press (Salaverría and Sancho, 2007), it could be expected that nowadays journalists would resort to strategies characteristic of the digital format to rigorously and clearly popularize complex content.

Some of these contents concern specialized fields such as the scientific and the legal. Journalists that decide to work in these fields must manage concepts relating to science and law which are expressed with specialized languages. To bridge the gap between the readers and these languages and to satisfy the readers' right to be truthfully informed, it is necessary to use some mechanisms of content clarification that are inevitably tied to some terminological lexicon. Furthermore, the journalist must organize and prioritize the content he is dealing with in the visual space on the screen and must guide the reader in his interpretative processes in order to distinguish the most relevant information necessary for the global comprehension of the whole piece, to emphasize it and to convert it into an information focus.

Following the methodological perspective offered by Discourse Analysis and Multimodal Discourse Analysis, both developed from social semiotics, (Kress y Van Leeuwen 2001; Jewit 2009), we study, in this work, the modes and argumentative mechanisms that are used in generalist digital press to emphasize and focalize relevant information about current scientific and legal issues. A corpus composed of 40 news items and chronicles on legislative and judicial topics, on the one hand, and science subjects, on the other hand, allows a contrastive analysis. Our purpose is to check if mechanisms belonging exclusively to multimodal digital format can be noticed in the corpus, together with traditional argumentative mechanisms of emphasis and focalization of information, and to find out to what extent they are used; or if new uses are given to the older ones.

We deal with the following modes: written text, still images/motionless pictures, audiovisual

documents and computer graphics, as well as with the visual space architecture offered by the screen to organize and highlight informative content. At the level of written text, the analysis is centred on the use of typographic resources such as bold type, italics, or font and color change as elements which may be used to emphasize and focus the information that has been contributed. In this regard, we analyse the linguistic segments which are emphasized in order to observe if there is actually any strategic use and reflection on using them. In the same way, being aware of the fact that science and the legal field maintain a quite different relationship with visuals, we will analyze the relationship between text and audio visual devices and their levels of integration or syncretism in the digital press that covers these two fields. We conclude that scientific journalists show a greater reflection on the strategic use of modes and the integration of modes as mechanisms for emphasizing and focusing information.

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Rajandran, Kumaran & Fauziah Taib

University of Malaya, Malaysia

kumaran-r@hotmail.com, fauziaht@um.edu.my

TITLE

Logogenesis in Environment Sections of Malaysian sustainability reports

KEYWORDS

logogenesis, sustainability reports, expounding, context, Malaysia

ABSTRACT

This presentation studies logogenesis, focusing on how experiential meanings unfold in Malaysian sustainability reports. Sustainability is often defined as corporations voluntarily using their resources for initiatives to improve society. It is a relatively new domain in Malaysia but since 2007, corporations are required to engage in and disclose their sustainability. Disclosure of engagement is often manifested through sustainability reports. This presentation analyzes a corpus of sustainability reports from 10 Malaysian corporations from 2009 to 2011. Its focus in these reports is Environment Sections because these sections depict the relationship between corporations and the environment. A generic structure potential (GSP) (Halliday & Hasan, 1989) of Environment Sections is proposed and two elements in the GSP are selected for a detailed analysis, namely Introduction and Initiative. The instantiation of FIGURATION (Halliday & Matthiessen, 2006) in these elements are quantitatively analyzed. Both Introduction and Initiative prioritize figures of

being and doing although their proportion changes from Introduction to Initiative. The significance of these figures in representing corporations and the environment is explored. Moreover, the figures in Initiative are organized through EPISODIC COMPOSITION (Matthiessen, Teruya & Lam, 2010). There are common episodes in Environment Sections and these episodes adopt the structure of problem-solution-result. These episodes construe corporations improving the environment. Experiential meanings in FIGURATION and EPISODIC COMPOSITION are linked to the field of Environment Sections. These sections are shown to have expounding as a SOCIO-SEMIOTIC PROCESS (Matthiessen, 2013) and this choice is linked to the corporate context of Malaysia. This presentation provides some insights for the registerial cartography of sustainability reports since a register in corporate discourse is examined and it may influence writing sustainability reports.

