

SYSTEMIC FUNCTIONAL LINGUISTICS



THEORY AND APPLICATION IN GLOBAL CONTEXTS

VINH TO, THOMAS AMUNDRUD
AND SALLY HUMPHREY

EDITORS





**The First International Online Systemic Functional
Linguistics Interest Group Conference**

Systemic Functional Linguistics Theory and Application in Global Contexts

*Papers from the First International Online Systemic Functional
Linguistics Interest Group Conference (SFLIG 2021)*

Editors

Vinh To, Thomas Amundrud and Sally Humphrey

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Editors' Foreword

It is our great pleasure and honour to present to you this research collection, entitled *Systemic Functional Linguistics Theory and Application in Global Contexts*. The papers in this peer-reviewed conference proceedings have been selected from those presented at *the 1st International Online Systemic Functional Linguistics (SFLIG) Interest Group Conference* co-hosted by the University of Tasmania, the Australian Catholic University, Molloy College, and the University of British Columbia in November 2021. The 1st International Online SFLIG Conference (SFLIG 2021) was organised by an international team of Systemic Functional Linguistics (SFL) scholars in Australia, Asia, the Americas, Africa, and Europe, and with the help of two ICT/data support staff from the University of Tasmania.

This collection includes 19 research papers from authors across the globe. It showcases a diversity of topics, reflecting the various strands of the conference under the broad theme of SFL theory and application in the contemporary global context. The political, health and environmental challenges the world faces make it ever more important to develop understandings of SFL theory and its real-world applications. The proceedings present research findings from projects investigating SFL concepts in different fields such as education, engineering, translation, politics, health, and media across the globe, including underrepresented research contexts such as Vietnam, Japan, Latin America, and Africa.

We hope you will enjoy reading this research collection. May it provide you with inspiration and direction for future studies.

Vinh To, Thomas Amundrud and Sally Humphrey

Acknowledgements

SFLIG 2021 is the first global conference organised by the Systemic Functional Linguistics Interest Group (SFLIG), following its first international webinar series organised in 2020 when COVID-19 started. The mission of the SFLIG is to provide free access to learning and research development in SFL worldwide through informal channels such as the SFLIG Facebook Discussion Group, and through formal channels such as webinars and online conferences.

The SFLIG 2021 conference provided SFL researchers and students across the globe the opportunity to present their work for free for the first time in an online forum which was accessible to all, especially those from areas underrepresented in SFL research. The high costs and other limitations associated with in-person SFL conferences have presented many challenges to those interested in learning about SFL and presenting their work. Furthermore, there were few SFL online conferences available during the COVID-19 pandemic. SFLIG 2021 responded to these challenges by providing free access to a high quality SFL conference to enhance participation for a global audience.

We would like to express our profound appreciation to the following, without whom SFLIG 2021 would not have been possible: the SFLIG Founder, the SFLIG management team (past and present), the SFLIG 2021 Organising Committee, all reviewers of abstracts and full papers, the Copy Editor, the book cover designer, invited plenary speakers as well as roundtable and concurrent speakers, all authors who submitted presentation proposals or articles, and all participants. We would also like to express our gratitude to the broader SFL community, and to the International Systemic Functional Linguistics Association (ISFLA) and the Australian Systemic Functional Linguistics Association (ASFLA) for their support.

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Review Process Statement

All the papers in this collection have been through a rigorous two-stage, double-blind peer review process. First, all abstracts for the 1st SFLIG Conference were double-blind peer reviewed. Those who had abstracts accepted were then invited to submit a full paper for consideration to be included in this volume. The full papers were then double-blind peer reviewed. A list of the reviewers of abstracts and full papers are provided as follows.

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How much wriggle room? Engagement as a critical resource in engineering discourse

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Abstract

Written engineering discourse is embedded in the social relations between engineer and client. A strong understanding of the client's needs and the regulatory context is required in order for engineering writers to be able to frame their evidence as part of a convincing argument. To frame evidence convincingly in text, the grammatical resources covered by the ENGAGEMENT framework are crucial. These resources offer the tools with which to position the voice of the writer in relation to the reader and other voices. This paper presents the findings of an investigation of the use of engagement resources in a corpus of professional engineering texts being used in a larger project on the persuasive discourse of engineering. The results indicate that engineering writers strategically manipulate the contraction and expansion of the discourse space in accordance with the purpose of the text and to construe a particular persuasive stance. This manipulation either opens or closes the amount of room afforded to the reader to disagree with the propositions presented. Engagement meaning are also graded to increase likelihood of success and downplay negative perceptions. These findings have implications for the teaching of writing to engineering students.

Keywords: Appraisal analysis, Engagement, Persuasion, Engineering, Written Communication

Introduction

Writing for engineering purposes is embedded in the complexity of solving real-world problems. Engineers must be able to write clear documents for a variety of purposes, and for significantly varied audiences (Engineers Australia, 2019). Additionally, the regulatory context of a project including design standards, rules for land use and environmental regulations need to be appropriately understood and integrated into the design process (Milke et al., 2015). The importance of identifying the intended audience is regularly foregrounded in materials advising engineers on writing, and that this identification of the audience should include understanding the reader's needs, level of expertise and familiarity with the field and their purposes for reading the text (van Emden, 2005). This understanding then needs to be translated into the choice of vocabulary and the creation of a 'helpful and encouraging' style (van Emden, 2005, p. 89). For industry professionals, the most important criteria for judging a text as appropriate is its' ability to be transported across 'audience barriers', in particular to managers and clients (O'Brien, 2000, p. 236).

Readers of engineering texts, in many cases, need to act on the information or advice they are presented with; the 'messages from engineers have consequences' (Gwiasda, 1984, p. 184). The requirement for engineers to be able to write in a way that persuades their reader to align with their point of view and then act accordingly is widely recognised (Collins, 2010; Leydens, 2012; O'Brien, 2000; Sales, 2006; van Emden, 2005; Winsor, 1998). While the appearance of objectivity in the style of the text is strongly emphasised, the 'selection and highlighting of information can be highly subjective' (O'Brien, 2000, p. 16). Therefore, communication in engineering does not involve only understanding the relevant technical concepts and their application, but also

understanding of ways of framing, presenting and evaluating evidence within the norms of the discourse (Bazerman, 1988; Hertel et al., 2017).

The ENGAGEMENT framework is crucial to the presentation of evidence in a persuasive way that also maintains an impression of ‘objectivity’. The ENGAGEMENT framework is one aspect of the interpersonal discourse semantic system of APPRAISAL (Martin & White, 2005). Engagement resources relate to the way in which the authorial voice of a text engages with and positions itself in relation to other possible voices and stances on a theme (Martin & White, 2005). The understanding of these resources is founded on a Bakhtinian perspective that all communication is dialogic in that it is influenced by communication that has come before, and anticipates the responses of a real or imagined reader (Bakhtin, 1986; Martin & White, 2005).

Within the ENGAGEMENT framework, a choice can be made between monogloss, which denies the possibility of another viewpoint, or heterogloss, which opens the discourse to the idea that another point of view may be possible. Heteroglossia can be enacted by a range of lexical and grammatical resources which either expand or contract the dialogue. Resources which expand the discourse are those which entertain other viewpoints through modal verbs (*may, would, will, should*), adjectives (*potential, possible*), adverbs (*possibly, apparently*) and nouns (*possibility, likelihood*) and attribution of other sources (*the report states that X, the guidelines require Y*). Resources which contract the discourse space can either disclaim by denying or countering another viewpoint (*not, never, no, yet, however, although, while*) or proclaim by concurring with another viewpoint (*of course, naturally, it is conceded that X*), proclaiming a stance (*it is anticipated that X, Y is expected, Z is recommended, in fact*), endorsing a result (*demonstrates, shows, it can be seen*) or justifying a position (*based on, given, because, for this reason*).

This paper investigates the use of engagement resources for persuasive purposes in a corpus of professional engineering texts, with a view to informing educational materials for engineers.

Methodology

The dataset used for this study comprises a corpus of 26 publicly available engineering reports.

The selection criteria used to inform the choice of these texts is that they are written:

- by a professional engineer,
- in the Australian context,
- as recently as possible after 2010,
- and for the broadly defined purpose of reporting to a client or governing body prior to commencement of a proposed project, to determine the need for engineering work or to advise on design requirements.

The reports selected include environmental impact statements, traffic impact statements, investigation reports and structural condition reports. These texts have the advantage of being publicly accessible, unlike other engineering documents which can be subject to commercial in confidence restrictions. For the purposes of investigating the use of engagement resources, these reports are also useful as they are written for a potentially broad range of audiences, including the general public. These reports can also be assumed to be representative of the interpersonal language choices valued by the profession, by virtue of the fact that they have been presented to their intended recipient and made available on the internet.

The findings in this paper are extracted from a larger Appraisal analysis of the data set. The appraisal resources in the texts were coded using the UAM Corpus Tool (O'Donnell, 2007)

and Excel spreadsheets. The double use of tools for recording the coding increased reliability due to requiring repeated examinations of each coding decision.

Findings and discussion

The results indicate that engineering writers strategically manipulate the contraction and expansion of the discourse space in accordance with the purpose of the text and to construe a particular persuasive stance. This manipulation either opens or closes the amount of room afforded to the reader to disagree with the propositions presented.

Approximately one third of the texts (8 out of 26) use a significantly higher proportion, 60% or more, of engagement resources which contract rather than expand the discourse. Contraction of the discourse is largely achieved by proclaiming anticipated outcomes, endorsing the findings of investigation and justifying decisions based on those findings or other conditions in the context. For example, the following extract begins the conclusion of a traffic impact assessment which is necessitated by the expansion of a cattle feedlot facility (contraction resources are highlighted in *italics and underlined*):

Based on the relatively low traffic numbers and the small increase in traffic numbers *anticipated* as a result of proposed expansion of the Melbrig cattle feedlot facility [...] *it is anticipated that* the development will have a minimal impact on the traffic operation of the mid-block sections of the surrounding NBRC and state controlled road networks and that adequate capacity *is expected* to be available on each road link to cater for the additional traffic volumes (McMurtrie 2018, p. 26).

In this example, the initial justification of the anticipated outcome is flagged (*based on*), followed by repeated proclamations (*is anticipated that, is expected*) that the expansion will only

lead to minimal impacts on the surrounding roads, thus supporting the viewpoint that the expansion should be allowed to go ahead. In this report, over 80% of the engagement resources contract the discourse space. By repeatedly using contraction to such a significant degree, very little room is afforded to the reader to disagree with the viewpoint being presented in the text.

A common characteristic of the eight reports which have the significant trend towards contraction are that they all relate to existing conditions or operations, such as the feedlot expansion (McMurtrie, 2018), rather than potential future projects. It can be concluded that the foundation of demonstrated evidence provided by the already existing processes enables the writer to take a more authoritative stance and close the discourse more conclusively, reducing the possibility for opposition on the part of the reader. Through the engagement choices, the imagined reader is positioned as the recipient of advice, with the writer taking a stance conveying expert authority. This voice can be labeled ‘the advisor’.

In contrast, another section of the corpus demonstrates a significant trend towards expansion of the discourse. Of the engagement choices in eight out of the 26 reports, over 60% are represented by expanding resources, primarily those that entertain another point of view. This group includes the majority of the environmental impact statements, along with one investigation into an electricity failure and one preliminary geotechnical site investigation. For example, the following extract from an environmental impact statement repeatedly entertains the possibilities of future events:

There is a risk that materials or substances brought to the site and stored or used during the construction process could be released into the ground water environment. Liquids such as fuels, lubricants and herbicides spilled or leaked onto the ground could percolate through the unsaturated zone and reach the water table. Solid materials such as cement and concrete

additives could be transported in rainfall runoff or in water used for dust suppression and subsequently might enter the ground water system through infiltration below the ground surface (Spencer Gulf Ports Link 2013, p. 113).

The repeated use of entertain resources to frame this identification of risks functions to allow the reader a much greater amount of room to form a viewpoint in relation to how likely these risks are to eventuate. Sixty-six percent of the engagement resources in this report expand the discourse in this way. This preference for opening the discourse is linked to the context of these reports, the majority of which relate to proposed projects which have yet to be approved or for which designs are yet to be completed. It can be inferred that the intended readers of reports in this context would not be likely to respond well to the contraction of the discourse space, given that the project still relies on approval from the regulatory bodies in order to proceed, and it might be expected that the writers take a less authoritative stance. The engagement choices in these reports construe an imagined reader in a position of power, with the writer's voice one of appeal: 'the seeker' of approval. The one exception in this group is the investigation report into a series of concurrent electricity outages (Energy Safe Victoria (ESV) 2018) in which entertain resources are used for a different reason. In this report, in addition to determining the likely causes of the outages, recommendations are given in terms of how similar outages can be avoided in the future. This necessitates the discussion of the advantages of certain options and how and when they can be applied, as in this example (note that only the instances of entertain are *italicised and underlined*):

DBs [Distribution Businesses] should investigate alternative protection devices for LV [Low Voltage] networks such as circuit breakers. Unlike fuses circuit breakers can be configured to operate at any load level within its capacity, e.g. a 100 amp circuit breaker can be configured to operate at 50 amps or 80 amps. As such the configuration (protection

settings of a circuit breaker can be changed when required, such as when the load on a LV feeder changes due to new customer connections (ESV 2018, p. 17).

The above discussion has identified contexts in which the engagement choices construct either the voice of an ‘advisor’ or a ‘seeker’. Where the evidence is based in past events, the advising voice employs more contraction, while the seeking voice expands the discourse space. However, a closer examination of the interchange of expansion and contraction within a single passage of text also highlights the persuasive function the engagement resources play across the corpus. In particular, it can be seen that entertain resources are upgraded or downgraded for persuasive effect. For example, the modal verbs in the example identifying risks to groundwater associated with the construction phase of the Spencer Gulf Port Link (2013, p. 113) all downplay the likelihood of these risks being realised. This downgrading of possibility functions to reduce the negative implications of these risks, bolstering the impression of the project as ‘low risk’ and the viewpoint that the project should be given approval. In contrast, the following extract from the same report begins to propose the mitigation measures for the identified risks:

Mitigation of the risk of contamination of groundwater during construction will be by establishing appropriate procedures for handling, transporting and using potentially contaminating substances (Spencer Gulf Ports Link 2013, p. 114).

Here, the certainty of success of the mitigation measures is upgraded through the modal verb *will*, while the substances identified as contaminating- a negative- is downplayed though the adverb *potentially*. Many similar strategic upscaling and downscaling of entertain resources can be identified across the corpus, highlighting the importance of this aspect of positioning the voice of the writer for persuasive effect.

Conclusion

In summary, this study has shown how engagement resources in professional engineering reports are deployed to position the writer's voice by strategically closing or opening the discourse space in accordance with the context of the text and the corresponding level of authority the writer is able to claim, either adopting an advising or a seeking voice, and to bolster the persuasive argument being presented. Additionally, resources that entertain other possible viewpoints are manipulated to downplay negative perceptions and upgrade the certainty of success. These findings have implications for teaching written communication to engineering students. While existing resources provide useful prompts such as 'identify your readers' (van Emden, 2005) the findings of this study can be used to make it explicit how to conceptualise the reader and therefore enact an appropriate style by framing evidence persuasively.

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The role of (De)bonding in the legitimization of violence in extremists' public threatening communication

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Abstract

One aspect of threat of terrorist public communication is incitement to violence and legitimating it (Tsesis, 2017). This paper contributes to understanding how bonds tabled in discourse are exploited to legitimize 'Our' violence and to delegitimize 'outgroups'. I argue that the inciting texts drive the strategic use of bonds to achieve a main rhetorical function: legitimizing violence. The patterns of bonds, geared as a basis for perception and (de)legitimation, are investigated as realized in a set of incitement texts communicated publicly by the former al-Qaeda leader, Osama bin Laden, and the far-rightist, Brenton Tarrant. The analytical approach mainly draws on Knight's (2010) social semiotic approach to bonding to identify the account of bonds as evidence of and entry points to (de)legitimation. The patterns of bonds across each terrorist's texts are then labelled thematically based on *what* is (de)legitimated. To identify reference to reasons of (de)legitimation, Van Leeuwen's (2007) semantic-functional strategies of critique and (de)legitimation are used. To map the rhetorical structure level-style of (de)legitimation, the classic appeal strategies – pathos (appeal to incitees' emotions), logos (rational arguments) and ethos (authority-based arguments) – are identified. Findings showed that both authors tended to deploy (i) communing bonds to legitimize 'Our' violence and (ii) condemning bonds to delegitimize outgroups (mainly, their actions, values, and membership), chiefly via moralization, rationalization and authorization, and by drawing on authors' ethos and logical reasoning.

Keywords: affiliation, incitement, legitimization of violence, bonding, violent extremist discourse

Introduction

To achieve their violent agendas, terrorists require a degree of ideological justification and exploitation of social bonds to legitimate their violent actions and mobilize support (Malešević, 2019). However, little is known about how terrorists utilize these bonds in discourse. As part of contributing to the growing international commitment to counterterrorism, recent research has been dedicated to empirically investigating the features of the language of terrorism as well as the language crimes of violent extremists (e.g. threats and incitement to terrorism), using a forensic linguistic lens (see e.g. Shuy, 2010; Etaywe & Zappavigna, 2021; Longhi, 2021). Forensic linguistic analyses – that is the "use of linguistic techniques to investigate crimes in which language data forms part of the evidence" (Crystal, 2008, p. 194) – has been found to be crucial for investigating terrorism cases and, particularly, identifying the violent agendas and schemas of writers and speakers (Shuy, 2020).

This paper, adopting a forensic linguistic lens, contributes to obtaining insights into the language of terrorism and the semiotic clues that are useful for prosecution and intelligence analysts in order for them to successfully investigate illegal intentions and their ideological underpinnings. Specifically, the paper explores how bonds, tabled or made available in discourse (Zappavigna, 2018), operate in terrorist incitement texts as an entry point to the legitimization of violence – as realized in the discourse of the two most lethal terrorist ideologies, the jihadist and the far-rightist (Global Terrorism Index, 2020). The paper applies forensic discourse analysis (see Coulthard, Johnson & Wright, 2017) and social semiotic tools to, first, illuminate how social bonds

are construed and function in terrorist incitement texts and, second, ultimately contribute to forensic linguistic research into the role of evaluative language in articulating and identifying a terrorist's "ideological schema" (e.g., Shuy, 2020, p. 446) and in legitimating harmful social actions. In this study, I argue that terrorist incitement texts drive the use of ingroup 'good' bonds versus outgroup 'bad' bonds to serve the legitimation of violence, based on the positive presentation of Self (i.e., the ingroup) and negative presentation of outgroups (e.g., Cap, 2017). The study forms part of a larger project that examines the language of extremism and both incitement and communicated threats as social semiotic practices by jihadist and far-right extremists.

The notion of legitimation, as a primary function of discourse, has extensively been studied in different contexts, such as media (Vaara & Tienari, 2008), business organisations (Erkama & Vaara, 2010), and parliamentary discourse on immigration (Rojo & Van Dijk, 1997). Legitimation, in this paper, is defined as: a social, discursive act of constructing the 'why' for the incited violence. This definition is informed by studies which stress the role of language in constructing answers to why 'we' did/should do something, why we should do it in 'X' way, and why an action should be considered reasonable or socially acceptable (Van Dijk, 1998; Van Leeuwen, 2007).

Within the context of social conflicts and opposing social groups, to describe who 'We' are and who 'They' are becomes a key criterion of membership and (de)legitimation (Van Dijk, 1998), that is the delegitimation of outgroups and their associated values and phenomena, and the legitimation of 'Our' violence. In such a context, legitimating 'Us' implies delegitimizing outgroups via discursive acts that may "follow the categories of the ideological schema" of the ingroup and challenge the identity of the outgroups by delegitimizing 'Their' membership, actions, goals, norms and values, social position, and access to 'Our' social resources (Van Dijk, 1998, pp. 258-

259). These categories of ideological schema are adopted in this paper to enable description of *what* is being (de)legitimated to serve the legitimacy of violence.

To explore *how* these categories are (de)legitimated, this paper concerns itself with the associated evaluative textbites. Evaluative textbites (Etaywe, 2021) are the textual segments that serve to unveil a terrorist's bond-based reasoning for (de)legitimation. These textbites move us closer to the clues as to how violence is legitimated. This approach is aligned with, first, Du Bois' (2007) view that evaluation is the smallest social act in discourse, which co-occurs with positioning and (dis)alignment in the stance-taking acts. Second, it is aligned with Knight's (2010, p. 45) theory that an "evaluative coupling" realizes the "minimal social unit" (i.e., bond) representing the shared values that construe a community-alignment. This paper adopts the evaluative coupling concept (Knight, 2010) to account for the association between what is evaluated, and the evaluation used for (de)legitimation. Following Knight (2010), an example of an attitude-ideation coupling (taken from the dataset) is a negative attitude (underlined) targeted at immigrants (**in bold**, added) in the following sentence: "**Mass immigration...destroy(s) our communities**". Following Knight, this ideation-attitude coupling can be said to table a bond which we might gloss as 'immigrants are bad', a bond that I argue can also serve to delegitimize immigrants' behaviours realized in the judgmental lexical item '*destroy*'. In so doing, I follow Knight (2010) in drawing on the three regions of attitudinal meanings outlined by the Appraisal framework (Martin & White, 2005):

- JUDGEMENT: assessments of behaviour.
- APPRECIATION: estimating the value of entities or processes.
- AFFECT: expressing emotional reactions and states.

Evaluative couplings, I argue, unveil the precise dynamics of (de)legitimation through linguistic resources. Nevertheless, a successful investigation into (de)legitimation includes exploring the “references to [e.g., moral or ideological] reasons and to courses of action that had or have to be taken because of contextual constraints, causes or opinions” (Van Dijk, 1998, p. 255). As such, this study maps the evaluative couplings, of ‘Our’ versus ‘Their’ ideational targets, and resources onto the various moral or ideological reasons or grounds of (de)legitimation.

Van Leeuwen's (2007, 2008) strategies of how discourse constructs critique and (de)legitimation of social practices provides a framework for examining these grounds. This framework includes, first, "moralization", which refers to legitimation by reference to specific value systems. Second, "rationalization" is concerned with legitimation by reference to goals of social actions. Third, "authorization" is involved in legitimation by reference to authority. Fourth, "mythopoesis" refers to legitimation that is conveyed through narratives whose outcomes reward or punish actions (for more details, see Van Leeuwen, 2007, p. 91).

Additionally, reference to grounds or modes of argumentation, namely logos (logical argument), ethos (the inciter's value-based credibility and reliability), and pathos (the appeal to the incitees' emotion), helps explore the style associated with appraisal at the rhetorical structure level (e.g., Johnstone, 2009) in relation to acts of (de)legitimation (Erkama & Vaara, 2010). Mapping these rhetorical modes can bring us closer to the rhetorical patterns of how a terrorist is attending to an ingroup's social and political "goals and beliefs" for persuasive purposes (e.g., Poggi, 2005, p. 297). Put differently, these rhetorical modes can sensitize us to how an inciter leads their incitees to pursue particular violent goals by persuading them that the proposed goals serve to preserve the ingroup's identity, welfare, and ideological and physical territories. This study adopts Poggi's (2005) argument that through the three modes of persuasion of logos, ethos and pathos, the inciter

attempts to raise the value of the violent actions proposed and to strengthen the believability of the link between violence and the ingroup's interests. Poggi (2005, p. 300) uses the term "value coefficient" to refer to positive versus negative argument and cognitive computing regarding the usefulness of an action towards achieving a goal, where a positive or negative evaluation is a belief about whether some events, some people and their objects are useful means to some goal. That said, research into bonds remains limited and to which this study contributes, taking a bond as identity and value bases for enacting legitimation and enhancing the value coefficient of some violent actions.

This paper concerns itself with bonds realized by evaluative couplings (Knight, 2010). The aim is to provide a complementary perspective on (de)legitimation in terrorism. Building on Knight's (2010, p. 49) affiliation strategies, the bonds are taken as devices that serve to legitimate an ingroup through "communing" (that is, sharing positive, shareable bonds) and to delegitimize outgroups through "condemning" (that is, rejecting the negative, unshareable bonds). Using this approach, this style of (de)legitimation can be thought of as a form of bond-disposition – a tendency to provide collections of communing bonds that provide insights into the 'good' ingroup and condemning bonds that target the 'bad' outgroups.

Methodology

Data

In this study, six written inciting texts by the jihadist Osama bin Laden over 2001-2006, and the inciting messages in the Great Replacement manifesto by the far rightist Brenton Tarrant were analyzed. Table 1 shows the title, topic and wordcount of each text. These texts were chosen to give a representation of the practice of legitimation in the context of incitement to violence by

two terrorists coming from the most dangerous, transnational extremist ideologies. The English translations of OBL's texts were used as drawn from the CIA Foreign Broadcast Information Service report, al-Bayanat jihadist Internet website and the Al-Jazeera news network online archive (see FBIS Report, 2004). The English-language Great Replacement manifesto, which contained both passages that can be interpreted as threat messages as well as passages of incitement to hatred and violence (Önnerfors, 2019), was made openly available on the Internet before Tarrant's attack on two mosques in Christchurch, New Zealand, in 2019 (see Tarrant, 2019).

Table 1

Overview of the dataset

Author (group)	Text code	Title/topic	Word count
OBL (al-Qaeda)	OBL1	A message to Iraqis in particular, and Muslims in General (inciting against the US led coalition against Iraq)	1569
	OBL2	A message to the Muslim Ummah (inciting against the Americans)	802
	OBL3	A message to the People of Iraq in Particular, and Muslims in General (inciting against the Americans)	2187
	OBL4	A statement on Prince Abdullah bin Abdulaziz's Initiative for Peace with Israel (inciting against the Saudi regime and regimes in Muslim majority countries)	1705
	OBL5	A message to the Pakistani people (inciting for jihad against the Americans)	437
	OBL6	A message to the Afghan people (inciting for jihad against the US led coalition on Afghanistan)	546
Brenton Tarrant (Far-Right)	TAR1	The Great Replacement (specifically: Introduction; Addresses to various groups, namely 'To conservatives' and 'To Christians'; General Thoughts and Potential Strategies; In conclusion)	9436

Data analysis procedure

The discourse analysis procedure undertaken for qualitatively examining the dynamics of (de)legitimation focused on the utterances and texts segments where evaluative couplings were used. Consider the following evaluative textbite extracted from Tarrant's manifesto inciting the

killing of immigrants: "...but what few know is that Rotherham is just one of an ongoing trend of rape and molestation perpetrated by these [immigrants]...". This example construes the 'immigrants are bad: rapists and molesters' bond to serve as a moral basis for inciting the killing of immigrants following incidents such as Rotherham scandal of organised child sexual abuse that occurred in the town of Rotherham, South Yorkshire, England, in 2010 but took local authorities long time to act against reported perpetrators. This bond is realized lexicogrammatically by a hyperbolic negative reference to immigrants' act of rape and molestation as "an ongoing trend," which is the precise dynamic employed for delegitimation. The bonds were, then, categorized into communing-bonds, and condemning-bonds, which serve to construct 'Us' and 'Them' as opposing networks of values.

Following Van Dijk (1998), the thematic patterns of bonds were, then, tabulated into *what* is (de)legitimated. In the extract above, immigrants' 'action' is what is delegitimated. Afterwards, to explore the pattern of *how* (de)legitimation is enacted based on which grounds or references to reasons (see Section 1), the precise dynamics were tabulated under Van Leeuwen's (2007, 2008) four strategies of critique. In the same example, the dynamic of (de)legitimation is categorized under 'moral evaluation'. Finally, to explore the terrorists' style at the rhetorical structure level, the bonds were mapped onto the modes of argumentation – logos, ethos and pathos – to explore the tendency of the inciter in attending to his incitees' goals and beliefs, whether via rational arguments, appealing to shared ethos, or appealing to incitees' emotions. Tarrant above constructs his ethos and presents himself as a credible person who knows what few know and an ethical character who is against rape and molestation. The top-bottom annotation, which I am proposing, of bond in the example is [ethos: delegitimation of action: moral evaluation]. This form of notation allows for capturing, first, the mode of argumentation that gears the (de)legitimizing bonds, second, what is

(de)legitimated, and, finally, based on which grounds or reference to reasons (de)legitimation is made (see also Erkama & Vaara, 2010).

Findings and Discussion

Communing and condemning bonds as basis for (de)legitimation

The analysis below provides an account of key bond clusters realized in discourse as patterns of collocative values, as shown in Figures 1 and 2. That is, both OBL and Tarrant constructed a 'We'-centred cluster of communing bonds, where positive values collocated with 'Our' attitudinal targets, opposing a 'They'-centred cluster of condemning bonds, where negative values collocated with 'Their' attitudinal targets. This unfolding of values resulted in a prosodic structure that served to legitimate 'Us' and delegitimize 'Them', presenting the world as an opposing network of values.

Figure 1

OBL's network of communing and condemning bonds

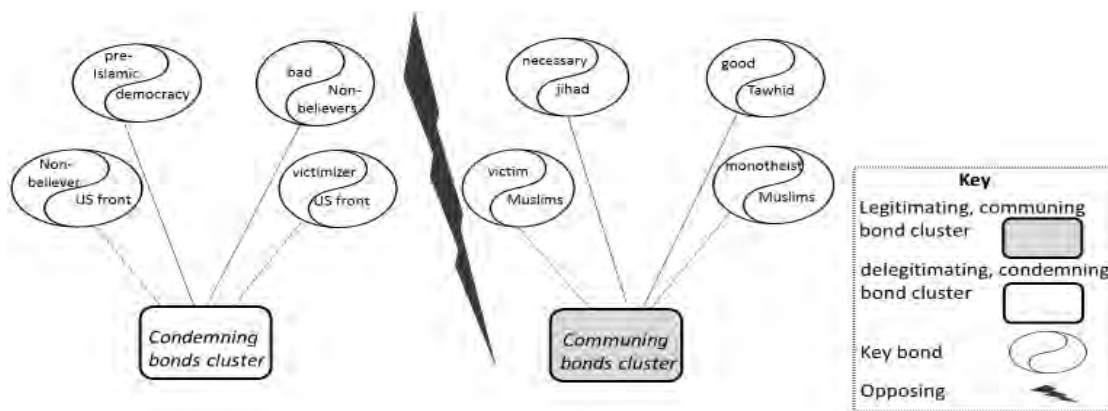
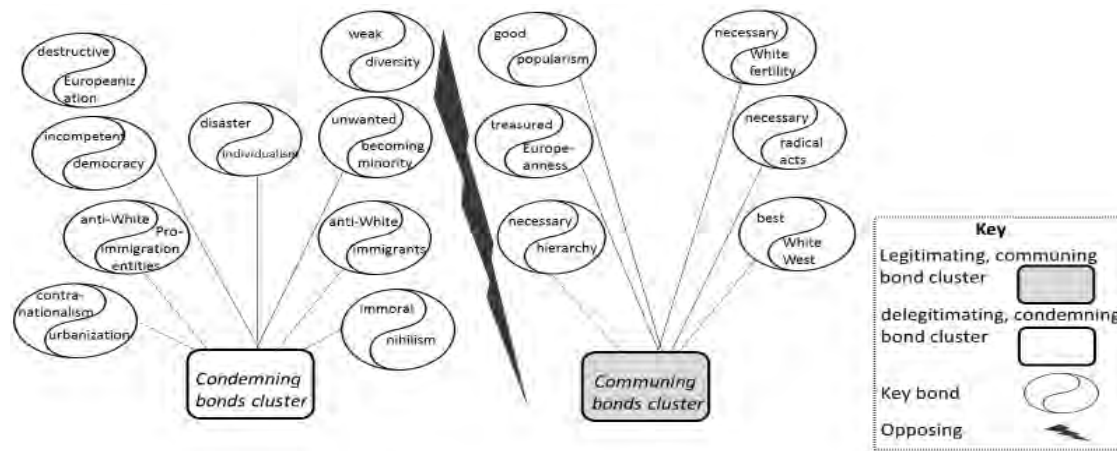


Figure 2

Tarrant's network of communing and condemning bonds



OBL's network of bonds shows that his texts constructed the 'We/They' dichotomy within the victimization framework. OBL tended to construct the 'We' group as monotheist Muslims upholding the 'tawhid' creed, as in "O you who have believed, fear Allah as He should be feared and do not die except as Muslims" (see Appendix A, A.1) and as victimized by the Americans, as in "Our sons are being killed" – see Appendix A, B.2. Put differently, while the 'We' group is coupled with positive JUDGEMENT ("*have believed*", and "*die...as Muslims*") instantiating the 'good Muslims' bond, members of the ingroup are also coupled with positive JUDGEMENT (normality) to construct them as innocent victims undergoing the oppression of outgroups. To delegitimize the outgroups, the Americans and their Israeli allies were constructed as non-believers or polytheists targeting Islam, and thus as victimizers, as in Example 1 below (Appendix A, A.3) where 'They' is coupled with negative JUDGEMENT ("*fight Islam*") instantiating the 'bad America' bond. To end victimization, OBL presented democratic options as being unviable and misleading and thus negatively appreciated (see Example 2 – Appendix A, B.1) while jihad is constructed as a

reasonable duty (see Example 3 – Appendix A, B.4 – where jihad is coupled with positive APPRECIATION invoking a positive JUDGEMENT). Note that the evaluative expressions are underlined while the attitudinal targets are in bold.

Examples 1-3. Gloss of OBL's key bonds

1. ***They** [Bush and his supporters] came out to fight Islam under the falsifying name of 'fighting terrorism'.*
2. *It was, therefore, imperative to alert briefly to the seriousness of **this** misguided and misguiding **approach**.*
3. ***Jihad** is a needed duty.*

Tarrant's network of bonds demonstrates that he tended to construct outgroups such as Muslims, immigrants, pro-immigration leftists, NGOs and economic elites, and 'anti-White' concepts such as diversity and democracy as an opposing pole to White European Christians. Tarrant tended to position key bonds related to 'Us' (e.g., Whiteness, Europeanness, popularism and traditionalism) as shareable (see Example 4 – Appendix B, B.1) while the 'bad' bonds served to construct a threat of weakness, disaster, immorality or alternatively a "White genocide" brought by 'Others'. To win this struggle, Tarrant constructed radical actions as a 'must' by coupling 'we' with positive JUDGEMENT instantiating the 'good destabilization' bond (see Example 5 – Appendix B, B.2).

Examples 4-5. Gloss of Tarrant's key bonds

4. *...**nationalism and racial nationalism** is what provides strength. Everything else is just a catchphrase.*
5. *Therefore, **we** must destabilize and discomfort society wherever possible.*

OBL and Tarrant showed a binary bond disposition where ‘Their’-centred bonds served to delegitimize those who impede the formation and maintenance of ‘Our’ identity and power. The bonds tabled by Tarrant tended to presuppose superiority in race and imply maintaining power dominance, and which supports previous research into values underpinning rightist discourse.

Rhetorical patterns as to ‘what’ is (de)legitimated and ‘how’

The deployment of evaluative couplings has provided support to previous research (e.g., van Leeuwen, 2007) about the role of interpersonal language in establishing and cultivating addressees’ belief in the legitimacy of actions urged. This deployment revealed a pattern of a combination of simultaneous choices from the rhetorical modes, themes of (de)legitimation, and critique dynamics (see Figure 3). These patterns are explained in the following subsections.

Figure 3

Rhetorical choices in the act of (de)legitimation



Rhetorical patterns in the OBL's texts

To legitimate Self, OBL focused on legitimating 'Our' 'good' actions by primarily relying on two persuasive modes, namely ethos and logos (see Table 2). To enhance the value coefficient (Poggi, 2005, p. 300) of the goal of 'Our' actions and thus beliefs in the usefulness of 'Our' action, OBL also challenged the identity of the outgroups chiefly by ethos- and logos-based delegitimation (i.e., negative evaluation) of 'Their':

- Actions (i.e., 'They' have no right to engage in what they do or say),
- Values (i.e., 'Their' social values and norms are not 'Ours'),
- Goals (i.e., 'They' come aiming to take advantage of our physical territories and to discredit 'Us'),
- Membership (i.e., 'They' do not belong to 'Our' ingroup), and
- Social positions (i.e., 'They' are not 'real' or legitimate rulers).

Table 2

(De)legitimation themes and modes in the OBL texts

Legitimation			
Themes	Occurrences	Modes	Occurrences
actions	46	ethos	25
values	3	logos	24
membership	4	pathos	5
social position	1	-	-
Delegitimation			
Themes	Occurrences	Modes	Occurrences
actions	8	ethos	17
values	9	logos	15
goals	3	pathos	0
membership	5	-	-
social position	7	-	-

To demonstrate how legitimation of 'Our' action is established, consider Example 6 below – Appendix A, C.1. Here, OBL appeals to the incitees' pathos, such as the feelings of pride,

happiness in altruism to fight in support of Islam, and the insecurity of Muslims, to legitimate jihad chiefly by reference to 'moral evaluation', that is specifically by glorifying jihad and mujahidin and their role towards defending Islam. In ethos-based legitimation of 'Our' actions, OBL also used mythopoesis as in: "I will narrate to you part of that great [Tora Bora] battle to show how cowardly they are on the one hand, and how effective the trenches are in draining them on the other hand" – Appendix A, A.2. In this example, OBL legitimizes trench warfare and incites the Iraqis to adopt it by reference to the positive outcome of the bravery of mujahidin and the cowardice (negative JUDGEMENT) of the American troops in the positively appreciated Tora Bora battle in Afghanistan and by reference to the effectiveness (positive APPRECIATION) of the trench-warfare technique used in that battle against the US-led forces.

