



LUND UNIVERSITY

Meaning-making made aloud

From a printed version to an audio version of a multimodal popular science journal

Holsanova, Jana

2018

Document Version:

Publisher's PDF, also known as Version of record

[Link to publication](#)

Citation for published version (APA):

Holsanova, J. (2018). *Meaning-making made aloud: From a printed version to an audio version of a multimodal popular science journal*. 124-125. Abstract from European Systemic Functional Linguistic Conference Pavia 2018, Pavia, Italy.

Total number of authors:

1

General rights

Unless other specific re-use rights are stated the following general rights apply:

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal

Read more about Creative commons licenses: <https://creativecommons.org/licenses/>

Take down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

LUND UNIVERSITY

PO Box 117
221 00 Lund
+46 46-222 00 00

Book of Abstracts



28TH EUROPEAN SYSTEMIC FUNCTIONAL LINGUISTICS CONFERENCE 2018

Language, Specialised Knowledge and Literacy

University of Pavia

5-7 July 2018



UNIVERSITÀ
DI PAVIA

Dipartimento di
Studi Umanistici
Department of
Excellence 2018-2022



GHISLIERI
IL COLLEGIO

ESFLA



equinox
SHEFFIELD

Under the patronage of the Italian
Association of English Studies



Associazione Italiana di Anglistica

**“This research was supported by the Italian
Ministry of Education, University and
Research (MIUR): ‘Dipartimenti di Eccellenza
Programme (2018–2022)’ - Dept. of
Humanities, University of Pavia”.**



Conference Convenor

Maria Freddi University of Pavia

Programme Committee

David Banks	Brest University
Tom Bartlett	Cardiff University
Paul Bayley	University of Bologna
Marina Bondi	University of Modena and Reggio Emilia
Marina Chini	University of Pavia
Ben Clarke	University of Portsmouth
Sonia Cristofaro	University of Pavia
Pierluigi Cuzzolin	University of Bergamo
Volker Eisenlauer	University of Klagenfurt
Robin Fawcett	Cardiff University
Lise Fontaine	Cardiff University
Gail Forey	University of Bath
Sheena Gardner	University of Coventry
Sara Gesuato	University of Padua
Chris Gledhill	University of Paris Diderot
Lia Guerra	University of Pavia
Martin Kaltenbacher	University of Salzburg
Arianna Maiorani	University of Loughborough
Gianguido Manzelli	University of Pavia
María Martínez Lirola	University of Alicante
Anne McCabe	Saint Louis University Madrid
Donna R. Miller	University of Bologna
Renzo Mocini	University of Rome La Sapienza
Nicolas Moore	Sheffield Hallam University
Mick O'Donnell	Universidad Autónoma de Madrid
Maria Pavesi	University of Pavia

Elisa Roma	University of Pavia
Sonja Starc	Univerza na Primorskem, Slovenia
Claudia Stoian	Polytechnic University of Timisoara
Christopher Taylor	University of Trieste
Elke Teich	Universität des Saarlandes, Saarbrücken
Nicoletta Vasta	University of Udine
Rachel Whittaker	Universidad Autónoma de Madrid

Local Organising Committee

Elisabetta Adamo
Stefano Corrent
Maria Freddi
Shanshan Huang
Elena Valvason

In memory of M.A.K. Halliday



Contents

Conference Description	_____	1
Keynotes	_____	3
General Parallel Sessions	_____	11
3rd Colloquium on Empirical Evidence and Theoretical Assumptions in SFL	_____	103
1st Colloquium on Multimodal Literacies	_____	120
Roundtable on The Wherefrom and Whereto of SFL in Italy and the world - with a Manifesto for the Twenty-first Century	_____	138
Authors Index	_____	140

Conference Description

The strong interrelation between knowledge and language in the global latitude of what has been dubbed the “knowledge society” calls for a renewed discussion on how systemic functional linguistics has contributed to exploring the relation between language and specialised knowledge and how it can continue to contribute to literacy development.

The language-knowledge-literacy triad has been the concern of SFL from the beginning, the relationship between wording and meaning, the notion of language as a resource and an interest in “co-variation between linguistic and social phenomena” being its very essence (e.g. Halliday 1961, 1966).

However, it has taken many directions and different foci, among which, the language of science and technology, specialised knowledge and genre communication, school literacy and advanced academic literacies, language and specialised knowledge in diachrony, literacy and the literary text, and multimodal literacies, including the cultural revolution brought about by the internet and the new media.

28ESFLC2018 aims to attract contributions in all of the paths opened up by the studies referred to below and variously concerned with the conference theme (see References), create a venue for discussion and scientific exchange around SFL educational vocation, help develop culturally literate citizens that can participate fully in today’s knowledge society.

References

- Banks, D. (2008) *The Development of Scientific Writing. Linguistic Features and Historical Context*. London: Equinox.
- Banks, D. (2017) *The Birth of the Academic Article. Le Journal des Sçavans and the Philosophical Transactions, 1665-1700*. Sheffield: Equinox.
- Christie, F., Martin, J.R. (eds) (1997) *Genre and Institutions: Social Processes in the Workplace and School*. London: Cassell.
- Christie, F., Maton, K. (eds) (2013) *Disciplinary. Functional Linguistic and Sociological Perspectives*. London: Bloomsbury.
- Colombi, C., Schleppegrell, M. (eds) (2002) *Developing Advanced Literacy in First and Second Languages*. Mahwah, NJ: Erlbaum.
- De Silva Joyce, H., Feez, S. (2016) *Exploring Literacies. Theory, Research and Practice*. London: Palgrave Macmillan.
- Drucker, P. (1969) *The Age of Discontinuity. Guidelines to our Changing Society*. London: Heinemann.
- Halliday, M.A.K. (1961) Categories of the theory of grammar, *Word*, 17 (3), pp. 241–92. Reprinted in Halliday, M.A.K. (2002) *On Grammar. Volume 1 in the Collected Works of M.A.K. Halliday*. Edited by J.J. Webster. London and New York: Continuum, pp. 37–94.
- Halliday, M.A.K. (1966) *Grammar, society and the noun*, London University College Inaugural Lecture, published by H.K. Lewis & Co Ltd for University College London, 1967. Reprinted in full in Halliday, M.A.K. (2003) *On Language and Linguistics. Volume 3 in the Collected Works of M.A.K. Halliday*. Edited by J.J. Webster. London and New York: Continuum, pp. 50–73.
- Halliday, M.A.K. (2004) *The Language of Science. Volume 5 in the Collected Works of M.A.K. Halliday*. Edited by J.J. Webster. London and New York: Continuum.
- Halliday, M.A.K., Martin, J.R. (1993) *Writing Science: Literacy and Discursive Power*. London: Falmer.
- Hasan, R. (1989) *Linguistics, Language and Verbal Art*. Oxford: Oxford University Press.
- Hasan, R., Williams, G. (eds) (1996) *Literacy in Society*. London: Longman.
- Kress, G. et al. (2001) *Multimodal Teaching and Learning: The Rhetorics of the Science Classroom*. London: Routledge.
- Martin, J.R., Veal, R. (eds) (1998) *Reading Science: Critical and Functional Perspectives on Discourses of Science*. London: Routledge.
- Rose, D., Martin, J.R. (2012). *Learning to Write, Reading to Learn: Genre, Knowledge and Pedagogy in the Sydney School*. London: Equinox.

Keynotes

Jim Donohue
Queen Mary University London
j.donohue@qmul.ac.uk

Text, context and practice in a language as social semiotic-based approach to teaching and learning in higher education

The systemic functional linguistics hypothesis of ‘context-metafunctional resonance’ (Hasan, 2014:127) is a powerful expression of how texts simultaneously instantiate the language system, construe participation in social practices and realise context. In this presentation, I would like to reflect on the relation between text, context and practice in a language as social semiotic-based approach to teaching and learning in several different university contexts.

In 2014, Caroline Coffin and I published an account of such an approach in social science-related programmes in two British universities: one face-to-face and the other distance (Coffin and Donohue, 2014). This presentation will draw on the subsequent experience of attempting to transfer our approach into the curriculum areas of engineering and computer science in a different British face-to-face university.

Issues which have emerged in the course of this work, some of which will be considered in this presentation, are:

- How to identify need and build partnerships in a teaching and learning environment from a text-in-context perspective
- How to engage meaningfully with advanced and unfamiliar contexts of disciplinary knowledge, particularly when instantiated in multimodal texts.
- How to recontextualise the advanced and unfamiliar knowledge of SFL meaningfully for disciplinary participants in those contexts.
- How to decide where in the relationship between context, practice and text, energy is best invested; for example, in close analysis of assignment texts or in designing changes in feedback practices.
- How, when analysing a student’s text, to take account of the likelihood that a student’s participation in an assessment task is influenced by their experience of multiple other contexts, previously and currently.
- How to bridge the gap between the synoptic nature of a text analysis and the dynamic nature of meaning making.
- How to trace ontogenetic development through assessment tasks and practices.
- How to evaluate the impact of language-based innovations in teaching and learning in higher education.

References

- Coffin, C. and Donohue, J. (2014) A language as social semiotic-based approach to teaching and learning in higher education (Language Learning Monograph Series). Chichester, West Sussex; Malden, MA: Wiley-Blackwell. Also published in the journal, *Language Learning* 64, 2014, (Supplement 1).
- Hasan, R. (2014) Towards a paradigmatic description of context: systems, metafunctions, and semantics. In *Functional Linguistics* (2014) 2:9, pp. 121-182; Springer. Revised and reprinted in Hasan, R. (2016) *Context in the system and process of language: The collected works of Ruqaiya Hasan, Volume 4*, (ed. Webster, J.), pp. 389-470; Sheffield, UK: Equinox.

Donna R. Miller
University of Bologna
donnarose.miller@unibo.it

Systemic Socio-Semantic Stylistics and Literacy: Taking up the fruitful challenges of the specialized knowledge of verbal art

“The value of a theory lies in the use that can be made of it” (Halliday 1985: 7). Literacy development is of course among the most vital of such uses and SFL has indubitably forged new paths in applicable and socially accountable (cf. Matthiessen 2012) language education through the explicit, ‘visible’ teaching of knowledge about language required for such development. Typically the impetus is located in Australia in the 1980s. Further back in time, however, Hasan was engaging with analogous issues with reference to a specialized, and indeed ‘special’, register: verbal art.

In her inspiring reflections on her career, ‘A Timeless Journey’, written in 2011, Hasan makes immediately clear that from the early ‘60s she was grappling with what to her was the vital question of [...] how to conceptualize the ‘teaching of literature’ at the university level so as to enable the students to produce their own reasoned analysis of a literary work; this was essential if they were to free themselves from simply following renowned critics [...]. (Hasan 2011a: xv)

For her, the question was of the highest importance, “socially, morally and pedagogically”. Subsequently, her ‘liberating’ pedagogic aim is reasserted in her crucial call for a reflection literacy which would “[...] ideally produce in the pupils a disposition to distrust doxic knowledge. i.e. knowledge whose sole authority is the authority of someone in authority” (Hasan 2011b[1996]: 199).

Hasan’s verbal art journey extended well over fifty years: from her work on her PhD thesis (1964), to at least our last personal discussions in January of 2015 on her descriptive and analytical framework for its study. This surely sustains her claim that “of all the applications of linguistics, that to the study of literature is potentially the most challenging and most fruitful” (Hasan 1975: 49) and bids us to engage with it unreservedly.

This talk offers a taste of Hasan’s rich thought on language-in-literature literacy as the prime mover of her systemic functional grammatics-based framework of Systemic Socio-Semantic Stylistics (Hasan (1989[1985])). It also fine-tunes the model with Jakobson’s “pervasive parallelism” (e.g. Miller 2016), putting it forward as an effective tool for both (1) engendering multifaceted specialised knowledge of the contextualized literature text, and, (2) guiding advanced EFL students towards language and literature literacy (Miller & Luporini forthcoming). This twofold task is briefly shown at work in the undergraduate university classroom, through learning tasks that orient students to the pervasive patterns in one text and how they function to foreground its deepest meanings. But how effective

our practices are proving to be cannot simply be affirmed. Thus select results of data collected to help answer this question are also in some measure pondered.

References

- Halliday, M.A.K. (1985) 'Systemic background', in J.D. Benson & W.S. Greaves (eds), *Systemic Perspectives on Discourse*, Vol. 1 of Selected Theoretical Papers from the 9th International Systemic Workshop. Norwood, NJ: Ablex Publishing Corporation, 1–15.
- Hasan, R. (1964) 'A Linguistic Study of Contrasting Linguistic features in the Style of Two Contemporary English Prose Writers', Unpublished PhD thesis, University of Edinburgh.
- Hasan, R. (1975) 'The place of stylistics in the study of verbal art', in H. Ringborn (ed.), *Style and text: Studies presented to Nils Erik Enviste*. Skriptor, Stockholm, pp. 49-62.
- Hasan, R. (1989[1985]) *Language, Linguistics and Verbal Art*. Oxford: OUP.
- Hasan, R. (2011a) 'A Timeless Journey: On the Past and Future of Present Knowledge', In *Selected Works of Ruqaiya*
- Hasan on Applied Linguistics (pp. xiv-xliii). Beijing: Foreign Language Teaching and Research Press.
- Hasan, R., (2011b [1996]) 'Literacy, everyday talk and society', in J.J. Webster (ed.), *Language and Education: Learning and Teaching in Society*, Vol. 3 of *The Collected Works of Ruqaiya Hasan*. Sheffield: Equinox, 169-206.
- Matthiessen, C.M.I.M. (2012) 'Systemic Functional Linguistics as applicable linguistics: social accountability and critical approaches'. *D.E.L.T.A.* 28 (Especial), 435-471.
- Miller, D.R. (2016) 'Jakobson's place in Hasan's Social Semiotic Stylistics: "pervasive parallelism" as symbolic articulation of theme', in Boucher, W. and Liang, J. (eds) *Society in Language, Language in Society: Essays in Honour of Ruqaiya Hasan*. London: Palgrave Macmillan, 59-80.
- Miller, D.R., & Luporini, A. (forthcoming) 'Systemic Socio-Semantic Stylistics (SSS) as applicable linguistics: the cases of literary criticism and language teaching/learning', in A. Sellami Baklouti & L. Fontaine (eds) *Perspectives from Systemic Functional Linguistics. An Applicable Theory of Language*. London & New York: Routledge.

Wolfgang Zydatis
Humboldt University of Berlin
WBKZydatis@t-online.de

Academic literacy in the educational system: A functional linguistics perspective on the German CLIL programmes

The so-called 'bilingual tracks' of the secondary schools have become a huge success in the German educational system, particularly since the curricular concept of using a foreign language for subject matter teaching has undergone functional differentiation – ranging (at the extremes) from 'two-way immersion' beginning in the primary school to 'bilingual modules' at all types of general or vocational schooling. In the European context these programmes are known under the name of 'CLIL' (= content and language integrated learning). The 'bilingual wings' were started in the late 1960s putting reconciliation between France and Germany at the top of the political agenda. Meanwhile a sort of 'integrated bilingual didactics' has come about for the curricular concept, which may serve as a model for a new development in the educational system as a whole (using German as the medium of instruction): namely the systematic and cumulative integration of content and language teaching (what we call 'fachbezogene Bildungssprache' and 'Durchgängige sprachliche Bildung' – clearly a reference to Wilhelm von Humboldt's notion of education, ie. Bildung).

This is where functional linguistics will come in: According to Systemic Functional Linguistics (short SFL: Halliday), and the educational linguistics based on it, there is a strong correlation between knowledge building and the linguistic resources available to learners in developing 'academic literacy'. SFL also tells us that there is variation of context-embedded language use ('register' being the fundamental theoretical concept), calling for appropriateness in terms of linguistic and textual conventions as well as addressees' expectations. These aspects are crucial for educational processes, because academic language (ie. 'CALP' or the 'language of schooling': Cummins; Schleppegrell) is not identical with 'everyday / colloquial / commonsense language' or 'BICS' (that is, the vernacular). Taking the growing heterogeneity of our classrooms into account plus the obvious changes of a so-called knowledge society the educational field faces a number of severe challenges (which will probably create a considerable amount of resistance):

- the progressive development of academic literacy across the various domains of the curriculum and across the different types of schooling and/or vocational training,
- the acceptance of the discursive genre linked to sociocultural phenomena as the basic unit of the communicative use of language (instead of the sentence and of algorithmic rules, as in formal-structuralist linguistics),
- the abolition of the mental set related to the notion of 'cultural capital' (Bourdieu) built up mainly in the home during the pre-school years, thereby explicitly promoting the

status of 'generic learning' as a duty of our schools (esp. with regard to generic writing and the role of language awareness),

- the creation of open minds for language-sensitive approaches to teaching curricular content, including various kinds of 'scaffolding' given to learners (Gibbons, Hammond, Thürmann) to accomplish curricular (esp. text-bound) tasks,
- the acceptance of 'verbal thinking' as the species-specific synthesis of language and thought (note also Vygotsky's concept of 'cognitive-cultural tools'), thus paying due attention to cognitive operations cropping up in subject matter teaching (the so-called 'academic discourse functions': Dalton-Puffer, Zydariß) as well as
- the introduction of different testing procedures regarding learners' performance, for example by way of 'formative assessment' drawing upon generic scales and descriptors.

The talk will provide ample evidence, data and references to the points mentioned above.

References

- Cope, Bill & Kalantzis, Mary (1993) *The Powers of Literacy. A Genre Approach to Teaching Writing*. London: Falmer Press.
- Gibbons, Pauline (2009) *English Learners' Academic Literacy and Thinking: Learning in the Challenge Zone*. Portsmouth, NH: Heinemann.
- Halliday, M. A. K. (1985) *An Introduction to Functional Grammar*. London: E. Arnold.
- Halliday, M. A. K. (1993) Towards a language-based theory of learning. *Linguistics and Education* 5, 93-116.
- Schleppegrell, Mary (2010) *The Language of Schooling. A Functional Linguistics Perspective*. New York & London: Routledge [2004: Lawrence Erlbaum].
- Vygotsky, Lev S. (1962) *Thought and Language*. Cambridge, Mass.: MIT Press.
- Vygotsky, Lev S. (1978) *Mind in Society. The Development of Higher Psychological Processes*. Cambridge, Mass.: Harvard University Press.

General Parallel Sessions

Simon Aerts
Ghent University
simon.aerts@ugent.be

Tense and aspect in Latin: towards a systemic functional, “three-dimensional” framework for the reading of (historio-)graphic narratives in educational settings

The Latin verb tenses are divided into two groups, based on the perfectum and infectum stems. Linguists still disagree on the semantics involved, viz. anteriority vs. simultaneity (relative tense, cf. Pinkster 1983, 2015; Kroon 2007; Adema 2008) or perfectivity vs. imperfectivity (grammatical aspect, cf. Oldsjö 2001; Haverling 2010). Problematic in the literature of both theories are the metafunctionally limited interpretations of these categories. For my close-readings of historiographical narratives, I propose a three-dimensional interpretation of both aspect (termination; global vs. partial view; viewpoint from without vs. from within; cf. Boogaart 2004; Coseriu 1980) and tense (location in our conception of chronology; independent vs. secondary nature based on absolute vs. absolute-relative tense; retrospection from speech moment vs. identification with past reference point) (cf. Aerts forthcoming). These three dimensions convey ideational (representation of reality), textual (presentation of the text), and interpersonal (interaction with audience) meaning (cf. Halliday and Matthiessen 2014; Thompson 2013), respectively (for inspirational applications of SFL theory, see Kroon 1998, Bache 2008, Bentein 2015, and Aerts 2014). The textual and interpersonal dimensions of both categories may lead to the respective meanings of foreground-background and focalization. This paper focusses on factoring out the metafunctional contributions to the Latin tense/aspect complex and operationalizing the methodology of a three-dimensional close-reading in a statistical analysis in the near future. Such a comprehensive reading with regard to an appreciation of the full (metafunctional) meaning potential of the Latin verbal group may contribute to a more authentic and rewarding reading experience in secondary and higher education.

References

Sawsan Aljahdali
King Abdulaziz University
saaljahdali@kau.edu.sa

Translation, writing literacy and the logico-semantics of hypotaxis: An integrative view to enhancing cross-linguistic awareness and advanced academic writing proficiency

Surveying undergraduate students' writings reveals that due to the contrastive nature of clause complexing systems in Arabic and English, Arab students still face a problem in producing error-free English clause complexes. This experimental study targets a group of Saudi students at the Department of European Languages participating in a project of translating scholarly journal articles in poetic and literary studies. It monitors the progress of their academic writing performance consequent to developing cross-linguistic awareness of the interclausal hypotactic relations in both the Source Language, Arabic—students' mother tongue, and Target Language, English—language of instruction. Whether pedagogical translation enhances the dynamicity of the foreign language-knowledge-literacy triad is still, in fact, controversial among translation and language acquisition scholars (Vermes, 2010). Yet, literacy and translation are social semiotic processes revolving around and implementing the socio-semiotics of meaning-making in language (Colombi & Schleppegrell, 2002; Halliday, 1975/2007; Lemke, 2002; Matthiessen 2001). Thus it becomes the aim of this study to explore how far the interaction of the intersemiotic and interlingual processing of meaning in translation would augment proficiency in linguistic awareness, academic written literacy and translation success within the context of target language and culture. The experiment is fashioned in a repeated measure design in which the students receive the following treatment: 1) sessions on the nature of logico-semantic relations in both languages; 2) hypotactic analysis in translated excerpts; 3) translation strategy implementation; and 4) editing and one-to-one counselling. Progress is detected through essay-writing tests before and after every stage of treatment.

References

- Baklouti, A. S. (2011). The impact of genre and disciplinary differences on structural choice: taxis in research article abstracts. *Text & Talk-An Interdisciplinary Journal of Language, Discourse & Communication Studies*, 31(5), 503-523.
- Bardi, M. A. (2008). A systemic functional description of the grammar of Arabic. (PhD), Macquarie University, Sydney.
- Butt, D. G., & Webster, J. J. (2017). The logical metafunction in systemic functional linguistics. In T. Bartlett & G. O'Grady (Eds.), *The Routledge Handbook of Systemic Functional Linguistics* (pp. 96-114). Published online on: 12 Jan 2017: Routledge.

- Colombi, M. C., & Schleppegrell, M. J. (2002). Theory and practice in the development of advanced literacy. In M. C. Colombi & M. J. Schleppegrell (Eds.), *Developing Advanced Literacy in First and Second Languages : Meaning with power* (pp. 1-18). New York and Oxen: Routledge.
- Halliday, M. A. K. (1975/2007). Language as social semiotic: Towards a general sociolinguistic theory. In J. J. Webster (Ed.), *The Collected Works of M. A. K. Halliday: Language and Society* (Vol. 10). London and New York: Continuum.
- Lemke, J. (2002). Multimedia semiotics: Genres for science education and scientific literacy. In M. C. Colombi & M. J. Schleppegrell (Eds.), *Developing Advanced Literacy in First and Second Languages : Meaning with power* (pp. 21-44). New York and Oxen: Routledge.
- Matthiessen, C. M. I. M. (2001). The environments of translation. In E. Steiner & C. Yallop (Eds.), *Exploring Translation and Multilingual Text Production: Beyond Content* (pp. 41-124). Berlin & New York: Mouton de Gruyter.
- Vermes, A. (2010). Translation in foreign language teaching: a brief overview of pros and cons. *Eger Journal of English Studies*, 10, 83-93.

Jorge Arús-Hita
Universidad Complutense de Madrid
jarus@filol.ucm.es

Effects of the fractality of projection on the translation of news reports

This paper draws on previous and ongoing research on projection as a fractal motif. Taking as point of departure Matthiessen and Teruya's (2014) study on the fractal nature of projection as well as contrastive work on the realizations of this semantic phenomenon in spoken and written English and Spanish (Arús-Hita, in press) and in English and Spanish news reports (Arús-Hita, in preparation), the present paper focuses on the translation of those realizations of projection which can be expected to pose cross-linguistic problems. These are typically due to the existence of a realization specific to one of the languages, as is the case with the use of the conditional mood in Spanish, with no parallel in English (see example 1), or with English reportedly in (2), whose Spanish closest equivalent, *supuestamente*, is often a dispreferred option. (1) Para obtener el contrato, las dos firmas habrían pagado sobornos ('In order to win the contract, both firms reportedly/seem to have paid bribes') (El País 12/12/2017) (2) Indian official reportedly dismisses fraud allegations against Adani Group (The Guardian 29/10/2017) In order to carry out this contrastive study, we look at projection in news reports from Spanish and English newspapers and their translated versions. The discussion of results will focus on the identification of the main strategies carried out in the translation or adaptation of the original and the overall felicitousness of translations.

References

Alan Bailin & Ann Grafstein

Hofstra University & US and Hofstra University, US

Alan.Bailin@hofstra.edu & Ann.J.Grafstein@hofstra.edu

Applying linguistics to the problem of text difficulty

Since the early twentieth century, quantitative methods have been used to assess readability, that is, how easy or difficult a text is to read. So popular have these methods become that publishers use them to show that their books are appropriate for particular grade levels, the popular word processing program Word incorporates a readability formula to help writers write more clearly and one of the largest academic digital publishers, Gale, includes a readability measure in its description of articles in its databases. Nevertheless, quantitative readability formulas have repeatedly proven to be very poor measures of how readable a text is. In this presentation we contend that one major reason for their poor performance is that they ignore all but the most superficial linguistic properties. We argue that if we are ever going to be able to develop robust readability assessment, we must look at what various linguistic disciplines, including psycho-linguistics, theoretical linguistics and text linguistics, have identified as properties that can interfere with text comprehension. We will examine briefly a few of the functional linguistic properties which can be shown to interfere with reader comprehension: (1) semantic ambiguity, (2) linking discourse units, and (3) linking syntactic units within sentences. Our goal is to show that applying linguistic concepts and insights to the issue of text difficulty can help us to develop a better understanding of what makes a text easier or more difficult to read.

References

- Bailin, A., & Grafstein, A. (2016). *Readability: Text and context*. Houndmills, Basingstoke, Hampshire, England: Palgrave Macmillan.
- Bever, T. G. (1970). The influence of speech performance on linguistic structure. In G.B. Bates & W.J.M. Levelt (eds.) *Advances in psycholinguistics* (pp. 65-88). Amsterdam, Netherlands: North-Holland Publishing.
- Chomsky, N., & Miller, G. A. (1963). Introduction to the formal analysis of natural languages. In R.D. Luce, R.R. Bush & E. Galanter (eds.) *Handbook of mathematical psychology, volume II* (pp. 269-321). New York, NY: John Wiley.
- Christianson, K., Hollingworth, A., Halliwell, J. F., & Ferreira, F. (2001). Thematic roles assigned along the garden path linger. *Cognitive Psychology*, 42(4), 368-407. doi: 10.1006/cogp.2001.0752
- Davison, A., & Kantor, R. N. (1982). On the failure of readability formulas to define readable texts: A case study from adaptations. *Reading Research Quarterly*, 17(2), 187. doi:10.2307/747483

- Duffy, T. M., & Kabance, P. (1982). Testing a readable writing approach to text revision. *Journal of Educational Psychology*, 74(5), 733-748. doi: 10.1037//0022-0663.74.5.733
- Gibson, E. (1998). Linguistic complexity: locality of syntactic dependencies. *Cognition*, 68(1), 1-76. doi:10.1016/s0010-0277(98)00034-1
- Halliday, M. A. K. and R. Hasan.(2014). *Cohesion in English*. NY: Routledge.
- Levy, R., Fedorenko, E., Breen, M., & Gibson, E. (2012). The processing of extraposed structures in English. *Cognition*, 122(1), 12-36. doi:10.1016/j.cognition.2011.07.012
- Lewis, R. L. (1996). Inference in short term memory: The magical number two (or three) in sentence processing. *Journal of Psycholinguistic Research*, 25(1), 93-115.

David Banks
Université de Brest
David.Banks@univ-brest.fr

The role of extraposition in the scientific research article revisited

It has long been recognized that extraposition, or thematized comment, plays a small but important role in scientific writing. A small sample of recent scientific research articles, made up of four articles from the Proceedings of the Royal Society A, and four from the Proceedings of the Royal Society B, for 2015 and 2017, a total of 16 articles, with an estimated number of words of just over 75000, yielded 127 examples of extraposition. It can thus be said that in this sample of scientific writing extraposition occurs with an average frequency of 1.68 per 1000 words. Only one of the randomly selected articles had no examples of extraposition. The extraposition matrix is usually interpersonal in nature being either a case of modality or speaker comment. In 79 of the 127 examples, the extraposition matrix is in thematic position, showing that this is of importance for the thematic structure of the clauses involved. However, 42 examples occur within the rheme, and so do not have thematic highlighting, but it can be argued that these will still attract the tonic accent and so be focalized, giving the extraposition matrix highlighting in terms of the information structure. Knowing when and how to use extraposition is of importance for non-anglophone scientific authors wishing to publish in English.