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Resende, Viviane

Universidade de Brasília - Campus Darcy Ribeiro - Departamento de Linguística, Gabinete 38 - ICC Sul, Mezanino - Brasília - 70910900
viviane.melo.resende@gmail.com

TITLE

Violation of Homeless People's Rights and Symbolic Violence: Discursive Representation in Brazilian On-Line Journalism

KEYWORDS

Critical Discourse Analysis, Systemic Functional Linguistics, Homelessness, Representation, On-line media

This paper is part of a research project associated with Red Latinoamericana de Análisis Crítico del Discurso de la Extrema Pobreza (REDLAD), and focuses upon the ways in which on-line news media represents homeless people in Brazil. The overall objective of the project is to map and analyze these representations in the discursive production of nationwide newspapers (Folha de S. Paulo, Correio Braziliense and O Globo) websites. This research comprises extreme poverty as a social problem that includes discursive facets, since the ways homelessness is represented in texts influence the ways society understands and responds to social insecurity, and also the ways people facing homelessness identify their situation. The aim is to address semiotic facets of this problem, with specific focus on documentary research of news published in on-line media, in Brazil. In this paper, the focus is a pair of texts, related through internal hyperlinks, about the controversy concerning the installation of a social center in a middle-class neighborhood in central Sao Paulo - these texts are part of the research corpus. The texts are analyzed on the theoretical basis of Critical Discourse Analysis (Fairclough, 2003; Ramalho and Resende, 2011) and Systemic Functional

Linguistics (Halliday , 1994; Martin and White, 2005), and focusing representation of social actors through metaphor, appraisal and intertextuality. If it is true that discursive evaluation happens not only in the elements normally associated to evaluation, but radiates in various strategies, the specific texturing of this pair of texts points complex modes of assessment of homeless population. These modes of evaluation go beyond the explicit instances in relational processes to include the saturation of various evaluation elements throughout the texts, which build a scenario of ‘invasion by undesirable persons’, who are not perceived as rights holders, but as a threat to the rights of others.

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Rossette, Fiona

Université Paris 10

fionarossette@noos.fr

TITLE

From “I have a dream” to “Today, Apple is going to reinvent the phone”: the changing face of the grammar of public speaking

KEYWORDS

grammatical intricacy; lexical density; oral/written language; public speaking; syntax

ABSTRACT

If systemic theory has seen the development of the spoken/written dichotomy, particularly since Halliday’s 1985 study, there is still a lack of formal description of language spoken in formal situations, in monologic contexts as opposed to conversation. Ventola (2002) makes the point that a linguistic analysis is absent in manuals of public speaking and rhetoric, and her volume *The Language of Conferencing* offers a step towards such a description. In this paper I will present some of the results of an extensive study into the changing face of the grammar of public speaking in English. The project stemmed from the need to help students in the “scripting” of their speeches. In so doing, I will also document what has always constituted a middle-ground between traditional “oral” and “written” modes.

Speeches belonging to the English-speaking “canon” of rhetoric (e.g. the Gettysburg Address; J.F. Kennedy, Martin Luther King) are compared with both contemporary political speeches (e.g. Obama) and forms of public speaking that have come into their own in later years, such as Ted talks and corporate keynote addresses (e.g. Steve Jobs). The speeches are measured notably through the lenses of Halliday’s notions of lexical density, grammatical metaphor and grammatical intricacy, of Biber et al’s description of oral syntax, and of the traditional orator’s arsenal (e.g. repetition, figures

of speech). Specific examples will be provided to systematise the diachronic shift from a more elaborate, formal, scripted and “written” mode to a more casual, less scripted mode which bears a closer resemblance to “speech”.

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WORKSHOP

Russell, Noah, Derek Irwin & Jamie Williams (Workshop presenters)

Noah Russell: Neurophotonics Lab, University of Nottingham, University Park, Nottingham, NG7 2RD, UK. noah.russell@nottingham.ac.uk /

Derek Irwin: School of English, University of Nottingham Malaysia Campus, Jalan Broga, 43500 Semenyih, Selangor Darul Ehsan, Malaysia. derek.irwin@nottingham.ac.uk /

Jamie Williams: Neurophotonics Lab, University of Nottingham, University Park, Nottingham, NG7 2RD, UK. eexjw@nottingham.ac.uk

WORKSHOP TITLE

Developing a Linguistically Informed Model and Behavioural and Cognitive Processes

KEYWORDS

Linguistic Modelling, Behaviour and Cognition, Cognitive Neuroscience, Systemic Functional Theory

ABSTRACT

Understanding how behaviour and cognition are grounded in fine-grained facts about molecular and cellular events within neuronal circuits remains one of the major unanswered questions within neuroscience. The talks presented will explore a novel approach that aims to help answer this question, one in which ideas from Systemic Functional theory can play an important role.

This approach considers the theoretical basis for behavioural processes to be an abstract, hierarchical framework which consists of multiple levels of abstraction. It will link the low-level molecular and cellular activity within a neuronal system and with higher-level descriptions such as cognition and behaviour. This framework must consist of multiple levels of representation or abstraction, be contextualized, involve continual interaction of a system and an environment and link form and function. Significantly, these are also primary properties of models of language in SFL theory. Therefore, these talks will describe how ideas from SFL theory can be usefully applied in this new context, not because of what they tell us about language, but what they tell us about complex abstract systems.

