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Permeable landscapes and multiaccental discourses – the Protective Order Interview

KEYWORDS: Socio-legal context, Protection Order Interview, advocacy, gate-keeper, hybrid settings, dialogistic exchanges, CDA, Appraisal, CAT.

In the multiethnic landscape of socio-legal care in the USA, the protective order application interview (POI) can be defined as a mediatory genre. POI is what victim-survivors of domestic violence have to pass through when asking for assistance: in institutional contexts *professional* interviewers evaluate the help-seeking *lay* interviewees' credibility and identities – i.e., face-threatening speech events based on power asymmetries between interactants. This paper will report the results of the analysis of battered Latina women's narratives produced in the course of such interviews. The organizational/ institutional sites where POI take place were also considered, since the focus of the present study is on 'situated' meanings – 'the meanings made in such sites and through such texts, involving all participants' (Candlin 2009). In those *hybrid* and permeable *settings*, the paralegal professionals act in the twofold role of both advocates for the victims and legal gate-keepers, thus shifting from complementary to non-reciprocal status relationship with the applicants. In the sequences of *heteroglossic* and *multiaccental* exchanges that take place during POI, the interviewers' declared advocacy alternates with the need for legal sustainability of the cases, and, on the other hand, the applicants' need for protections from violent mates co-exist with the c/overt needs for economic and affective support.

A broad CDA perspective was adopted for the analysis, with a major focus within the *Appraisal* of the emotion-tinged language used in those contexts.

The marked attitudinal positioning of all participants that emerged from the study was interpreted both in terms of *Communication Accommodation Theory* (Giles 1987, 2001; Gnisci & Bakeman 2007) and in the light of the new insights into the category of Affect prospected in Bednarek's works (2008, 2010). *Interacting frameworks* were utilized to achieve a deeper understanding of the issues at stake in POI dialogistic exchanges, both in SFL discourse-analytical and in socio-legal perspective/s.

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All for One, One for All? A Linguistic Investigation of Situation, Genre and Identity

KEYWORDS: interpersonal relations, language use, identity, identity style, young, agency, transitivity, engagement, variation, psychology, Swedish.

This paper deals with the relationship between language and identity in narratives of personal experience told by young women in different settings. The study is carried out for Swedish. The aim of the investigation was to find out if there are cross-situational similarities in the individuals' language use concerning the construction of the concepts 'I' and 'others'. The linguistic aspects investigated are connected to a sociopsychological concept of *identity style*. The purpose of investigating this aspect of language use and identity is to shed new light on the agency status of a person in relation to current interactional (constructionist) frameworks. Three women were recorded in two different situations: group conversations and interviews. The recordings were transcribed and stories extracted. Systemic Functional Linguistics and the Appraisal framework were used to conduct two different studies: in study A *transitivity* and *agency* were investigated and in B *engagement* was investigated. By relating the results to different parameters – *the situations*, *the genres* and *the individuals* – it was possible to conclude that there tended to be patterns of linguistic aspects tied to each one of the three parameters. The results also showed that the generic structure potential of stories tends to be realized in different ways according to situation. This small scale study is not extensive enough to draw any generalizing conclusions from; the gain is rather that the results can be used to modify the methodological approach in order to conduct a quantitative study investigating whether identity style can be traced in everyday conversations.

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The storytelling function of university Engineering lectures: a cross-cultural perspective

KEYWORDS: story genres, corpora, lectures, ELC.

The Engineering Lecture Corpus (ELC) contains transcripts of English-medium lectures which have been *pragmatically* annotated using XML tags for recurring functions (www.coventry.ac.uk/elc). Some of these functions, which include *storytelling*, *defining*, *housekeeping* and *summarising*, contain subcategories, or attributes, which further define their use. In *storytelling* four story genres are identified (cf. Martin 2008): *anecdote*, *exemplum*, *recount*, and *narrative*. The annotation of such genre categories has not been applied systematically to other corpora of spoken academic English, including the two biggest in the field: BASE (www.coventry.ac.uk/base) and MICASE (<http://micase.elicorpora.info/>). Early analysis of the ELC suggests that engineering lectures delivered in different cultural contexts

draw differentially on the four *storytelling* genres. This paper looks at examples from three components of the ELC: lectures from the United Kingdom, New Zealand and Malaysia. Marked variation across these components is noticeable in certain areas: the length of storytelling chunks, the distribution of these chunks across the three components, and, perhaps of most interest, the very specific usages of the different genres that reflect cultural differences in tenor. Exploration of such variation points to the cultural specificity of engineering lectures, despite commonalities of language (English), syllabus (Engineering), and education level of recipients (undergraduate). The implications of this variation for those delivering and receiving lectures in different cultural contexts will be explored.

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Hybridity and process types

KEYWORDS: hybridity, process types, experiential, lexicogrammar.

This paper looks at hybridity at clause level as a way to account for the interpretation of processes such as (1a), where the metaphorical use of *run* (versus its literal use in 1b) renders the otherwise material process a hybrid material/relational process.

(1a) The Dorset coast path runs along a spectacular rugged cliffline from Poole Harbour to Lyme Regis

(1b) Screeching MacIans ran for the woods

In hybrid processes, the literal meaning – which we will call A – is transposed to a different area of the lexicogrammar – B – whereby the resulting hybrid meaning – C – is brought about. In this light, an analysis of hybrid processes is proposed in which the literal and the metaphorical analyses are combined to yield the intended hybrid meaning.

I argue that three levels of hybridity can be distinguished depending on how strongly the metaphor is felt. In a process such as (2b), the metaphorical load can be said to be quite high; in such cases, the A meaning is arguably more prominent than the B meaning in the interpretation of the resulting C meaning. In (1a) above, on the other hand, the process illustrates a well-established metaphorical use of *run*, where the metaphor is less felt and the A and B meanings are quite balanced in their prominence. Finally, (3) illustrates a hybrid process where the A and B meanings have fused to such an extent that they are no longer felt as working in consonance. In this case, we are in the face of a new lexicalised meaning, no longer a hybrid but rather a highbred resulting from the previous process of hybridity. Different analyses for the different degrees of hybridity are proposed. Additionally, it is argued that in highly metaphorical processes such as (2b), the A and B meanings must belong to relatively close areas within the lexicogrammar – usually belonging to the same process type – so the C meaning can be successfully retrieved.

(2a) I couldn't believe it when Bonnie ate the money. She loves chewing paper

(2b) Keep up the excellent work – but don't let Flymo eat the money !

(3) When “Jacki” came to Glasgow, he grasped quickly what was expected

As seen in examples (1) through (3), the kind of metaphor discussed in this paper is lexical, rather than grammatical. The discussion will provide an opportunity to question the claim (e.g. Halliday 1998; Simon-Vandenberg 2003) that whereas in lexical metaphor one signifier has different signifieds, in grammatical metaphor there are different signifiers for one signified.

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On the (non)necessity of the hybrid category Behavioural Process

KEYWORDS: behavioural process, communication processes, perception processes, process types, projection.

The Ideational Metafunction of Systemic Functional Linguistics provides for a number of process types. Traditionally six process types are given. Three of these are major types, Material, Mental and Relational, with three minor types inserted between them, Existential between Material and Relational, Verbal between Mental and Relational, and Behavioural between Material and Mental. This is typified by the diagram reproduced on the cover of IFG2. This is all very neat, but natural languages are often messy, so neatness is not of itself a guarantee of correctness. The status, and even the definition, of Behavioural Process are less clear than the other process types. It is frequently said to be on the borderline between Material and Mental Process, or to mix elements of these two categories, but the various presentations of the SFL model tend to give different emphases to the category using it for different purposes. Some use it to distinguish between motivated and unmotivated perception processes (e.g. *see* – mental process; *look at* – behavioural process)(cf. e.g. Halliday & Matthiessen 1999, Thompson 2004). Some include processes of communication which cannot take a projecting clause (cf. e.g. Matthiessen 1995, Martin et al. 1997). Cynics might come to the conclusion that it was no more than a rag-bag of difficult cases. On the other hand it might be claimed that Verbal Process has just as much claim to be on the borderline between Material and Mental Process. Ultimately it would seem possible to hypothesize that Behavioural Process is not necessary for general analysis, and need only be introduced where this particular area is of special interest.

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Modality in Research Articles

KEYWORDS: modality; science articles; Brazilian Portuguese.

This paper reports on the findings of an investigation concerning the use of modality in a corpus of 1317 research articles of various areas in the Brazilian research branch of the international project *Systemics Across Languages* (SAL). In previous papers, focusing on verbal processes, we analyzed the occurrence of modality with five of the most frequent verbs, concluding that ‘afirmar’ and ‘explicar’ tend to carry more modality (Barbara & Macedo, 2009). In another (2010), comparing two areas, modality was more frequent in Linguistics than in Economics papers. In 2011, an analysis with all the verbal processes concluded that: the occurrence of modality is greater with ‘determinar’, ‘dizer’, ‘explicar’, ‘estabelecer’, ‘propor’, ‘afirmar’, ‘destacar’, ‘ressaltar’; with ‘explicar’, ‘determinar’, ‘dizer’ and ‘propor’, low modality with ‘poder’ is the most frequent modal value; high modality is the least frequent modal value, with the most frequent modal operator ‘dever’ used mainly with ‘determinar’, ‘dizer’, ‘destacar’ and ‘definir’. To show the hybridism of the context of research articles, this paper expands the previous analyses and examines all the processes to show how other areas of science, representing different contexts, differ as for the modal choices, the source of modality, the object of modality, as well as the part of the paper that carries more modality. The analysis will show to what degree Brazilian scientists commit themselves with theoretical premises, problems, and solutions presented in the papers. The model of SFL used is Halliday (1994) and Halliday and Matthiessen (2004), with the aid of Wordsmith Tools 5.0 (Scott, 2008) for scrutinizing the data.

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BARBARA Leila (Pontifícia Universidade Católica de São Paulo/CNPQ, Brazil) → see **GUIMARÃES NININ Maria Otilia**, *The authorial voice in the academic production of graduates, masters and doctoral students*



BARBARA Leila (Pontifícia Universidade Católica de São Paulo/CNPQ, Brazil) → see **SCOTTA CABRAL Sara Regina**, *Discourse in the News in Brazil: Investigations of the Sal Project*



BARBARA Leila (Pontifícia Universidade Católica de São Paulo/CNPQ, Brazil) → see **VASCONCELLOS Maria Lúcia**, *Verbal processes in research articles in brazilian portuguese: realization patterns in corpus academic writing in translation studies*



BARTLETT Tom (Cardiff University, UK)
SFL, PDA and Hybrid Texts: The Need for Transdisciplinarity

KEYWORDS: CDA/PDA; hybrid discourse; voice; ethnography.

This paper examines the advent of Positive Discourse Analysis (PDA; Martin 2004) as a response to the perceived focus within Critical Discourse Analysis (CDA) on the disempowering effects of hegemonic discourse(s) on marginalised groups and its relative neglect of alternative discourse(s).

While recognising the need for such an approach, I argue that the theoretical framework and the analytical methods employed within PDA do not take sufficient account of local variations in the context of culture in either analysing for the discourse semantics of texts or in considering the functions and effects of texts as social practices.

Drawing on original fieldwork from intercultural development discourse in Guyana (Bartlett *forthcoming*), I suggest ways in which PDA might use ethnographic methods to inform its linguistic analysis with regard to the construction, within a single language system, of different community ‘voices’ (Hymes 1996; Bernstein 2000) and the potential effect of these on situated practice.

In particular I consider the conditions for the formation of hybrid discourse(s) and present a methodological framework for analysing hybridity as a sociolinguistic construct. This approach uses whole-text analytical techniques from Systemic Functional Linguistics that are not generally used within CDA and have been largely divorced from the specifics of context in existing PDA work.

The research presented also raises questions concerning the theorisation within SFL in general of the context of culture and its relation to the system of language.

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Creating generic configuration through instantial intonational choices in performances of a Holy Sonnet by John Donne

KEYWORDS : register, genre, poetry, performance, intonation, Donne

As we move up the cline of instantiation from any one spoken performance of a poem, we are not approaching a single reified genre, but are rather encountering different sets of probable choices in all strata. If, for example, the medium is ink on paper, a few of the necessary choices are: *hand written* (Donne's hand?, a contemporary scribe's hand?, a 21st Century student's response to a set memory task?, etc.); or *typeset* (early 17th century type?, the full ranges of typeface available on the internet?) What are the graphological patterns? (Modern spelling? Early 17th Century punctuation? 18th Century capitalization?) Every stratum presents innumerable choices which must be made in the instance.

We have, of course, no recordings of early 17th century performances of these poems, but variation in modern performances make the point that we are not heading towards a single 'genre' target (the genre of the Holy Sonnet), but rather to a range of performance choices made probable (but not necessary) by the register configuration of the individual speaker's performance.

This paper will explore choices made in several instances of a particular Holy Sonnet focusing on intonational variation. These, being fully grammatical, will necessarily construe differently as we move up the strata: the different phonetic choices will construe different tones, locations of Tonic different Given/New, rhythmic pattern and allophonic choice different realizations of the sonnet rhyme scheme, and tone choices will construe different speaker/audience tenor relationships and different logical relationships between clauses.

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From Linguistics to Multimodality and Back to Natural Sciences

KEYWORDS: Multimodality, systemic functional linguistics, natural sciences, interdisciplinarity, meaning, matter

This paper aims to raise a discussion about whether linguistics and multimodality need to strive for more ‘openness’ of their models to other social sciences and eventually towards the models of natural sciences. In the author’s view, an effort to achieve this would be timely and productive, as it could facilitate interdisciplinary research projects and bridge various conceptual frameworks.

Interdisciplinary approaches initiated by Systemic Functional Linguistics can give an example of such dialogue: linguistic categories gave rise to the categories of social semiotics, whereby the scholars, engaged first with linguistics, were enabled to contribute to the studies of various social phenomena and artefacts, i.e. with the help of the concepts *metafunction* and *rank* (Halliday and Matthiessen 2004, Kress and van Leeuwen 1996, O’Toole 1994).

While systemic functional model has been applied to a wider range of multimodal data, it yet remains to be seen whether linguistically-informed ‘multimodal’ models are ready to communicate with the models of natural sciences. This paper argues that to enable such dialogue systemic functional linguistics and multimodality need to rethink the object of their study, i.e. *meaning*.