Example 6. Gloss of OBL's logos-based act of legitimation of violence

*6. To my brothers, **the mujahidin** in Iraq, to the heroes in Baghdad and its surroundings, to Ansar al-Islam, the descendants of Salahuddin, to the free people..., and to those who migrated for the cause of Allah so that **they** would fight in support of their religion... Today, you are the soldiers of Allah, the arrows of Islam, and the first line of defence of this Ummah.*

[pathos: legitimation of action: moral evaluation]

In his ethos-based acts of delegitimation, OBL operated by reference to his values. Consider Example 7 (Appendix A, A.5) where OBL delegitimizes the actions of countries supporting the US-led wars against Muslim countries via moral evaluation, specifically by viewing pro-Americans as being hypocrites, evildoers, falsehood followers, and pro-victimizers. In Example 8 (Appendix A, A.4), OBL also delegitimizes the social position of Muslim rulers by moral evaluation, that is specifically by reference to these leaders as disgraceful to the Muslim ummah.

Examples 7-8. Gloss of OBL's ethos-based acts of delegitimation

7. *The least that can be said to describe **these hypocrites** is: **they are evildoers!** They have followed the falsehood! **They** have supported the butcher [...] **They** have supported the oppressor...*

[ethos: delegitimation of action: moral evaluation]

8. *...how disgraced we have been since we came under the rule of the disgraceful leaders!*

[ethos: delegitimation of social position: moral evaluation]

In his logos-based acts of delegitimation, OBL deployed couplings that operate by persuading through logical argumentation. For instance, in Example 9 (Appendix A, B.3) the 'goal' of Muslim country-governments is delegitimated by 'rationalization'. This is specifically by reference to governments as being “*created to*” or 'aimed at' annihilating jihad and weakening the Muslim ummah – as preceded by the 'obviousness' marker of logical argument (*It is no secret*).

Example 9. Gloss of OBL's logos-based act of delegitimation of goals

9. *It is no secret that any **government** formed by the United States is a traitor and collaborator government like...the governments of Karzai and Mahmud Abbas, which were created to annihilate Jihad.*

[logos: delegitimation of goals: rationalization]

Rhetorical patterns in Tarrant's texts

Tarrant demonstrated comparable patterns of (de)legitimation to those of OBL. To legitimate Self, Tarrant focused on legitimating 'Our' actions. This legitimation was enhanced by challenging the identity of 'Others' by delegitimizing 'Their' associated categories (see Table 3). Besides OBL's categories, Tarrant also delegitimated the outgroups' access to social resources (e.g., lands, jobs, housing in major cities) as in: "These same [immigrants'] children will one day become teens [...],

taking our peoples lands, work, houses and even attacking and killing our children" (Appendix B, C.1). This delegitimizing act emphasizes the far-rightists' concerns about outgroups' equality with White people in rights to these resources and urging for giving priority of welfare to Whites. Like OBL, however, Tarrant showed more tendency towards ethos-based and logos-based arguments.

Table 3

(De)legitimation themes and modes in the Tarrant texts

Legitimation			
Themes	Occurrences	Modes	Occurrences
actions	48	ethos	52
values	8	logos	14
membership	1	pathos	5
social position	4	-	-
Goals	4	-	-
access to social resources	6	-	-
Delegitimation			
Themes	Occurrences	Modes	Occurrences
actions	18	ethos	54
values	29	logos	11
goals	2	pathos	5
membership	11	-	-
social position	7	-	-
access to social resources	3	-	-

To demonstrate how 'Our' actions are legitimated, consider the logos-based act in Example 10 (Appendix B, B.3). Tarrant here incites for killing the children of immigrants to prevent the immigrants from staying in European lands and to protect the future of White children, presenting non-Whites as being a threat to Whites' survival and prosperity, and thus turning the incited action into an "emotional goal" (Poggi, 2005, p. 315). This is facilitated by 'rationalization', that is specifically by a rhetorical question in which the effects of leaving 'a nest of vipers' in one's backyard is compared with allowing immigrants' children to live in Europe.

Example 10. Gloss of Tarrant's logos-based act of legitimation of action

10. *When you discover a nest of vipers in your yard, do you spare the adolescents? Do you allow them to grow freely, openly, to one day bite you child as they play in their own yard? No. You burn the nest and kill the vipers, no matter their age.*

[logos: legitimization of action: rationalization]

To enhance the incitees' belief in the legitimacy of the incited actions, Tarrant tended to delegitimize the outgroups' actions, values, and membership. See, for instance, Example 11 (Appendix B, C.2), where Tarrant delegitimizes the immigrants' acts in an ethos-based act of 'moral evaluation', specifically by reference to immigrants as disenfranchisers and demolishers of White's existential values as stressed by the anaphora '*destroy our...*'. To delegitimize values such as multiculturalism, as in Example 12 (Appendix B, B.4), Tarrant deploys a logos-based delegitimation where he contrasts what he considers to be non-diverse nations' strength with diverse nations. Tarrant delegitimizes via 'moral evaluation', specifically by reference to diversity as weakness.

Examples 11-12. Gloss of Tarrant's act of delegitimation

11. ***Mass immigration** will disenfranchise us, subvert our nations, destroy our communities, destroy our ethnic binds, destroy our cultures, destroy our peoples.*

[ethos: delegitimation of action: moral evaluation]

12. *...How are they so strong, China set to be the world's most dominant nation in this century, whilst lacking diversity? Why is that their **non diverse nations** do so much better than our own, and on so many different metrics? [...] **Diversity** is not a strength.*

[logos: delegitimation of value: moral evaluation]

Example 10 above is also another example of logos-based delegitimation of *Others'* membership. For more examples on (de)legitimation acts, see Appendices A and B which show the (de)legitimation modes, themes, and grounds for critique in detail.

In sum, the similarities between the two terrorists in their rhetorical choices could be ascribed to their violent, ideological agendas in which each terrorist has sought to achieve social and political change by violent means. Commonalities could also be ascribed to their extreme ideological schemas. That is, each terrorist tended to think about the world and inter-group relationships by polar means, or alternatively by constantly negatively evaluating outgroups and positively evaluating their ingroup and its actions. These findings provide support to Shuy's (2020) argument that language, particularly here evaluative language, reveals a terrorist's ideological schemas. Besides, the three simultaneous choices in the act of (de)legitimation – the (de)legitimation mode, theme, and critique dynamic – suggest that while inter-group conflicts take the form of struggles over categories such as activities, resources and values, conflicts are inherently over group legitimacy. Additionally, the focus on bonds geared via ethos-based arguments served to enhance the credibility and reliability of the inciters, as well as the incitees' belief that evaluations were coming from an ethical and competent character whose actions serve 'Our' values. These findings support previous research (e.g., Poggi, 2005) that competence is a main feature through which a persuader seeks to lead their audiences to attribute credibility to the persuader's assertions. In their logos-based acts of (de)legitimation, the two inciters also deployed couplings that serve persuasion of their incitees through showing consistency – alternatively "coherence" (Poggi, 2005, p. 313) – in the inciters' beliefs and their congruence with the incitees' beliefs.

Conclusion

Based on the analyzed set of terrorist incitement texts, this paper has offered an exploration of how terrorists deploy bonds to lend legitimacy to their violence and how bond disposition can

provide evidence of the acts of (de)legitimation. Legitimation has been found to be a function of terrorist inciting discourse where communing and condemning bonds serve legitimation and delegitimation, respectively. Within this good/bad dichotomous presentation of bonds, the inciters can present hostile acts as "reasonable" and can construct the inciter and incitees as cultural members who "share beliefs about what are good and bad [categories], as well as who is responsible for scenes, [thus] they can indict Others through description of situations" (Tracy, 2008, p. 176).

This research contributes to our understanding of how terrorists tend to gear bonds to legitimate violence. This deployment of bonds was demonstrated as being achieved by three simultaneous choices. The first is related to *what* is (de)legitimated. That is, the bonds are deployed to legitimize primarily 'Our' violent actions and to delegitimize outgroups by providing evaluation on any of the following themes of delegitimation: membership, actions, goals, norms and values, social position, and access to 'social resources. The second is that critique is provided by reference to reasons or to any ground of critique such as moralization and rationalization. The third is drawing on any mode of argumentation, that is whether logos, ethos or pathos, to "strengthen the [incitees'] believability of the link between" (Poggi, 2005, p. 297) the incited action and the incitees' various goals, such as defending some ideological or physical values. Condemning bonds as well as communing bonds were found to be crucial entry points to the negotiation of inter-group relationship and useful clues of how a violent extremist tends to construct and enhance a belief about whether particular actions are a useful means to some collective goal. Put differently, (de)bonding serves the way an extremist can build affiliation and opposing coalitions of communities of opposing values to ultimately serve justification of violence against outgroups.

The analytical strategy of the practice of (de)legitimation in this paper has the potential to aid in threat assessment by sensitizing threat assessors to the kind of linguistic clues of extremist ideological schemas and extremists' practice of legitimation of their violent agendas. The analytical strategy also provides a useful theoretical framework for future studies on (de)legitimation in different contexts. This multi-level analysis provides forensic linguists with a semantics-based approach to examining violent extremist discourse and the ideological underpinnings behind incitement to hatred and violence, and to better detect terrorists' topics, schemas, and strategies used in incitement crimes. The analytical strategy adopted in this study provides support to Coulthard, Johnson and Wright's (2017) argument that forensic discourse analysis is valuable for examining how texts are shaped by ideologies and relations of power and how texts may influence addressees' beliefs and social relations. This multi-level analysis should, therefore, be extended to examining (de)legitimation in other discourses.

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An East Asian framework for interpreting cultural representations in Vietnamese children's picturebooks

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Abstract

Among various applications of Systemic Functional Linguistics (SFL) theory has been the development of semiotic frameworks for interpreting multimodal texts, including the frameworks for analysing children's picturebooks (Painter et al., 2013; Serafini, 2014). On one hand, contemporary semiotic frameworks are limited to Western cultures (Kress & van Leeuwen, 2006). On the other hand, recent research has revealed limitations of applying contemporary semiotic frameworks for interpreting cultural representations in Vietnamese children's picturebooks (Authors, 2018; 2019; 2020a; 2020b). Furthermore, little research has worked on exploring the usefulness of non-Western analytical frameworks for interpreting cultural representations in East Asian children's picturebooks. To fill such a gap in the literature, this paper first introduced an East Asian framework for interpreting visual meanings of images in Vietnamese children's picture books. Then, the paper demonstrated the usefulness of such a framework in exploring cultural representations in children's picturebooks about Vietnam. Findings and discussions in this paper offer a significant contribution to research on the theory of multimodality, the proposed analytical framework in this paper will be a helpful reference for researchers and teachers to apply in their studies and teachings of intercultural awareness through multicultural picturebooks.

Keywords: Cultural representations; Children's picturebooks; Visual meanings; Analytical framework; Multicultural picturebooks

Introduction and literature review

In the field of multimodality, one of the well-known frameworks for interpreting picturebooks is the analytical framework developed by Painter et al. (2013). This semiotic framework for interpreting picturebooks enables users to explore three main types of meta-functional meanings based on Kress and van Leeuwen's (2006) work titled *Grammar of visual design*. However, the contemporary framework for visual analysis has cultural constraints within the Western cultures (Kress & van Leeuwen, 2006). For instance, Jewitt (2001) found that the Japanese perceive given information on the right and new information on the left of the examined photographs. This pattern of visual realization contrasts with contemporary theories for analysing images in which new information is placed on the right, while given information is placed on the left (Jewitt, 2001). Other points of contestation identified by Huynh et al. (2018; 2019) relate to interpersonal meanings. Particularly, in several images in picturebooks about Vietnam, such as *The First Journey* (Phung & Huynh, 2017), although the main characters are seen from a low angle, they have no power in the narrative world (Huynh et al., 2018; 2019). This situation indicates that some systems of the Western semiotic framework developed by Painter et al. (2013) cannot account for cultural meanings of images about Vietnamese culture. There were factors that could not be explained, and some even contradicted the hypothesised meanings in the Western analytical frameworks, for example the power relationship of the viewer and the character (Huynh et al., 2020a; 2020b). This finding enriches the theoretical basis in terms of the cultural limitations of the Western analytical model as reported in previous studies (Jewitt & Oyama, 2001).

Furthermore, researchers in multimodal analysis also called for additional analytical frameworks in addition to the semiotic approach, especially for exploring cultural aspects of visual texts (Aiello, 2006; Serafini, 2014). More specifically, Aiello (2006, p. 101) suggested further

research should have “considerations about the perceptual qualities of images into analyses aimed at revealing culturally and historically situated ideological implication” to maximize the analysis of visual images. This means new ways for interpreting images in East Asian images especially for images about Vietnamese culture are an urgent need.

For picturebooks about East Asian cultures, there are also studies on the usefulness and limitations of contemporary Western semiotic frameworks (Huynh et al., 2018; 2020b). To interpret cultural representations in images of a specific culture, it is essential to have an analytical framework which is highly relevant to such a culture. Various studies exploring Vietnamese cultural elements in children’s literature and children’s picturebooks include studies interpreting textual elements (Ngoc Bui, 2009; Tran, 2010) and examining visual elements (Le, 2015). These studies largely do not apply a semiotic framework or partially use a semiotic framework without consideration of cultural constraints when interpreting Non-Western visual elements (Dinh & Sharifian, 2017). Moreover, the literature on East Asian aesthetic practices reveals that artwork of Vietnamese artists are heavily influenced by the philosophies of Taoism, Confucianism and Buddhism (Brown, 2013; Le, 2015; Buchanan, 2002). Le (2015), for instance, reported that communicative issues are caused due to cultural differences between the viewers and artists. This suggests that an analytical framework for interpreting Vietnamese cultural representations should contain components, which are useful for exploring influential philosophical concepts in East Asian cultures.

Recently, there have been attempts to interpret Vietnamese cultural representations in children’s picturebooks encompassing East-Asian philosophical concepts (Huynh et al., 2019; 2020a). Huynh et al. (2020a, 2020b) reported that some points of contestations when using a Western framework to interpret non-Western images can be resolved with a framework that

employs East-Asian philosophical concepts to explore cultural meanings in picturebooks. However, the analytical framework proposed in these studies primarily focuses on some basic aspects of Vietnamese culture such as the relationship between nature and humans and/or cultural symbols in Vietnamese picturebooks (Huynh et al., 2020a).

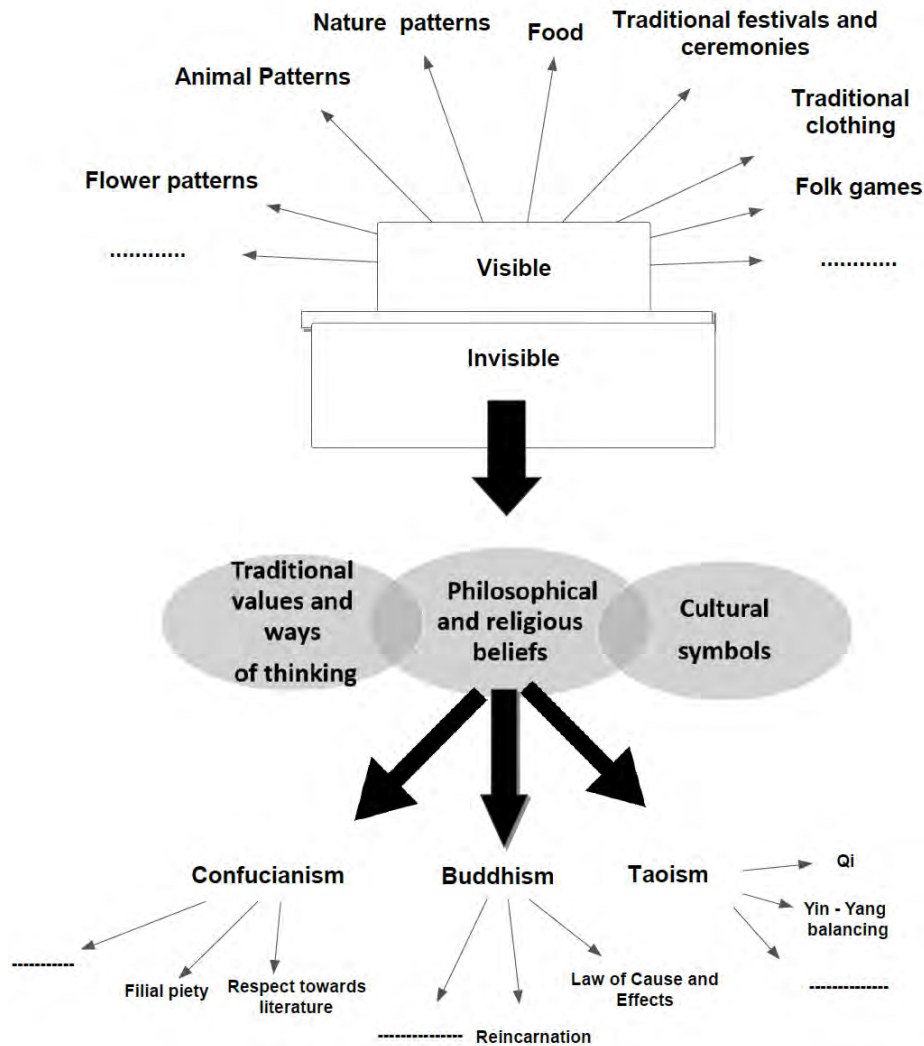
To date, few studies have proposed a non-Western framework which can account for exploring cultural aspects in Vietnamese children's picturebooks in depth. The present study contributes to bridging this analytical gap.

Theoretical Framework

Based on previous studies on cultural representations in Vietnamese children's picturebooks (Huynh et al., 2018; 2019; 2020a; 2020b; 2021), we applied an analytical framework, which specifically focuses on interpreting Vietnamese culture in children's picturebooks, namely the Iceberg Model for Interpreting Vietnamese Images (IMIVI). This framework is illustrated in Figure 1.

Figure 1

The Iceberg Model for Interpreting Vietnamese Images (IMIVI)



Various sources were integrated in the IMIVI framework: The iceberg metaphor of culture (Hall, 1976; Weaver, 1993), the available literature in areas that are related with East Asian aesthetic practices (Huynh et al., 2019), the results of studies conducted on the usefulness of East Asian philosophical and religious concepts in interpreting Vietnamese picturebooks (Huynh et al., 2020a), and results from studies on Vietnamese painters and illustrators' perspectives in representing Vietnamese culture in their artworks (Huynh et al., 2021). Therefore, the IMIVI framework can be considered as an extended and contextualized framework of *Hall's model of iceberg metaphor of culture*. According to Hall (1976), the construction of culture consists of two parts: implicit (visible) and explicit (invisible). Each component consists of various aspects of cultural representations. The visible part serves as a guidance for interpreting various cultural elements which can be identified directly when looking at illustrations or images in picturebooks. These elements are often depicted explicitly in images about Vietnamese culture. Visible elements can be images of common artifacts about Vietnamese culture such as the Áo dài, Nón lá (conical hats), or images of traditional animal patterns such as buffalos, dragons, or images of traditional festivals such as Tet holiday, Mid-Autumn.


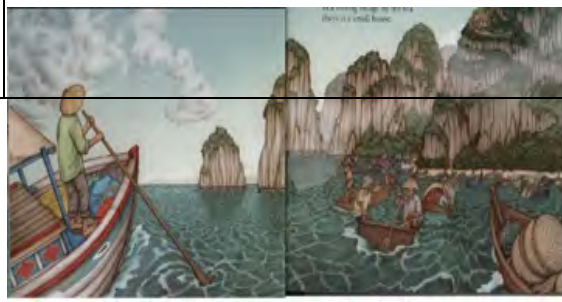
For the second component of the framework – the invisible part, there are four inter-related groups of analytical systems namely: *Traditional values and ways of thinking*, *Cultural symbols*, and *Philosophical and religious beliefs*. The inclusion of these analytical systems in the proposed framework was based on findings of recent studies on developing analytical frameworks for interpreting East Asian images in picturebooks and on findings from our analysis of interviews with Vietnamese artists (Huynh et al., 2019; 2020a; 2021). These analytical systems allow us to interpret implicit meanings of images in picturebooks about Vietnamese culture.

Findings and discussion

In this section, we will first summarize our findings on instantiations of Vietnamese cultural aspects found in illustrations of three picturebooks about Vietnam based on the IMIVI framework. Then, we will demonstrate our interpretation of one particular scene of the book titled *The Lotus Seed* (Garland & Tasuro, 1999). Table 1 summarises instantiations of culturally specific images in the three selected books: *The First Journey* (Phung & Huynh, 2017), *In a Village by the Sea* (Muon & Chu, 2015), and *The Lotus Seed* (Garland & Tasuro, 1999).

Table 1

Culturally specific images in selected books

Picturebooks	Instantiations of culturally specific Images	Examples
<i>The First Journey</i> (Phung & Huynh, 2017)	<ul style="list-style-type: none"> - The boat (openings 1-19) - The wave (openings 4,5) - The crocodile (openings 9) - Snakes (opening 10,11, 13) - Clouds (openings 14, 16) - Cranes (opening 14) - Fish (opening 15) - Buffalos (openings 16, 17, 18, 19) - Water Lilies (openings 13,17) - Conical Hat (openings 18,19) - Áo Dài (opening 19) 	 <p>(The 16th opening)</p>
<i>In a Village by the Sea</i>	<ul style="list-style-type: none"> - The boat (openings 1, 2, 10,11, 13, 14) 	

<p>(<i>Muon & Chu, 2015</i>)</p>	<ul style="list-style-type: none"> - Basket boats (opening 1) - Conical Hat (openings 1, 11, 12) - Waves (openings 9, 10, 11) - Clouds (openings 9,10,11) - Lotus flowers (opening 14) 	<p>(The 1st opening)</p>
<p><i>The Lotus Seed</i> (Garland & Tasuro, 1999)</p>	<ul style="list-style-type: none"> - Lotus flowers (openings 2, 11) - Áo Dài and Wedding Áo Dài (openings 2, 4) - Ancestor altar(opening 3) - Conical hat (opening 5) - The wave (opening 6) - The boat (opening 6) - Clouds (openings 5, 6) - The emperor dragon robe (opening 1) - Lotus flowers (openings 2, 11) 	<div data-bbox="816 688 1247 1213" data-label="Image"> </div> <div data-bbox="816 1325 1375 1654" data-label="Image"> </div> <p>(The 4th opening)</p>

Within the scope of this paper, we will demonstrate our interpretation of two significant scenes (Opening 3rd and Opening 4th) in *The Lotus Seed* (Garland & Tasuro, 1999) based on the IMIVI framework. As can be seen in Table 1, two culturally specific images in the 3rd and 4th openings of *The Lotus Seed* are the Vietnamese ancestor altar (3rd opening) and the Áo dài (4th opening).

At the visible level, the Áo dài is a traditional dress which is worn by Vietnamese women and men for special events such as wedding ceremonies (Duc & Bao, 2012; Nguyen, 2017). The Vietnamese Áo Dài has various colours. In terms of symbolic meaning, the white Áo dài represents the purity of Vietnamese women (Le & Wang, 2013). This is also the kind of Áo dài which is often worn by Vietnamese girls for school. At the invisible level, according to artist Nguyễn Mạnh Đức “Male and female Ao Dai have their maximized simplifications. Such a style reflects the characteristics of being generous, harmonious with the nature as well as modesty” (Nguyen, 2017, para. 9). For a wedding ceremony (4th opening), red is a preferred colour for the Áo Dài worn by the bride which carries the symbolic meaning of good luck. In special and formal occasions, Vietnamese men usually wear traditional Áo Dài together with a secular headgear (khăn đóng) which carries two symbolic meanings. The acts of folding a long piece of cloth to form the secular headgear and two shoulders of the Áo Dài (for men) are designed as falling downward to symbolize for Vietnamese men’s modesty and consideration (Nguyen, 2017).

Another illustration carrying significant cultural meanings in *The Lotus Seed* is the Vietnamese ancestor altar. At the visible level, Vietnamese ancestor alters can be found in almost every Vietnamese family (as can be seen in the 3rd opening of *The Lotus Seed*). For Vietnamese people, the ancestor alter serves the purpose of worshipping dead ancestors and past family members (Dinh, 2014). At the invisible level, the altar of the Vietnamese ancestor carries various

meanings. First, this tradition originates from the Buddhism belief that the soul of the dead will continue to exist in the invisible world and have influence on the life of their children (Anh, 2000; Phan, 1998). Additionally, worshipping dead ancestors is considered one way that Vietnamese show their respect and gratitude toward their ancestors (Phan, 1998). This practice also accords with the Confucian concept of filial piety. In Vietnam, worshipping ancestors is practiced by people of all classes in the society, while such a practice in other Confucianism countries such as China (Phan, 1998) is popular to people of upper classes. Our analysis demonstrated that interpreting the culturally related images in *The lotus seed* based on the IMIVI framework has revealed deeper layers of meaning related to Vietnamese culture. Particularly, the IMIVI framework provides a means to analyze and describe both explicit and implicit meanings of culturally specific images. The explicit meanings offer readers the general and common understanding about the meaning of culturally specific illustrations. The implicit meanings offer deeper insights into the Vietnamese beliefs, values and ways of living.

Findings reported in this paper suggest that the IMIVI framework is useful for teachers and researchers of both Eastern and a Western cultures. The framework can provide objective and insightful interpretations of cultural aspects of East-Asia in children's picturebooks which enhance intercultural understanding. For example, it would be easy for a person looking at the image of the altar that Vietnamese families often locate in the most important place in the house to think that the Vietnamese are superstitious. That understanding would actually be a one-sided interpretation and only partially correct about Vietnamese culture. If one looks at both the surface and the hidden parts of Vietnamese culture, they would understand that behind the image of the altar is a very beautiful aspect of Vietnamese cultural value – gratitude. It is the concept of gratitude, which is practised by Vietnamese and often expressed in the common saying ‘Uống nước nhớ

nguồn’ (‘When you drink water, think of the source’), that creates the culture of setting up altars for the dead in Vietnamese families to remember their ancestors. In addition, when applying the IMIVI framework, users need to be able to interpret and apply the invisible aspects of Vietnamese culture, i.e., the origins of that behaviour: the influence of Confucian and the teachings of Buddhism in Vietnamese culture. Specifically, Confucianism and Buddhism teach people to love, respect and take care of their parents. In addition, Buddhism teaches that death is not the end – there is life after death. Therefore, the practice of worshipping deceased parents, grandparents, or family members in Vietnamese families is a combination of Confucian and Buddhist perspectives: filial piety, gratitude, and caring for parents and grandparents. This shows that if one thinks that the act of setting up an altar in a Vietnamese family is purely for religious purposes, such an understanding is only partially correct, and the value of that behaviour is not fully appreciated. Similarly, many other familiar images of Vietnamese culture were identified in selected children’s picturebooks: images of animals (the buffalos, cranes, fish); flowers (lily water, lotus); and dress (the Áo dài – elegant clothes for Vietnamese women and the gentle clothes of Vietnamese men); course of conduct between different people, between humans and nature. All of these images are very familiar but also full of beautiful meanings about Asian culture and Vietnamese culture. In other words, meanings of these cultural aspects have been discovered in a highly interesting and convincing way with the IMIVI framework.

Conclusion

This paper aimed at introducing an analytical framework for interpreting cultural representations in Vietnamese picturebooks, namely the *Iceberg Model for Interpreting Vietnamese Images (IMIVI)*. This analytical framework was inspired from various literature on

exploring Vietnamese culture in children's literature, particularly children's picturebooks, including Hall's iceberg metaphor of culture (Hall, 1976; Weaver, 1993), recent studies on influential concepts of East Asian philosophies in children's picturebooks and findings from interviews with Vietnamese artists (Huynh et al., 2020a; 2021)

One of the advantages of the IMIVI framework is that this framework has both theoretical and practical support. In terms of theories, we relied on previous findings from research on the connection between literature in East Asian Aesthetic practices and contemporary children's picturebooks about Vietnamese culture (Huynh et al., 2018; 2019; 2020a; 2021) and the influential cultural theory (Hall, 1976; Weaver, 1993). In terms of practical evidence, the IMIVI framework was proven as useful for interpreting Vietnamese images in children's picturebooks. Therefore, we posit that the IMIVI framework may be a useful reference for studies on exploring visual meanings and cultural meanings in not only Vietnamese but also other East Asian cultures.

The analytical framework proposed in this study may be a significant contribution to the current state of knowledge in studies on East-Asian visual texts (Chen, 2010; Dinh & Sharifian, 2017; Hsiao-Chien, 2014; Le, 2015). Additionally, results from this study may provide teachers with useful references for plans to incorporate Vietnamese literature into teaching curriculum and appropriate framework for analysing, interpreting and discussing picturebooks about Vietnamese culture in classroom contexts. Therefore, it would be interesting for further research to examine the usefulness of the IMIVI framework in interpreting images from other East-Asian nations. Additionally, comparative studies between the usefulness of the MIVI framework and other contemporary Western semiotic frameworks can be conducted to gain further insight into an alternative or supplementary analytical frameworks for interpreting children's picturebooks.

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Glossing as choice: A contingent approach to the methodology of glossing in language studies

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Abstract

Interlinear unit-by-unit glosses can be understood as the process of “giv[ing] information about the functions, classes and lexical translations for linguistic items” (SLaM, 2018). That process is easier said than done, however, since functions, classes and/or lexical translation of any linguistic items themselves are often the goal, not the starting point, of a linguistic exploration. Standardized glosses are useful in the context of language typology (Lehmann, 1982; SLaM, 2018; Martin et al, 2020), but may risk downplaying or ignoring other aspects of the language that are yet to be explicitly described. The alternative approach considers that glossing is a matter of choice that is contingent on the purpose of the study for which glossing is used, while acknowledging the inevitable distortion of the meaning made in the original text (McDonald, 2008). This contingent glossing provides a wider perspective on how linguistic items are presented: ready to be, but not yet, analyzed. Standardized glossing can be considered as one of the options that linguists can choose if, for instance, the purpose is typological comparison.

Conceiving of glossing as an active choice involved in different stages of the process is a useful way to establish a methodology for contingent glossing. Inako (2017) discussed stages of romanization, segmentation, item-by-item annotation, and group-, clause- and/or clause-complex- level translation, but there is also an initial stage where the choice of whether or not to

provide a gloss is made. Each stage needs revisiting from a more general perspective in relation to the purpose of glossing, the readership, the relationship between the language to be glossed and the language of the glossing, among others. In this paper, I focus on the stage of transcription and discuss possible options and issues involved in transcribing Japanese using alphabetic-based scripts, and incorporating historical, dialectal and political perspectives.

Keywords: glossing, contingent approach, methodology, transcription, Japanese

Introduction

Glossing is a common practice in linguistics, particularly when describing or analyzing a language and presenting its description/analysis in another language with which the audience is familiar (Lehman 1982/2004, McDonald 2008, SLaM 2018, Martin et al. 2020). It refers to the process of segmenting linguistic data into small units and providing to each unit an annotation, or gloss, conceptualized as “a (rough) equivalent of each significant unit of the original” (McDonald, 2008, p. 21) in the language of description or analysis. If the language under description uses a script the audience are not familiar with, as in the case study reported in this paper, the process may include transcribing data into a script that audience are familiar with, such as Roman or other phonemic alphabets. The underlying assumption behind providing glossing in addition to translation is that each language has its own “inter-relations in the system set up for that language” (Caffarel et al., 2004, p. 12). Translation has been conceptualized by McDonald (2008) as “contextually appropriate” (p. 22) equivalent of larger linguistic units in the language of description/analysis. As such, it inevitably involves a distortion of meaning from the original text (Becker 1993, McDonald 2008). The aim of glossing is to present the linguistic items to be investigated in a way that minimizes distortion and the risk of ignoring linguistic items of the language under description/analysis that may disappear when translated into the

language of description (Inako 2017). Yet a gloss, however detailed, is never a perfect equivalence of the text in another language, since it concerns two different languages that operate under different inter-relations of system. This makes the role of glossing all the more important in linguistic exploration, particularly when the readership is not familiar with the language that is described/analyzed.

In spite of its significance, glossing had received little attention in SFL research with few exceptions (e.g., McDonald 2008, 2020; Inako 2017) until SLaM (2018) proposed Systemic Functional glossing conventions. Many times, only the results of glossing were presented as a list of annotations, i.e., labels attached to particular linguistic items such as grammatical categories or abbreviations of them, without elaborating on the process of how those labels were chosen over other possibilities. Similar lack of attention on glossing has been noted in other linguistic traditions (Lehman, 1982/2004; Shimoji, 2013). According to Shimoji (2013), the exception is in the realm of language typology, where the goal is to compare different languages with respect to particular linguistic variables. The pressure for standardized glossing can therefore become great. Since SLaM's (2018) glossing conventions also come from their interests in language typology, it is not surprising that it shares this pressure for standardization.

However, there are some pitfalls in the current approach to glossing proposed by SLaM. Firstly, SLaM claims that its conventions “are designed to complement, rather than replace” Leipzig Rules (SLaM 2018), although the latter comes from a different theoretical tradition that aims at identifying linguistic universals (Max Planck Institute for Evolutionary Anthropology 2015). Certainly, it is important and useful to be informed of findings and insights from studies that draw on different linguistic frameworks. However, that should be done with caution, particularly with regard to glossing, since it is actually “an essential part of any syntactic

description – and (. . .) the choices made there can affect any further descriptive claims made for the text (McDonald, 2008, p. 11). As SFL aims to provide an extravagant theoretical framework for exploring the meaning potentials of different languages, glossing needs to be conceptualized as an integral part of it.

The second pitfall of SLaM's approach is that standardized glossing makes the assumption that the linguistic items being investigated in their studies are provided *a priori*, when they understand “interlinear unit-by-unit glosses” as “giv[ing] information about the functions, classes and lexical translations for linguistic items” (SLaM, 2018). But actually, in many cases of linguistic exploration, particularly when the language examined has not been fully explored from an SFL viewpoint, functions, classes, and lexical translation can be the goal, not the starting point, of their endeavors. Typological discussion can in turn only be possible based on such open-ended discussion. For these reasons, the kind of standardized glossing proposed by SLaM is not suitable as the only convention available in SFL. We need another approach to glossing from a larger, more comprehensive, and more enabling, perspective.

Contingent approach to glossing

The alternative approach from an SFL perspective considers glossing, like analysis and description, as a process of choices. It begins from the assumption that glossing always involves the initial stage of theorizing about the language under description with regard to how it works in terms of different levels of units such as words and sentences. And that initial theorization may have been already done and hidden away (Becker, 1993; McDonald, 2008), which is why it is important to explicitly theorize the choices made at each step of the glossing (Inako, 2017). To this end, McDonald's (2008) recommended glossing principles “to be contingent” and “to be

contrastive” (p. 31). The former principle, to be contingent, focuses on the purpose of the study for which glossing is used, so that the theoretical assumptions of the study are made explicit. It can be a brief, telegraphic representation or highly technical details, depending on what the gloss is for (McDonald 2008). Standardized glossing can be considered as an option if, for instance, the purpose of the study is typological comparison among different languages as suggested by SLam (2018). Standardization would not be suitable, on the other hand, if the study aims to explore unattended aspects of one particular language in depth. The second principle, to be contrastive, draws on the assumption that “(e)very language operates through a network of interlocking distinctions, and this network is never the same from one language to another” (McDonald, 2008, p. 31). This makes sure that glossing focuses on categories specific to the language under description rather than on categories set up for other well-studied languages, such as English.

As simple as this may sound, these principles afford the process of glossing a wider perspective on the language directed toward new linguistic description. Inako (2017) used her English-mediated study of Japanese to demonstrate the multiple stages of the glossing process including romanization, segmentation, item-by-item annotation, and group-, clause- and/or clause-complex- level translation. She discussed how making explicit choices in each step can draw attention to hitherto unattended aspects of the language under description/analysis, from the example of non-conventional segmentation and annotation choices in glossing so-called *te*-form of Japanese. Building on that contribution but from a more general perspective, this paper considers that some additional steps should be included in the initial stage with regard to whether it is necessary to gloss the original text or not and whether the text be transcribed.

Acknowledging that glossing is always “a representation, and thus a distortion, of the original” (McDonald, 2008, p. 31), contingent glossing needs to consider the contexts in which glossing is envisaged, including the purpose and focus of the study, the language of description, the language under description and the audience, particularly with regard to their knowledge of the languages. Choices in glossing need to be done in accordance with these contextual variables.

Glossing procedure

Contingent glossing is defined here as a series of choices at different stages of the glossing procedure (see Table 1).