The first talk will introduce the Simple Living Artificial Brain program and describes how it enables the theoretical framework under development to be explored and tested in a non-reductive, controlled experimental manner. The second talk explores the notion of an 'applied linguistics' and what this may mean in a biological context, particularly in terms of where the boundaries between physical, biological, semiotic and symbolic systems might be determined. The third talk will discuss the idea of applying the concept of stratification to the wider field of cognitive science. Using the stratificational model allows one to consider behaviour in potential, and not only structural, terms, and also provides a model to investigate how the wider environment influences signals observed in neuronal circuits.

Overall, these papers aim to argue that concepts which have been mainly developed within linguistics can have useful applications in other fields, and hopefully further our understanding of cognitive and behavioural processes.

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Sampson, Nicholas & Gail Forey

Department of English, The Hong Kong Polytechnic University Hung Hom, Kowloon Hong Kong
nicholas.sampson@polyu.edu.hk
gail.forey@polyu.edu.hk

TITLE

Uncle Festers, Real Inspirations & Mad Bastards: Historic Memories of Teachers

KEYWORDS

Teaching, appraisal analysis, facebook

ABSTRACT

Teachers and education play a key role in our formative years. Everyone has memories of their secondary school life, whether their teacher was inspirational, gorgeous, very mean, extremely hairy, looked like a corpse, etc. We all have funny stories to share from our school days. How do these memories change and transform us and do they have a lasting impact on us as a learner? These memories have been discussed in the literature as critical moments in the classroom. Critical moments have been researched from an education perspective, and investigated and documented in applied linguistic research. In this paper, we discuss data representing a sample of critical moments in secondary school students' lives that still have resonance 30 years after the event. Focusing on data from over 160 Facebook entries, we analyse how adults today remember their teachers after more than three decades. These entries form a case study where one opening FB entry, in September 2013, initiated more than 160 comments over a period of one month. We apply Appraisal analysis to investigate the comments and realisations made by the different

participants. The comments were both positive and negative, and the most revealing finding was the extreme nature of some of the comments, i.e. the level of lexical metaphor and graduation that was employed to make meaning of these memories. The initial findings demonstrate that teachers play an extremely emotive role not only in the knowledge they share, but also – and more so – through the interpersonal aspect of character, behaviour and attitudes that they model for their students.

The findings from this analysis demonstrate the impact of the teacher on students, learning and lifetime memories. We review recent research on the importance of teachers and their role in influencing student attitude and behaviour.

Spence, Robert

Universität des Saarlandes, FR 4.6 Angewandte Sprachwissenschaft, 66041 Saarbrücken, Germany.
robert.allan.spence@gmail.com

TITLE

Change, mutation and transformation in expression substance and expression purport

KEYWORDS

expression substance, expression purport, phonetic features, development of writing, semogenesis

ABSTRACT

My paper consists of three parts:

1) The first part will be devoted to developing in more detail the ideas I initially put forward at ISFC40 in relation to modelling 'phonic substance' in SFL, particularly in relation to the embodiment of language as vocal gestures.

This part of the presentation is motivated by the ongoing changes, mutations and transformations of my attempts to teach undergraduate students of Translation Studies both General Phonetics and English Phonetics and Phonology concurrently.

2) In the second part I reflect upon the semogenic consequences of grafting the expression plane of a visual semiotic onto an oral/aural one, as happened in the historical development of writing. In this part of the presentation I draw in broader terms upon Hjelmslev's theory of the sign, and in narrower terms on ideas more recently developed in the field of semiotics of typography.

The motivation for this part of the presentation is a series of ongoing discussions within the free open source community concerning the exact scope of font licences and the extent to which typography produced with various kinds of fonts can legally be changed, mutated and transformed.

3) In the third part of the presentation I briefly revisit the starting point of an oral/aural semiotic and reflect on the expansion of the semiotic resources of the phonic substance that has taken place in the course of evolution.

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PLENARY

Steiner, Erich

Universität des Saarlandes

E.Steiner@mx.uni-saarland.de

PLENARY TITLE

Cohesion as an environment for contrast and change: some insights from comparing English and German

ABSTRACT

The initial focus of this talk is on corpus-based empirical methodologies for researching contrasts in English-German cohesion. The inclusion of the level of cohesion into an overall contrastive description adds a focus on semantic relations across grammatical domains to the available lexicogrammatical accounts. It also enriches our processing perspective and the resulting explanatory backgrounds for contrastive and translationally relevant discourse properties. Assumptions to be critically tested against this enriched contrastive linguistics include that of different degrees of complexity of the semantics-to-encoding-mapping in English and German, differences in written-spoken and formal-informal variation, differences along the explicitness and density dimensions of encoding, and differences in the distinction between general language and special-domain text-types.