Historically, linguistics tended to model ‘meaning’ as if it were above or beyond ‘matter’, the object of natural sciences. During such modelling, various sets of abstracted concepts distanced the notion of ‘meaning’ from the notion of ‘matter’ and thus distanced linguistics from the more ‘grounded’ natural sciences. Yet, borrowing the words of Halliday, meanings are just a complexly organised matter (Halliday and Matthiessen, 2006), i.e. material in their nature.

In such light, it would make sense to invite materialistic perspectives back into multimodal and linguistic studies, for instance: 1) to capture and describe meanings of linguistic and multimodal artefacts, the value of natural sciences (physics, chemistry, genetics, biology and other) needs to be acknowledged; 2) to increase validity of linguistic and multimodal categories, the categories should be tuned and levelled with the categories of natural sciences, i.e. if we speak of intertextuality we must be able to discuss what physical, biological, etc. forces are behind the phenomenon; and 3) to increase the validity of linguistics and multimodal studies, the work with the data should be subjected to strict empirical standards, similar to those of natural sciences.

By moving in the direction of the above suggestions, the paper argues, systemic functional linguistics and multimodality will be able to contribute to scientific development and negotiate more social and academic support for their research projects. This paper will also support its argument by showing how several linguistic and multimodal categories can be reviewed in their connection to the relevant categories in natural sciences. The examples will include the categories of *transitivity*, *cohesion*, *intertextuality*, *configuration*, *saturation*, *typology*, and other.

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CHEN Joe (The Hong Kong Polytechnic University) → see Colloquium 2



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Promotional discourse in business management research articles

KEYWORDS: academic discourse, promotional strategies, appraisal theory, genre analysis.

Promotional discourse has been colonizing professional and academic activities on a massive scale in today's overly competitive world (Bhatia, 2005). This research intends to explore the hybrid forms of academic discourse under the invasion of promotional values by focusing on research article discussion sections in business management studies, because such promotional elements are primarily shown in this section as researchers need to market the result of their study and underscore its superiority.

As such, I conducted a pragmatic two-level rhetorical analysis of the constituent moves and steps (macro-structure) of the Discussions as well as focused on the identification and mapping of the appraisal resources most persuasively employed to signal these moves. The rhetorical analysis is based on Lewin, Fine & Yang's framework (2001) to enable an effective modeling of interpersonal meaning in persuading the readers that the writer's finding is significant and the latter one draws upon Martin & White's Appraisal Theory (2005) to elucidate ways of utilizing linguistic resources to achieve the purpose of each rhetorical move.

This study illustrates the promotional strategies utilized by academic writers as they warrant their contributions by weighing the results with other findings and justifying their claims of originality and significant contribution to knowledge. The present findings further disclose the mixing and embedding of promotional elements in the traditional academic discourse and will benefit novice writers by providing more detailed information about how authors create a promotional tenor in academic writing as they warrant their contributions to generate a new state of knowledge.

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CLARKE Benjamin (University of Leeds, UK)

What's the tenor like over there? Some observations concerning the interdependence of 'tenor' and 'mode' in text from the perspective of the latter

KEYWORDS: context, context-metafunction hook-up hypothesis, mode of discourse, tenor of discourse and ellipsis.

Systemic functional linguistics' 'context-metafunction hook-up hypothesis' (CMHH) offers a claim of the relationship between context and language such that three parameters of semiotic context bear a direct relationship to three metafunctions. Hasan (1995: 231) warns against a simplified interpretation of the CMHH, particularly in viewing the relationship of any contextual parameter and metafunctional correlate as independent of contextual matters at the other two parameters.

In testing the CMHH, I observed the occurrence of the textual metafunctional phenomenon ellipsis in datasets varied for contextual mode. The analysis suggested support for this 'mode - textual metafunction' relationship at only a broad level of generality. The CMHH's predictive strength appeared to fall short of explaining the occurrence of specific types of ellipsis in my data. Viewing the data qualitatively, one plausible explanation is the recurrence with which texts adjust 'mode' over the course of their, as Matthiessen (2002) puts it, logogenetic history. This last observation is not accounted for in the design of the analytical project where contextual attributes are assigned at the indelicate unit of the text. Predominantly these shifts in 'mode' are 'tenor'-motivated.

In this talk, I explain the interdependence of 'tenor' and 'mode' in my data. In so doing, I stress the importance of recognising that the construal of contextual parameters in the realisation of linguistic meanings cannot be other than a hybrid enterprise. I focus particularly on the inability of 'mode' to alone explain the occurrence of ellipsis types, in ways beyond the aforementioned project design faults. I show how reasoning the data from the perspective of 'tenor' can shed light on what may otherwise be the validation of the null hypothesis with respect my primary research question: 'Do patterns of ellipsis in text support SFL's CMHH?'

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COCSETTA Francesca (Università di Venezia, Italy)

Multimodal website annotation and SFL

KEYWORDS: web-based text analysis; structured web explorations; manual, semi-automatic and automatic text tagging; climate change.

The web's enticing appeal, but as yet essentially unrealized potential as the ultimate corpus around which text-based studies of English can be shaped (Torsello Taylor, Baldry 2005) is the focus of this study. Inspired by principles such as diversity/hybridity in relation to attitudes towards major social thematic of the contemporary age (e.g. climate change, immigration, health care) which are increasingly being addressed by corpus studies (Atkins, Harvey 2010; Bevitori 2010; Baldry 2011; Baldry, Cocsetta 2012 in press; Cambria et al. 2012 in press), this paper focuses attention on a multimodal model of annotation, concordancing and web analysis inspired by scalar principles (Baldry, Thibault 2006a/b; Cocsetta 2011). Specifically, vis-à-vis previous research with findings based on a first generation of multimodal corpus linguistics tools (cfr. Baldry, Thibault 2006b; Cocsetta 2011), this paper reports those obtained with *McaWeb* second-generation tools (<http://mcaweb.unipv.it>) developed as part as the *LivingKnowledge* project (<http://livingknowledge-project.eu>; Baldry 2010; 2011; Baldry, Cocsetta 2012 in press). In particular, the paper explores annotation and concordancing in relation to the *McaWeb* tools and classroom application of scalar models in web genre analysis.

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COFFIN Caroline (The Open University, UK)

Re-orienting semantic dispositions: the role of hybrid discourses

Human beings constitute and are constituted by the social relations, interactions and structures they live in and through. Thus whilst we have the potential to shape, design and 'invent' our social world/s we are also constantly (often unconsciously) exposed to the shaping and structuring influences of the social world/s we inhabit. Hasan (2009) discusses the influences of patterns of language interaction (particularly in the early years of a child's life) in terms of the semantic dispositions or orientations that they give rise to.

In this paper I consider how one's semantic disposition may be re-oriented (or not) through the process of institutionalized learning. That is, as students appropriate and internalize concepts and perspectives from within and across different disciplines and, in some cases, apply these to personal and/or professional lived experience they are learning to reconfigure the world. And one could argue that, in so doing, their existing semantic dispositions are inevitably unsettled and reformed – to a greater or lesser extent. So how does this occur? What role does language play?

In keeping with the conference theme I examine contexts of learning that activate meanings and wordings which can be seen as 'hybrid' from a number of perspectives. I will argue that such contexts and discourses (for example electronic 'text talk' within a health and social care degree course) have considerable potential for enabling students who inhabit a largely practical world constituted by specific lived experiences to enter into a predominantly theorized world constituted by abstract and generalized models of human behaviour. In sum, by expanding their semiotic resources, students become active agents in discursively extending, reclassifying and navigating between personal, professional and academic worlds.

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COLOMBI M. Cecilia (University of California, Davis, USA)

CLAE: Exploring Spanish as an academic language in the humanities

KEYWORDS: Spanish academic language, biliteracy development, advanced language capacities in Spanish as a L2.

This paper describes Spanish as an academic language in the disciplines of language arts and cultural studies, used in institutional contexts in California and in Mexico. The object of study, CLAE (Corpus of Spanish Academic Language) (www.lenguajeacademico.info), is a digital corpus of university student texts, gathered in universities in California and in Mexico. The purpose of this study is to provide a description of the functional components of the academic genres and lexicogrammatical features from the perspective of systemic functional linguistics. Previous studies have shown that in academic contexts language is used to display information using technical lexicon, with high degrees of structure and with an authoritative stance. This study looks at the use of grammatical metaphor (ideational and interpersonal), lexical density, grammatical complexity, clause combining and engagement in Spanish to elucidate how they serve to index an academic context.

For this presentation I focus on the ideational and interpersonal grammatical metaphor of two genres: the academic essay and research paper in language arts and cultural studies. This study will highlight the lexicogrammatical features that are functional in realizing the academic register and to what extent students are successful in using it. Furthermore the comparison between the students' texts in Mexico and California (using Spanish in a bilingual context) can help us understand how Spanish as an academic language functions in these two different institutional contexts.

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CUMMINGS Michael (York University, Toronto, Canada)

Genre, text-type and register hybridization in an historical text

KEYWORDS: argument, authorial role, genre, hybridization, Old English, register, sermon, story, text-type.

Systemicists ought to be aware of the viability of their text and language models outside of contemporary culture. Systemic functional approaches to genre and register (Martin 1992:487-502, 546-573) often shed light on the nature of diachronically remote texts, both literary and practical. This point will be demonstrated from a well-known Old English sermon text, *Sermo Lupi ad Anglos quando Dani maxime persecuti sunt eos* (The sermon of the Wolf to the English at a time when the Danes were oppressing them severely), which despite its Latin title is written in the English of 1014 CE (Whitelock 1976). Interpretation of this text shows that it has a very hybrid character in terms of its genre, really a little family of genres (Martin and Rose 2003:7-15), and in terms of its registerial features, moving from the language of exhortation to that of

event sequence to that of catalogue, and sometimes combining all three. The resulting text and subtexts (Hasan 1999:251-255) are not easily categorized, combining as they do the types of historical record, sermon, diatribe and even poem. They also provide an opportunity for its author and speaker to combine a variety of authorial roles, which he does with perhaps self-conscious artistry.

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DECOURSEY Christina (The Hong Kong Polytechnic University)

"His whole function suiting with forms": Theatre directors' talk as an oral genre

KEYWORDS: oral genres, hybridity, theatre directors, Systemic Functional linguistics

There has been limited SFL analysis of theatre (Dwyer 2004). This paper applies the notions of genre, hybridity and permeability to director's talk as an oral genre. Directors' talk is shaped by its cultural and situational contexts, which activate specific meanings and wordings. The associated lexicogrammar is wide-ranging - playtexts are diverse, actors bring disparate experiences to the script, and the contexts of theatre are ever-changing. Directors' talk can be understood as a genre, as it includes typical discourse elements, schematic structuring within a Generic Structural potential (Halliday and Hasan 1989), and constraints on style and content. But in order to direct, directors must also discuss movement with choreographers, set and costume with backstage teams, light and sound with crew, and administrative details with management. They cannot speak as directors without knowing how to cross these boundaries. So, directors' talk is hybrid and permeable. This study analyses transcripts of videorecordings of directors in rehearsal. Christie's (1997) model of the registers ordering teacher-talk offers a way to frame and define this oral genre. The regulative register comprises realisations used to direct individual actors and interactions between actors, as in Stanislavski's rehearsal process (1936/1988). The instructional register comprises lexicogrammar through which understanding and skills are developed. Halliday (1994) established the principle that lexicogrammar reflects the social purposes of users in specific contexts. Theatre is different from classrooms, and interpersonal relations between casts and directors more collaborative. These differences are anticipated to construct the hybridity and permeability of this oral genre.

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DECOURSEY Christina (The Hong Kong Polytechnic University) → see Colloquium 2



DEGAETANO-ORTLIEB Stefania (Universität des Saarlandes, Germany) → see LAPSHINOVA-KOLTUNSKI Ekaterina, *Tracing 'hybridity' in academic discourse: a corpus-based approach*



ESPINDOLA Elaine (The Hong Kong Polytechnic University) → see Colloquium 2



FAWCETT Robin P. (Cardiff University, UK)

The challenges of (1) describing and (2) formalizing the ways in which we mix text-types: How far have we got?

KEYWORDS: mixing genres, mixing registers, hybridization, formalizing genre choices, formalizing genre structure, formalizing register choices.

This paper discusses the implications for modelling genre (and register) of Derrida's claim that 'one cannot NOT mix genres' - and, briefly, Hasan's claim that there is a 'dialectic' between language and 'context of life'.

SFL typically approaches language - and its use - via wide-coverage exploratory writings (pre-eminently Halliday's), then develops frameworks for describing texts (sparser coverage) and finally full formalizations (even sparser).

We shall start with a tentative list of ways of 'mixing' genres (and registers), and then ask: 'What sort of architecture of language is needed to model these?' It must include social and cultural phenomena (as Hasan's model does), but in order to show HOW our beliefs about contexts of situation and context of culture affect our decisions between alternative genres, registers, etc, the architecture must additionally model the stages through which we unconsciously (i) plan and

generate texts, and (ii) analyze and understand texts. It must therefore be not only social and cultural but also cognitive and interactive – so modeling ‘communicating minds’.

Such a model may also help in modelling Hasan’s claim that ‘a discursive shift’ can redefine ‘the frame within which the talk is embedded’.

Finally, I shall illustrate how, in the COMMUNAL Project at Cardiff, we have incorporated formalized models of how we decide between alternatives in both genre and register. They even include one case of ‘hybridized’ text-types: exchange structure (dialogue) with rhetorical structure (monologue).

However, SFL researchers have much work to do before we have an adequate framework for describing all the ways we mix genres - and even to establish a full taxonomy of genres. And there is even further to go to create their fully formalized versions.

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FONTAINE Lise and SCHÖNTHAL David (Cardiff University, UK)

Definite referring expressions: on the overlap between determiners and modifiers

KEYWORDS: referring, nominal group, determiners, modifiers, selection.

Referring expressions and the nominal group have received relatively little attention in Systemic Functional Linguistics (SFL). Most work tends to focus on the nominal group, the primary structural resource for these expressions but with little critical engagement. This paper aims to contribute to a fuller description of the nominal group by exploring the overlap between determiners and modifiers in terms of their functions in referring. This intends to reorient

discussions of these expressions from structure ('nominal group') to function ('referring expression'). Although there is generally agreement as to the main functional elements of the nominal group, there remain some issues that deserve further attention. In this paper, theoretical consideration is given to determiners (definiteness, quantity, selection), modifiers (description) and the principle of selection (Fawcett, 2000) in order to resolve some of the conflicts of interpretation that exist. As an example of the types of issues that will be discussed, the following invented examples are illustrative of the potential overlap between determiners and modifiers and the role of selection:

- (1) *any three children - three children - those three children - three of those children*
- (2) *I will buy the red car - I will buy a red car - I will buy the red cars/ones.*

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FOREY Gail (The Hong Kong Polytechnic University) → see Colloquium 1 & Colloquium 2



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Rethinking Film Genre? A proposal for a new analytical perspective on filmic (multimodal) discourse.