Table 1

Stages in contingent glossing

Stage	process	decision making
Stage 1	decision making	whether to gloss the original text or not
Stage 2	transcription	what script to gloss the text in
Stage 3	segmentation	divide the text into significant units
Stage 4	annotation	provide unit-by-unit equivalent
Stage 5	Group rank translation	provide translation at group rank.
(Stage 6)	clause (complex) rank translation	provide contextually appropriate equivalent of the original

Stage 1 is the initial stage where a decision is made as to whether the language under description/analysis is glossed or not and into what language. English may be a frequent option for being a lingua franca for academic writing, but this decision should not be taken for granted. Stage 2 is where a decision is made as to whether the original script should be transcribed into another script, and if so to what script. The description/analysis of a language that uses the

Roman alphabet may not need to go through this stage, particularly if the language of description also uses the Roman alphabet. On the other hand, a language that uses a script other than the Roman alphabet is likely to be subject to this stage of transcription into the Roman alphabet, or another phonemic representation such as IPA. This may seem like a transparent process. However, as shown in the following case study, it is not. Becker (1993/1995), referring to the example of Burmese, also argues that it is an “illusion (. . .) that nothing important is lost” (p. 234) by way of romanization. McDonald (2008) argues that romanizing a Chinese text “changes the whole reading strategy” by which it is interpreted (p. 20). Stages 3 to 5 are the steps that are generally conceptualized as glossing. This is where choices can be made regarding how to segment data and what kind of annotations to provide, either conventional as suggested by SLAM (2018), or non-conventional (e.g., Inako 2017). Stage 6 is the so-called translation of the text, and is considered to be separate from glossing (McDonald 2008).

The case study of romanization of Japanese below focuses on Stage 2, transcription. Issues involved in romanizing Japanese are discussed from historical, dialectal, and political perspectives. Examination of different conventions reveals initial theorizations made in the process. Discussion demonstrates how the two principles provided by McDonald’s (2008), namely to be contingent and to be contrastive, can be applied to reveal such implicit theorizations.

Romanizing Japanese: Contextualization, issues and discussion

Modern Japanese consists of three main orthographies, Chinese characters and two versions of *kana*. Initially, the written form of Japanese originated from Chinese characters introduced to Japan around the period of the first century AD (Tsukishima 1964, 58). By the 5th

or 6th century AD, Japanese people were writing Chinese themselves (59), following Chinese grammar and representing meanings manifested in the logographic characters of the Chinese language. Then in the 8th century, the Japanese started using Chinese characters to write Japanese (60) following Japanese grammar, i.e., to represent sounds of Japanese regardless of the meaning manifested in the characters. A little later, simplified versions of certain Chinese characters started being used as annotation provided alongside Chinese characters, in order to help the Japanese people read texts written in the Chinese language.

These two kinds of the use of Chinese characters in the written language of Japanese, representation of sounds in Japanese and annotation to help the Japanese read texts in Chinese, referred to as *kana*, and have been developed through simplification and standardization over time into two versions in modern Japanese, *hiragana* and *katakana*, respectively. Japanese is considered to have a typically moraic phonological system whereby morae, “phonological unit(s) larger than a single segment but typically smaller than a syllable” constitute “an important rhythmic element” (Trask 1995). *Kana* is a phonological orthography that can potentially represent all types of sounds adopted into the moraic phonological system of Japanese, including Chinese characters as well as Roman and Greek alphabets that have already been integrated into Japanese, such as T シ ャ ツ *tii shatsu* (T-shirt). Conventionally, *Kana* is represented as a table that represents the combination of consonants and vowels as shown on Table 2, referred to as *gojuuon* or fifty “sounds”. While both *hiragana* and *katakana* have the capacity of representing all sounds in Japanese, the *katakana* version is used in this paper for its traditional role of annotation markers (Tsukishima 1964).

Table 2*Gojuuon in katakana*

(N)	w	r	y	m	h	n	t	s	k		
(ン)	ワ	ラ	ヤ	マ	ハ	ナ	タ	サ	カ	ア	a
		リ		ミ	ヒ	ニ	チ	シ	キ	イ	i
		ル	ユ	ム	フ	ヌ	ツ	ス	ク	ウ	u
		レ		メ	ヘ	ネ	テ	セ	ケ	エ	e
	ヲ	ロ	ヨ	モ	ホ	ノ	ト	ソ	コ	オ	o

However, there are issues in considering *gojuuon* as representing the sound system of Japanese. For one thing, the Japanese language has gone through multiple phonological changes, including additional sounds beyond the above. One such historical change that has impacted on how to romanize modern Japanese is sound assimilation. The *kana* シ used to be pronounced as [si] but now is pronounced as [ʃi]. Similar changes occurred with チ from [ti] to [tʃi], with ツ from [tu] to [tʃu] and so on. This resulted in certain inconsistencies in the combination of consonants and vowels on the modern *gojuuon* table. Different romanizing conventions treat this differently. Hepburn Style, inclined toward how English speakers would spell the Japanese sounds, represent the *kana* シ as *shi*, チ as *chi* and ツ as *tsu*. *Kunrei* Style sticks with formal

consistency and represents these *kana* as *si*, *ti*, and *tu*, respectively. The latter romanization cannot distinguish the phonemic contrast in loan words incorporated in modern Japanese as in T シャツ *tiishatsu* (T-shirt) and チーズ *chiizu* (cheese), as the initial syllable in both words will be romanized as *ti*. By contrast Hepburn Style can show the contrast between *ti* and *chi*. Hepburn Style seems to be more plausible than *Kunrei* in this regard.

However, there are issues with Hepburn Style when it comes to long vowels. In general phonology, one long vowel is considered to constitute one syllable, “with a single peak of intrinsic sonority” (Trask 1995). Hepburn Style transcribes long vowels using an overbar as in キノウ *kinō* (yesterday), since the last ウ is not pronounced as a distinct vowel. However, from the rhythmic perspective of Japanese, a long vowel is recognized as an additional mora. By the same token, キョウ *kyō* (today), is transcribed as *kyō* in Hepburn Style. Here, although it has three *kanas*, the word is recognized as having two morae. This seeming complication is actually due to coalescence of Vu hiatuses¹ into long vowels that has occurred in the last thousand years (Takayama 1992), shown in Table 3.

¹ “Hiatus” refers to “the occurrence of two consecutive vowels forming separate syllables, as in Leo, skiing, lower, or playoff” (Trask, 1995, p. 170).

Table 3

Coalescence of Vu hiatuses with number of morae (built on Takayama, 1992)

Middle Japanese	phonetic change	Modern Japanese
ケフ (2 morae)	[keɸu] > [keu] > [kjo:]	キョウ (2 morae)
キノフ (3 morae)	[kinoɸu] > [kinou] > [kino:]	キノウ (3 morae)

In spite of the phonological change, the resulting long vowels retain the same number of morae in Modern Japanese. This situation suggests the sense of mora has its root in the history of the Japanese language. But this sense is not reflected in the romanisation based on the Hepburn Style.

The long vowel [e:] has a different status due to its dialectal variations. Research suggests that the coalescence process is still ongoing (Takayama 1992, Ogura 2015). In fact, loan words from English with [ei] sounds are commonly pronounced as [e:] as in ケーキ [ke:ki] (cake), but there are also mixed instances such as ゲートウェイ [ge:to wei]. There is also some regional differences. Broadcast-Language Research Unit & Programing Research Section (1960) found [ei] is more common than [e:] in some of the western prefectures, including Kumamoto, Miyazaki, Kagoshima and Tokushima; and that [ei] is sometimes used in other prefectures as well. As previously observed in Inako (2015), it is also common to use [ei] sound in popular songs, often times each mora [e] and [i:] clearly articulated.

The issue of romanizing long vowels is also related to political decision-making. The Passport Act of Japanese advises that the citizen's name be romanized using the Hepburn Style unless otherwise deemed necessary. The ministry of Foreign Affairs (2021) explains that this is

because the name in the passport should be transcribed in the way that it is closest to how native English speakers pronounce it since English is the language most widely used internationally. This situation can cause a discrepancy in the way long vowels of someone's name are romanized against how they are conceived of in the Japanese moraic system.

Take the example of the name Yoko Ono (Table 4).

Table 4

Mora and syllable discrepancy in proper names (family name + given name)

kanji	katakana	morae	syllables	IPA	Passport
小野+洋子	オノ + ヨウコ	2+3	2+2	[ono+yo:ko]	Yoko Ono
大野+恵子	オオノ + ケイコ	3+3	2+2	[o:no+ke:ko] ([o:no+keiko])	Keiko Ono

Her family name 小野 [ono] means “small field” and makes contrast with another common family name 大野 [o:no], which means “large field”. The difference is phonologically represented in terms of different numbers of morae, two and three. However, this contrast is not represented when in Hepburn Style. But then long vowel in her given name ヨウコ, constituting of *kanas* “yo” and “u” and “ko”, is not reflected in the roman form, whereas the long vowel with [e] in another given name as in ケイコ constituting of *kanas* “ke” and “i” and “ko”, is, as in “Keiko”. Thus, international politics can affect the way romanization is processed at the expense of the internal phonological system of the original language.

Conclusion

The findings above regarding romanizing Japanese may suggest that glossing is a two-edged sword. The process of choice can open up perspectives on unattended aspects of the language, but that may not be the purpose of the study. Making decisions at each step may be complicating and distracting for those whose interests may lie elsewhere, such as describing classes and functions in a language. This is where contingent glossing comes in. Being consciously selective about what to focus on in relation to the specific purpose of the description/analysis the linguist is aiming at is totally different from blindly following conventions. Contingent glossing requires some extra work, and may raise unexpected issues, as those discussed here. But despite those extra work and unexpected issues, I believe that this approach to glossing has more to contribute than to complicate in building linguistic knowledge.

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Dominance in an institutional interaction: The role of phonology in projecting and imposing ideological positionings in a news interview

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Abstract

The purpose of this paper is to show the role phonological choices play (Brazil 1997; Brazil et al. 1980; Halliday & Greaves 2008) in the projection and the imposition of ideological positionings in texts. We study an instance of institutional interaction – a news interview of the adversarial kind characterised by Montgomery (2007) as “accountability interview”, where the exchange between interlocutors opens and closes in disagreement, with interviewer and interviewee constantly challenging each other’s views. This power game between interactants is built, we argue, through simultaneous choices in the phonology and in the lexicogrammar, which allow participants to project their individual ideological positionings in direct confrontation with one another and to impose their own views on each other and on the audience – the third participant and ultimate addressee in this kind of interaction. In their capacity to enact interpersonal meanings and to engender textual ones, phonological choices play an important role in building and reinforcing the argumentative flavour of the talk, the establishment and policing of agendas, and the delegitimizing manoeuvring interactants make of each other’s wordings. In this article, we describe the characteristics of this adversarial interview (Illie, 2017), attending to turn-taking mechanisms, the framing of questions and answers, and the argumentation resources interlocutors use to impose their own agendas, while showing the phonological choices that realise these features. In this sense, we observe and analyse the sequencing, foregrounding and backgrounding

of information units through phonological means such as the use of pitch levels and movements, paralinguistic resources such as tempo, volume, articulatory tension and so on. We carry out an auditory analysis of the text and validate our perceptions through instrumental means.

Keywords: institutional interaction, phonology, ideology, dominance, argumentation

Introduction

Any interaction presupposes a negotiation of meanings, roles and identities among its participants (Halliday & Matthiessen, 2014). In media interviews, this negotiation is complex due to the power game manifested between interviewers and interviewees, who alternate dominant and non-dominant discursive behaviours. Discursive dominance has been defined in terms of interactional power, that is, the possibility to influence the actions, decisions or opinions of the participants in a conversation (Linell et al., 1988; Linell, 2009; Fairclough, 1992, 2015).

Debate interviews in the media can at times become a topic of interest themselves and acquire “a mediatized life on their own” (Hutchby, 2006, p. 134) and this is the case of the interview chosen for this work. It is a general interest interview broadcast by the British Channel 4 News (01/16/2018) which awakened our interest due to the power struggle that takes place between the interviewer and the interviewee. It can be classified as an accountability interview (Montgomery 2007, p.148) on the basis of the identity of the interviewee, a public figure called upon to be queried regarding his publication of a controversial book.

Although this kind of interviews have been thoroughly studied from different linguistic, sociolinguistic, and pragmatic perspectives, the phonological features which participate in the creation of meaning have been understudied. As Bowcher and Smith (2014, p. 1) state, “Phonology [...] is one of the areas in which the least amount of research takes place and is an aspect of

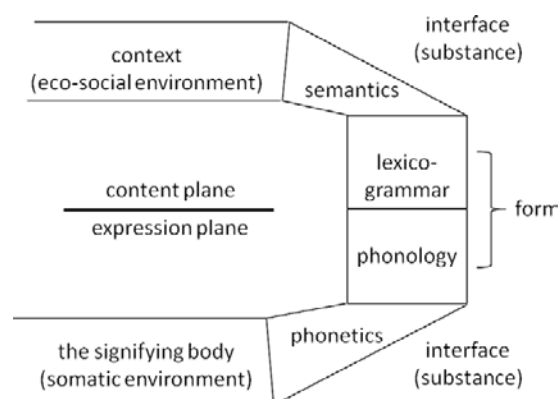
language that is seldom addressed in more general or applied linguistic tasks.” Within Systemic Functional Linguistics, research in phonology is underrepresented when compared to other areas, “even with the multimodal turn [...], which has seen a burgeoning of research on modes of meaning other than wording” (Lukin & Rivas 2021, pp. 302-303).

The stratum of expression

Within the different strata of the language, phonology constitutes, in spoken language, the level of expression, the way through which language ‘materializes’ into phonic substance. As Halliday & Greaves (2008, p. 11) state, “Sounds are thought of not as the expression of something else which exists independently of them, but as an integral part of a single complex phenomenon — a language”. Meaning through language implies choosing options from interrelated systems of semiotic resources which constitute the form of the language system. Quoting Hjelmslev (1953), Halliday (2013, pp. 18-19) refers to the lexico-grammar and the phonology as “the two strata of linguistic **form** [...]. These are the two quintessentially **systemic** strata, where meanings and sounds are organised as recognizable dimensions of choice” (2013, p. 18, original emphasis). Speakers make language choices in both these planes simultaneously to create their meanings. Choices in form make sense in the context of the eco-social environment – the semantics – and the somatic environment – the phonetics (see Figure 1 below).

Figure 1

Linguistic strata (Halliday, 2013, p. 19)



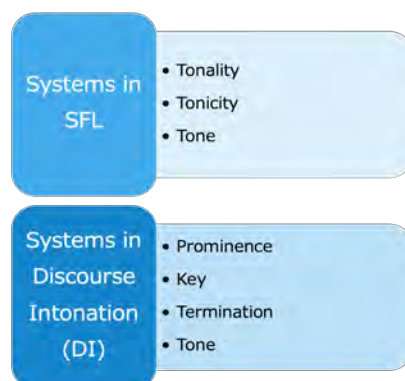
Phonological choices create meanings that will be recognized in the context of the more abstract strata of language, such as the lexicogrammar, the semantics or the contextual strata. As Szczepiek Reed (2011, 2015) posits the prosodic patterns in a text are described and interpreted in relation to the linguistic and interactional events that co-occur with them in a certain moment. Intonation patterns orient to the participants in the interaction and contribute to represent their identities and interpersonal relationships while they play their role in the creation of text.

Within SFL, the choices at the level of expression have been characterised as belonging into three interrelated systems: the systems of Tonicity (tonic placement), Tonality (the way the material is chunked into information units) and Tone (pitch movement on the tonic: fall, rise, fall-rise, rise-fall and level). Also from a systemic perspective, but outside mainstream SFL, David Brazil's (1997) Discourse Intonation (DI) systems comprise Tone (same as above), Prominence (the choice of words that carry accent), Key (pitch level on the onset: high, mid or low) and Termination (pitch level on the tonic: high, mid or low) (see Figure 2 below). When describing English prosody, we have considered developments within mainstream SFL and also Discourse Intonation theory, the work of David Brazil and colleagues (1980, 1997), which is also systemic

in origin and which complements SFL descriptions (Germani & Rivas, 2011; O'Grady, 2010; Tench, 2014).

Figure 2

Systems in phonology in SFL and in DI



Prosody and dominance

At the moment of projecting dominant behaviour, speakers construct their ideological positionings selecting options at different strata in the language system. In the phonology, interactional discursive dominance has been associated with particular choices in the systems of Tone, Key and Termination (Brazil, 1997; Brazil et al., 1980) that function independently. Within the system of Tone, the rising and rising-falling movements project a dominant speaker, as they show whether the speaker intends to keep the floor or transfer it to the listener. As regards the system of Key, the break in pitch concord – the discrepancy in pitch level between the termination choice by one speaker and the key choice of the next speaker – shows the speaker's independent perspective on the topic under discussion. Finally, the use of Low Termination projects a dominant speaker by signalling some kind of closure.

Within Systemic Functional Linguistics, Tench (1996) associates interactional dominance to the use of falling and rising tones. Falling tones are associated with certainty and represent a speaker in the possession of knowledge, with authority and power to decide. Rising tones, on the

other hand, are associated with uncertainty and project a deferent speaker, who does not know and asks. These two phonological descriptions (Table 1 below) appeal to different areas within the wide concept of dominance. While Tench refers to dominance with respect to knowledge of the topic and the projection of expertise, Brazil et al. refer to it in relation to the control of the flow of the discourse and the allocation of speaker turn.

Table 1

Dominance in phonology

Type of dominance	Phonological System	Choice and projected meaning
Expertise (SFL)	Tone	Fall: dominant
		Rise: deferent
Control of the flow of the discourse (DI)	Tone	Rise and rise fall: dominant
		Fall and fall rise: non-dominant
	Key	Pitch concord choice: non-dominant
		Break in pitch concord choice: dominant
	Termination	Low termination: dominant
		Mid or high termination: non-dominant

Corpus and Methodology

The interaction we have analysed is a general interest interview whose main topic is gender inequality, in particular, the gender pay gap. The interviewer, Cathy Newman, is a leading presenter of the channel and suffered social media abuse and threats after she interviewed the well-known and controversial psychologist and university professor Jordan Peterson, who had recently published the book *12 Rules for Life: An Antidote to Chaos*. This interview was uploaded to YouTube and was viewed eight million times during the following two months (Iqpal, 2018).

To work on this interview, we have carried out a critical macro analysis first, considering the social role of this interaction and observing it from a cultural generic perspective, and from the semantics and the lexicogrammar. This involves paying particular attention to features like turn-taking, the establishing of topics, the forms of address between the interlocutors and the framing of questions and answers. The turns that contained segments that showed ideological workings of our interest were listened to in more detail and each segment was transcribed tonetically, doing a perceptual analysis first and confirming our perceptions through instrumental means.

Our transcriptions include iconic tonetic marks to indicate the different tones: fall, rise, fall-rise, rise-fall and level. Letters ‘H’ and ‘L’ in small capitals and italics are used to represent high and low pitch levels respectively in choices of key and termination. Double bar (||) indicates the division of speech into information units. Our perceptual description has been validated with the software for speech analysis Praat (Boersma, P. & Weenink, D., 2020).

We have analysed and interpreted prosodic choices in the context of all other choices in the language system. We based our analysis on the SFL description of intonation systems (Halliday & Greaves, 2008; Tench, 1996), in combination with the ones proposed by Discourse Intonation (Brazil, 1997; Brazil et al., 1980), detailed above.

Findings and discussion

In the description below, we analyse in detail the first turns which, in our opinion, establish the tone of debate of the interview, a tone which is held until its end. We then present one of the several resources (i.e., formulations) used by both interviewer and interviewee to exert dominance in their opposition of agendas.

From the very beginning of the conversation, the interviewer (from now on CN) introduces the first topic by reading a quote from the interviewee's book and demanding explanations from its author. Thus, she exercises her inherent role of host by controlling the topic and the flow of the discourse. In this way, CN projects herself as someone who knows the book in detail and questions its content.

T1 Cathy Newman: || _H 'Jordan _ˋ Peterson || _H 'you've >said || that 'men >need
|| 'quote || "to 'grow the °hell _L `up." || 'Tell me _L `why ||

Phonologically, CN uses low termination both at the end of the quotation and at the end of her turn, projecting phonological dominance by closing both pitch sequences (Brazil, 1997). With the first closure she restricts the topic to the discussion of the quotation and with the second she demands an extended explanation. In addition, the second tone unit with contrastive high key on 'you' adds an accusatory tone which continues until the end of the turn when the interviewer uses the imperative form: 'Tell me why.'

The interviewee (from now on JP) responds as expected, accepting his role and producing an extended turn. He answers categorically by using the simple present tense and negative polarity, and by establishing value judgements through subjective qualifications ("they are left bitter and resentful, and arrogant"). His additive mid key elaborates on the quote put forward by the

interviewer, and his low termination closes his answer both phonologically and grammatically signalling to the host that he has finished his contribution.

T2 Jordan Peterson: || ^ Well || because there's nothing uglier than an old infant there's nothing good about it people who don't grow up don't find the sort of meaning in their life that sustains them through difficult times and they are certain to encounter difficult times and they're left bitter and resentful and without purpose and adrift and hostile and resentful and vengeful and arrogant and deceitful and and of no use to themselves and of no use to anyone else and no partner for a woman || and there's 'nothing in it that's ˌ good ||

In T3, the interviewer produces a follow-up move starting with a formulation interrupted mid-way by an evaluation of JP's contribution ("that sounds pretty bad"), which is lexico-grammatically attenuated as if it was just 'a first impression', but asserted phonologically with a divergent falling tone that signals her own personal perspective. She expects agreement from her interlocutor through mid-termination but JP puts his answer forward as a contrast through a high beginning, even when the lexico-grammar suggests a concurrence through lexical repetition (It's bad). His high beginning breaks pitch concord as well, and projects him as a dominant participant who can assess the situation from a categorical perspective. Pitch concord (Brazil, 1997; Brazil et al., 1980) is a restriction which operates at moments of speaker change by which the first speaker establishes expectations of correlation in pitch level between the termination choice at the end of his/her turn and the next speaker's key choice at the beginning of their turn. The lack of pitch concord frequently has a negative impact in the interaction and the speaker causing it will be seen as claiming linguistic dominance (Roncero, 2009) because it openly shows a discrepancy in the world views of both interlocutors. In this case, JP sounds as if he were correcting CN's appreciation of the situation.

T3 Cathy Newman: || So you're _H'say- I >mean || 'that °sounds °pretty `bad ||

T4 Jordan Peterson: || [it's _H` bad] ||

T5 Cathy Newman: || [Y||ou're >saying] || there's a _H'crisis of mascu _H'linity || I
>mean || 'what do you `do about it? ||

The interviewer disregards his comment without yielding the floor and reformulates JP's previous answer through a nominalization which becomes the topic of her next question “you’re saying this is a crisis in masculinity”, “what do you do about it?”.

This turn is a new demand for explanations that challenges the interviewee. Again, he responds as expected, giving pitch concord in mid key and producing an extended turn in which he brings into the discussion his online talks for a male audience, avoiding reference to any gender controversy.

T6 Jordan Peterson: || You >tell || you 'help 'people 'understand `why || it's necessary and important for them to grow up and adopt responsibility why that isn't shake your finger and get your act together sort of thing why it's more like what why it's more like a delineation of the kind of destiny that makes life worth living I've been telling young men but it's not I wasn't specifically aiming this message at young men to begin with it just kind of turned out that way.

T7 Cathy Newman: And it's mostly you admit it's mostly men listening (Jordan: it is) I mean give me a sense of your audience is a male ...

T8 Jordan Peterson: Well it's about eighty percent on on YouTube which is a YouTube is a male domain primarily so it's hard to tell how much of it is because YouTube is male and how how much of it is because of what I'm saying but uh you you what I've been telling young man is that there's an actual reason why they need to grow up which is that they have something to offer you know that that that people have within them this capacity to set the world straight and that's necessary to manifest in the world and that also doing so is where you find the meeting that sustains you in life so

T9 Cathy Newman: So what's gone wrong then?

T 10 Jordan Peterson: Oh God all sorts of things have gone wrong I-I think that I don't think that young men are- hear words of encouragement some some of them never in their entire lives as far as I can tell that's what they tell me and the fact that the words that I've been there I've been speaking the Youtube lectures that I've done and put online for example have had such a dramatic impact is an indication that young men are starving for this sort of message because like why in the world would they have to derive it from a lecture on YouTube now they're not being taught that they that it's important to develop yourself.

The interviewer chooses this information for her next question, and makes it lead to her pre-established agenda on gender issues: “and it’s mostly you admit it’s mostly men listening...”

(T7). The interviewee offers a brief response, going back to his own agenda, which started in his previous turn, about his talks to young men on YouTube.

Two turns later (T11), the interviewer retakes the gender gap topic. She imposes it by asking two polar questions, in this case intended as leading questions (Ilie, 2017, p. 86), constraining JP to the answer implicitly suggested:

T11 Cathy Newman: || *h*'Does it- *h*'does it *˘* bother you || that *ˈ*your >audience || is pre>dominantly || *˘* male? || *ˈ*Does that- *ˈ*isn't isn't that a *°* bit di_˘visive? ||

T12 Jordan Peterson: || *h* *˘* No || I *ˈ*don't *˘* think so || I mean it's no more divisive than the fact that YouTube is primarily male and Tumblr is primarily female.

Her falling tones indicate she expects new information, and her low termination at the end of the turn, manifests her dominance while projecting the expectation of a lengthy response. JP responds in disagreement to the assumption in the polar question, and thus ignores her agenda, by using a divergent falling tone on the adverb ‘no’, highlighting the contrast in polarity by tonicity and a contrastive high key. However, he later mitigates this categorical negation by adding ‘I don’t think so’ with a socially convergent tone which softens the force of the negative, to later restrict the scope of the question to an issue related to the nature of some social networks, and therefore refusing to take the gender as a topic of discussion.

From then on, this pattern is repeated: the interviewer insists on her pre-established agenda and therefore she demands explanations from her guest, who does not even acknowledge that gender differences – and the gender pay gap in particular – is the topic for discussion and continuously rejects the host’s formulations. He does this in a categorical manner, which fuels the initial controversy, at times questioning categorically with falling intonation denying such formulations: “I’m just not saying”; “I didn’t say...”; “I’m not saying”. In addition, he resorts to his expert knowledge and experience, projecting himself as dominant in his area of expertise and

using this to validate his words: “I’m a clinical psychologist”. “If you’re a social scientist worth worth your salt...” In what follows, we show the analysis of some exchanges that display the participants’ antagonistic ideological positions along the whole of the interview.

Formulations to set the agenda

A frequent mechanism to set agendas in this interview is the use of formulations (Fairclough, 1992, p. 136), which present the speaker as a non-neutral participant who actively interprets or questions preceding talk (Heritage & Clayman, 2010; Hutchby, 2006). Questioned participants respond to these challenges by showing resistance to “the contrastive and sceptical nature of the “You say (X)” device” (Hutchby, 1996, p. 72). CN uses formulations extensively (27 cases of the lexical structure ‘*so you’re saying*’ or similar forms) to realign what JP says towards her perspective and to redirect the discussion into her agenda. In this way, she confronts JP’s sayings and makes him focus on particular issues, on the one hand, attributing him a certain positioning and holding him responsible for his words, and on the other hand, challenging him to defend or explain his stance.

In T15-16 below, the interviewee reacts by rejecting CN’s formulation – whose low termination suggests that there is nothing else to say –, reformulating her words with contrastive high key and establishing his opinion as a fact by means of a categorical statement (*that’s the way it is*), without offering evidence to support his words:

T15 Cathy Newman: || You’re >just saying || ‘that’s the way it _L is ||

T16 Jordan Peterson: || _H Well I just || I’m ‘not saying _H anything || it’s ‘just an obser_Hvation || that ‘that’s the way it _L is ||

The following excerpt shows another instance in which CN formulates JP’s previous turn. In this four-turn sequence, CN uses the words ‘*you’re saying*’ to introduce her formulation with contrastive high key, accusatory prominence on the pronoun and low termination (T43). JP rejects

this first formulation and reformulates the second one, using high termination and falling tone in both cases, which underscores his rejection and urges his interlocutor to provide a committed answer. In addition, there is overlap in the four turns, which reveals the speakers' struggle to take the floor and impose their views.

- T43 Cathy Newman:** || But _H'you're saying 'basically || it 'doesn't `matter || if
 'women °aren't °getting to the `top || because that's what's 'skewing that
 °gender `pay gap || `isn't it? || You're >saying || `well 'that's [just a °fact of `life
 || 'women `aren't || neces'sarily going to] `get || to the _L`top ||
- T44 Jordan Peterson:** || [I'm 'not saying it °doesn't _H`matter] || _H`No || I'm 'not
 saying it doesn't _H`matter || _H`either ||
- T45 Cathy Newman:** || [You're 'saying it's a °fact of _L`life] ||
- T46 Jordan Peterson:** || [I'm 'saying there are °multiple] _H`reasons for it ||

JP resists CN's questioning by using negation or correcting the formulation, which creates an environment of adversity and lack of alignment between participants. This can be appreciated in turns 43-46 (above), where JP recognizes the reformulation of his words and disputes it.

Conclusion

As it is shown in the analysis, this interview starts in a controversial way. From the beginning, the interviewer shows her pre-established agenda for this interaction: difference and inequality between genders, particularly in the working world. The interviewee resists talking about that topic, and he implicitly seems to deny the existence of such inequality. The interviewer intends, mainly through her formulations, to take her guest in the direction of her own agenda, disambiguating what he says in his generalizations and value judgements, and forcing him to recognize the existence of gender inequality.

We have shown a detailed analysis of the first few turns in the conversation, which set the adversarial tone for the rest of the interview. Both speakers show dominant phonological behaviour, using low terminations to close topics or to demand long explanations. They also break pitch concord to show disalignment in points of view, and present their positions with falling intonation, which suggests a personal standpoint.

We have focused our discussion section on the use of formulations, as in this particular interview they constitute a recurrent strategy used by the interviewer to set and police her agenda, which was systematically resisted and challenged by her interviewee. The turns where formulations occur are also moments in the interview where ideological work comes to the foreground. The interviewer formulates her interviewee's contributions in an attempt to force him to accept her initial agenda of an existing gender pay-gap. The interviewee, who denies such an issue from the start, resists his interviewer's queries from a dominant perspective. The behaviour of both interlocutors displays a confrontation of agendas and of ideological positionings all along the interaction. Phonologically, the highlighting of particular wordings like the pronoun 'you', or the particle 'not', by means of accentuation contribute to the accusatory and confrontational flavour of the message.

The analysis carried out demonstrates that phonological choices play an important role, together with other choices in the language system, in the projection of the interlocutors' identities and opposing ideological positionings in this particular type of encounter. A study of oral language which intends to be critical cannot disregard the important role of phonology in the construction of identities.

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Genre + sequencing = Power composition? A pandemic narrative

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Abstract

An ability to read powerfully organized texts closely is perhaps a hallmark of success in academic discourse at the level of further education and training. The actual curriculum, however, assumes and tacitly presumes these competencies are covered in foundational and general education. In South Africa, like other postcolonial states, this situation is complicated because English is the language of learning and teaching and poses attendant challenges to the large portion of the student population for whom it is an additional language.

As a first-year teacher at a university, my job is to integrate close reading in English into my disciplinary module in Biblical Studies. To do so, I have adopted an integrated literacy and genre approach inspired by David Rose and Jim Martin, alongside the condensation of knowledge through English discourse from Karl Maton and Yeagan Doran's work. This paper looks at my approach to and practice of integrated literacy in 2020, facing the added challenge of emergency remote teaching due to the Covid19 pandemic.

The paper will take the example of a lesson cycle on the historical sociology of Palestine in the first century CE looking at the changing patterns and conditions of Roman rule. I will show my analysis of a factorial explanation of the conditions that rulers had to meet to stay in power. This genre analysis helped me to appreciate the organization of the text which enabled me to teach it more effectively. Besides, I needed to emphasize discourse features and language patterns that condense, organize and sequence the knowledge of the Roman government

underlying the factors of the explanation. To achieve this goal, I adapted the sequencing tool from Maton and Doran (2017) into a learnable and teachable system of studying these power composition features. Comprehending these features helped my students to recognize and then realize this power composition in their personal understanding of the content of the module.

A disaster of pandemic proportions

The COVID19 pandemic of 2020 threw an aggressively hostile cat among the already jumpy pigeons of the South African education sector. Our context was already plagued with low completion rates in benchmark examinations in crucial curriculum areas, such as English literacy (Pretorius & Spaull, 2016:20, Draper & Spaull, 2015) and mathematics (Spaull & Kotze, 2015). Suddenly we had to embrace the mode of practice termed “emergency remote teaching” (Hodges et al., 2020) and take our teaching online. In my case, in the Higher Education sector, this meant cobbling together a combination of WhatsApp forums and online postings using the platform provided by my university. This platform delivered integrated literacy competencies and disciplinary content that had previously been delivered face to face.

This paper is not a conventional academic report of literature and research findings. It is a critical narrative reflection on my struggles to adapt my integrated literacy university module to new circumstances. It tells the story of my process of taking pedagogy online while continuing to explore innovative new ways to unpack the structure of Academic Discourse. I begin by discussing some of the technological and methodological challenges I faced in delivering the module online. Then I briefly describe a framework which outlines the theory that supports my practice. The next section explains how I used Genre Theory and Legitimation Code Theory (Semantics) to analyse one of the texts which formed the content of the module. Finally, I illustrate my narrative with

slides from the PowerPoint presentations that I posted online to deliver the content of my module to the students.

Making the best of a bad situation

The module I teach is part of the curriculum of a School of Religion at a public university in South Africa. It forms part of a qualification for a Bachelor of Theology which trains students for professional Christian ministry. This qualification is somewhat unique in South Africa because it is not officially aligned with any particular denomination or confession.

The conditions of emergency remote learning forced me to adapt my integrated literacy teaching methods to fit the new mode of delivery. This switch was dramatic. For the first weeks of the semester, I had been engaging my students with an integrated literacy practice in order to teach a module on methods of reading the New Testament section of the Christian Bible. We had been intensely studying Narrative Theory, reading academic texts about Character, Setting and Plot. Now I was faced with teaching the second half of the module on the history and sociology of ancient Palestine in an unfamiliar mode. In addition, I was negotiating with the widely scattered students to establish which online medium of communication could meet their needs most efficiently in the context of scarce data resources in rural South Africa. In a face-to-face context, the Reading to Learn integrated literacy system I was using sets out almost all classroom interactions in a simple Prepare-Focus-Task-Evaluate-Elaborate formula (Rose 2020a: 9). This formula, which sets up the conditions for students to understand the task through Preparation and Focusing activities, develops the students' frame of reference, works systematically through the task before checking students' understanding and provides further information. In addition, I followed a more elaborated curriculum genre. This curriculum genre (Rose 2020a) breaks down the text into sentences, introduces each one, unpacks its meaning and structure and then puts the

sentence back together again by linking it back into its context in the structure in the text. Thus, I began with *Preparing for reading* tasks and presentations that set up the conditions for understanding the general background of the text and how it is structured. I followed with a *sentence-by-sentence* reading.

In face-to-face classroom delivery, this genre can be achieved with paper, pens and highlighters. In addition, I worked through a specially produced version of the text with numbered sentences that the students could mark as we systematically worked through the lesson. However, the conditions for delivering remote learning to rural areas were complicated. Most students did not receive enough free mobile data to access Zoom. In the absence of this video platform, WhatsApp was the most reliable online medium available to deliver my content. So, the elements of the *sentence-by-sentence* curriculum genre needed to be broken up into several slide presentations with accompanying audio. To further complicate matters in early 2020, my desktop computer was not equipped with a built-in microphone. Therefore, I adopted the solution of separately recording the audio on my phone. I hoped this audio would correspond with the slides if the students played the PowerPoints in video mode. In addition, these video files had to be small enough to be uploaded to WhatsApp and the university's online platform. The paper now takes a short excursion into the story of the development of my theoretical framework for teaching integrated literacy before returning to my main narrative of 2020.

A framework for my narrative

The narrative of the theoretical framework for this paper is rooted in my studies of the already strong connections between the work of Karl Maton in Legitimation Code Theory (LCT) and Jim Martin in Systemic Functional Linguistics (SFL) at the University of Sydney. I have spent

the last few years attempting to build a learnable and teachable system for integrating the accurate reading of academic discourse genres into my higher education module. This system is designed to provide students from poor and marginalized communities attending university in the first generation with a gateway into the powerful discourse of Academic English. This integrated literacy module is organized specially for students to learn how English discourse condenses and structures knowledge in texts. Such texts pack sizable amounts of meaning into the relations between words, clauses, sentences and paragraphs. To unpack the texts, I turned to Martin's power trilogy.