References

- Banks, David (1995): "There is a cleft in your sentence: less common clause structures in scientific writing", *ASp*, 7/10, 3-11.
- Carter-Thomas, Shirley & Elizabeth Rowley-Jolivet (2001): "Syntactic differences in oral and written scientific discourse: the role of information structure", *ASp*, 31/33, 19-37.
- Collins, Peter (1994): "Extraposition in English", *Functions of Language*, 1:1, 7-24.
- Herriman, Jennifer (2000): "The functions of extraposition in English texts", *Functions of Language*, 7:2, 203-230.
- Zhang, Guiping (2015): "It is suggested that... or it is better to...? Forms and meaning of subject-it extraposition in academic and popular writing", *Journal of English for Academic Purposes*, 20:1, 1-13.

Taryn Bernard
Stellenbosch University
tbernard@sun.ac.za

(Re)imagining the Future of Higher Education in South Africa: The contribution that SFL can make to transforming foundational provision.

The South African Higher Education system is characterised by low participation and high attrition rates, particularly amongst Black students. Extended Curricula Programmes (ECPs) (one form of foundational provision) aim to improve access, participation and success by extending the student's degree by one academic year and offering additional academic support in the first two years. However, critical scholars highlight that the design of these programmes work to segregate students according to race and a norm-deviation paradigm that is not transformative (see Lockett and Shay 2017). This results in the students being labelled as something different from the “mainstream”, as “underprepared” and “at risk”, which places responsibility on the students rather than the institution. These criticisms resulted in a research project aimed at understanding the ways in which ECPs are *currently* understood, experienced and evaluated at one South African University. The data was collected from audio recordings of three separate focus groups for managers, facilitators and students. Once the data had been transcribed, the Attitude sub-system of Martin and White's (2005) Appraisal Framework was used to identify the types of linguistic resources that are drawn on to express *attitudes* about ECPs, as well as types of linguistic resources used to *judge* and *evaluate* the programmes. These were then interpreted in the context of broader national discourses about foundational provision. In doing so, the Appraisal Framework assisted in bringing the implicit and assumed values of a diverse group of social actors to the fore so that they can be addressed in targeted ways.

References

- Lockett, K. & Shay, S. 2017. Reframing the curriculum: a transformative approach. *Critical Studies in Education* [Online] <http://www.tandfonline.com/doi/pdf/10.1080/17508487.2017.1356341?needAccess=true> [Accessed] 13 October 2017.
- Martin, J.R. and P. White. 2005. *The Language of Evaluation: Appraisal in English*. Palgrave: Macmillan.

Fausto Caels, Marta Alexandre & Carlos Gouveia
ESECS-IPL / CELGA-ILTEC, University of Coimbra , ESECS-IPL / CELGA-ILTEC,
University of Coimbra and University of Lisboa /CELGA-ILTEC, University of Coimbra
fausto.caels@gmail.com

martafilipealexandre@gmail.com

carlos.gouveia@letras.ulisboa.pt

Domains of language use for school science in Portuguese textbooks

The paper aims to present the study of the domains of language use that define science textbooks in Portugal, focusing on the 2nd and 3rd cycle of Basic Education (5th to 9th grades). The study follows closely the genre studies framework of the Sydney school. It also mobilizes the concept of domain of language use, introduced by Veel (1997), which conceptualizes the contribution of genres to the pedagogical recontextualization of scientific knowledge. As shown by Veel (1997), genres assume particular functions depending on the institutional context in which they occur; the analysis of Australian secondary school texts pointed out to four domains of language use in that context, or in knowledge reproduction: (i) doing science, (ii) explaining events scientifically, (iii) organizing scientific information and (iv) challenging science. An analysis of 150 verbal texts taken from Portuguese textbooks of Natural Sciences was performed. These 150 texts were extracted from a corpus of about 1000 texts, containing the data of Caels (2016), related to the genres of Sciences of the 2nd cycle of Basic Education, later expanded with data from the 3rd cycle within the framework of the on-going (2017/2019) research project “Texts, Genres and Knowledge” of at the CELGA-ILTEC Research Centre. Three aspects were considered for the analysis performed: (1) structural patterns, (2) goals and contents of the Syllabus to which the texts comply and (3) their place within the chapter they were inserted in. The analysis showed the occurrence of a set of 13 different genres, belonging to four different genre families. It has also showed that these genres shape five distinct domains of language use: (i) Doing science, (ii) Explaining events scientifically, (iii) Organizing scientific information, (iv) Socializing through science and (v) historicizing science; the last two have not been previously identified in the literature. Additionally, it was concluded that the domain Socializing through science mobilizes genres from different families (Reports, Explanations and Procedures), assigning them different uses than the mere recontextualization of knowledge for pedagogical purposes. Finally, it was possible to construct a model of for the articulation of domains of language use in the construction of didactic units.

References

Caels, F. (2016). Os textos de ciências na aula de PLN: uma abordagem baseada em Género. Unpublished PhD Thesis. University of Lisbon.

Veel, R. (1997). Learning how to mean – scientifically speaking: apprenticeship into scientific discourse in the secondary school. In: Christie, F. e Martin, J.R. (eds.) *Genre and Institutions: social processes in the workplace and school*. London: Pinter. 161-95.

Javier Camacho Barajas

Instituto de ciencias sociales y humanidades "Alfonso Vález Pliego", Mexico

velocity@hotmail.com

Scientific communication for children: a Discourse Studies approach.

The difference between genres of discourses in a society are rooted in the social activities performed by each group. These activities have effects all over society and share channels for the communication of some aspects each genre produces. Scientific communication has a general objective to reach as big a public as possible, in a search to improve the scientific culture of society.

This paper focuses on an analysis of both the linguistic structure of scientific communication and its interaction with multimodality to build scientific knowledge in books for children aged 9 to 12, based on the works of M.A.K. Halliday on Scientific Discourse (1982, 1993, 2004) and his work in SFL (2014), as well as works on Discourse Studies such as Jay Lemke (1990), Martin & Rose (2007a, 2007b), Martin & White (2005), Karl Maton (2013, 2016) and Ruth Wodak (2003, 2005). Four books on astronomy have been selected, written in Spanish, which introduce children to gravitational laws, the observable universe, the solar system and planetary composition and movement. By using the concept of *semantic waves* along with the general framework of SFL and discourse studies we analyse the ways in which specialised knowledge for children is built.

Scientific knowledge is a basis for the development of any society, more so as most of our lives are completely surrounded by scientific developments and technology. Understanding the way in which language constructs specialised meaning in a way that is understandable by anyone, is an essential knowledge for educators and science communicators, so that improved techniques can be developed for such a task.

References

- Bateman, J.A. (2008) *Multimodality and Genre. A Foundation for the Systematic Analysis of Multimodal Documents*. New York: Palgrave
- Doran, Y. J. (2018) *The Discourse of Physics. Building Knowledge Through Language, Mathematics and Image*. New York: Routledge.
- Halliday, M.A.K. (2004) *The Language of Science. Collected Works of M. A. K. Halliday*. Vol 5. Nueva York: Continuum.
- Halliday, M.A.K; Martin, J. R. (Eds.) (1993) *Writing science: Literacy and discursive power*. Pittsburgh, PA: University of Pittsburgh Press.
- Halliday, M. A. K; Matthiessen, C. M. (2014) *Halliday's introduction to functional grammar*. NY: Routledge.
- Lemke, J. (1990). *Talking science. Language, Learning, and Values*. EE.UU.: Ablex Publishing.

- Martin, J. R.; Rose, D. (2007a) *Genre Relations*. Mapping Culture. Londres: Equinox Publishing.
- Martin, J. R.; Rose, D. (2007b) *Working With Discourse: Meaning Beyond the Clause*. Londres: Continuum.
- Martin, J. R.; White, P. R. R. (2005) *Language of Evaluation*. NY: Palgrave.
- Maton, K.; Hood, S.; Shay, S. (Eds.) (2016) *Knowledge-Building*. Educational studies in Legitimation Code Theory. Nueva York: Reutledge.
- Maton, K. (2013) Making Semantic Waves: A key to cumulative knowledge-building. En *Linguistics and Education*. Vol. 24, número 1, Abril 2013. pp. 8-22.
- Wodak, R. y Chilton, P. (Eds.) (2005) *A New Agenda In (Critical) Discourse Analysis*. Philadelphia: John Benjamins Publishing Co.
- Wodak, R. y Meyer, M. (Eds.) (2003) *Métodos de Análisis Crítico del Discurso*. Barcelona: Gedisa.

Erik Castello & Sara Gesuato
University of Padua & University of Padua
erik.castello@unipd.it & sara.gesuato@unipd.it

The language of ecological responsibility: a comparative analysis of Laudato Si' and the Climate Change 2014 Synthesis Report

This paper compares Pope Francis's 2015 encyclical letter *Laudato si'* with the Climate Change 2014 Synthesis Report. While the encyclical letter invites readers to reflect on both environmental and societal issues and their consequences (Ghosh 2016), the Report synthesizes the results of research on climate change so that policymakers can take action on it. The study is prompted and informed by research on ecological discourse and on the impact of discourse on human decision making (ecolinguistics) (e.g. Fill/Mühlhäusler 2001, Halliday 2007, Alexander/Stibbe 2014, van Leeuwen/Tann/Benn 2016). Drawing on the SFL model, it sets out to examine the context/register of the two texts through the study of the metafunctions and their "reflexes in the grammar" (Halliday/Martin 1993, Halliday 2004). It combines corpus-linguistic methods with discourse analysis to study whether and to what extent the two texts (about 15,000 words in length) differ in their attempt to inform their addressees and urge them to action. The first step in the analysis involves identifying the positive keywords of both texts and assigning them to one or more metafunctions of communication (experiential, interpersonal, textual and logical). The second step consists in exploring the specific co(n)texts of use of the keywords through the investigation of concordance lines. The metafunctions that stand out in *Laudato si'* are the interpersonal one – which is mainly realised through the personal pronouns *we/us/our* and the modal verbs *must/need* – and the textual one – encoded in adjuncts (e.g. *so/yet*). By contrast, the metafunctions that emerge from the Report are the experiential one – visible in the frequent nominalisations (e.g. *mitigations/emissions*) and abstract nouns (e.g. *rise*) – and the interpersonal one – frequently expressed through the modal adjunct *likely* and adverbs such as *high* and *medium*. Overall, the style of the encyclical letter appears to be involving, cohesive and oriented towards modulation, whereas the Report is abstract, technical and scientifically evaluative.

References

- Alexander, R., Stibbe, A. (2014) "From the analysis of ecological discourse to the ecological analysis of discourse". *Language Sciences* 41 (2014), pp. 104–110.
- Fill, A., Mühlhäusler P. (eds.) (2001) *The Ecolinguistics Reader. Language, Ecology and Environment*. London: Continuum.
- Ghosh, A. (2016) *The Great Derangement: Climate Change and the Unthinkable*. Gurgaon, India: Penguin Books India.
- Halliday, M.A.K. (2004) revised by C. Matthiessen. *An Introduction to Functional Grammar* (third edition). London: Arnold.

- Halliday, M.A.K. (2007) "Applied linguistics as an evolving theme". In: Webster, J. (ed.), *Language and Education: Collected Works of M.A.K. Halliday*. London and New York: Continuum, pp. 1–19.
- Halliday, M.A.K., Martin, J.R. (1993) *Writing Science: Literacy and Discursive Power*. London: Falmer.
- Van Leeuwen, T., Tann, K., Benn, S. (2016) "The language of Collaboration: NGOs and Corporations Working Together". In de Silva Joyce, H., Feez, S. (eds.) *Exploring Literacies. Theory, Research and Practice*. London: Palgrave Macmillan, pp. 45-67.

Wenge Chen
Xiamen University of Technology / Cardiff University
1362966590@qq.com

The language of Chinese science textbooks and the construction of 'Ideal' readership: a systemic functional linguistics perspective

Drawing on Bernstein's theory of pedagogic discourses and systemic functional linguistics, the article conducts a linguistic analysis of the physics and chemistry school textbooks used in China so as to reveal the ideology hidden in the classification and framing of science textbooks and the ideal readership they are constructing. Thirty pages randomly chosen from each of the three junior physics textbooks and of the two junior chemistry textbooks (150 pages in total) constitute the research data and are examined ideationally and interpersonally for the transitivity patterns and engagement resources. It is found that the coding orientation of science textbooks indicates a strong classification and framing, i.e. presenting an "inhumane" image of science, favoring scientific results over process and maintaining an illusion of certainty and in-controversy. It is argued that such coding orientation hinders the development of scientific literacy and the learners' initiative. Implications for science teaching in class are provided to address the problem.

References

- Kuhn, T. The function of dogma in scientific research. In Crombie, A. C. (ed.), *Scientific Change*[C]. London: Heinemann.,1963.
- 李佳. 中美物理教科书评价指标体系比较研究. *课程·教材·教法*, 2011,(9).
- 张婷、林长春. 初中理科教科书中科学史内容的分析研究. *教学与管理*, 2011,(33).
- 张颖. 新课程高中物理教科书呈现方式的研究. *课程·教材·教法*, 2011, (5).
- 高嵩. 教科书中引入中国传统文化元素的研究—以物理教科书为例. *山东师范大学学报（人文社会科学版）*, 2012, (4).
- Street, B. *Literacy in Theory and Practice*. Cambridge: CUP, 1984.
- Van Dijk, T. A. *Principles of critical discourse analysis*. *Discourse and Society*, 1993,4, (2).
- 石鸥, 赵长林. 科学教科书的意识形态. *教育研究*2004, (6).
- 陈月茹. 教科书应该是权威的吗. *教育研究*, 2009, (7).
- Hodge, R. & G. Kress. *Language as Ideology*. London: Routledge,1993.
- 吴宗杰. 抑制课程自主性的控制符号—教师发展的话语权. *外语与外语教学*, 2004,(6).
- Bernstein, B. *Pedagogy, Symbolic Control and Identity: Theory, Research, Critique*. Oxford: Rowman and Littlefield, 1996.
- Bernstein, B. *Class, Codes, and Control : The Structuring of Pedagogic Discourse*. London: Routledge, 2003.

- Young, R. F. & H. T. Nguyen. Modes of meaning in high school science. *Applied Linguistics*, 2002, 23, (3).
- Christie, F. Introduction. In F. Christie (ed.). *Pedagogy and the Shaping of Consciousness [C]*. New York: Continuum International Publishing Group, 2006.
- Martin, J. Critical literacy: The role of a functional model of language. *Australian Journal of Reading*, 1991, 14, (2).
- Christie, F. The role of a functional grammar in development of a critical literacy. In Bull, G. & M. Anstey (eds.), *The Literacy Lexicon [M]*. Sydney: Prentice Hall, 1996.
- Halliday, M.A.K. The construction of knowledge and value in the grammar of scientific discourse, with reference to Charles Darwin's *The Origin of Species*. In M. Coulthard (ed.). *Advances in Written Text Analysis [C]*. London: Routledge, 1994.
- Halliday, M. A. K. & Martin, J. R. *Writing Science: Literacy and Discursive Power*. London: The Falmer Press, 1996.
- Martin, J. & P.R. White. *The Language of Evaluation: Appraisal in English*. NY: Palgrave Macmillan Ltd., 2005.
- Miller, D.R. "...to meet our common challenge": ENGAGEMENT strategies of alignment and alienation in current US international discourse. *Intercultural Discourse in Domain-specific English*, 2004, 18, (1).
- Martin, J. R. Grammatical conspiracies in Tagalog: Family, Face and Fate — with regard to Benjamin Lee Whorf. In Benson, J. D., Cummings, M.J. & W. S. Greaves (eds.), *Linguistics in a Systemic Perspective*. Amsterdam: Benjamins, 1998.
- Thompson, Geoff. *Introducing Functional Grammar (2nd ed.) [M]*. London: Arnold, 2004.
- Tadros, A. Predictive categories in expository text. In M. Coulthard (ed.), *Advances in Written Text Analysis [C]*. London/New York: Routledge, 1994.
- Chiappetta, E. L., et al. Do middle school life science textbooks provide a balance of scientific literacy themes? *Journal of Research in Science Teaching*, 1993, 30(7).
- Brown, P. & S. Levinson. *Politeness: Some Universals in Language Usage*. Cambridge: CUP, 1987.
- Veel, R. Learning how to mean—scientifically speaking: Apprenticeship into scientific discourse in the secondary school. In Christie, F. & J. R. Martin (eds.), *Genre and institutions: Social Processes in the Workplace and School*. London: Cassell, 1997.
- Sutton, C. Beliefs about science and beliefs about language. *International Journal of Science Education*, 1996, (18).
- Parkinson, J. and R.D. Adendorff. The use of popular science articles in teaching scientific literacy. *English for Specific Purposes*, 2004, 23 (4).
- Lemke, J.L. *Talking Science: Language, Learning and Values*. Norwood, NJ: Ablex, 1990.

Cecilia Colombi
University of California, Davis
cmcolombi@ucdavis.edu

Spanglish in the market: looking at the multilingual Californian landscape

Spanish is very much the second most used language in the United States, not only at home but in public spaces. The value of speaking Spanish as a tool to reach the Latino population is transcending the family circles and reaching the mainstream arena. In politics, businesses, most of the marketing tools for the Hispanic population is done in Spanish or bilingually (Spanish/English). This paper will analyze the use of Spanish in the public sphere, especially in advertising. Using as the theoretical framework of systemic functional linguistics (Halliday), evaluation theory (Martin and White) and multimodality theory (Kress and Van Leeuwen 1996, 2001) this presentation looks at the use of Spanish and the Latino culture in signs and advertisements in the United States, comparing and contrasting those which are at Latinos and those which are designed for the English speaking population. The purpose of this paper is to investigate how these signs and ads aim at attracting and aligning with the different communities that speak English and/or Spanish. The focus of the analysis will be on the linguistic and visual systems of the signs and ads, the advertisements can be categorized into three types: 1) those in which there is a literal or 'direct' translation from English into Spanish 2) those in which there has been a Spanish language/ Latino culture (re)interpretation or recreation of the English language/ mainstream culture, 3) those which use both English and Spanish language but which make a direct reference to Latino cultural values.

References

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

Nominalization and technical terminology in early electrical science

M.A.K. Halliday sees grammatical metaphor, particularly nominalization, as crucial to the historical development of the modern scientific register. Compacting nominalization permits the distribution of processes and qualities into Theme and New Information to facilitate the flow of discourse (Halliday 1988/2004:145-155; 1998b/2004:58-95; 1999/2004:107-118). But technical terminology also makes use of nominalization to reify processes and qualities in a theoretical system. Nominalized terminology begins historically in compacting nominalization, then is fossilized as dead grammatical metaphor in standard field-specific taxonomies (1988/2004:150-151; 1998a/2004:38-39). David Banks (2008) expands on Halliday's account of historical development, and tracks the increasing frequency of nominalizations in the scientific papers of the *Philosophical Transactions* from the 17th century onwards. This paper offers the results of a study of emerging English-language technical terminology in one specific field, electricity, in the 17th and 18th centuries. This study has sampled texts from Sir Thomas Browne's *Pseudodoxia epidemica* in the mid 17th century through to Priestley's *History and Present State of Electricity* in the later 18th century, in order to inventory both nominalized and non-nominalized technical terms. Nominalized processes and qualities in their contexts are distinguished as technical – 'systemic' – and non-technical – 'instantial' (Halliday, 1998a:39). Instances of the development of non-technical nominalizations into technical terminology are noted. The formation of taxonomies and systems of technical terms is traced. The results show how well the Halliday theory of terminological evolution matches actual usage in the early stage of a particular scientific field.

References

- Banks, David. 2008. *The Development of Scientific Writing : Linguistic Features and Historical Context*. London: Equinox.
- Browne, Sir Thomas. 1646. *Pseudodoxia epidemica*. London: Edward Dod.
- Halliday, M.A.K. 1988/2004. 'On the language of physical science', in *The Language of Science*. Collected Works of M.A.K. Halliday, Vol. 5, ed. Jonathan Webster. London: Continuum, pp. 140-158.
- Halliday, M.A.K. 1998a/2004. 'Language and knowledge: the "unpacking" of text', in *The Language of Science*. Collected Works of M.A.K. Halliday, Vol. 5, ed. Jonathan Webster. London: Continuum, pp. 24-48.
- Halliday, M.A.K. 1998b/2004. 'Things and relations: regrammaticizing experience as technical knowledge', in *The Language of Science*. Collected Works of M.A.K. Halliday, Vol. 5, ed. Jonathan Webster. London: Continuum, pp. 49-101.

- Halliday, M.A.K. 1999/2004. 'The grammatical construction of scientific knowledge: the framing of the English clause', in *The Language of Science. Collected Works of M.A.K. Halliday, Vol. 5*, ed. Jonathan Webster. London: Continuum, pp. 102-134.
- Priestley, Joseph. 1767. *The History and Present State of Electricity, with Original Experiments*. London: Dodsley, Johnson and Davenport, and Cadell.

Fabiane Dalben de Faria
Universidade Federal de São Paulo
fabiane_d@yahoo.com.br

Literacy, text production and citizenship - Preparation for ENEM and sensibility to social issues linked to writing

This paper aims to identify and analyze the linguistic choices made by high school students in their texts, in addition to (i) analyze the Genre Structure Potential “proposed dissertation” required by the Brazilian National High School Examination (ENEM); (ii) identify linguistic marks that demonstrate compliance with the competence required by the examination in dissertation proposals; and (iii) characterize students’ level of engagement in relation to the propositions in their texts. Data analysis is guided by Interpersonal Metafunction and its Mood / Modality system (HALLIDAY and MATTHIESSEN, 2014; EGGINS, 2002). The corpus of this research is composed of 110 texts produced by 40 students from two private schools in southeastern Brazil. The texts are organized in first and second versions, produced from two distinct themes, along a Writing Workshop with seven 90-minute lessons each. Preliminary results of the corpus analysis reveal that throughout the class the students demonstrated a greater role in positioning themselves critically and proposing an intervention with the objective of solving the problem addressed by the proposed themes. Operators such as "must", "to be necessary" and "have to", (in Portuguese “dever”, “ser necessário”, “ter de”) among others, were commonly used to express modality in the texts, indicating a high modality and greater commitment with the discourses pronounced in the texts.

References

- Eggs, S. 2004. *An Introduction to Systemic Functional Linguistics*. London. Continuum.
- Halliday, M. A. K.; Matthiessen, C. M. I. M. 2014. *An Introduction to Functional Grammar*. London and New York: Routledge.
- Hasan, R. 2004. *Analysing Discursive Variation*. In L. Young & C. Harrison (Eds.), *Systemic functional linguistics and critical discourse analysis: studies in social change* (pp. 15-52). London and New York: Continuum.

Stefania Degaetano-Ortlieb, Katrin Menzel & Elke Teich

Universität des Saarlandes, Universität des Saarlandes and Universität des Saarlandes
s.degaetano@mx.uni-saarland.de & k.menzel@mx.uni-saarland.de & e.teich@mx.uni-saarland.de

Register variation and linguistic choices in informationally dense productions: optimizing the encoding of specialized knowledge in English scientific writing over 300 years

In analyzing the temporal dynamics of language use in English scientific writing, we account for register variation in terms of field, tenor, mode (cf. Halliday 2002). As the scientific register develops, specific registerial choices will change over time optimizing scientific communication. Scientists will aim to use an adequate amount of information when transmitting a message avoiding redundant as well as over-informative elements (cf. Levy & Jäger 2007). We measure the amount of information in bits by surprisal, a word's probability in context (cf. Hale 2001, high surprisal = high amount of information). Studies show that due to specialization processes scientific writing has turned from an involved-verbal towards an informational-nominal style (cf. Biber & Gray 2016, Degaetano-Ortlieb et al. in press). From an information-theoretic perspective, specialized knowledge (field) is encoded in a relatively dense manner (higher surprisal). As a counterbalance, some linguistic encodings realizing tenor or mode might change over time showing lower surprisal. Consider epithets (prodigious quantity, malignant fever), which have high surprisal in the 1650s (>10 bits), decrease in usage over time, and are either replaced by adjectives with lower surprisal (e.g. large quantity, 3 bits) or become superfluous (e.g. fever). Discourse connectors become longer and more explicit over time (Degaetano-Ortlieb et al. 2017) possibly balancing out the high amount of information transmitted by the connected arguments. In the talk, we present our corpora (Royal Society Corpus, 1665 to 1869; SciTex Corpus, 1970s to early 2000s), the information-theoretic approach used to measure surprisal, and selected analyses showing registerial developments that index rational communication.

References

Olga Dontcheva-Navrátilová
Masaryk University
navratilova@ped.muni.cz

Intercultural variation in engagement markers in economics Research Articles

The importance of the interactional dimension of academic discourse has been shown by numerous studies exploring rhetorical and linguistic features that academic writers use when engaging with their readers in order to persuade them to accept their views and claims. Recent research has shed light into disciplinary writing practices and cross-disciplinary variation in linguistic resources conveying the writer's interaction with the reader. However, the study of these interactive resources in research articles written by scholars from non-Anglophone linguacultural contexts using English as international language of scientific communication is still not sufficiently researched. Adopting an ESP genre analysis perspective (Swales 1990), this contribution draws on Hyland's (2005, 2014) stance and engagement framework to explore intercultural variation in engagement markers (reader mentions, personal asides, appeals to shared knowledge, questions and directives) in a small specialised corpus of economics English-medium research articles by Czech and Anglophone authors published in international and national economics journals. The results of the analysis indicate that there is intercultural variation in the preferences towards the use of specific types of engagement markers and their frequency of use, functions and distribution across the rhetorical sections of research articles. These differences seem to be related to the linguacultural background of the authors and the context of publication of the research articles. The findings of this study may be used in the design of materials for NNS researchers and students.

References

- Hyland, K. (2005) Stance and engagement: A model of interaction in academic discourse. *Discourse Studies* 7/2, 173-192.
- Hyland, K. (2014) Engagement and disciplinarily: The other side of evaluation. G. Del Lungo Camiciotti, E. Tognini Bonelli (eds) *Academic Discourse – New Insights into Evaluation*. Bern: Peter Lang. 13-30.
- Swales, J. (1990) *Genre Analysis*. Cambridge: Cambridge University Press.

Francisco Dourado Veloso
University of Bologna
fveloso@me.com

The comic book page as a complex semiotic system: a diachronic study

This paper addresses issues of methodology in the research of comicbooks as complex multimodal artefacts. It reports results of a project (PolyU GRF 154050/14H) on the description, annotation and analysis of comicbooks as complex multimodal documents. The project has developed a system network for the digital annotation of comicbook page-layout, which is treated as the macro-unit of analysis. As an annotation scheme, it allows the systematic description of the page composition of visual narratives such as comics and graphic novels (Bateman et al, 2016). The annotation scheme aims to provide a better understanding of comics as a medium, mapping its diachronic development, providing a historical mapping of the development of the medium as well as of visual communication since early in the 20th century. The data is comprised of 1260 pages of USA superhero comics drawn by over one-hundred artists spread across seven decades, from 1940 and 2010. Results show the emergence of new semiotic resources, such as the grouting or the collapsing of the gutter through overlapping, and shifts in the use of such elements that show they have evolved to perform an ideational function in the process of production. An important contribution of this research project is also a stronger understanding of comicbooks as geometrically complex objectives that requires further examination.

References

Bateman, John, Veloso, Francisco, Wildfeuer, Janina, Cheung, Felix Hiu Laam, Guo, Nancy Songdan. (2016) An open multilevel annotation scheme for the visual layout of comics and graphic novels: Definitions and design. *Digital Scholarship in the Humanities*, Oxford: Oxford University Press. doi:10.1093/lc/fqw024. Online ISSN: 2055-768X; Print ISSN: 2055-7671, pp. 1-35.

Shoshana Dreyfus & Minh Anh Mia Do
University of Wollongong & University of Wollongong
shooshi@uow.edu.au & dmad920@uowmail.edu.au

The art of navel gazing: writing like an apprentice systemic functional linguist

This paper reports on findings from the second of two studies that examine an interpretive genre written by postgraduate students studying systemic functional linguistics. The first study (Humphrey & Dreyfus 2012) examined the generic structure of this interpretive genre, specifically focusing on the point phase, where students make points about their linguistic analysis. The second study (Dreyfus & Do forthcoming) examined 'point' phases in high scoring undergraduate linguistic interpretations for their logicosemantic relations, in order to further make visible the more nuanced ways that points are made. These are then compared to point phases in high scoring undergraduate history essays. The findings have ramifications for teaching students how to make a point, and also for the beginning of a map of point making in tertiary genres within the humanities and social sciences.

References

Humphrey, S. & Dreyfus, S. (2012) 'Exploring the Interpretive Genre in Applied Linguistics'. *Indonesian Journal of Systemic Functional Linguistics*. 1 (2), p156-174.

Jeni Driscoll
University of Liverpool
Jeni.Driscoll@liverpool.ac.uk

Developments in medical training and communication: lessons from terminal illness

This paper focuses on developments in medical training within the context of terminal cancer; an area which can be regarded as a more recent focal point within medical discourse and practice. It is also one in which both doctors and patients can feel ill-equipped and where the parameters of knowledge and expertise have shifted somewhat. The aim of this paper is to examine the key roles and relationships and how these entities tend to behave in medical texts. In particular, it aims to consider how medical experience and knowledge are represented in text by analysing the linguistic choices therein, specifically in terms of the transitivity system and dynamism. The data under analysis originates from two different sources. The first is taken from medical advice websites, whilst the second source uses patient interviews. The focus upon two different sources can help to determine whether or not the experience of terminal illness is represented differently by these two ‘voices’. The contribution of this paper is to examine the intersection between the ‘voice of medicine’ and ‘voice of the life world’, convergence and sharing of best practice, notions of expertise applicable to both roles and the patient narrative/voice/experience as a potential resource for training medical practitioners in understanding, responding to and shaping the experience of patients. This examines a new configuration of the doctor-patient relationship whereby both parties can be regarded as experts involved in constructing the medical encounter and experience.