KEYWORDS: film discourse, multimodality, genre.

This joint paper is one of the outcomes of the two-year international research project *English and Italian audio-visual language: translation and language learning*, funded by the Alma Mater Ticinensis Foundation and involving the Universities of Pavia, Malta and Loughborough (UK). Examples of filmic discourse analysis from an SFL perspective will be offered to address the very notion of film genre and question its validity as a descriptor of the complexity of films as

multimodal texts. Analysis will show that, when considering films as complex texts that are realised through the co-deployment of different semiotic resources, the hybrid nature of filmic discourse is highlighted and therefore a re-thinking and possible re-definition of filmic genre as a categorising principle is needed. The examples discussed are taken from the Pavia Corpus of Film Dialogue (Freddi-Pavesi 2009) which samples British and American films released between 1994 and 2009. The analytical perspective proposed by this study, however, is intended as a framework to be ideally applied to any film as a multimodal text.

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FUNG Andy (The Hong Kong Polytechnic University) → see Colloquium 2



FUSARI Sabrina (Università di Trento, Italy)

The Institutional and Newspaper Discourse of the EU Sovereign Debt Crisis: a Corpus-Based Functional Analysis

KEYWORDS: corpora, discourse analysis, transitivity, modality, EU.

This paper presents a comparison between two electronic corpora about the European sovereign debt crisis, one consisting of *Financial Times* articles and one consisting of official statements published on-line by the European Union and European Central Bank. The aim of this study is to contribute to the relatively recent investigations of the interface between SFL and corpus linguistics (Thompson & Hunston, 2006; Bednarek, 2010), especially as concerns the analysis of linguistic markers of ideology and evaluation in small scale corpora of institutional and newspaper discourse.

The corpora contain all the texts published in the week December 9-December 15 2011, so as to reflect a particular stage in the crisis: the selected time span coincides with the British Prime Minister David Cameron's refusal to sign up to a new EU treaty aimed at enforcing greater fiscal discipline and integration in the eurozone, described by the president of the ECB, Mario Draghi, as a "fiscal compact". Mr Cameron's veto, which was wielded on December 9, 2011 at a European Union summit in Brussels, revived the debate over euroscepticism and created worries of a "two-speed Europe" with Britain playing a marginal role.

Firstly, we provide a brief introduction to the interaction between SFL and corpus linguistics in current linguistic theory. Secondly, we present and compare the layout and structure of the corpora, as well as their main keywords and recurrent key word clusters. Thirdly, we use some of the highest ranking keywords as the starting point for an analysis of the patterns of transitivity (with particular attention to relational processes) and modality (especially the use of objective modality) that emerge from the corpora. Our results show a significant degree of "permeability"

(Hasan 2004, Fairclough, 2004) between the institutional and newspaper discourse of the debt crisis, especially as concerns modality markers that convey the idea that much economic policy is not a matter of choice, but one of necessity.

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GARDNER Sheena (Coventry University, UK)

Play and academic language in the development of two new genres for young learners of English

KEYWORDS: literacy, multilingualism, third space, hybrid discourse, register, genre, young learner, play, academic language.

Research on the development of academic literacies recognises the value of understanding the relationships between children's home talk and the academic language required for success in schools. For instance, Macken-Horarik (1996) maps a register progression for teachers to move students from 'everyday' to academic and critical registers. In contrast, Gutierrez et al. (e.g. 2003) argue that it is precisely the interaction between children's everyday and academic discourses that can result in a productive in-between third space (after Bhaba 1994). "Because no

one single language or register is privileged, the larger linguistic repertoires of participants become tools for meaning making” (Gutierrez et al. 1999, p. 89).

In this paper I compare the development of two new genres, both of which, I argue, result from the interaction of academic and play registers. I first trace elements of game registers through a literacy lesson and examine the contested argument that this has a significant influence on the success of the lesson and subsequent development of a new ‘silly questions’ phonics practice activity genre (Gardner 2008). I then compare this with the new researcher-initiated role play (RIRP) genres of multilingual literacy teaching which set out explicitly to encourage participants to systematically switch from pedagogic to play registers (Yaacob and Gardner 2012).

In these two cases, when teachers and researchers bring children’s play into academic contexts, productive third spaces open up and lead to the development of stable new genres. This does not always happen, however, and the paper concludes with consideration of stability and change among features of these cultural and situational contexts.

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GATT Iris Marie (Università di Firenze, Italy)

Different ways of reproducing voices in naturally-occurring dialogue: exploring intertextual links, plurality of identity positionings, parody and stylisation

KEYWORDS: plurality of identity positionings, intertextual REFERENCES, meaning and identity, discourse typology (Bakhtin), strategic frame changes.

Numerous insights concerning identity and discourse were put forward by Bakhtin (1984) and Volosinov (1986); Janet Maybin (2003) takes up Bakhtin's (1981) concept of 'heteroglossia' which suggests that all speech involves using other people's voices and, drawing particularly on Bakhtin's typology (1984) of different ways of reproducing voices, Maybin elaborates an identification of categories of voices and applies it to her research into children's informal talk. These categories or frames include typologies of talk such as imitation, parody and stylisation. Bakhtin (1981) argues that the words we use always bring with them connotations from the previous contexts of their use, creating intertextual links with other conversations and other contexts. Furthermore, Volosinov (1986) explored the particular ways in which the voice is framed and reproduced by the speaker in relation to their own purposes within the reporting context (Maybin, 2003). Linguists and researchers such as Bucholtz (2003), Maybin (1998, 1999, 2003) and Scollon et al (1977) have drawn on the above concepts in their research, and their views and findings constitute the core arguments which underpin the investigation presented in this paper. Within the above post-structuralist perspectives whereby meaning and identity are conceptualised as fluid and provisional notions, I will analyse a seven-year-old girl's talk (recorded on tape) as she is engaged in play with her pet cat and with her mother. I refer to the notion of 'plurality of identity positionings' in discourse by applying Maybin's concept of 'categories' which is particularly useful in identifying at a micro level, the numerous strategic frame changes that permeate the playful daughter-pet/daughter-mother dialogues. Other issues which emerge in this analysis are those related to agency, children's social development, gender, humour, intertextual references and hybrid language practice.

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From an instance of phraseological innovation in Trainspotting to a theory of lexicogrammatical patterning and wording in systemic functional grammar

KEYWORDS: frame of reference, lexicogrammatical pattern, literary discourse, phraseological innovation, wording.

Phraseological innovation occurs both when a novel 'construction' is uttered in speech and when an instance of wording becomes independent of the discourse in which it is formulated, to be assimilated by the speech community as an 'expression'. In the first part of this paper, I examine this process in *Trainspotting* by Irvine Welsh. Welsh has a reputation for pushing his narrative to the limits of comprehension, interweaving streams of consciousness and tirades of Scottish eye-dialect. Yet here I explore the hypothesis that even the most innovative texts have the same regularity of idiomatic usage as such seemingly 'uncreative' genres as technical and scientific writing. For example, sequences such as *the most wretched, servile, miserable, pathetic trash that was ever shat intae creation* seem uniquely creative, but turn out to be a novel combination of three pre-existing constructions in English. Importantly, every lexical and grammatical item in this sequence coheres with, and indeed is 'set up' by the preceding text. In second part of this paper, I discuss phraseological innovation within the SFG framework. In particular, I (following other corpus-based linguists) argue that the best empirical tool for this approach is the 'lexicogrammatical (LG) pattern': a productive but also predictable sequence of lexical and grammatical signs, which share a stable frame of reference in a particular stretch of discourse. LG patterns are by nature hybrid and always involve a nexus of several constructions, a feature which allows discourse to cascade seamlessly from one pattern into the next.

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GONZÁLEZ LANZA José María and MOYA GUIJARRO A. Jesús (Universidad de Castilla-La Mancha, Spain)

Creating interaction in TV Sitcoms: A Case Study

KEYWORDS: Interpersonal, Engagement, Multimodality, Audiovisual, Sitcom.

The aim of this study is to analyze the different ways of creating engagement in a British TV sitcom. The analysis is essentially based on Halliday's Systemic Functional Grammar (2004), Kress and van Leeuwen's Visual Social Semiotics (1996, 2006) and Baldry and Thibault's approach to audiovisual multimodal texts (2006). We have also taken into account the latest studies on visual structure and audiovisual text composition carried out by Block (2008) and Thompson (2009). By adopting these theoretical tools, we will try to identify the strategies used by the author(s) of the sitcom to establish interaction between the represented participants and the audience.

Adopting a microanalytical approach to the multimodal text, we will analyze the following aspects: (i) the camera position, (ii) the perspective, (iii) the gaze of the participants (iv) the distance and, finally, (v) the modality of the TV series. The results of this analysis will shed light on the kind of interaction established between the viewer(s) and the audiovisual text at hand.

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GONZÁLEZ LANZA José María (Universidad de Castilla-La Mancha, Spain) → see MOYA GUIJARRO A. Jesús, *A Multimodal and Systemic-Functional Study of Hotel Brochures*



GREAVES William S. (York University, Toronto, Canada) → see BENSON, James D., *Creating generic configuration through instantial intonational choices in performances of a Holy Sonnet by John Donne*



GUIMARÃES NININ Maria Otilia (Conselho Nacional de Desenvolvimento Científico e Tecnológico, Brazil) and BARBARA Leila (Pontifícia Universidade Católica de São Paulo/CNPQ, Brazil)

The authorial voice in the academic production of graduates, masters and doctoral students

KEYWORDS: Academic writing; engagement; dialogic contraction; dialogic expansion.

Academic writing has been a matter for discussion amongst language researchers and has been provoking a wide range of studies on how students internalize different theoretical discourses which are presented to them throughout their academic life (Bazerman, 1988; Swales, 1990; Motta-Roth, 2001, 2002, 2007). When producing an academic paper, writers use the elements of language which highlight their authority in the discourse, with more or less of an agreement in relation to the theorists who discuss the same subjects. Their choice for a certain element of language when writing stresses their lexical grammar options (Halliday, 1994; Halliday and Matthiessen, 2004). This paper has as an objective to present a research on the construction of academic discourse throughout a dialogical viewpoint, focusing on the authorship voice in academic genres such as: *B.A. Research Paper*; *M.A. Thesis* and *Ph.D. Dissertation*. This study takes as an object of investigation texts produced by graduate or post-graduate students in different stages of their academic development. We aim to understand how different authors use linguistic discursive strategies to agree or to disagree with other authors' voices which are present in the text, therefore establishing a position that may or may not increase the value of such opinions. The theoretical perspective undertaken in this work is *Appraisal theory*, more specifically, the *engagement subsystem* (Martin, 2000; White, 2004 [2002]; Martin and White, 2005) in order to examine the presence of inter subjective resources used by authors when in their exercise of writing, focusing on the texts that show a dialogic contraction as well as a dialogic expansion. Data were submitted to the computer program Word Smith Tools (Scott, 2009) and after this, were classified according to the lexical grammar elements indicating engagement (Martin and White, 2005).

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Appraisal and Intersubjective Positioning in Bush and Obama's Discourses to the Isp.ic and Arabic World

KEYWORDS: appraisal analysis, intersubjective positioning, political discourse.

This paper deals with two political speeches delivered to the Arabic World by two American presidents: George Bush in Abu Dhabi in 2008 and Barack Obama in Cairo in 2009. It is concerned with the linguistic resources of appraisal and intersubjective positioning. Therefore, following Martin and White (2005), Biber et al. (1999), Chilton (2004) and Hunston & Thompson (1999), it deals with the role played by dialogistic effects in meaning making processes by which the two presidents negotiate relationships of alignment / disalignment with their addressees. It explores how each of the presidents invites his addressees to endorse and to share with him the feelings, tastes or normative assessments he is announcing. In other words, it explores the ways in which the presidents "write the reader into the text" (Martin and White 2005). It will show how each of them takes it for granted that the addressee shares with him a particular viewpoint, and how they create a relationship of solidarity. Also, how each president positions himself linguistically with respect to the Isp.ic and Arabic world.

Thus, the paper approaches the concept of appraisal in a broad sense comparing the use of Engagement, Attitude and Graduation resources throughout the two texts. The methodology followed in this paper consists of a combination of qualitative and quantitative analysis. Results show, amongst other results, that Obama's speech presents a significantly higher frequency of appraisal categories than Bush's speech.

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Modelling voice as genre, Appraisal and Involvement resources: Hybrid voices in the written stylistic analysis argument of an L2 undergraduate

KEYWORDS: voice, identities, stylistic analysis, English for Academic Purposes (EAP).

This paper reports on an aspect of a study that proposes a model for describing the voices and identities second language (L2) undergraduates need to perform in order to write successful literary stylistic analysis arguments. ‘Voice’ is a metaphor for the linguistic means by which the writer establishes their presence in a text and their relationship with the audience. More specifically, voice is modelled as *genre* (Martin 1984); *Appraisal*, i.e. evaluative resources that express the writer’s attitude towards the topic, adjust their commitment to this point of view, and authoritatively and/or persuasively align the imagined reader to their argument; and *Involvement* features, such as technical terms, that portray the writer’s and the assumed reader’s reciprocal identities and affiliations (Martin 1997, Martin & White 2005).

The new model extends SFL research on voice across various discourse domains (e.g. Macken-Horarik 2003, 2006, Coffin 2000, Hood 2004, Thompson 2001) and draws on neo-Rhetorical (e.g. Johnstone 2000) and sociocultural approaches to voice (e.g. Lantolf 2000) to show how interpersonal choices enact and/or project the writer’s individuality as well as their social identities.

The present paper describes insights generated by the in-depth analysis of a French student’s stylistic argument. Qualities of the text’s staging and interpersonal styles that make this writer’s voice particularly effective include hybrid features created by the fusion of her first language voices, her individuality, and characteristic ways of ‘doing stylistic analysis’ in English. A key pedagogical implication of the study is the need for explicit vocabulary teaching in L2 instruction.