At the simplest level, Martin's (2013) proposal for a power trilogy (power words, power grammar and power composition) introduces academic discourses in high school and higher education contexts. It is premised on 30 years of research done by Sydney University into a genre pedagogy for integrated literacy based on the teaching and learning cycle (Rothery, 1994). This work also underlies the Reading to Learn knowledge and curriculum genres (Rose 2020a, 2020b), a set of learning and teaching modes designed to highlight the conventional structuring of different types and forms of academic texts. Rose's system of integrated genre pedagogy unpacks the structures and meanings of academic text word by word, sentence by sentence and paragraph by paragraph (Rose, 2020a, p.1; Rose 2020b, p.271). Rose's system is the ideal of a pedagogy for academic discourses that should give teachers a comprehensive level of understanding texts, grammar and spelling, and students confidence with reading academic discourse genres in any language of learning and teaching (Benitez et al., 2018). I, however, proposed a different first approach to the messy reality of teaching at a university. My approach also analyses knowledge condensed into English discourse using LCT Semantics, especially epistemic semantic density (ESD) and epistemological condensation (EC).

LCT semantics is concerned with how abstraction and generalization in language reflect the way knowledge either depends on concrete contexts or is able to rise above specific contextual constraints. This Semantic Gravity forms a matrix with Semantic Density to map the relations of language and knowledge. This paper is concerned with Semantic Density, especially epistemic semantic density (ESD). Semantic Density is about how knowledge is condensed, particularly through academic language and discourse. In addition, ESD and EC (Maton and Doran 2017a, 2017b) match the Power Trilogy. In their proposal for analyzing academic discourse in English, Maton and Doran (2017a) have proposed a system for investigating how words and wordings condense knowledge by packing meaning, facts and data from different academic disciplines into the technical terms and vocabulary for reading texts in that academic discipline.

Similarly, their proposal for epistemological condensation (EC) looks at how clauses (Maton and Doran, 2017b) in academic language use grammatical forms to build taxonomies and systems of knowledge relationships that further pack up information and data to abbreviate and abridge what needs to be communicated. Finally, Maton and Doran (2017b, p.89) propose that knowledge is organized, structured and composed across and between the sentences and paragraphs of a text. This composition provides more ways for condensing and abbreviating knowledge, with the aid of relative pronouns and other language patterns, that show how an extended text fits together to express an academic discipline.

My proposal in the practice I am narrating here is that I could take elements of integrated literacy knowledge and curriculum genres, and epistemological condensation and develop them into my own system of power composition. This power composition would be a useful learnable and teachable system for my students to unpack academic texts' structuring and organization. In 2020, I hoped this system could provide the students with a relatively simple key to reading

academic texts and eventually feed forward as tools for a more accurate understanding of unfamiliar disciplinary content. The key, however, to accurate understanding by the students is that I, their teacher, accurately understand the organization of the text that forms the core of my teaching methodology.

Setting out my text as a factorial explanation

The text I selected for analysis in this paper explains the factors or conditions that a local king in Palestine at the time of Jesus would have had to meet to stay in power under the auspices of the Roman empire (see Table 1). This text is an excerpt from a much longer historical sociological analysis of Palestine in the First Century CE (Riches, 1990). It is a factorial explanation type text that presents a phenomenon and then sets out the limited number of factors that explain it.

Briefly, the world of this text is the Agrarian Empire created by the Romans (Riches, 1990). It is a world where the main resources are land and the wheat, wine and oil that are produced on this land. The hierarchy in this world, from the Roman Emperor at the top via local kings and governors in the provinces to the peasants working the land, was designed to move this produce to the centre. This extract (Riches, 1990, p.14–15), illustrated in Figure 1 below, tells us how the Herodian family climbed the greasy pole of client rulers in Palestine and what they had to do to maintain their position.

Figure 1

My analysis of the stages and phases of the extract from Riches (1990, pp.14–15)

Stages	Text	Phases
<i>Phenomenon</i>	Like many colonial powers Rome did not adopt a uniform pattern of administration of the territories it controlled. It found the arrangement that worked best and, if it caused problems, changed it.	
<i>Explanation</i> <i>Factor 1</i>	If a local ruler could be found who was competent and would be loyal, to Rome then he would be used. Herod the Great, though a powerful King in the eyes of the Jews, owed his position entirely to Roman support ...	<i>Competent Ruler</i> <i>E.g. Herod the Great</i>
<i>Factor 2</i>	Part of the price for the client ruler remaining in power was military cooperation with Rome. When Herod Antipas ruled in Galilee, Judea to the south was administered by a prefect ultimately responsible to the Roman governor of Syria in the North...	<i>Military Cooperation</i> <i>E.g. Herod Antipas</i>
<i>Factor 3</i>	At the same time, the client ruler was in many cases expected to, collect taxes for the Romans. This he would have done by whatever system suited him, most often in the form of tax farming, rather than the direct levy of a poll tax...	<i>Collect taxes</i> <i>E.g. Description of Methods</i>
<i>Factor 4</i>	But above all it was important that any client King should be able to maintain order. Archelaus, Herod the Great's son who ruled over Judea after Herod's death was a disaster and was removed in AD6 after a series of uprisings.	<i>Maintain Order</i> <i>E.g. Herod Archelaus</i>

The factorial explanation found in the text is broken down into discussions of each factor. Each factor is further separated into a statement and examples (see Figure 1). The phenomenon in this text is a somewhat complicated pair of sentences.

Like many colonial powers, Rome did not adopt a uniform pattern of administration of the territories it controlled. It found the arrangement that worked best and, if it caused problems, changed it.

In the second sentence, there are three occurrences of “it”. The first refers back externally to Rome in the previous sentence and the second two then refer internally to “the arrangement.” This reference to “the arrangement” is continued in the statement of the first factor.

If a local ruler could be found who was competent and would be loyal to Rome, then he would be used.

What emerges is the idea that “the arrangement” is one in which the local ruler fitted particular criteria of competence and loyalty. These criteria are elaborated in the other factors in the text and their related examples of the experience of different kings from the Herodian dynasty. The key to presenting the latter factors was to highlight the structural language patterns at the beginning of each subsequent paragraph. This is what SFL calls the Macro-Theme.

The factorial explanation provided by the text is set out as a phenomenon requiring explanation, followed by four factors (See Figure 1). The Macro theme in each factor is a statement linking back to the phenomenon and the first factor about a local ruler being competent and loyal. Every statement is further elaborated by an extended example taken from the Herodian family, the most prominent local rulers in Palestine during the 1st century CE. Table 1 indicates that Factor one begins with the statement, “*If a local ruler*”. The theme of the three following factors are phrases referring back to this statement. The start of Factor 2 is indicated by “*Part of the price*”, while Factor 3 and Factor 4 are initiated by the phrases “*At the same time*” and “*But above all*” respectively. These Macro themes mark the beginning of each stage in the explanation.

This is supported by what SFL calls the topical theme which elaborates the field or the core knowledge in the text. In all four factors this theme is the idea of *local* or *client ruler*. The new part of each opening statement sets out the conditions for maintaining power. In Factor 1, the focus is on competence and loyalty. The next three factors elaborate on this: Factor 2 deals with *military cooperation with Rome*, Factor 3 with *collecting taxes for the Romans* and Factor 4

with the conditions for *maintaining order*. This structuring of the text categorizes it clearly as a factorial explanation.

Sequencing the factorial explanation

In terms of the Maton and Doran schema of epistemological condensation, this text exhibits several important discourse patterns in English (See Table 1). Working from the lowest epistemological condensation, we see a good deal of *repetition* and *reiteration* (Maton and Doran, 2017b, p.89). The repetition of the idea of *clients* in all the factors is a significant wording that connects all stages of the explanation, as is the reiteration of *Rome* and *Romans*. The examples in each factor also develop repetition and reiteration. They illustrate incidents from the Herodian family history such as the complications in the father's fate and those of his two sons who ruled Judea and Galilee.

In this text, the other conspicuous sequencing discourse pattern is a high level of *vertical* condensation (Maton and Doran, 2017b, p.93). In my analysis, I noticed that the beginning of each paragraph establishes relations between the ideas and knowledge in subsequent sentences. For example, in Factor 3, the theme of tax collecting is developed across the three sentences by a repetition of the word "*This*" and then culminates in the phrase, "*The most important point is*".

The final pattern in the text is *horizontal* sequencing (Maton and Doran, 2017, p.94) which I have already noted in the genre stages. The factors are linked back by their Macro themes to set up a consequential sequence of conditions and factors for local kings staying in power. In the presentation slides below, I have highlighted these themes with green to emphasize their structural connections to the explanation format, while the key wordings or power words were highlighted in red.

Turning theory into practice

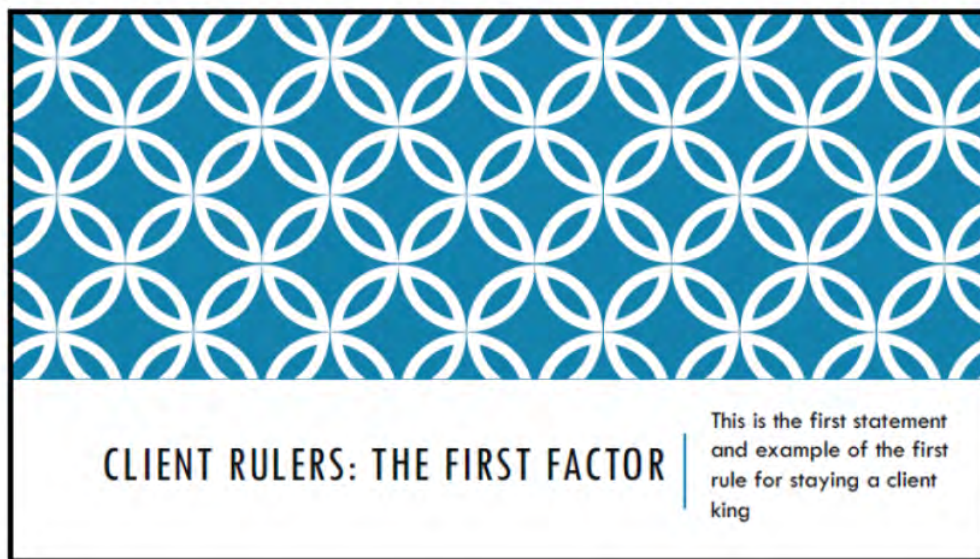
The translation of theory into practice is where the rubber hits the road in teaching. This experience is even more true in the mode of emergency remote teaching. In an online space, the element of improvisation is paramount to delivering a course that was neither intended nor prepared for online modules. In this space, the tools and the mobile data available for me and my students were severely limited.

In normal times, my integrated literacy pedagogy would comprise a sentence-by-sentence verbal unpacking of the knowledge condensed into this text using a clear Prepare-Task-Elaborate format. In remote teaching, I worked out how to replicate some of these moves of the curriculum genre through PowerPoint presentations and voice notes posted on WhatsApp or the university's online forum page. I attempted to implement the Prepare-Task-Elaborate curriculum genre as successfully as possible by breaking down the presentations into a Preparing-for-reading section and a Reading-the-text section. These sections gave an elaborated introduction to each factor and then highlighted structural and language patterns referring back to the phenomenon and key elements of the first factor.

The major challenge was the amount of historical and sociological knowledge condensed and packed into the text. I could not presume that any of the students had prior knowledge of this history from their school education because ancient history and religious education have been de-emphasized in South Africa since the democratic transition in 1994.

Figure 2

The title slide of my lecture on the first factor in the text



In these circumstances, accurately understanding and appreciating this explanation's structural and generic features came to rely heavily on the *Preparing for reading* move in the methodology. As I prepared to approach reading this text, I recorded a series of mini-lectures on my phone, setting out the history of the Herodian family. The lectures outlined their climb up the greasy pole of client kingship in the Roman Empire. This content was crucial because the text provides quite detailed examples from the careers of three Herodians and presumes extensive prior knowledge and education on the part of the readers. My background and contextual work also included lectures on the sociology of social relationships in the ancient

Mediterranean world. I also tried to use what I know of the cultural parallels in the sociology of African culture, which could provide a bridge to the social dynamics in the past period.

In these recorded lectures, the challenge was to strike a balance. On the one hand, I had to give sufficient detail on a complex historical period and the sociological phenomena relating to ancient Palestine, of which telescoped examples are given in the text. On the other hand, I had to avoid overwhelming students with this detail. In addition, my *Preparation for reading* addressed my recent discovery of the power of Genre Theory to unlock the knowledge and meaning of a text. As a result, I also produced slides to present a breakdown of the phases and stages of a factorial explanation (cf. Rose 2020b, pp.13-14, see Figures 2-5). My structural genre analysis suggested the ordering of the slides, focussing on first on the phenomenon and then each factor in turn. I also hoped it would provide the students with an overview of the text.

Presuming that these lectures had done their work, I proceeded with unpacking the structure of the text. I attempted to convey the condensed knowledge logically by using enough PowerPoint slides to do it justice, but not so many as to prove confusing and overwhelming. I had to make many choices alternating between detail and structure. To illustrate these choices, I will analyze the slides on the first factor (See Figures 3-5). I will highlight the strengths and indicate potential improvements.

Figure 3

My first lecture slide analysing the first factor

RICHES: CLIENT RULERS

This is the first part of explaining. The first sentence is the factor which helps explain the main idea.

The other sentences which come on the next slide are the example of the client ruler from history who shows how this worked in practice.

If a local ruler could be found who was competent and would be loyal, to Rome then he would be used.

local ruler- Romans liked to use local kings or important people to rule in their own area. This was like in Apartheid when the government used chiefs in Bantustans to rule different areas.

Competent- the ruler or the client had to do their job well and keep the Romans happy. The sentences in the other parts will show how they had to do this

Loyal- the local ruler always had to show that he was on the side of the Romans and do what he was told because he owed his position to the Romans

There is considerable condensed knowledge to cover in the slides. Since the statement of the first factor is crucial to the rest of the explanation, I needed to highlight the *repetition* in red. For example, “*local ruler*” is a phrase that is repeated in other factors such as “*client king*” or “*client ruler*”. The other two words, “*competent*” and “*loyal*”, give more coded reference in the rest of the text. Thus, I highlighted them in the statement. In my *sentence-by-sentence* unpacking, illustrated by the lecture slides in Figure 3 to 5, however, I missed the repetition of “*Herod*” and “*He*”, “*Rome*” and “*Romans*”, which are also key to the rest of the explanation.

Figure 4

My second lecture slide analysing the first factor

RICHES: CLIENT RULERS

Here we have the example which shows what happened in Judea with the first new king the Romans put in place just before the life of Jesus

Herod the great, though a **powerful King** in the eyes of the Jews, owed his position entirely to **Roman support**.

He was first **declared king** of Judea in Rome at a **formal meeting** of the **senate** in 40BC.

Herod had to **wait three years** before he was able to **take possession** of this kingdom.

He **nearly lost his kingdom** again when he found himself on the **losing side in the war** between Augustus and Mark Anthony.

As with the *Preparation for reading*, the *Elaboration* move is crucial to support the structure by filling out the significance of the details in the new information. Slide 4 was my attempt to provide this *Elaboration*. Unfortunately, I also highlighted the phrases for *Elaboration* in red in the original text (Slide 3). This presentation detracts from presenting the structure of the text separately from the details. In future, I will need to distinguish explaining the structure of the text through genre and sequencing (Figures 3 and 4) more carefully from the slides which give the background details (Figure 5).

Figure 5

My third lecture slide analysing the first factor

RICHES: CLIENT RULERS

Herod the great –he was the first king from his family who weren't even Judeans.

powerful King – he was actually a famous king in his time who built many temples and public buildings all around in the local area of Palestine.

Roman support. – but as we see below he could only do these things with Roman permission and he actually used the Romans to become king by replacing the old Judean king and marrying his daughter.

declared king -formal meeting -senate – the Roman council of super-rich people who supported the main rulers was the place where local kings had to ask permission for power.

wait three years take possession –even then they made him wait to show him who was in charge

nearly lost his kingdom losing side in the war – there was a war between two cousins about who would become the first emperor

Whatever will I do next?

Hereby, I end my narrative of the heady days of pedagogic improvisation. The illustration slides above set out some of the ways I analyzed the explanation of the conditions of client rule in Roman Palestine. My journey towards presenting a kind of integrated literacy online shows that there is some potential to continue exploring the connections between SFL Genre and LCT Sequencing as tools for unpacking how knowledge is condensed through the structuring of texts. The decision I will need to make for future practice is how much to privilege this structuring of the text over the detailed content of the historical sociology of Palestine. I still, however, believe structure is the key to accurate reading of academic discourse genres or *power composition*. Therefore, the next step of my journey into *power composition* will be to see how far my focus on tasks related to reading the structure will result in better student writing of similar knowledge genres. This will entail the more delicate task of obtaining ethical clearance to

collect examples of student writing produced during the Covid19 pandemic and to analyze them closely using the tools of SFL Genre and LCT epistemological condensation.

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Complementarity between language and image in multimodal texts of Classical Chinese poems

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Abstract

This paper investigates the complementarity between language and images in elementary school textbooks of Mandarin Chinese. Following the models of Martinec and Salway (2005) and Unsworth (2006a, b, 2020), we examined how verbal texts and images complement each other in the construction of complete ideational configurations. By examining the complementary patterns in 23 illustrated poem texts of lower grades, we found that complementarity occurs when implied or inferred messages in the verses are systematically presented by images. The two salient complementarity patterns are (1) the augmentation of participants by images to the transitivity processes implied in the verbal texts, and (2) participants in images as extension of temporal and spatial backdrop to the whole texts. The study will enhance a better understanding of images as social semiotics across languages and cultures.

Key words: language-image interaction; complementarity; augmentation; extension

Introduction

Visual and verbal modalities have been widely employed in early education (Gill, 2002; Painter et al., 2013). Picture books and illustrated texts “play a foundational role in the lives and education of young children” (Painter et al., 2013, p.1). According to Unsworth (2006a, p.55),

literacy and literacy pedagogy can no longer be confined to the realm of language alone, and images are playing an integral role in literacy education.

The past three decades have witnessed increasing interests of semioticians and linguists in the role of images in meaning making, and the language-image interactions in multimodal texts of various subject areas have also been thoroughly studied. These include studies of Royce (1999) and Leonzini (2013) on business-related scientific discourse, Lemke (1998) on multimodality in science, van Leeuwen (1999) on music, Stenglin (2004) and Ravelli (2020) on architecture, Thibault (2004a, 2004b) on sociology, anthropology and cognitive science, Martinec and Salway (2005) on new (and old) media, and Unsworth (2008) on film. Systems of images as meaning making resources have been proposed with evidence from various subject areas at different levels of learning, such as physics (Doran, 2018), biology (Hao, 2020; Martin, et al., in print), chemistry (Liu and O'Halloran, 2012), English as a foreign language (EFL) (Chen, 2010), primary social science (Zhao, 2011) and preschool narratives (Painter et al., 2013; Xie 2014). When much has been written about the inter-semiotic relations in science and social sciences in the global village of English, only limited attention has been paid to multimodal texts in languages other than English, such as Martinec (2003) on Japanese and English procedural texts, Knox (2009) on Thai media, and Tian (2010) on bilingual--Chinese and English --picture book of *The Ballad of Mulan*. Not much effort has been devoted to the interactions between visual images and verbal texts in Chinese educational settings.

In Chinese literary education, classical poems have been playing a foundational role. Young pupils begin to read classical poems from the very beginning of their school education. To make those ancient messages more accessible and attractive to the young readers, now all these texts in lower grade textbooks are illustrated. How do the images relate to the texts and how and to what

extent can they help decode the complicated messages conveyed in the classical texts are the major concerns of the current study. Models of language-image interaction of Martinec and Salway (2005) and Unsworth (2006a) were adopted. By examining the text-image interaction, the current project intends to reveal how verbal texts and images complement each other in the construction of complete ideational configurations. The possible impact of language on the interactional patterns between images and verbal texts has also been explored. The study will enhance a better understanding of images as social semiotics across languages and cultures.

Literature review-- Image-text relations in multimodal texts

Both systemic functional linguists and semioticians have closely examined the intersemiotic relations between images and texts. There are three lines of studies on inter-semiotic relations which are pertinent to the present study: status, logico-semantic relations, and the trichotomy of concurrence, complementary and connection. Martinec and Salway's (2005) system of image-text relations combines Halliday's logico-semantic relations (1994) with Barthes' classification of image-text relations (1977). Barthes (1977) was among the pioneer scholars to study image-text (news and photographs) relations. One of his findings is the relative status (dependency) of the image and text to each other. This was integrated into Martinec and Salway's two subsystems: status and logical-semantic. Within status, image and text relations are further divided into equal or unequal status. When image and text are of equal status, they are either independent of or complementary to each other. When they are of unequal status, two subcategories are identified: either image subordinate to text or text subordinate to image. Within logico-semantic relations, Halliday's logico-semantic relations (1994) between clauses within clauses complexes are directly applied to image and text relations.

Following the systemic functional perspective of viewing language as a meaning-making social semiotic system, Unsworth (2006a, b) proposed a metalanguage to describe the language-image interaction in multimodal meaning-making. By metalanguage, he means a theory and a system of language-image relations to describe the multimodal resources in meaning making. “Metalanguage entails systematic, technical knowledge of the ways in which the resources of language and images (and other semiotic systems) are deployed in meaning making” (2006a: 71). His metalanguage took the three metafunctions of systemic functional grammar developed by Halliday and his colleagues as the point of departure, and expanded the system of image-text relations proposed by Martinec and Salway (2005). For ideational meaning making, the inter-modal relations between language and images are systemized as concurrence (redundancy, exposition, instantiation and homospatiality), complementarity (augmentation and divergence) and connection (projection—verbal or mental, and conjunction—causal, temporal and spatial).

Methodology and Data

Framework for Analysing Text-Image Interaction

Based on the classifications of Martinec and Salway (2005) and Unsworth (2006a, b), I will focus on one aspect of language and image interaction in this study, the complementarity between language and image. By complementarity, I will follow Unsworth’s (2006a) division of augmentation and divergence and will extend divergence further to include the systemic configurations of figure and time reference as this is a salient feature of the illustrated texts of classical poems in Chinese educational context. To follow Halliday and Matthiessen (1999), I use the term “figure” to refer to Participant-Process-Phenomenon/Circumstance configurations in transitivity, and extending it to all such configurations in the six process types.

Data

Currently in China, each province makes their own choice of either employing the textbooks published by the People's Education Press (人教版 *Renjiao Ban*) or by their own educational press.

So divergences occur with reference to the poems collected in the textbooks. The present study uses the series of textbooks published by the People's Education Press², which is also the ones that are most widely adopted among schools across the country. Digital multimodal texts of classical poems from Grade 1 to Grade 3 were collected from the official website of the publisher (<http://www.pep.com.cn>). They are the parallel version of the printed textbooks. For the two semesters of each grade, there are two different textbooks. In each of them, three to four poems are taught. Altogether, 23 texts were gathered and all of them are illustrated.

Classical poems adopted in the above-mentioned textbooks were composed in different periods of history, the earliest being those recorded in Tang (618–c.906), Sung (AD 960–1279), Yuan (1279–1368), Ming (1368–1644) and Qing (1644–1912) dynasties. All of the illustrations were provided by modern painters employed by the publisher. The style of paintings in the data belongs to the Chinese traditional genre painting (*Guóhuà*, Tian, 2010). Contents of the paintings include landscape, flower and animal (insects) and figure (group and individual). Drawing skills deployed are referred to as *Gōngbǐ* (meticulous). *Gōngbǐ* is one of the two main techniques in Chinese painting, the other being *Xiěyì* (freehand). *Gōngbǐ* is characterized by its highly detailed brushstrokes that depicts details with high precision. *Gōngbǐ* paintings are mostly highly colored

2 The author would like to thank the People's Education Press for the permission to reproduce the pictures in textbooks for research purposes.

and usually depicts figural or narrative subjects (“Chinese painting”, 2015). All the paintings were colored.

The procedure of analysis is further divided into two stages. In Stage 1, the ideational, interpersonal and textual components in each line of the verbal texts were identified and annotated. In Stage 2, the inter-semiotic relations were closely examined, and the complementary patterns were summarized.

Findings

Complementarity Between Text and Image

The status of text and image in all the poems in our data are unanimous, i.e., all the images are subordinate to the text. The layout is of the same pattern where the lines are always in the upper middle whereas images encircle them. The complementary patterns follow this same rule in that only one directional complementarity was observed, that is, images complement the verses.

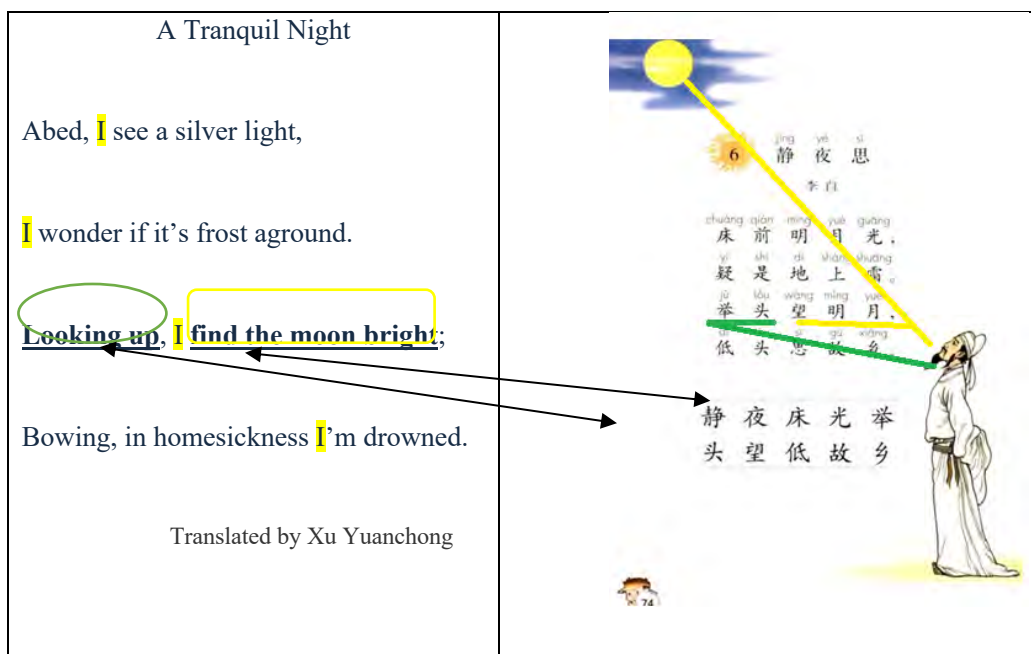
Unsworth (2006a) has discussed one type of ideational complementarity, augmentation, “where each of the modes provides meanings additional to and consistent with those provided in the other mode.” In Martinec and Salway (2005, p.352), this is referred to as “extension”, “a relationship between an image and a text in which either the one or the other add new, related information.” One of their examples is the addition of verbal text providing new information not presented in the images. In our data, one salient extension is the presentation of the participants in activities in images which have been systemically omitted in verbal texts. From our data, two major types of ideational extension are found: extension through augmentation of participants and enhancement via temporal circumstances.

Augmentation of Participants

Compared with English clauses, Chinese clauses are more varied and flexible. One salient feature is the lack of strict restriction on the occurrence of constituents. No constituent is considered obligatory for the formation of a Chinese clause. A clause can have the expected verbs, but non-verbal clauses are acceptable, especially for relational processes—attributives, where the obligatory element is the Carrier and Attribute, and the verb “be” in English is not necessary. The flexible syntax makes it possible for a whole story to go on without mentioning any participant. This is especially common among poems of first-person narratives or retrospections. To decode activities, the illustrators had to bring the default participants back and fix their positions according to the perspectives of the lines, as human activities without human is hard to present in images. In [Text 3-1-1] *A Tranquil Night* cited in Figure 1 below, the default poet was given full description with reference to his age, stature, his dress (his dynasty), and head decoration, etc. The image decodes two coordinate configurations, Line 3, *jǔtóu wàng míngyue* (raising head + watch bright moon), where the poet is at the lower right-hand side of the picture standing still, raising his head and gazing upward at the round moon on the left upper corner of the picture. In between is the text. The Chinese *liándòngshì* (serial verb construction) can be translated into in English as two clauses and they are represented by the angle of the head (*jǔtóu*) and the alignment between the moon and the gaze (*wàng míngyue*).

Figure 1

Augmentation of participants



In this instance, the complementarity occurs when the image of the poet is presented, thus filling all the slots of the six processes left open in the four lines. The English version demonstrates the syntactic slots of participants in the processes, i.e., “I see”, “I wonder”, “I found” and “I’m drowned”. This is a typical example of what Unsworth (2006a) has noted as ideational augmentation where one mode provides ideational meanings additional to the other mode. Here the complementarity is unidirectional—the image complements the text, as the illustration was drawn by modern painters. From our data, one salient extension pattern emerges, i.e., the augmentation of the participants in activities in images which are absent in verbal texts. Out of the 23 illustrated texts, 16 have figures of either human beings or animate/inanimate entities like dragonflies [Text 7-2-2], or ship [Text 18-3-1]. Among them, 7 are participants who are not mentioned in the texts and 6 of them are the portraits of the poets. In these texts, the omitted participants function as either the Actors ([Text 1-1-1]), outside observers ([Text 2-1-1]), or the

default Actors or Sensors (the poets) in the activities described in the verbal texts ([Text 3-1-1], [Text 4-2-2] [Text 15-2-2], [Text 20-3-2]).

Temporal Functions of the Participants

Another special feature of Chinese language, compared with English, is the absence of tense markers. The Chinese verbs are not inflected for tense and aspect. In poems, there is no clue for absolute time as to when the poems were composed, or when the activities occurred. There are clues for relative time, the relative past, present, or future with reference to the time the poem was composed. Explicit time reference was sometimes made in adverbial phrases like *yèlái* (last night, [Text 4-2-2]). But in most cases, the whole poem might give no cue to when the activities were undertaken. Take [Text 3-1-1] in Figure 1 again as an example. the poem describes the sequences of activities of the poet: first he sees moonlight on the ground, then he looks up and see the bright moon, which reminds him of his homeland. As the first-person narrative, the poem per se does not provide any hint for the time when the activities were undertaken and when the poem was composed. Illustrators did their best to encode those missing messages in the dress codes of the persona. In images like Figure 1, portraits of the persona provide not only the missing participants for the activities, but also the temporal information of when the activities are conducted. Dresses realize two major temporal functions: to establish the time reference, and to fix the activities into the dynasties.

Costumes are the most prominent visual sources for expressing time frames of the situations described in the poems. Another example is the poem in Figure 2 entitled *Morning in Spring*. In the poem, only relative time is given: morning in spring. The time frame is again presented by the figure in the picture, the absent persona in the poem. The three cognitive verbs in the three lines

(L1, 2 and 4), *júe* (feel, realize), *wén* (hear) and *zhī* (know, guess, wonder) reveal that this poem is the articulation of the persona's perceptions and cognition after waking up in the spring morning.

Figure 2

Time frame in text and images



Here, the time reference is entirely expressed through the dress code of the figure in the picture. At the lower right hand is the chamber of the persona. He is sitting on the couch inside the rail, leaning outward. His left hand is raising the window with a pole. His leaning posture and the left-hand gesture show that he has just got up and is opening the window. The remoteness of his life from today is again marked by his costume, his hair style, and the window. The long white gown and the laced collar were typical of the Tang dynasty. The folded bob in white cloth on the upper back of his head was also typical men's hairstyle of the dynasty. The window is also of ancient style. The weed shields used as windows are no longer a common practice in modern China, even

in the south where this kind of windows was common before glass windows were introduced. Scenes outside the window and the chamber itself give no information of time, as they are timeless, common in spring almost everywhere in plains across the country.

Conclusion

From the above analysis, we see that although images come much later than texts, illustrators are doing a good job in making ancient messages easier for the young learners to get access to. A close scrutiny of complementarity patterns between images and texts reveals something new about image and text interaction in Chinese educational context. Augmentation of participants in images function in two ways: first, as fillers of omitted syntactic roles in transitive processes, secondly as temporal circumstances not indicated in texts.

Multimodal texts have become a norm in elementary education in China today. Both pros and cons are recorded in literature. Most researchers reported positive effects of images on learning. Zhang (2012) found that images in Chinese textbooks not only enhanced understanding of the theme of the texts, but also helped cultivate the aesthetical competence of young learners. However, some teachers also found negative effects of images on their students. Liu (2004) claimed that images in texts of classical poems constrained the imagination of young pupils and therefore should be deleted from textbooks. Views on the usefulness of images in texts of classical poems may continue to diverge. Yet it is without doubt that illustrations have become an integral component in literary education. To make ancient messages easier, illustrators recode some of the abstract, condensed contents in images and, when necessary, complement the texts of poems by providing elements absent from them. Complementarities expand and extend young learners' imagination of the spatial and temporal relations implied or invoked in the verbal texts. By

examining the image-text relations in texts of classical poems in the elementary education in Mandarin Chinese, the present study contributes to the existing literature in two ways. One is the discovery of provision of participants to fill the syntactic slots of poetic lines; the other being the provision of indexical clues of circumstances of time absent in texts.

To what extent a particular language may impact the image-text interactional patterns is yet to be explored. Typological evidence from different cultures is expected to help us understand the issue better.

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**A systemic functional linguistic investigation into the mental health
community: Articulating personal recovery for collective healing**

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Abstract

This paper reports on a Systemic Functional Linguistic (SFL) investigation of mental health memoirs written by medical practitioners. These mental health memoirs look at a specific medical genre which is memoirs written by medical practitioners. These mental health memoirs contain a multitude of narratives portraying personal recovery, which come together as a unity, culminating in the advent of Recovery-Oriented Narrative (RON) discourse as an object of enquiry. The current study examines the articulation of lived human experience transpiring in the time of personal recovery. On that account, a referential cohesion analysis on the RON discourse based on the SFL model of referential cohesion by Martin (1992) was carried out. The mental health system utilises mainly pharmaceutical treatments for its patients (Hanafiah & Bortel, 2015; Mukhtar & Oei, 2011; Ng, 2014; Razali & Hasanah, 1999), but due to the large number of patients, time pressure and staff shortages, such treatment alone is insufficient to reveal encouraging recovery results (Ng et al., 2018). Hence, narrative-based psychotherapy is suggested as a form of complementary and alternative medicine (CAM). To this end, the current study explores the resourcefulness of the RON discourse for harnessing narrative skills in the mental health community. Through making known the structure of reference chains for participant identification in the RON discourse, the introduction of people into the discourse and how they are tracked as the discourse unfolds may provide insights into the changes in narrative identities. For the purposes of the present study, only

exophoric references which are to do with coherence are studied. The emergent functions of exophoric references as revealed in the present investigation are mainly the sharing of perspectives, the generalisation of people or things and the cultivation of personalised connections. These emergent functions of exophoric references show the role of language in evolving to serve our different purposes in terms of mental health functioning. The findings show that interlocutor determinative pronouns such as “I”, “you” and “we” were used as exophoric references for sharing perspectives, generalising people or things and cultivating personalised connections. The implications of the study are significant for developing knowledge of cohesion and coherence in the RON discourse as well as informing narrative-based psychotherapies in terms of the emergent functions of exophoric references for collective healing.

Keywords: coherence, exophoric references, memoirs, mental health, narrative identities, personal recovery, Recovery-Oriented Narrative (RON) discourse, referential cohesion, Systemic Functional Linguistic (SFL)

Introduction

The personal recovery model (Roberts & Boardman, 2013, 2014; Shepherd et al., 2008) is built around different attributes like strength, hope, healing, value, and inclusion. While one's recovery can be distinguished as merely clinical recovery whereby there is the absence of symptoms, personal recovery is something which actually comes with life worthiness (Roe & Kravetz, 2003; Tranulis et al., 2009). There has been a burgeoning of illness narratives by medical practitioners that are moving in a new direction from “often anonymised accounts in the early 20th century” to “deeply personal, owned contemporary works” (Wilson et al., 2019, p. 20), for instance, in the form of mental health memoirs. These narratives surrounding personal recovery come

together as a unity owing to their shared properties of coherence, forming the “narrative discourse” (Genette et al., 1980) which is recovery-oriented, better known as the Recovery-Oriented Narrative (RON) discourse. Such a discourse forms part of the surrounding “discursive resources” which people in distress draw upon “to make sense of their experience, present themselves in socially acceptable ways, manage their everyday practices, negotiate their role within the mental health system, exonerate their life conditions and choices” and so on (Georgaca, 2014, pp. 58-59).

There is a dearth of linguistic studies on such medical genres known as the RON discourse which can be found in mental health memoirs. The most relevant linguistic studies which were found were mainly to do with depression memoirs written by highly literate people or literature experts (for example, Plath, 1971; Smith, 1999; Solomon, 2015; Styron, 1991). These studies show that the commonly employed linguistic strategies tend to reinforce the traumatic experience of depression (Agassi & Moehring, 2009; McKenzie & Swann, 2012; Obree, 2003; Smith & Watson, 2010; Sparkes & Stewart, 2016). In relation to this, Lewis (2017) raises concern about the risk for readers of depression memoirs to be exposed to many representational artifacts coming from various sources, especially those from the commercial pharmaceutical industry. No longer merely a pill industry, today’s pharmaceutical industry has morphed into an information industry brewing cultural change. By virtue of pharmaceutical products being “the creation of cultural climate of opinion and desire” (Lewis, 2017, p. 304), people should be vigilant in the uptakes of the surrounding narratives which could have been entangled with the motives of the pharmaceutical industry.