An outline will be given of some basic systemic differences in cohesion and of our comparable and parallel corpora and their different levels of annotation serving as empirical base (Hansen-Schirra et al. 2012; Amoia et al. 2012). This will be followed by examples of three levels of multivariate analyses illustrating our multifactorial approach to the textual-instantial side of cohesion: a descriptive data analysis, two unsupervised multivariate techniques to show how the registers, languages and modes in our data cluster on the basis of cohesive features, and a supervised analysis to evaluate our features. Generalizations will be suggested about semantic relations and different degrees of strength and breadth of cohesive encoding for the two languages (cf. Degaetano et al. 2014).

Moving over to implications of and for language change, we shall argue that language change represents both a difficulty and an essential explanatory background for contrastive patterns of cohesion: Using the cases of contrasts in verbal/ clausal substitution (Kunz and Steiner 2013, König and Gast 2008, König forthcoming) and in the marking of conjunctive relations between English and German (Fetzer and Speyer 2012, Speyer 2010, Kunz and Lapshinova-Koltunski. in print) as illustrations, we shall argue that the borderline between lexicogrammar and cohesion is historically changing for a given phenomenon, and hence necessarily graded synchronically. In the long term, then, the only valid basis of comparison must be a semantic one, based on fractal types (Halliday and Hasan 1976; Halliday and Matthiessen 1999: 144, 222ff; Halliday and Matthiessen 2014: 593ff). The question, though, of whether a given meaning is realized lexically, grammatically or cohesively remains a valid one for understanding differences between languages in contexts such as language learning or translation.

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Swain, Elizabeth

University of Trieste

elizabeth.swainsid@gmail.com

TITLE

Mood metaphor in diplomacy: from bilateral correspondence to the web

KEYWORDS

diplomacy, mood metaphor, interpersonal meaning, correspondence, web

ABSTRACT

Much of the considerable grammatical metaphor (GM) literature in and around SFL (Simon-Vandenberg, Taverniers & Ravelli 2003) is concerned with experiential or ideational GM, whose role in language development and in the construction and diffusion of scientific knowledge has been well established (Halliday & Matthiessen 1999; Halliday & Martin 1993) and researched. The relatively smaller body of work on interpersonal GM is mostly concerned with metaphors of modality (Thompson, 2013); mood metaphor has received even less attention (Lassen, 2003), possibly on account of its more recent theorization (Halliday & Matthiessen 2004: 613-625), and the dependency on contextual and pragmatic information for interpretation. A recent study (Zhang, 2011) of GM and implicitness in diplomatic discourse does not address mood metaphors, which is surprising, because they have long been conventional in diplomatic correspondence, as the diplomatic manuals show (Satow, 1917, Nicolson 1939; Barston 2006; Roberts 2009). Today nations post on their MFA websites for international public consumption many of the kinds of demands and threats directed at other states that formerly would have been communicated through written correspondence or telegram, and continue to use mood metaphor to express them. The paper addresses the question whether this shift from the restricted correspondence of bilateral diplomacy to public diplomacy online has brought about any change in the traditional metaphorical patterns of non-congruent mood choice and projection of proposals, and whether the conventional wordings of the past persist in the online environment. A brief overview of mood metaphor is provided. The examples are drawn from large corpora compiled for previous studies (Swain 2011, forthcoming).

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Takewa, Mika

University of Leeds, Leeds LS2 9JT, UK
M.Takewa@leeds.ac.uk

TITLE

Theme Realisation in News Translation between English and Japanese

KEYWORDS

Translation, English & Japanese, Thematic structure, Specialised corpus, News articles

ABSTRACT

This paper aims to present the differences that translated news articles show in terms of the textual meaning in comparison to the source texts between English and Japanese. To examine the textual differences a genre-based approach is taken using specialised corpora of news articles and their professional translations.

Textual meaning is realised by thematic structure and this paper examines translated news articles to see how they are textualised either similarly or differently from the original texts, both in cases in which Japanese or English is the source language or the target language.

Research on Japanese within SFL indicates that there are differences as to how discourse operates in English and Japanese (Teruya 2006, Thomson 2005, Tatsuki 2004). Thus, some kind of textual differences can be anticipated in translation as simply following the textual structure of the source text will not always be appropriate (Naganuma 2000). The current paper examines professional behaviour as it appears in the end product of news translation to understand what kind of changes take place in terms of the Theme structure.