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A comparative study of coherence in Hafez's and Sadi's Ghazal

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

There is much in common between the 14th century poet Hafez, the greatest composer of romantic and mystic Ghazals, and his predecessor and the 13th century poet, Sa'di, who was an acknowledged master of speech as well as the author of highly praised romantic Ghazals. One difference between the two stands out: it is often claimed that Sa'di's Ghazals are more coherent than those by Hafez. This raises two questions: first, what is this perception by literary critics based on? And secondly, is it possible to offer some linguistic explanation for this phenomenon? This paper will report the results of a comparative study of cohesion and coherence of two Ghazals, one written by Sa'di and the other by Hafez. The framework used for the linguistic analysis of cohesion and coherence in these poems is the one found in Halliday and Hasan (1976) and Hasan (1984). Our analysis revealed that Sa'di's Ghazal uses more grammatical cohesive ties, while that by Hafez uses lexical cohesion more frequently. This appears to suggest that perhaps grammatical cohesive ties lead to greater coherence in a text: in a nutshell the fewer the grammatical cohesive ties selected, the less coherent the text is likely to be. If Ghazals by Hafez are perceived as less coherent, then it is because he relies more on the literary aesthetic devices. This lends the message a greater air of ambiguity, and their coherent understanding calls for a closer understanding of the literary devices.

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“Which retarded brain came up with such an idea?” *A contrastive analysis of evaluations in online chats, email complaints and newspaper comments*

KEYWORDS: Judgement, Reaction, chat, email, newspaper comment

In two TV-commercials aired by the Austrian telecommunications company Teling in November 2011, Santa Claus and the Christkind (an angelical figure that brings the Christmas presents in Austria, Southern Germany and Switzerland) put up a brutal fight over the question which of them would have the lowest mobile phone rates on offer. Within days the campaign met with a deluge of informal complaints in online chats and formal email complaints to the Austrian Advertising Standards Authority concerning the violence directed by Santa against the sacred child Christkind. A week later *Teling* withdrew the two spots and published an official apology.

Four types of discourse played a central role in the media coverage of the scandal:

1. the two spots aired by *Teling*,
2. the informal contributions in the chat-rooms of Austrian online newspapers and on youtube.com,
3. the emails of complaint addressed to the Austrian Advertising Standards Authority,
4. the newspaper articles and comments reporting and commenting the public outrage at the scandal.

This paper will present an analysis of the evaluations used in the different discourse types and will show how journalists quote and modify strong evaluations of less formal registers to adapt them for the formal genres of a newspaper. The analysis is based on Appraisal theory (e.g., Martin, 2000, and Martin and White, 2005) and will focus on the categories *Judgement: Propriety* and *Normality*, and *Appreciation: Reaction*. The following predictions were investigated:

- online chats contain more and stronger *Reactions* than the other two genres,
- email complaints contain more instantiations of *Judgement* as a formal reason of complaint, while the negative *Judgements* are explained with the viewers' appalled personal *Reactions*,
- newspaper comments express more formal evaluations of the type *Judgement*, which concern a central social function of the genre; when personal *Reactions* occur, they are usually paraphrased or quoted from online chats in a less direct and mitigated form.

The analysis will show to which extent these expectations are fulfilled and which processes of adaption evaluations undergo on their way from informal chats over semi-formal email complaints to formal news comments.

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Writing war: An analysis of two bombing scenes

KEYWORDS: transitivity, Kurt Vonnegut, Joseph Heller, process types, ergativity

The paper presents a study of two extracts, both depicting bombing scenes, from Kurt Vonnegut's *Slaughterhouse-Five* and Joseph Heller's *Catch-22*. The two novels are typically considered to be very close in terms of their pacifist message and the reaction they provoke in their readers, but they use very different means to convey the absurdity of war. An analysis of transitivity patterns along the lines of Systemic-Functional Linguistics shows how some of the differences that contribute to the overall impression can be attributed to the transitivity patterns used by the authors. War is essentially presented as a material event in *Catch-22*, but as a mainly relational one in *Slaughterhouse-Five*, where relational and existential processes put together significantly outweigh material ones. The choice of process types helps construct the prominent ideas of the novels in question such as fatalism and the structure of time in *Slaughterhouse-Five*, and the individual's struggle for survival in *Catch-22*, and the means by which the authors create their unique styles are further revealed when ergativity is taken into account.

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Tracing 'hybridity' in academic discourse: a corpus-based approach

KEYWORDS: register contact, academic discourse, interdisciplinarity, diachronic linguistic evolution, lexico-grammar.

In this paper, we investigate the linguistic evolution of interdisciplinary research fields emerged by register contact to see whether 'hybridity' can be traced in academic discourse. According to register/genre theory (e.g., Quirk et al. 1985; Halliday & Hasan 1989; Halliday 2004; Biber 1988, 1995; Martin 1992) registers are patterns of language according to use in context and they are instantiated by lexico-grammatical features. We ask whether interdisciplinary research fields create their own registers with specific distributions of lexico-grammatical features, which they might/might not have adopted from the contributing disciplines.

To analyze the linguistic evolution of interdisciplinary research fields, we need to take a diachronic perspective. We combine SFL-based register theory with corpus linguistic methods to obtain relevant features for our analysis. For this purpose, we built the diachronic English Scientific Text Corpus (SciTex), which covers two time periods (1970/80s and early 2000s) and comprises four 'mixed' disciplines (computational linguistics, bioinformatics, computer-aided design, microelectronics), four 'pure' disciplines (linguistics, biology, mechanical engineering, electrical engineering) and the 'contact' discipline (computer science) (cf. Teich & Fankhauser 2010, Degaetano et al. 2012).

Our analysis includes: (1) the extraction of lexico-grammatical features potentially involved in register variation (e.g., *terminology, semantic roles, evaluation, modal verbs, conjunctions*) and (2) the diachronic comparison of these features. We report on the analysis of selected features and the changes undergone by the interdisciplinary research fields, also comparing them to the linguistic development of the contributing disciplines.

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LASSEN Inger (Aalborg Universitet, Denmark)

Aligning stakeholder relationships and identities in a hospital ward

KEYWORDS: Alignment, identity, stakeholders, health communication, evaluation.

The purpose of this paper is to examine the relationship between a Danish hospital and its stakeholders, focusing on possible areas of tension between corporate and stakeholder identities. This involves identification of participants, processes and identities as they are construed in hybrid contexts and inscribed in texts across time, space and situations, spanning health information materials, mission and vision statements as well as strategic plans. To elucidate possible identity discrepancies, analysis of the inscriptions will be supplemented by examples from a study of interviews with health professionals working in a specific ward. The method for analysis of stakeholder identities will be based on the Appraisal framework (Martin and White 2005), combined with transitivity analysis (Halliday 2004) for identifying participants and processes. Other theoretical underpinnings are Stakeholder Theory (Freeman, R. E., Harrison, J.S., Wicks, A.C., Parmar, B.L. & De Colle, 2010), Organizational Identity Theory (Scott and Lane 2000) and Actor-Network-Theory (LaTour 2005; Luoma-aho and Paloviita, 2010). The aim of the paper is to illustrate how the construal of identities and stakeholder relationships may be afforded by human as well as non-human actors participating in networks of actors. In this process I argue that SFL theory on Grammatical Metaphor may provide a useful supplement of LaTour's Actor-Network-Theory. A further aim of the paper is to discuss to what extent the construals constrain or enable alignment of corporate and stakeholder identities.

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LIPOVSKY Caroline (The University of Sydney, Australia)

Negotiating one's expertise through appraisal in CVs

KEYWORDS: appraisal; contextual metaphor; CVs; evaluative meaning; impression management.

In the recruiting process, CVs provide job applicants with an opportunity to market their skills and competences and consequently the image that they present to recruiters in their effort to be shortlisted for a job interview. Based on their impressions of these CVs, recruiters then make decisions about an applicant's employability with regards to the position that they are seeking to fill in. The aim of this study is to use empirical data to explore the linguistic features that play a role in recruiters' impressions of job applicants. In particular, it investigates the evaluative language used by job applicants in the description of their professional experiences and competences. Drawing on analysis of a set of CVs collected in France that uses systemic functional linguistics, and in particular Appraisal theory (Martin and White 2005), this study highlights the ways in which applicants appraise their skills and competences throughout their CVs and identifies the characteristics of successful applications. The analysis reveals an evaluative stance that is overwhelmingly positive and shows how successful applicants make more use of appraisal resources than non-selected applicants. The analysis also reveals how CVs function as contextual metaphors (Martin and Rose 2008) by presenting recruiters at a surface level with descriptions of applicants' professional experience, while infusing these descriptions at another level with evaluative meanings that are meant to validate applicants' claims of professional competence and to persuade recruiters to align with their claims and grant them a job interview.

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Students' use of appraisal in Content and Language Integrated classrooms

KEYWORDS: appraisal, CLIL, school disciplines, classroom discourse.

Content and Language Integrated Learning (CLIL), the study of academic subjects through a second/foreign language, is a central strategy in the European Union's drive for multilingualism (European Commission 2004). It has been described as a 'fusion' of language and content teaching (Coyle et al. 2010). The interplay of several contextual variables, such as different disciplines and situated activities, makes CLIL a clear example of

an educational hybrid. Taking into account this contextual variability is essential in order to understand the kinds of language students need to participate successfully in CLIL classrooms.

SFL has been widely applied to the study of the language of academic disciplines in various educational contexts (e.g. Coffin 2006, Christie & Derewianka 2008, Schleppegrell 2004). Following previous studies on CLIL students' use of the ideational (e.g. Llinares & Whittaker 2010) and textual functions (Whittaker, Llinares & McCabe 2011), this paper examines the interpersonal function, focusing on CLIL students' use of appraisal in L2 English.

Combining Appraisal Theory (Martin & White 2005) with Corpus Linguistics methodology (using O'Donnell's *UAM CorpusTool*), the paper examines CLIL students' use of linguistic resources to express appraisal in different oral activities (group work sessions and whole-class discussions) across different disciplines (social science and physical science). The results show there is more appraisal in group work and in physical science than in whole-class discussions and social science, with engagement playing an important role both in group work and physical science sessions. Pedagogical implications regarding the role of appraisal in CLIL classrooms are discussed.

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LOW Francis (The Hong Kong Polytechnic University) → see Colloquium 1 & Colloquium 2



MACÊDO Célia (Universidade Federal do Pará, Brazil) → see BARBARA Leila, *Modality in Research Articles*

MAGAZZÙ Giulia (Università di Messina, Italy)

Prediction patterns and distributions in climate change web genres: a web-as-multimodal corpus study

KEYWORDS: prediction; projection; climate change; web-as-multimodal corpus analysis.

Given that hypertext is a “hybrid of *precursor genres* such as verbal text, visual images and multimodal combinations of these” (Baldry, Thibault, 2006:156), with a potential for all kinds of recontextualizations, it seems appropriate to attempt a hybrid approach to corpus studies partly based on language form but also entertaining multimodal meaning-making units in the analysis of genre and context. Based on the recent work with the *McaWeb* tools (<http://mcaweb.unipv.it/>; Baldry, 2011; Baldry, Cocchetta, 2012 in press; Baldry et al 2011; Cambria et al., 2012 in press), the paper explores ties between predictions and projection in the context of climate change using web-as-multimodal corpus techniques and tools both in terms of linguistic instantiations (cf. Bevitori, 2010) but raises various questions about patterns and recurrences occurring in multimodal web units such as Headers. In so doing, a further question will also be addressed: does the *genre schema* (Baldry, Thibault, 2006) of climate change web genres follow the sequential structures typical of printed genres, such as horoscopes (Eggins, 2004:58) or bedtime stories (Hasan et al., 1996)? Partial answers to all these questions can be obtained in real time through a web-as-multimodal corpus approach which turns the results of websearches into interactive multimodal charts that take some first steps down the road to modelling data about well-established categories such as projection and prediction (Eggins, 2004; Halliday, Hasan, 1989; Halliday, Matthiessen, 2004) dynamically.

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MAIORANI Arianna (Loughborough University, UK) → see **FREDDI Maria**, *Rethinking Film Genre? A proposal for a new analytical perspective on filmic (multimodal) discourse*



MANFREDI Marina (Università di Bologna, Italy)

Translating hybridization and multidimensional meanings in city guides: an SFL framework approach

KEYWORDS: SFL, Appraisal, Translation, Tourism, Hybridization.

This paper aims to investigate the domain of tourist discourse from the perspectives of Systemic Functional Linguistics (SFL) and Translation Studies (TS).

In particular, it will focus on a specific text-type, i.e. the traditional monologic guidebook (cf. Dann 2007), and especially on one of its sub-types, namely the city guide.

The paper begins with the assumption that “[...] a tourist guide is likely to be a heterogeneous mixture of various text types” (Enkvist 1991: 8). Select segments from a small corpus of English city guides and their published translation into Italian will be offered as empirical evidence of such a hybrid nature.

The first step will be to categorize such sub-type(s) with an SFL (Halliday 1994; Halliday & Matthiessen 2004) approach, on the basis of contextual variation – i.e. ‘field’-, ‘tenor’- and ‘mode-related’ – drawing on Ramm’s classification (2000: 149ff).

Secondly, with a ‘bottom-up’ procedure, lexicogrammatical features in both Source Texts (STs) and Target Texts (TTs) will be analysed in order to identify the multidimensional strands of meanings being realized. Special focus will be on Interpersonal Meanings as instantiated in the ST and on the Tenor, along with how they are recreated/re-contextualized in the TT. Particular relevance will be given to the identification of APPRAISAL SYSTEMS (Martin & White 2005), which, as Munday (2010: 78) notes, have so far been “relatively overlooked” in TS. Although subject to variation according to contextual factors both in the ST and in the TT, evaluation typically has an essential role to play in the language of tourism.

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MATTHIESSEN Christian M.I.M. (The Hong Kong Polytechnic University) → see Colloquium 2



MAXWELL-REID Corinne (The Chinese University of Hong Kong)

The use of language resources to develop expository text: a comparison of the English writing of Spanish secondary students learning through CLIL and through EFL

KEYWORDS: expository writing; clause complexes; Content and Language Integrated Learning (CLIL).