References

- Armstrong, D. 1984. ‘The patient’s view’. *Social Science and Medicine*, 18: 737-744.
- Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P. and Trow, M. (1994). *The new production of knowledge: the dynamics of science and research in contemporary societies*. Stockholm: Sage.
- Herxheimer A & Ziebland S. 2004 ‘DIPEX: collecting personal experiences to help other patients and educate professionals’. In: Hurwitz, B., Greenhalgh, T. & Skultans, V. (eds). *Narrative Research in Health and Illness*. London: BMJ Books, pp115–31.
- Kübler-Ross, E. 1997. *Living with death and dying : how to communicate with the terminally ill*. New York: Touchstone.
- Halliday, M.A.K. & Mattiessen, C.M.I.M. 1999. *Construing Experience Through Meaning: A language-based approach to cognition*. London: Continuum.
- Halliday, M.A.K. & Mattiessen, C.M.I.M. 2004. *An Introduction to Functional Grammar* (3rd edn). London: Hodder Arnold.
- Hasan, R. 1985. *Linguistics, Language and Verbal Art*. Geelong, Vic.: Deakin University Press (republished by Oxford University Press, 1989).

- Hasan, R. 1989. In Halliday & Hasan, R. *Language, Context and Text: Aspects of language in a social-semiotic perspective* (2nd edn). Oxford: Oxford University Press.
- Mishler, E. 1984. *The Discourse of Medicine: Dialectics of medical interviews*. Norwood New Jersey: Ablex.
- Sarangi, S. 2001. 'On demarcating the space between lay expertise and expert laity'. *Text*, 21 : 3-13.
- Sweeney K. A Patient's Journey: Mesothelioma. *BMJ* 2009; 339:b2862.
- Thompson, G. 2006. 'From process to pattern: methodological considerations in analysing transitivity in text'. In Jones, C. & Ventola, E. (eds.) *From Language to Multimodality*. London: Equinox, pp17-33.
- Tomlinson, J. 2014. 'Lessons from "the other side": teaching and learning from doctors' illness narratives'. *BMJ Careers* 02 Jun 2014.
- van den Borne, H.W. 1998. 'The patient from receiver of information to informed decision-maker'. *Patient Education and Counseling*, 34: 89–102.
- Vanderford, M. A., Jenks, E. B., & Sharf, B. F. 1997. 'Exploring patients' experiences as a primary source of meaning'. *Health Communication*, 9: 13-26.
- Ziebland S. 2004. 'The importance of being expert: how men and women with cancer use the Internet'. *Social Science and Medicine*, 59:1783–93.
- Ziebland, S., Chapple, A., Dumelow, C., Evans, J., Prinjha, S. & Rozmotis, L. 2004. 'How the internet affects patients' experience of cancer: a qualitative study'.

Izaskun Elorza & Miriam Pérez-Veneros
University of Salamanca & University of Salamanca
iea@usal.es & mpveneros@usal.es

The scientists' voice in science dissemination in the press: a dynamic view

The journalist's specific mediating role in the process of science dissemination is far from clear, ranging from its objectivity and impartiality, to bonding or rapport (Martin & White 2005: 237), especially in controversial issues such as climate change. Linguistically, this role can be linked to the rhetorical overall purpose of science popularization texts in terms of how this mediating function is realized in journalists' narratives by analysing how the scientists' and the journalist's voice have been constructed as distinct. The construction of the scientists' voice is achieved progressively along the text, through successive 'instalments' (Stenvall 2016), and therefore explaining the journalist's individual choices to bring external voices to their texts is crucial. For this purpose, a dynamic approach is required (O'Donnell 1999) and hence, a perspective centred on the text-process (Lemke 1991) seems to be more efficient than approaches from appraisal theory (Martin & White 2005) or register studies (e.g. Myers 1994). This paper reports on an analysis of the construction of scientists' voices in popularization articles in English. Manual tagging was done of 'units of voice' to signal the beginning of a new 'chunk' in text and the end of a previous one. This procedure aimed at identifying the progressive 'instalments' (Stenvall 2016) used in the construction of scientists' voice. Later, an analysis of projection and attribution was carried out and related to the local rhetorical purpose of the journalist in each unit. The results shed light on specific rhetorical and lexicogrammatical resources related to the journalist's mediating role in the construction of the scientists' voice.

References

- Lemke, J. L. (1991). Text production and dynamic text semantics. In Ventola, E. (ed.). *Functional and Systemic Linguistics: Approaches and Uses*. Berlin: Mouton de Gruyter, 23-38.
- Myers, G. (1994). Narratives of science and nature in popularizing molecular genetics. *Advances in Written Text Analysis*. In Coulthard, M. (ed.). London: Routledge, 179-190.
- O'Donnell, M. (1999). Context in dynamic modelling. In Ghadessy, M. (ed.). *Text and Context in Functional Linguistics*. Amsterdam: John Benjamins, 63-99.
- Stenvall, M. (2016). Responsibility and the conventions of attribution in news agency discourse. In Östman, J.O. & A. Solin (eds). *Discourse and Responsibility in Professional Settings*. Sheffield: Equinox, 239-258.

Jennifer Fest
RWTH Aachen University
jennifer.fest@ifaar.rwth-aachen.de

The Language of Free News – SFL as a means to determine Press Freedom

With different forms of media emerging quickly, and more producers taking part in the creation process, news is losing its transparency with regard to origin and accuracy. It is often difficult to retrace the original author and understand the context in which a news item was produced and the influences that were at work during the production.

The organization “Reporters without Borders” (2018) compiles a yearly ranking of press freedom in countries around the world, yet censorship does not always manifest itself in clearly visible facts like the imprisonment of journalists or a governmental ownership of media companies. It can also be effected more subtly, in which case the language used in the media is the most promising way of grasping it.

The register framework as understood in SFL (e.g. Halliday and Hasan 1985; Neumann 2013; Fest 2016), with its three parameters of field, mode and tenor, offers a possibility to interpret and analyse the language so as to allow conclusions about the context of news. To determine which linguistic particularities may hint at censorship, a range of linguistic features representing the parameters were analysed in a corpus of 4,000 articles from 5 different countries and tested for correlation with the ranking of press freedom provided by Reporters without Borders. It showed that especially features relating to the social distance and medium hint at restrictions in the freedom of press, providing a first “toolbox” for large-scale linguistic analyses which can enhance the current ways of determining press freedom.

References

- Fest, Jennifer. 2016. “News in the Context of Regional and Functional Variation: A Corpus-Based Analysis of Newspaper Domains across Varieties of English.” PhD Thesis, Department of English, American and Romance Studies, RWTH Aachen University.
- Halliday, Michael Alexander Kirkwood, and Ruqaiya Hasan. 1985. *Language, Context, and Text: Aspects of Language in a Social-Semiotic Perspective*. Oxford: Oxford University Press.
- Neumann, Stella. 2013. *Contrastive Register Variation: A Quantitative Approach to the Comparison of English and German*. Berlin: De Gruyter Mouton.
- Reporters Without Borders. 2018. “World Press Freedom Index.” Accessed March 03, 2018. <http://index.rsf.org/#!/>.

Sabrina Fusari
University of Bologna
sabrina.fusari2@unibo.it

Experiential meaning in a corpus of students-teachers computer-mediated communication

This study analyzes a corpus of computer-mediated communication (CMC) between students and teachers in an academic setting, looking at experiential meanings in e-mails exchanged between undergraduates and their teachers of English as a foreign language. The data are tagged for parts of speech and for transitivity features through the automatic annotation facility embedded in the UAM Corpus Tool (O'Donnell 2009), with some manual editing. The corpus was assembled at the University of Bologna, as part of CO-METS ("COmputer-MEdiated Teacher-Student interaction: Building a large, multiple-source corpus for Systemic Functional analysis and application"), a research project that has so far concentrated mainly on interpersonal meanings (Fusari & Luporini 2016 and 2017), with focus on politeness mechanisms and systemic categories like grammatical metaphors of Mood and Modality (Thompson 2014). This new step in the study has a closer focus on experiential meaning as construed by Process types, with a view to analyzing how students and teachers "get stuff done" (Merrison et al. 2012) via e-mail, co-constructing ideational meaning in ways that are largely complementary to in-class interaction. Findings show that the use of e-mails in academic education has many advantages from the point of view of student agency and self-disclosure, but there are also many ways in which it cannot replace face-to-face dialogue. Therefore, it should be integrated with other forms of on-line and off-line interaction, to achieve a higher degree of effectiveness from the point of view of ideational meanings and to promote spontaneity from the perspective of interpersonal meanings.

References

- Fusari, S. & Luporini, A. (2017). "Interpersonal meaning in a corpus of students-teachers computer-mediated communication". In Landolfi, L., Federici E. & Cavaliere F. (eds). *Transnational Subjects. Linguistic Encounters. Selected Papers from XXVII AIA Conference. Volume II*. Napoli: Liguori Editore, pp. 223-234.
- Fusari, S. & Luporini, A. (2016) "La comunicazione tra studenti e docenti via forum e e-mail: strategie di cortesia". In Leone, P. & Bianchi, F. (eds). *Linguaggio e apprendimento linguistico. Metodi e strumenti tecnologici*. Milano: Officinaventuno – Studi AItLA 4, pp. 67-82.
- Merrison A.J., Wilson J.J., Bethan L.D. & Haugh M. (2012). "Getting stuff done: comparing email requests from students in higher education in Britain and Australia". *Journal of Pragmatics*, 44(9), pp. 1077-1098.
- O'Donnell M. (2009). "The UAM Corpus Tool: software for corpus annotation and exploration", in C.M. Bretones Callejas et al. (eds). *Applied Linguistics Now:*

Understanding Language and Mind. Almería: Universidad de Almería, pp. 1433-1447.

Thompson G. (2014). *Introducing Functional Grammar, Third Edition*. London: Routledge.

Carlos Gouveia, Marta Alexandre & Fausto Caels
University of Lisboa / CELGA-ILTEC, University of Coimbra, ESECS-IPL / CELGA-ILTEC,
University of Coimbra and ESECS-IPL / CELGA-ILTEC, University of Coimbra
carlos.gouveia@letras.ulisboa.pt

martafilipealexandre@gmail.com

fausto.caels@gmail.com

Teaching and assessment practices in genre pedagogy: how things are (not) done in Portugal

This paper aims to foster a discussion on the application of a genre based pedagogy in the context of basic and secondary education in Portugal, where the notion of genre has been taken as central in the development of L1 syllabuses, but remains absent in the syllabus of the other disciplines in the school curriculum. Despite the uptake of the notion of genre as central in L1 syllabuses, no further policies regarding that uptake were developed. For instance, no in-service teacher training courses to train the teachers in genre pedagogy were designed and developed, no changes on the assessment criteria for texts produced by students were made, no formal discussion of how genres cut across different disciplines in the school curriculum was taken, no formal awareness of the importance of multidisciplinary teams in schools was shown. Following Rose and Martin (2012), Joyce and Feez (2012; 2016), the paper takes the criticism of teaching practices, syllabuses, lessons in textbooks and text assessment criteria in formal national examinations as the background for the establishment of a general framework regarding the implementation of a genre pedagogy in basic and secondary education in Portugal. As a first step towards that framework a set of guidelines will be put forward regarding syllabuses, curricula, assessment criteria and textbooks. As an example of the type of guideline aimed at, special attention will be paid to the changes that must be introduced in the categorization of the text assessment criteria used in the national examinations of years 6 and 9.

References

- Joyce, H. de S., & Feez, S. (2016). *Exploring Literacies: Theory, Research and Practice*. Basingstoke: Palgrave Macmillan.
- Joyce, H. de S., & Feez, S. (2012). *Text-based Language Literacy Education: Programming and Methodology*. Putney. Australia: Phoenix Education
- Rose, D. & Martin, J. R. (2012). *Learning to write, reading to learn: genre, knowledge and pedagogy in the Sydney school*. London: Equinox.

Jesús David Guerra Lyons
Universidad del Norte / The Hong Kong Polytechnic University
jdguerra@uninorte.edu.co

A diachronic analysis of Halliday's construal of semiosis: a semiotic lifeline perspective on academic writing development

This paper presents preliminary findings related to my doctoral research on language development in academic writing, in which I analyze diachronic variation in Michael Halliday's written language throughout his publishing trajectory. In this talk, my focus is on the ideational construal of knowledge about semiosis, the study of meaning, as unfolding in Halliday's collected works on grammar, ranging from 1956 to 2002 (Halliday, 2002). Analysis of ideational meaning concentrates on the system of TRANSITIVITY, seeking to reveal patterns in the participant status and process configuration of the experiential entity "meaning" at the clause rank. Also within the exploration of ideational meaning is the analysis of logical relations and nuclearity between elements at the clause complex rank (Halliday & Matthiessen, 2014). I apply the trinocular principle by considering subclausal realizations at the group rank, by applying paradigmatic reasoning around the clause and by linking clausal analysis with semantic and contextual variables. Interim findings suggest diachronic and cross-systemic differentiation in the construal of knowledge about semiosis in Halliday's work. Of special significance are patterns in the realization of intensive-identifying clauses construing definitions and the recurrence of elaborating sequences of attributive clauses in textual logogenesis. I finally discuss implications for the study of language development in academic writing, proposing a multistratal focus on specific experiential entities which allows thick characterizations of their ontogenetic unfolding.

References

- Halliday, M.A.K. (2002). On Grammar. Volume 1 in the Collected Works of M.A.K. Halliday, edited by Jonathan J. Webster. London and New York: Continuum.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). Halliday's introduction to functional grammar. London and New York: Routledge.

Ya Guo

Technische Universitaet Chemnitz

aaalyafstrakhri@gmail.com

Clause Complexing Systems of Chinese Students' Academic Writings

As academic writings have prominent values in transmitting specialized knowledge (Hyland, 2009; Swales, 1990, 2004) and to which capacities of applying clause complexes are required for advanced non-native writers of English, this research selects 25 MA theses and 10 PhD dissertations from ChAcE Corpus to investigate similarities and distinctions of clause complexing systems between M.A. theses and PhD dissertations written by English major students from Chinese universities, based on SFG, Corpus Linguistics, Genre Analysis and Academic Writing theories. SysFan and AntConc are used respectively for grammatical and lexis choices quantification and R studio is for statistical calculation, thus to comparatively analyze clause complexes to explore how clauses are linked together by logico-semantic relations (projection and expansion) to form clause complexes (Halliday, 2008: 363), and how combination of grammatical and lexis choices function together and influence reciprocally in specific texts from SFL (observation to theory) and Corpus Linguistics (theory to observation) perspectives (Thompson & Hunston, 2006; Hunston, 2013). The research found that students prefer hypotaxis to parataxis; hypotactic enhancement and paratactic extension are the most salient linguistic features which line but also contrast with Matthiessen's (2002) statistics; in enhancement, space is rare in Masters', manner and condition are more frequently used in PhD's. Hypotactic elaboration represented by "which", "that" and "when" that are more typical in PhD's are particularly discussed. Advices on EAP correspondingly are supposed to be given to advanced non-native writers of English and TESOL teachers.

References

- Halliday, M. A. K. and Matthiessen, C. (Eds) (2008) *An Introduction to Functional Grammar* (3rd ed.). Beijing: Foreign Language Teaching and Research Press.
- Hyland, K. (2009) *Academic Discourse*. London: Continuum.
- Lise Fontaine, Tom Bartlett, Gerard O'Grady. (2013) *Systemic Functional Linguistics: Exploring Choice*. Cambridge: Cambridge University Press.
- Matthiessen, C. M. I. M. (2002) Combining Clauses into Clause Complexes: A Multi-facet View in Bybee, J. L. & Noonan, M. (Eds), *Complex Sentences in Grammar and Discourse: Essays in Honor of Sandra A. Thompson*, 237-322. Philadelphia: John Benjamin Publishing Company.
- Susan Hunston. (2013) Systemic Functional Linguistics, Corpus Linguistics, and the Ideology of Science. *Text & Talk*: 33 (4-5), 617-640.
- Swales, John M. (1990) *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.

- Swales, John M. (2004) *Research Genres: Explorations and Applications*. Cambridge: Cambridge University Press.
- Thompson, Geoff & Susan Hunston. (2006) System and Corpus: Two Traditions with a Common Ground. In Geoff Thompson & Susan Hunston (eds.), *System and Corpus: Exploring Connections*, 1–14. London: Equinox.

Ann Henshall
Lisbon School of Economics and Management
ahenshall@iseg.ulisboa.pt

The noise of words and composition

This paper uses the Grammar of Visual Design (GVD) (Kress & van Leeuwen, 2006) to analyse a graph that, without the input from the surrounding verbal co-text, proved difficult for 3rd year university students of Economics to read. I propose two representational analyses. The first unpacks the reading intended by the author of the graph. The second illustrates the erroneous reading made by the students. I propose an explanation for the erroneous reading, drawing in particular on the verbal mode, the GVD categories of composition, and the mode of colour. I argue that some of the selections in these modes create noise in reading the graph, in part a result of differences in the resemiotisation of ideational meanings (O'Halloran, Tan & Wignell, 2016). The analysis is situated at the lower end of the multimodal instantiation hierarchy (Tang, 2013), and it relates to work on multimodal discourse analysis in the sciences (Lemke, 1998; Guo, 2004) and mathematics (e.g. O'Halloran, 2005/2008; 2010).

References

- Guo, L. 2004 Multimodality in a biology textbook. In K.L. O'Halloran (ed.) *Multimodal Discourse Analysis*. London: Continuum. (pp. 196-219)
- Kress, G. & van Leeuwen, T. 2006. *Reading Images: The Grammar of Visual Design*, 2nd ed. London: Routledge.
- Lemke, J.L. 1998. *Multiplying Meaning: Visual and Verbal Semiotics in Scientific Text*. In J.R. Martin & R. Veel (eds). *Reading Science*. London: Routledge. (pp.87-113)
- O'Halloran, K.L. 2005/2008. *Mathematical discourse: Language, symbolism and visual images*. London: Continuum.
- O'Halloran, K.L. 2010. *The Semantic Hyperspace: Accumulating mathematical Knowledge across Semiotic Resources and Modalities*. In F. Christie & K. Maton (eds). *Disciplinary: Functional Linguistic and Sociological Perspectives*. London: Continuum. (pp.217-236)
- O'Halloran, K.L. Tan, S. & Wignell, Pl. 2016. *Intersemiotic Translation as Resemiotisation: A Multimodal Perspective*. *Signata* <http://journals.openedition.org/signata/1223> ; DOI : 10.4000/signata.1223
- Tang, K.-S. 2013. *Instantiation of multimodal semiotic systems in science classroom discourse*. *Language Sciences* 37: 22-35 <https://doi.org/10.1016/j.langsci.2012.08.003>

Nga-Ki Mavis Ho
Heriot-Watt University
nml1@hw.ac.uk

The Language of evaluation in business communication: a study in the genre of fashion promotional texts between English and Chinese

This study aims to open a discussion in the application of SFL in business communication and understand the evaluation strategies between English and Chinese specifically in the genre of promotional texts in the fashion industry. Data (18,852 English words and 19,103 Chinese words) are compiled from articles taken across the English and Chinese websites of the three top-selling multinational luxury clothing companies: Chanel, Dior, and Louis Vuitton between 6th January and 8th March 2017, at the time of data collection when all the luxury fashion brands held fashion shows and their websites had potentially more updates i.e. articles. To examine the evaluation strategies in this study, an extended framework of Appraisal theory is established from Martin and White's (2005) and Don's (2016), as their frameworks are for general texts and a more specific one for fashion promotional texts is needed. The main finding indicates that while both the English and the Chinese data may contain relatively the same number of invoked attitudes, the number of inscribed attitudes is doubled in the Chinese data. Given that evaluation by an inscribed attitude is more explicit and direct (Martin and White, 2005), the evaluation in the Chinese data is generally more overt than the English data. This presentation will focus on the specific evaluation strategies contributing to this main finding, including the discussion of some new Appreciation subtypes under Reaction, Composition and Valuation that highlight the differences between the two languages in expressing evaluation even where the targets of evaluation are the same.

References

- Don, A. (2016) “‘ It is hard to mesh all this ’: Invoking attitude, Persona and Argument Organisation’, *Functional Linguistics*, 3(9), pp. 1–26.
- Hommerberg, C. and Don, A. (2015) ‘Appraisal and the Language of Wine Appreciation: A Critical Discussion of the Potential of the Appraisal Framework as a Tool to Analyse Specialised Genres’, *Functions of Language*, 22(2), pp. 161–191.
- Martin, J. R. and White, P. R. R. (2005) *The Language of Evaluation: Appraisal in English*. London; New York: Palgrave Macmillan.

Rosemary Huisman
The University of Sydney
rosemary.huisman@sydney.edu.au

Spatialization and temporalization in language

This paper proposes an extended opposition between spatialization and temporalization in language: an opposition between the construing of experience as spatialized meaning through grammatical metaphor and the construing of experience as temporalized meaning through narrative (Halliday & Matthiessen 1999). Halliday contrasted the grammatical intricacy of spontaneous spoken language with the lexical density of professional written language, the latter facilitated by the nominalization which can result from grammatical metaphor (Halliday & Matthiessen 2014, 726-731). At the secondary level of education, this condensation of meaning is more highly valued; Legitimation Code Theory formalizes such insights in its terminology of semantic density and semantic gravity, describing the pedagogical flow of “semantic waves” as educator and student unpack and pack the disciplinary meanings (Martin 2013). Here the deliberation of valued writing is opposed to the spontaneity of everyday speech, but this is a limited opposition. The grammatical word-class noun congruently realizes a participant construed as a “thing” - an object of spatial attributes. Thus the nominalization of grammatical metaphor is the linguistic means to spatialize experience. In contrast, narrative theorists have long described the essential feature of narrative as temporal (as in narrative is the principal way in which our species organizes its understanding of time, Abbott 2001, 3). The “temporalizing” of experience through narrative can range from spontaneous oral examples (Labov 1972) to the literary fictions of verbal art (Huisman 2013). Recognizing its significance restores the status relation between objectified static experience and temporalized dynamic experience as complementary modes of meaning.

References

- Abbott, H. P. (2001) *The Cambridge Introduction to Narrative*. Cambridge U. P.
- Halliday, M.A.K. & Christian M.I.M. Matthiessen (1999) *Construing Experience through Meaning*. Continuum.
- Halliday, M.A.K., rev. Christian M.I.M. Matthiessen (2014) *Introduction to Functional Grammar*, 4th edn. Routledge.
- Huisman, R. (2013) “The origins of language and narrative temporalities,” *Origins and Futures: Time Inflected and Reflected*, eds Raji C. Steineck and Claudia Clausius. Brill, pp 49-76
- Labov, W. (1972) *Language in the Inner City*. Pennsylvania U. P.
- Martin, J.R. 2013 “Embedded literacy: Knowledge as meaning,” *Linguistics and Education* 24: 23-37.

Sally Humphrey & Jin Hao

Australian Catholic University & The Hong Kong Polytechnic University

Sally.Humphrey@acu.edu.au & jing.hao@polyu.edu.hk

A metalanguage for reporting scientific research in the senior school years

For over thirty years, educational researchers and teachers have drawn on SFL descriptions of genres that are valued for knowledge building in school and undergraduate science. Application of genre theory in new contexts has not only extended teachers' and students' knowledge of meaning making in their disciplines but has also extended the theory itself. Most recently, SFL researchers working with a stratified model (Martin & Rose, 2007, 2008) have expanded understandings of field and untangled the metalanguage used to reveal knowledge at the level of field and within the discourse semantic system of ideation (Hao, 2015, forthcoming; Martin & Doran forthcoming). This metalanguage has allowed science teachers to efficiently explain language choices in relation to particular disciplinary contexts and to clarify the contribution of choices of discourse semantic systems, for example, couplings of ideation and appraisal which build an evaluative stance across phases and stages of genres. In this paper we report on an application of SFL metalanguage within a research project to infuse multiliteracies in the senior school years of science (Unsworth et al, 2016). We focus on revealing knowledge building resources in final year research posters in Biology and Chemistry with the aim of supporting students to compose these high stakes multimodal texts and mapping a pathway of literacy instruction for 'doing science' genres across the secondary science and undergraduate years (Hao, 2015; Humphrey & Hao).

References

- Hao, Jing. (2015). *Construing biology: an ideational perspective*. Unpublished PhD thesis. The University of Sydney
- Hao, Jing. (forthcoming). *Analysing Scientific Discourse from a Systemic Functional Linguistic Perspective: A Framework for Exploring Knowledge Building in Biology*. Routledge.
- Humphrey, Sally, & Jing Hao. (2013). Deconstructing written genres in Undergraduate Biology. *Linguistics and the Human Sciences*, 7(1-3), 29-53.
- Martin, J.R. & D. Rose (2007). *Working with discourse: meaning beyond the clause*. London: Continuum [2nd Revised Edition].
- Martin, J.R. & D. Rose (2008). *Genre Relations: mapping culture*. London: Equinox.
- Martin, J.R. & Doran, Y.J. (forthcoming). Seeing knowledge through field: Understanding complex scientific explanations. in Maton, K., Martin, J.R., Doran Y.J. (Eds.). *Studying Science: Language, Knowledge and Pedagogy*. Routledge, London.

Unsworth, L., Love, K.,Humphrey, S. O'Halloran, K. & Tytler,R. (2016). Multiliteracies for addressing disadvantage in senior school science. Australian Research Council Linkages Grant 2016-2018. LP160100263

Natalia Ignatieva & Daniel Rodríguez-Vergara

National Autonomous University of Mexico & National Autonomous University of Mexico
ignatiev@unam.mx & danielrv@unam.mx

Attitudinal and transitive aspects in student essays on history and geography

This work forms part of the on-going research project Verbal typology and evaluation in the academic writing of the humanities which, in its turn, is included in the SAL (Systemics across Languages) project. Our project intends to explore how process types in Spanish are related to the expression of appraisal in academic texts. It is connected with our previous work on lexicogrammatical analysis of verbal processes in student writing. Although there are studies which connect some process types with different kinds of evaluation (Chen 2007; Lavid 2008, etc.) they do not treat this problem from the angle adopted in this work. In this paper, the objective is to explore verbal transitivity and evaluative aspects of student writing, three types of processes will be analyzed: verbal, mental and relational. Our study draws on Systemic Functional Linguistics and, in particular, on the Appraisal System (Martin & White, 2005), we shall analyze only one of its subsystems, attitude. Our analysis is based on student texts belonging to two disciplines: history and geography, but to only one genre: essay. The method used in this study includes both quantitative and qualitative data, transitivity analysis is combined with attitude analysis. The preliminary results show similarities between the two disciplines, for example, the prevalence of relational processes and the dominance of appreciation as the preferred means of expressing attitude. However, some differences were also found, mainly of numerical nature. We could also observe the preference of some process types for their association with the expression of attitude.

References

- Chen, L. 2007. "Analysing Attitude: Positive Verbal Process Sub-Functions and Media Bias." *RASK, International Journal of Language and Communication*, 25, 25-55.
- Lavid, J. 2008. "The Grammar of Emotion in English and Spanish: a Systemic-Functional Approach." In C. Jones & E. Ventola (eds.). *From Language to Multimodality: New Developments in the Study of Ideational Meaning*. London: Equinox, 67-85.
- Martin, J. R., & P. R. White. 2005. *The Language of Evaluation*. New York: Palgrave Macmillan.

Stella Karatza
National and Kapodistrian University of Athens
skaratza@enl.uoa.gr

Verbal-visual relations in multimodal texts used in reading comprehension test tasks

The interplay between the verbal and the visual (i.e., ‘intersemiosis’) (cf. O’Halloran *et al* 2012, Holsanova 2012) is a challenging but unexplored area of research in the field of reading comprehension testing, mainly since most texts used in reading comprehension test tasks have been monomodal, inspiring language-centered research so far. Opening up a new issue, the present study aims to investigate how and to what extent the verbal and the visual may be related in multimodal texts used in reading comprehension test tasks. In order to give a comprehensive account of the different kinds of verbal-visual relations in the context of reading comprehension testing, the paper draws its data from the Greek national foreign language exams (known with their Greek acronym which is KPG) in English – one of the few large scale examination systems which use texts with both verbal and visual semiotic resources (i.e., language, image, page layout, typography, colour). In particular, adopting Halliday’s (1978, 1994) metafunctional principle, the paper conducts Systemic Functional - Multimodal Discourse Analysis (SF-MDA) on a corpus of eighty-six multimodal reading comprehension texts used in KPG past papers (2007-2012) and specifies the different kinds of ideational, interpersonal and textual meaning connections which can be made when readers-testees are engaged in “intermodal meaning-making” (Unsworth 2007:1166). The quantitative and qualitative analysis of verbal-visual relations has indeed revealed that image and text are regularly connected in terms of all metafunctions. This finding indicates that the reading texts under examination are coherent multimodal messages rather than mere co-occurrences of modes (cf. Liu and O’Halloran 2009).