Furthermore, Hoffman and Hansen (2017) point out the likeliness for oppressive themes in autobiographical writings or memoirs leading to shrinkage of people’s imaginative worlds. In a study by O’Connor and Casey (2015), both nurses and psychiatrists were found to possess higher

mental health literacies (henceforth, MHL) (see also Caldwell & Jorm, 2000). In view of the above concerns, the present study intends to leverage mental health literacies among medical practitioners who have shared their valuable insights into the pertinent issues in the mental health community. More precisely, a referential cohesion analysis on the RON discourse can shed light on the use of exophoric references in articulating personal recovery for collective healing in the interest of building a reservoir of literary resources and enriching the available discursive resources from which people can draw upon for mental health support.

One of the key aspects of MHL is “developing competencies designed to improve one’s mental health care and self-management capabilities” (Kutcher et al., 2016, p. 155). For the purpose of awareness campaigns or education, it is important for MHL to be tailored to the specific needs of the relevant audience group in terms of context specificity, developmental appropriateness and effectiveness of integration into “existing social and organisational structures, such as schools and community organisations” (Kutcher et al., 2016, p. 155).

In the current study, the properties of coherence, particularly the use of exophoric references in the RON discourse, are the key linguistic features being looked upon. Through revealing these linguistic intricacies which are deeply rooted in our human language, the present findings may contribute to the body of knowledge for building advanced narrative skills. In terms of treatment, the present study suggests the potential for translation of an elevated ability to construct coherent narratives into therapeutic techniques for designing training programmes which harness patients’ narrative skills. The power of narratives is promoted in the field of narrative medicine. When a patient narrates his or her own story of suffering, it helps the patient in reconstructing his or her painful past, gaining distance from the suffering, receiving affirmation in

the search for a renewed identity, and finding a language of interpretation for transcending one's suffering (Younger, 1995).

In a clinical synthesis by Mendoza et al. (2020), fellow practitioners are called on to make use of narrative therapy for helping patients to author or reauthor identity while recognizing the diversity of human identities and roles. Similarly, in a mixed methods study, Bravo et al. (2015) suggest future research to review and assess “sense of meaning and coherence”, in other words, “illness identity” as one of the available measures for capturing individual indicators of patient empowerment (p. 13).

The present study is part of a larger study on referential cohesion. The study was carried out to make known the construction of the RON discourse by making known “the structure of reference chains” (see Martin, 1992, p. 144) contributing to the “texture” of the texts (see Halliday & Hasan, 1976, p. 2) which belong to such genre. A text is said to have texture based on its function as “a unity with respect to its environment” (Halliday & Hasan, 1976, p. 2). The texture of a text determines our perception towards its coherence which is the guiding principle for discerning a “good” text (Halliday & Matthiessen, 2014).

The manner in which referential devices are structured as chains in the construction of such genre can inform us about participant identification in which people are introduced and then tracked in the unfolding of the discourse (Martin & Rose, 2003). By virtue of this, the changes in narrative identities can be unravelled by examining the roles of referential devices in “expressing at each stage in the discourse the points of contact with what has gone before” (Halliday & Hasan, 1976, p. 299).

These narrative identities are composed of “plots explaining where we have been, where we are, and where we are going” that originate from very particular viewpoints (Lewis, 2017, p.

306). By unravelling these changes in narrative identities, the articulation of personal recovery in the RON discourse can be construed in terms of its affordances for collective healing in the mental health community. The present study identifies exophoric references in the construction of the RON discourse and also interprets the articulation of personal recovery for collective healing.

Overall, this paper sheds light on the use of exophora in “making sense” of our lived human experience transpiring in the time of personal recovery and “acting out our social relationships” in the mental health community for collective healing (see Halliday & Matthiessen, 2014, p. 30).

Theoretical framework

Martin’s (1992) model of referential cohesion was employed as the main theoretical framework. Other similar notable frameworks utilised for the analysis are works by Halliday and Hasan (1976), Halliday and Matthiessen (2014) and Eggins (2004).

Exophora, also known as “exophoric reference”, is a kind of reference used in presuming an identity that is “recoverable from the environment of the text” (Halliday & Matthiessen, 2014, p. 624). Exophora typically refers to interactants like speaker, speaker plus others and addressee of the speech events or to non-interactants that are within “the field of perception shared by speaker and listener” (Halliday & Matthiessen, 2014, p. 624).

Methodology

The methodology section provides descriptions of the corpus and data analysis. More specifically, the corpus comprises eight memoir chapters selected from the four curated mental health memoirs written by medical practitioners; and the data analysis involved study procedures of five major stages, which were conversion of the selected chapters into the electronic form,

identification of relevant nominal groups, identification of principal markers, interpretation in terms of emergent functions and presentation of study results.

The corpus

The corpus used in the study is a collection of eight memoir chapters selected from four mental health memoirs written by medical practitioners of various backgrounds, which were specially curated for the purposes of the study. The four mental health memoirs were curated through an internet search using combinations of various keywords like “depression”, “mental illness”, “mental disorder”, “memoir”, “autobiography”, “diary”, “psychiatrist”, “clinical psychologist”, “counsellor”, “therapist”, “psychotherapist”, “mental health nurse”, “psychiatric nurse”, “mental health professional” and “mental health practitioner” as well as their synonymous counterparts and co-hyponyms. All the curated memoirs are publicly available for purchase in major bookstores, like Amazon, around the globe. The curation of the four mental health memoirs was carried out based on a list of selection criteria, particularly: (1) published within the past 10 years; (2) written in English; (3) contains evidence of depression symptoms; (4) written by a medical practitioner; and lastly, (5) comes with evidence of positive signs for mental well-being. These memoirs are written by Linda Gask (2015), Irvin David Yalom (2019), Lori Gottlieb (2019), and Nathan Filer (2019). Linda Gask (2022) is Emerita Professor of Primary Care Psychiatry at the University of Manchester. She has also been an advisor to the World Health Organisation and been awarded the President’s Medal by the Royal College of Psychiatrists in 2017. Irvin David Yalom (n.d.) is an American existential psychiatrist, who is emeritus professor of psychiatry at Stanford University and also an author of various books of both fiction and nonfiction. Lori Gottlieb (2022) is a psychotherapist, New York Times bestselling author, TED Speaker, co-host of the popular "Dear Therapists" podcast, and “Dear Therapist” columnist for The Atlantic. Nathan

Filer (2022) is a Reader and Senior Lecturer at Bath Spa University, and also an award-winning writer, who wrote about his professional insights from having served as a qualified mental health nurse in psychiatric wards. He holds an Honorary Doctorate in Liberal Arts from Abertay University and has received various awards for his works of both fiction and non-fiction. In this paper, all these authors will be referred to using abbreviations as follows: Linda Gask (LGK), Irvin David Yalom (IDY), Lori Gottlieb (LG), and Nathan Filer (NF).

For the purposes of the present study, two chapters which are most representative of diverse recovery experiences, as recreated by the medical practitioners in reflecting upon their clinical practice and personal life, were selected from each memoir to form the corpus, the RON discourse. The RON discourse is mainly the writers' personal reflections based on their experiences of working or having close contact with various patients or clients, integrated with their personal life experiences, observations, uptakes of scientific literature, as well as experiences as a patient or client at the receiving end of mental health service. In total, the corpus consists of eight chapters selected in pairs from each of the curated four mental health memoirs, containing 1286 sentences made up of 25104 words. More particularly, both chapters by LGK are mainly about the writer recreating her experience as a client during therapy sessions as well as her experience of working with patients, which generates insights into transference and human mind. Both chapters by IDY are mainly about the writer recreating his experience of working with various patients with metastatic breast cancer and his personal life experience, which generates insights for an existential approach to therapy. Both chapters by LG are mainly about the writer recreating her experience with the therapist and her experience of working with various patients in therapy sessions, which generates insights into the nature of human relationships, which is about forming deep attachments and saying goodbye. Both chapters by NF are mainly about the writer

recreating his personal observations, interview with a mental health nurse who has experienced hearing voices, uptakes of scientific literature, and experiences of working as a mental health nurse and of visiting the Hearing Voices Support Group, which generates insights into the shortcomings of the biomedical model and the feeling of togetherness in coping with voice hearing.

An overview of the corpus shows the following: in the memoir by LGK, Chapter 13 focuses on the transference relationship with her therapist in resolving the difficult relationship with her father, while Chapter 16 focuses on the importance of managing our human mind; in the memoir by IDY, Chapter 23 focuses on his establishment of a therapy group for patients with metastatic breast cancer, while Chapter 33 focuses on his writing of a book of tips for young therapists; in the memoir by LG, Chapter 57 focuses on the publication of this particular memoir in which her therapist played a prominent role, while Chapter 58 focuses on the termination of therapy with her therapist; and in the memoir by NF, Chapter “Stigma and Discrimination” focuses on his argument against the biomedical model based on examples drawn from an individual clinical case, a BBC documentary, anti-stigma campaigns, and also the comparison between Type 2 diabetes and depression, while Chapter “The Keyholder, the Non-Keyholders and the Voices” focuses on his experiences of interviewing a patient turned provider and of visiting a patient-led hearing voices support group in a guarded facility, and also his scientific explanation on delusion and hallucination as well as the feeling of togetherness in coping with voice hearing, as detected by him during the visit to the guarded facility. Due to the variation in focus of these memoirs arising from different contextual variables, a referential cohesion analysis on these chapters may inform us of the possible extent of variation or similarity in the use of exophoric references across these chapters.

Data analysis

A referential cohesion analysis was carried out by investigating the use of exophoric references in articulating personal recovery for collective healing. By making known how exophoric references are structured as chains in the construction of the RON discourse, the changes in narrative identities composed of “plots explaining where we have been, where we are, and where we are going” (see Lewis, 2017, p. 306). First, all the selected memoirs were converted into a Word document as preparation for the subsequent referential cohesion analysis. Each electronic file of the chapters was checked against the original texts for accuracy. Then, ATLAS.ti was employed as the workbench for carrying out the referential cohesion analysis wherein the nominal group was treated as the unit of analysis, which represents the referential devices forming cohesive ties for “the realisation of participants” (see Martin, 1992, p. 98). During the analysis, line-by-line coding was done by the first researcher (ZM) then verified by the second researcher (SS). In identifying relevant nominal groups, the Auto Coding and Smart Search tool were used for quoting specific referential devices automatically throughout the text. All the coded referential devices were then labelled based on the identification of principal markers. In the presentation of study results, the linguistic features of each exophoric reference were given prominence and the use of each exophoric reference was interpreted in terms of their emergent functions, as illustrated by examples drawn from the corpus. Besides, Lucidchart was employed to systematically draw out figures showing the use of exophoric references as realised by different linguistic features in fulfilling various emergent functions. These emergent functions of exophoric references provide insights into the changes in narrative identities, demonstrating how the RON discourse has been used in the shaping of narrative identities for collective healing in the mental health community.

Findings and discussion

The findings show three types of exophoric references in the RON discourse.

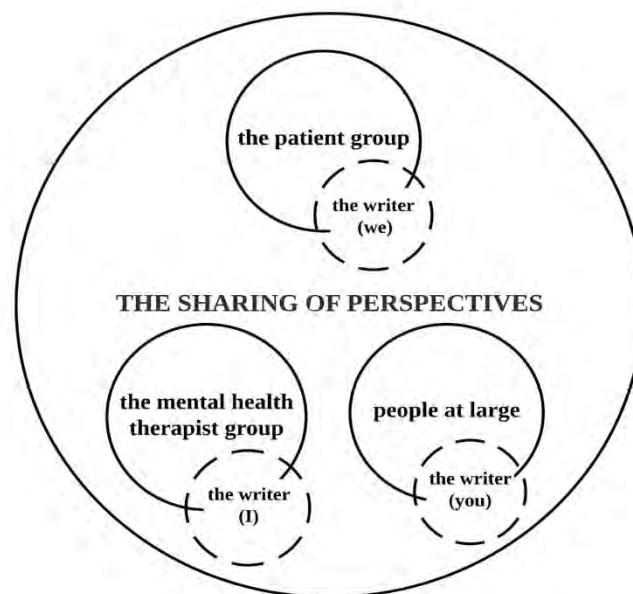
The use of “we”, “I” and “you” in sharing perspectives within various social groups

Figure 1 shows the use of exophoric references as realised by the interlocutor determinative pronouns “we”, “I” and “you” in sharing perspectives via the writer’s assimilation. “We” represents the writer as assimilated into the patient group, making possible the sharing of perspectives. Meanwhile, “I” represents the writer as any mental health therapist in general, who is also assimilated into the mental health therapist group. This is followed by “you”, which represents the writer himself or herself in self-referencing while also assimilating into the larger social group of people in the mental health community.

Based on the drawing in Figure 1, each smaller circle with the writer as the exclusive participant is merging into the corresponding larger circles representing various social groups.

Figure 1

The sharing of perspectives via the writer’s assimilation



The use of exophoric references in sharing perspectives is further illustrated in Examples 1 and 2. Example 1 concerns the writer, LG sharing her perspective with the reader in regard to her patient's autonomy in seeking treatment whereas Example 2 concerns the writer, NF sharing his perspective with the reader in regard to what he feels when being with the Hearing Voices Support Group.

As shown in Example 1, the writer, LG is reminiscing about her clinical practice in which she thinks that every patient is reliant on the therapist's trusting voice for recovery and hope towards future possibilities. "I" represents the writer, LG, as any mental health therapist in general who is assimilated into the mental health therapist group.

Example 1 (Gottlieb, 2019, Chapter 58: A Pause in the Conversation, p. 409)

Everyone needs to hear that other person's voice saying, *I believe in you.*

I can see possibilities that you might not see quite yet.

As shown in Example 2, the writer, NF is reflecting on the feelings that he detected in the room where he met the Hearing Voices Support Group together with a nurse who had also experienced hearing voices. "You" represents any person in general together with a gang of friends into which the writer, NF assimilates himself into.

Example 2 (Filer, 2019, Chapter: The Keyholder, The Non-Keyholders and the Voices, p. 226)

It's darker than **you** feared.

But **you**'re doing it, and come to think of it, when **you**'re all together like this – your own footsteps sound the loudest.

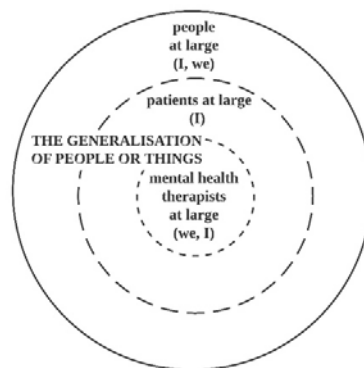
The use of "we" and "I" for generalising people or things among various social groups

Figure 2 shows the use of exophoric references as realised by the interlocutor determinative pronouns “we” and “I” in generalising people via a sense of commonness. In the innermost circle, “we” and “I” represent members of the mental health therapist group, making possible the generalisation of mental health therapists. Meanwhile, in the intermediate circle, “I” represents the writer as belonging to the patient group, making possible the generalisation of mental health patients. In the outermost circle, “I” and “we” represent the writer as belonging to people at large, making possible the generalisation of people or things.

Based on the drawing in Figure 2, each circle representing a kind of social group is embodying the corresponding smaller circle representing another kind of social group in a descending order from “people at large” to “mental health therapists at large”.

Figure 2

The generalisation of people or things via a sense of commonness



The use of exophoric references in generalising people or things is further illustrated in Examples 3 to 6. Example 3 concerns the writer, LG generalising mental health therapists at large. It can be inferred that every therapist’s role is to edit the patient’s story. Meanwhile, Example 4 concerns LG generalising mental health patients at large. It can be inferred that the best case with any patient is wherein the therapist feels an organic ending. On the other hand, Examples 5 and 6

concern the writer, IDY generalising people at large. It can be inferred that any mental health patient in his therapy group or any person in general, including himself can have the experience of learning and growing from confrontation with death.

As shown in Example 3, “I” represents any mental health therapist in general as belonging to mental health therapists at large while “we” represents the writer as belonging to mental health therapists at large.

Example 3 (Gottlieb, 2019, Chapter 58: A Pause in the Conversation, p. 409)

I imagine that something different can happen, in some form or another.

In therapy **we** say, *Let’s edit your story.*

As shown in Example 4, the writer, LG is reminiscing about her clinical encounters with patients in which she feels the organic ending in the best case. The organic ending is when the patient feels more resilient, more flexible and more able to navigate daily life. “I” represents any mental health patient in general as belonging to patients at large.

Example 4 (Gottlieb, 2019, Chapter 58: A Pause in the Conversation, p. 408)

We’ve helped them hear the questions they didn’t even know they were asking: Who am **I**? What do **I** want? What’s in my way?

As shown in Examples 5 and 6, the writer, IDY is reflecting on the sharing by one member of his therapy group about the experience of learning and growing from confrontation with death. Another group member with metastatic breast cancer identified with the same experience. In Example 5, “I” represents any member in the therapy group led by the writer, IDY as well as any person in general belonging to people at large. Meanwhile, in Example 6, “we” represents the writer as belonging to people at large.

Example 5 (Yalom, 2019, Chapter 23: Existential Therapy, p. 186)

As one of them put it: “What a pity **I** had to wait until now, until my body was riddled with cancer, to learn how to live.”

Example 6 (Yalom, 2019, Chapter 23: Existential Therapy, p. 186)

It brings home the realization that since **we** have only one chance at life, **we** should live it fully and end it with the fewest regrets possible.

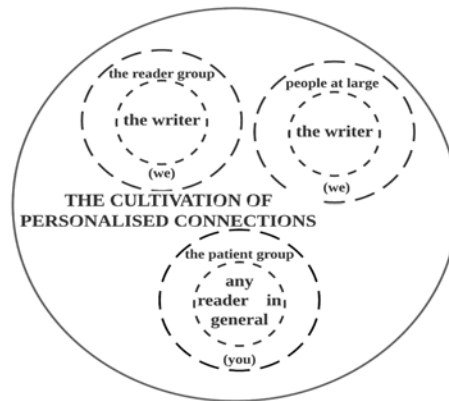
The use of “we” and “you” for cultivating personalised connections within various social groups

Figure 3 shows the use of exophoric references as realised by the interlocutor determinative pronouns “we” and “you” in cultivating personalised connections via a sense of close proximity. As Figure 3 shows, “we” represents the writer as being in close proximity to the reader group, making possible the cultivation of personalised connections. Also, “we” represents the writer as being in close proximity to people at large, again making possible the cultivation of personalised connections. Meanwhile, “you” represents any reader in general as being in close proximity to the patient group.

Based on the drawing in Figure 3, each smaller circle which represents either the writer or any reader in general is being enveloped in their corresponding bigger circles representing various social groups.

Figure 3

The cultivation of personalised connections via a sense of close proximity



The use of exophoric references in cultivating personalised connections is further illustrated in Example 7. Example 7 concerns the writer, LG cultivating personalised connections with mental health patients at large by referring to any reader in general as being enveloped in the patient group. As shown in Example 7, the writer, LG is reminiscing about her clinical practice and the time she was saying goodbye to her therapist. “You” represents any mental health patient in general constituting the patient group which in turn envelops any reader in general.

Example 7 (Gottlieb, 2019, Chapter 58: A Pause in the Conversation, p. 409)

It’s all **you**, we tend to say.

I was just here to guide **you**.

Conclusion

By employing Martin’s (1992) model of referential cohesion based on the SFL theory of cohesion and coherence, the current study examines the articulation of lived human experience transpiring in the time of personal recovery through the use of exophoric references. The linguistic

realisations of these exophoric references are identified with the use of interlocutor determinative pronouns such as “I”, “you” and “we”. A total of three emergent functions of exophoric references in different situations like sharing perspectives, generalising people or things and cultivating personalised connections were interpreted from the RON discourse.

For the purposes of the present study, exophoric reference was examined. The manner in which exophoric references are structured as chains in the construction of the RON discourse for pointing towards the social and cultural context of its occurrence (see Eggins, 2004; Halliday & Hasan, 1989) contributes to its coherence. In perceiving coherence in the RON discourse, we can come to recognise the total text as having “good” defining properties.

Based on the argument that narratives carry their very own episodic value (see Yi, 2020, p. 282) in the shaping of narrative identities for collective healing (see Cowan et al., 2021, p. 2), the use of exophoric references for participant identification in the RON discourse is deemed significant in informing us about the changes in narrative identities. In view of the burgeoning of conflicting narratives emerging from the current COVID-19 pandemic, a larger joint narrative based on the merging of diverse personal narratives is essential. Such a joint narrative is deemed pivotal in fostering social support and nationwide cooperation for mitigating the public health consequences resulting from the pandemic. However, constraints from canonical social norms and institutions can be restrictive in terms of people’s adoption of the available narratives. In the particular context of the present study, the power of the RON discourse in expanding people’s imaginative worlds by placing them in distal yet proximal contexts has been explored. Context awareness in constructing one’s life narratives surrounding personal recovery in the search for a renewed identity can open up enabling possibilities in human life experience of being among expansive, all-encompassing social groups, laying the groundwork for collective healing.

The strategic use of exophoric references in weaving patterns of meaning inherent in the “experiential content” (see Martin, 1992, p. 103) of the RON discourse is deemed helpful for collective healing. The findings concur with Cowan et al.’s (2021) view that, “collective healing” is “a reflexive framework” which “builds transformative, healing-centered collaboration, and public health solutions grounded in justice, equity, and resilience” (p. 1).

Based on this framework, collaborators are supposed “to engage in critical self-reflection, to move beyond compromise, to address differences, to interrogate traditional metrics, and to build understanding through action” (Cowan, 2021, p. 2). In fact, healing is to be understood in the form of a juxtaposition between “emotional self-perception, and self-relations” and also “relations to the members of the other group” (Thomson, 2021, p. 39).

In our fractured society, the transition from relational healing towards social reforms for justice is a phase for us to go through from enmity to unity (Thomson, 2021). However, it will require the transformation of individual healing processes into relational ones, whereby their social relevance for institutional and social reforms will follow suit. One good example is the collaboration between War Trauma Foundation (WTF) and Ahfad University for Women (AUW) in which narrative theatre has been implemented successfully in North Sudan for offering interventions which are “community-based” and well-integrated with more “individually focused” ones (Muneghina, 2014). The RON discourse emerging from the present SFL investigation may provide valuable insights into the designs and implementation of similar interventions in the mental health community.

The present findings on the use of exophoric references in articulating personal recovery for collective healing affirm that Systemic Functional Linguistics is a theory of language that

concerns meaning, instead of form. The theory sees language as a “meaning-making resource” (Halliday & Matthiessen, 2014, p. 10) rather than as a container where pre-existing meanings are to be found.

The use of exophoric references in articulating personal recovery has been substantiated, and this will eventually pave the way for collective healing. In both theoretical and practical dimensions, SFL is about the relationship between language and social processes, and its text analysis adopts the approach which looks at texts in terms of their social character (Halliday, 1994; Martin, 1992; Martin & Rose, 2003; Martin & White, 2005).

In other words, SFL views language as a social phenomenon based on the postulation that language forms are determined by and reflective of social relations, thereby establishing the relationship between text and context. As presently shown, the RON discourse which forms part of the discursive resources which are situated within the contexts of the mental health community was examined from the linguistic perspective to look upon its coherence. The “good” defining properties of the RON discourse may inform the application of narrative-based psychotherapies in current healthcare practices.

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“Cause now I wanna know”: Stance strategies and knowledge construction in undergraduate asynchronous discussions

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Abstract

This presentation reports on a project to expand understanding of collaborative knowledge construction in online learning by investigating how advanced undergraduates deploy stance strategies within asynchronous online discussions (AODs), positioning themselves both as students who demonstrate competence for a grade and collaborators who build disciplinary knowledge. For the study, contributions to eight discussion forums were collected from seven students in an introductory sociolinguistics course in the spring of 2020. Four discussions were designed as traditional prompt/post/reply forums, while the remaining discussions had a chain design, in which students were directed to respond to the post immediately preceding their own, not the initial prompt. Student posts from all discussions were iteratively coded for metadiscursive structures. Analysis revealed that students adopted familiar academic stance strategies in initial posts, regardless of AOD format. But in response posts, students deployed a range of more conversational stance strategies, including questioning, affirming, encouraging clarification, and directing conversation. Implications for pedagogy and additional research are also addressed.

Keywords: stance, online discussion, collaboration, engagement

Introduction

How do asynchronous online discussions (AODs) support learning in virtual spaces, and what does a successful online forum look like? A cursory review of published research suggests that both implementation and assessment of AODs vary widely; staging an AOD for collaborative learning is complicated by factors ranging from prompt format, participation requirements, grading criteria, linguistic expectations, time constraints, and moderator effectiveness (Andresen, 2009; Choi et al., 2005; Delahunty, 2018; Delahunty et al., 2014; Lander, 2014a; Lander, 2014b).

Research based in constructivist learning theory and systemic-functional linguistics has framed AODs as hybrid genres with features of both classroom initiate-respond-evaluate sequences (IREs) and conversation. Within this genre, “logogenesis is not linear,” but develops instead along an “orbital curriculum macrogenre” (Lander, 2014a, p.50). Moreover, skilled discussion moderators use scaffolding to direct students toward new understanding (Delahunty et. al, 2014).

As Lander (2014b) has noted, however, such “higher levels of knowledge construction” (p.223) do not occur automatically via participation in AODs; to gauge what factors promote learning, online interactions must be analyzed *as discourse* to understand how participants navigate both propositional content and relationships with others in the AOD. Specifically, Lander (2014b) argues that discourse analysis of AODs can “inform the design of online activities, moderation techniques and academic development to maximize the potential” of the AOD platform (p. 223).

The research presented here expands our understanding of discourse in AODs by examining the ways in which undergraduate discourse in two AOD formats: *traditional* and

chained (Roepnack, 2019). A traditional (or *prompt/post/reply*) format requires all students to respond to an initial prompt and then post one or more replies to others in the forum. In a chained discussion, however, only one student responds to the initial prompt, and other students then reply to previous posts in the thread, not the initial prompt. Since most students in a chained discussion do not address an instructor's questions directly, this type of AOD might be expected to yield more dialogic or conversational elements, while initial posts in traditional discussions would tend towards features of written texts. Understanding how students position themselves in these AOD formats—whether responding to the instructor's prompt or to others in the discussion—can help instructors evaluate the affordances of AODs for knowledge construction, refine instructional design, and support students who are unaccustomed to writing in AODs.

Theoretical Framework

Incoming college writers from non-traditional or multilingual backgrounds may lack experience with all forms of academic writing, including expectations for posts in asynchronous online discussions (see Moore, 2021). To provide targeted support for these students, composition faculty must understand the genre conventions characterizing AOD posts—genre conventions they may then unpack for first-year students. Given the complex layering of audience (instructors and peers), purpose (displaying, constructing, and refining knowledge), and modality (asynchronous responses) in AODs, discussion posts require a range of resources for semiosis, or “the making and understanding of meaning” (Halliday and Matthiessen, 2014, p.5).

In this study, to assess the genre features of AOD posts, Hyland's (2005a) framework of interactional resources was adopted for initial coding. This framework forms part of Hyland's (2005b) more extensive interpersonal model of metadiscourse (see also Hyland, 2017), a model

he categorizes as functional: “Interest in the interpersonal dimension of writing has, in fact, always been central to both systemic functional and social constructionist frameworks, which share the view that all language use is related to specific social, cultural and institutional contexts” (2005a, p.175). While acknowledging an overlap in scope with the system of appraisal within systemic-functional linguistics (SFL), Hyland suggests his narrowly construed framework is more apt for analysis of linguistic resources as they are realized in *academic* interactions, as the model “emerges from the study of academic writing itself” (2005a, p.174). He further argues that academic writers draw from a “restricted sub-set” of evaluation resources determined by the values of the academic community, and thus a “general categorization of interactional features is unable to show how academic writers, through their disciplinary practices, construct and maintain relationships with their readers and thus with their communities” (2005a, p. 175). While not without controversy, the Hyland framework was adapted for analysis of AOD posts in this study, given its functional and socio-constructive grounding and its widespread use in English for Academic Purposes (EAP) research.

Hyland posits two interactional constructs to characterize choices made by academic writers: *stance resources*, through which writers position themselves in relation to propositional content and their readers, and *engagement resources*, which allow writers to anticipate reader concerns and negotiate relationships with the reader (2005a). In short, Hyland describes resources of stance and engagement as critical to academic writing, because scholarly argumentation requires writers both to consider the ideas of colleagues and also “situate themselves and their work to reflect and shape a valued disciplinary ethos” (2005a, p.176). Participants in an AOD must accomplish similar tasks: propose, develop, and refine understanding of disciplinary concepts in collaboration with peers, all while establishing their

own position as community members whose contributions are valuable and worthy of serious consideration.

Methods

Contributions to eight AODs were collected from a spring 2020 sociolinguistics course open to advanced undergraduates at a regional state university in the southeastern United States. For each discussion, students posted at least three times prior to a Monday night deadline. AOD formats alternated weekly: Four discussions followed the traditional prompt/post/reply (PPR) structure, and the other four discussions were chained (Roepnack, 2019). To foster exploratory discussions, students responded open-ended questions in both AOD formats.

Seven students agreed to participate in the IRB-approved study; four of these also completed a short survey. When the class ended, posts of consenting students were de-identified. Direct responses to prompts (in PPR discussions) and direct replies to instructor threads (in chained discussions) were tagged as *initial posts* (IPs). The remainder were labelled *response posts* (RPs). Word and clause counts were calculated for each post.

Coding occurred iteratively, beginning with Hyland's (2005a) framework of stance and engagement strategies. Categories were expanded and refined through additional rounds of coding, as illustrated below. Following coding, raw counts were converted to a per-1000-clause ratio for purposes of analysis.

Coding

The first set of codes indicates student use of *framing language* to introduce propositional content. *Personal framing* (e.g., "I think") involves authorial self-mentions, denoting the writer's presence (Hyland, 2005a). *Expert framing* (or evidentials; see Hyland &

Tse, 2004) requires source attribution (1), while *collective* framing attributes assertions to inclusive *we* (2). These framing strategies foreground the writer's relationship to propositional content. (Emphasis added in sample excerpts).

1. *In relation to Gee's article, he mentions* that the idea of Discourse can be related to "second language acquisition:"...

2. *We can say* that the channel in use expresses the social, material, and cultural aspects of the speaker.

Next, *epistemic stance markers* were coded, which alert readers to the writer's confidence in assertions (see Hyland & Jiang, 2016). *Hedges*, for example, "indicate the writer's decision to withhold complete commitment to a proposition" (Hyland, 2005, p.178). Hedges include a subset of personal frames (e.g., *I guess*); words such as *possibly*, *maybe*, and *perhaps*; and some modal verbs (*might*, *could*, or *would*).

Structures suggesting confidence in propositions were coded as *boosters* (Hyland, 2005a), including certain personal or collective frames (e.g., *I/we know*); expressions like *certainly*, *absolutely*, and *no doubt*; and some instances of modal verbs (*must*). Occurrences of *do* in affirmative contexts (particularly concession and response moves) were also annotated as boosters (3):

3. I *do* use the term 'personality' purposefully though.

Metacognitive assertions were also grouped with epistemic stance markers for coding. In these statements, participants explicitly addressed confusion (4), desired knowledge, realizations, or new learning.

4. I think *I have a misunderstanding* of what Gee's types of Discourse meant.

Codes addressing *responses to other posts* were adapted and simplified from both the attitude and engagement subsystems of appraisal (see Martin and White, 2005). Codes include disagreement (5a), agreement (5b), affirmation, and exclamation (“Yes!”).

5a. I am not too sure about his dialect being "isolated."

5b. You are right about the possibility that social media holds in answering questions to sociolinguistics.

Hyland’s (2005a) classification of *engagement strategies* anchored the final code groups.

Questions were coded according to stated addressee (*you-directed*, 6a; *self-directed*, 6b; *we-directed*; or *third-person*) and purpose (*information-seeking*, 6a; *exploratory*, 6b; *clarifying*; *rhetorical*; and *other*).

6a. What kind of phrases *did you use* that were perceived as "feminine?"

6b. *I wonder* if there is a "drift" in some terms to be non-gendered. . .

Other engagement strategies coded include *personal asides*, *directives*, and *reader-mentions*.

Personal asides “allow writers to address readers directly” (Hyland, 2005a, p.183) and are often marked by dashes or parentheses (7).

7. . . .one’s dialect and language can be included under the umbrella, but are not limited to the umbrella (if that makes any sense).

Directives are imperatives directing readers towards action (*look* or *consider*). Reader-mentions were coded as follows: direct address-*you*, direct address-name, and inclusive *we*.

Results

Table 1

Summary of posts by type, clause-count, and word-count

Type of Post	N	Clauses	Clauses per Post	Words	Words per post
Initial posts (IP)	38	2432	64.00	17,140	451.05
Response posts (RP)	117	2455	20.98	16, 535	141.32

Table 1 illustrates the total number of each type of post and average numbers of words and clauses in each. IPs were fewer in number (38) but longer in both average word-count (451.05) and clause-count (64.0) than RPs.

Table 2

Summary of stance strategy usage

Stance strategy	N (per 1000 clauses)	
	IPs	RPs
Framing		
Personal	179 (73.60)	295 (120.16)
Expert	78 (32.07)	24 (9.77)
Collective	15 (6.16)	4 (1.62)
Epistemic Stance		
Non-modal hedges	46 (18.91)	90 (36.65)
Modal hedges	191 (78.53)	141 (57.43)
Boosters	45 (18.50)	69 (28.10)
Metacognitive assertions	26 (10.69)	50 (20.36)
Responses to Others		
Agree	9 (3.7)	32 (13.03)
Disagree	3 (1.23)	8 (3.25)
Affirmation	3 (1.23)	38 (15.47)
Exclamation	4 (1.64)	30 (12.21)
Questions: Stated Audience		
<i>You</i> -directed	0	21 (8.55)
Third-person	16 (6.57)	25 (10.18)
<i>We</i> -directed	2 (0.82)	4 (1.62)
Self-directed question	5 (2.05)	25 (10.18)
Questions: Purpose		
Information Seeking	4 (1.64)	24 (9.77)
Rhetorical	11 (4.52)	8 (3.25)
Exploratory	7 (2.87)	27 (10.99)
Clarifying	0	12 (4.48)

Other	1 (0.41)	2 (0.81)
TOTAL questions	23 (9.45)	73 (29.73)
Other Engagement Strategies		
Personal Aside	47 (19.32)	45 (18.32)
Directive	6 (2.46)	6 (2.44)
Direct address (<i>you</i>)	2 (0.82)	162 (65.98)
Direct Address (name)	1 (0.41)	76 (30.95)
Inclusive <i>we</i>	76 (31.25)	131 (53.36)

Note: Two of the questions in RPs included both self-directed and 2nd person framing: “I

wonder do you think...” Thus, there the total of framing types is higher than the total of questions.

Table 2 illustrates occurrence of stance strategies in both IPs and RPs. A comparison of the rates of occurrence per 1000 clauses suggests differences between the two.

IPs exhibited a lower rate of personal framing (73.60) but a higher rate of expert framing (32.07) than RPs (with rates of 120.16 and 9.11, respectively). In terms of epistemic stance, IPs contained fewer non-modal hedges (18.91 vs. 36.65), boosters (18.50 vs. 28.10), and metacognitive assertions (10.69 vs. 20.36) than RPs. Modal verbs appeared as the dominant hedging strategy in IPs (78.53/1000).

In terms of responses, as would be expected, fewer instances of agreement or disagreement occurred in IPs (12, or 4.93/1000) compared to RPs (40, or 16.29/1000). In addition, exclamations and affirmations rarely appeared in IPs (6, 2.46/1000) compared to RPs (68, 27.69/1000). Moreover, RPs included more questions overall than IPs (29.73 compared to 9.45). IP questions were most often rhetorical and third-person, whereas information-seeking and exploratory questions predominated in RPs, where *you*-directed (8.55) and self-directed questions (10.18) occurred at a similar rate to third-person questions (10.18).

Finally, in terms of other engagement strategies, personal asides and directives appeared at similar rates in both IPs and RPs. However, direct address (both types) occurred more often in RPs (208, 84.72/1000) compared to IPs (3, 1.23/1000). Inclusive *we* occurred in both types, but at a higher rate in RPs (53.36 vs. 31.25).

Discussion

Data for this study came from different AOD structures: traditional (PPR) and chained. While in the former all students posted initial responses to the instructor, in the latter only one or two students per topic did so. These results suggest that regardless of AOD structure, students use stance strategies differently when first responding to instructor prompts (IPs) than when replying to peers (RPs).