The paper compares four sets of data concerning Theme structure. Each set includes 62 texts, either original or translated, taken from websites; Yomiuri, Mainichi, CNN and Reuters. The results of text analysis suggest that 1) articles originally written in Japanese place circumstances as Theme more frequently than those written originally in English and translations come in between, 2) articles originally written in English employ textual Themes more frequently than those in Japanese and again translations come in between. The general tendency of the translations could be that they do not always maintain the Theme structure of the source texts but deviate from them to be closer to that of the target language. Finally the paper suggests how the findings could be used in translator training.

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PLENARY

Taverniers, Miriam

Universiteit Gent / Ghent University
miriam.taverniers@ugent.be

PLENARY TITLE

Grammatical metaphor and grammaticalization: Fractal patterns in linguistic change

KEYWORDS

ABSTRACT

A concept which has been of central importance in the Hallidayan approach to the genesis of meaning is *grammatical metaphor*. It has played a considerable role in the study of language development or ontogenesis (e.g. Painter 2003; Torr & Simpson 2003) and that of logogenesis, especially in the context of scientific discourse (e.g. Halliday 1988; Halliday & Martin 1993; Banks 2003). In this paper I will focus on the role of grammatical metaphor in the evolution of language systems, i.e. phylogenesis. I will do so by confronting the notion of 'grammatical metaphor' with a theme that has surfaced especially in other functionalist (in the broad sense, esp. including various types of Cognitive Grammar, Construction Grammar, Functional Discourse Grammar) linguistic studies of language change, viz. *grammaticalization* (/grammaticization). I will first consider the design of the Sydney version of SFL at the time when grammatical metaphor was introduced, and the way in which grammatical metaphor has been conceptualized in relation to the architecture of the model as a whole. I will then briefly review my semiotic interpretation (Taverniers fc; cf. also Taverniers 1998, 2008) of ideational and interpersonal grammatical metaphor as a type of construction (or a sign type).

In a second part I will explore possible connections between 'grammatical metaphor' and 'grammaticalization', especially with a view to identifying synergies and fostering cross-fertilization of insights. The central question here will be: what can SFL learn from grammaticalization research and vice versa? Ideas which can feed a cross-fertilization include:

- from SFL: metafunctional complementarity and the metafunctional modes of expression (Halliday 1979); 'grammatical metaphor' as covering a wide range of phenomena which appear otherwise unrelated; the threefold perspective on 'semogenesis' through which the traditional concept of 'linguistic change' in phylogenesis is seen in relation to changes in ontogenesis and logogenesis (Halliday 1992);
- from grammaticalization research: the notion of coercion (Lauwers & Willems 2011); the distinction between grammaticalization and lexicalization (Lehmann 2002); subjectification (Langacker 1990; Traugott 2010) and constructionalization (Traugott & Trousdale 2013).

We will explore connections between these concepts from a theoretical and descriptive angle. If time permits, I will include a discussion of a possible new type of grammatical metaphor that appears in a contrastive diachronic perspective, viz. in the area of the expression of fronted datives or dative-like participants in Germanic languages (English, Dutch and German).

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Thompson, Geoff

School of English University of Liverpool Liverpool L69 7ZR United Kingdom
geoff9@liv.ac.uk

TITLE

Is relevant context always tied to linguistic choices?

KEYWORDS

context, material situational setting, linguistic choice, construal, Hasan

ABSTRACT

One long-standing issue that sociolinguists have struggled with is how to capture and account for the relationship between language and context. As has often been noted, context is a potentially unlimited and unmanageable phenomenon, and there have been a number of attempts in different linguistic approaches to render the complexity manageable.

Hasan, working within the Systemic Functional Linguistics framework, has set out in many ways the most radical position. She differentiates sharply between the ‘material situational setting’ and ‘relevant context’: “relevant context is that part of the material situational setting which is illuminated by the human acts of speaking” (2005: 61). In other words, relevant context is construed by the language: it emerges simultaneously with language in a dialectical relationship.

This view has been critiqued, from two related perspectives. First, it is argued that the definition of context is circular: if context is so intimately tied to language, it cannot be used to explain the language that occurs in the context. Second, it is also argued that in most cases at least some aspects of context pre-exist any language that may occur. What I wish to do in this presentation is to explore these objections (both of which I myself have found convincing in the past) and attempt to offer a theoretical justification of why I have now come round to accepting Hasan’s view as essentially valid.