References

- Halliday, M.A.K. (1978). *Language as a social semiotic: The social interpretation of language and meaning*. London: Edward Arnold.
- Halliday, M.A.K. (1994). *An introduction to functional grammar*. London: Edward Arnold.
- Holsanova, J. (2012). New methods for studying visual communication and multimodal integration. *Visual Communication*, 11 (251).
- Liu, Y. & O’Halloran, K. L. (2009). Intersemiotic Texture: Analysing Cohesive Devices between Language and Images. *Social Semiotics*, 19 (4), 367-388.
- O’Halloran, K.L., Podlasov, A., Chua, A., & E, K.L. M. (2012). Interactive software for multimodal analysis. *Visual Communication*, 11(3), 363-381.
- Unsworth, L. (2007). Image/ text relations and intersemiosis: Towards multimodal text description for multiliteracies education. In L.Barbara & T.B.Sardinha (Eds.), *Proceedings of the 33rd International Systemic Functional Congress (33rd ISFC)*

PUCSP, São Paulo, Brazil (pp.1165-1205). Retrieved from http://www.pucsp.br/isfc/proceedings/Artigos%20pdf/59pl_unsworth_1165a1205.pdf.

Alex Kunst

alexmatthewkunst@gmail.com

The genre(s) and generic structuring of Obama's radio address

This study discusses the existence of sub-genres in varying contexts of situation within the genre of political discourse (Chilton and Schaffner 2002; Wodak and Chilton 2005; Fairclough 2003; van Dijk 2008) by investigating the generic structure of political speeches of similar registers, thus a 'repertoire of registers' (Bakhtin 1986; Martin 1992). To reveal the genre, it examines the generic structure (Christie and Martin 1997; Martin and Rose 2007; Coffin et al 2009) of similar registers by way of Theme/Rheme, part of the textual metafunction of systemic functional linguistics (SFL) (Halliday 1994; Halliday and Matthiessen 2004; Eggins 2004; Thompson 2004) as a means of identifying generic moves within text.

This is demonstrated by Obama's radio addresses during his first term as President, 2009-2012. It focuses on four diverse 'repertoires of registers', with each comprising of four topics: (1) the economy, (2) healthcare, (3) man-inflicted tragedy and (4) Christmas. Each address within each repertoire was analysed for Theme/Rheme to determine its generic structure and then was compared and contrasted to the other addresses within that topic to investigate the hypothesis that they are similar. Further, to highlight the possible sub-genre of one repertoire, the generic structures of each repertoire of registers were then compared and contrasted with the others to reveal how they unfold. The findings showed that each repertoire was similar by generic structure and by common thread in motif. And they may then be seen as a potential sub-genre within an already established genre of the radio address.

References

- Bahtia, 2002. "Applied genre analysis: A multi-perspective model". In *Iberica 4* (Aelfe). pp. 3 – 19.
- Bakhtin, M. 1986. *Speech Genres and other late essays*, Vern W. McGee (trans.). Austin: University of Texas Press.
- Beard, A. 2000. *The Language of Politics*. New York: Routledge.
- Cap and Okulska. 2013. *Analyzing Genres in Political Communication*. Amsterdam: John Benjamins.
- Chilton, P. 2004. *Analysing Political Discourse*. New York: Routledge.
- Coffin et al, 2010. *Exploring English Grammar: from Formal to Functional*. New York: Routledge.
- Eggins, S., 2004. *An Introduction to Systemic Functional Linguistics 2nd edition*. London: Bloomsbury.
- Eggins and Martin, 1997. "Genres and Registers of Discourse". In *Discourse as a Structure and Process: Discourse Studies: A Multidisciplinary Introduction*, ed by van Dijk. London: Sage. pp. 230 – 257

- Firth, J.R. 1957. *Papers in Linguistics 1934 – 1951*. London: Oxford University Press.
- Halliday, M.A.K. and Martin, J.R. 1993. *Writing Science: Literary and Discursive Power*. London: Routledge.
- Halliday, M.A.K. 1994. *Introduction to Functional grammar*. London: Edward Arnold.
- Halliday M.A.K. and Hasan, R. 1985. *Language, context and text. Aspects of language in a social-semiotic perspective*. Australia: Deakin University Press. (Republished by Oxford: Oxford University Press, 1989).
- Halliday, M.A.K. and Matthiessen, C. 2004. *An Introduction to Functional Grammar*, 3rd Edition. London: Edward Arnold.
- Lakoff, G., 2000. *The Language of War*. Berkeley: University California Press.
- Martin, JR, 1984. "Language, Register and Genre". In F. Christie (ed) *Children Writing: A Reader*. Geelong, Vic.: Deakin University Press. pp. 21-9.
- Martin, J.R. and Rose, D. 2008. *Genre Relations: Mapping Culture*. London: Equinox
- Swales, J. 1990. *Genre Analysis*. Cambridge: Cambridge University Press.
- Van Dijk 1997. "What is Political Discourse?" In Jan Blommaert & Chris Bulcaen (Eds.), *Political linguistics*. Amsterdam: Benjamins. pp. 11 – 52.
- Wilson, J. 1990. *Politically Speaking: The Pragmatic Analysis of Political Language*. Oxford: Blackwell Publishing

Alessio Lancioni
University of Pavia
alessiolancioni@hotmail.it

Possibly true, or perhaps not: judgements of veracity through adverbs in online science news and science blogs

Science is all about asking and answering questions within a set confidence interval afforded by methods and tools. However, the portrayal of these limitations in science communication beyond the academic sphere is not always clear. Starting from two comparable corpora of online science news articles and science blog posts, I looked at the frequency of epistemic adverbs and in particular at recurring concordance patterns formed around them. I also attempted a classification of said concordance patterns within the framework of Appraisal Theory, relying in particular on the 'Judgement of Veracity' sub-category, according to their expressing different degrees of certainty, probability and possibility. Among the results, there stand out the pairing of epistemic adverbs and percentages, the pairing of epistemic adverbs and comparative/superlative adjectives, and the use of epistemic adverbs as comment adjuncts expressing the writer's distance from the contents of the news article or blog post.

References

- Hunston, S. (2011). *Corpus Approaches to Evaluation. Phraseology and Evaluative Language*. New York, NY: Routledge.
- Martin, J.R., & White, P.R.R. (2005). *The Language of Evaluation. Appraisal in English*. Basingstoke: Palgrave Macmillan.
- Myers, G. (2010). *The Discourse of Blogs and Wikis*. London: Continuum.
- Schafer, R., & Bildhauer, F. (2013). *Web Corpus Construction*. San Francisco, CA: Morgan & Claypool.
- Sinclair, J. (1991). *Corpus, Concordance, Collocation*. Oxford: Oxford University Press.

Ning Liu & Derek Irwin

Sino-US College, Beijing Institute of Technology-Zhuhai, PR China & University of Nottingham, Ningbo, PR China

lennlchn@hotmail.com & derek.irwin@nottingham.edu.cn

Agnation patterns before and after Code Glosses: an exploration of the development of discipline-specific conceptual frameworks in American Economic student papers

The development of students' discipline-specific writing skill is gradual and subtle (Russel, 2002) and therefore difficult to track without empirical linguistic studies. Tracking changes in student ability has thus been a challenge for scholars working on developing academic writing courses for particular majors, whether from a first language or other perspective. With a view to contribute linguistic evidence in this respect, the present research studies the patterns of agnation (via Halliday and Matthiessen, 2014, p. 49): how one semantic component of the text is related to another one. We do this specifically in the context of the adjunct in other words, which has been identified as a type of Code Gloss (e.g. Hyland, 2005) used for reformulating an idea (as per Hyland, 2007, pp. 272-273), in student papers. The research also relates this particular agnation with conceptual framework theories (e.g. Meehan, 1988) and proposes that patterns of agnation can detect how students' general observations evolve within a disciplinary conceptual framework. The research data include 8 economic student papers selected from Michigan Corpus of Upper-Level Student Papers (MICUSP) in which in other words are used. The authors treat the rather small size data via meticulous lexicogrammatical and semantic analysis, and therefore aim for qualitative results that can be expanded for future studies. The research results show in detail the various strategies used by these students to develop their conceptual frameworks.

References

Lorenzo Logi
University of New South Wales
l.logi@student.unsw.edu.au

Seinfeld's humour: exploring affiliation between sitcoms and viewers

This paper explores television sitcoms through a systemic functional linguistics perspective and applies the model of bonding and affiliation developed by Knight (2010) to demonstrate how social and cultural values are negotiated through humour in a mass-media context. Analysis of two excerpts of *Seinfeld* draws on Martin (2008)'s work on how appraisal resources interact with ideational targets to form couplings and Dynel (2011)'s findings regarding distinct communicative layers in film media. Results demonstrate that bonds negotiated at the inter-character layer are 're-packaged' at the text-audience layer, prompting a deferral response in the form of humour. Extradiegetic laughter (the laugh track) is identified as functioning to resolve tension originating at the inter-character layer and serving as a marker for viewers to identify and position themselves with regards to the bonds being negotiated. Negotiated bonds are further analysed, with an exploratory attempt made at grouping them according to the values, ideology and culture they enact. The paper demonstrates that affiliation between filmic media and viewers relies on an interaction between communicative layers occurring within texts to render bonds accessible and therefore negotiable to a mass audience. In demonstrating that bonding and affiliation theory can be applied to mass media texts such as TV sitcoms, this paper sustains and advances SFL's conceptualisation of language as social semiotic and expands the analytical framework for analysing texts where humour is present.

References

- Dynel, M. (2011). "You talking to me?" The viewer as a ratified listener to film discourse. *Journal of Pragmatics*, 43(6), 1628-1644. doi:<http://dx.doi.org/10.1016/j.pragma.2010.11.016>
- Knight, N. (2010). *Laughing our bonds off: conversational humour in relation to affiliation*. (Dissertation/Thesis), University of Sydney, Retrieved from <http://hdl.handle.net/2123/6656>
- Martin, J. R. (2008). *Tenderness: realisation and instantiation in a Botswanan town*. Paper presented at the 34th International Systemic Functional Congress, Syddansk University, Odense.

William Louw
Coventry University
godelkreiss@gmail.com

On the notion of depth as logical form, in the provision of subtextual literacies in systemic functional theory

As we enter a period of high demand for advanced academic literacies, the choice of a method for determining and processing detail of a subtextual nature that is invisible to human intuition will become a priority that can only be met by corpus-based methods. The purpose of this paper is to demonstrate that SF approaches will be found to be more receptive in this regard than rival theories, for the reason that it respects its Neo-Firthian origins that are based upon the link with ‘conversation’ and discourse. SF offers, albeit often in a truncated form, authentic examples rather than ‘made up’ single sentence examples that have no context of situation other than the mind of their inventor. It is for this reason that TG approaches will be unable to access or satisfy the growing demand for subtextual interpretation. This paper will re-visit the notion of depth both in philosophy (Russell, 1903 [2010: 6]); Wittgenstein, 1929; Carnap, 2002) and in the seminal paper by Halliday, (1966b), as well as the subtextual automation of texture (Halliday and Hasan, 1976). Detailed attention will be devoted to scientifically respectable ways of (1) getting past intuitive opacity and (2) extending the theoretical mandate of SF in order to blend in with a method that uses induction to discover the ‘full empiricism’ demanded by the Logical Positivists of the Vienna Circle until they were forced to flee Austria in the mid 1930s (Ayer, 1956). SF links with artificial intelligence (Turing, 1950 [1990]) will also be touched upon.

References

- Ayer, A.J. (1956) *The Problem of Knowledge*. Harmondsworth: Penguin.
- Carnap, R. (1937, [2002] *The Logical Syntax of Language*. Chicago, IL: Open Court.
- Halliday, M.A.K. (1966b) ‘Some notes on ‘deep’ grammar.’ *Journal of Linguistic*. 2. pp 57-67.
- Halliday, M.A.K. and Hasan, R. (1976) *Cohesion in English*. London: Longman.
- Russell, B. (1903, [2010] *Principles of Mathematics*. London. Routledge.
- Turing, A. (1950, [1990], in A.M. Boden, Ed. (1990). *The Philosophy of Artificial Intelligence*. Oxford: OUP.
- Wittgenstein, L. 1929. ‘Some Remarks on Logical Form.’ *Proceedings of the Aristotelian Society*. IX, 1929, pp. 162-171. London.

Antonella Luporini
University of Bologna
antonella.luporini@unibo.it

A Systemic Socio-Semantic Stylistics-based classroom analysis of *Wide Sargasso Sea*: reflecting on the symbolic articulation of 'other-ness'

The paper presents a set of class activities based on *Wide Sargasso Sea* (WSS), a postcolonial prequel to *Jane Eyre*, recounting Antoinette/Bertha Mason's youth as a Creole heiress in Jamaica and her marriage to Rochester. The study is part of a research project on Hasan's SFL-based framework for the study of verbal art (Systemic Socio-Semantic Stylistics, SSS: 1985/1989; 2007) as applicable linguistics in English as a Foreign Language/Culture pedagogy at undergraduate level (Miller and Luporini forthcoming). We begin by introducing the basics of SSS: the specialness of literature, and the model of double articulation, including the semiotic system of language and a higher-order semiotic system of verbal art - where the text's deepest meaning (theme) is symbolically articulated (Hasan 1985/1989: 94-99). We then present the activities, in which students are guided to replicate/discuss findings from a software-assisted investigation of WSS (Luporini 2017). Starting with the semiotic system of language, focus is on select 'key' linguistic mechanisms: (a) APPRAISAL SYSTEMS (Martin and White 2005) enacting evaluation of white, as opposed to nigger, in the text; (b) Transitivity structures (Halliday and Matthiessen 2004) involving Antoinette, Rochester and the Caribbean servant Cristophine. The main patterns (to be outlined) are then revisited with the students within the semiotic system of verbal art, considering their role in articulating a significant aspect of the text's theme: the multiple facets of the 'other', and the encounter/conflict between different cultures. We conclude by considering the pedagogic implications of the activities, also in connection with the relevance of such a theme in our contemporary society.

References

- Halliday, M.A.K. and Matthiessen, C.M.I.M. (2004), *An Introduction to Functional Grammar*, third edition. London: Arnold.
- Hasan, R. (1985/1989) *Language, Linguistics and Verbal Art*. Geelong, Vic.: Deakin University Press; Oxford: Oxford University Press.
- Hasan, R. (2007) "Private pleasure, public discourse: reflections on engaging with literature", in D.R. Miller and M. Turci (Eds) *Language and Verbal Art Revisited. Linguistic Approaches to the Study of Literature*. Sheffield: Equinox, 13-40.
- Luporini, A. (2017) "Renovating an urtext: A corpus-assisted analysis of *Wide Sargasso Sea*". Unpublished paper delivered to the 28th Conference of the Italian Association for English Studies, Pisa, 14-16 September 2017.
- Martin, J.R. and White, P.R.R. (2005) *The Language of Evaluation: Appraisal in English*. Basingstoke: Palgrave Macmillan.

Miller, D.R. and Luporini, A. (forthcoming) “Systemic Socio-Semantic Stylistics (SSS) as applicable linguistics: the cases of literary criticism and language teaching/learning”, in A. Sellami-Baklouti and L. Fontaine (Eds), *Perspectives from Systemic Functional Linguistics: An Applicable Theory of Language*. Abingdon, Oxon: Routledge.

Ana Elina Martínez-Insua & Javier Pérez-Guerra
University of Vigo & University of Vigo
minsua@uvigo.es & jperez@uvigo.es

More on what learners and native speakers choose as Theme

This study approaches Theme in non-/native English. It follows the path traced by a previous pilot study on Theme in learner and native English speech (Martinez-Insua in press), and is based on the assumption that gaining awareness of the thematic structure of native English may be useful for Spanish learners and teachers of English. The study examines a learner corpus of essays written in English by Spanish university students (Written Corpus of Learner English, WriCLE), and control samples of British and American native English drawn from Louvain Corpus of Native English Essays (LOCNESS). The focus is put on the textual metafunction of the texts, and Subject Themes are categorised along a contentfulness scale that is based on Berry's (2013) distinction between contentful and contentlight, and Prince's (1981) scale of assumed familiarity. Together with this systemic functional background, frameworks that analyze student's interlanguage (see Eubank et al. 1997 for some definitions) also inform the study. UAM CorpusTool is used for the annotation of the texts and subsequent statistical analysis of the data. It is hypothesized that there are differences between British and American natives and Spanish learners when they choose Subject Themes for their writings in English. Similarly, it is also given support to the assumption that the thematic area of learners' essays tends to be more contentful than that of natives'. Initial findings (Martinez-Insua in press) evince statistically significant differences between learner and British native speech, which supports the applicability of SFL in the process of teaching and learning English.

References

- Berry, Margaret. 2013. Contentful and contentlight subject themes in informal spoken English and formal written English. In O'Grady, Barlett and Fontaine (eds.) *Choice in language. Applications in text analysis*. Sheffield: Equinox: 243-268.
- Eubank, Lynn, Larry Selinker and Michael Sharwood Smith. 1997. *The current state of Interlanguage*. Amsterdam: John Benjamins.
- Martinez-Insua, Ana Elina. In press. On the relevance of the textual metafunction for Spanish learners/teachers of English. In Sellami and Fontaine (eds.) *Perspectives from Systemic Functional Linguistics*. Routledge: 271-289.
- Prince, Ellen F. 1981. Toward a taxonomy of given-new information. In Peter Cole (ed.), *Radical pragmatics*, 223–256. New York: Academic Press.
- UAM CorpusTool 3.3. Created by Michael O'Donnell. < <http://www.corpustool.com/>>

Christian Matthiessen
The Hong Kong Polytechnic University
cmatthie@mac.com

Construing experience through meaning: language and specialized knowledge

In “Construing Experience through Meaning”, Michael Halliday and I suggested that knowledge and meaning are complementary perspective on the same range of phenomena, and we sketched an account of the ideational meaning base of English (with a comparison of Chinese), ranging from folk models to scientific ones, as a semiotic alternative to the “knowledge base” commonly figuring in cognitive science, in a sense addressing colleagues in that macro-discipline. Here I will address Systemic Functional Linguists instead, taking the account further by relating the our ideation base two context — focussing in particular on field (while still referencing tenor and mode): field of activity and field of experience — and to advances in multisemiotic studies. In terms of field of activity, I will explore different types of activity in terms of which knowledge is construed (explaining, reporting, enabling, exploring, and so on) drawing on registerial cartography. In terms of field of experience, I will further develop our account in “Construing Experience” of domain models (a notion taken from computational linguistics and AI), showing variation in the modelling of domains not only according to the field of activity but also according to tenor considerations (including the tenor differential in expertise). Here the contextual adaptation of different semiotic systems operating alongside language in the “construction of knowledge” is crucially important — which has been brought out in multi-semiotic registerial cartography (cf. e.g. schematic cycle diagrams in explanations with timelines).

Christian Matthiessen, Marvin Lam, Xunfeng Xu, Lok Ming Eric Cheung & Kaela Zhang

The Hong Kong Polytechnic University, The Hong Kong Polytechnic University, The Hong Kong Polytechnic University, The Hong Kong Polytechnic University & The Hong Kong Polytechnic University

cmatthie@mac.com, marvin.lam@polyu.edu.hk, xunfeng.xu@polyu.edu.hk, eric.cheung@polyu.edu.hk, kaela.zhang@polyu.edu.hk

Patterns of clinician-patient communication and their impacts on the quality of continuing care

Effective clinician-patient communication is crucial in ensuring patient safety and better coordination of care. In particular, high communication quality during transition of care from acute to primary settings results in desirable healthcare outcomes, including patients' better adherence of treatment, reduction of unplanned revisit to emergency care, and reduction of rehospitalisation in the long run. The present paper will thus address the theme of SFL studies on effective healthcare communication. We examined authentic written and spoken communications between clinicians and elderly patients (age of 65 or above) through the AED to its associated outpatient clinic (AEDOC) in a Hong Kong public hospital. We collected discharge, referral and handover documentations, as well as recordings of clinical consultations at discharge from the AED and the patients' first visit to the AEDOC. We coded and analysed the collected data adopting SFL, in order to investigate the lexicogrammatical and discourse semantic patterns facilitating clinician-patient interactions. We then triangulated the findings with clinician and patient interview data. The identified patterns from the present study can be further used to investigate a larger dataset to be collected in the health communication project. Through the present paper, we seek to identify features that facilitate or hinder effective communication in care transitions, and ultimately understand and improve such transitions.

Corinne Maxwell-Reid & Harni Kartika Ningsih
The Chinese University of Hong Kong & The Chinese University of Hong Kong
cmaxwellreid@cuhk.edu.hk & kartika-harni@hotmail.com

Adolescents' L2 English literacy: the role of nominal group expansion in argumentative writing

This paper reports on research into the role of the nominal group in secondary school L2 English writing. Within SFL work in L1/ESL contexts, nominal group expansion is recognised as a key element of adolescents' writing development, required for access to specialized knowledge (Christie & Derewianka 2008; Martin 1993). However, nominal group expansion, particularly embedding, is generally overlooked in secondary EFL contexts. This study investigated the use of embedding in nominal group expansion in the writing of Hong Kong adolescents, the majority of whom have Cantonese as their L1. Using UAM CorpusTool (O'Donnell 2012), 300 argumentative texts were analysed for embedding in nominal groups, following Halliday and Matthiessen (2014). The texts were also analysed for control of the language resources required for the embedding, and "intermediate realisations" (Liardét 2013: 165) of the embeddings were identified and categorized. The texts were graded, and correlations between grade and use of embedding investigated statistically. Correlations were found between grade and overall use of embedding, and between grade and fully-realised embeddings. The presentation will give an overview of findings and methodological challenges. It will describe the correlations found, and the differences between full and intermediate realisations of the embedding. High scoring texts will then be considered in more detail to demonstrate the roles the embeddings play in the texts. Results suggest that EFL syllabuses should be modified to include work on embedding in the nominal group.

References

- Christie, F. & B. Derewianka. 2008. *School discourse: learning to write across the years of schooling*. London: Continuum.
- Halliday, M.A.K. & C.M.I.M. Matthiessen. 2014. *Halliday's introduction to functional grammar* (4th edition). London: Routledge.
- Liardét, C. 2013. An exploration of Chinese EFL learners' deployment of grammatical metaphor: Learning to make academically valued meanings. *Journal of Second Language Writing* 22: 161-178.
- Martin, J. R. 1993. Life as a noun: Arresting the universe in science and the humanities. In M.A.K. Halliday & J.R. Martin. *Writing Science: Literacy and discursive power*, pp. 221-267. London: Falmer Press.
- Maxwell-Reid, C. 2015. The role of clausal embedding in the argumentative writing of adolescent learners of English. *System* 49: 28-38
- O'Donnell, M. 2016. UAM CorpusTool version 3.3f. Accessed 10/09/17 from <http://corpustool.com/download.html>

Daniel McDonald
Bitpanda GmbH, Vienna
daniel.mcdonald@bitpanda.com

Wugsy: a blockchain-based platform for functional-semantic crowdsourcing

Just as digital technologies have made possible new ways of generating/collecting language data, so too have technological advancements led to new systems for automatic processing of human talk. That said, current systems remain limited in their ability to understand or produce context-sensitive, registerially varied discourse: while the probabilistic turn in natural language processing (NLP) has increased the accuracy of dependency parsing, a lack of concern for context, and a lack of debate about the utility of dependency grammars more generally, have stifled development of NLP systems that exploit key notions in functional grammar. New technological developments, however, have the potential to disturb current trends. For example, the combination of crowdsourcing and blockchain technology makes imaginable a system in which language users go online to answer functionally oriented language questions, and are rewarded for high-quality input with cryptocurrency tokens. The generated data can be stored in a decentralised, queryable database, which can be used for a variety of downstream tasks. In this paper, I sketch an outline for a blockchain-based, functionally-oriented linguistic database. The proposed system uses existing language databases and user profile data to generate relevant, context-sensitive language games to users in a web-browser (i.e. tell a story about this image; rank the accuracy of this word cloud). Both the generation of games and the storing of results implement key notions of systemic functional grammar, including the stratification of lexicogrammar and semantics, and the linking of register dimensions and grammatical subsystems (see e.g. Halliday & Matthiessen 2004, Matthiessen 1995, Martin 1982). Potential use-cases for the prototype system and its generated data are then briefly discussed, including a critical reflection on the difficulty of accounting for rare registers within such an approach, and the potential for blockchains to become powerful global systems for surveillance and control.

References

- Halliday, M. A. K., Matthiessen, C., & Halliday, M. (2014). An introduction to functional grammar. London: Routledge
- Manning, C. D., Manning, C. D., & Schütze, H. (1999). Foundations of statistical natural language processing. MIT press
- Martin, J. R. (1992). English text: System and structure. John Benjamins Publishing
- Matthiessen, C. (1995). Lexicogrammatical cartography: English systems. International Language Sciences Publishing
- Wood, G. (2014). Ethereum: A secure decentralised generalised transaction ledger. Ethereum project yellow paper, 151, 1-32

Anne McCabe & Rachel Whittaker

Saint Louis University, Madrid Campus & Universidad Autónoma de Madrid

anne.mccabe@slu.edu & rachel@uam.es

Literacy in bilingual classes: metafunctional profiles of cognitive discourse functions across disciplines

Responding to the conference call for work which helps "develop culturally literate citizens [...] (for) today's knowledge society", this paper presents research on writing development in English by pupils from one of the many bilingual programmes in public education in Spain. These programmes follow the EU call for citizens to be able to communicate in two European languages besides that of their country, and have triggered a wide range of research, including SFL-based studies. Using SFL (e.g. Christie & Derewianka 2008, Coffin 2006), we analyse the way subject knowledge is created in a corpus of texts (over 150) on ecology, history and art, written in English and Spanish by students at the end of primary school (aged 11+) and in early secondary (aged 13+). We take the concept of Cognitive Discourse Functions (CDFs), distilled by Dalton-Puffer (2013), Vollmer (2010), and Beacco (2010) from Bloom (Anderson et al., 2001) and others, to track disciplinary appropriateness of and development in the metafunctional profiles for the seven CDFs, compare, define, describe, explain, explore, evaluate, and report. Texts were written individually in response to prompts designed to elicit the CDFs. The UAM-CorpusTool (O'Donnell 2008) was used for analysis into CDFs, their components and linguistic features. A selection of results showing how students build their responses and the profiles found will be presented. Data show a cline of difficulty in production of CDFs and of their features for subject-specific writing. Interestingly for bilingual contexts, overall writing in a foreign language did not affect fluency.

References

- Anderson, L., Krathwohl, D., Airasian, P., Cruikshank, K., Mayer, R., Pintrich, P., Raths, J. & Wittrock, M. (Eds.) (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.
- Beacco, J.C. (2010) Items for a description of linguistic competence in the language of schooling necessary for learning/ teaching history (end of obligatory education). An approach with reference points. *Language and school subjects linguistic dimensions of knowledge building in school curricula 1*. Language Policy Division, Directorate of Education and Languages, DGIV, Council of Europe, Strasbourg. Available at www.coe.int/lang. Accessed 12 June 2014.
- Christie, F. & Derewianka, B. (2008) *School discourse: Learning to write across the years of schooling*. London: Continuum.
- Coffin, C. (2006) *Historical discourse: The language of time, cause and evaluation*. London: Continuum.

- Dalton-Puffer, C. (2013) A construct of cognitive discourse functions for conceptualising content-language integration in CLIL and multilingual education. *EuJAL* 1(2), 216-253.
- O'Donnell, M. (2008) Demonstration of the UAM CorpusTool for text and image annotation. Proceedings of the ACL-08:HLT Demo Session (Companion Volume), Columbus, Ohio, June 2008. Association for Computational Linguistics. 13–16.
- Vollmer, H. J. (2010) Items for a description of linguistic competence in the language of schooling necessary for learning/ teaching sciences (at the end of compulsory education). An approach with reference points. Language Policy Division, Directorate of Education and Languages, DGIV, Council of Europe, Strasbourg. Available at www.coe.int/lang.

Amy McIntire & Maria Freddi
University of Pavia & University of Pavia
amymarie.mcintire@unipv.it & maria.freddi@unipv.it

Language through literature: an applied SFL perspective

With our presentation, we seek to demonstrate the effectiveness of literature as a tool in the process of learning English as a Foreign Language and as a way of developing cultural literacy. When learning a new language, the ability to comprehend meaning is quintessential in a learner's ability to translate from a foreign language into one's native tongue. However, sometimes the "meaning potential" (Halliday 1978) is not preserved with a literal translation. For example, in Italian, when you wish somebody good luck, you say *In bocca al lupo*. This literally translates to *In the mouth of the wolf, which has no meaning to an English speaker (and vice versa with *Break a leg*, if translated literally into Italian). Instead, by learning language through literature, learners may correctly understand the intended meaning based on a larger social and cultural context, and when asked to identify new vocabulary or grammar within the text, they also reinforce these new linguistic structures. In our talk we will exemplify the language-through-literature teaching methodology that we have devised as instructors of EFL courses for Humanities students in Italy. We will present literary excerpts (e.g. Truman Capote, Harper Lee, James Joyce) and an analysis of the relevant language structures, idiomatic expressions and cultural issues therein, together with some of the translation tasks and SFL-informed learning activities designed for the students (see also Hasan 1985, Lazar 1993, Tomlinson 2005) to show how (cultural) literacy can be developed in the English language classroom through the use of texts from literature.