IPs resemble formal essays, in which advanced undergraduates use stance strategies to position themselves as academic writers who understand course concepts. Like formal essays, IPs establish context for an imagined reader (Hyland & Jiang, 2016) who might not have access to the prompt. As knowers, students foreground their objectivity and offer expert support for propositions in IPs. Consider excerpt 8a from an IP in Discussion 7:

8a. Politeness is part of the universal human behaviors expressed throughout our daily interactions [. . .] The debate however, leads to question whether this social concept better belongs under the category language or language use. To consider this distinction, Coulmas stated "In every language that has been studied, expressions vary along a politeness scale, and speakers can be more or less polite" (Coulmas 2013, 102). To this extent, we can agree to say that some speaker's language choices may not fit within the norms specific to politeness.

The student establishes the topic with a general assertion and expert framing. Reader/writer solidarity is indicated via inclusive *we*, “the most frequent engagement device in academic writing” (Hyland, 2005a, p.182). Modal hedges (*can, may*) signal speculation and expansion of dialogic space (Martin & White, 2005), although alternatives are not pursued, nor are peers addressed directly. Personal framing occurs only once, later in the post, in a self-directed question (“... it makes me wonder how our language choice shapes the way we think”), but rather than inviting exploration of the issue, the writer concludes the post with a quoted assertion (8b), thereby contracting dialogic space (Martin & White, 2005).

8b. Thus, this distinction supports the fact that "politeness strategies are bound not to languages but to speech communities and cultures" (Coulmas 2013, 116).

Student survey comments concerning traditional PPR discussions further illuminate their perception of IPs:

9. This format was helpful because it allowed me to gather my thoughts and present them, knowing that not all of my classmates would read and comment on what I had to say.

10. This format allowed me to engage my understanding on my own, which allowed me to work through my understanding of the topic in depth.

Thus, in IPs, student stance strategies demonstrate that they have “worked through” topics “in depth”; the IP is an individual presentation, not collaborative thinking.

RPs, in contrast, are highly contextualized and conversational; stance strategies here position students as supportive peers. Consider the following excerpts, also from Discussion 7, a PPR discussion. (Note all proper names were replaced with PName.)

11. PName,

Your point about English lacking "politeness markers" is an interesting one. I have never really thought about that! I am trying to think whether or not this is something I have thought about when studying Latin, but nothing comes to mind right now. Your perspective in this course makes me think more in-depth on certain topics for sure.

12. Hey PName,

As you mention, the intersection between gender and politeness displays what ways patriarchy lives and thrives under choices being unmarked [. . .] I like, here too, your use of "expectations"[. . .] I wonder if it is possible to combine these two combine these two ideas to blend the disciplines between rhetoric and sociolinguistics in the analysis of masculine subjectivity.

13. -- yes! I think this would definitely be an interesting topic to explore more. You know my love for rhetoric and linguistics... haha

These responses illustrate stance and engagement strategies common to RPs: direct address by name/pronoun, affirmations ("I like"), metacognitive statements ("I've never really thought about"), personal framing ("I think"), exclamation and emotions ("yes!" "haha"), boosters ("definitely") and exploratory questions ("I wonder if it is possible").

Note, however, that these conversational stance strategies do not necessarily foster collaborative learning: Response 11 suggests a possible avenue for applying concepts, but the post turns to affirmation and does not expand conversation further; there were no replies to this RP. In contrast, response 12 ends with an exploratory question, which prompted response 13.

Unfortunately, both responses 12 and 13 were posted shortly before discussion closed at midnight, and avenues for expanded online dialogue ended.

Now consider this excerpt, the fourth RP in a thread from Discussion 8, a chained forum:

14. Would establishing Discourse-switching as its own, unique concept potentially make it a sub-category of Code-switching? Or would it be its own field of study, independent from the concept/tropes of code-switching?

I asked a similar question above, but I guess I am having some trouble delineating the two.

This student asks two clarifying questions regarding the previous post in the chain, followed by a metacognitive assertion concerning his own understanding (note that *discourse-switching* was coined by students earlier in the chain). Discussion 8 contained just two IPs, leaving more room for discussion via RPs; the third post in the chain triggered five responses, one of which (excerpt 14, above) prompted five additional replies. In this case, student-posed questions in RPs functioned like instructor scaffolding, encouraging expanded dialogue, a finding echoed in a survey comment about chained discussions (15):

15. This format mimicked a dialog instead of a write up, allowing for a dynamic processes of learning.

The chains of RPs are perceived as “dialog,” in contrast to the “write ups” (IPs) required of all students in PPR discussions.

Conclusion

Stance and engagement strategies evident in these posts suggest that undergraduates perceive the purposes and expectations for discussion posts differently, depending on the position of the post in the forum. When addressing the instructor in IPs, students position themselves as knowers through formal academic arguments; when replying to other students in

RPs, they become supportive peers who may also (but not always) engage in collaborative knowledge construction. The students appear to have moved fluidly between these roles, and the small number of post-course comments suggest that they found both types of posts valuable.

This study, admittedly limited because of the sample size and time restrictions for each forum, raises important questions, including how adjustments to the time allowed for discussion or instructor participation might affect student writing. Perhaps more importantly, if genre is defined as a “staged, goal-oriented social process” (Martin, 2009, p.13) then what are the goals of an AOD? How do those goals shape the stance and engagement resources needed participation? In this case, AODs provided opportunities to practice both formal academic argumentation (IPs) and “collaborative construction of knowledge through text-based interaction” (Lander, 2014, p.41) through extended chains of RPs. Both types of practice in the context of an AOD may illustrate, in fact, a key affordance of the AOD platform: participants experience academic texts not merely as graded performances but spaces where writers and readers function “as participants in an unfolding dialogue” (Hyland, 2005a, p.191).

While definitive guidance for AOD design and supporting pedagogy cannot be ascertained from data in this study, these student interactions highlight the potential of AODs to pique students’ intellectual curiosity and engagement in course material:

16. Those are really good questions! And I don't have answers to them, so I'm hoping someone else does. Cause now I wanna know.

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An analysis of lexical cohesive devices in EFL academic writing with a developed framework of lexical cohesion

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Abstract

Studies have repeatedly suggested that EFL students lack awareness of cohesiveness across larger phases of texts in English academic writing (Zhang, 2018). Within Systemic Functional Linguistics (henceforth SFL), co-textual links, such as grammatical and lexical cohesive devices which contribute to the cohesiveness of texts, have been investigated regarding textual and interpersonal metafunctions (Bowen & Thomas, 2020). While grammatical cohesion has been widely explored, lexical cohesion has not been investigated thoroughly because of its complexity and contextual sensitivity. In order to develop a comprehensive framework of lexical cohesive devices which can be taught in EFL classrooms, this paper describes a corpus linguistics approach to the exploration of the use of lexical cohesion in Chinese postgraduates' writing on master programmes at a UK university, based on a critical review of existing frameworks of lexical cohesion. Manual analysis of lexical cohesive devices was conducted on excerpts from two corpora according to the developed framework of lexical cohesion which includes two categories (reiteration and collocation) with eight sub-categories in reiteration and two in collocation. Examples of each lexical cohesive device from the corpora of the present study are discussed in detail.

Keywords: Systemic Functional Linguistics, Lexical Cohesion, EAP Writing

Introduction

In academic discourse, students are expected to organise ideas and information logically and cohesively. Suitable cohesive links are used to contribute to this purpose. Typical cohesive links can be divided into grammatical cohesion and lexical cohesion (Halliday & Hasan, 1976). Studies within SFL have shown that students find it challenging when linking ideas together beyond the clausal level (Bowen & Thomas, 2020, p. 2). A wide range of studies have investigated grammatical cohesion (e.g. Alarcon & Morales, 2011; Khider & Othman, 2019), but only a limited number of studies have explored limited lexical cohesive devices in tertiary level writing (e.g. McGee, 2009; Wang & Zhang, 2019; Yang & Sun, 2012), whereas this study aims to fill the research gap by probing all possible categories of lexical cohesion, focusing on lexical cohesive devices used at an inter-clausal level in Chinese postgraduates' English academic writing at a UK university, based on a developed model of lexical cohesion.

Literature review

Several models of lexical cohesion have been examined for developing the framework of lexical cohesion in the present study. Table 1 and Table 2 show the overview of these models and the framework in this study. The comparison in these two tables indicate that similarities outweigh differences between models. The differences seem reflective of the fact that each model is designed for specific contexts. Furthermore, the collocation category is not included in all models, which is perhaps indicative of its complexity in the real analysis. However, because of its cohesive effect, collocation is of necessity to be still included in the present study.

As the fundamental model for studies on lexical cohesion, Halliday and Hasan's model (1976) was the first one to use 'collocation' as a cover term to discuss complex lexical cohesive

relations, including systematic and non-systematic relations. Hasan (1984) introduced “instantial lexical cohesion” (p. 201) which refers to the relations which are “text-bound” (Hasan, 1984, p. 201). That is to say, the instancial lexical relations are created by the specific contexts in texts, which denote part of the relations included in the sub-category of reiteration, i.e., other relations with identity reference, in the present study.

In Halliday (1985 [1994]), the definition of collocation simply refers to a tendency for items to co-occur, which helps readers anticipate what is to come next (pp. 312-313), and which narrows collocation from systematic and non-systematic relations into non-systematic relations. This is exactly in line with the scope of the collocation category in the present study, which aims to simplify and clarify the definition of collocation to a greater extent to facilitate the analysis of lexical cohesion. Therefore, Hoffman’s (2012) strategy of discarding *ordered sets* as systematic relations in the collocation category while maintaining *activity-related collocation* and *elaborative collocation* as non-systematic relations is adopted in the present study.

Nuclear relations in Martin’s model (1992) redefine the collocation category of previous models, which are defined as relations reflecting the ways in which “actions, people, places, things and qualities configure as activities” (Martin, 1992, p. 309). For example, *serve* – *ace* in “Ben serves... that’s his fifth ace of the match” (Martin, 1992, p. 309) indicate that *serve* refers to the element of ‘actions’ and *ace* refers to the element of ‘things’ in a nuclear relation.

Based on the concept of nuclear relations, Tanskanen (2006) has developed a sub-category of collocation *activity-related collocation*. Another sub-category is *elaborative collocation* (similar to Halliday’s (1985) definition of collocation). They are used for the classification of collocation in the present study.

Table 1

Overview of Sub-categories of Reiteration in Previous Studies and in the Present Study

Halliday & Hasan (1976)	Hasan (1984)	Halliday (1985)	Martin (1992)	Tanskanen (2006)	Hoffmann (2012)	The present study
Reiteration: Same word (repetition)	General: Repetition	Repetition	Taxonomic: Repetition	Reiteration: Simple/complex repetition Reiteration: substitution	Repetition: total Recurrence /partial recurrence	Reiteration: total Repetition/partial repetition
Reiteration: Synonymy/near synonymy	General: Synonymy	Synonymy : Synonymy “proper”	Taxonomic: Synonymy	Reiteration: Equivalence	Equivalence: Synonymy	Reiteration: Synonymy
Reiteration: Superordinate		Synonymy: Superordinate	Taxonomic: Hyponymy	Reiteration: Generalisation	Equivalence: Paraphrase Superordinate: Hyperonymy Superordinate: Holonymy	Reiteration: Hyperonymy
Reiteration: General word	General: Hyponymy	Synonymy: Hyponymy		Reiteration: Specification	Superordinate: Hyponymy	Reiteration: Signalling nouns Reiteration: Hyponymy

Table 2

Overview of the Rest of the Sub-categories of Reiteration and Collocation in Previous Studies and in the Present Study

Halliday & Hasan (1976)	Hasan (1984)	Halliday (1985)	Martin (1992)	Tanskanen (2006)	Hoffmann (2012)	The present study
Collocation: Meronymy Collocation: Co-hyponymy	General: Meronymy	Synonymy: Meronymy Synonymy: Co-hyponymy/co-meronymy	Taxonomic: Meronymy Taxonomic: Co-hyponymy /co-meronymy	Reiteration: Co-specification	Superordinate: Meronymy Co-hyponymy	Reiteration: Meronymy Reiteration: Co-hyponymy/Co-meronymy
Collocation: Opposites	General: Antonymy Instantial: Equivalence/ Naming/Semblance	Synonymy: Antonymy	Taxonomic: Contrast	Reiteration: Contrast	Antonymy	Reiteration: Antonymy Reiteration: Other relations with identity of reference
Collocation: Ordered/unordered set Collocation: non-Systematic semantic relations		Collocation: Associative relations	Nuclear: Extending & enhancing	Collocation: Activity-related collocation Collocation: Elaborative collocation	collocation: Activity-related collocation Collocation: Elaborative collocation	Collocation: activity-Related collocation Collocation: Elaborative collocation

Based on the review of the models of lexical cohesion mentioned above, this study has developed its own framework of lexical cohesion. The definition of lexical cohesive devices in this study is shown as follows:

Repetition

Simple repetition refers to the identical form or form with grammatical change of a lexical item. For example, singular – plural, or present tense – past tense. Complex repetition is defined as forms with derivational change or word class change.

Synonymy

Relations between two lexical items whose meanings are somehow synonymous, which can only be justified and explained within the context of a specific text in which the lexical items are involved.

Hyperonymy

A hyperonymic relation is defined as the “relation which holds between a more general, or superordinate, lexeme and a more specific, or subordinate, lexeme” (Hoffmann, 2012, p. 90).

Hyponymy

This category includes two types of relation: the second item is either a subclass or another class at the same level of classification of the first one (Halliday & Matthiessen, 2014, p. 646).

Meronymy

This category includes two types of relation: the second item is either a part of the first item or another part at the same level of classification of the first one, i.e., two items are parts of the same whole entity.

Antonymy

Complementary antonymy

This sub-category defines binary contrast relations between two lexical items which are not gradable, e.g., dead – alive, inside – outside

Contrary antonymy

This sub-category refers to gradable contrastive relations between lexical items, and therefore, allows for comparative relations of the following kind: “A is smaller than B” or “B is larger than A”, e.g., small – big

Converse antonymy

This sub-category represents contrastive relations characterised by being “the result of a change of perspective” (Schubert, 2008, p. 49, cited in Hoffman, 2012, p. 91), which is usually expressed through procedural verbs and nouns which express reciprocal social roles, e.g., buy – sell, come – go, lend – borrow, husband – wife, teacher – pupil

Directional antonymy

This sub-category refers to lexical pairs which imply “a motion in one of two opposed directions with respect to a given place” (Lyons, 1977, p. 281), e.g., up – down, north – south, forwards – backwards

Other relations with identity of reference

Co-referential relations generated in specific contexts which are not included in other categories. Two lexical items in this relation express different qualities of the same referent or refer to different aspects of this group of referents.

Signalling nouns

Abstract or concrete nouns with non-specific meaning in their own right and specific meaning in a particular linguistic context, such as *people*, *thing* and *fact*.

Collocation

The lexical relation between lexical items beyond the clause in which the lexical items tend to co-occur in similar contexts and semantically associate with each other.

Active-related collocation

This sub-category of collocation includes semantically non-systematic relations. It is based only on associations between items and thereby resists simple systematic classifications and definitions. The collocates in this category are only related based on activities which are judged and interpreted by personal knowledge.

Elaboration collocation

The lexical items in this sub-category of collocation also have associations but cannot be defined concisely and recognised easily. The associations between the lexical items are based solely on the possibility of the two lexical items “[elaborating or expanding] on the same topic” (Tanskanen, 2006, p. 63).

Methodology

The MA TESOL Module assignments Corpus (henceforth MTMC), in which the samples are from a Syllabus Design and Assessment module for MA TESOL programme, and the MA TESOL Dissertation Corpus (henceforth MTDC) were established to explore lexicogrammatical features of lexical cohesive devices developed by this study. The information is summarised in Table 4 below:

Table 4

Summary of MTMC and MTDC corpora

Corpus	Number of text samples	Word count (total)	Mean	Maximum	Minimum
MTMC	52	17538	337	486	197
MTDC	45	19148	426	457	389

Ninety-seven samples were collected from MA TESOL and MA Applied Linguistics for TESOL programmes at a UK higher education institution. These programmes were chosen because the majority of students on these programmes are Chinese, and their English proficiency level is relatively advanced. For convenience of information retrieval, the samples were coded based on which marking-scale groups or functional-section groups they belong to in the two corpora respectively. For example, “D6C3M” stands for Dissertation 6-Chapter 3-Methodology. “D6” stands for Distinction 6.

Since lexical cohesive relations are based on semantic grounds, they cannot be identified with the assistance of concordance tools (Hoffmann, 2012, p. 101). Thus, a manual analysis of lexical cohesion was conducted to identify lexical cohesive devices used in EAP writing.

Findings and discussion

Examples of lexical cohesive devices and their relevant referents (marked in bold) found in the analysis are shown below:

Repetition

1. There has been a lot scholars and **researchers**// who **researched** ...// Most of these **researche[r]s** ...// Thus, **research** questions ...

(D6C3M)

Research-stemmed repetitions form a repetitive chain with three cohesive pairs: *researchers* – *researched* – *researchers* – *research*. As the three pairs share the same word stem, they may potentially be interpreted as being lexically cohesive by readers.

Signalling nouns

2. The overview of participants ['] perspective on peer feedback is that// five of the eight students (Students A, B, C, D, E and Student G) felt that this activity was helpful.

(D13C4F)

The SN *overview* refers to the succeeding clause *five of the ... activity was helpful, which shows* the encapsulating function of SNs by summarising a complicated stretch of text into a nominal phrase, indicating a sophisticated way of expressing lexical cohesiveness.

Other relations of identity of reference

3. If only **grade one** is analysed, perhaps the higher grades start to introduce implicature// because designers suppose **these freshmen** do not acquire sufficient pragmalinguistic knowledge.

(D14C3M)

Grade one refers to the whole group of students who attend the first level of classes at school. This interpretation of *grade one* is supported by the anaphorical use of *these freshmen* in the succeeding clause, as the meaning of *freshmen* is first-year students (OED Online, 2019), and the determiner *these* indicates that *freshmen* is used as an anaphor to refer back to *grade one*. Therefore, *grade one* and *these freshmen* form a co-referential relation which is the first type of the identity category.

Synonymy and antonymy

4. The second part reflects the approach of task-based analysis, which **helps** to ensure the course to possess a high degree of real-life relevance ... // ... they can answer the questions according to the occasions where they cooperate with Chinese clients. This could also be **conducive** to figure out the tasks they are likely to carry out with foreigners.

(D6)

Although *help* and *conducive* express the meaning of providing something good to make other things happen (OED Online, 2019), they belong to different word classes, and therefore, are regarded as near-synonyms in this example.

It is noticeable that the use of synonymy is not restricted to the word meaning of the lexical items and the word classes which the items belong to, but depends on the specific context in which the items occur. Similar rules apply to antonymy:

5. Thus the perceived needs of students are, [...] explicit teaching of the thinking difference which is accountable for the **errors**, a raised awareness of the **thinking processes** [...] . Therefore, the syllabus is designed to achieve the goal of the “entrenchment” of a chain of **thinking processes** that can generate **correctly-tensed** and gender-referred speaking English.
- (M1)

Errors is a noun while *correctly* is an adjective, and they express contradictory meanings in this context. Specifically, *errors* refers to the inappropriate contents in students’ spoken English, whereas *correctly* in *correctly-tensed* denotes the appropriate verb tense use in students’ spoken English. Therefore, *errors* and *correctly* are contradictory in meanings in this example.

Superordinate relations: Hyperonymy, hyponymy and meronymy

6. Because essays and reports are usually regarded as the most popular **assessment forms** in academic courses in western **countries**. // They may also have **exams** but compared with short exam answers, // it will cost more time like several weeks to write **essays** as assignments for course work.

(D11C1I)

Assessment forms and *exams* form a hyponymic relation, as the more general item *assessment forms* appear before the more specific item *exams*. A co-hyponymic pair is also identified within

the same category of *assessment forms*: co-hyponyms, *exams* and *essays*, are two kinds of *assessment forms*.

7. Supplementary education [...] has been expanded rapidly in **the globe** since this century. This phenomenon has first been developed in **East Asia** and has become externally visible throughout **Asia** as well as in **other world regions** in the present days.

(D12C1I)

The globe is the whole entity while *East Asia*, *Asia* and *other world regions* are parts of *the globe*. Therefore, the meronymic pair is the *globe* – *East Asia/Asia/other world regions*.

Collocation

8. it is common that researchers prefer **questionnaires** rather than interviews, // since perhaps the former tools can be used to attain information from a large number of **participants** ...

(D13C3M)

9. Chapter Two **Literature** Review// This chapter will look at relevant **research** based on theoretical research as well as the investigation related to peer feedback from students' perspective.

(D13C2L)

In the activity of filling in the *questionnaires*, *participants* are the 'people' who take the action, and *questionnaires* is the 'thing' which is the object of the action. *Participants* and *questionnaires* are two of the elements (i.e. 'people' and 'thing') in the 'activity', which, therefore, form an activity-related collocation pair.

Literature triggers the topic of *research on peer feedback*, which indicates the occurrence of *research* in the succeeding clause. *Literature* refers to the information about the subject *peer*

feedback, and *research* denotes the study of the same subject. The content of *research* provides the information included in the *literature*. Therefore, *research* and *literature* are interpreted as an elaborative collocation pair.

Conclusion

This study examines the use of lexical cohesion in Chinese postgraduates' academic writing. Based on the review of previous frameworks of lexical cohesion, this study has developed a more comprehensive framework used for the qualitative analysis of two corpora. Since lexical cohesion is highly context-sensitive (Tanskanen, 2006, p. 174), it is considered essential to teach the framework of lexical cohesive devices developed in the present study with examples in contexts.

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A systemic functional linguistic approach to IELTS essay analysis

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Abstract

Students of English as a Foreign Language frequently complete standardised tests such as IELTS in order to gain positions at English-language universities. Once successful, students must then cope with the demands of academic English genres and their distinct language features. However, test-preparation courses and Academic English courses remain uncommon in contexts including Japanese universities. Systemic Functional Linguistics (SFL) offers both a framework for teaching content and a means for analysing student output. A ten-week teaching program took place at a Japanese university, in which students who wished to improve their written IELTS scores and academic English writing completed a genre-based, SFL-grounded intervention focusing on two persuasive genres and including lessons on nominalisation (or live metaphors) (mapped to the ideational metafunction of SFL), coherence, cohesion and structure (textual metafunction) and evaluative language (interpersonal metafunction). Students also practised writing IELTS-style short persuasive essays. Essays were collected prior to and following the teaching program and a dual analysis was conducted, using an SFL assessment framework and the IELTS Writing Task 2 Assessment Rubric. Results showed improvements to overall essay quality according to both assessment measures, suggesting that an SFL-grounded, genre-based approach to teaching in this context is effective. Additionally, the results from both assessment frameworks were generally consistent, suggesting that an SFL approach may be useful in assessing approximate IELTS levels in the classroom prior to testing. Pedagogical and analytical implications are discussed.

Keywords: Multimetafunctional; IELTS; persuasive genre; SFL; EFL

Introduction

Students of English as a Foreign Language (EFL) who wish to study at English-medium universities must complete a standardised test such as the International English Language Testing System (IELTS) and achieve a given minimum score (British Council, n.d.). However, a high IELTS score does not necessarily equate to the ability to achieve in academic English contexts (Stigger, 2019). IELTS written tasks do not mirror typical academic English writing tasks (Nesi & Gardner, 2012) and so studying to achieve a high IELTS test score may not provide students with practice in the English skills they will later need.

Systemic Functional Linguistics (SFL) (Halliday, 1985) offers a strong theoretical framework for the design of English language teaching programs which can be contextualised and customised for a variety of purposes. By teaching students the structural staging of key genres, and the language features which contribute to the creation of meaning across all three of SFL's metafunctions within those genres, teachers may be able to achieve two goals: to improve students' short essay writing skills necessary to achieve a high IELTS score; and to provide students with a versatile set of English language skills which can be adapted to later academic English writing.

A multimetafunctional course, which focuses on certain key language features from each metafunction, may offer a positive value-for-time opportunity. The language features can be selected to offer the most benefit by being relevant to the test and transferable to other contexts, as intended in the present project.

This paper investigates the efficacy of an SFL-based teaching intervention which taught language features from all three metafunctions plus genre structure of two persuasive genres. It also investigates the value of using a dual assessment model, incorporating the IELTS

assessment criteria and an SFL-based assessment tool, to identify key language features which support students in their IELTS preparation and future academic English writing.

Literature Review

SFL and its genre-based pedagogies have been shown to be effective for tertiary English language teaching in both L1 and L2 (Chaisiri, 2010; Myskow & Gordon, 2010). The teaching of high-value genres allows students to participate fully in dominant discourses, regardless of their backgrounds or previous learning contexts (Caplan & Farling, 2017; Martin, 1993). Persuasive genres are common across English discourse, including in standardised tests and academic English. Teaching students the specific structural and language features of these genres allows them to create recognisable and powerful persuasive texts and participate within academic discourse.

A multimetafunctional approach involves teaching students how to write for meaning within each of SFL's metafunctions: the ideational metafunction, which constructs the field and message of the text; the interpersonal metafunction, which constructs relationships between reader and writer; and the textual metafunction, which constructs meaning through the mode of the text (Halliday & Matthiessen, 2004).

In the ideational metafunction, complex and content-dense vocabulary, such as nominalisations, is characteristic of successful persuasive texts (Macken-Horarick et al., 2018). In academic persuasive texts, nominalisation supports the movement of texts away from the spoken register and into the formal, academic register, which can contribute to higher essay scores (Chen & Baker, 2016). In the interpersonal metafunction, a writer establishes a dialogue with the reader to change the reader's mind or behaviour (Martin & White, 2005). The evaluative

language feature of Attitude is an important resource for persuasive writing, and explicit teaching of Attitude improves students' academic essays (Lee & Deakin, 2016; Zareva, 2018). The textual metafunction realises meaning in persuasive texts through coherence and cohesion, including resources such as complex clauses and use of references (Macken-Horarick et al., 2018). A text's persuasive message relies on coherence, realised through cohesive devices which, if taught explicitly, can improve the quality of L2 students' academic writing (Nagao, 2018).

In EFL, multimetafunctional teaching programs are less common (but see Kerfoot & Van Heerden, 2015; Nagao, 2018; 2020) however, by teaching language features which support each metafunction of meaning, along with the expected structural staging of target genres, it is possible to support students towards the creation of fully formed and meaningful written English texts through the use of carefully considered language and structural choices.

Assessment is crucial for students to improve and for teachers to evaluate the effectiveness of their teaching programs (Cranley et al., 2021). Rose and Martin (2012) designed an SFL-based assessment tool which is versatile across teaching contexts and has been used effectively in tertiary teaching contexts (Rose et al., 2003; Rose et al., 2008). The IELTS assessment rubric (British Council, n. d.) offers teachers of IELTS test preparation courses an opportunity to assess where students are likely to sit in terms of IELTS scores. Criterion-referenced assessment allows achievement to be measured along a continuum from no to complete proficiency (Jamieson, 2011). However, the rubric, with limited categories encompassing multiple language features, may not provide the targeted feedback necessary for students to zero in on more specific areas for improvement.

Typically, a single assessment tool or method is used to assign scores to student essays. So far, no dual assessment method integrating IELTS and SFL tools appears to have been tested

in a classroom intervention. A dual assessment, in which student essays are scored against the IELTS rubric and also scored against an SFL-based assessment tool (Rose & Martin, 2012), which looks at specific language features, may provide holistic and valuable feedback for both students and teachers.

In the present study, the following research questions were asked:

1. How does a dual SFL and IELTS assessment assist in ascertaining students' language learning needs?
2. How does a short-term, multimetafunctional teaching program affect EFL students' short essay quality?

Methodology

Seventeen Japanese tertiary students at a large university in Honshu participated in a 10-week English writing course for IELTS preparation. In addition to ethical requirements for the University of Tasmania, all ethical requirements for Japanese research and for the host university were met. Students were provided with information and consent forms in Japanese and English and were given several opportunities to ask questions in their own language before signing up to participate in the study. To minimise the burden on student participants, the writing program was offered to a group of students already participating in a program to support their English studies in preparation for applying to overseas English-medium universities, as a supplement to their existing studies. To minimise the workload, no homework was required and attendance was optional. Additionally, no grades were given, nor were grades from their other studies (such as other enrolled English courses) affected by participation in this study. Students learned nominalisation (ideational metafunction), Attitude (interpersonal metafunction), referencing

(textual metafunction) and genre structure. See Appendices A through D for examples of teaching materials, created by the teacher-investigator. Appendix A is an information sheet provided to students on the structure of the discussion genre. Appendix B is a group task sheet on collaboratively writing the discussion genre. Appendix C is a set of information slides on nominalisation. Appendix D is a group activity on working with nominalisations. Each lesson in the course was taught according to the Gradual Release of Responsibility framework, encompassing teacher-focused instruction and teacher-guided practice, student-focused collaborative tasks and independent writing (Fisher & Frey, 2014). Pre- and post-instruction persuasive essays, written under test conditions, were collected. The topic question was the same in both weeks; however, students were not informed of this prior to the course, the topic was not discussed throughout the teaching program, and students received no feedback on their first essay, to minimise the extent of familiarity in their final responses.

Essays were scored using an adapted SFL assessment tool from Rose and Martin (2012) to identify how well students achieved the overall purpose of the essay, and how well they used the target language features within their writing (Figure 1). Essays were then scored according to the IELTS rubric (Figure 2).

Figure 1

SFL Assessment Tool adapted from Rose and Martin (2012)

Writing Assessment Criteria – Questions for Assessor to Ask		Score (0-3) 18 total possible.
CONTEXT		
Purpose	How appropriate and well developed is the text for the purpose? Does it persuade convincingly?	
<i>Field</i> – ideational metafunction: nominalization	What are the writer's lexical resources? How well is lexis used to construct the field? (<i>Nominalization</i>)	
<i>Tenor</i> – interpersonal metafunction: Attitude	What are the writer's appraisal resources? How well is appraisal used to engage, persuade, evaluate? (<i>Attitude</i>)	
<i>Mode</i> – textual metafunction: cohesion: connectives	Is there a clear logical relation between all sentences? (<i>Cohesion: Connectives</i>)	
<i>Mode</i> – textual metafunction: cohesion: reference	Is it clear who or what is referred to in each sentence? (<i>Cohesion: Reference</i>)	
<i>Mode</i> – textual metafunction: cohesion: structural staging	Does it go through appropriate <i>stages</i> and how well is each stage developed?	

Figure 2
IELTS Writing Task 2 assessment rubric (IELTS, n.d.a.)

IELTS [®] WRITING TASK 2: Band Descriptors (public version)				
Band	Task response	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> fully addresses all parts of the task presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas 	<ul style="list-style-type: none"> uses cohesion in such a way that it attracts no attention skillfully manages paragraphing 	<ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' 	<ul style="list-style-type: none"> uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> sufficiently addresses all parts of the task presents a well-developed response to the question with relevant, extended and supported ideas 	<ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> uses a wide range of vocabulary fluently and flexibly to convey precise meanings skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inappropriacies
7	<ul style="list-style-type: none"> addresses all parts of the task presents a clear position throughout the response presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus 	<ul style="list-style-type: none"> logically organises information and ideas; there is clear progression throughout uses a range of cohesive devices appropriately although there may be some under-use presents a clear central topic within each paragraph 	<ul style="list-style-type: none"> uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation 	<ul style="list-style-type: none"> uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors
6	<ul style="list-style-type: none"> addresses all parts of the task although some parts may be more fully covered than others presents a relevant position although the conclusions may become unclear or repetitive presents relevant main ideas but some may be inadequately developed/unclear 	<ul style="list-style-type: none"> arranges information and ideas coherently and there is a clear overall progression uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical may not always use referencing clearly or appropriately uses paragraphing, but not always logically 	<ul style="list-style-type: none"> uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication 	<ul style="list-style-type: none"> uses a mix of simple and complex sentence forms makes some errors in grammar and punctuation but they rarely reduce communication
5	<ul style="list-style-type: none"> addresses the task only partially; the format may be inappropriate in places expresses a position but the development is not always clear and there may be no conclusions drawn presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail 	<ul style="list-style-type: none"> presents information with some organisation but there may be a lack of overall progression makes inadequate, inaccurate or over-use of cohesive devices may be repetitive because of lack of referencing and substitution may not write in paragraphs, or paragraphing may be inadequate 	<ul style="list-style-type: none"> uses a limited range of vocabulary, but this is minimally adequate for the task may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader 	<ul style="list-style-type: none"> uses only a limited range of structures attempts complex sentences but these tend to be less accurate than simple sentences may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	<ul style="list-style-type: none"> responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate presents a position but this is unclear presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported 	<ul style="list-style-type: none"> presents information and ideas but these are not arranged coherently and there is no clear progression in the response uses some basic cohesive devices but these may be inaccurate or repetitive may not write in paragraphs or their use may be confusing 	<ul style="list-style-type: none"> uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task has limited control of word formation and/or spelling; errors may cause strain for the reader 	<ul style="list-style-type: none"> uses only a very limited range of structures with only rare use of subordinate clauses some structures are accurate but errors predominate, and punctuation is often faulty
3	<ul style="list-style-type: none"> does not adequately address any part of the task 	<ul style="list-style-type: none"> does not organise ideas logically 	<ul style="list-style-type: none"> uses only a very limited range of words and expressions 	<ul style="list-style-type: none"> attempts sentence forms but errors in grammar and

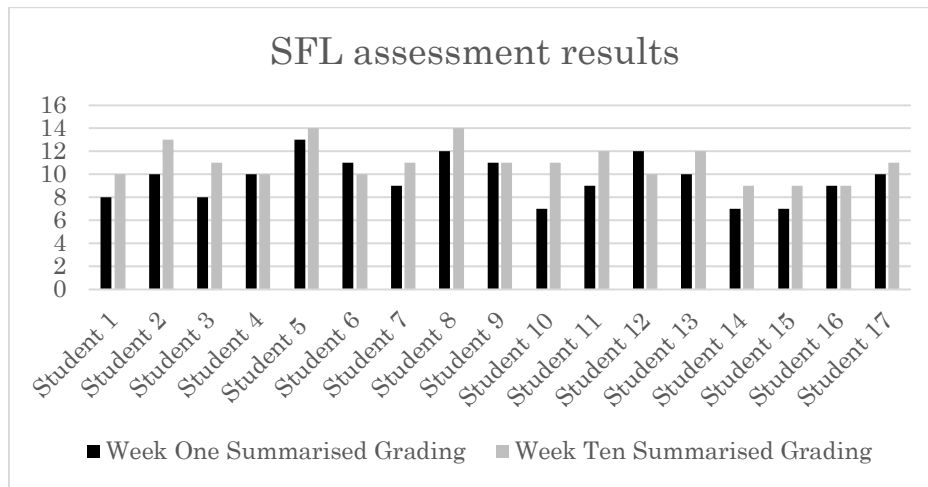
Findings

SFL analysis

The SFL assessment tool assessed six criteria, each scoring between 0 (language feature not present) and 3 (present and exceeds standard), for a possible total of 18 points. The essays were scored according to a benchmark set by a sample IELTS essay scored at a Band 6, the minimum Band level that most students were aiming to achieve. The results of the SFL analysis can be seen in Figure 3.

Figure 3

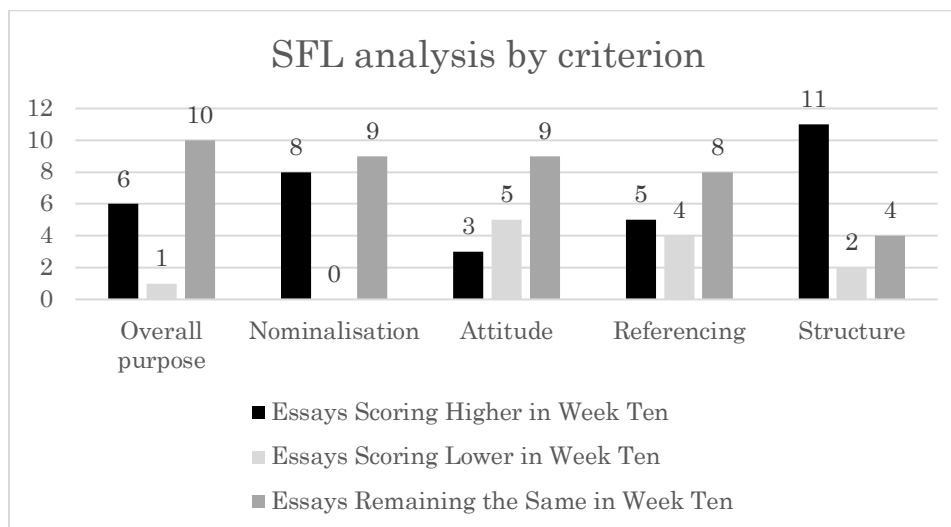
SFL assessment by student



The average increase in score was 1.4 points, or 7.8%. The largest positive change was found in the structure criterion, followed by the nominalisation and overall purpose criteria, shown in Figure 4.