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Thwaite, Anne

Edith Cowan University, Australia

a.thwaite@ecu.edu.au

TITLE

Using the “Multimodal Analysis Video” program for register analysis: A case study

KEYWORDS**ABSTRACT**

This paper will present the results of an investigation into using the software Multimodal Analysis Video (O’Halloran, 2012) to analyse video data collected for the Language in Contexts project (Thwaite, Pinfold & Herrington, 1996). The aim of the study is to explore the affordances provided by the software in describing different registers and in further developing spoken discourse analysis to incorporate aspects of multimodality.

Having previously used the Systemics software (O’Halloran, 2011) and examined the UAM Corpus Tool (O’Donnell, 2011) for spoken discourse analysis, I have been interested in expanding the scope of my work towards Systemic Functional Multimodal Discourse Analysis (MMDA), following Kress & van Leeuwen (2001). To that end, I have investigated various programs, including the locally-produced software Artichoke (Fetherstone, 2011), which is multimodal but not systemic, and Semiomix (O’Halloran et al., in press), which is multimodal and systemic, but rather complex. As the simpler Multimodal Analysis Video is now available, it is a good opportunity to apply it to my data.

The video data includes seven different registers: for example, casual conversation, educational discourse, service encounters, legal discourse and doctor-patient interaction. A selection from these will be presented in the paper. The spoken data has been analysed using various Systemic Functional approaches, such as Speech Function (See, for example, Halliday, 1994, pp. 69-71; Rose & Martin, 2012, pp. 292-5) and Exchange Structure (See, for example, Ventola, 1987). An intonation analysis of part of the data has already been completed by Halliday & Greaves (2008); the aim is to include this in the description. Aspects of MMDA, such as proxemics, posture, movement (See, for example, Martinec, 2000), facial expression and gaze will also be included. The paper will aim to describe the interaction of ‘verbiage’ (Martin & Rose, 2007, p. 262) with some of the other semiotic systems.

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Tucker, Gordon

School of English, Communication and Philosophy, John Percival Building, Cardiff University, Colum Drive, Cardiff CF10 3EU, UK
 tuckerg@cardiff.ac.uk

TITLE

How Adjectival is Systemic Functional? Adjectival Structures Revisited

KEYWORDS

systemic functional grammar, adjectival group, nominal group, system network representation

ABSTRACT

There is little agreement, amongst systemic functional grammarians, on the existence of a unit of description, the 'adjectival group', alongside other classes of group. For Halliday (2004), adjectives may realise a number of nominal group functions including the head, particularly where the adjective typically realises the role of Attribute as Complement in relational process clauses (e.g. the boys are happy). Whilst sub-modification of epithets (e.g. a much more interesting book) is recognised in the logical structure of the overall nominal group, it is treated as a 'hypotactic word complex' (Halliday 2004:332).

Fawcett (2000) and Tucker (1998), in contrast, in their 'Cardiff Grammar' model, fully recognise an adjectival group structure (the 'quality group'), with its own specific functional structure, which 'fills' elements of structure such as the nominal group modifier (m) and Complement (C) in the clause.

One major unresolved issue, which has surfaced recently in SFL discussion groups (e.g. Sysfling), concerns the treatment of expressions such as the poor in (1) and the status of the adjective poor.

(1) The poor are always with us.

Alternative solutions to this problem were summed up by Elissa Asp (Sysfling: November 2013) as:

- (a) ngp headed by an A
- (b) ngp with embedded adjgp and ellipsis of a head N
- (c) ngp with conversion of A into N
- (d) ngp with 'fused head' (Huddleston and Pullam 2002)

In this presentation, I again make the case for an 'adjectival group' and consider the implications of this position for expressions such as 'the poor' in (1). Each of the above four proposals will be evaluated in the light of corpus evidence, and a definitive solution offered which can handle this and other adjectival phenomena, both in terms of structural description and systemic functional representation in the system network.

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Unsworth, Len

Australian Catholic University
Len.Unsworth@acu.edu.au

TITLE

Typography and multimodality: Semiotic analyses of the new writing in literary picture book interpretation and translation.