This paper describes the resources used by two groups of Spanish secondary school students to produce written argument in foreign language English. It contrasts the English writing of students studying through a Content and Language Integrated Learning (CLIL) programme with the English writing of their peers following a more traditional English as a Foreign Language (EFL) course. The student writing is compared using tools from SFL most typically used to describe literacy development in mother tongue English and English as a Second Language (ESL) contexts such as found in Australia and the United States (Christie & Derewianka 2008; Schleppegrell 2004), but which have also been used to focus on the development of writing in EFL contexts, including Spain (Llinares & Whittaker 2009). Argumentative or expository writing makes many demands on students' linguistic resources, for example in requiring a more condensed clause structure than less academic written genres or spoken English. This study focuses on resources that allow the repackaging of information from the chains of clauses that typify spoken discourse to the within-clause complexity of written discourse, and also considers elements of text structure. It thus analyses the texts written by the CLIL and EFL students for their use of clause complexing, embedding and grammatical metaphor, and also compares their use of generalisations to create macroThemes. The results of these analyses can be used to suggest areas for work in writing development for both CLIL and regular EFL classes.

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McCABE Anne (Saint Louis University, Madrid Campus) → see **WHITTAKER Rachel**, *Realisations of APPRAISAL as indications of quality in secondary school Content-and-Language-Integrated-Learning (CLIL) History Compositions*



MONTEMAYOR-BORSINGER Ann (Universidad Nacional de Río Negro/Universidad Nacional de Cuyo, Argentina)
A metafunctional interpretation of hybridity in popular science genres

KEYWORDS: Popular Science Genres, Hybridity.

This paper examines hybridity in popular science genres. These genres, whose function is to contribute to spreading scientific knowledge in ways that are accessible to the general public, are particularly permeable and susceptible of combining a variety of lexicogrammar and discourse-semantic characteristics (Bakhtin 1982/1986, Halliday and Martin 1993). Following Bakhtin's views, they can be seen as exceptionally dynamic secondary genres, with intersections of different textual surfaces in constant dialogue. Dynamic and functional perspectives are applied to the analysis of a highly valued popular science text, the bestseller *Longitude: The True Story of a Lone Genius Who Solved the Greatest Scientific Problem of His Time*, and chiefly to its MacroTheme and MacroRheme. The analysis reveals the complex texturizing processes that are put to work on the one hand to give a serious account of a key scientific breakthrough and, on the other, to make it not only accessible, but also highly appealing for a mass audience. These processes involve combining certain characteristics of the scientific report with those of the novel. A detailed metafunctional interpretation suggests that the bestseller alternates the experientially focused semantics of the history of longitude with the interpersonally focused semantics of the ups and downs encountered by its discoverer.

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MORETON Emma (Coventry University, UK) → see **NESI Hilary**, *Evolving genres: a study of business correspondence in the nineteenth and twentieth centuries*



MORTON Tom (Universidad Autónoma de Madrid, Spain) → see **LLINARES Ana**, *Students' use of appraisal in Content and Language Integrated classrooms*



MOYA GUIJARRO A. Jesús (Universidad de Castilla-La Mancha, Spain) → see **GONZÁLEZ LANZA José María**, *Creating interaction in TV Sitcoms: A Case Study*



MOYA GUIJARRO A. Jesús and GONZÁLEZ LANZA José María (Universidad de Castilla-La Mancha, Spain)
A Multimodal and Systemic-Functional Study of Hotel Brochures

KEYWORDS: Interpersonal, Textual, Multimodality, Advertising Discourse.

This paper aims to identify the verbal and visual strategies used by advertisers to persuade the readers/viewers of the hotel guide *The Leading Hotels of The World* (2009) to purchase a product (in this case a hotel reservation) and to dip into the ideologies underlying the company. Within the frameworks of Halliday's SFL (2004) and Kress and van Leeuwen's Visual Social Semiotics (2006), we will attempt to analyze how the verbal and visual modes are co-deployed to construct interpersonal and textual meanings in ten of the London hotels included in the guide. The paper also aims to investigate the extent to which the ideologies of luxury and exclusivity (Thurslow and Jaworski 2006) underlying the marketing philosophy of the company *The Leading Hotels of the World* may influence the semiotic choices actually made by marketers at interpersonal and textual levels to promote the hotel destinations recommended by the company globally (Hopearuoho and Ventola 2009).

The analysis shows that, although the dominant mode is the verbal, both words and images are essential components of the final multimodal product and reinforce each other to promote the hotels as luxurious destinations. The interpersonal and textual semiotic choices made in the verbiage and the photographs help to highlight the elitist connotations of the facilities and services offered to the potential clients. Awareness of the tools of multisemiotics helps us to understand how ads are construed by advertisers to make particular meanings and how they may be critically interpreted by the verbal or visual reader.

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NESI Hilary and MORETON Emma (Coventry University, UK)

Evolving genres: a study of business correspondence in the nineteenth and twentieth centuries

KEYWORDS: business correspondence, register, hybridity, interpersonal meaning.

This paper carries out a diachronic study of business correspondence, examining how the genre evolves over a one hundred year period, from the mid-nineteenth to mid-twentieth century. Approximately five hundred letters from different points in this period are analysed. The letters, from the BT Archive in London, have been digitised as part of the JISC funded New Connections: BT e-Archive Project - a collaborative venture between BT Heritage, Coventry University and the National Archives to catalogue, digitise and develop a searchable online archive of almost half a million photographs, documents and correspondence assembled by BT. The study aims to test two hypotheses. The first relates to Biber's (1995) observations about how language changes as written genres become established, which, Biber suggests, become more 'literate' as they evolve. In the case of business correspondence, then, one might expect to find fewer oral features as the genre develops, with more literate characteristics emerging over time (for example, higher lexical density, more complex nominal groups and embedded clauses – features that are typically associated with written language (see Halliday (1989)). The second hypothesis relates to the lessening of power distance over time (see Chouliaraki and Fairclough (1999) and Wodak and Meyer (2009)) and how this manifests itself in language through the use of more informal, speech-like registers. The earlier business correspondence, for example, use very formal and formulaic salutations (as advised in letter writing manuals of the time); however, later letters do not make as much use of these strategies, suggesting that interpersonal meaning is perhaps expressed in other - less formal or formulaic - ways in the main body of the letter. Using an SFL framework (with a particular focus on mood and modality), this paper will explore hybridity in the sense of how these two conflicting influences are realised through the genre of business correspondence, both reflecting and constructing the changing business context.

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O'GRADY Gerard (Cardiff University, UK)

Divided Illocution: engaging with the TV audience in electoral debate

KEYWORDS: Tenor, Intonation, Genre.

In 2010 the leaders of the main UK wide political parties engaged in a series of televised debates. Political debates are a type of speech event which Fill 1986 labelled “divided illocution” where speakers nominally address one audience while implicitly addressing another. This paper examines how the leaders’ use of high pitch projected interpersonal meaning by signalling their expectations to the audience, (O’Grady 2010). First in order to investigate the speakers’ intonational selections, the debates were transcribed using a combination of ear and acoustic analysis. This resulted in a corpus of 10075 tone units. The relative pitch height of each tonic syllable was measured and classified as high, mid or low. Secondly I characterised the debates in terms of their Generic Structure Potential, (Hasan 1996).

Two main questions were examined. The first was whether the selection of high tonics correlated with stages of the debates in which the speakers less overtly addressed the other leaders. It was found surprisingly that the proportion of high tonics employed by the speakers did not correlate according to stage of the debate. The second question examined the topics that speakers sought hearer intervention of and found clear differences between the strategy employed by Nick Clegg and the other two more established politicians.

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PAPADOPOULOU Maria (University of Thessaly, Greece) → see POIMENIDOU Maria,
The evaluative stance of teachers and children’s conformity. A linguistic approach to the formation of social identity



PATPONG Pattama (Mahidol University, Thailand) → see Colloquium 2



PETRONI Sandra (Università di Roma “Tor Vergata”, Italy)

Advermatinal’ territories on the Web: hybridity or resemiotisation?

KEYWORDS: Multimodality, Hybridity, Resemiotisation, Informalisation, Advermatation.

Many scholars (Kress 1988 and 1998; Featherstone 1991; Fairclough 1992, 2010) have pointed out how public and institutional communication has changed and how technology has taken part in this change. Fairclough, in his critical approach to discourse analysis, argues that we are witnesses to a process called “informalisation”, or rather “conversationalisation”, of public discourse that implies a transformation in style and register within communicative practices. The new communication technologies have been directly involved in the process of globalisation and informalisation. The way these media have been developed and presented to the global world reflects a precise purpose, that is of “commodifying” information conveyed through them.

The aim of this contribution is to show how the informalisation of discourse, joined to the commodification of information, points to the consequential marketisation: the incorporation of new domains into the commodity market. One of these hybrid domains is the Web where the blend of promotional and informative functions within discursive practices (Posteguillo 2003; Bhatia 2004) has given origin to another intrinsic feature residing in web registers and genres, that is defined by Shortis (2001) as “advermatation”, a blend of advertising and information. Similarly, the affordances given by the hypernature of the Web, in terms of dynamicity, fluidity, interactivity, lead webmasters to produce sites where multimodal resources, such as verbiage, image, sound and action (Martin 2001), are aimed at promoting and marketising information.

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POIMENIDOU Maria and PAPADOPOULOU Maria (University of Thessaly, Greece)

The evaluative stance of teachers and children's conformity. A linguistic approach to the formation of social identity

KEYWORDS: classroom interaction, hetero-identified role, hybrid genres, sharing time.

The Kindergarten program constitutes a distinctive case of school program. More often than not, it is an open program, child centred, materialized by an invisible pedagogy (Bernstein, 2000). In this context, rules are not clarified and are mainly determined by personal trading between teachers and kindergartners. However, a number of children cannot easily identify and consequently adopt the official school practices. The multiple and diffuse criteria which are used to assess students' actions provoke additional confusion (Christie, 2002). Research in the field of classroom communication verifies the deviation between the students' language and the official school language (Heath, 1983; Michaels, 1981). This divergence is a capital issue in communication throughout the program of the kindergarten.

The present communication intends to highlight the impact of teachers' evaluative comments on the hybridization of the educational activities and students' identity. The case is a fictive child's story (Eggins, 2004) presented during "sharing time" and teacher's comments. Similar stances have already been analyzed in various studies. Our focal point will be the student's reaction that is characterized by conformity. The child is driven to the creation of a hybrid genre that connotes the coexistence of two 'voices' through the inclusion of teacher's axiological view (Bakhtin, 2003). In our analysis we will relate the hetero-identified role in the communication to a new ideological perception of the student role.

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POLIAS John (Lexis Education Pty Ltd.) → see Colloquium 1



PRECIADO LLOYD Patricia (Benemérita Universidad Autónoma de Puebla, Mexico)
Hybridity as Strategy in Public Protest

KEYWORDS: hybridity, appraisal, strategy, discourse analysis.

The topic of this contribution concerns hybridity in terms of interdiscursivity in the context of culture and situation. The strand of appraisal theory is addressed through the presentation of preliminary results of research in process, drawing from the work of B.J. Bhatia (2004), Martin, J.R. & Wodak, R (2003), C.N. Candlin (2006), and from Critical Discourse Analysis (Fairclough 2004).

The overarching purpose is to explore, through SFL grammatical analysis, the workings of present history. The researcher examines documents that instantiate the social process of transforming the public education system of Mexico in order to identify the means and manners in which teachers and students of the Public Education System of México resist change. This contribution aims to illustrate how using “appraisal” as resource, the discourses of education, of law and order and of human rights entwine in hybrid forms resembling business transactions and in this manner substantiate the claim that hybridity emerges as part of a strategy to counteract the effects of criminalization of protest.

Evidence of this tendency may be found in written documents such as manifestos and letters. This contribution features a document authored by a group of civil organizations, addressed to the Human Rights Commission of México demanding clarification of the killing of two students during a protest event in the month of December 2011. Taking into consideration that in the past such demands of clarification have been ignored, it is deemed important to observe outcomes derived from the alleged change of strategy.

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PUN Jack (The Hong Kong Polytechnic University) → see Colloquium 1



RESENDE Viviane de Melo (Universidade de Brasília, Brazil)

Discursive hybridities between reification and social change: a systemic functional analysis of Cais magazine

KEYWORDS: systemic functional linguistics, critical discourse analysis, discursive hybridity, alternative media, homelessness.

This paper integrates a research project that aims to investigate five street papers, in Portuguese, linked to the International Network of Street Papers. Street papers are defined as independent publications aimed to offer working opportunities and social programs for people experiencing homelessness, in addition to assuring a wider range of social support. The distribution of these publications occurs on the streets, sold by homeless people (Alexandre; Resende, 2011), but beyond the structural changes of journalistic routines and practices, is there a discursive change implied, in terms of discourses activated for the representation of homelessness? To investigate this question, the research project includes a collection of recent texts from the five publications and interviews with the editors of each of them. This paper focuses on *Cais* magazine, from Lisbon, and is limited to analyzing, by means of systemic functional linguistics (Halliday, 2004; Gouveia, 2009) and critical discourse analysis (Fairclough, 2003; Resende, 2009), the interview conducted with the magazine's editor in July 2011. Due to our interest in the extent of homeless people's participation in producing *Cais* magazine, we selected excerpts in which the 'salesmen' are represented. Although it is not explicitly textured in the surface of the text, analysis of cohesion, transitivity, modality and assumptions was capable of showing that homeless people appear to be positioned in a passive standing in terms of action for social change.

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ROMERO, Tania R. de S. and Norma L. L. JOSEPH (Universidade Federal de Lavras, Brazil)

Agricultural Sciences and Linguistics Articles in Portuguese: Similarities and Distinctions

KEYWORDS: Scientific Articles, Agricultural, Linguistic, Textual Organization, Transitivity.

As language professors in a Brazilian university whose main research focus is agricultural science, our main task is to enable future scientists to both understand and introduce academic genres in their field of expertise. A prerequisite on our part, therefore, is to be well acquainted with the textual organization and the linguistic characteristics of academic genres other than ours (Applied Linguistics). Consequently, it is fundamental in order to perceive the similarities and disparities occurred in both sciences to engage in a careful comparative linguistic study which is the main aim to be discussed in this presentation. More specifically, we contrast scientific articles published in renowned journals in both sciences, Agronomy and Applied Linguistics to apprehend some aspects of the register variable field: (a) textual organization; (b) the most frequent processes and how they are realized. For this purpose, our corpus is comprised of 100 texts of agricultural science and 100 texts in Applied Linguistics, processed through the AntConc 3.2.1 program. This investigation is part of a Project called SAL, which is carried out in South America, whose purpose is to trace the linguistic characteristics of several genres produced both in Portuguese and Spanish. The initial findings show: (a) there are differences in the textual organization; (b) material and relational processes are highly frequent in both areas and verbal processes are more frequent in the Applied Linguistic corpus. As a general conclusion, despite being an initial intralingual comparative study, these results can provide us with solid and reliable input to guide our teaching decisions.