Figure 4

SFL criteria results comparison



Scores of 7, 8 or 9 (up to 50%) in Week One were considered low-proficiency. The low-proficiency students improved by an average of 2.25 points, with a range of 0 to 4 points of

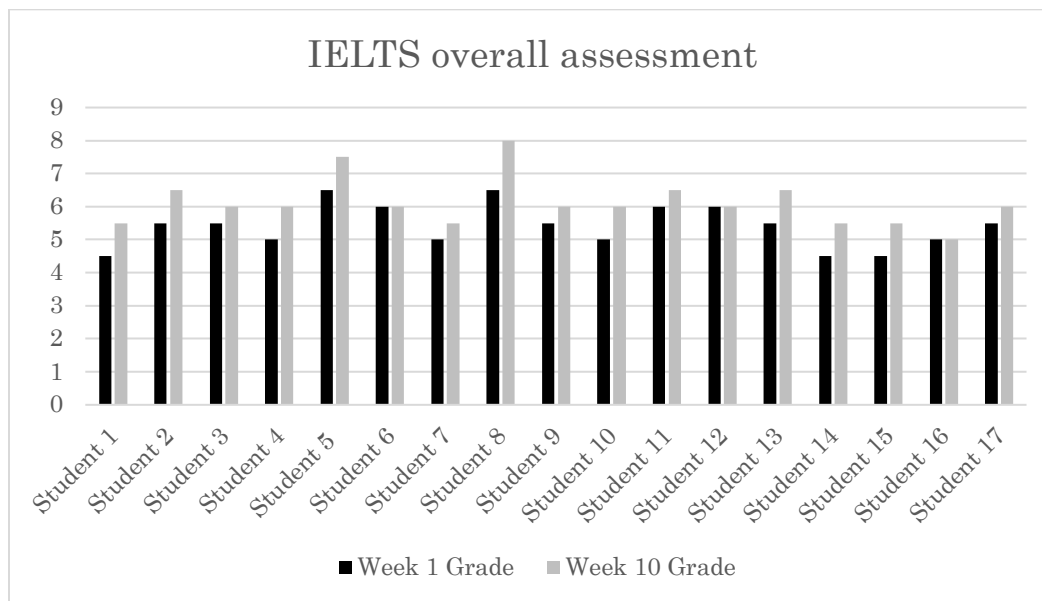
improvement. The high-proficiency students improved by an average of .67 points, with a range of -2 to 3 points of improvement.

IELTS analysis

The essays were scored according to the IELTS Writing Task 2 assessment criteria (IELTS, n.d.) which covered four general criteria: Task Response, Coherence and Cohesion, Lexical Resource, and Grammatical Range and Accuracy. Each criterion was given a Band score and the four criteria scores were averaged for the final Band score. Figure 5 shows the Band scores per student for Weeks One and Ten.

Figure 5

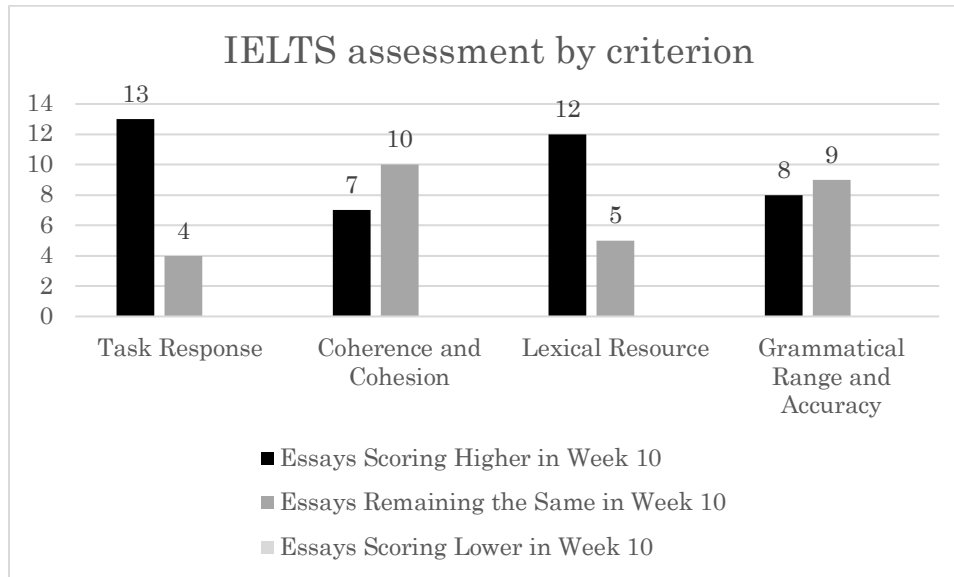
IELTS Band scores per student



IELTS Band scores showed an average score gain of 0.7, or just over half a Band. Figure 6 shows that the criterion of Task Response had the largest positive change, followed by Lexical Resource. There were no instances of negative changes.

Figure 6

IELTS individual criteria comparison



Low-proficiency students showed a Band score of 4.5 to 5.5 and the high-proficiency students had a Band score of 6 to 8 in Week One. The low-proficiency cohort (12 students) improved by 0.5 to 1 Band, with an average of .75, and the high-proficiency cohort (5 students) improved between 0 and 1.5 Band levels, with an average improvement of .6.

When comparing SFL and IELTS scores, Figure 7 (Week One) and Figure 8 (Week Ten) show that they rose fairly evenly together, with some overlap within half-bands.

Figure 7

Week One SFL and IELTS scores

Week One Comparative Scores		
Number of Essays	IELTS Score	SFL Score
2	4.5	7
1		8
1	5	7
2		9
1		10
1	5.5	8
3		10
1		11
1	6	9
1		11
1		12
1	6.5	12
1		13

Figure 8

Week Ten SFL and IELTS scores

Week Ten Comparative Scores		
Number of Essays	IELTS score	SFL score
1	5	9
2	5.5	9
1		10
1		11
4	6	10
3		11
2	6.5	12
1		13
1	7.5	14
1	8	14

Discussion

SFL assessment

The SFL assessment provides insight as to the language features which appeared to make the most difference in scores, with students' use of these features following the teaching intervention of structure and nominalisation together improving scores between 5% (one point out of 18) and more than 10%. Referencing skills appeared to show a smaller but still positive effect on essay quality, while Attitude did not appear to improve essay quality. Attitude, from Appraisal theory (Martin & White, 2005) was taught by focusing on adjectives rather than taking a wider approach to look at how Attitude might be conveyed by verbs, nouns and adverbs. This decision was made in the interests of time and the consideration that adjectives can convey Attitude strongly in argumentative essays (Lee & Deakin, 2016; Zareva, 2018). A more general approach to teaching Attitude would likely have had a stronger impact on essay quality.

IELTS assessment

The IELTS criteria looked at broader concepts than the targeted SFL assessment. The language features taught in the teaching program could have contributed towards more than one IELTS criterion's score. For example, genre structure likely contributed to the Task Response criterion, as it is impossible to adequately respond to a persuasive task without a clear and logical structure, but also the Coherence and Cohesion criterion score, as structure is a crucial element of these. Improvements to genre structure, found in the SFL assessment, help to explain the improved scores in these criteria, particularly for Task Response, presenting a strong argument for the explicit teaching of genre structure in a short course. Likewise, nominalisation is likely to have had an impact on both the Lexical Resource and the Grammatical Range and Accuracy criteria. This shows the value of the dual assessment, as it assists the teacher in identifying

language features which are of most value to the students for future study, and which are shown to have strong effects on score. As noted elsewhere (Serajfard & Allami, 2012), it also offers insight into how targeted language teaching can benefit overall essay quality, including language features which were not specifically targeted, but were incidentally practised, such as, in this case, connective vocabulary and sentence structure, which likely contributed to the smaller positive improvements in the Grammatical Range and Accuracy and Coherence and Cohesion criteria. This information helps to answer the first research question on the value of a dual assessment for an IELTS preparatory short course.

Lexical Resource, showing the second-highest improvement, required sophistication, appropriacy and variety of vocabulary. This explains why the decrease in Attitude quality from the SFL assessment did not have an adverse effect on this IELTS criterion, considering that only adjectives for Attitude were taught, and these perhaps did not contribute greatly to vocabulary sophistication or variety. Nominalisation, however, which requires sophisticated vocabulary use, and which showed a high improvement in the SFL assessment, is likely to have contributed to the improvement in this IELTS criterion.

Comparison of low- and high-proficiency students

Students with a lower score in Week One improved more than higher-proficiency students, consistent with Nagao (2020). The intensive and practical nature of the teaching program likely assisted the low scorers to improve their language skills; whilst the higher-scoring students, who showed a smaller but still positive improvement, may have benefited from the opportunity to revise and consolidate existing skills. The overall improvement suggests that short term, targeted teaching programs can have a positive impact on both high and low proficiency students. No studies could be found comparing the impact of an IELTS short course

on low and high proficiency students and so this study may offer a new contribution to the research in this area.

Overall IELTS scores improved by over .5 of a Band level, which is a reasonable step considering the short program duration and the stated aims of the students, namely, to improve from an average of 5 or 5.5 to Band 6 or 7, to meet various English-medium university entrance requirements. The results of the study suggest that a targeted short course featuring language features from the three metafunctions relevant to persuasive genres is effective for EFL students' short persuasive essay writing, which answers the second research question on the effects of a multimetafunctional short course on students' essay writing.

Conclusion

This study contributes to the literature on the benefits to student writing of genre-based, SFL-grounded teaching interventions and offers support for the inclusion of language features from all three metafunctions, plus genre structure. An additional significant and new finding was the value of a dual assessment method for the identification of key language features that should be focused on to support students' IELTS and academic writing. The study also contributes new insights into the beneficial effects of an IELTS-focused short course on lower- and higher-proficiency students' writing.

The following limitations were identified. First, the study was small and exploratory in nature, with 17 students, and a data set of 34 essays. Second, while the essays were scored using the official IELTS rubric, they were not scored by a trained IELTS examiner, and therefore students' real IELTS scores may differ. Third, this study used pre- and post-intervention essay scores to compare student improvement. It may be that additional measures of improvement,

such as ongoing essay analysis throughout the intervention, may have allowed the results to be more rigorously triangulated and validated. Finally, there was no control group which limited the conclusions that could be drawn with regards to the effectiveness of the teaching program.

Despite the limitations, the improvement students showed in specific language features and in IELTS Band scores suggests there is value in a short-term, multimetafunctional teaching program, for IELTS study and for overall written language skills improvement. A dual assessment allowed a more nuanced examination of language features and how they affect IELTS scores.

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Appendices

Appendix A – Structure of Discussions Student Handout

The Structure of Discussions

In a **discussion**, *competing positions or points of view* are included, in order to persuade. One position is usually *promoted* and the other is *undermined*, resolving into a single point of view.

Discussion texts include the structural stages of *Issue*, two or more *Sides/Positions*, and the *Resolution*, in which the final judgement is revealed.

Here is a table showing the stages of discussions:

Discussion	Exploring multiple sides of an issue before making a recommendation		
Structural Stage 1	Structural Stage 2	Structural Stage 3...	Structural Stage 4
Issue	Position A	Position B...	Recommendation
<ul style="list-style-type: none">Issue	<ul style="list-style-type: none">PointsEvidenceIdentification and rebuttal of opposing positions	<ul style="list-style-type: none">PointsEvidenceIdentification and rebuttal of opposing positions	<ul style="list-style-type: none">Recommendation
"Should vaccinations be mandatory?"	"Vaccinations reduce disease in populations according to..."	"Vaccinations can have side effects according to..."	"Vaccinations should be mandatory in countries with high disease."

In a **discussion**, two points of view are described and discussed. One point of view is shown to be the 'winner'.

An exposition has **four** stages:

- The Issue.** This includes:
 - An introduction to the issue at hand. If the question asks, 'Should vaccinations be mandatory?' then the Issue stage will refer to this question. 'Many people have strong opinions about whether vaccination should be mandatory or optional. In this essay I will weigh the arguments on both sides before coming to a conclusion.'
- The Position A Stage.** This includes:
 - Point A** – 'Vaccinations have been shown by many scientific studies to have a strong effect on reducing serious diseases across entire populations.'
 - Evidence for Point A** – 'For example, smallpox and measles have been nearly eradicated across the world thanks to major vaccination programs.'
 - Identification and rebuttal of opposing positions** – 'While anti-vaccination advocates claim that vaccinations are not necessary, regular outbreaks of diseases such as whooping cough or flu, especially in areas of low vaccination, are evidence to the contrary.'

Here is the full text with annotations:

Should Vaccines Be Mandatory?

Many people have strong opinions about whether vaccination should be mandatory or optional. In this essay I will weigh the arguments on both sides before coming to a conclusion.

Vaccinations have been shown by many scientific studies to have a strong effect on reducing serious diseases across entire populations. For example, smallpox and measles have been nearly eradicated across the world thanks to major vaccination programs. While anti-vaccination advocates claim that vaccinations are not necessary, regular outbreaks of diseases such as whooping cough or flu, especially in areas of low vaccination, are evidence to the contrary.

Vaccinations have helped to contribute to increased health and decreased mortality rates in infants around the world. Today's deaths from illness in childhood are rare and humans generally live longer and healthier lives. While some anti-vaccination campaigners claim that vaccines have caused other negative childhood conditions, such as autism, there is no scientific evidence for their claims.

Many people do not believe in mandatory vaccination. Religious communities sometimes claim that vaccinations go against the teachings of the church. They describe children falling ill and then miraculously recovering after prayer. With no scientific evidence to back these claims up, this argument holds little weight.

Anti-vaccine advocates argue that vaccines have serious side effects such as autism or allergic reactions. They cite anecdotal evidence and some fraudulent scientific papers. However, while some very rare individuals do experience side effects from vaccines, this tiny proportion of the population can usually be identified early and protected.

From the weight of scientific evidence and historical record, it is clear that vaccinations have provided humanity with many benefits, including immunity to killer diseases, improved childhood survival rates and improved health and wellbeing for all. Based on this evidence I believe that vaccines should be mandatory.

diseases such as whooping cough or flu, especially in areas of low vaccination, are evidence to the contrary.

d. **Point B** – 'Vaccinations have helped to contribute to increased health and decreased mortality rates in infants around the world.'

e. **Evidence for Point B** – 'Today, deaths from illness in childhood are rare and humans generally live longer and healthier lives.'

f. **Identification and rebuttal of opposing positions** – 'While some anti-vaccination campaigners claim that vaccines have caused other negative childhood conditions, such as autism, there is no scientific evidence for their claims.'

g. More points can be included.

3. The Position B Stage

a. **Point A** – 'Many people do not believe in mandatory vaccination. Religious communities sometimes claim that vaccinations go against the teachings of the church.'

b. **Evidence for Point A** – 'They describe children falling ill and then miraculously recovering after prayer.'

c. **Identification and rebuttal of opposing positions** – 'With no scientific evidence to back these claims up, this argument holds little weight.'

d. **Point B** – 'Anti-vaccine advocates argue that vaccines have serious side effects such as autism or allergic reactions.'

e. **Evidence for Point B** – 'They cite anecdotal evidence and some fraudulent scientific papers.'

f. **Identification and rebuttal of opposing positions** – 'However, while some very rare individuals do experience side effects from vaccines, this tiny proportion of the population can usually be identified early and protected.'

g. More points can be included.

4. The Recommendation

This is where you explain which Position you believe is correct. – 'From the weight of scientific evidence and historical record, it is clear that vaccinations have provided humanity with many benefits, including immunity to killer diseases, improved childhood survival rates and improved health and wellbeing for all. Based on this evidence I believe that vaccines should be mandatory.'

Appendix C – Nominalisation Slides for Teacher-Focused Instruction and Teacher-Guided Practice

Nominalisation Example 1

The dog attacked the man. The man had to stay in hospital for two weeks.
These two events are connected.

The dog attacked the man (verb)	→	The dog attack (noun)
The man had to stay in hospital for two weeks (verb phrase)	→	The two-week hospital stay (noun)

The dog attack led to a two-week hospital stay for the man
This example of the dangers/or impacts of feral dogs provides a strong case for increasing regulation of pets and pet behaviour...

Nominalisation Example 2

People have **successfully campaigned** to reduce **the number of plastic bags that people use**.
(verb phrase) (verb phrase)

↓

The **successful campaign** to reduce **plastic bag use**
(noun phrase) (noun phrase)

Seabirds are therefore **not dying as often**.
(verb) (adverb phrase)

↓

The **decrease** in **seabird deaths**.
(noun) (noun phrase)

The successful campaign to reduce plastic bag use **has led to a decrease in seabird deaths**.

Let's Create Together

The man had not been trained. This led him to make an error.

The firefighters were very brave. Therefore, they were able to successfully rescue the victims.

The college reduced its fees. So, more students were encouraged to enrol.

They reduced their hours of work. This helped them to feel more satisfied about life.

Appendix D – Group Task for Nominalisation Practice

Part 1 – find the nominalisations and change the sentences.

The introduction of seatbelts led to a decrease in injuries.

The consumption of fresh vegetables contributes to skin health.

Regular piano practice resulted in high exam scores for the students.

The change in diet caused the sudden weight loss.

Part 2 – combine these sentences using nominalisation:

She developed a new medicine. The new medicine helped many patients recover faster.

They expanded the library. This allowed them to include many more books.

He presented himself professionally. Therefore, the company offered him employment.

They advertised the animal shelter on TV. People then adopted all the animals.

The government supported young scientists. They invented many new technologies.

The world climate warmed up. As a result, many ecosystems collapsed.

Teaching writing career portfolio texts in genre-based approach: An action research project in Vietnam

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Abstract

The findings from recent studies of genres and genre-related issues reveal that developing students' awareness of various genres is essential in promoting students' language skills (Cheng, 2006; Yasuda, 2011). While former approaches have exposed their own weaknesses for learners and teachers, genre-based approach (GBA) are expected to exert a strong impact on improving the writing of students as it combines the formal and functional properties of a language while providing insights into the specific social context and purpose (Swales, 1990). This study examined career portfolios, a particular genre with the social purpose of marketing students' skills, abilities and experience to the potential employers (Campbell, 2002). In this action research, GBA was incorporated in an eight-week writing course for 25 students in a university in Vietnam with the aim to better support the development of students' construction of these texts.

Keywords: genre-based approach, writing skills, writing development, career portfolio

Introduction

Writing is of pivotal importance to language learners. While writing is considered to be key for not only academic but also occupational success (Light, 2001; Bangert-Drowns, Hurley

& Wilkinson, 2004; Graham & Hebert, 2011), it is also the most challenging skill for EFL learners to excel in. To respond to the increasingly growing needs of learners and practitioners, one primary approach that has become “one of the most important and influential concepts in language education” (Hyland, 2004, p.5) is genre-based approach (or GBA) (Swales, 1990; Kim & Kim, 2005). This paper is conducted to seek the answer to the question “How could GBA influence students’ construction of job portfolio texts?” This paper starts with a review of the literature related to GBA in teaching writing and career portfolio texts as a genre. The action research design and instrumentation are then described. Finally, the findings of the study are discussed.

Literature review

GBA in teaching writing

The definition of genre has been discussed by different scholars, but most share the idea that genres can be characterized by typical patterns of lexico-grammatical and discoursal features, which recur in order to enact the same type of social processes, with the same communicative goals in the same discourse community (Martin, 1985; Swales, 1990). Genres are staged, goal oriented social processes of communicative events, in which the members share some set of communicative purposes (Martin, 1985). Genre is defined by Martin and Rose (2008) as a recurrent configuration of meaning, which enacts the social practices of a culture. Genre is referred to as a term to group texts together to respond to socially-constructed situations, which is realized by grammatical forms and particular structures of the texts (Hyland, 2007). The construction of a genre is mainly determined by the communicative purpose(s) that all texts of that genre aim to fulfill. Since language is only a meaning-making resource (Halliday,

1970), the analysis of the language features of the texts only serves as a resource to realize different communicative purposes. Researchers including Bhatia, Flowerdew, and Swales (as cited in Hyon, 1996) agree that the communicative purpose of the text is the foundational element that decides the linguistics inputs, thus it is essential that the structural features of the genre are made clear to students in class to successfully produce a text of one particular genre. Martin (1992) explains that the GBA is based on the assumption that, in order to complete written genres, students require guided practice; thus, genre types should be taught explicitly by the empirical analysis of models, the study of genre elements and their pattern, and the cooperative then solo creation of examples. In a class with GBA, the explicit analysis of prototypical texts of a specific genre is focused in order to raise students' awareness of the shared goal(s) and linguistic features of the texts in the same genre, since explicit instruction on the social functions one might encounter in a genre may provide novice writers a chance to see "language as a meaning-making system" (Martin, 2009: 11). Such focus is expected to enable learners to be fully aware of what they must know to achieve concrete goals of the genres in which they are writing (Yasuda, 2011). From this observation, students will learn how to moderate the language choices in their own writings, so that the communicative functions of their writings could be best fulfilled. Once successfully implemented, GBA in teaching writing can bring students practical advantages. Students are then equipped with valuable knowledge of the nature of a communication style thanks to the reflection of its social context and its purpose. GBA enables teachers to maintain a central role in scaffolding students' learning while increasing teachers' awareness of texts to advise students on writing (Hyland, 2004). It is worth pointing out that GBA highlights the strong link between formal and functional properties of a

language in writing instruction, which helps facilitate students' recognition of how and why linguistic conventions are employed for particular rhetorical effects (Bhatia, 1993, p.6).

Career portfolio texts

Career portfolio is an organized compilation of self-selected artifacts and reflections, generated for a specific purpose and audience with the purpose of demonstrating the writer's professional knowledge, skills, dispositions, and growth over time (Heath, 2005). The overarching communicative purpose of career portfolio texts as an effective self-marketing, job searching tool is to help job applicants increase their marketability and employability in the workforce and reinforce the acquisition of transferable skills (Woodbury, Addams, & Neal, 2009) characterize these texts with informing and persuading communicative purposes. Career portfolio texts include two genres, resume and cover letter. The resume is a brief, concise document which contains job applicants' personal history and qualifications to persuade recruiters that they are well-suited for the available vacancy (Swales, 1990); so a successful resume depends greatly on the way the writer organizes his or her qualifications to match with the needed rules, values and needs of the employers. The cover letter, whose communicative purpose is “to elicit a specific response from its reader(s)” (Bhatia, 1993, p. 59), is expected to produce a desire in the potential employer to accept the job applicant. In career portfolio teaching, the combination of teaching the writing of resume and cover letter is recommended to better the writing development of students.

Methodology

With the mission of preparing the professional skills and knowledge of students to help them satisfy the demands of the employment market, higher education in Vietnam has been ‘fundamentally designed to meet the needs of the labour market’ (George, 2010, p. 34). The career portfolio writing training is considered one of the fundamental aspects of the job preparation process. In the university where this research was conducted, the *English for Job-Hunting* course is offered to third-year students to prepare them better for the increasingly demanding labor market. Students are instructed with how to compose a successful career portfolio with the two most important elements: cover letter and resume. GBA is promised to bring positive influence on students' ability to write career portfolio texts.

In this study, the research participants were 25 third year EFL students, 18 females and 7 males, and B2 level according to CEFR was among the exit requirements for them. Many of them have experienced finding part-time jobs before and have reported their failure in persuading employers to employ them. Believing that the main cause of their not getting the job was their ineffective career portfolios, they joined the course, hoping that it would bring a shift to the situation and prepare them to confidently join the working market after they graduate.

This study was conducted in the design of an action research in the model of Kemmis and McTaggart (2000). The treatment can be summarized in Figure 1.

Figure 1

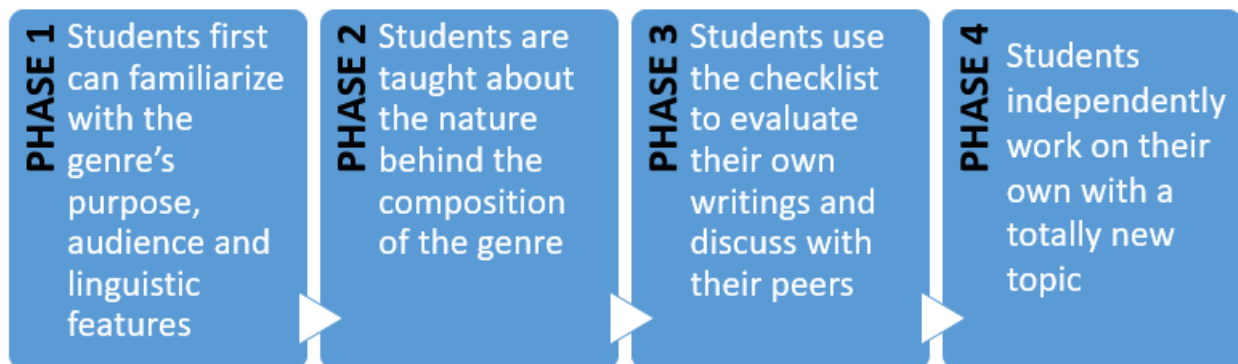
The summarized treatment



During the Act stage, the incorporation of GBA into the teaching of writing career portfolio followed a model adapted from Feez (2002), which can be summarized in Figure 2. This model contains four phases, namely Phase 1: Building up the field knowledge, Phase 2: Modelling the text, Phase 3: Joint construction of a new text and Phase 4: Independent construction of a new text.

Figure 2

The model for incorporating GBA in teaching (adapted from Feez, 2002)



In Phase 1, the teacher used the prompt questions (Appendix A) to involve students in the analysis of text features of the resumes and cover letters, so that students gradually familiarize themselves with texts in these two genres. In Phase 2, the teacher summarized all the discussion in Phase 1 and taught the students the contextual features, the goals, the generic structure and the key linguistic features of the two genres (Appendix B). In Phase 3, the checklist that students used in writing evaluation was the same as the rubrics that the teacher used to score their writings (see Appendix C), except for some notes for the purpose of analysis. In Phase 4, it was expected that students could reflect on what they have accumulated about the genre features of career portfolio texts to actively generate their writings.

Regarding writing data collection, the pre-test and the post-test required students to write both a resume and a cover letter. The four writings (the drafts that students wrote in class) required students to write a resume (Writing 1 and 3) or a cover letter (Writing 2 and 4). As Vietnamese students had been familiarized with the Cambridge English Language Assessment since they were at middle and high schools and during the university English courses, the analytical scoring rubrics from Cambridge English Language Assessment (2013) was adopted for students to used in Phase 3, together evaluating their writings according to four criteria: content, communicative achievement, organization and language (Appendix C). The analyzing scheme for the researchers and teacher was further specified with context, genre goal, generic element and key linguistic feature interpretation (Appendix D).

Six students (Ban, Di, Xuyến, Kim, Chung, Viên, all pseudonyms), who were observed to have the best and the poorest progression, were invited to take part in a semi-structured interview to thoroughly investigate the effects of GBA,. The teaching diary was used to record any observable changes in students' genre awareness, their ideas about how the resume or letter

drafts should be composed in the deconstruction and reconstruction of the texts, and also their explanation of why they composed the resume or the cover letter the way they did. The diary notes, thus, provided records of the effects of the GBA treatment on students' awareness of the job portfolio genre in terms of communicative purposes, generic elements, typical vocabulary, and their awareness of how the career portfolio texts should be composed.

This research was conducted in alignment with the Vietnam National University's Human Research Ethics Committee. The research participants were fully informed of all the relevant information (that is, participation is thoroughly voluntary and clearly specified, personal information including the participants' career portfolio texts and interview manuscripts have been anonymised to protect their confidentiality).

Findings and discussion

The scoring of the tests and the drafts students wrote was done to closely follow the progression of students in their career portfolio writing ability throughout the treatment. The overall mean scores of students' writings are summarized in Table 1.

Table 1

The changes in the scores

Criteria	Pre-test	Writing 1	Writing 2	Writing 3	Writing 4	Post-test
Content	2	2.3	2.1	3	3.5	3.7
Organization	1.3	1.5	2	2.1	3.6	3.8
Language	1.6	1.7	1.9	2.5	3.2	3.4
Communicative achievement	1.7	1.8	2.1	2.7	3.7	3.8

In the pre-test conducted before the GBA treatment, the students encountered a wide array of issues, ranging from generic structure and writing goal(s) identification failure to ideas-

generating problems. They lacked the skills to single out the most persuasive ideas to include in the resume and cover letter, students missed the core elements but added redundant details. Also, informal lexical choices, inappropriate use of terms and structures were found in most writings. These pitfalls had undoubtedly prevented students from a winning career portfolio composition. Table 1 demonstrates observable improvements of all the four subscales of writing development during the treatment, in comparison with the pre-test and the post-test results. Though organization was the criterion with the lowest starting point (1.5 in Writing 1), at the end of the treatment, it actually saw the most expansion (3.6 in Writing 4). On the contrary, content was reported to rank the highest at the beginning of the treatment (2.3 in Writing 1) but rank third at the end (3.5 in Writing 4). The post test results were slightly higher than those in Writing 4.

From the combination of the interview data, the diary notes, and the writing scores, three major themes could be generated.

Theme 1: GBA provided good models of how career portfolio texts should be organized

The comparison between a student's resume prior-treatment draft (Figure 3) and after-treatment draft (Figure 4) demonstrates the enhancement in text organization after the treatment.

Figure 3

Student' resume before GBA

Recruiter, Personnel officer, Social media manager
(t: [redacted]@gmail.com) - 0886707269

Personal profile

Gender: Male
Birthday: 31-10-2000
Nationality: Vietnamese
Address: 32 street, Bac Tu Liem District, Hanoi

Education

Hanoi university of Industry
University bachelor of Faculty of English language
Graphic Training Course
Certificate of Excellence

February 2022
June 2020

Professional experience

Artist, designer of LCDT Studio

- Creating products related to the field of painting
- Designing, decorating apartments
- Designing banner, led poster, landing page and logos of companies

Hanoi
November 2020 - current

Figure 4

Student' resume after GBA

Designer

Personal profile

Gender: Male
Date of birth: 31-10-2000
Phone: 0886707269
Email: [redacted]@gmail.com
Address: 32 street, Bac Tu Liem District, Hanoi

Education

Hanoi university of Industry
Bachelor of English
GPA: 3.33
Graphic Training Course
Certificate of Excellence

February 2022
June 2020

Professional experience

Artist, designer of LCDT Studio

- Specialist in creating oil painting products
- Chief designer of apartments for business customers
- Team leader of producing banner, led poster, landing page and logos for medium and large companies

Hanoi
November 2020 - Current

After Phase 2 (week 2 for resume and week 6 for cover letter), it was recognized that when students became aware of the generic elements of a resume and the reasons behind such structure, they could organize the ideas better in their resumes. The highlighted changes in Figure 4 from Figure 3 could be an evidence that thanks to the explicit genre-based instruction during Phase 2 and 3, students gradually grasped the resume generic structure. Ban, the student with the highest score in organization criterion, shared:

“... I don’t think it’s difficult, but there is a certain order that I need to follow to attract the employer” (personal communication, April 23, 2021).

This shift in genre awareness was later clarified in discussion activities where students shared ideas about how to compile the most effective resume. As students were wary of the components needed to realize texts of a specific genre, it seemed that GBA provided them with a good understanding of the generic structure of texts (optional and obligatory elements). As the text components were shown and explained explicitly to students, this process might enhance their ability to produce well-organized texts later on. This conclusion is in agreement with Martin’s (1999) finding that GBA helps students understand the structure, purpose and norms of the language used in certain circumstances.

Theme 2: GBA supported content and communicative goal achievement’s development

In the interview, Xuyén and Chung, who advanced in content and communicative achievement the most, said that before GBA, they felt worried and insecure about the content of their writing. Kim also expressed her fear that I could have been upset with what she put in the resume in Writing 1 because that content could not meet the recruiter’s expectation. However, thanks to the teacher’s gradual and systematic introduction of the reasons behind the resume construction (the key features of resumes are summarized in Appendix B), they could clearly understand what kind of details (content) should be included in the resumes and why those were needed (communicative goal achievement) – the goal-orientedness of the resume contents. In

other words, the GBA treatment provided students chances to learn how to achieve the text communicative goal(s) through their construction of the content. Also, with their peer discussion and evaluation, students became confident with what they should put in their resumes in order to reinforce the communicative goal; they were more assured that they could convince the potential recruiters to interview them. Ban accepted that resume writing turned out to be not as difficult as he thought because he just had to accurately identify the requirements behind the job description, then tried to match them with the content of his resume. Xuy  n also shared:

“...it’s about strategies to persuade employers. I need to understand both my profile and the job description clearly to get the position I want.” (personal communication, April 23, 2021)

Students reported in the interview that they analyzed the job description carefully to understand what the employers wanted before assembling the details in their resumes to meet the requirements. This matches with what was observed in class and noted in the diary that when students thoroughly understood the resume generic structure and the expected content to be included in these texts, they wrote better resumes in an informed manner. This result is synonymous with Flowerdew’s (2000) and Swami’s (2008) findings that GBA assists students in gaining control over a particular genre.

Theme 3: GBA made students aware of the importance of key linguistic features of the genres, but was not quite effective with vocabulary development

In teaching cover letter writing, students were focused on the influence that different word choices had on the text quality, and how important the language was to the cover letter. In the interview, Chung said:

“I think writing cover letters all boils down to language. If I use the right words that the employer is looking for, it will increase my chance of being chosen for the vacancy.”

(personal communication, April 23. 2021)

Chung’s ideas proved his awareness that in cover letter writing, language choices were aimed at persuading the potential employer that he was the right person to be chosen. Failure in aligning the lexical and structure choices with the audience, the formality, and the key linguistic features of the genre might make the writing somehow odd, and in turn, affect the possibility of being employed. This could be a good motivation for him to focus more on his English skill practice, especially in vocabulary development. This finding was an evidence that GBA raised students’ awareness of the importance of vocabulary and English skills practice, which is quite close to the findings of Hyland (2007) and Cheng (2006) that awareness of various genres is essential in promoting students’ language skills.

However, writing draft and test analyses revealed that the treatment could not clearly bring consistent improvement in students’ vocabulary range. The possible explanation was: the ability to make appropriate language choices could not be supported with only GBA, but be closely related to the breadth of one’s English vocabulary range, which should be accumulated over many years of English learning, not from a short writing course.

Conclusion

It was found from this action research that students had accumulated knowledge of the career portfolio genre and successfully applied this awareness in constructing their own career portfolio texts. There was evidence that students’ overall ability to write career portfolio texts was enhanced with the use of GBA. However, the enhancement in the communicative goal

achievement level, organization or generic structure, and contents was more clearly seen than the improvement in vocabulary.

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APPENDICES: <https://bit.ly/3DgryLy>

Colour grammatical effects on advertising nuances:

A social semiotic analysis

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Abstract

This study examined the roles of colour on advertising and its contribution to persuasion. Seven advertisements of different products were selected to demonstrate the influences of colour on advertising messages. Parametric systems, which supported *Below the Clause* (grammatical groups), served as the tool of analysis. With the application of *Below the Clause*, the written modes underwent quantitative analysis, where tables and graphs evaluated the recurrence of grammatical components. The study revealed that colours have symbolic measures and personal emotive influences in terms of value, saturation, and luminosity. For example, red, yellow, orange, and pink signify blood, wisdom, joy, and entertainment, on the one hand; and courage, wealth, extraordinary entertainment, and inevitable temptation, on the other hand. One also observed the role of colour in constituting a framework of a theme-rheme format, using its Ideal-Real characteristic to create coherence (cohesion and rhythm) in the co-presence of modes. As sign-makers deploy colours to construct images, designers need to understand the functionality of colours to depict their appropriate applications into a semiotic system. Such knowledge will enhance the patronisation of goods and services.

Keywords: Advertising, Colour, Multimodality, Parametric System, Social Semiotics

Introduction

Colour appears as an inevitable pigment in human cognition. As the centrality of language is incontestable (Halliday & Matthiessen, 2014); so also colour is part and parcel of society (Kress & van Leeuwen, 2002). As language is functional, assisting people to achieve

certain objectives in life; colour seems operational in the entirety of human endeavours, representing meaning potential, observable in material resources such as architectural patterns, interior decorations, cars, and other machinery.

Effects of colour, perhaps, propel the classification of human race into black and white (Dalamu, 2020). The display of colour on material things, one might say, excites individuals to appreciate the material world in order to generate specific meaning, contextualising community meaning representations. Professionalism, religions, businesses, and products are other domains that express connotative potential of colours with back-up reasons.

Perhaps, apart from language and light that are phenomenal in human domains, colour seems incredibly next. This is because colour has strong psychological effects on human behaviours (Pile, 1997). Thus, one must expect multi-disciplinary discussions in order to cross-fertilise ideas from different fields. Kandinsky (1977) and Lacy (1996) discuss spiritual engagements and power of colour. Significantly, semiotics of decoration, colour symbolism and naturalism, colour as a supportive resource of meaning-making synesthetics, and aesthetics of colour in a perceptual form reflect the explorations of Bateman (2014), van Leeuwen (2016), Lombana and Tonello (2017), and Dalamu (2021).

The present study contributes to earlier research by investigating the grammatical meaning of colour exemplified in some advertising communications, which is uncommon in the Nigerian research realms. The analysis is guided by Kress and van Leeuwen (2002), and van Leeuwen (2016), in terms of distinctive features and parametric systems, as discussed below.