KEYWORDS

typography multimodality picture books translation

ABSTRACT

It has been shown through the analyses of multiple short media texts, such as advertisements and excerpts from magazines, that typography can fulfill ideational, interpersonal and textual metafunctions (Van Leeuwen, 2006). Picture book authors frequently make use of distinctive and varying typography as part of their multimodal narrative technique, however, the contribution of the semiotics of typography to narrative meaning is frequently largely ignored in literary discussion and the translation of picture books (Serafini & Clausen, 2012). This paper reports an investigation of the influence of typography in interaction with other semiotic choices on the meanings constructed in Oliver Jeffers' picture book *STUCK* (2011) and the Spanish translation, *ATRAPADOS* (Jeffers, 2012). Drawing on systemic functional linguistics (Halliday & Matthiessen, 2004; Martin & Rose, 2007), the appraisal framework (Martin & White, 2005), the grammar of visual design (Kress & van Leeuwen, 2006) and the application of this work to researching the narrative literary techniques of picture books (Painter, Martin, & Unsworth, 2013), the paper aims to extend the work of van Leeuwen (2006) to show how typography functions in extended narrative texts through co-patterning with genre, grammar, discourse and image to contribute integrally to the construction of the interpretive possibilities of the narrative. The differences in the typographic choices in the English and Spanish versions of ostensibly the same story are shown to be substantially responsible for the variation in interpretive possibilities in the two story versions.

Implications are drawn for the significance of typography in multimodal discourse analysis, literary picture book studies and literacy pedagogy, and the translation of literary picture books.

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Volanschi, Alexandra & Natalie Kübler

Université Paris Diderot, CLILLAC-ARP

alexa.volanschi@gmail.com

nkubler@eila.univ-paris-diderot.fr

TITLE

Semantic prosody and specialised translation, or how a lexico-grammatical theory of language can help with specialised translation

KEYWORDS

Semantic prosody general language languages for specific purposes specialised translation pragmatic translation

ABSTRACT

Corpus linguistics has invaded translation studies and practice over the last fifteen years, allowing researchers to analyse the language of translation or to use corpora as tools in the translation process. This study deals with the application of a theoretical and methodological corpus linguistics approach to pragmatic translation, more precisely with the analysis of semantic prosody in a contrastive study both between French and English, and between general and specialised language. The data confirm that semantic prosody does not present a univocal matching between two languages. Moreover, the study demonstrates the need for corpus data over intuition to understand the fluctuation of semantic prosody between general language and languages for specific purposes. Finally, the question of translation based on corpus data will be addressed.

Walsh John

Rm 918 Napier Building North Terrace Campus Adelaide 5051 Australia
john.walsh@adelaide.edu.au

Nayia Cominos

University of Adelaide, Australia
nayia.cominos@adelaide.edu.au

Jon Jureidini

University of Adelaide, Australia
jon.jureidini@health.sa.gov.au

TITLE

Clinical handover in mental health: a linguistic perspective on everyday professional communication

ABSTRACT

This paper presents an SFL perspective on one area of health care communication, specifically clinical handover in the context of acute mental health care. Clinical handover is most commonly defined as a discrete event, a point during an end of shift/ beginning of shift change when one clinician hands over responsibility and accountability for a patient or list of patients to another. The paper suggests a broader interpretation of clinical handover, one in which the communication is shaped over time by clinicians as they share information and knowledge about their patients, and uses a close language analysis to support this argument.

The data are taken from the Effective Communication in Clinical Handover (ECCHo) project in Australia (2011-2014), which built on previous work from within SFL on communication in health care (Slade et al., 2008; Jorm and Iedema, 2008; Eggins and Slade, 2012; Matthiessen, 2013). The broad aim was to describe different contexts of clinical handover across Australia, to allow the participating State teams to collect, analyse and interpret data from selected areas of health, and to point to potential improvements and efficiencies in clinical handover practice.

In South Australia our focus was on acute mental health. We collected data from three distinct teams in one large metropolitan hospital. The SFL analyses of the interactions within a series of team meetings offered a way of understanding how these mental health clinicians 'did' their work using language. We used both experiential and interpersonal resources to consider both the content and the process of team meetings. In this way we aimed to describe the way in which knowledge about a patient was shaped through the development of a patient narrative, as well as understand attendant issues of attitude and power within the clinical teams.

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Whittaker, Rachel & Anne McCabe

Rachel Whittaker, Universidad Autónoma de Madrid, rachel@uam.es

Anne McCabe, Saint Louis University-Madrid Campus, mccabea@slu.edu

TITLE

Ideational and interpersonal change across genres and years: CLIL students write on history

KEYWORDS

CLIL, secondary, writing, history, register

This paper presents a longitudinal study of written production by sixteen students learning history through English in a Madrid state school, a sub-set from the UAM-CLIL corpus (Llinares, Morton & Whittaker, 2012). The analysis focuses on two areas of the students' language: the development of the nominal group and use of appraisal systems (Martin & White 2005).

Halliday explains that '[t]he written language is organised around the nominal group' (1996: 352). In history, concrete happenings and events are packaged into abstract entities, so that information can flow as arguments are developed. In writing about school history, over the years students incorporate more nominalization and generalization/ abstraction through more complex nominal groups (Coffin 2006). Thus, the CLIL history data was analysed for nominal group types using an adaptation of Haan's (1994) taxonomy.