References

- Halliday, M.A.K. (1978) *Language as Social Semiotic*. London: Open University
Hasan, R. (1985) *Linguistics, Language and Verbal Art*. Oxford: OUP
Lazar, G. (1993) *Literature and Language Teaching*. Cambridge: CUP
Tomlinson, B. (2005) *Developing Materials for Language Teaching*. London: Bloomsbury

Renzo Mocini
Sapienza University Rome
renzo.mocini@uniroma1.it

Quantificational evidence in medicine

Medical knowledge relies heavily on quantitative data. Evidence is construed through numbers, statistics, equations, proportions, percentages and other expressions of measurement. Quantity can be semanticised in various ways thanks to lexico-grammatical resources, which offer a broad spectrum of models for construing quantificational evidence. The corpus I compiled drawing on electronic medical-journal articles has revealed highly frequent expressions of quantity, particularly in those sections where scholars report the results of their clinical studies. Within a cognitive-functional framework, particularly indebted to Halliday's and Langacker's approaches, the most frequently recurrent quantifiers found in the corpus are analysed with a view to demonstrating the key role they play in the construction of medical knowledge with evidentiary basis. The investigation brings to fore the semantic multifunctionality of quantification realized through complex semantic constructions involving the nominal group, the clause, and the clause complex. Quantitative constructions act as textual *loci* into which the significance of evidence-based medicine is channelled. Besides focusing the reader's attention on more or less expected, though relevant, quantitative data, they also tie in with the targeted readership's medical-scientific competence and the knowledge acquired and shared within the medical community.

References

- Davidse, K. 1999. The semantics of cardinal and enumerative existential constructions. *Cognitive Linguistics* 10: 203-250.
- Davidse, K. 2004. The interaction of quantification and identification in English determiners. In M. Achard – S. Kemmer (Eds.), *Language, culture and mind*. Stanford: CSLI, 507-533.
- Halliday, M.A.K. – Hasan, R. 1976. *Cohesion in English*. London: Longman.
- Halliday, M.A.K. 2004. *An Introduction to Functional Grammar*. London: Hodder.
- Langacker, R. 1991. *Foundations of Cognitive Grammar. Vol. 2. Descriptive Application*. Stanford: Stanford University Press.
- Langacker, R. 2001. Discourse in Cognitive Grammar. *Cognitive Linguistics* 12: 143-188.
- McGregor, W. 1997. *Semiotic Grammar*. Oxford: Oxford University Press.

Nourhan Mohamed
Nottingham University in Malaysia
kaax6nma@nottingham.edu.my

Egyptian-ness in post Arab Spring verbal art: a systemic functional analysis of the Egyptian translated novel 'Otared'.

Arab Discourses of identity and citizenship experienced a radical shift in 2011. The Arab world was home to a wave of revolutions, starting in Tunisia and sweeping across the region to Libya, Yemen and Egypt, in what came to be known as the Arab spring. The protests posed a diverse, yet equally significant, set of sociopolitical ramifications in their respective national contexts. In the particular context of Egypt, the language used during protests, as well as that used in news reports about protests, postulated Egyptian-ness as a newfound collective territorial identity transcending religion, class, age and gender, and whose holders possess enough political awareness and agency to demand accountability from their political regimes. This paper examines ideologies of identity in a selected text of Post-Arab spring translated fiction. It explores the representation of Egyptian-ness in *Otared*, a novel first published in Arabic in 2015 and shortlisted for IPAF (International Prize for Arabic Fiction) in 2016, then later translated in 2016. The research uses systemic functional linguistic tools to answer two sets of questions. Firstly, how characters are identified, individually, collectively and in relation to their setting, and secondly, how much, and what types of, agency they demonstrate over themselves, others and surroundings. Text World Theory is further utilized to account for the various metaphoric and intertextual prompts in the text that help determine the overall portrayal of the characters and the setting. The findings show that despite a tendency to identify main discourse participants collectively, their identification lacks a political orientation. Most significantly, agency patterns ascribed to discourse participants pose them as virtually ineffectual to their surroundings, which represents an evident departure from Arab Spring discourses of the people as political power-holders. Metaphorical and intertextual prompts create a world where Egypt is indexed with doom and divine wrath. Again, this presents a stark contrast to the pride and hopefulness of protest-time discourses which portrayed the country as a site of emancipation and positive change.

Ann Montemayor-Borsinger, Ana María Coria & María Laura Spoturno
Universidad Nacional de Río Negro, Universidad Nacional de La Plata and Universidad
Nacional de La Plata / CONICET
aborsinger@gmail.com
amfuseicab@gmail.com
lspoturno@hotmail.com

Text organization in literary discourse: an analysis of the effectiveness of different translations of the same source text

This paper addresses the problem of making effective language choices in literary discourse by examining different translations into Spanish of “The Story of an Hour” by Kate Chopin. The contrastive analysis involves on the one hand published translations, and on the other translations by a group of fifteen fourth year students at a national university in Argentina. In this latter case the translations were ranked from ‘most effective’ to ‘least effective.’ At a later stage, the translations were also ranked by the students. The study of text organization based on the analysis of thematic structure and thematic patterns in different genres has been prominent in Systemic-Functional Linguistics. Halliday and Hasan (1989), Hasan and Fries (1995), and Berry (1995, 2013), among others, have described and characterised lexico-grammatical and discourse aspects of Theme. For the purpose of the present work, of particular interest are comparative studies of the functions of Theme in English and Spanish such as McCabe (1999), Taboada (2004), Montemayor-Borsinger (2009), Arús (2010), Quiroz (2015) and Moyano (2016) that take into consideration various types of discourse. The results of the contrastive analysis show that certain features in the source text, in particular a clearly dominant reference chain of grammatical subjects referring to the main character of the story, prove to be a special challenge in translations to a pro-drop language such as Spanish. The analysis, combined with information from the text ranking, illustrates that translations pointed out as having made effective choices tend to be organized via comparatively more “contentful” Themes (Berry 2013) that provide far stronger methods of development than translations identified as having made less effective choices.

References

- Arús, J. (2010). On Theme in English and Spanish. A Comparative Study. Universidad Complutense de Madrid. <http://etabeta.univ.trieste.it/dspace/bitstream/10077/3649/1/Arus%20Thresholds.pdf>
- Berry, M. (1995). “Thematic options and success in writing.” In M. Ghadessy (ed.), *Thematic Development in English Text*. London: Pinter Publishers.
- Berry, M. (2013). “Contentful and contentlight Subject Themes in informal spoken English and formal written English.” In Gerard O’Grady, Lise Fontaine and Thomas Bartlett (eds.) *Choice in Language*. London: Equinox.

- Halliday, M.A.K. and R. Hasan (1989). *Language Context and Text: Aspects of Language in a Social-Semiotic Perspective*. Oxford: Oxford University Press.
- Hasan R. and P. Fries (1995). "Reflections on Subject and Theme: an introduction." In R. Hasan and P. Fries (eds.) *On Subject and Theme: A Discourse Functional Perspective*. Amsterdam: John Benjamins Publishing Company.
- McCabe, A. (1999). *Theme and Thematic Patterns in Spanish and English history texts*. PhD Thesis Aston University. <http://www.isfla.org/Systemics/Print/Theses/McCabephd.pdf>
- Montemayor-Borsinger, A. (2009). *Tema. Una perspectiva funcional de la organización del discurso*. Buenos Aires: EUDEBA.
- Moyano, E. (2016). "Theme in English and Spanish: Different means of realization for the same textual function". *English Text Construction*, 9 (1), 190-220.
- Quiroz, B. (2015). "La cláusula como movimiento interactivo: una perspectiva semántico-discursiva de la gramática interpersonal del español". *DELTA*, 31(1), 261-301.
- Taboada, M. T. (2004). *Building Coherence & Cohesion: Task-oriented dialogue in English and Spanish*. Amsterdam: John Benjamins Publishing Company.

Alison Moore
University of Wollongong
amoore@uow.edu.au

Feminist resonances across lives in the dairy industry

This paper reports on a text-analytic study of dairy culture and its promotion in Australia. It explores the hard-working but shifting rhetoric that keeps cow's milk in what is positioned as its 'proper place' – that is, an important food in the diets of human children and adults. While not all human cultures make extensive use of the milk of other species, within those that do there is enormous cultural, political, economic and scientific investment in its production and consumption. A large part of this investment is discursive and, across these domains of investment, an important but under-examined dimension is the construal and deployment of gender. This paper uses Adam's (2015[1990]) concept of 'feminised/animal protein', Whorf's (1956) concept of 'configurative rapport', and tools from systemic functional linguistics (particularly transitivity, appraisal, cohesion, and image-text relations) with a self-collected corpus to identify eight rhetorical processes through which gender is entangled with the naturalising of milk and dairy in western and, more recently, global cultures. Texts examined include promotional posters, films and websites from the early 20th Century to the present. A key focus is on the contrast between messages about dairy as a 'gender-progressive' industry and the continued uncritical promotion of a very gendered system of labour and value for the non-human animals involved. This indicates room for critical literacy research on the public reception and educational replication of discourses that support this powerful industry, including practices that jeopardize the health and wellbeing of numerous animals every year and arguably also of humans.

References

- Whorf, B.L. (1956). *Selected Writings* (edited by J.B. Carroll). Cambridge, Mass: MIT Press.
- Adams, Carol. 2015[1990]. *The sexual politics of meat. A feminist-vegetarian critical theory*. London: Bloomsbury.

Valentina Morgana
The Open University
valentina.morgana@unicatt.it

Investigating EFL writing development through mobile devices: using SFL as a tool for analysis

This study attempts to explore how SFL combined with T-Unit can be used to analyse the potential impact of the iPad on learners' writing development. The study examines 18 written language assignments produced by EFL secondary school students in Italy over a period of five months. The written assignments of students using the iPad have been compared to the same type of assignments produced following a standard pen and paper procedure. This study used a combination of two analytical tools. T-Unit measures were used to examine accuracy, complexity and fluency in the student written argumentative essay texts. SFL was deployed to analyse ideational and textual meanings as construed in those written texts by drawing on Martin and Rose (2007; 2008). Since this study considers the classroom as a social place where different types of interactions and mediations take place SFL was chosen as a complementary language theory due to its focus on language use in social context. In particular, this study examined generic structures, information flow and connectives in student assignments in relation to the textual meaning. The choice of vocabulary (content words), repetition, and conjunctions with regard to ideational meaning were analysed to track students' writing development. The results show that overall the groups showed progress regarding their ability to manage argumentative essay writing stages, and some functional-grammar features. In particular, the students in the iPad group showed an increasing use of different functional-grammar features (e.g. use of mental verbs, use of conjunctions to organize meaning). In sum, it appeared that T-Unit analysis alone would not have revealed in-depth information about the students' writing development if the SFL tool of textual and ideational metafunctions were not employed to examine student texts. This combination of considering formal features of grammar (T-Unit analysis) and language in context is something rarely carried out in technology-enhanced language learning and hence provides a methodological tool for researchers in the field.

References

- Martin, J. R., & Rose, D. (2007). *Working with Discourse: Meaning beyond the Clause*. London: Continuum.
- Martin, J. R., & Rose, D. (2008). *Genre relations: Mapping culture*. Equinox.

Isaac Mwinlaaru
University of Cape Coast, Ghana
isaac.mwinlaaru@ucc.edu.gh

Affiliation and community creation in Achebe's *Anthills of the Savannah*: A Socio-Semiotic approach

Affiliation is a relatively new theory developed within the Systemic Functional Linguistics framework. It is a theory of communal identity as it is discursively negotiated in text; a social process of aligning into communities around shared values and shared meanings. The theory has mainly been applied to analysing conversational humour (e.g. Knight, 2009, 2010), popular culture in television and film (e.g. Bednarek, 2010) and rap music (e.g. Caldwell, 2010). The present study extends it to examine a narrative text as a semiotic space for the development of bonds and the construction of group identity. Specifically, the study uses the theory to examine class identity and community creation in Chinua Achebe's *Anthills of the Savannah* (1987). It demonstrates that the polarization of discourse and the development of bonds in interactions among particular characters identify two social classes in the novel: the elite, typified by Chris, Ikem, and Beatrice; and the less educated citizens, including Elewa and the taxi drivers. This group polarisation realises Achebe's criticism of the detachment of the elite from the plights of the ordinary people. At the end of the novel, we meet a multi-social group whose interaction neutralises the polarised discourses and values, and the key role Beatrice plays here indicates Achebe's call for the elite to connect with the ordinary citizens in a way that will make their education useful to the less privileged.

References

- Achebe, C. 1987. *Anthills of the Savannah*. London: Heinemann.
- Bednarek, M. 2010. Corpus linguistics and systemic functional linguistics: Interpersonal meaning, identity and bonding in popular culture. In M. Bednarek & J.R. Martin, *New Discourse on Language: Functional Perspectives on Multimodality, Identity and Affiliation*. London & New York: Continuum.
- Cadwell, D. 2010. Marking metre mean. Identity and affiliation in the rap music of Kanye West. In M. Bednarek & J.R. Martin, *New Discourse on Language: Functional Perspectives on Multimodality, Identity and Affiliation*. 59-79. London & New York: Continuum.
- Knight, N.K. Wrinkling complexity. 2010 In M. Bednarek & J.R. Martin, *New Discourse on Language: Functional Perspectives on Multimodality, Identity and Affiliation*. 35-58. London & New York: Continuum.

Javier Pérez-Guerra & Ana Elina Martínez-Insua
University of Vigo & University of Vigo
jperez@uvigo.es & minsua@uvigo.es

Do genres, syntax and semantics go hand in hand? A corpus-based analysis of Subject Themes in Present-Day American English

With the assumption that the context of discourse “plays a significant role in determining the actual choices” made by users (Halliday 2009: 55), this paper analyses whether variations of linguistic use, as means of expressing meaning (Thompson 2004: 7), are accommodated to the communicative features in which a text is produced. Adopting a multifunctional approach to the study of the message, two variables are considered here: (i) its linguistic layout or, more specifically, the ordering of elements within the clause (textual metafunction); and (ii) its semantic design or, more precisely, the semantic content/‘weight’ of its Subject Themes. These variables will be analysed in connection to two genre-related research questions: (i) to what extent genre and thematic system are connected in English?, and (ii) is there a tendency for Themes in informal English to realise contentlight options and for those of formal English to realise contentful options (Berry 2013)? This is a corpus-based study, with data from the Crown corpus (Xu and Liang 2013), a 1 mio-word corpus of written American English (published largely in 2009). UAM Corpus Tool (O’Donnell 2008, 2009) has been used to integrate two annotation layers: the textual (as in Halliday and Matthiessen 2004) and the syntactic one (Stanford parser). We explore a number of genres in Crown and adopt a corpus-driven approach to the connection between genres, content weight and syntactic function of Subject Themes. Genres are not defined as formal/informal beforehand; on the contrary, they are clustered according to the results of the statistical model.

References

- Berry, M. 2013. Contentful and contentlight subject themes in informal spoken English and formal written English. In G. O’Grady, T. Barlett and L. Fontaine eds. *Choice in language. Applications in text analysis*. Sheffield: Equinox, 243–268.
- Halliday, M.A.K. (edited by Jonathan J. Webster). 2009. *The essential Halliday*. London: Continuum.
- Halliday M.A.K. and C.M.I.M. Matthiessen. 2004. *An introduction to Functional Grammar*. London: Edward Arnold (3rd ed).
- O’Donnell, M. 2008. Demonstration of the UAM CorpusTool for text and image annotation. In *Proceedings of the ACL-08: HLT Demo Session (Companion Volume)*. Columbus, Ohio: Association for Computational Linguistics, 13–16.
- O’Donnell, M. 2009. The UAM CorpusTool: software for corpus annotation and exploration. In C.M. Bretones Callejas et al. eds. *Applied linguistics now: understanding language and mind / La lingüística aplicada hoy: comprendiendo el lenguaje y la mente*. Almería: Universidad de Almería, 1433–1447.

- Thompson, G. 2004. *Introducing Functional Grammar*. London: Arnold (2nd ed).
- Xu, J. and M. Liang. 2013. A tale of two C's: comparing English varieties with Crown and CLOB (the 2009 Brown family corpora). *ICAME Journal* 37: 175–183.

Erica Pinelli
University of Pavia
erica.pinelli@unipv.it

Representing the past and the future of a nation: The Russian President's New Year addresses

In this paper I analyze the traditional New Year addresses delivered by Russian Presidents from 2000 to 2017 and discuss how they have changed over time. Several studies have shown that New Year addresses can be considered a specific genre of political discourse with a high degree of ritualization. According to Varavkina (2011), ritual political discourse aims to: (a) reinforce the positive emotional state of the addressee; (b) report ideas and emotions regarding recent events and present future steps; (c) emphasize the unity of the Nation based on common values and ideas. This means that New Year addresses are able to reinforce certain cultural and political worldviews of which citizens, and thus voters, must be aware.

The goal of this paper is to show how lexical and grammatical elements are chosen to support a particular representation, not only of the speaker and the addressee, but also of the Nation as a whole. The analysis is based on methods of Critical Discourse Analysis (van Dijk 1993; Fairclough 1995) and Critical Metaphor Analysis (Charteris-Black 2004). Moreover, taking advantage of Corpus Linguistics tools I provide both qualitative and quantitative results. Particular attention is given to a central topic in New Year address, specifically the past and the future of the Nation. In this paper I investigate how past and future are represented in discourse by analyzing the co-text and the context in which past and future verbal forms occur.

References

- Charteris-Black, J. (2004). *Corpus approaches to critical metaphor analysis*. Basingstoke: Palgrave Macmillan.
- Fairclough N. (1995). *Critical discourse analysis*. London: Longman
- Van Dijk, T. (1993). "Principles of critical discourse analysis". *Discourse and Society* (4), 249-83.
- Varavkina V. Ju. (2011), *Novogodnee obraščenie glavy gosudarstva: žanrovaja specifika i lingvokognitivnoe modelirovanie obraza adresata*, dissertacija na soiskanie učenoj stepeni kandidata filologičeskich nauk, Omsk: Omskij Gosudarstvennyj Universitet.

Patrice Quammie-Wallen
The Hong Kong Polytechnic University
patriceq@gmail.com

Discovering the functional architecture of play texts

Culpeper, Short, and Verdonk (2002) state that “play-texts have in general received relatively little attention from both twentieth century literary critics and stylisticians” and this dearth of description is further exacerbated in systemic theory. Prose fiction has monopolized stylistic analysis and is gradually becoming a mainstay in SFL research (Lukin & Webster, 2005; Nykänen & Koivisto, 2016; Unsworth, 2002; Ventola, 1991). The play text, however remains virtually unexplored territory in SFL and this gap in descriptive research limits our understanding of the true complexity of human creativity and meaning as expressed in one of the oldest human literary traditions. In addition to this, whenever drama has been investigated in the stylistics tradition, researchers have typically focused on dialogue. A leading researcher in the field of literary stylistics, Mick Short, dubbed drama “the conversational genre” (Short, 1996), and this truly is a reflection of the traditional viewpoint that “speech dominates drama” (Macrae, 2014). However, virtually no focus has been placed on stage directions within the play text, which may well prove to be the conceptual link between text and performance and the source of a more complete functional description of the play text. This paper presents initial findings of research which addresses that gap, using SFL register tools to discover a descriptive framework which captures the play text as a more unified entity taking into account the interplay between conversation and stage directions and so negotiate with drama theory. The recreating register (Matthiessen, 2015) will be particularly investigated in this regard.

References

Nebojša Radić
University of Cambridge
nr236@cam.ac.uk

Literary self-translation and rewriting: the stereo effect

The British translation studies scholar, Clive Scott, likens translation to the view of a city (Scott, 2006). We see the city as it is today but cannot see what it was like in (say) 1640. There were structures erected in the meantime ('radio tower') but that is gone too and cannot be seen. Within this context we see clearly how a linguistic translation could be likened to a photograph taken in 1640 (let's imagine that was possible) or at any other time from then on. What the re-writing of the text promises to do however, is to 'conceptually construct' this reality 'like a cubist object'. And this 'cubist' interpretation is a re-writing of a given geographical and historical reality. Scott suggests that 'it is not a text that we translate, so much as a reading of a text, not a reading as an 'interpretation', but a reading as in 'ongoing psycho-physiological, psycho-perceptual relationship. The Anglo-American and Russian literary theorist, Mikhail Epstein suggests that multilinguals might not need translations at all as they can enjoy an *interlotion* - a contrastive juxtaposition of two or more apparently identical texts running simultaneously in two different languages (Epstein, 2015). He illustrates this point with the self-translated poems of Joseph Brodsky, in the Russian original and in English. Do we then, need to 'see' both the 1640 and today's view of the city? Must we have access to both languages and enjoy an *interlotion* to adequately grasp the volume of a thought or image?

In this presentation, I will try to answer these and other questions using the theoretical framework provided by André Lefevere and Susan Bassnett, SFL Translation Studies (see Kunz and Teich, 2017) and the view of translation as re-writing.

References

- Bassnett, S. and A. Lefevere (eds) (1990) *Translation, History and Culture*, London and New York: Pinter.
- Bassnett, S., (2013) 'The self-translator as re-writer.' In: *Self-Translation: Brokering Originality in Hybrid Culture*. Cordingley Anthony (ed). London: Bloomsbury.
- Epstein, M. E., (2015) 'Idea No.5: From Translation to Interlotion and Stereotextuality.' Available at: <https://www.dur.ac.uk/chi/ideas/> [Accessed 19 January 2018].
- Kunz, Kerstin and Elke Teich (2017) Translation Studies. In Bartlett, T. and G. O'Grady (eds) *The Routledge Handbook of Systemic Functional Linguistics*, pp. 547-560. London: Routledge.
- Lefevere, A., (1992/2017) *Translation, Rewriting and the Manipulation of the Literary Fame*. London and New York: Routledge.

Scott, C., (2006) 'Translation and the spaces of reading.' In: E. & M. P. Loffredo, (eds) *Translation and Creativity: Perspectives on Creative Writing and Translation Studies*. London: Continuum, pp. 33-47.

Martina Rodela
Univerza na Primorskem, Slovenia
Martina.Rodela@pef.upr.si

The interaction between authors of multimodal textbooks for Slovene and pupils as readers

The paper analyses the changes in authors' interaction with the pupil/reader (interpersonal metafunction) in the multimodal textbooks for Slovene as mother tongue in the primary schools, published over the last seven decades. It focuses on the presentation of capital letters for pupils, aged between six and eleven. The analysis of the samples is based on the theoretical frame of Halliday's systemic-functional grammar (2004) and Slovene linguist Toporišič's (2004) descriptive grammar. The pictorial is analysed considering Kress' and van Leeuwen's visual grammar (2001), applied in Slovene by Starc (2007–). We also consider Kress' and Bezemer's (2010) research on social semiotic analysis of textbooks for secondary schools in English, Starc's researches on the Slovene textbooks as multimodal texts (2008, 2015 etc.). So far the research reveals that the authors mostly express the impersonal relationship with the pupil in the pictorial part of the texts (regardless the year of its publication). The most frequent are images as offers. In the verbal part the authors' interaction with the pupil is more personal, using imperatives, modal verbs, questions etc. (demand). In the newer textbooks, the authors more often pose questions or give tasks about pupil's personal experience, which makes the interaction even more personal.

References

- Halliday, M.A.K. (2004) An introduction to functional grammar. Revised by Christian M.I.M. Matthiessen. London: Arnold.
- Toporišič, J. (2004) Slovenska slovnica. Maribor: Založba Obzorja.
- Kress, G., van Leeuwen, T. (2001) Reading images: the grammar of visual design. London: Routledge.
- Bezemer, J., Kress, G. (2010) Changing Text: A Social Semiotic Analysis of Textbooks. *Designs for Learning*, 3 (1-2), pp. 10–29. <https://www.designsforlearning.nu/articles/abstract/10.16993/dfl.26/>
- Starc, S. (2008) Osnovnošolsko učbeniško besedilo kot besedilo kolonija, sestavljeno iz besednih in nebesednih znakov. In V. M. Udovič, M. Cotič, M. Cencič (Eds.), *Sodobne strategije učenja in poučevanja* (pp. 45–56). Koper: Pedagoška fakulteta.
- Starc, S. (2015) Multimodal representation of grammar notions in textbooks for Slovene as first language, pp. 158. ISFC 2015, Challenging Boundaries, 42nd International Systemic Functional Congress, RWTH Aachen University, 27–31 July 2015. Aachen: RWTH Aachen University Department of English, American and Romance Studies.

- Rodela, M. (2017) Avtorjeva komunikacija z osnovnošolcem v i-učbenikih za slovenščino z vidika součinkovanja besednih in nebesednih izraznih sredstev/Authors' communication with pupils in presenting capital letters in interactive textbooks for slovene as a mother tongue. In S. Bratož (Ed.), *Razsežnosti sodobnih učnih okolij/ Dimensions of contemporary learning environments* (pp. 345–359). Koper: Založba Univerze na Primorskem.
- Rodela, M. (2016) Komunikacija avtorja učbenika za slovenščino kot materinščino z osnovnošolcem pri predstavljanju končnih ločil. In S. Omelčenko, J. Aksman (Eds.), *Sučasni perspektivy osvity* (pp. 387–399, 442–443). Horlivka: Institute for foreign languages.
- Rodela, M. (2014) Semioticska sredstva za stvaranje interakcije s osnovnoškolcem kao primateljem udžbeničkih tekstova o pravopisnim pravilima slovenskog jezika/ Semiotic means as interaction instruments used with elementary school pupils as addressees of student books' texts regarding rules of orthography in slovenian language. In M. Arnaut (Ed.), *Kulturni identitet u digitalnom dobu:* (pp. 897–905). Zenica: Filozofski fakultet.
- Rodela, M., Starc, S. (2012) Vloga slikovnega pri izražanju interakcije z naslovnikom v učbenikih za slovenščino kot tuji jezik. In P. Stankovska, M. Wtorkowska, J. Pally (Eds.), *Individualna in kolektivna dvojezičnost* (pp. 353–361). Ljubljana: Znanstvena založba Filozofske fakultete.

Zhoulin Rouan
Xi'an Jiaotong / Liverpool University
zhoulin.ruan@xjtlu.edu.cn

Complex nominal groups in research article abstracts: a comparative study of advanced academic literacies between English and Chinese writers

Previous genre analytical studies have revealed the rhetorical and discourse features of research article abstracts, yet, from the SFL perspective, little is known about linguistic features characteristic of the highly condensed summary text. This paper explores the patterns of complex nominal groups, the grammatical construction for packaging dense information in scientific writing (Halliday, 1993), in a corpus of 200 English abstracts of published articles written by English and Chinese academic writers in applied linguistics. The analysis shows that in Chinese writers' abstracts, the occurrences of attributive adjectives, noun premodifiers, and multiple noun sequences were significantly higher, whereas in native writers' abstracts, there was more frequent use of the post-modifying of phrases. Chinese writers relied on their lexical knowledge for producing compressed structures whereas native writers drew on their syntactic knowledge to convert clausal structures into phrasal premodifications. The paper argues that these differences may be attributable to Chinese writers' L1 transfer and L2 repertoire in English academic writing.

References

- Biber, D., & Gray, B. (2010). Challenging stereotypes about academic writing: complexity, elaboration, explicitness. *Journal of English for Academic Purposes*, 9, 2–20.
- Biber, D., & Gray, B. (2011). Grammatical change in the noun phrase: the influence of written language use. *English Language and Linguistics*, 15(2), 223–250.
- Halliday, M. A. K. (1993). Some grammatical problems in scientific English. In M. A. K. Halliday & J. R. Martin (Eds.), *Writing Science* (pp. 69–85). London: The Falmer Press.
- Halliday, M.A.K., & Matthiessen, C.M.I.M. (2004). *An Introduction to Functional Grammar* (3rd ed.), London: Arnold.
- Khedri, M. Heng, C. S., & Ebrahimi, S.F. (2013). An exploration of interactive metadiscourse markers in academic research article abstracts in two disciplines. *Discourse Studies*, 15(3): 319-331.
- Van Boon, S. & Swales, J. (2007). English and French journal abstracts in the language sciences: Three exploratory studies. *Journal of English for Academic Purposes*, 6, 94-108.

Bianca Schüller
RWTH Aachen University
bianca.schueller@rwth-aachen.de

Identifying important information in academic lectures

An academic lecture is a prime example of a situation where important information is distributed and needs to be identified. This study is part of a wider research project in which multimodal markers – linguistic, behavioural, and prosodic features – are used to build an automatic summariser that can extract contextually relevant information from spoken language in real time (Wegener and Cassens 2016, Wegener et al 2017). In order to teach machines how to summarise, it is essential to understand how humans perform this process. Drawing on a small corpus of student and expert notes based on a stimulus lecture from a first-year computer science course at the MIT, I examine the relevant features that impact note-taking practices and content. Steps in my analysis of the data include examining which sections in the lecture important information primarily comes from. It is further analysed to what extent certain linguistic, behavioural, and prosodic features trigger note-taking. This builds on Piolat's list of features that encourage note-taking, such as definitions, catch phrases, macro-textual planning indicators, writing on the board, and dictation (Boch and Piolat 2005) and other studies on note-taking (Piolat et al 2005, Faraco et al 2002) on the one hand, and transitivity, thematic structure and Hasan's Generic Structure Potential (1985) as systems of choice in Systemic Functional Linguistics (Halliday and Matthiessen 2014) on the other hand. I investigate how these different approaches are relevant and how they can be applied together.