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SAMPSON Nicholas (The Hong Kong Polytechnic University) → see Colloquium 1



SARANGI Srikant (Cardiff University, UK)

Hybridity-types, role-sets and professional practice

This presentation is an extension of my current thinking on the interplay of discursual hybridity, role analysis and professional practice. Hybridity and hybridization are not simply linguistic (textual, semiotic, multimodal) processes which are made manifest through intertextuality and interdiscursivity; they also constitute communicative acts which are mediated by role-relationships in context-sensitive ways.

My first claim is that the notion of hybridity needs unpacking in order to recognise simple and complex forms of hybridity manifest at the discursual level. Next, the notion of role, especially role-set, can be mapped on to hybrid discourse types by revisiting some of the key discourse analytic studies of professional practice in a range of institutional settings: healthcare, social work, family mediation and the gatekeeping encounter. Professional practice, as I see it, is constituted in knowledge systems (scientific, experiential, organisational, technological, interactional) at both explicit and tacit levels, which is conducive to role analysis.

I then offer illustrative examples from professional practice to underscore the interrelationship between role-sets and discourse types in terms of hybridity. In conclusion, I suggest that role analysis, which accounts for different forms of hybridity, socio-historically and contingently, is adequately robust to examine professional practice in potentially impactful ways.



SCHÖNTHAL David (Cardiff University) → see **FONTAINE Lise**, *Definite referring expressions: on the overlap between determiners and modifiers*



SCOTTA CABRAL Sara Regina (Universidade Federal de Santa Maria, Brazil) and **BARBARA Leila (Pontifícia Universidade Católica de São Paulo, Brazil)**

Discourse in the news in Brazil: investigations of the SAL project

KEYWORDS: Systemic Functional Linguistics, Systemic Across Languages (SAL) Project, verbal processes, mental processes, hybridity

The discourse of a society is by nature the more hybrid, the more multicultural the society is. Brazil is a country of oppositions: between colonizers and a host of native groups, following land owners and slaves from the beginning of the 20th century, locals and immigrants of varied origins and cultures, of wealth and literacy. This paper, part of the SAL Project Project-Brazil, concentrating on the use of Portuguese in different written contexts, focuses on media language – the National newspaper Folha de São Paulo, which carries contributions from different parts of the country and aims at different social groups. Therefore, it is a colony text (Hoey, 1986) and will necessarily show hybridization strategies with regard to genre, themes and verbal processes (Halliday & Matthiessen, 2004), which will be discussed in this paper. The material selected for comparison is taken from different sections, from sports to local and international news. The selection will be based on types of genres as discussed in (Bazerman, 2005; Meurer, Bonini & Motta-Roth, 2005), themes (Fairclough, 1995; 2001) and verbal processes (Halliday &

Matthiessen, 2004) used by journalists to present the discourses of their sources. The computational tool Word Smith Tool (Scott, 2008) will be used. The results point to the deconstruction of the traditional news genre, to the diversity of themes — from the most popular genres, such as recipes, to subjects related to international policy — and to the use of verbs related to thinking or sensing used as verbal processes.

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SELLAMI-BAKLOUTI Akila (University of Sfax, Tunisia)

Activation of Lexico-grammatical Choices by Hybrid Contexts: Interpersonal Uses of Language in Referee Reports in Linguistics and Mathematics.

KEYWORDS: ‘Activation-Construal-Dialectic’; Referee Reports; review genre; disciplinary variation; interpersonal language use.

This presentation addresses the functional significance of hybridity for analyzing texts, showing that the Text is the product of hybrid discursive contexts. The main argument of the paper rests on the ‘activation-construal dialectic’ (Hasan, 2009: 170) between context, meaning and wording. The study aims to show that lexico-grammatical choices in a Text are ‘activated’ by semantic choices, which are, in turn, activated by hybrid discursive situations. To fulfil this objective, choices as to the interpersonal uses of language are studied in a corpus of Referee Reports relevant to two academic disciplines: Mathematics and Linguistics.

Referee Reports belong to “review genres”, where “explicit evaluation is particularly prominent” (Hyland and Diani, 2009: 8). As evaluation is “concerned with interpersonal uses of language” (*ibid.*: 4), the present study investigates how lexico-grammatical choices as to the interpersonal function are activated by this discursive context. However, these choices may also be affected by other contextual factors, because “different disciplines, journals, and publishers can all add to the diversity of procedures and guidelines given to reviewers and contributors” (Gosden, 2003: 89). Therefore, this presentation investigates how, in addition to the impact of the review genre, the Referee Report is also “shaped by the expectations and practices of their disciplines” (Hyland and Diani, 2009: 12). The comparison of the lexico-grammatical realization of interpersonal choices in the Referee Reports relevant to Linguistics and Mathematics shows that each sub-

corpus is a 'hybrid' text which is the product of the interaction between different types of discursive contexts.

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SINDONI Maria Grazia (Università di Messina, Italy)

Addressing digital text genres through systemic-functional grammar and multimodal studies

KEYWORDS: multimodal studies; systemic-functional grammar; digital genres; language learning/teaching.

While Halliday and Matthiessen claim that their grammar description is limited to verbal language (2004), theorists in the fields of semiosis of communication, linguistics, media studies and education have applied systemic-functional models to a range of multimodal artifacts, such as places, toys, buildings, paintings and digital texts (O'Toole 1994; Kress, van Leeuwen 1996; O'Halloran 2004; Baldry, Thibault 2006). Nonetheless further research is needed to explore multimodal digital texts, especially in educational environments.

Starting from the consideration that university students need training in text and genre interpretation, this paper presents the findings so far of one strand of the Prin-financed project ACT (Access Through Text), dealing with access to, and interpretation of, digital texts.

Students may feel intimidated by systemic-functional grammar and also be at a loss when getting to grips with digital literacy. Despite the fact that university students are familiar with digital environments, research literature reports that they may be uncertain of their interpretative skills of multimodal digital texts (Baldry 2011; Sindoni 2010, 2011b). This study uses a method that blends a micro-level analysis of clauses and clause complexes in experiential, interpersonal and textual terms and a macro-level multimodal genre analysis. Sampling three digital genres (i.e. YouTube videos, blogs and new travellers social networking websites), it discusses how postgraduate students in "Foreign Languages and Literature" combined functional and multimodal analysis in a course on Linguistics (Sindoni 2011a), also focusing on the acquisition of the metalanguage needed by these future EFL teachers (Sindoni u.c.). In conclusion, this paper argues the case for an integrated use of systemic-functional grammar and multimodal studies that may be helpful for both teachers and students to interpret texts made up of multisemiotic resources.

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SLADE Diana (University of Technology, Sydney, Australia), Jack PUN, Christian MATTHIESSEN, Marvin LAM, Elaine ESPINDOLA, Francisco VELOSO (Hong Kong Polytechnic University)

Doctor-patient communication in hospital emergency departments: the Australian and Hong Kong contexts

The number and complexity of presentations to Emergency Departments (EDs) around the world are increasing exponentially and, consequently, so too is the 'work' that communication is required to do in this context. Effective communication and interpersonal skills have long been recognised as fundamental to the delivery of quality health care. However, there is mounting evidence that the pressures of communication in high stress work areas such as hospital emergency departments (AEDs) present particular challenges to the delivery of quality care. Failures in communication have consistently been identified as a major cause of critical incidents—that is, adverse events leading to avoidable patient harm.

In this paper, we will present and discuss some of the findings of a three-year research grant in five emergency departments in Australia comparing it with a current study that we are undertaking in an Accident and Emergency Department in a large public hospital in Hong Kong. Both of these projects involved recording, analysing and describing patient clinician interactions through the Emergency Departments. In addition the research involved extensive observations in the EDs as well as interviews with key clinicians and management. As such the research uses a mix methods approach—a qualitative ethnographic approach combined with discourse analysis of audio-recorded interactions. Our methodological approaches have enabled us to analyse how talk is socially organised around health care practices and how language, organisational and other disciplinary factors impact on the effectiveness of communication.

Our analysis of both the recorded language interactions and the ethnographic data highlights the organisational complexities and tensions that impact on the communication between the patient and clinicians; which in turn impacts on the quality of patient care. We will describe the communication features typical of many of the interactions, contrasting transcripts of effective and less effective interactions. In the latter cases, patients' cues are missed, they rarely ask questions or they are not informed about processes or comply with the recommended treatment. We will discuss the similarities and differences between the Australian context and the Hong Kong trilingual context. Finally, we will present a framework that describes the communication strategies doctors use to establish effective rapport with their patients.

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SLADE Diana (University of Technology, Sydney, Australia) → see Colloquium 2



SPINZI Cinzia (Università di Bologna, Italy)

Diplomacy on the Move: Discursive Hybridity in British Foreign Ministers' speeches

KEYWORDS: diplomatic discourse; security; appraisal; hybridization.

Embedded in professional and societal practices, genre boundaries are becoming less clear-cut in response to a number of external pressures such as changes in the institutional structures or because of the accretion of knowledge. The consequence is an extensive and pervasive hybridity in terms of textual realization (Candlin and Gotti 2004; Poppi 2007). Since "a change in genre is a social change as well as a linguistic change" (Fairclough 2011), the analysis of their evolution may be revealing of profound socio-political trends.

This paper is concerned with the ways in which the genre of diplomatic speech is evolving to adapt to the changing world, with particular reference to the discourse of 'security'. Despite its resistance to change, diplomatic discourse is undergoing a process of transformation due to a more "complex, interwoven and fast-moving global environment" (Margaret Beckett's speech, 2007).

The data selected for this purpose come from a specialized diachronic corpus of speeches delivered by British Foreign Ministers and cover a time span of fifteen years.

From a methodological perspective, this study is set in the recent tradition that combines Corpus Linguistics and Systemic Functional Grammar (Koller and Mautner 2004; Miller 2007; Bayley 2008) and brings together two complementary strands of linguistic investigation: corpus assisted study and appraisal to research on language variation, both in quantitative and qualitative terms. Since the main aim of corpus studies is the identification of formal features, in this way form is brought back again into genre studies as claimed recently in literature (Devitt 2009).

Security, evaluated on the scale of ‘significance’ (Martin and White 2005) has shown a continual evolution over the years and is undergoing a process of ‘rescaling’: from its main traditional meaning linked to territorialisation, it is penetrating all levels of ‘governance’. The discourse appears as to be ‘interdiscursively hybrid’ “with the strategy offering a ‘bold vision’, which evokes the discourse of marketing rather than that of defence policy” (Fairclough 2006: 155).

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STARC Sonja (Univerza na Primorskem, Slovenia)

Positive evaluation in the advertisement text pattern and the significance of context

KEYWORDS: (multimodal) advertisement, text pattern, positive evaluation, context.

The advertisement started to gain its significance as a genre in the printed version (visual mode – newspapers, following by audio-visual modes) relatively late, about two centuries ago. Cook (2001: 219-232) therefore describes it as an unstable, constantly changing genre. A research on

newspaper advertisements in the Slovene language from the diachronic and synchronic perspectives (Starc 2009) acknowledges their flexibility in choosing modes, layout, and original effects of attraction. On the other hand the analysis has also shown their inherent characteristics of a mono- and multimodal advert structure, which is the text pattern of the Problem-Solution (P-S), or the Desire Arousal-Fulfilment pattern (D A-F) (as discussed by Hoey 2001) in each of which the positive evaluation of the advertised object provokes the need/desire to be fulfilled.

We are relying on the definition of genre proposed by Martin & Rose (2009: 6), according to which genre is the “recurrent configuration of meanings” which “enact the social practices of a given culture”. Being a (multi)modal text, the advertisement presents a communicative phenomenon that interacts with the reader, who relies on the context to give a coherence to the text. We understand an advert as an “offer of goods & services oriented to the addressee” – a potential buyer or user of the service, in our case a “general collective” (Hasan et al 2007: 697-738).

The presentation will analyse and discuss examples of the choice of positive evaluations in newspaper and TV advertisements, construed by verbal and non verbal semiotic modes. The positive evaluation is supported by social and cultural values, in specific cultural context(s) and in the process of creating new context(s).

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SWAIN Elizabeth (Università di Trieste, Italy)

Hybrid contexts in political cartoons

KEYWORDS: hybrid context; bisociation theory; evaluation; visual-verbal; alignment.

The purpose of political cartoons is generally a dual one: to align viewers with a critical point of view towards a social or political topic, and (usually) to entertain. Unbound by naturalistic considerations, cartoons are able to draw on a wide range of visual and verbal resources to make the kinds of meanings they typically do in fulfilling these purposes. With a particular focus on evaluative meanings, analyzed using an adapted version of appraisal theory (Martin & White, 2005) for images (Economou, 2009; Swain, forthcoming in 2012), this paper explores how cartoons exploit hybrid contexts to bring competing value systems into conflict as part of their

persuasive strategy, often for comic effect as well. The paper refers to previous SFL-based research on political cartoons (Lemke, 1997), humour's role in negotiating new contexts (Cloran, 1987; Eggins & Slade, 1997), situational context (Halliday and Hasan, 1989; Hasan, 1995), Koestler's bisociation theory of humour (1964), and image analysis (Kress and Van Leeuwen, 2006). The cartoons analysed come from Europe, the USA and the Middle East, and deal with a range of contemporary international issues.

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TANGUAY Elizabeth (Aston University/ Swansea University, UK)

Breaking the mould: generic chunking and hybridity in postgraduate academic seminar discussions

KEYWORDS: Spoken genres, language education, EAP, ESP, seminar discussion, SFL and corpus linguistics, opinion text, problem-solution text, hybrid discourses.

Despite the growing body of research in the field of SFL which focuses on mapping different genre families in education (e.g. Coffin, 2006, Martin & Rose, 2008), there has been little or no research from a systemic functional perspective investigating the family of genres within the seminar discussion in higher education instructional contexts. As part of a study aimed at

informing materials to improve students' spoken academic literacy, seminars from the British Academic Spoken English Corpus (BASE) are investigated to discover to what extent an SFL genre model is useful for the investigation and teaching of spoken language in EAP.

This presentation will demonstrate that there are certain reoccurring chunks of talk within the discussion phases of the seminars with predictable internal generic staging. Two of these genres, the Opinion Text (following Hovarth & Eggins, 1995) and the Problem-Solution Text (after Hoey, 1983), will be exemplified to show how reoccurring genres act to shape the seminar discussions in the different disciplines.