At secondary level, CLIL students require language to evaluate information. Depending on the task, different demands are made on appraisal systems (Coffin, 2006; Christie & Derewianka, 2008; Derewianka, 2007). We wanted to find whether students responded to the generic demands of the prompts, and what the appraisal analysis could show about development.

After analysis and coding with O'Donnell's UAM CorpusTool, results showed increased information load in NGs: significant drop in type 1 (determiner-head), a trend to significance in reduced use of pronouns, and increase in type 4 NGs (pre-and post modified) while type 3 (post-modified NGs) increased in recursion. In appraisal, use of graduation dropped significantly over the four years, toning down the texts, a sign of development. Genre-related differences included increase in the use of affect and a move from judging historical characters as to normality in favor of propriety. Texts also show more inscribed appraisal, and a tendency to make more explicit the writer's voice. We reflect on the findings in relation to the development of advanced L2 literacy (Ortega & Byrnes 2008) and an integrated focus on meaning-making.

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Zhang, Peijia

Department of English, Chung Sze Yuen Building The Hong Kong Polytechnic University, Hung Hom, Kowloon Hong Kong 852 China
kaela.zhang@connect.polyu.hk

TITLE

The Multimodal Construction of Knowledge in Public Healthcare Posters

KEYWORDS

healthcare posters, multimodal corpus, image-text relations

ABSTRACT

The construction of health-related knowledge in public healthcare posters is characterised by the multimodal interplay of image and text. In this article, the author aims to develop an account of the ways in which both of the semiotic modes interact to construct the meanings to inform members of the general public about various health issues. Hence, this project is located within the field of research into healthcare communication, more specifically healthcare education of the general public. Primarily drawing on the semantic domain framework developed by Halliday and Matthiessen (1999) and Martinec and Salway's (2005) network of combined status and logico-semantics for image-text relations, this project will undertake a multimodal discourse analysis to shed light on the coordination and complementarity of image and text in conveying health-related information. Additionally, 50 public healthcare posters retrieved from the official website of the Department of Health and Aging of Australian Government will be annotated for their content and rhetorical organisation, and compiled into an XML-based multimodal corpus. Hence, the bottom-up multimodal analysis will be complemented by a corpus-based top-down conceptualisation of key patterns of meaning-making in multimodal healthcare posters.

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Zimina, Maria

Université Paris Diderot, Sorbonne Paris Cité, CLILLAC-ARP.

maria.zimina@eila.univ-paris-diderot.fr

TITLE

Bi-text: A systemic functional approach and textometric analysis

KEYWORDS

Bilingual corpus annotation, comparable corpora, lexicogrammar, textometric analysis, translation

ABSTRACT

Multilingual text corpora with linguistic annotations are becoming increasingly important in translation studies (Tiedemann, 2011). Many software systems may help with systemic functional analyses of these corpora. However, they often have different capabilities and do not support free interchange. In Systemic Functional Linguistics (SFL), an integrated approach is essential to simultaneously explore multiple corpus layers and their interactions statistics.

The findings of textmetric analysis helped to develop a research framework for multi-layer linguistic corpora with complex annotations (Fleury, 2013). Called Trameur ("threader" in English), this framework is built upon an XML-based data model. Available to any corpus linguist (<http://www.tal.univ-paris3.fr/trameur/>), it allows managing all stages of corpus exploration, including corpus maps and statistical analysis of dependency relations, within a single graphical user interface. In this research, the framework implemented in Trameur is used for mapping translation correspondences in a comparable corpus BBC_Lenta.RU (Klementiev & Roth, 2006). This corpus is composed of BBC News (2001-2005: 1 million words) and their adaptations into Russian published by www.lenta.ru (approximately 500,000 words). The process of adaptation through translation brings important linguistic and cultural shifts that make these English-Russian texts quite challenging for automatic alignment.

Following a lexicogrammar approach (Gledhill, 2011), this research explores characteristic attractions of significantly overrepresented linguistic patterns in corresponding text zones (corpus parts) to reveal translation correspondences. The results show that translation mapping is achieved when automatically discovered lexical correspondences are used as anchor points to explore functional equivalence of related linguistic features. In textometric studies, this process based on contrastive analysis of selected text zones is known as resonance. It relies upon characteristic elements computation (Lebart et al., 1998) and can be propagated across multiple annotation layers.

The research findings suggest that combining systemic functional approach and textometric analysis offers new perspectives for context-based comparable text processing.

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