References

- Boch, F., & Piolat, A. (2005). Note Taking and Learning: A Summary of Research. *The WAC Journal* 16, 101-113.
- Faraco, M., Barbier, M. & Piolat, A. (2002). A comparison between notetaking in L1 and L2 by undergraduate students. In G. Rijlaarsdam (Series Ed.), *Studies in Writing*; S. Ransdell, & M.L. Barbiers (Volume Eds.), *New Directions in Research for L2 Writing* (pp. 145-167). Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Halliday, M.A.K., & Matthiessen, C.M.I.M. (2014). *An introduction to functional grammar* (4th ed.). Oxford, UK; New York, USA: Routledge.
- Hasan, R. (1985). The structure of a text. In M.A.K. Halliday, R. Hasan, *Language, context, and text: aspects of language in a social-semiotic perspective*. Oxford: Oxford University Press.
- Piolat, A., Olive, T. & Kellogg, R.T. (2005). Cognitive effort during note taking. *Applied Cognitive Psychology* 19 (3), 291-312.
- Wegener, R., & Cassens, J. (2016). Multi-modal Markers for meaning: using behavioural, acoustic and textual cues for automatic, context dependent summarization of lectures. In *Proceedings MRC 2016*. The Hague, Netherlands.

Wegener, R., Schüller, B., & Cassens, J. (2017). Needing and Wanting in Academic Lectures: Profiling the academic lecture across context. Proceedings of the International Systemic Functional Linguistics Conference. Wollongong, Australia.

Prithvi Shrestha
The Open University, UK
prithvi.shrestha@open.ac.uk

Assessing with an attitude: tutor assessment feedback on business students' academic writing

In higher education, it has widely been recognized that tutor feedback on assessment should be learning-oriented (e.g., Nicol, 2010; Shrestha & Coffin, 2012). However, there is a lack of research which examines tutor assessment feedback in disciplines such as business management through a linguistic lens contributing to this field of research. The use of Systemic Functional Linguistics (SFL), especially APPRAISAL framework (Martin & White, 2005), to explore this aspect is limited in the assessment literature (e.g., see Hyland & Hyland, 2006; Starfield et al., 2015). Drawing on the APPRAISAL framework (Hood, 2010; Martin & White, 2005), this paper examines the evaluative language used in the formative feedback provided by tutors on eight undergraduate business students' academic writing in two assignments. The data consisted of tutor feedback summaries by six tutors on 16 assignments and semi-structured interviews with eight students at The Open University, UK. The feedback summaries were examined through the system of ATTITUDE, ENGAGEMENT and GRADUATION as developed within the APPRAISAL framework to explore the nature of the tutor assessment feedback and the student interviews were thematically examined which provided insights into their perceptions of tutor feedback and assessment. The findings revealed that the tutor feedback varied significantly across the feedback summaries examined regarding not only the length and details but also the type of evaluative language used. The tutors tended to use the language of ATTITUDE, especially JUDGEMENT and APPRECIATION, and most tutors allowed limited feedback dialogue (ENGAGEMENT). These findings have implications for improving tutor formative feedback practices in disciplinary writing.

References

Maija Stenvall
University of Helsinki
maija.stenvall@helsinki.fi

Avoiding the word "terrorist" – on responsibility in news agency reports

About 15 years ago I examined the role and use of the word "terrorist" in the reports of two international news agencies, AP and Reuters, arguing that the sense of the word had changed: after the September 11 attacks, terrorists were seen more as an undefined threat than as actors of violent attacks (Stenvall 2003). Reuters' internal memo where journalists were asked to avoid labelling any news actors as "terrorists", incited angry reactions in America. Over the years the nature of terrorist attacks has changed considerably; "[c]ars, trucks and vans" are now "the weapon of choice", AP states (August 17, 2017). In addition to Reuters, several leading media organisations have advised their journalists to avoid the word "terrorist" unless clearly attributed to someone. Notably, the popular "2017 AP stylebook" sanitises not only the word "terrorist" but also, e.g., "Islamist". The present paper studies how the new types of attacks affect the use of the word "terrorist". Who are construed as actors; who are responsible for these acts of violence? My data (so far) come from AP and Reuters news reports on a terrorism related van attack in Barcelona, August 2017. Giving the actor role to an inanimate "van" conforms to news journalists' tactics of impersonalisation (White 1998). At the same time, the behaviour of the van is personalised: it "jumped the sidewalk", "slammed into pedestrians", "mowed down tourists", etc. Many of these expressions are "metaphors of intensification"(cf. White 1998), enhancing newsworthiness by stressing the news value of "negativity". My analysis draws on Halliday's notions of transitivity, ergativity, and nominalisation (Halliday 1994), also taking some tools from the Appraisal framework (Martin&White 2005).

References

- Halliday, Michael. 1994. *An Introduction to Functional Grammar*. 2nd edition. London: Edward Arnold.
- Martin, James R. and White, Peter R.R. 2005. *The Language of Evaluation: Appraisal in English*. New York: Palgrave Macmillan.
- Stenvall, Maija. 2003. An actor or an undefined threat? The role of 'terrorist' in the discourse of international news agencies. *Journal of Language and Politics* 2: 361–404
- White, P.R.R. 1998. *Telling Media Tales: the News Story As Rhetoric*. Unpublished Ph.D. dissertation, University of Sydney. Available: www.grammatics.com/appraisal/AppraisalKeyReferences.html.

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

Interpersonal projection: systemic account of modal expressions

Modality is a cline of uncertainty construed for propositions and proposals between positive and negative polarity – a resource extended through various interpersonal metaphors (Halliday & Matthiessen, 2014); but it varies across languages. In English, it is highly grammaticalized as a closed set of finite modal auxiliary verbs; but the extent to which modality is grammaticalized seems to vary considerably across languages. For example, among the different categories of modality, the probability type seems to be more grammaticalized than other types in Chinese, Japanese and Spanish; they have specific grammatical realizations, e.g. 'keneng' (a verbal auxiliary “might”), '[suru]daroo' (a verbal auxiliary “may [do]”) and the subjunctive verbal forms 'ocurra [algo]' (“may happen [something]) respectively. This highly grammaticalized nature is related to the expanded domain of realization, e.g. Finite verbal operator of 'will', modal Adjunct of probably and metaphorical realization through projection 'I think that'. In this paper, I will explore different realization patterns of modality in a small sample of languages (Halliday & Matthiessen, 2014, Teruya, 2007, Lavid, Arús & Zamorano-Mansilla, 2010, Li, 2007), and identify systemically how the simultaneous systems of orientation, value and polarity are realized across different grammatical domains, including bi-clausal, relational and nominalized units.

References

- Halliday, M.A.K. & Matthiessen, Christian M.I.M. (2014). *Halliday's Introduction to Functional Grammar*, (4th edition), London & New York: Routledge.
- Lavid, Julia, Arús, Jorge & Zamorano-Mansilla, Juan Rafael (2010). *Systemic Functional Grammar of Spanish: A Contrastive Study with English*, Two Volumes. London & New York: Continuum.
- Sum-Hung Li, Eden (2007). *A Systemic Functional Grammar of Chinese*. London: Continuum.
- Teruya, Kazuhiro (2007). *A Systemic Functional Grammar of Japanese*, Two Volumes. London: Continuum.

Anne Thwaite
Edith Cowan University
a.thwaite@ecu.edu.au

Halliday's view of child language learning: has it been misinterpreted?

This paper gives a brief summary of Halliday's theory of how children learn to talk, illustrating the development of children's language from the microfunctions through the macrofunctions and into the metafunctions of adult language. The paper points to a possible source of the misinterpretation of Halliday's theory in the work of Frank Smith (1983), which appears to have "trickled down" into textbooks written for pre-service teachers in Australia. Links are made to teachers' knowledge about language (KAL) and the current Australian Curriculum English. It is suggested that while any number of functions of the language of school-aged children may be described, it is perhaps misleading to refer to the microfunctions as "Halliday's functions".

References

Laura Trienekens & Charlotte Rosenow
RWTH Aachen University & RWTH Aachen University
laura.trienekens@rwth-aachen.de & charlotte.rosenow@rwth-aachen.de

Readers' emotional response as triggered by socio-cultural conceptualizations in fictional literature: a multimodal approach

This presentation reports on an experimental study regarding prototypical conceptualizations of fictional beings. As Tolkien (2012, 27) says, "I don't know half of you half as well as I should like; and I like less than half of you half as well as you deserve". This captures how many of us feel when reading literary fiction. Even though we read privately, we are "social subject[s]. And, by definition, social subjects are not socio-culturally innocent" (Hasan 2007, 17), suggesting that the social part of the individual guides the reading experience. More specifically, it prompts the question: How do people come up with con-ceptualizations of characters, and how much do these individual conceptualizations have in common? Boyd (2009) has shed light on the social aspect of the commonality of conceptualization by a group of individuals. Drawing on the works of Wolf (2012) and Atteberry (1992), we investigate the extent to which socio-cultural prototypes influence our conceptualizations of fictional characters. Taking the studies of Hsu et al. (2015) and Henderson et al. (2015) as additional inspiration, we have established a mixed-method experiment, divided into three phases: 1) a reader response survey, 2) an eye-tracking experiment with participant/reader interviews, and 3) an analysis of the readers' emotional response through facial recognition analysis and linguistic evaluation of their responses (following Wegener et al, 2017). Early results from phase 1) and previous studies (Wegener/Trienekens 2017 & *ibid.*) suggest that while conceptualizations may show individualisation, they also show that, at a certain order of abstraction, there are social commonalities. Hence, this work contributes to ongoing research to highlight the importance of socio-cultural conceptualizations in literature in terms of meaning making.

References

Nesrine Triki

Systemic Functional Linguistics Association of Tunisia

nesrinetriki@yahoo.com

Exemplification in Research Articles: elaboration and compactness across disciplines

Exemplification in academic and scientific writing represents a fundamental strategy to elaborate on words and ideas (Hyland, 2007; Triki, 2014 and 2017). In Systemic Functional Linguistics, exemplifying falls within the system of elaboration of the type appositive (Halliday and Matthiessen, 2014: 612) which could be signaled via such conjunctions as for example, for instance, to illustrate, such as etc. This study aims to investigate the elaborative power of examples in academic writing by studying the syntactic and semantic nature of the units exemplified and the ones used as exemplifying. Such an analysis would reveal the degrees to which elaboration of the type exemplification could render a specific “text span” (Halliday and Matthiessen, 2014: 609) more or less compact. The dichotomy of elaboration versus compactness in scientific writing has been argued for by Biber and Gray (2011: 11) who claim that scientific writing is “much more ‘compressed’ than elaborated with phrasal (non-clausal) modifiers embedded in noun phrases being the major type of structural complexity found in academic writing”. Yet, as will be discussed in this study, elaborating does not necessarily mean rendering a text span less compact. To reach this objective, a corpus of 80 research articles belonging to eight research disciplines (computer science, materials science, electrical engineering, physics, linguistics, marketing, history, economy) is compiled from leading journals. The corpus yields a total number of about 70 000 words. All texts are automatically searched for exemplifying conjunctions then a manual annotation of exemplified and exemplifying units will be made using the UAM Corpus Tool software (O’Donnell, 2008). Those units will be categorized as either being groups, clause simplexes, clause complexes, or non-verbal units (like figures, tables, symbols etc). The purpose of such a categorization is to look for any preferred patterns within and across the disciplines concerning the presence of a particular exemplified unit and the choice of a specific exemplifying alternative. Alongside, the structural and semantic analysis shall reveal how those choices could lead to either more compact or less compact forms of ideational meaning.

References

- Biber, D., & B, Gray. (2011). The historical shift of scientific academic prose in English towards less explicit styles of expression. In V.J. Bhatia, H. P. Sánchez, and P. P. F. Pérez, (Eds.), *Researching specialized languages*. Amsterdam: John Benjamins.
- Halliday, M. A. K., & Matthiessen, C.M.I.M. (2014). *An Introduction to Functional Grammar*. Fourth Edition London: Edward Arnold.
- Hyland, K. (2007). Applying a Gloss: Exemplifying and Reformulating in Academic Discourse. *Applied Linguistics* 28/2: 266–285 _ Oxford University Press.

- O'Donnell, M. (2008). The UAM CorpusTool: Software for Corpus Annotation and Exploration. Proceedings of the XXVI Congreso de AESLA, Almeria, Spain, 3-5 April 2008.
- Triki, N. (2014). Elaboration Paradigms in PhD Theses Introductions. In M. Guirat, and M. Triki, (Eds.) *Deviation (s)*, (pp. 202-225). Laboratory on Approaches to Discourse (LAD), Tunisia.
- Triki, N. (2017). *Elaboration across Genre Boundaries: Research Articles and PhD Dissertations as a Case Study*. Unpublished PhD thesis, University of Sfax, Tunisia.

Monica Turci
University of Bologna
monica.turci2@unibo.it

Education policies in the Labour's party manifesto for the 2017 general elections

This paper provides a close reading of "Towards a National Education Service", Labour's party plan for education in its 2017 manifesto. This has proved a key factor for the success of Labour's campaign and in attracting young people's vote; election data have shown that in the 2017 general election, Labour had a 17-point lead among university graduates compared to a one-point lead for the Conservatives in 2015. In the aftermath of the election, the political debate on Labour's plan for education has almost exclusively focused on Labour's pledge to abolish university fees. Though it is probably true that this has been crucial in attracting students' vote, with this paper I would like to connect financial issues with social and cultural ones, providing a perspective that sees this manifesto not merely as a populist move, but as challenging recent predominant views and values in politics connected with higher education. Method of analysis used is comparative and context-based and includes quantitative and qualitative analysis. To this purpose an ad hoc corpus will be created; this is organised diachronically and goes back to the 1997 Dearing Report into funding of universities during the first Blair ministry that marked the introduction of university fees to the above mentioned manifesto. It comprises a selection of representative texts on educational policies ranging from party manifestos, speeches, reports and official acts. Comparison will show that the 2017 education plan traces a future for education that differs not just from those of the present conservative party, but also of the past Blair ministries, that interestingly also saw reforms in education as one its top priorities.

References

- "How Britain voted at the 2017 general election". YouGov. 13 June 2017. Retrieved 27 July 2017.
- "For the Many, Not the Few". Labour Party Manifesto. <https://labour.org.uk/manifesto/> Retrieved 1 December 2017.
- Young L. and C. Harrison eds (2004) *Systemic Functional Linguistics and Critical Discourse Analysis: Studies*. London and New York: Continuum

Vejo Vaakanainen
University of Turku
rvkvaa@utu.fi

Extending, enhancing, elaborating and projecting – How do Finnish learners of Swedish express logico-semantic relations in narratives?

The aim of this presentation is to examine how Finnish learners of Swedish realize logico-semantic relations in their texts. Logico-semantic relations (Halliday & Matthiessen 2004, 395–482) belong to the logic metafunction of language and they refer to the relation that exists between two clauses in a clause complex. These relations are congruently expressed by relators and their lexicogrammatical realisations are conjunctions. The logico-semantic relation can be either an extension, enhancement, elaboration or a projection (Halliday & Matthiessen 1999, 105). The ability to express logico-semantic relations in a text is important for second language learners. One component of the so-called communicative competence is discourse competence, which refers to the ability “combine grammatical forms and meanings to achieve a unified spoken or written text in different genres” (Canale 1983, 9). In this study, I will examine how Finnish learners of Swedish use conjunctions during the writing process in order to realise various relations between clauses. The material consists of 26 personal narratives written by 16-year-old Finnish learners of Swedish. The texts were written with the keystroke logging programme ScriptLog which enables the analysis of the online writing process (Strömquist et al. 2006). In the analysis all instances of conjunctions are excerpted from texts and categorised according to the type of logico-semantic relation they realize. It is also examined, if the learners add, delete or replace some conjunctions during the writing process.

References

- Canale, Michael 1983. From communicative competence to communicative language pedagogy. *Language and communication*, 1 (1), 1–47.
- Halliday, M.A.K. & Matthiessen, Christian, M.I.M. 1999. *Construing experience through meaning*. London/New York: Continuum.
- Halliday, M.A.K. & Matthiessen, Christian, M.I.M. 2004. *Introduction to functional grammar*. Third edition. London: Arnold.
- Strömquist, S., K. Holmqvist, V. Johansson, H. Karlsson & Å. Wengelin. 2006. What keystroke-logging can reveal about writing. *Computer key-stroke logging and writing: methods and applications (Studies in Writing)* 18, 45–72.

John Walsh
The University of Adelaide
john.walsh@adelaide.edu.au

Language for Learning Improvement: Science (LLIS)

This paper reviews a professional learning program for primary school teachers in South Australia. The first two day LLIS course was undertaken by twenty Year 4/5 teachers in 2017. Building on Halliday's position that language transforms experience into meaning, the course worked through the language specific to a unit of work on Adaptation from the National Science Curriculum (Biology), as well as pedagogic principles and practices through which to teach this language as essential to successful student learning. As part of their participation the teachers had agreed to teach the unit on return to school. The evaluation encompassed the course itself and the implementation of the new learning within the classroom. The teachers were very positive in their evaluations, as evidenced via a questionnaire and interviews. The pedagogic principles underpinning the use of the anchor text provided a clear link between the explicit teaching of language and positive learning outcomes for their learners. The teachers also noted markedly improved writing outcomes for their students in the Information Report genre produced at the end of the cycle. This paper looks in detail at the innovations in the LLIS program, including the teaching of lexico-grammar tied to a unit of work, the attention to micro-pedagogic processes such as questions, the use of technical and everyday language, student oral language and finally the importance of the focus text. Theoretically the paper raises discussion about Bernstein's notion of pedagogic discourse (1990) and the subsequent recontextualisation of its two components into the regulative and instructional registers (Christie, 2002).

References

- Bernstein, B 1990, *The structuring of pedagogic discourse*, Routledge, London.
- Christie, F 2002, *Classroom discourse analysis*, Continuum, London.
- Rose, D 2014, 'Analysing pedagogic discourse: an approach from genre and register', *Functional Linguistics*, vol. 1: 11, Springer, Berlin.

John Walsh
The University of Adelaide
john.walsh@adelaide.edu.au

A functional linguistic approach to communication in sport

This paper characterises the language of sport from an SFL perspective. Surprisingly, sport has only recently emerged as a field of academic endeavour, given its embedded position in cultures across the world. There has been a growing interest from social linguists, for example Lavric et al. (2008) who compiled an online bibliography of more than 2,200 papers on soccer, addressing the lexicon, phraseology, loanwords, metaphor and broadcast commentaries. SFL work on sport dates from Ghadessy (1988) and includes studies by Bowcher (2007), Caldwell (2009), Caple (2013) and Clarke (2017). More recently Caldwell and Walsh co-edited *The Discourse of Sport: Analysis from Social Linguistics* (Routledge, 2017) drawing in part on SFL. This paper previews a forthcoming volume, *A Functional Linguistic Perspective on Communication in Sport*, (Walsh, Caldwell and Jureidini, Routledge, 2019) which will be the first dedicated to a description and analysis of sports language using SFL. Our data are linked to matches in the range of elite professional team sports which are mediated globally via TV. We use texts which are close to the match, for example the language of the coaches, commentator texts, and also texts collected from TV viewers in their homes. We propose that all non-players, who for some mega sporting events may number in the billions, participate through their use of language. We highlight the language of evaluation through the SFL system of Appraisal (Martin and White, 2005) within the specialised language of sport as the key resource for this participation.

References

- Caldwell D, Walsh J, Jureidini J & Vine E (eds) 2017, *The discourse of sport*, Routledge, New York.
- Lavric E, Pisek G, Skinner A & Stadler W (eds) 2008, *The linguistics of football*, Gunter Narr Verlag, Tübingen.
- Martin J, & White P (2005), *The Language of Evaluation: Appraisal in English*, MacMillan, New York.
- Walsh J, Caldwell D & Jureidini J 2019, *A functional linguistic approach to communication in sport*, Routledge, Singapore.

Bo Wang & Helen Ma

Sun Yat-Sen University & The Hong Kong Polytechnic University

bo.wang@connect.polyu.hk & yuanyi.ma@connect.polyu.hk

The realisations of patriotism in the Chinese textbooks used in mainland China: analysis of field and process type

When teaching Chinese to primary school students in China, different values are emphasised besides the knowledge about the Chinese language. Patriotism, as one of the key values in accordance with the Chinese Curriculum Standards (Ministry of Education of the People's Republic of China, 2012), has long been regarded as indispensable in the Chinese textbooks used in mainland China. The data of the present study includes all twelve volumes of Chinese primary school textbooks published by People's Education Press in China. We have first identified the values in the textbooks, such as patriotism, national unity, and honesty. 158 texts characterised with patriotic values are then selected for the analysis. Firstly, we analyse the field of activity of the texts to see how different fields are used. Secondly, we analyse the process type of the clauses to examine how patriotism is construed lexicogrammatically. By following this approach, we describe the way that patriotism is construed both in terms of lexicogrammar and context, which are two strata in stratification, and explore the relationship between the two strata (Halliday, 1992; Halliday and Matthiessen, 2014). We also attempt to further apply Matthiessen's (e.g. 2014) field of activity to the analysis of textbook.

References

- Halliday, M. A. K. (1992). How do you mean? In Martin Davies and Louise Ravelli (Eds.), *Advances in systemic linguistics: Recent theory and practice* (pp. 20-35). London and New York: Pinter.
- Halliday, M. A. K., and Matthiessen, Christian, M. I. M. (2014). *Halliday's introduction to functional grammar*. London and New York: Routledge.
- Matthiessen, Christian M. I. M. (2014). Registerial cartography: Context-based mapping of text types and their rhetorical-relational organization. *Proceedings of the 28th Pacific Asia Conference on Language, Information and Computation*, 5-26.
- Ministry of Education of the People's Republic of China [中華人民共和國教育部]. (2012). *義務教育語文課程標準: 2011年版* [Chinese Curriculum Standards for Nine-year Compulsory Education: 2011 Version]. Beijing: Beijing Normal University Press.

Rebekah Wegener, Jörg Cassens & Bianca Schüller
RWTH Aachen University, University of Hildesheim & RWTH Aachen University
rebekah.wegener@ifaar.rwth-aachen.de, cassens@cs.uni-hildesheim.de &
bianca.schueller@rwth-aachen.de

Lexicogrammatical patterning in textual triggers for reader emotion during literary text reading

The observation of individuals reading texts reveals a complex interplay of individual, textual and contextual features. Different aspects of the text, the setting in which it is read and the current mood of the reader all influence the way a reader reacts to a text emotionally or in terms of interest. The reaction of the reader can be observed on many levels, ranging from spoken expressions to physiological measures, facial gestures, reader posture and behaviour (audio-visual and eye-tracking). These responses are brought together with aspects of the stimulus texts to reveal the textual triggers for reader expressed affect.

Hsu et al (2015) argue that a reader's reaction to a text is not just a reaction to the lexical items, but to their organization and the context in which they are embedded. To capture this complexity, Wegener et al (2018), Wegener (2011) and Wegener et al (2017) model the reading process as a series of layers of contexts. In this paper we report on the findings of a small scale pilot study that examines reader reactions to fantasy text excerpts (30 volunteers aged 20-32 with German as a first language enrolled in English linguistics). We combine reader reactions with reader annotations, as well as data scraped from the *GoodReads database* to select portions of the texts that systematically trigger identifiable responses in the readers. These portions of the texts are then analysed for lexicogrammatical patterning. We present both an overview of the project as a whole and our initial findings from the pilot study which suggest at least partially predictable regularity in the structure of text portions that trigger expressed affect in readers.

References

- Hsu, C.-T. Jacobs, A. M. Citron, F. M. and Conrad, M. "The emotion potential of words and passages in reading harry potter—an fmri study," *Brain and language*, vol. 142, pp. 96–114, 2015.
- Wegener, R. and Lothmann, T. "That is not normal rabbit behaviour: on the trail of the grammar of fictional worlds," in *On Verbal Art: essays in honour of Ruqaiya Hasan* (in press), R. Wegener, A. Oesterle, and S. Neumann, Eds. Sheffield: Equinox, 2018.
- Wegener, R. "Parameters of context: From theory to model and application," Ph.D. dissertation, Macquarie University, Faculty of Human Sciences, Department of Linguistics, 2011.

Wegener, R.; Kohlschein, C.; Jeschke, S.; and Neumann, S. "EmoLiTe –A Database for Emotion Detection During Literary Text Reading." In Proceedings of the 5th International workshop on Context Based Affect Recognition @ ACII 2017, 2017.

Penny Wheeler
Macquarie University
penelope.wheeler@hdr.mq.edu.au

Students without borders: interdisciplinary contexts and specialised languages

To work on the ‘wicked’ problems that are thrown up by socio-environmental change and conflict, the specialised knowledge of people from multiple disciplines needs to be combined. This kind of synthesis is demanding and uncertain, and interdisciplinary work, for researchers in training, can be problematic. Their position within institutional hierarchies and their mastery of disciplinary discourses can be subject to challenge. This study reports on the linguistic strategies that thirteen graduate students from different social and scientific disciplines used in an intensive workshop on interdisciplinary collaboration (Pennington et al, 2016). Metaphor (for example, Greve, 2015) is one choice for presenting a novel perspective to your audience, and was a strategy expected by the workshop organisers, who structured the learning of integrative processes around the development of ‘boundary objects’ (Star & Griesemer, 1989), particularly models. The students’ own reports of their epistemological stance and research values, and their daily structured debriefs, were also interesting sources on the impact of the workshop training. The preliminary analyses affirm Hasan’s argument (2002) that, to be useful, disciplines must be permeable. The students did find ways to integrate their own areas of expertise in conversations, planning and joint authoring of proposals for authentic wicked problems, and to re-examine their disciplinary knowledge following group encounters. (As Moore, 2013, p. 103, phrases it: “The fruits of interdisciplinary projects need to flow back into the integrative languages of disciplines.”)

References

*3rd Colloquium on Empirical
Evidence and Theoretical
Assumptions in SFL*

hosted by Lise Fontaine
Cardiff University

Elissa Asp
Saint Mary's University
easp@eastlink.ca

Theories, evidences, and a “functionalist turn” in linguistics?

The main goals of this talk are to sketch a review of different kinds of evidence used in different areas of linguistic research and, where possible, to outline their actual and/or potential links to theories and models. The sketch of different kinds of evidence in different areas is based on (necessarily selective) review of linguistics journal publications held in my university library system during 2017. The idea is to draw up a kind of map of what evidence is being used in relation to what fields/questions now. SFL work will be ‘localized’ within the map.

The motive for this is to check on a hunch that while functional linguists are increasingly looking to experimental, neurocognitive, and quantitative analyses of corpora to ground research, there is a ‘functionalist turn’ happening in the broader linguistics community. The latter may in part be being driven by the biolinguistic agenda with its interdisciplinary demands (e.g. Hauser, Fitch, Chomsky 2002; Poeppel 2012) and the reduction of UG to MERGE (e.g. Chomsky 2005; Berwick and Chomsky, 2017), though it is likely also partly technologically driven. In any case, it seems all linguists now not only regard textual and interpersonal functions as (almost) as central as logical and experiential functions in accounting for language, but also that functionalists and formalists are now often looking at the same/similar kinds of evidence, albeit still with different goals. Of interest will be to see the extent to which convergence over functional components and the evidence base encourages (greater) theoretical convergence.

References

- Berwick, RC., Chomsky, N. 2017. Why only us? *Journal of Neurolinguistics* 43: 166- 177
- Chomsky, N. 2005. Three factors in language design. *Linguistic Inquiry*, 36, 1, 1-22.
- Hauser, M. D., N. Chomsky, and W. T. Fitch. 2002. “The Faculty of Language: What Is It, Who Has It, and How Did It Evolve?” *Science* 298(5598):1569–1579.
- Poeppel, D. 2012. “The Maps Problem and the Mapping Problem: Two Challenges for a Cognitive Neuroscience of Speech and Language.” *Cognitive Neuropsychology* 29(1–2):34–55.

Jörg Cassens and Rebekah Wegener

University of Hildesheim & RWTH Aachen University

cassens@cs.uni-hildesheim.de & rebekah.wegener@ifaar.rwth-aachen.de

What makes a (good) explanation, and why does it matter for computing?

Research on explanations is not a new topic in computer science and artificial intelligence, as evidenced e.g. by the workshop series on Explanation-aware Computing (ExaCt). In AI, Explanations are interesting both as a means of reasoning and for human-computer interaction. But interest in explanation has been renewed recently, partly motivated by developments in EU law (General Data Protection Regulation) which mandates a “right to explanation’ of algorithmic decisions” and might make the need for explanation aware computing much more pressing. Furthermore, current subsymbolic machine learning techniques such as deep neural networks make the providing of explanations much more difficult.

The field of AI currently sees explanations as a relatively uniform and definable concept that are largely on the system side of development (Biran & Cotton, 2017). This means that they see explanations as monologic in nature. In this paper we argue that explanation, like summary, definition and other similar terms, is a functional description of a text type. Rather than having a single realisation at the lexicogrammatical level, we argue that what counts as an explanation will vary according to context and that it may very likely be achieved multimodally.