The data also suggests that the seminar participants are adept at redefining their discursive contexts in order to negotiate their way through the dominant genres of the seminar, allowing elements which may more traditionally be seen as part of a language training classroom to permeate the genres salient to the different seminar discussions. The presentation will end by outlining implications for materials design and teaching and invite audience participation on the validity of systemic functional models in teaching EAP speaking skills.

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The recordings and transcriptions used in this study come from the British Academic Spoken English (BASE) corpus. The corpus was developed at the Universities of Warwick and Reading under the directorship of Hilary Nesi and Paul Thompson. Corpus development was assisted by funding from BALEAP, EURALEX, the British Academy and the Arts and Humanities Research Council.



TAYLOR TORSELLO Carol (Università di Padova, Italy)

Woolf's lecture/essay/novel A Room of One's Own

KEYWORDS: Genre, stylistics, Virginia Woolf, lexicogrammar, feminine writing.

Woolf's *A Room of One's Own* developed from notes for lectures for the students of two women's colleges on 'women and fiction'. She refers to herself as "a lecturer" and makes constant reference to her audience, as well as using abundant signs of oral discourse. But she says "I propose, making use of all the liberties and licences of a novelist, to tell you the story of the two days that preceded my coming here", and introduces, developing their stories in time and

space, various fictional characters, two of which are allowed to speak in the first person. She also (along with many critics) calls this text an essay, which corresponds to its functional reality as a text written to be read presenting a thesis and arguments for its acceptance, but in a discourse which, more than dialogic (writer and her readers), is triologic (writer, her audience of female students, the readers) (Marcus 1987: 149), and whose speaker, although mainly Woolf herself, is fictionalized (Rosenberg 1995:71). The generic structures of lectures (Young 1990, Hynes 1993) and stories (Labov 1972, Eggins 1994: 87-89) are set against the structure of this work, giving only a partial match. Analysis of lexico-grammatical aspects of the work confirms the generic hybridity. Throughout the work Woolf downtones her own authority and creates a “feminine” academic discourse modelled on conversation among equals, cooperation (Fishman 1992). The text is full of signs of tentativeness and self-effacement, and generic indeterminacy seems to fit very well into Woolf’s strategy to deconstruct the discourse models of the male-dominated academic world.

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TEICH Elke (Universität des Saarlandes, Germany) → see LAPSHINOVA-KOLTUNSKI Ekaterina, *Tracing ‘hybridity’ in academic discourse: a corpus-based approach*



TERUYA Kazuhiro (The Hong Kong Polytechnic University) → see Colloquium 2



THOMPSON Geoff (University of Liverpool, UK)

Hybridisation: how language users graft new discourses on old root stock

At times, language users are likely to find themselves coping with the production of types of discourse which are to a greater or lesser extent unfamiliar to them. Some of these genres (e.g. in the academic sphere) are well established, with more or less explicitly formulated conventions and with expert users who may monitor and guide novices. Others involve social roles which are recurrent in the culture but which any individual may occupy relatively infrequently and will typically learn to handle at least partially on their own (e.g. in many asymmetric dyads, such as solicitor-client consultations, only one of the participants is trained to carry out their role). While there has been much research on how novices are helped to become more proficient in handling unfamiliar discourses, there has been somewhat less attention paid to the linguistic resources that they bring to the task (though see, for example, Ivanič 1998).

An extra dimension has been added in recent years by the rapid spread of the Internet: this has made available opportunities for any user to produce for public consumption genres such as film and restaurant reviews which were previously likely to be produced only by experts. In this presentation, I will focus on an exploration of the lexico-grammatical features of texts which result when non-expert writers go about mastering unfamiliar discourse types. The initial hypothesis is that the result will be a hybrid between the discourse types with which they are already familiar (their individual repertoires, in Martin's 2006 terms) and features of the target genre as produced by experts, and that the parts played by these two main sources will be identifiable. I will use Internet texts produced in various contexts to investigate the linguistic characteristics of some of these hybrids, and to illustrate corpus-based methods by which these characteristics may be probed. The aim is to attempt to establish patterns in the kinds of sources that are drawn on and in the kinds of features which are likely to be brought in from each of the sources. The wider implications of this type of discourse hybridisation will also be discussed.

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THWAITE Anne (Edith Cowan University, Australia)

The hybrid discourse of science and literacy: Initiating 5-year-olds

KEYWORDS: discourse semantics, language education, literacy.

This paper will report on data obtained during the course of the project "Early literacy through science in Indigenous and culturally diverse communities", funded by Edith Cowan University in Australia from 2009-2010, in which the author was involved as a researcher. This project investigated the discourse of teachers and other adults working with 5-year-olds over nine weeks as they conducted science and technology investigations around the theme of building and

building materials. The children in this multicultural and multilingual class were engaging in the hybrid discourse of both science and literacy.

The paper will provide a functional analysis of the data compatible with previous approaches to classroom discourse analysis, such as Cazden (2001), Christie (2002) and Martin & Rose (2007). I will describe how the adults attempt to construct the science and technology discourse and initiate the children into ways of talking and doing in this context. The following analyses from the discourse semantics will be used:

- Exchange Structure, including ‘teacher knows the answer’ – dk1 moves
- Speech Function, including Initiations and types of Responses
- Mood, including its relationship to Speech Function, especially regarding Commands and instructional discourse
- Modality: certainty markers in the discourse

Participation in the discourse in terms of the number and length of turns by both the children and the adults will also be discussed.

It is hoped that this study may be of benefit to teacher trainers and to pre-service teachers who are reflecting on their own interactions with children.

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TREIMANE Laura (Latvijas Universitāte, Latvia)
Dynamics of Tenor in Latvian Parliamentary Talk

KEYWORDS: parliament, debate, context, tenor, politeness.

Contemporary research argues that parliamentary debates – a sub-genre of political language – are defined not so much by their textual features (topics, style or turn-taking) as by contextual properties (the *who*, *where* and *how*). Thus, much of the genre theory of parliamentary debates should be formulated in terms of their context (Bayley 2004; Van Dijk 2004). To apply the SFL theory of context, parliamentary talk is characterized by a particular configuration of the values of field, tenor and mode, i.e., contextual configuration (Hasan 2009). However, in the Latvian parliamentary talk the values of tenor are not fixed over the interaction, rather, the role relationship is constantly negotiated construing a different context at different points of discourse (O’Donnell 1999).

Based on Poynton’s and Butt’s parameters of tenor (Poynton 1985; Lukin et al. 2003) the analysis explores Latvian parliamentary debate and reveals the dynamics of tenor throughout the interaction – from equal to hierarchic power, from marked to unmarked affect, from task-oriented to person-oriented contact. A particular attention is paid to the use of personal allusions (politeness formulas) as manifestations of the relations of authority, status and expertise among the MPs. In the Latvian parliament the use of politeness formulas is not codified, thus, their choice is determined by unwritten laws of institutional communication, as well as cultural

conventions. The lack of explicit rules of interpersonal politeness to a great extent determines the dynamics of tenor and hence context as such.

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TREMMELEL Elizabeth (University of Wisconsin-Madison, USA)

Identity Construction: Interpersonal Positioning across Discursive Sites

KEYWORDS: Identity, Interpersonal positioning, Discourse Analysis.

In this paper, I discuss the identity construction of Carlos, a Brazilian graduate student in Dairy Science at Midwestern University in the United States. Using positioning theory (Davies & Harré, 1990, 1999), I examine Carlos' self- and other-positioning across three discursive sites in which the same phenomenon—a rare bacterial outbreak on a dairy farm—is described. I will examine an oral co-telling of him and his advisor to his labmates in a dairy science seminar, his written explanation to the farm manager in a formal report, and his oral description in an interview with me, the researcher. A discourse analytic approach with a systemic functional linguistic (SFL) lens (Martin & Rose, 2007) is used to examine Carlos' interpersonal positioning, particularly how power relationships are constructed through the negotiation of epistemic stance between text producers and recipients through the appraisal resources of attitude, engagement, and graduation, as well as how solidarity is constructed through the negotiation of involvement by use of in-group language such as technical or specialized vocabulary (Martin & White, 2005). This study contributes to identity research in two ways. First, the co-construction of identity is examined across discursive sites, helping us understand how co-constructions of self vary depending on interactant and mode. Second, by focusing on analysis of language use through an SFL approach, we can more deeply understand how the content of utterances together with the linguistic makeup of these utterances build our identities.

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TSE Angela (The Hong Kong Polytechnic University) → see Colloquium 1



TUCKER Gordon (Cardiff University, UK)

Hybridity in transitivity: phraseological and metaphorically derived processes in the system network for transitivity

KEYWORDS: transitivity, metaphoricity, source and target representations, phraseology, process, process type, participant role, system network, hybridity.

There is perhaps no better example of lexicogrammatical hybridity than metaphorically derived processes of a phraseological/formulaic nature in the system of transitivity. As I have suggested elsewhere (e.g. Tucker 2001, 2007), the metaphoricity involved in such processes creates a tension between the source and target representations, not only in terms of process type classification (e.g. mental *versus* material *versus* relational etc.) but also in respect of the participant roles that map on respectively to the competing source and target interpretations. It is precisely the adaptation of one lexicogrammatical representation (source) to a new semantic domain (target) that creates the kind of hybridity that needs to be addressed and modelled within a systemic functional grammar.

Whilst, arguably, the addressee in the speech event might entertain a dual analysis of the process (based on both the source and target interpretations), the performer, from a systemic functional perspective, must make one set of choices (the selection expression) from options available in the system network. This might seem to entail a straight choice between source and target representations, but the resultant hybrid nature of many of these expressions militates against this.

In this presentation, I argue for a system network solution which reflects the target representation, hence reflecting the current semantics associated with the expression. I further argue that the retention of a source-oriented representation creates substantial and perhaps intractable problems with system network modelling, notably because of the hybridity brought about by the tension between competing representations. I finally argue that this hybridity requires some modification of, or addition to, the lexicogrammatical descriptive framework.

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TURCI Monica (Università di Bologna, Italy)

Slum Tours: hybrid language permeable contexts?

KEYWORDS: Tourist Discourse, SFL, Multimodality, Slum Studies.

The aim of this paper is to address the conference theme through the analysis of a variety of tourist discourse that promotes tours of slum areas. The paper will focus specifically on this phenomenon in India, where slums are also known as *Dharavi*.

The corpus includes the informational material relating to *Reality Tours* - a non-profit organization created in 2005 primarily to show the positive side of slums and break down negative stereotypes about their residents – promotional texts provided by this tour operator, as well as press and academic articles on slum tourism.

The methodology used draws on James R. Martin’s *Grammaticalising ecology: The politics of baby seals and kangaroos* (1986) focusing on participants and Processes through a SFL perspective to reflect on the issue of power relations. A parallel analysis of images will also be carried out through multimodality (cfr. G. R. Kress, T. Van Leeuwen 2006), which applies SFL to the reading of images.

Results of this analysis revolve around two kinds of issues. One pertains to the linguistic sphere and addresses the variety of discourse that promotes this tourist experience. This approaches tourist discourse as a hybrid genre at the crossroads of different disciplines such as social studies, politics and race. This discourse raises questions of identity, community and nation, not least in that it stands in for the silence of the slum dwellers themselves.

The extra-linguistic level of this discourse focuses on the encounter between Western and Eastern contexts of culture activated through the experience of the tour. It explores the question of to what extent the language and terms of the discourse of slum tourism express differing conceptions of social progress between East and West while utilising a language of progressive capitalism drawn from western neo-liberal traditions of thought. Is the hybrid language of slum tourism in evoking cultural values that are common to East and West successful in bridging the different cultural and political contexts of these cultures, or does it expose fault lines within the discourses of economic and social liberalism; will the Western tourist/commentator/spectator feel, as Rudyard Kipling did, that “East is East, and West is West, and never the twain shall meet”?

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VASCONCELLOS Maria Lúcia (Universidade Federal de Santa Catarina, Brazil) and BARBARA Leila (Pontifícia Universidade Católica de São Paulo/CNPQ, Brazil)

Verbal processes in research articles in Brazilian Portuguese: realization patterns in corpus academic writing in translation studies

KEYWORDS: Systemics Across Languages-SAL; SAL-Brazil; Verbal processes; research articles in translation studies; patterns of realization.

Within the context of the project Systemics Across languages Research Network, SAL, and affiliated to SAL-BRASIL, this paper aims to report on new findings of research into Verbal Processes in Brazilian Portuguese (BP) in Research Articles (RA), in the field of Translation Studies. SAL-BRASIL is a joint international project which aims at investigating a range of languages using the SFL theory of language in context and their typological relationships, providing for functional roles of grammar in discourse in contexts across registers and/or text types. The theoretical framework informing this particular study is that of the System of Transitivity, with particular reference to verbal processes and their central role in academic discourse. In this context, and in consonance with the theme of the congress, it argues that the situational context of academic discourse in the area of Translation Studies activates meanings and wordings regarding verbal processes which tend to be 'hybrid', or 'permeable', at times combining registers and bringing marks of oral discourse into the written texts. The procedures for the development of the research follow the SAL-methodology – here applied to a corpus constructed specifically for this investigation, '**Corpus de Textos Acadêmicos- Português em Estudos da Tradução**' – CORTA-PET, consisting of papers from the journal *Cadernos de Tradução*, published between 1999-2010. According to this methodology, a survey of verbal processes in CORTA-PET is made and the occurrences categorized in terms of the particular patterns of realization of verbal messages. The data are discussed in terms of the resources lexicalized to represent verbal processes in BP, taking into account frequency of distribution and the nature of the realizations. The five most frequent *verbs of saying in the corpus* CORTA-PET, namely, 'dizer', 'afirmar', 'apresentar', 'observar' and 'falar' – the latter being a mark of oral discourse permeating academic discourse - are analyzed in terms of the distribution of the expected patterns of realization (i) 'Report: the indicative^subjunctive [Hypotaxis]' and (ii) 'Quote (that) (:)' (" " (,) [Parataxis]. Finally, these findings are checked against the background of the general corpus of research articles in SAL-BRASIL, so as to establish a possible correlation between frequency of distribution and patterns of realization and the specificities of academic discourse in different fields of knowledge.

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VÁZQUEZ ORTA Ignacio (Universidad de Zaragoza, Spain)

Interdiscursivity in arbitration awards: a genre-based study of arbitration practices

KEYWORDS: arbitration awards, legal genres, hybridity, interdiscursivity.