An explanation is inherently a dialogic text type and in the settings that we explore at least one of the interactants will be an intelligent system. We claim that it is potentially possible to map this contextual variation at the semantic and lexicogrammatical level to enable us to make predictions about the optimal explanation realisation for a given context. In this paper we set out several examples drawn from AI to demonstrate our argument and show how this is a crucial step for building context sensitive and explanation aware AI.

References

- Bateman, J. A. (2017). The place of systemic functional linguistics as a linguistic theory in the twenty-first century. *The Routledge Handbook of Systemic Functional Linguistics*, 11.
- Biran, O. and Cotton, C. Explanation and Justification in Machine Learning: A Survey. *Papers of the IJCAI 2017 Workshop on Explainable AI (XAI-2017)*. Melbourne, Australia, 2017.
- Cassens, J. Explanation Awareness and Ambient Intelligence as Social Technologies. Ph.D. Thesis, Norwegian University of Science and Technology, Trondheim, Norway, May 2008.

- Mohan, B., & Beckett, G. H. (2003). A functional approach to research on content-based language learning: Recasts in causal explanations. *The Modern Language Journal*, 87(3), 421-432.
- Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation)
- Roth-Berghofer, T. R.; Schulz, S.; Bahls, D.; and Leake, D. B., editor, Proceedings of the 3rd International Workshop on Explanation-aware Computing (ExaCt 2008). Patras, Greece, July 2008.
- Roth-Berghofer, T.; Leake, D.; and Cassens, J., editors. Proceedings of the Seventh International workshop Explanation-aware Computing (ExaCt 2012).. Montpellier, France, July 2012.
- Unsworth, L. (1997). "Sound" explanations in school science: A functional linguistic perspective on effective apprenticing texts. *Linguistics and Education*, 9(2), 199-226.

Lucy Chrispin & Lise Fontaine
Cardiff University
ChrispinL@cardiff.ac.uk & fontainel@cardiff.ac.uk

An empirical investigation of the Behavioural process type

Within the theory of Systemic Functional Linguistics (SFL), it is generally accepted that there are six process types within the system of transitivity. However, in practice, the Behavioural process type has proved problematic in two key ways. While the remaining five processes do seem to be grammatically distinct, there are no reliable lexicogrammatical reactances for Behaviourals. Furthermore, there is little agreement within the theory about the nature of Behavioural clauses, both in terms of how they can be identified and what experience they represent (e.g. Thompson 2014; Banks 2015). Secondly, analysis of Behavioural processes can be highly inconsistent (cf. O'Donnell et al. 2009) since they often display considerable overlap with features of other process types. Therefore, questions concerning the Behavioural process type are open to empirical investigation. This paper seeks to challenge the theoretical assumptions underlying the Behavioural process type and to examine how we can evaluate appropriate data in this pursuit and how we can be confident about the reliability of our results. Our data brings together different data sources, including PDEV (Hanks 2014), ValPal (Hartmann, Haspelmath and Taylor 2013) and a sample of 800 clauses from the enTenTen13 corpus (Chrispin 2017). Given the low frequency of Behavioural processes generally, we show that a targeted corpus approach can provide robust evidence for furthering our understanding of this category and more broadly to the constructional meaning of intransitives.

References

- Banks, D. 2015. On the (non) necessity of the hybrid category behavioural process. In Bayley, P. eds. *Hybridity in Systemic Functional Linguistics: Grammar, Text and Discursive Context*, 1st ed. London: Equinox. pp. 21-40.
- Chrispin, L. 2017. *Are Experiences Encoded in the Grammar of the Clause? An investigation into Physiological and Psychological Behaviour*. MA Dissertation. Cardiff University.
- Halliday, M. 1994. *An Introduction to Functional Grammar*. 2nd Ed. London: Edward Arnold.
- Hanks, P. 2014. *Pattern Dictionary of English Verbs (PDEV)* [Online]. Available at: <http://pdev.org.uk> [Accessed: 12 January 2018].
- Hartmann, I., Haspelmath, M. and Taylor, B. (eds.) 2013. *Valency Patterns Leipzig (ValPal)*. Leipzig: Max Planck Institute for Evolutionary Anthropology. Available at: <http://valpal.info> [Accessed: 12 January 2018].
- O'Donnell, M., Zappavigna, M. and Whitelaw, C. 2009. A survey of process type classification over difficult cases. In Jones, C. and Ventola, E. eds. *From Language*

to Multimodality: New Developments in the Study of Ideational Meaning. London:
Continuum. pp. 47-64.

Thompson, G. 2014. *Introducing Functional Grammar*. 3rd ed. London: Arnold.

Monika Kavalir
University of Ljubljana

Constructions as Evidence

The paper looks at constructions (as they are conceptualized in Cognitive Linguistics) as a possible source of evidence in Systemic Functional Linguistics. Constructions are understood to be structured units that have meaning in themselves, independently from the lexical and grammatical elements they contain (Goldberg 1995, 2006). As such, they may be used as a convenient linguistic environment in which various hypotheses can be tested. A corpus study of the differences between relative and absolute uses of comparatives is used as an example of how the environment of a particular construction (here: He couldn't be more X / X-er) can enable empirical analysis where structural ambiguity would normally prevent it. The question is, however, how constructions can be incorporated into the Systemic Functional lexicogrammatical continuum.

- Fillmore, Charles J., Kay, Paul, O'Connor, Mary Catherine. 1988. Regularity and idiomaticity in grammatical constructions: the case of let alone. *Language* 64/3. 501–538
- Goldberg, Adele E. 1995. *Constructions: A Construction Grammar Approach to Argument Structure*. Chicago, London: University of Chicago Press
- Goldberg, Adele E. 2006. *Constructions at Work*. Oxford: Oxford University Press

Anne McCabe

mccabe.anne@gmail.com

Explicit Knowledge of Language for L2 Development

Perrett's (2000) argued "there is not, as yet, an SFL account of how second language development occurs". This presentation explores the extent to which Systemic Functional Linguistic (SFL) descriptions/explanations can/do help the second/foreign language (L2) learner during language processing and production. To support SFL descriptions as helpful, data is used in numerous studies to show L2 learners' expanding meaning potential at the levels of, for example, register, genre, speech functions, grammatical metaphor, and discourse semantics, and to argue for explicit knowledge/teaching of how language works. However, there is little data available to show how learners come to 'know' the structure of the clause itself. Praxedes-Filho (2013) demonstrates development in the ability to use clause complexity in advanced learners, yet the question remains of whether explicit knowledge of clause structures is helpful to learners in developing this ability. The presenter (and others, cf. O'Donnell 2011) has found herself resorting to more traditional grammatical descriptions to teach clause structures to learners with little knowledge of how clauses are put together (in their L1, let alone the L2). While Halliday is seen as a source of inspiration for communicative language teaching (CLT) (cf. Richards and Rogers, 2001), in prioritizing proficiency in communication over mastery of structures, a major criticism of CLT is the lack of explicit focus on linguistic form(s). Here we return to the questions: can currently existing SFL descriptions help in teaching clause structures, especially at lower levels of L2 proficiency? If not, what effect would providing such descriptions have on the theory?

References

- Burns, A. and Knox, J. (2005) Realisation(s): Systemic-Functional Linguistics and the language classroom. In Bartels, N. (Ed.), *Researching Applied Linguistics in Language Teacher Education*, pp. 235-260. New York: Springer
- Byrnes, H. (2009) Systemic-functional reflections on instructed foreign language acquisition as meaning-making: An introduction. *Linguistics and Education* 20, 1-9.
- Christie, F. & Derewianka, B. (2008). *School Discourse: Learning to Write across the Years of Schooling*. London: Continuum.
- de Oliveira, L. and Iddings, J. (2014) *Genre Pedagogy Across the Curriculum: Theory and Application in U.S. Classrooms and Contexts*. London: Equinox.
- Feez, S. (1999) Text-based syllabus design. *TESOL in Context*, 9(1), 11-14.
- Firkins, A., Forey, G., and Sengupta, S. (2007) Teaching writing to low proficiency EFL students. *ELT Journal* 61(4), 341-352
- Gibbons, P. (2002) *Scaffolding Language, Scaffolding Learning: Teaching ESL children in the Mainstream Classroom*. Portsmouth NH: Heinemann.

- Halliday, M.A.K. (1960/2007) General linguistics and its application to language teaching. In McIntosh, A. and Halliday, M.A.K. (Eds.) (1966) *Patterns of Language: Papers in General, Descriptive and Applied Linguistics*, pp. 1-41. London: Longman. Reprinted in Halliday, M.A.K. and Webster, J. (2007) *On Language and Education. Collected Works of MAK Halliday, Volume 9*, pp. 135-173. London: Bloomsbury.
- Halliday, M.A.K., McIntosh, A. and Stevens, P. (1964) *The Linguistic Sciences and Language Teaching*. London: Longman.
- Hasan, R. and Perrett, G. (1994) Learning to function with the other tongue: A systemic functional perspective on second language teaching. In Odlin, T. (Ed.), pp. 179-226.
- Jones, J. Gollin, S., Drury, H. and Economou, D. (1989) Systemic-functional linguistics and its application to the TESOL curriculum. In Hasan, R. and Martin, J.R. (Eds.), *Language Development: Learning Language, Learning Culture*, pp. 257-381. Praeger.
- Jones, R. and Lock G. (2011) *Functional Grammar in the ESL Classroom: Noticing, Exploring and Practising*. Palgrave Macmillan.
- Llinares, A. (2013) Systemic Functional approaches to second language acquisition in school settings. In García Mayo, P., Gutiérrez-Mangado, J. and Martínez Adrián, M. (Eds.), *Contemporary Approaches to Second Language Acquisition*, pp. 27-47. Amsterdam: John Benjamins Publishing Company.
- Matthiessen, C.M.I.M. (2006) Educating for advanced foreign language capacities. In Byrnes, H. (Ed.), *Advanced Language Learning: The Contribution of Halliday and Vygotsky*, pp. 31-57. London: Continuum.
- Maxwell-Reid, C. (2014) Genre in the teaching of English in Hong Kong: A perspective from systemic functional linguistics. In Coniam, D. (Ed.), *English Language Education and Assessment: Recent Developments in Hong Kong and the Chinese Mainland*, pp. 87-102. Springer.
- McCabe, A. (2017) SFL and language teaching. In Bartlett, T. & O'Grady, G. (Eds.) *The Routledge Handbook of Systemic Functional Linguistics*, pp. 591-604. London and New York: Routledge.
- McCabe, A., Gledhill, C. and Liu, X. (2015) SFL and English language teaching. Special Issue of the *TESOL International Journal*.
- Melrose, R. (1995) *The Communicative Syllabus: A Systemic-functional Approach to Language Teaching*. London: Pinter.
- O'Donnell, M. (2011) Syntax and the consumer revisited: an SFL for EFL. Paper presented at ISFC38, University of Lisbon.
- Perrett, G. (2000) Researching second and foreign language development. In Unsworth, L. (Ed.), *Researching Language in Schools and Communities: Functional Linguistic Perspectives*, pp. 87-110. London & Washington: Cassell.

- Polias, J. and Dare, B. (2006) Towards a pedagogical grammar. In Whittaker, R., O'Donnell, M. and McCabe, A. (Eds.), *Language and Literacy: Functional Approaches*, pp.123-143. London: Continuum
- Praxedes Filho, P.H.L. (2013) Interlanguage lexicogrammatical fossilization or not? That's an SFL-related question from the viewpoint of choice. In Fontaine, L. Bartlett, T. and O'Grady, G. (Eds.), pp. 474-492.
- Richards, J.C. and Rodgers, T.S. (2001) *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Rose, D. and Martin, J.R. (2012) *Learning to Write, Reading to Learn: Genre, Knowledge and Pedagogy in the Sydney School*. London: Equinox.
- Schleppegrell, M. J. (2013) The role of metalanguage in supporting academic language development. *Language Learning* 63, 153-170.
- Steiner, E. (1997) Systemic functional linguistics and its application to foreign language teaching. In Fandrych, C. and Tallowitz, U. (Eds) *Gramatica funcional y sus aplicaciones*. Special issue of *Estudios de Linguistica Aplicada*, 26, 15-27.
- Thompson, G. (1996) Some misconceptions about communicative language teaching. *ELT Journal* 50(1), 9-15.

Mick O'Donnell
Universidad Autonoma de Madrid
michael.odonnell@uam.es

Explicit modelling as a source of evidence for linguistic frameworks

This paper addresses the question of “Fundamental questions regarding what counts as relevant data”.

In some ways, the best form of data to support theoretical constructs is that of the physical manifestations of language: the text produced by real people in real contexts, the neuro-chemical states and changes that occur as language is used, the change of attention measured in eye-tracking software, or the speed of production etc. in key-logging.

This paper considers a less manifested form of evidence for linguistic models, that of the provision of explicit linguistic models, the computational specification of grammar, semantics and context, and the inter-stratal resources to map between them.

Halliday has proposed a fairly simple linguistic model, based on a 3x3 grid for representing Context of Situation (Field, Tenor, Mode), Semantics (Ideational, Interpersonal, Textual) and Grammar (Transitivity, Mood, Theme).

Along with this 3x3 grid come two assumptions (amongst others not covered here):

1. The metafunctional hookup hypothesis: that Field is generally realised through Ideational meaning, and Ideational meaning through Transitivity, etc..
2. The assumption of exhaustivity: (generally unstated) that the three boxes on each level are exhaustive, and cover all phenomena on that level.

This paper will argue that while this simple model provides a clear framework from which to work within, the assumptions of the model are less true than believed, and can lead researchers to wrong make poor modelling decisions when extending the model to cover new phenomena. Evidence from computational modelling of language will be used.

References

- Butler, C. (1996) "On the concept of an interpersonal metafunction in English". In Berry, M., Butler, C. , Fawcett, R. and Huang, G. (eds) *Meaning and Form: Systemic Functional Interpretations*. Norwood: Ablex. Pp 151-182.
- Fawcett, Robin P. 1980. *Cognitive Linguistics and Social Interaction: Towards an Integrated Model of a Systemic Functional Grammar and the other Components of a Communicating Mind*. Heidelberg: Julius Groos Verlag, and Exeter: University of Exeter. (Especially pages 34-38).

Luke Andrew Rudge
University of the West of England
Luke2.Rudge@uwe.ac.uk

Crossing Modalities to Inform Theory: Contributions from Sign Language Data

The majority of descriptive and typological work from the systemic functional perspective has been performed with languages in the spoken and written modalities (see, e.g., Caffarel, Martin and Matthiessen, 2004; Halliday and Matthiessen, 2014). However, sign languages – of which nearly 150 are recognised around the world – have very little recognition in this theoretical domain.

This paper presents a selection of findings from an empirical study into British Sign Language (BSL) from a systemic functional standpoint (Rudge, forthcoming). This includes modality-independent observations (i.e. those that match what is observed in other languages), such as the textual sequencing of thematic elements in clauses (Textual[^]Interpersonal[^]Topical). However, various modality-dependent observations present new and/or alternative factors to consider. These include the importance of morphological, prosodic and spatio-kinetic elements in differentiating language functions, and the impact of visual-spatial productive restrictions in areas including Theme identification and ergativity.

While it is stressed that the findings presented in this paper are preliminary, further research is being performed to advance understanding in this area. These findings serve to add to, confirm, and challenge theoretical assumptions regarding ‘language’ as understood via systemic functionalism.

References

- Caffarel, A., Martin, J. R., & Matthiessen, C. M. I. M. (2004). *Language Typology: A functional perspective*. Amsterdam: John Benjamins.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday’s introduction to functional grammar* (4th ed.). Oxford: Routledge.
- Rudge, L. A. (forthcoming). *Analysing British Sign Language through the lens of Systemic Functional Linguistics*. Ph.D thesis. Bristol: University of the West of England.

Erich Steiner
Universität des Saarlandes, Saarbrücken
e.steiner@mx.uni-saarland.de

Representing meaning in SFL: Instantiation, reading and implicitness

A review will be given of some frameworks for modelling the interplay between explicit linguistic encoding and fully contextualized and partly implicit meaning (Carston 1992, Linke and Nussbaumer 2000, Hansen-Schirra et al 2012). This will be followed by a discussion of the SFL notions of “instantiation” (Halliday and Matthiessen 1999: 384, Matthiessen 2015: 4) and “reading” (Martin and Rose 2003: 269ff, Martin and White. 2005: 206ff) as potentials for accounting for “implicit” meaning of utterances. In order to realize these potentials, some clarifications of a theoretical nature are needed, and representational issues need to be resolved. Clarifications will involve the key notions of “abstraction” and of “instantiation”, as well as that of “reading” and its specific nature in SFL. Representational issues taken up include annotations in corpora (cf. Kunz et al 2016, 2017a,b) and questions of ambiguities and vagueness in data and in theory. Linguistic phenomena at issue involve cohesive phenomena, in particular indexation for co-reference, chaining on lexical items, annotation of information structure (Theme, Information) and of appraisal features.

The talk proposed here is relevant to questions about what constitutes empirical (corpus) data and about the interpretation of data that may involve layers of inference.

References

- Carston, Robyn. 1992 *Thoughts and utterances. The Pragmatics of Explicit Communication*. Oxford: Blackwell
- Halliday, M. A. K. & Matthiessen, C.M.I.M.. (1999). *Construing Experience Through Meaning. A Language-Based Approach to Cognition*. London: Cassell.
- Hansen, Schirra, Silvia, Neumann, Stella and Steiner Erich. 2012 *Cross-linguistic Corpora for the Study of Translations. Insights from the language pair English – German. Series Text, Translation, Computational Processing*. Berlin, New York: Mouton de Gruyter
- Kunz, K., E. Lapshinova-Koltunski and J.M. Martinez-Martinez (2016). “Beyond Identity Coreference: Contrasting Indicators of Textual Coherence in English and German.” In: *Proceedings of CORBON at NAACL-HLT2016, San Diego, 16 June*.
- Kunz, K., Degaetano-Ortlieb, S., Lapshinova-Koltunski, E., Menzel, K., & Steiner, E. 2017a. *GECCo -an empirically-based comparison of English-German cohesion*. In De Sutter, G. Delaere, I. & Lefer. M. eds *New Ways of Analysing Translational Behaviour in Corpus-Based Translation Studies*. Berlin et al: Mouton De Gruyter
- Kunz, Kerstin, Ekaterina Lapshinova-Koltunski, José Manuel Martínez-Martínez, Katrin Menzel and Erich Steiner 2017b. “Shallow features as indicators of English-

German contrasts in lexical cohesion.” In: Languages in Contrast.18:2. Electronic publication: <http://doi.org/10.1075/lic.16005.kun>

Martin, J., Rose, D. (2003). *Working with Discourse: Meaning beyond the clause*. London: Continuum

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

Matthiessen, C.M.I.M. (2015). Register in the round: registerial cartography. *Functional Linguistics* , 2(9). Springer Open, pp. 1-48

Gordon Tucker
Cardiff University
TuckerG@cardiff.ac.uk>

Feature Motivation in System Networks: Issues for Different Strata and for Increasing Delicacy

It has been a central assumption in SFL that systemic feature distinction should be formally motivated, that is, there should be some observable, formal ‘reactance’ which licences the distinction (see Martin 1987 and Fawcett 1988). An inability to demonstrate the formal basis for a proposed feature distinction renders the distinction questionable. And as SFL analyses of texts depend on the identification of features, without reliable motivation for them the validity of the analysis is at risk.

There are two areas where the relationship between features and formal reactance is arguably problematic. These are (a) the largely uncharted, more delicate lexicogrammatical systems, particularly in transitivity (O’Donnell et al. 2008) and lexis-oriented systems (Tucker 2009), and (b) systems in the semantic stratum (Hasan 1996), where features are non-formal (Martin 1987:34). Yet, if speakers are to recognise meanings in context, even if there is no one-to-one relationship between socio-semantic features and lexicogrammatical features, they can only do so ultimately by reference to the formal aspects of the context and co-text.

In order to operationalise the categories of our description, at the various strata and degrees of delicacy, we need to identify as many of the formal properties involved as possible. This is difficult wherever such properties are numerous and complex.

This presentation revisits the process of the formal motivation of features and explores, through the use of electronic corpora, the kinds and range of evidence that can be garnered for this purpose. It also assesses the feasibility of such a project, and the consequences of a lack of comprehensiveness.

References

- Fawcett, Robin P. 1988. What makes a good system network ‘good’? ; four pairs of concepts for such evaluations. In James D. Benson & William S. Greaves (eds.), *Systemic functional approaches to discourse; Selected papers from the 12th international systemic functional workshop*, 1-28. Norwood, NJ: Ablex.
- Hasan, R. *Ways of saying: ways of meaning*. Selected papers of Ruqaiya Hasan, edited by C. Cloran, D. Butt and G. Williams. London: Cassell, 104-131.
- Matthiessen, C.M.I.M ‘Register in the round: registerial cartography’. *Functional Linguistics* 2:9.2015.
- Martin, James R. 1987. The meaning of features in systemic linguistics. In M.A.K Halliday & Robin P. Fawcett (eds.) *New developments in systemic linguistics: Volume 1, theory and description*, 14-40. London: Frances Pinter.

- O'Donnell, M., Zappavigna, M. and Whitelaw, C. 2008. 'A survey of process type classification over difficult cases'. In C. Jones and E. Ventola (eds.), *New Developments in the Study of Ideational Meaning: From Language to Multimodality*, 47-64. London: Continuum.
- Tucker, G. H. (2009) 'In search of the grammarian's dream: Locating lexis in systemic functional grammar'. In Slembrouck, Stef, Taverniers, Miriam, and Van Herreweghe, Mieke (eds), *From 'will' to 'well': Studies in Linguistics offered to Anne-Marie Simon-Vandenberg*. Gent: Academia Press. 415-26.

Jamie James Williams
Nottingham Trent University
jamie.james.williams@ntu.ac.uk

Placing cognition in SFL: A look at Heavy NP Shift

The role of individual, psycholinguistic explanations is still an open question within Systemic Functional Linguistics. This talk discusses this issue in the context of the Heavy NP shift (Ross, 1967). This phenomenon is evident when informationally ‘heavier’ verbal objects (1) have different distributional properties to their ‘lighter’ counterparts (2):

(1) a. The man saw the cat who had broken her leg in the garden

b. The man saw in the garden the cat who had broken her leg

(2) a. The man saw the cat in the garden

b. ?The man saw in the garden the cat

These differences have previously been given cognitive-orientated explanations, which claim that placing the informationally larger constituent sentence-finally eases psychological processing (Hawkins, 1994). This has latter been supported by psycholinguistic experimentation (Stallings and MacDonald, 1998).

This talk will analyse examples like the one above through the lens of SFL. It will examine how the theory can give a description of them, and whether these truly count as an explanation. Secondly, it will see how such an account can co-exist with existing explanations; should SFL take note of the results and theories from a psycholinguistic perspective, and if so, how should these outer and inner views be combined?

This talk would fit into the aims of the “3rd Colloquium on empirical evidence and theoretical assumptions in SFL”, as the talk discusses foundational issues within SFL, including: what counts as evidence?, and how to the outer and inner view of language interact in SFL.

References

*1st Colloquium on Multimodal
Literacies*

hosted by Volker Eisenlauer
University of Klagenfurt

Giuliana Diani & Annalisa Sezzi

University of Modena and Reggio Emilia

giuliana.diani@unimore.it & annalisa.sezzi@unimore.it

Scientific Websites for Children - Nurturing Children's Scientific Literacy through the Conflation of Multiple Semiotic Resources

Nowadays, knowledge dissemination among children is no longer restricted to course books and information books. It also includes websites explicitly addressed to youngsters who have a different stage of cognitive development and background knowledge (Myers 1989) but are also the first to live in today's "multimodal hypertext environment" (Maier et al. 2007: 456) and "already have a multimodal and multimedial communicative competence" (Maier et al. 2007: 456). In these web-based educational hypermedia (Baldry & Thibault 2006; Maier et al. 2007; Maier 2008; Djonov 2008; Stenling & Djonov 2010), education and entertainment often converge (Buckingham & Scanlon 2001, 2005), relying on different semiotic resources (Johnson 1996; Djonov 2008). As a matter of fact, the term "edutainment" is frequently used (Buckingham & Scanlon 2001, 2005; Okan 2003; Djonov 2008).

Edutainment websites are also one of children's main accesses to science. In particular, explanations of scientific phenomena are frequently intertwined with different kinds of visual material, partly evoking science books (Kress & van Leeuwen 1996; Lemke 1998; Unsworth 2005, 2006). The aim of this paper is to shed light into verbal-visual interplay in a corpus of ten scientific websites for children in English as well as into the other resources used to disseminate scientific knowledge, combining information and fun.

References

- Baldry, A., & Thibault, P. 2006: *Multimodal Transcription and Text Analysis. A Multimodal Toolkit and Coursebook*. London: Equinox
- Buckingham, D. & Scanlon, M. 2001. Parental pedagogies: an analysis of British edutainment. *Magazines for Young Children Journal of Early Childhood Literacy*, 281-299.
- Buckingham, D. & Scanlon, M. 2005. Selling learning towards a political economy of edutainment media. *Media, Culture and Society*. 27(1): 41-58.
- Djonov, E. N., 2008. Children's website structure and navigation. In L. Unsworth (Eds.), *Multimodal Semiotics: Functional Analysis in Contexts of Education*, London: Continuum International, 216-236.
- Johnson, C.C.1996. Report: World Wide Web sites for the dissemination of science to the public: A classification into three types. *Science Communication*. 18: 80-87.
- Kress, G., & van Leeuwen, T. 1996. *Reading Images: A Grammar of Visual Design*. London: Routledge.

- Lemke, J. 1998. Multiplying meaning: Visual and verbal semiotics in scientific text. In J. R. Martin & R. Veel (Eds.), *Reading Science: Critical and Functional Perspectives on Discourses of Science*, London: Routledge, 87-113.
- Maier, C.D. 2008. Multimodal Communication of Specialized Knowledge across Hypertext Innovation and Generic Tradition. *Hermes*. 41, 59-80.
- Maier, C.D., Kampf, C., Kastberg, P., 2007. Multimodal analysis - an integrative approach for specialized visualizing on the web, *Journal of Technical Writing and Communication*, 37(4):453-478.
- Myers, G. 1989. Science for women and children: the dialogue of popular science in the nineteenth century. In J. R. R. Christie and S. Shuttleworth, *Nature Transfigured*, Manchester: Manchester University Press, 171–200.
- Okan, Z. 2003. Edutainment: is learning at risk?, *British Journal of Educational Technology*, 34(3): 255–264.
- Stenglin, M. & Djonov, E. 2010. Unpacking narrative in a hypermedia ‘artedventure’ for children. In Christian Hoffmann (ed.), *Narrative Revisited*, 185-212. Amsterdam: John Benjamins.
- Unsworth, L. 2005. Comparing school science explanations in books and computer- based formats: The role of images, image/text relations and hyperlinks. *International Journal of Instructional Media*, 31(3): 283-301.
- Unsworth, L. 2006. Image/text relations and intersemiosis: Towards multimodal text description for multiliteracies education. *Proceedings of the 33rd International Systemic Functional Congress (33rd ISFC)*, 1165-1205. Sao Paulo, Brazil, Pontifícia Universidade Católica De Sao Paulo (PUCSP). Online publication at: <http://www.pucsp.br/isfc>.

Volker Eisenlauer
University of Klagenfurt
volker@eisenlauer.com

Digital Literacies in mobile assisted language learning

The emergence of literacy practices interrelates in various ways with innovations in media technologies: Mobile phones afford novel textual practices, such as swiping taking photos, or location tagging, while books and journals afford paper perusing and turning pages. As Kress (2009, 55) has shown “social action and affordances of material (Gibson, 1986) together produce semiotic resources which are the product of the potentials inherent in the material, of a society’s selection from these potentials and of social shaping over time of the features which are selected”. In this sense, a newspaper is not likely to afford the act of reading to a toddler, but would be a suitable object for crumpling up or ripping apart. In a similar way, the affordances of information technologies interrelate with distinct hypertextual and multimodal practices that have emerged over time and in response to particular discourse communities.

This study explores key tenets in the concept of digital and multimodal literacies and discusses their applicability to contexts of mobile assisted language learning. Moreover, it will present a prototype language learning platform (101 idioms – knackfr.org) that evolved from a course in Applied Media Linguistics, held in summer term 2018 at the English department, University of Klagenfurt.

References

Jana Holšánová
Lund University
jana.holsanova@lucs.lu.se

Meaning-making made aloud: From a printed version to an audio version of a multimodal popular science journal

The paper focuses on meaning-making processes in audio description of a Swedish multimodal popular scientific journal *Forskning och Framsteg* (Research and Progress). The contents of the journal are made accessible via an interpreter by producing an audio version for blind and visually impaired audiences.

First, the printed journal is analysed in accordance with Unsworth (1997), focusing on how the resources of text, images and graphics are deployed in scientific explanation and how the meaning is constructed by the visuals. Second, the interpretative process of meaning-making is uncovered by think aloud protocols. In order to produce an aural version of the complex text, the interpreter must assess what to describe, how to describe it, and when to describe it (Holsanova 2015). He combines the contents of the available resources, makes judgements about relevant information, ways of verbalizing it, fills in the gaps missing in the interplay of the resources and re-arranges the order of information for optimal flow and understanding. In this way, he contributes to multimodal literacy (Walsh 2010, Kress & Jewitt 2003). The aural version of the journal is finally compared to the printed version to show how the semiotic interplay has been realized for the end users.

In my analysis, I apply the framework of socio-semiotic theories (Kress & Van Leeuwen 1996/2006, O'Halloran et al., 2012, Jewitt 2014), in particular on visual construction of specialized knowledge (Unsworth 1997, Unsworth & Cleirigh 2014), in combination with cognitive theories on reception of multimodality (Holsanova 2008, Holsanova 2014a,b).

References

- Holsanova, Jana (2015): Cognitive approach to audio description. In: Matamala, A. & Orero, P. (eds.): *Researching audio description: New approaches*. London: Palgrave Macmillan, pp. 49–73.
- Holsanova, J. (2014a): Reception of multimodality: Applying eye tracking methodology in multimodal research. In: Carey Jewitt (Ed.), *Routledge Handbook of Multimodal Analysis*. Second edition, pp. 285–296.
- Holsanova, J. (2014b): In the mind of the beholder: Visual communication from a recipient perspective. In Machin, D. (Ed.) *Visual communication*, Mouton - De Gruyter, pp. 331–354.
- Holsanova, J. (2008): *Discourse, vision, and cognition*. Benjamins: Amsterdam/Philadelphia.
- Kress, G. & Jewitt, C. (Eds.) (2003): *Multimodal literacy*. New York: Peter Lang.

- Kress, G. and Van Leeuwen, T. (2006[1996]). *Reading images: The grammar of visual design*. London: Routledge.
- Unsworth, L. and Cleirigh, C. (2014) *Multimodality and reading: The construction of meaning through image-text interaction*. In Carey Jewitt (Ed.), *Routledge Handbook of Multimodal Analysis*. Second edition. London: Routledge. pp. 1761-188.
- Unsworth, L. (1997): *Scaffolding Reading of Science Explanations: Accessing the Grammatical and Visual Forms of Specialized Knowledge*. *Reading*, Volume 31, Number 3, 1 November 1997, Wiley-Blackwell, pp. 30-42(13).
- Walsh, M. (2010): *Multimodal literacy: What does it mean for classroom practice?* *Australian Journal of Language and Literacy*, 33, No. 3, pp. 211-239.

Stella Karatza
National and Kapodistrian University of Athens
skaratza@enl.uoa.gr

Investigating multimodal literacy indicators of reading comprehension texts

This paper is concerned with multimodal literacy, involving the different kinds of knowledge required to fully access texts with multiple semiotic resources used in reading comprehension test tasks. Such literacy requirements have not drawn researchers' attention so far, mainly because the foreign language teaching and testing project has primarily focused on the verbal features of reading comprehension texts. Drawing on data from the Greek national foreign language exams (known with their Greek acronym which is KPG) – one of the few large scale examination systems which use multimodal reading comprehension source texts, the paper approaches reading comprehension as a meaning making process highly dependent on both verbal and visual semiotic resources of the texts used in test tasks (i.e., language, image, page layout, colour and typography). Working within the framework of Systemic Functional Linguistics (SFL) and Social Semiotics, this study has attempted a systematic description of the multimodal literacy indicators of eighty-six multimodal media texts used in reading comprehension tests tasks. For the SFL-oriented multimodal discourse analysis, Tan, E and O'Halloran's (2012) categories of system choices suggested for the analysis of different types of multimodal media texts, such as information reports and news editorials, together with the *Multimodal Analysis Image* (MMA) interactive software (O'Halloran *et al.* 2012) were used. The qualitative and quantitative findings of the analysis have led to the creation of a multimodal framework for Systemic Functional- Multimodal Discourse Analysis (SF-MDA) of multimodal reading comprehension texts with approximately one hundred and eighty multimodal literacy indicators, which can serve as a readily available tool for researchers, item writers and EFL teachers.

References

- Halliday, M.A.K. (1979). *Language as a Social Semiotic: the Social Interpretation of Language and Meaning*. London: Edward Arnold.
- Halliday, M.A.K. (1994). *An Introduction to Functional Grammar*. London: Edward Arnold.
- Halliday, M.A.K. and Hasan, R. (1976). *Cohesion in English*. London: Longman.
- Jewitt, C., Bezemer, J. and O'Halloran, K. L. (2016). *Introducing Multimodality*. New York: Routledge.
- Karatza, S. (2017). *Analysing multimodal texts and test tasks for reading comprehension in the KPG exams in English*. PhD Thesis. National and Kapodistrian University of Athens.
- Karatza, S. (in press). 'Visual matters in language testing: exploring intermodal meaning-making in reading comprehension source texts'. In E. Karavas and B. Mitsikopoulou

- (eds.), *Developments in Glocal Language Testing: The Case of the Greek National Foreign Language Exam System*. Oxford: Peter Lang.
- Kress, G. (2010). *Multimodality: A Social Semiotic Approach to Contemporary Communication*. London: Routledge.
- Kress, G. and van Leeuwen, T. (1996). *Reading Images: The Grammar of Visual Design*. London: Routledge
- Lim-Fei, V., O'Halloran, K. L., Tan, S. and E, M. K. L. (2015). 'Teaching visual texts with the multimodal analysis software', *Educational Technology Research Dev*, 63, 915-935, <https://doi.org/10.1007/s11423-015-9395-4>.
- O'Halloran, K. L., Podlasov, A., Chua, A. and E, K.L.M (2012). 'Interactive Software for Multimodal Analysis'. *Visual Communication*. 11 (3), 363-381.
- O'Halloran, K. L., Podlasov, A., Chua, A., Tisse, C.-L., Lim-Fei, V. and Smith, B.A. (2014). 'Challenges and solutions to multimodal analysis: Technology, theory and practice.' In Y. Fang and J. Webster (eds.), *Developing systemic functional linguistics: Theory and application*, pp.271-297. London: Equinox.
- O'Halloran, K. L., Tan, S. and E, M. K. L. (2017). 'Multimodal analysis for critical thinking', *Learning, Media and Technology*, 42 (2), 147-170, DOI: 10.1080/17439884.2016.1101003.
- Tan, S., E, K.L.M. and O'Halloran, K. L. (2012). *Multimodal Analysis Image* (Teacher Edition). Singapore: Multimodal Analysis Company.

Arianna Maiorani
Loughborough University
A.Maiorani@lboro.ac.uk

The swiping generation: reflections on multimodal communication and the notion of mode in the era of digital communication

Most of our actions, our choices, our everyday decisions are made nowadays by performing a simple gesture whose power has become universal through the creation and implementation of new media communication and digital devices: swiping. By ideally organising our virtual world and its actual bearings and consequences in the real one on our smartphone or tablet screens, we also provide space and its hyper-dimension with a new ontology, a classifying function that compartmentalises the different aspects of our existence and prioritises our actions, our thoughts and our contacts with other people. The availability of *places* of communication like social networks and web pages has also fuelled the development of new forms of textuality and made the notion of *mode* more complex and multifaceted, especially because most of our digital communication is of a multimodal nature; we communicate through words, images, emoticons, sounds, frames, templates, effects, that co-deploy in very versatile slots of hyper-space that frame our ‘identities’. Space is not anymore just *where* communication happens, it is also *how* it happens, it is a semiotic dimension of text that allows for new modes of expression. This paper will draw on SFL-based multimodal discourse analysis and communication studies to explore how contemporary forms of digital communication are transforming our understanding of *mode* and *textuality*. The presentation will offer examples of digitally mediated multimodal and interactive communication including movement-based communication and enhanced environments and will address some of the main challenges these developments in human meaning-making practices pose to the notion of *mode* and the definition of *multimodality* itself.

References

- Bateman, J. A. 2008. *Multimodality and Genre: A Foundation for the Systematic Analysis of Multimodal Documents*. London: Palgrave.
- Gotved, Stine. 2006. “Time and space in cyber social reality.” *New Media & Society* 8: 467-486.
- Halliday, M. A. K. 2013. *Halliday’s Introduction to Functional Grammar*, 4th ed. Revised by Christian M.I.M. Matthiessen. London-New York: Routledge.
- Jones, Carys and Eija Ventola. 2008. *From Language to Multimodality*. London: Equinox.
- Jung, Yoonhyuk. 2011. “Understanding the Role of Sense of Presence and Perceived Autonomy in User’s Continued Use of Social Virtual Worlds.” *Journal of Computer mediated Communication*, 16, 492-510.

- Kress, Gunther and Theo van Leeuwen. 2006. *Reading Images: the Grammar of Visual Design*. London-New York: Routledge.
- Kress, Gunther and Staffan Selander. 2012. "Multimodal design, learning and cultures recognition." *The Internet and Higher Education* 15: 265-268.
- Lee, Kwan Min. 2004. "Presence, Explicated." *Communication Theory*, 14 (1), 27-50.
- Maiorani, Arianna. 2009. "Developing the Metafunctional Framework for Analysing Multimodal Hypertextual Identity Construction", in *The World Told and the World Shown*, ed. by Eija Ventola and Arsenio Jesús Moya-Guijarro. London:Palgrave Macmillan, 220-241.
- Maiorani, A. In press. "Making Meaning Through Movement: A Functional Grammar of Dance". In O'Halloran, Kay/Janina Wildfeuer and Maria Grazia Sindoni (eds.), *Multimodal Perspectives in Performing Arts*, London-New York: Rutledge.
- Martin, J.R. 2006. "Genre, ideology and intertextuality: A systemic functional perspective." *Linguistics and the Human Sciences* 2(2). 275–298.
- McLuhan, Marshall. (1964) 2012. "The Medium is the Message", in *Media and Cultural Studies Keywords*, 2nd ed., ed. by Meenakshi Gigi Durham and Douglas M. Kellner, Chichester, WS: Wiley-Blackwell, 100-107.
- Mennecke, Brian E., Janea L. Triplett, Lesya M. Hassall, Zayira Jord an Conde, Rex Heer. 2011. "An Examination of a Theory of Embodied Social Presence in Virtual Worlds." *Decision Sciences Journal*, 42 (2), 413-450.
- Sieloff Magnan, Sally (ed.). 2008. *Mediating discourse online* (AILA Applied Linguistics Series 3). Amsterdam & Philadelphia: John Benjamins.
- Spierling, Ulrike, Dieter Grasbon, Norbert Braun, and Ido Iurgel. 2002. "Setting the scene: playing digital director in interactive storytelling and creation." *Computers & Graphics* 26: 31-44.
- Steuer, Jonathan. 1992. "Defining Virtual Reality: Dimensions Determining Telepresence". *Journal of Communication*, 42, 73-93.
- Whitty, Monica T. and Adrian N. Carr. 2003. "Cyberspace as potential space: Considering the web as a playground to cyber-flirt". *Human Relations* 56: 869-891.
- Van Leeuwen, T. 2005. "Multimodality, genre and design." *Discourse in Action: Introducing mediated discourse analysis*, ed. by S. Norris and R.J.Jones. London-New York: Routledge, 73-94.

Silvia Masi
University of Pisa
silvia.masi@unipi.it

Exploring meaning making practices via co-speech gestures in TED Talks

The present study explores co-speech gestures in a selection of TED Talks (www.ted.com) from various knowledge domains, so as to shed light and raise awareness on the interdependence of different semiotic modes in the performance of general popularising and entertaining functions for the benefit of a lay audience. The TED Talk is a hybrid form of scientific popularization (Caliendo 2012, Laudisio 2013, Caliendo and Compagnone 2014, Scotto di Carlo 2013, 2014a,b,c, 2015, Mattiello 2017) which is increasingly being exploited in education (Takaesu 2013, Dummett, Stephenson, Lansford 2016; also cf. TED-Ed, <https://ed.ted.com/>). Also, recent research (Church et al. 2017) has highlighted a variety of purposes served by gestures (for the gesturer as well as for the viewer of gestures) from diverse perspectives, including the educational one, which emphasises the importance of considering their contribution for the development of multimodal literacy.

The work builds and expands on preceding and ongoing research on this topic (Masi 2016), which has underscored that gestures in the talks tend to serve different (also simultaneous) (sub-) functions (e.g. representational, social, parsing, performative, etc.; cf., e.g. Kendon 2004, Müller 2008), on different discourse levels (ideational, interpersonal and organizational), both locally and more globally, and in more or less obvious ways. On the verbal level, the study will focus on diverse and widespread phenomena in the talks, e.g. phrasal verbs and humour (cf. Scotto di Carlo 2013). From a methodological point of view, reference will be made to the multimodal approach by Baldry and Thibault 2006 (among others).

References

- Baldry, Anthony, and Paul J. Thibault. 2006. *Multimodal Transcription and Text Analysis*. London: Equinox.
- Caliendo, G. (2012). The popularisation of science in web-based genres. In G. Caliendo & G. Bongo (Eds.), *The Language of Popularisation: Theoretical and Descriptive Models*, vol. 3 (pp. 101-132). Bern: Peter Lang.
- Church, R. Breckinridge, Alibali, Martha W. and D. Kelly Spencer (eds.). 2017. *Why Gesture? How the hands function in speaking, thinking and communicating*. Amsterdam/Philadelphia: John Benjamins.
- Laudisio, Adriano. 2013. "Popularization in TED talks: A contrastive analysis of expertise asymmetry." Paper presented at the CLAVIER 13 Conference Discourse in and through the Media. Recontextualizing and Reconceptualizing Expert Discourse. Modena, 6-8 November 2013.

- Masi, Silvia. 2016. "Gestures in Motion in Ted Talks: Towards Multimodal Literacy", in V. Bonsignori and B. Crawford Camiciottoli (eds) *Multimodality across Communicative Settings, Discourse Domains and Genres*, Newcastle-upon-Tyne, Cambridge Scholars Publishing, pp.146-165.
- Scotto di Carlo, Giuseppina. 2013. "Humour in popularisation: Analysis of humour-related laughter in TED talks." *European Journal of Humour Research* 1(4):81–93.
- Takaesu, Asako. 2013. "TED Talks as an extensive listening resource for EAP students." *Language Education in Asia* 4(2):150–162.

Nora Nagy
University of Pécs
nagy.nora@pte.hu

Multimodal literacy development in two higher education English Studies programs

University students are often expected to interpret and produce multimodal texts during their studies, however, their multimodal literacy is rarely developed explicitly. These students often lack the language and the knowledge to talk and write about their multimodal experiences. As an English language teacher, researcher and editor I noticed the need for building knowledge about multimodality and for designing tasks to practise written and spoken discourse around multimodal texts. To explore the educational potential of artworks, museums and multimodal texts in language development, I designed two courses for BA and MA level university students in English Studies at a Hungarian university. The first course, 'Making Meaning with Visual Narratives' was aimed at teacher trainees and MA students. The second course, 'Language Development through Visual Arts and Museum Texts' was designed for first-year English Studies university students. My main objective was the development of multimodal literacy and the cultivation of a multimodal gaze of the participants of the courses. Data collected during the two courses comprise writing tasks, questionnaires and my teaching journal. Drawing on qualitative thematic analysis, theories of literacy development (Jewitt, 2008; Halliday, 1996; Hasan 1996; Royce, 2014) and multimodal discourse analysis (e.g. Kress & van Leeuwen, 1996), I compare and contrast the main tasks in the two courses and the students' responses to them. Based on the findings, I demonstrate the impact of combining language-based tasks with explicit knowledge-building about multimodality in artworks, multimodal texts and museum spaces on student learning and its implications for learning potential.

References

- Hasan, R. & G. Williams (1996). *Literacy in society*. London: Longman.
- Jewitt, C. (2008). Multimodality and literacy in school classrooms. *Review of Research in Education* 32 (1): 241–267. doi: 10.3102/0091732X07310586
- Kress, G., & van, L. T. (1996). *Reading images: The grammar of visual design*. London: Routledge.
- Royce, T. (2014). Multimodal communicative competence in second language contexts. In Bowcher, W. L., & Royce, T. D. (Eds.), *New directions in the analysis of multimodal discourse*. (361-390). London: Routledge.

Amy McIntire
University of Pavia
amymarie.mcintire@unipv.it

Musical Text: An Effective Instrument in Teaching Language and Culture

As the first American to graduate from the Moscow Conservatory in Voice, I was thrust into a unique experience where I had to “survive” in a highly competitive new sociolinguistic context. By studying Russian musical text, I quickly improved my vocabulary, grammar, and knowledge of musical discourse in Russian.

Beyond reinforcing grammar structures and vocabulary studied in class, the study of musical text simultaneously develops cultural literacy, a critical component in learning foreign language as it teaches what would be appropriate to say in a specific situation. Literal translations do not always convey the “meaning potential” (Halliday, 1978). Music improves cultural literacy through the study of composers, history, as well as the political and socio-economic factors upon which the music is based.

For example, Gershwin’s *Porgy and Bess* allows EFL students to analyze both “standard” (“Summertime” “fish are jumping”-present continuous) and “non standard” (“Bess you is my woman”- nonstandard present simple) language, while also raising awareness to the existence of dialect variation, possible education failure based on prejudices to language variation, as well as the question of racial stereotype (Halliday, 1978).

Finally, what is unique to the study of musical text is the fact that there is sound, and sound has meaning (van Leeuwen, 1999). In tone languages, a change in pitch changes word meaning (O’Grady, Dobrovsky, and Aronoff, 1997), while intonation and phonology influence meaning in non-tone languages. Nursery rhymes teach infants sound patterning (Hasan, 1989), and music is used in schools for both first and second language acquisition (Varner, 2012). Music can get “caught in one’s head” as it engenders a richer set of perceptual relations and many more possible meta-relations between these relations (Patel, 2008). Voice code, experiential meaning potential transmitted by bodily articulation, and provenance, further assist in conveying the meaning of the text (Kress & van Leeuwen, 2001).

Although referring to American Musical Text and the EFL context in my case study, I advocate a wider scope of application for this methodology with other languages and teaching contexts.

References

Halliday, M.A.K. (1978) *Language as Social Semiotic*. London: Open University

- Hasan, R. (1989) *Linguistics, language, and verbal art*. Oxford: Oxford University Press
- Kress, G. & T. van Leeuwen (2001) *Multimodal Discourse*.
- O'Grady, W. Dobrovolsky, M. & M. Aronoff (1997) *Contemporary Linguistics*. London: Bedford/St. Martin's
- Patel, A. (2008) *Music, Language, and the Brain*. Oxford: Oxford University Press
- Van Leeuwen, T. (1999) *Speech, Music, Sound*. London: MacMillan
- Varner, E. (2012) *Music and Language: Bridging the Gap*. Createspace Publishing
-
- Gershwin, G. Hayward, D. & Gershwin, I. (1935) *Porgy and Bess*

Sonja Starc
University of Primorska
sonja.starc@pef.upr.si

Rethinking Non-verbal Recontextualisation of Knowledge in Mother Tongue Textbook in Primary School

As stated by Bernstein (Rose and Martin 2012: 5-18) (academic) knowledge is recontextualised in curricula and textbooks. We are convinced that textbooks do not transmit only knowledge, but also patterns of adequate semiotic realization of it. Due to new technology tools in representing meaning, different semiotic sources can be combined in all text genres. This is the reason why textbooks have also become extensively multimodal. However, as stated by Ajayi (2012: 16) multimodality in textbooks is also a "response to Gardner's (1991) groundbreaking theory of multiple intelligences". In a multimodal text meaning is construed through the interaction of all semiotic codes that have been chosen (Kress, van Leeuwen [1996]2004). It means that a student reading the textbook achieves knowledge by comprehending verbal and non-verbal (mainly pictorial) codes, and is presented with an example of how this knowledge can be semiotically expressed.

This paper focuses on the use of semiotic sources in textbook for Slovene as a mother tongue for pupils of age 11-12. Acquiring knowledge from a textbook represents "a complex semiotic activity" (Rose and Martin 2012: 5-18), thus it is expected that the choice of the semiotic sources in a textbook not only adequately supports the pupil's ability of comprehension, but also presents the pupil with the patterns for his/her own communication in standard language. In the last three decades we have witnessed an increasing use of pictorial semiotic sources in multimodal textbooks for Slovene as a mother tongue; some chapters may even lack accurate examples (patterns) of lexicogrammatical choices in verbal messages. Consequently, pupil's possibilities and experiences in learning the language become very much reduced. In this study we use a textbook paragraph to explore how pupils (age 11-12, n= 150) understand a topic on communication realised mainly by pictorial semiotic codes, and with what linguistic sources they reproduce what they have learned.

An experiment was conducted in which pupils in the experimental group read the text with barely no verbal modes, just titles and subtitles, while in the control group the text was read with the same amount of pictures and more verbal (explanatory sentences). We expected the control group to use more concise and adequate expressions in their verbal answers than the experimental group.

The discussion is supported by the theory of visual grammar (Kress van Leeuwen [1996]2004, Bezemer & Kress 2008, Unsworth 2006), systemic functional view on language and genres (Halliday & Matthiessen 2004, Rose & Martin 2009, 2012, Toporišič

2000), and reports of the National external examination in Slovene for pupils aged 11-12 in years 2010-2017 (Ric).

References

- Bezemer, Jeff, Kress, Gunther. 2008. Writing in Multimodal Texts: A Social Semiotic Account of Designs for Learning. *Written Communication* 25.166–195.
- Halliday, Michael A. K. and Christian M. I. M. Matthiessen. 2004. *An Introduction to Functional Grammar*. London: Arnold.
- Kress, G. and T. van Leeuwen. [1996]2004. *Reading Images: The Grammar of Visual Design*. London-New York: Routledge.
- Lasisi, Ajayi. 2012. How Teachers deploy Multimodal texts to Enhance English language Learning. *TESOL Journal*, Vol 6 (1). 16–35.
- Martin, James, Rose, David. 2009. *Genre Relations. Mapping Culture*. London: Equinox.
- Ric https://www.ric.si/preverjanje_znanja/statisticni_podatki/ (Accessed Jan 10, 2018)
- Rose, D., Martin, J.R. 2012. *Learning to Write, Reading to Learn: Genre, Knowledge and Pedagogy in the Sydney School*. London: Equinox.
- Toporišič, Jože. 2000. *Slovenska slovnica*. Maribor: Obzorja.
- Unsworth, Len. 2006. Towards a metalanguage for multiliteracies education: Describing the meaning-making resources of language-image interaction. *English Teaching: Practice and critique*. 5/1:55–76. <http://education.waikato.ac.nz/research/files/etpc/2006v5n1art4.pdf> (Accessed March 14, 2013)

Elisa Turra

University of Pavia & Bocconi University, Milan

elisa.turra@unibocconi.it

Culture, communication and persuasion in gastronomic tourism websites: a multimodal analysis

This paper examines the communicative and persuasive strategies adopted in three promotional websites of gastronomic tourism: Slowfood.com/travel, Lonelyplanet.com and DeliciousItaly.com. The analysis focuses on both the visual and linguistic features used to construct the identity of Italian regions such as Piedmont, Emilia-Romagna and Tuscany and on the interplay between verbal and non-verbal features. According to Favero (2007), “tourism has a powerful role in reshaping cultural practices, establishing ideologies of difference, and perpetuating unequal relationships of power”.

Hypertexts and interactive websites rely on a wider spectrum of multimodal resources and strategies to provide potential tourists a full immersion in a given country and its culture. The ultimate goal is to sell a holiday experience by describing a reality which has to be perceived by potential tourists as authentic and unique. In this perspective, a multi-method approach is chosen as analytical framework, drawing on Halliday’s systemic functional grammar (1985), Kress and van Leeuwen’s visual grammar (2001, 2006), Hall (1976, 1989) and Hofstede’s intercultural models (2001) and Martin’s semantic categories of evaluation (2000). The combination of all these methodologies and models will shed light on the correlation between evaluation and communicative and persuasive features as well as the social and discursive construction of the identity and culture of the selected touristic destinations.

References

- Favero P. (2007). “What a wonderful world!: on the touristic ways of seeing, the knowledge and the politics of the culture industries of otherness”. *Tourist Studies* , 7 (1): 51–81.
- Hall E.T. ([1976]1989). *Beyond Culture*. New York: Doubleday.
- Halliday M.A.K. (1985a). *Introduction to Functional Grammar*. London: Edward Arnold.
- Halliday M.A.K., and Hasan R. (1985b). *Language, Context and Text: Aspects of Language in a Social-Semiotic Perspective*. Oxford: Oxford University Press.
- Hofstede G. (2001). *Culture’s Consequences* (2nd ed.). Thousand Oaks, CA: Sage.
- Manca E. (2016) *Persuasion in Tourism Discourse: Methodologies and models*.
- Martin J.R. (2000), “Beyond Exchange: Appraisal Systems of English” in Hunston S, Thompson G. (eds), *Evaluation in Text*, Oxford, Oxford University Press, 142-175.
- Turra E. (2007) *From National to regional identity: A multimodal analysis of corporate websites in the agro-food sector*. In Garzone G., Poncini G, Catenaccio, P. (eds) *Multimodality in Corporate Communication*. Franco Angeli.

*Roundtable on The Wherefrom
and Whereto of SFL in Italy
and the world - with a
Manifesto for the Twenty-first
Century*

chaired by Maria Freddi
University of Pavia

With

Paul Bayley

University of Bologna
paul.bayley@unibo.it

Marina Bondi

University of Modena and Reggio Emilia
marina.bondi@unimore.it

Donna R. Miller

University of Bologna
donnarose.miller@unibo.it

Chris Taylor

University of Trieste
ctaylor@units.it

Carol Taylor Torsello

University of Padua
carolelaine.taylor@gmail.com

Nicoletta Vasta

University of Udine
nicoletta.vasta@uniud.it

Robin Fawcett

Cardiff University
fawcett@cardiff.ac.uk

Authors Index

Jim Donohue	4
Donna R. Miller	6
Wolfgang Zydatis	8
Simon Aerts.....	12
Sawsan Aljahdali	13
Jorge Arús-Hita.....	15
Alan Bailin & Ann Grafstein	16
David Banks	18
Taryn Bernard	19
Fausto Caels, Marta Alexandre & Carlos Gouveia.....	20
Javier Camacho Barajas	22
Erik Castello & Sara Gesuato	24
Wenge Chen.....	26
Cecilia Colombi.....	28
Michael Cummings.....	29
Fabiane Dalben de Faria	31
Stefania Degaetano-Ortlieb, Katrin Menzel & Elke Teich.....	32
Olga Dontcheva-Navrátilová.....	33
Francisco Dourado Veloso	34
Shoshana Dreyfus & Minh Anh Mia Do.....	35
Jeni Driscoll.....	36
Izaskun Elorza & Miriam Pérez-Veneros	38
Jennifer Fest.....	39
Sabrina Fusari	40
Carlos Gouveia, Marta Alexandre & Fausto Caels	42
Jesús David Guerra Lyons.....	43
Ya Guo.....	44
Ann Henshall.....	46
Nga-Ki Mavis Ho	47
Rosemary Huisman.....	48
Sally Humphrey & Jin Hao	49
Natalia Ignatieva & Daniel Rodríguez-Vergara.....	51
Stella Karatza.....	52
Alex Kunst.....	54
Alessio Lancioni.....	56
Ning Liu & Derek Irwin	57
Lorenzo Logi	58
William Louw.....	59
Antonella Luporini	60
Ana Elina Martínez-Insua & Javier Pérez-Guerra.....	62

Christian Matthiessen	63
Christian Matthiessen, Marvin Lam, Xunfeng Xu, Lok Ming Eric Cheung & Kaela Zhang.....	64
Corinne Maxwell-Reid & Harni Kartika Ningsih.....	65
Daniel McDonald.....	66
Anne McCabe & Rachel Whittaker.....	67
Amy McIntire & Maria Freddi.....	69
Renzo Mocini.....	70
Nourhan Mohamed.....	71
Ann Montemayor-Borsinger, Ana María Coria & María Laura Spoturno	72
Alison Moore.....	74
Valentina Morgana	75
Isaac Mwinlaaru	76
Javier Pérez-Guerra & Ana Elina Martínez-Insua	77
Erica Pinelli.....	79
Patrice Quammie-Wallen.....	80
Nebojša Radić	81
Martina Rodela.....	83
Zhoulin Rouan.....	85
Bianca Schüller.....	86
Prithvi Shrestha.....	88
Maija Stenvall.....	89
Kazuhiro Teruya.....	90
Anne Thwaite	91
Laura Trienekens & Charlotte Rosenow.....	92
Nesrine Triki.....	93
Monica Turci.....	95
Vejo Vaakanainen	96
John Walsh	97
John Walsh.....	98
Bo Wang & Helen Ma.....	99
Rebekah Wegener, Jörg Cassens & Bianca Schüller	100
Penny Wheeler.....	102
Elissa Asp	104
Jörg Cassens and Rebekah Wegener.....	105
Lucy Chrispin & Lise Fontaine	107
Monika Kavalir	109
Anne McCabe	110
Mick O'Donnell.....	113
Luke Andrew Rudge.....	114
Erich Steiner	115
Gordon Tucker.....	117
Jamie James Williams.....	119
Giuliana Diani & Annalisa Sezzi	121
Volker Eisenlauer.....	123

Jana Holšánová.....	124
Stella Karatza	126
Arianna Maiorani.....	128
Silvia Masi.....	130
Nora Nagy	132
Sonja Starc	135
Elisa Turra.....	137