Text and context have been assigned a variable role in the study of professional genres. Genre has recently been redefined as a configuration of both text-internal and text-external resources (Bhatia 2004), which includes two kinds of relationships involving texts and contexts. Interrelationships within and across texts focusing primarily on text-internal properties are viewed as intertextual in nature, whereas interactions within and across genres involving primarily text-external resources may be viewed as interdiscursive in nature.

This paper explores the nature and function of text-external resources in two genres (arbitration awards and court judgments). Taking into account the fact that arbitration awards are the outcome of a professional legal practice, they will be understood and interpreted in the context of that legal practice and culture. The influence of court judgments on arbitration awards will be illustrated to underpin the hybrid character of this genre, as a result of a colonization process of the discourse of arbitration by litigation, in which both contexts in the two genres are permeable.

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VELOSO Francisco (The Hong Kong Polytechnic University) → see Colloquium 2



VENTOLA Eija (Aalto-yliopisto, Finland)

Discursive changes – switching genres or mixing them?

KEYWORDS: genre, genre mixing, genre switching.

We all at times shift the discourse developments as we are engaged in interaction. Sometimes discourses get interrupted, but the same discourse topic can be picked up again. Sometimes discourses develop differently than we planned, due to the fact that there are many who are involved in the discourse, and all of the interactants play a role in the conversation development, but not always equally (i.e. their communicative goals may differ). Thus for example, in casual conversation topics seem to shift, and not all interactants may have a possibility to develop the topic they would like to develop in the discourse. In Ventola (1987), such issues were discussed in the context of service encounters with the notions of ‘switching genres’ and ‘mixing genres’. This paper picks up these notions again as well as the dynamic representation of discourse and exchange development representation as a flow chart.

It discusses and evaluates the use and contribution of these notions for today’s discourses in various cultural and situational contexts, taking into consideration the various modal realizations and the technologization processes, even in causal and service encounters. The notions will also be discussed relating them to the themes of the conference, permeable contexts and hybrid discourses.

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WANG Yan Constance (The Hong Kong Polytechnic University)

Systemic Analysis of Verbal Clauses in the Translation of Detective Fiction – A Case Study of Conan Doyle’s A Scandal in Bohemia

KEYWORDS: Rhetorical Structure Theory (RST); verbal clauses; translation of detective fiction.

Through analyzing and comparing verbal clauses between the translated text and original text of one of Sir Arthur Conan Doyle’s novels *A Scandal in Bohemia* under the theoretical framework of Rhetorical Structure Theory (henceforth RST), this study is intended to extend RST to the text analysis of detective fiction and its translated texts, in order to shed new light on the study and application of RST and illuminate our understanding of RST. As a form of western popular literature, detective fiction has long been laid in the margin of literary study, as critics in defense of mainstream literature regard popular fiction merely as a way of entertainment, or what Cawelti describes as “escape and relaxation” (Cawelti, 1976:8). Sir Arthur Conan Doyle’s novels have been popular in China since the late 19th century, and amongst different translated versions, the translation done by DING Zhonghua is recognized as the most representative in the late 20th century. This will be selected for analysis and will be compared with the original text.

Since the emergence of RST (Mann & Thompson, 1992; Matthiessen & Thompson, 1988; Matthiessen, 2004 etc.) in systemic functional linguistics, many scholars have found it interesting and useful for its vivid representation of rhetorical relations in discourse analysis. But

seldom do they apply RST to their individual studies, partly because of its complexities and time-consuming analysis. Therefore, this study will be an invaluable contribution to systemize and apply RST to translation studies. Moreover, it will be of great significance for translation studies of detective fiction to be conducted from a descriptive, well-structured theoretical framework of systemic functional linguistics.

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WANG Yan Constance (The Hong Kong Polytechnic University) → See Colloquium 2



WHITTAKER Rachel (Universidad Autónoma de Madrid, Spain) and McCABE Anne (Saint Louis University, Madrid Campus)

Realisations of APPRAISAL as indications of quality in secondary school Content-and-Language-Integrated-Learning (CLIL) History Compositions

KEYWORDS: L2 writing, appraisal, register/genre, CLIL secondary school history.

Content-and-integrated-learning (CLIL) is an example of a permeable context, and one now frequently found in European schools. This paper draws on written data from a longitudinal study of CLIL history classrooms in the form of in-class compositions by pupils from a state school involved in the bilingual schools program in Madrid, Spain, in which about 30% of the

curriculum is taught in English. Our writers, then, are learning to navigate the genres and registers of their subject in an integrated Spanish/English curriculum.

Previous analyses have focused on the development of the students' register-appropriate use of linguistic resources for history genres, following Coffin (2006), Christie and Derewianka (2008), Martin & Rose (2003) *inter alia*, such as the nominal group, participant identification and tracking, and thematic choices (Whittaker, Llinares and McCabe, 2011). The sub-corpus analysed here is a set of texts by the same 16 pupils, collected once a year throughout the 4 years of obligatory secondary schooling, in which we have analysed the writers' control of APPRAISAL. This uncovered interesting differences between compositions rated holistically as more or less successful. The set of texts regarded more highly demonstrated a greater variety of APPRAISAL systems, a tendency towards balance between contracting and expanding in ENGAGEMENT, and less use of graduation.

In this paper, we take a qualitative approach, analysing the texts for specific linguistic realizations of the different APPRAISAL systems looking for support for the rater's impressions of the texts, and to reveal which resources may be seen as indicators of development.

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WU Canzhong (Macquarie University, Australia)

Developing an online companion course for translation teaching and learning

KEYWORDS: online course; teaching and learning; translation.

Translation teaching and learning is traditionally carried out in classroom settings with a combination of lectures and tutorials. However, this can no longer meet the needs of the students and teachers in a rapidly changing information society. With the emergence of new technologies and new tools on the Internet, it has become possible to create a new environment of translation teaching and learning, where the students interact with their teachers, have discussions among themselves, and more importantly, take initiative to take charge of their own learning process.

This paper will discuss the architecture of such an environment in translation teaching and learning from the perspective of systemic functional linguistics and explore how it could be used in conjunction with traditional teaching methods. In particular, I will focus on the design and development of 'translation repository', and elaborate on its potentials for providing a standardized and more consistent solution for translation problems and issues. This repository is based on the notion of 'text typology' (Matthiessen et al, 2009), and organized according to the

major systemic dimensions (stratification, instantiation, metafunction). It includes two major components: Translation Archive for managing texts and their translations, and Comment Bank for managing resources in translation assessment and quality control. In the final part of this paper, I will discuss the potential challenges ahead in the implementation of this tool and suggest ways to overcome them.

REFERENCE:

Matthiessen, C.M.I.M., K. Teruya & C. Wu (2009). 'Multilingual studies as a multi-dimensional space of interconnected language studies.' In Webster, J. (ed.) *Meaning in Context: Strategies for Implementing Intelligent Applications of Language Studies*. London & New York: Continuum.



XUAN Winfred (The Hong Kong Polytechnic University) → see Colloquium 2



COLLOQUIUM 1

From Concrete to Abstraction: Hybridity in Meaning Making

COORDINATOR: **Gail FOREY (The Hong Kong Polytechnic University)**

STRAND: language education.

KEYWORDS: language education, multimodality, teacher talk, textbooks, primary to tertiary education, EFL.

In this colloquium we focus on language education and the variation and dependence of hybrid modes in developing meaning and understanding in different educational disciplines. We discuss the value of SFL and teaching through English in different contexts where the material and the semiotic are construed by the teacher through varying degrees of meaning depending on subject matter, i.e. congruent language accompanying action in subject areas such as physical education and meaning depending on semiotics, i.e. in the teaching of abstract meanings subjects such as bridge building and science. Halliday's (2005) discussion of "meaning" (in an extended sense: semiotic and social) and "matter" (biological and physical), is useful as teachers in different subject areas shunt between matter (concrete, literally!) and meaning (abstraction). In terms of the registerial typology, this shunting may involve the complementarity of 'expounding' contexts (categorizing and explaining physical phenomena), 'enabling' contexts (developing designs that can be implemented) and 'doing' contexts (implementing -- constructing). The four papers move from a focus on teaching through language and developing an understanding of matter and meaning from young learners and the use of images to construe both matter and meaning; to specific subject areas such as physical education, English language teaching (ELT), science and teaching knowledge about bridge building. In all four papers we draw on data collected from the classroom in Hong Kong and China.



LOW Francis and SAMPSON Nicholas

Concrete and abstract representation in young learners' expression of experience

This paper analyses issues of abstraction and concretism and the relationship between the two through the textual organization and image-text relations found in the schoolwork of young learners (Martin & Rose, 2008). Specifically, we will look at how young learners aged 5-6 years old construe abstract meaning in concrete images, for example, the abstraction 'hurt' represented visually by a drawing of a child crying. We will identify the input children receive from their parents, teachers and friends in the home and school contexts by analysing the output and discovering how interpersonal meanings are enacted by the visual images.



FOREY Gail and POLIAS John

Language accompanying action: Teaching through English in physical education

We focus on how the physical and aesthetic in relation to the matter of movement or sports are accompanied by language in order to make meaning of the secondary school curriculum of the key learning area (KLA) of p.e. We look at how the teacher uses language choices to scaffold students in to experiencing the physical meaning of different features of the p.e. curriculum.

How the matter and the meaning of movement and sports is deconstructed and the jointly and independently constructed through language.



GUO Nancy and PUN Jack

Contrastive study of matter and meanings in English and Science textbooks

The study aims to investigate and compare how semiotic resources in two textbooks, one from a Science and one ELT, are differentiated to construe knowledge in different subject areas. For example, English textbooks are used to scaffold students' linguistic knowledge, whereas science textbooks are used to teach scientific knowledge. The expounding texts covering the same topic - global warming will be chosen to discuss how subject areas differentiate matter and meaning across the curriculum.



TSE Angela and LAM Marvin

Teaching bridge building and the use of abstract meaning

In subjects related to building bridges and highways the teaching usually starts by focusing on matter and then creates a theory or semiotic realizations to understand this matter, building knowledge (the science orientation); but it is also possible to start with meaning in order to materialize it (the engineering orientation), going from designs of different kinds (technical drawings, blueprints, and so on) and implementing them in engineering projects (i.e. materializing meaning, moving from abstraction to concrete). We discuss instantiations of meaning realized by abstraction in language in relation to concrete (cement and steel) bridges i.e. physical matter and how teachers use English to make meanings and apprentice potential engineers to understand the subject area, and later build bridges.



COLLOQUIUM 2

Registerial cartography in different contexts of research

COORDINATORS: **MATTHIESSEN Christian M.I.M. and TERUYA Kazuhiro (The Hong Kong Polytechnic University)**

STRANDS: context of situation and culture, multimodality, translation and/or interpretation, language education.

KEYWORDS: indeterminacy, context, register typology, registerial cartography.

In this colloquium, we will present research from the PolySystemic Research Group at the Hong Kong Polytechnic University concerned with mapping out different types of register according to their different contexts of use in a wide range of institutions (cf. Matthiessen, 1993). The colloquium will be organized into three parts.

I. Registerial cartography: overview (MATTHIESSEN Christian & TERUYA Kazuhiro)

We will begin by presenting the **registerial cartography** we are developing based on contextual parameters, focussing on the **field** parameter, but also referring to **tenor** and **mode** (e.g. Matthiessen, 2006; Teruya, 2007; Matthiessen, Teruya & Lam, 2010).

We will show how the registerial map helps us explore indeterminacy (cf. Halliday & Matthiessen, 1999) in the differentiation of registers. The map embodies both a typology and a topology (cf. Martin & Matthiessen, 1991; Matthiessen, 1995). The regions on the map are “permeable” and hybrids illustrate the semogenic power of language in context.

II. Registerial cartography: key contexts of research and application

We will explore how this map can support research and development in a number of different areas:

- **Linguistic description and comparison**
 - *Multilingual registerial projection (TERUYA Kazuhiro, PATPONG Pattama & CHEN Joe)*: In this multilingual study, we examine projection in Japanese, Thai and Chinese, identifying its features and ways in which these features differentiate registers.
 - *Styles of meaning in Indian English (KUMAR Abhishek)*: Using the registerial map, I will characterize the styles of meaning of Indian English in different contexts, e.g. ‘exploring’, ‘reporting’ and ‘recommending’.
- **Educational linguistics**
 - *Fitting registerial cartography into education (GUO Nancy)*: The study analyses texts in a sequence of ELT textbooks used in Hong Kong and Mainland China and charts the progression through registers from one book to another.
 - *Longitudinal case study of form 3 ESL students’ writing (XUAN Winfred)*: This study investigates form 3 ESL students’ writing in terms of the registerial map, tracking the development of the students’ registers and of the lexicogrammatical resources.
- **Healthcare communication studies**
 - *Patients’ registerial biographies in a hospital emergency department (LAM Marvin & SLADE Diana)*: We will show how the registerial cartography

facilitates the study of patient-practitioner communication in a hospital emergency department in Hong Kong.

- *Registerial cartography of healthcare (FUNG Andy & MATTHIESSEN Christian M.I.M.):* Using the registerial map, we will identify the different registers that collectively make up healthcare, in different institutional settings.
- **Service encounters**
 - *Hybrid register choices in service encounters (FOREY Gail):* The analysis focuses on the hybrid register shifts found in customer service encounters focusing on information ‘enabling’ service and within such texts we also find ‘sharing’ of personal recounts and narratives.
- **Translation Studies**
 - *Registerial cartography: application to translator training (ESPINDOLA Elaine & WANG Yan):* The registerial map empowers translation students to apply different methods according to register, making conscious choices when reconstruing meanings within the different types of contexts.
- **Multisemiotic studies**
 - *Registerial variation in images (LOW Francis):* Registerial cartography draws attention to the different functionalities and configurations of images. It enables analysts to see points of connection between different areas of images that are normally seen as discrete.
- **Studies of language arts**
 - *Drama research (DECOURSEY Christina):* This paper reports on SFL drama research in Language Arts using the context-based registerial map. Drama recreates many other contexts, producing a higher-order theme as “verbal art”.
 - *Registerial cartography of comic books (VELOSO Francisco):* This presentation elaborates on comic books in terms of field and mode from a registerial cartography perspective. Comics are complex as they move around different fields and make use of different semiotic systems.

III. Registerial cartography: experience and discussion

We will ask what lessons can be learned. In particular, we explore how the experience from the different contexts of research and applications illuminate the theme of ESFLCW 2012.

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