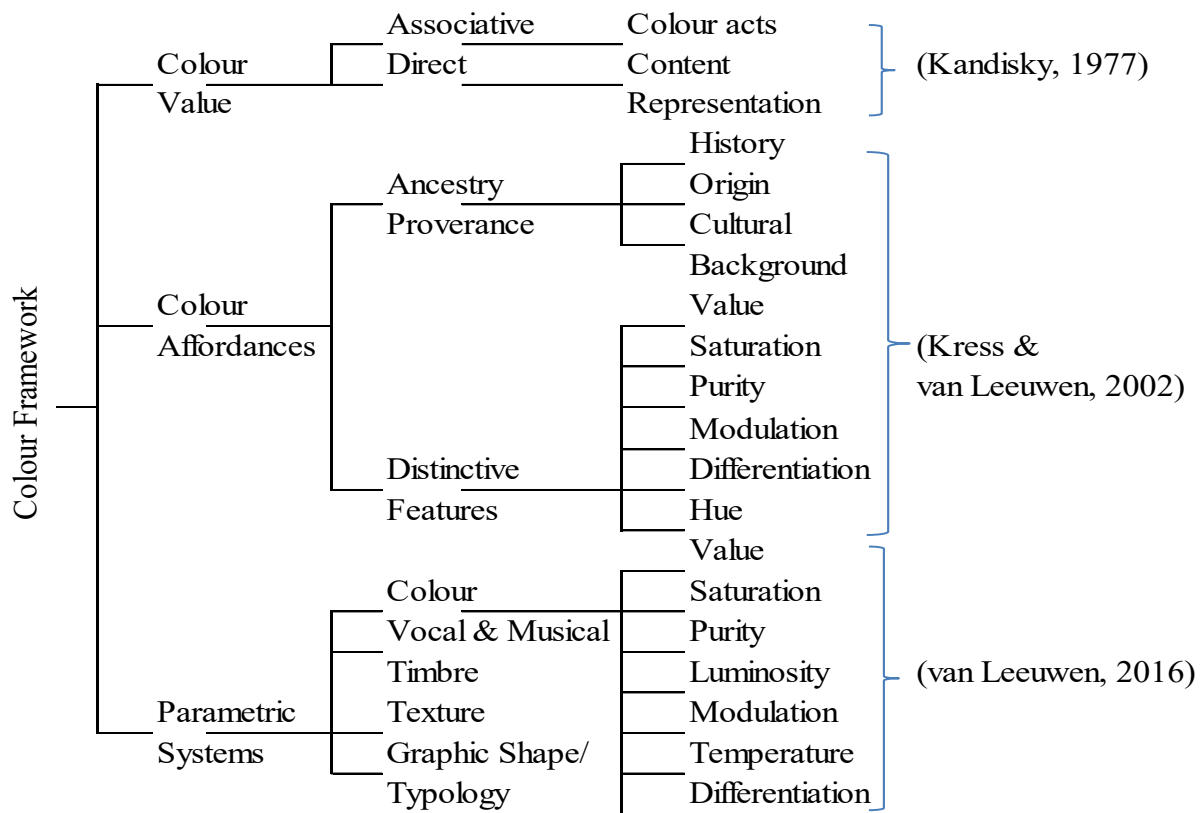
Conceptual Breadth

The analysis of colour, as any other item in the human socio-cultural parlance, began many years ago. Kandinsky (1977) plays a great role in the discussion of colour. That contribution influences Kress and van Leeuwen (2002) to certify Kandinsky theorisation as a

first step into a broad explanation of colour. As shown in Figure 1, Kandinsky (1977) describes the value of colour from two perspectives of associative value and direct value, being physical effects and contents representations, regarded as interpersonal and ideational metafunctions.

Figure 1

A System of Colour Analysis



The adaptation of associative and direct values into the domain of social semiotics gives rise to the colour affordances (the meaning that colours connote). Thus, Kress and van Leeuwen (2002) develop Kandinsky's (1977) framework into ancestral cultural background and phonological-like distinctive features, as demonstrated in Figure 1. Kress and van Leeuwen (2002) highlight the distinctive features as being value, saturation, purity, modulation, differentiation, and hue (pp. 355-358), which van Leeuwen (2016) reconstructs as being the parametric system. Following van Leeuwen (2016), a parametric system points to a range of strictures-cum-distinctive-features such as value, saturation, purity, luminosity, modulation,

temperature, and differentiation that place colours on a scale of distinction to yield meaning. For instance, Value is a symbolic expression of colour. Value and hue (temperature) seemingly fall into a similar category of colour code connotation, whereas Saturation is the degree of influence of colour on viewers.

Research Questions

This investigation's goal is to reveal the affordances of colour in advertising communications to indicate how the designers deploy colours to signify meaning in a semiotic system. Thus, the following questions have assisted in this exploration.

1. In what ways have sign-makers employed colour scheme affordances to stimulate viewers?
2. What kind of written modes are deployed to communicate readers?
3. At what rates have designers use written modes to persuade the target audience?

Methodology

Participants

The essential of colour seems paramount. That quality decorates colour as a compulsory mode in advertising communications. As a result, the harvest of advertisements (ads), influenced by the hue, involved Mrs. Bonke, 36 years, and the author. The collection covered three sites of The Punch Newspaper, the Internet, and advertising signposts in the Lagos metropolis. Lagos, being a Nigerian commercial centre (Osoba, 2012), informed the researcher's choice of reaping the ads in the city, as many firms advertised their products in Lagos. The Punch Newspaper became another option owing to its readership strengths in Nigeria. The validation for the Internet is its consistent accommodation of persuasive resources in websites.

Design and Instruments

The quest for a research design to help in the selection of ads for analysis attracted the stratified sampling procedure as being suitable for this study (Charmaz, 2014). The method has permitted the saving of time and the taking of a quick decision on the materiality of the semiotic resources. The stratified sampling method has also assisted the analyst to reduce unnecessary expenses, which might have emanated in the course of this process. The stratified sampling procedure, within the province of Population, Strata, and Subject, has influenced the author's choice of a relatively small number of ads (mini-corpus) from a large population of 28 ads (Patton, 2015).

Procedure

After the gathering of the ads, the analyst divided the population of 28 ads into seven units, in which one ad was selected from each stratum. The selection was not haphazard; the hue of the ads, organisation of colours, kinds of colours, and roles of colours on modes were the considerable factors regarding the seven ads functioning as the Subject of analysis. The parametric system, as illustrated in Figure 1, served to process the colour enterprises of the ads (van Leeuwen, 2016). Nonetheless, Halliday and Matthiessen (2014), and Thompson (2014) helped in the analysis of the written modes. The application permitted tables and graphs to account for the kind of grammatical groups (*Below the Clause*) along with their statuses in the advertising frameworks (Maxwell, 2013), as shown later in Figures 3 and 4.

Presentation of Written Modes

Table 1 indicates the clauses (punctuated and full ones) of the seven analysed ads.

Table 1

Clauses of the Written Modes

Product	Ad	Text
Zenith Bank	1a	Style by Zenith
	1b	Live your best life!
MTN	2a	With Pulse Tariff Slash talk more
	2b	Laugh more.
	2c	Love more.
	2d	To migrate dial *406# today
	2e	No access fee
	2f	Terms & conditions apply
	2g	8.34K per sec
	2h	To largest community of peeps!
GT Bank	3a	The SME markethub powered by Guaranteed Trust Bank
	3b	HubCredit
	3c	Shopping is great
	3d	When you pay later
	3e	Getting what you want just got easy with HubCredit
	3f	Make purchase on the SME markethub
	3g	and pay later
	3h	Available to GTBank Salary Account Holders
Stanbic IBTC	4a	Give their dreams wings
	4b	Great ideas are birthed in unlikely places
	4c	Empower them to express their inner geniuses
	4d	Celebrating 30 years of moving you forward 1989-2019
	4e	Happy Children's Day from your one stop financial services partner
	4f	Stanbic IBTC moving forward
	4g	A member of Standar Bank Group
7UP	5a	Run diff
	5b	For you and your city
	5c	Access Bank Lagos City Marathon
Airtel	6a	Airtel Internet
	6b	Enjoy up to 160GB on Airtel Home Broadband
	6c	160GB
	6d	55GB
	6e	Airtel 4G
	6f	Terms & conditions apply
Amstel Malta	7a	Best enjoyed ice cold
	7b	₦150 per pack

The

analysis of the written modes, in Table 1, is shown below, labelled as Figure 2.

Analysis of Written Modes of the Ads

Figure 2 displays the analysis of the written mode of the seven ads in consideration.

Figure 2

Written Modes Group Analysis of the Seven Ads

AD1a	Style	by Zenith	1b	live	your best life!
	NG	Prep G		VG	NG

AD	With Pulse Tariff Slash	talk	more	2b	Laugh	more	2c	Love	more
2a	Prep G	VG	Adv G		VG	Adv G		VG	Adv G

2d	To migrate	dial	*406#	today	2e	No access fee	2f	Terms and conditions	apply
	VG	VG	NG	Adv G		NG		NG	VG

2g	8.34K	per sec	2h	To the largest community of peeps
	NG	Prep G		Prep G

AD	The SME markethub	powered	by Guaranty Trust Bank	3b	HubCredit
3a	NG	VG	Prep G		NG

3c	Shopping	is	great	3d	When	you	pay	later
	NG	VG	NG		Adv G	NG	VG	Adv G

3e	Gettinh what you want	just	got	easy	with HubCredit
	NG	Adv G	VG	NG	Prep G

3f	Make	purchase	on the SME MarketHub	3g	and	pay	later
	VG	NG	Prep G		Conj G	VG	Adv G

3h	Available	to the GTBank Salary Account Holders
	NG	Prep G

AD	Give	their dreams	wings	4b	Great ideas	are birthed	in unlikely places
4a	VG	NG	NG		NG	VG	Prep G

4c	Empower	them	to express	their inner geniuses
	VG	NG	VG	NG

4d	Celebrating	30years	of moving you forward	1989-2019
	VG	NG	Prep G	NG

4e	Happy Children's Day	from your one stop financial services partner
	Minor Clause	Prep G

4f	Stanbic IBTC	moving forward	4g	A member	of Standard Bank Group
	NG	VG		NG	Prep G

AD	Run	diff	5b	For you and your city	5c	Access Bank Lagos City Marathon
5a	VG	NG		Prep G		NG

AD	Airtel Internet	6b	Enjoy	up to 160GB	on Airtel Home Broadband
6a	NG		VG	Prep G	Prep G

6c	160GB	6d	55GB	6e	Airtel 4G	6f	Terms & conditions	apply
	NG		NG		NG		NG	VG

AD	Best	enjoyed	ice cold	7b	RRP	₦150	per pack
7a	NG	VG	NG		NG	NG	Prep G

Results

The analyst has used this unit to reveal the results of the study based on the research questions at the introduction. These are: the nature of colour schemes employed as affordances to stimulate viewers (RQ 1); kinds of written modes deployed to communicate readers (RQ 2); and the rates of written modes to persuade the target audience (RQ 3).

Nature of Colour Schemes

Red creates a degree of emotional influence in AD 1, with a low modulation. The reddish brightness is an illuminating device to inspire readers. Davido, a celebrity, and the athlete in ADs 2, 4, and 5 are conjunctions, overlapping to serve as a connection between the

upper and lower regions and to create cohesion of information. As orange is a rhyming element on modes of AD 3, so yellow, black, and grey create contrast. Green is salient in AD 5, a Nigerian national colour of repute. Thus, green is Nigeria; green is 7Up soft drink to signify valuable identity; consumers are green.

The red illumination of AD 6 suggests passion. Grey expresses separation to project Airtel as an independent firm of outstanding, peerless, fantastic values, matchless out of other telecommunications operators. Red is striking to foreground the AD 6's structure and blazes as the mode of rhyme as much as white does. The saturation value of pink in AD 7 with the salient containers is associated with amorous sensitivity of charming and temptation.

Written Modes' Configuration

One of the merits of SFL is its ability to sequentially analyse and serially account for the components of language (in written and spoken forms). In multimodality, Kress (2011) characterises the written form of language as being the written mode. Upon that classical strength, thus, Table 2, Figure 3, and Figure 4 elucidate some values of the written modes functional in the seven analysed ads. Two aspects are obvious in this regard in relation to Table 2: 1(i) the group modes' frequency; and (ii) the number of groups in each of the analysed ads.

Table 2*Frequency of the Seven Ads' Group Modes*

Group	Product																																Total						
	Zenith Bank AD	MTN AD										GT Bank AD								Stanbic IBTC								7UP AD			Airtel AD								
1a	1b	2a	2b	2c	2d	2e	2f	2g	2h	3a	3b	3c	3d	3e	3f	3g	3h	4a	4b	4c	4d	4e	4f	4g	5a	5b	5c	6a	6b	6c	6d	6e	6f	7b	7b				
NG	1	1	0	0	0	1	1	1	1	0	1	1	2	1	2	1	0	1	2	1	2	2	0	1	1	1	0	1	0	1	1	0	1	1	0	2	2	34	
VG	0	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	0	1	1	2	1	0	1	0	1	0	0	0	0	1	0	0	0	1	1	0	22	
Prep G	1	0	1	0	0	1	0	0	1	2	1	0	1	0	1	1	0	1	0	1	0	1	1	0	1	0	1	0	0	2	0	0	0	1	0	1	20		
Adv G	0	0	1	1	1	1	0	0	0	0	0	0	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8		
Conj G	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1			
Minor Clause	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1		
Total	2	2	3	2	2	4	2	2	2	2	3	1	3	4	5	3	3	2	3	3	4	4	2	2	2	2	1	1	1	3	1	1	1	2	3	3			
	4		19										24								20								4			9							

Figures 3 and 4 are statistical deductions from Table 2, exemplifying the sum of the functional componential frequencies from the vertical side (group modes' frequency of the seven ads), and horizontal side (group modes of the individual ad).

Cumulative Group Modes' Recurrence

Figure 3, below, represents the group modes' frequency in the seven ads.

Figure 3*Group Modes' Frequency in the Seven Ads*

Group	G. M. Frequency
NG	34
VG	22
Prep G	20
Adv G	8
Conj G	1
Minor Cl.	1

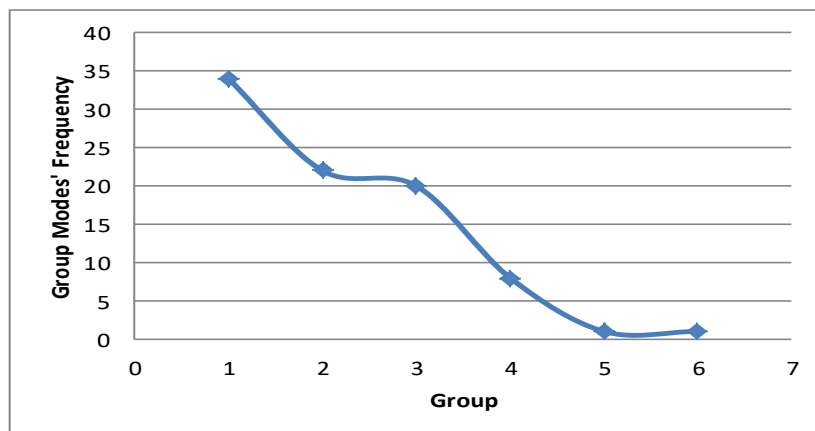


Figure 3 exhibits three major groups as the most functional written modes. These are NG, VG, and Prep G. NG records 34, VG 22, and Prep G 20. The recurrence acknowledges NG as the leading communicative modes in the entire colour frameworks; whereas VG is the next semiotic resource as followed by Prep G. Adv G accounts for eight points of persuasive group modes. Though negligible, Conj G and Minor Clause pull one point each in the group analysis. Having known that Conj G functions as either paratactic or hypotactic element in grammatical strings and Minor Clause as the component of illustrating felicitations (Halliday & Matthiessen, 2014), their operations in interactions are usually restricted, as justified in Figure 3, above.

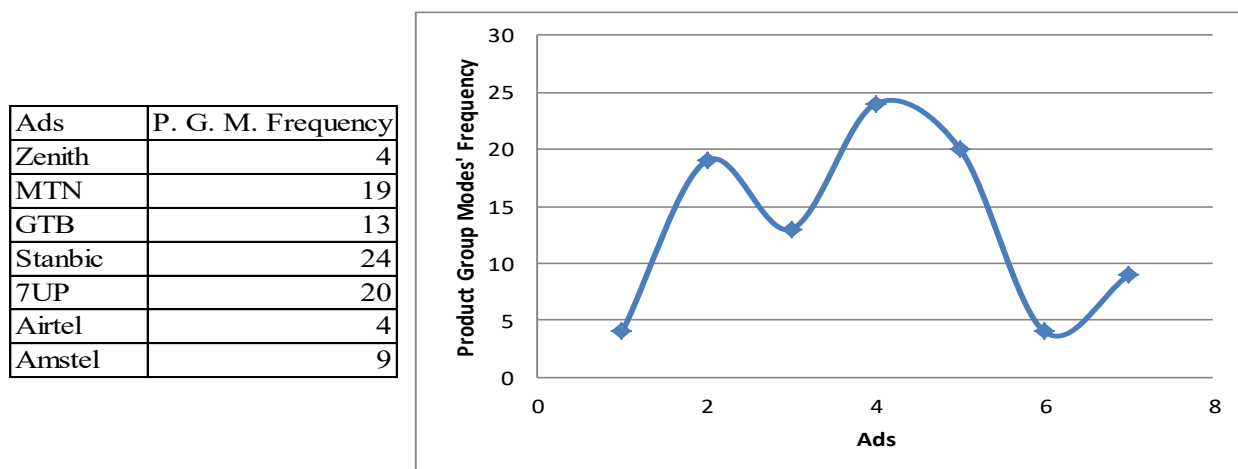
The NG realises naming of items. VG pinpoints the content of a clause. And Prep G represents a combination of a determiner and nominal object. That comprehension could be the defence for Figure 3 to apprehend naming as the major wheedling component of the seven ads, with the support of structural processes.

Individual Ad's Group Modes' Recurrence

Figure 4, below, accounts for each ad group mode's frequency in each of the seven ads.

Figure 4

Ad Group Mode Frequency in the Seven Ads



Brevity is a major characteristic of advertising (Brieley, 2002). The point of financial consequence, time saving, and provision of a pungent message to the target audience inform an uncompromising catchy constructs and clichés in a semiotic system (Dalamu, 2018b), as shown in Figure 4 <https://metro.co.uk/2023/01/21/worlds-worst-mcdonalds-to-close-after-infamous-mass-brawl-and-raccoon-fight-18143465/>. The succinctness depends on the message that the designer intends to communicate to readers. Zenith Bank, 7Up, Airtel and Amstel Malta fulfil the rite of textual economy promoted in advertising (Cook, 2001; Dalamu, 2018c), with four, four, nine, and nine points of group modes. GTB, Stanbic IBTC and MTN deploy most wordy texts in the seven ads. Their written modes range from 24, to 20, and to 17 communicative groups. Wordy texts bore the most social actors (Forceville, 2020).

Discussion

The status of colour on written modes and images exposes viewers to some effects integrated in the semiotic scheme. Without colour being embedded in the various modes of the semiotic configuration, there is a possibility of meaning impropriety, blurry pictures, and ambiguity (van Leeuwen, 2011). Thus, this section explores colour effects on images and written modes, as such devices contribute to meaning potential of a semiotic landscape.

Figure 5

AD 1 - Zenith



The symbolic connection of the colour begins with the value of the written modes, *style*, and the dress of the young lady. The reddish signification further goes to the logo of Zenith Bank®, represented in a big capitalised 'Z'. The lower half of the 'Z' symbol is red. The reddish black connectivity is a parade of beauty functioning as value. The shape of the dress (gown) is adventurous to pinpoint differentiation. The value in that quest reveals energetic femininity to create emotion (Kress & van Leeuwen, 2021). The excitement of the dress is not only royal; the coaxing appearance is sexy, making red a rhyming element one with another, as white (written mode) ... *live your best life!* is in contrast to the red image.

The structures of the written modes are in two forms. The first is *Style by Zenith* (1a). The second is *live your best life!* (1b). as 1a is a fragment, 1b is an imperative clause. Zenith Bank does not deploy this ad to facilitate financial activities. The bank focuses on *Style*.

Figure 5

AD 2 - MTN



The colourful thematic appearance of the framework operates in the Ideal-Real configuration. The dark blue of the Ideal demonstrates purity in a postmodernity form, whereas the Real, yellow, is primary within van Leeuwen's (2016) parametric scope of purity. That further symbolises the MTN traditional ethos that Davido, a musician, functioning as a

conjunction represents. The differentiation measure of blue colours denotes hybridity. The written modes of white and black are in contrast.

The protrusion of yellow from the lower domain, crossing to the upper sphere, is an indication of the dominance of yellow, signifying that the market of the telecommunications operators is turned apart and destabilised. MTN is the only firm bridging the gap between one telephone interactant and the other, delimiting communication charges to 8.34K *per second* to call more. That is why the designer employs the written mode, *To the largest community of peeps!*, in a surprising manner. The word, *peeps*, is a British slang for people.

Figure 7

AD 3 - GTB



The pictorial affordances in AD 3 epitomises postmodernity with some colour mixtures that produce an adventurous combination of grey and blue patches. These are of

different parameters in order to produce a background of hybridity. Orange and black are contrast in the communication.

The structure, *Shopping is great, when you pay later*, highlights *when you pay later* (a subordinate clause) (Halliday, 2013; Dalamu, 2018d) in orange explicates value. This is because the power of purchase that *HubCredit* gives *GTBank Salary Account Holders* is a form of loan. Besides orange being the traditional emblem of GTB, the colour creates an intersemiotic relationship with those written modes.

Figure 8

AD 4 – Stanbic IBTC



In AD 4, the colour code of greyish blue enhances a movement from primary to modernity and to postmodernity, connoting hybridity. The greyish blue is with low modulation because its degree of reality is frail. The orange, black, and white colours of *Give their dream*

wings; *Happy Children's Day*; and *Stanbic IBTC Moving Forward* are in contrast. Colours designate the fish-like airplane's wings and nose, also project the child as being a pilot.

The brown colour might symbolise rurality, earthiness, and depression, as an indicator of value. In the current application, brown is not boredom. Brown could mean emotional satisfaction, simply because of its resistance to dirt (Zelanski & Fisher, 2003). The brown colour on the sofa meets a conditional context of the reality on ground, exhibiting a colour flow that seems to be against luminosity. The boy with his aircraft, a conjunction, creates a cohesive connection between the theme (bluish grey of the upper section) and the rheme (the brown colour, dominating the sofa at the lower unit of the ad) (Eggins, 2004; Dalamu, 2018a).

Figure 9

AD 5 – Seven Up

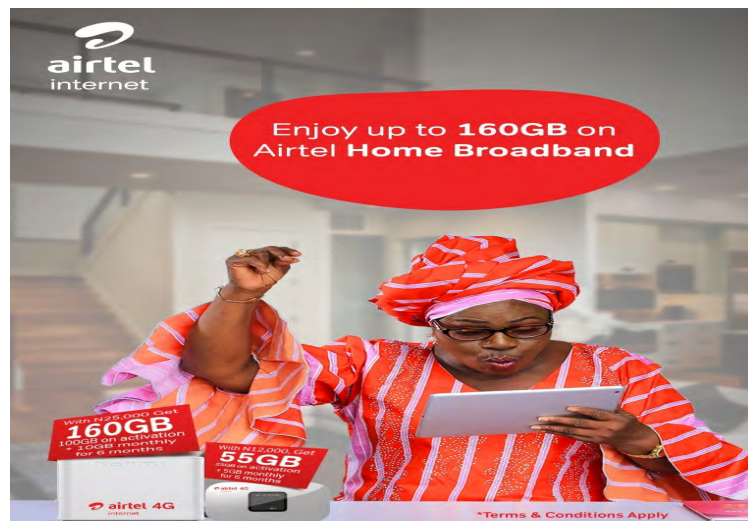


Positioning the young athlete in green as a conjunction, the Ideal-Real system of colour differentiation elucidates the integration of green and black as contrast. Thus, white is luminous as the colour promotes emotional feelings. This appears as a sure reality (modulation) that influences readers to national patriotism.

The images of the young man in a motion and 7Up container overlap the two parts of the ad. These items create connections, leading to coherence of colour schemes (Thompson, 2014). The researcher has observed a similar environment in AD 2 and AD 4. Moreover, the written mode, *Run diff*, is also in green. Thus, green seems to have a clustery dominion in AD 5. The background, the jersey of the athlete, the band close to his elbow, and a bottle of 7Up are all green. *Run diff* is a short form of *Run differently*, being parallel to the 7Up slogan of *The difference is clear* (Dalamu, 2017). *For you and your city* would have been a continuation of *Run diff*; it is only that the construct is in red.

Figure 10

AD 6 - Airtel



The value of red creates passion. The background grey illuminates postmodernity, negating the colour as being primary in order to show a seasonal change, informed by technological advancement. The contrast of red with other colours distinguishes *Airtel Communication* from competitors. Red is striking and rhyme. White colours in the ad are also rhyme (van Leeuwen, 2005).

Observations show that the written modes pop up as white from the red images in the ad, manifesting a form of light and simplicity to readers. This illustrates the *Airtel Internet*

modern as being simple, deviating from complexity, duplicity, and cunning to demonstrate luminosity. Most of the written modes are splintered devices for aptly textual economy (Gieszinger, 2001; Dalamu, 2019), except for 6b and 6f, where there are *Enjoy up to 160GB on Airtel Home Broadband* and *Terms & conditions apply*. The lexeme, *enjoy*, in white extends an invitation to viewers for personal satisfaction.

Figure 11

AD7 – Amstel Malta



The Ideal-Real situation in AD 7 elevates the salience of pink and white. Whitish blue of iced block in the bottom denotes hybridity, enabled by colour mixing scientific devices. Amstel Malta® containers are salient, operating as the conjunction that creates coherence between the upper and lower regions of the communication framework (Halliday & Hasan, 1976; Bateman, 2014).

The elements of iced block activate coldness in the advertised beverage. The advertising professional expects consumers to drink Amstel Malta only in a cold state. For further clarifications, the sign-maker employs *Best enjoyed ice cold*, a fragmented clause, to reinforce the motive of the iced block in the rhematic unit of AD 7. The hazy atmosphere, coming out of the whitish blue, connotes light, calmness, and comfort to show temperature (Fehrman & Fehrman, 2000; Heller, 2009).

Conclusion

The role of colour in multimodal affordances is great. This study, consequently, has illustrated some roles of colour in print ads. These roles acknowledge that colour is dependent on other modes such as pictures and words; its position in the copresence of communication semiotic resources is significant. Colour goes to beautify other modes, creating excitement for viewers to purchase the advertised product. Besides, colour functions as a grammatical item, symbolic object, and shaping of other entities in order to create befitting meaning potential. Grammatical-wise, colour acts as a textual notion of theme and rheme in which the designer utilises hue to demarcate the semiotic system. For example, colour reveals to viewers the shape of the fish-like airplane of the toddler.

Colour assists the sign-maker to reveal identity of the advertised product to the target audience in order to understand its unique features. The application of parametric principles empowers the analyst to have some insights into the symbolic nature of colours and their interpersonal meaning potentials. For instance, red connotes fire, green nature, yellow sunny ambiances, and pink womanish behaviours to symbolise value. These colours create personal emotional feelings on readers, intimating individuals to consider red as a mark of strength and royalty, green as an element of flourish, and yellow as an indicator of brightness and ideal rationale. And pink illuminates readers to desist from hostile attitudes.

The focus of this research is colour grammatical effects, nevertheless, the researcher observes that the occupations of the written modes are highly impressive. Specifically, Figure 3 demonstrates the operations of NG and VG as inevitable contributors of meaning potential to the semiotic configurations. One might suggest that sign-makers need adequate knowledge of colour. This knowledge will guide social actors to employ suitable colours to distribute meaning potential in the world of persuasion.

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Realisation of causal relations in historical accounts in primary school texts

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Abstract

Understanding and producing texts in different genres is essential for primary school students. Systematic exposure to various types of texts and their critical reading and writing allows students to acquire knowledge about their distinctive features and to understand how meanings are created through language. One genre that students are expected to handle at primary school is historical accounts (HAs). This genre is a historical narrative whose overall purpose is to explain historical events (Coffin, 2006). Therefore, one of its key features is causal relations (Halliday, 2004; Martin, 1992). When text producers explain how one event leads to another one, these connections can be left implicit or expressed through various linguistic resources. Typically, the possibility of implicitness and the variety of resources can make it difficult for students to understand the thesis of the HAs. The aim of this paper is to provide a detailed analysis of explicit and implicit causality in six historical accounts of a 5th grade primary school textbook in Córdoba, Argentina. This paper is theoretically anchored in the main tenets of Systemic Functional Linguistics (Halliday, 2004; Rose & Martin, 2012). This theoretical framework sees language as a meaning-making resource that serves to fulfill several functions. It is systemic as it foregrounds the organisation of language as a set of options for making and exchanging meaning in context and functional as it interprets the design of language with respect to the way people use it (Martin & Rose, 2008). This paper will contribute to the understanding of historical accounts by analysing the choices made in relation to causal connections, which is expected to facilitate the design of teaching materials.

Keywords: historical accounts; causal relations; school texts; primary school

Introduction

The ability to understand and produce disciplinary texts is related to the understanding of how knowledge is constructed and negotiated in each discipline. In the field of social sciences, one of the genres through which students acquire knowledge about historical events is historical accounts (HAs).

This genre is a type of historical narrative whose overall purpose is to explain historical events (Coffin, 2004, 2006; Rose & Martin, 2012) thus foregrounding cause over time (Martin & Rose 2008). Causality is understood as a relation of enhancement, in which a clause is expanded by another construing the reasons for the actualization of the process (Halliday, 2014). Causality can be left implicit or expressed through various linguistic resources as realizations of experiential, logical or textual meanings falling at different points in a cline of explicitness (Othman, 2020). For example, causation may be realised (i) experientially by a process (e.g. The imposition of new taxes *caused* the colonists' discontent), a participant (e.g. *The reason* of the colonists' discontent was the imposition of new taxes), or a circumstance (e.g. *Due to the imposition of new taxes*, the colonists were discontent); (ii) logically by a binder (e.g. The colonists were discontent *because* the king had imposed new taxes); or (iii) textually by a conjunctive adjunct (e.g. The king had imposed new taxes. *Therefore*, the colonists were discontent.)

The recognition of causality in these varied patterns of language may be challenging for primary school students. At this level of education in Argentina, students start to deal with history as a separate discipline within the social sciences. The strategies they develop to interpret and comprehend history texts can help them approach the subject more effectively later in their studies. However, most primary school students are not achieving effective reading comprehension as evidenced by a 2021 national assessment (Argentina's Ministry of Education, 2022). Since 2018, the number of 6th graders who fully understand age

appropriate texts has decreased by almost 20%, particularly in low socio-economic contexts.

In an attempt to contribute to the description of the genres which students are exposed to and tend to have difficulties with, this paper aims to analyse qualitatively the choices made in relation to causal connections and their functions in HAs so as to facilitate the design of teaching materials. Systemic Functional Linguistics (Halliday, 2004) provides the theoretical and analytical tools for the analysis of causality in HAs, since this theory views language as a system of choices through which language users can express different meanings in context. The choices available to express causality are varied, presenting a challenge to readers (Achugar & Schleppegrell 2005; Fitzgerald, 2012, 2014; Othman, 2020). One difficulty with identifying and explaining causality is found in cases involving contiguous clauses causally related without a marker, which seems frequent in US primary school textbooks (Fitzgerald, 2012, 2014). As for explicit constructions, causality plays an important role at clause level, across clauses and at text level. Studying history textbooks used in the US, de Oliveira (2010) concludes that historical accounts draw heavily on nominalisations, which pack information and remove agency, making it difficult for readers to comprehend the causal relations in abstract and lexically dense texts. Ngo and Kaiser (2020), who explored causal verbs in English and Vietnamese, point out that the interpretation of causality and causal verbs influence the assignment of participant roles when pronouns are used. In a study of the causal resources deployed in historical accounts and explanations in English, Achugar and Schleppegrell (2005) show the interaction between transitivity patterns, logico-semantic relations and thematic progression, and the role of clause level choices on the overall structure of a text. HAs use these language resources to express causal reasoning together with chronological time making the flow of events seem as inevitable.

All these authors have studied historical genres in English and call on the training of students to become critically aware of how language is used to construct the causal reasoning

in history. To the best of our knowledge, there have not been any studies of Argentinian primary school textbooks in Spanish which shed light on the understanding of causal relationships.

Methodology

This study is part of a larger research project³ whose aim is to contribute to overcoming some of the difficulties in reading and writing experienced by many primary school students. This project involves the implementation of Reading to Learn (Rose & Martin, 2012) in some primary schools in Córdoba province, Argentina, by analysing textbooks, training teachers, observing classes, and developing materials.

For the present analysis, six texts belonging to the historical account genre as defined by Martin and Rose (2008) were selected from one of the most frequently used 5th grade primary school textbooks in the field of social sciences in Córdoba province⁴. The texts deal with the period from the mid-18th to mid 19th century, when the independence of Argentina from Spanish rule as well as its emergence as a sovereign country was encouraged by various events including the international climate of revolutions such as the French Revolution and U.S. independence, the British invasions of the River Plate (1806-1807), and the power struggles between the city of Buenos Aires and the provinces.

Through an SFL clause-by-clause analysis of the HAs, causal relations were identified

³ Research project financed by Secyt 2018-2021 entitled Reading-Writing and Linguistic Awareness: Foundations for The Acquisition of Disciplinary Knowledge in Primary Schools.

⁴ Carabajal, B.F.; García, P.G.; Grimau, J.A.; Maidana, L.S.; Minvielle, S.E.; Pyke, J.N.; Sá, I.M.; Sagol, C.G. & Vissani, V.M. (2017) *Ciencias Sociales 5 Santillana va con vos*. Ciudad Autónoma de Buenos Aires: Santillana.

and labelled according to their subtypes, including *reason* (existing conditions: why?), *purpose* (intended conditions: what for?) and *behalf* (entity: who for?) (Halliday, 2014, p. 313). Next, causal relations were classified as implicit or explicit. For example, in the sequence *The Archduke was assassinated. Tensions escalated*, no conjunctive adjunct is used and so the instance was classified as implicit. The realisations of causality were then studied as experiential, logical and textual meanings. The experiential meanings were analysed as occurrences of causal connections expressed through transitivity elements: a participant, a process or a circumstance. In *The main reason was that the Balkans provided access to the Mediterranean*, causation is construed as a participant realised by the nominal group *the main reason*. The logical meanings of causality were identified between ranking clauses paratactically or hypotactically related by means of a linker or a binder. Binders such as *because*, *as*, and *since* introduce dependent clauses of cause (e.g., *Both Austria and Russia wanted to control the Balkans because it gave them access to the Mediterranean*). Causality as a textual meaning was analysed in the conjunctive adjuncts between structurally unrelated independent clauses, as in *The Balkans provided access to the Mediterranean. Therefore, both Austria and Russia wanted to control the area*.

Findings

Our analysis showed that the texts studied were constructed mainly through the *reason* causal relation subtype reflecting the overall purpose of historical accounts, which is to show the causal relationship between historical events as they unfolded over time. In contrast to *behalf* and *purpose*, the *reason* causal relation subtype moved the text forward chronologically as the events inherently occurred successively. These relations were construed implicitly and explicitly through various resources.

Implicit causal relations

Even though the occurrence of implicit relations was limited, their recognition is vital for the local link between the events explained in the HAs and for the construction of the line of reasoning. In Example 1, two clauses are juxtaposed in a sequence in which the second clause simplex indicates the effect (e) of the idea presented in the first one, the cause (c).

(1) Poco después, el 12 de agosto, (c) las fuerzas británicas se rindieron. (e) ¡La ciudad había sido reconquistada!

Soon after, on August 12th, (c) the British troops surrendered. (e) The city had been reconquered!

The result is in the Spanish equivalent to the past perfect tense (*pretérito pluscuamperfecto*) in the passive voice, which does not facilitate the interpretation of the second event as consecutive nor the identification of the actor who had reconquered the city. The prototypical chronological organisation of HAs may entail the thematization of some temporal circumstances at the expense of the expression of causality as is the case of Example 2.

(2) El rey decidió retirar los impuestos, salvo el que se aplicaba al té. A fines de 1773, los colonos arrojaron el cargamento de té al mar.

The king decided to abolish the taxes, except for the one on tea. At the end of 1773, the colonists threw the cargo of tea into the sea.

The time adjunct *At the end of 1773* is thematised between two clauses displaying both temporal and causal connections but the latter is not explicitly signalled. Another strategy deployed in the corpus to imply causality is the use of non-defining relative clauses. In Example 3, the underlined clauses suggest causation as well as describe the antecedents *los colonos* and *el Palamento Británico*.

(3) Debido a los grandes gastos que había provocado una guerra contra Francia, a mediados del siglo XVIII el rey inglés decidió cobrarles, a los colonos americanos,

*nuevos impuestos (...). Esto **generó** un gran descontento entre los colonos, (a) quienes pidieron formar parte del Parlamento británico ((b) que era la institución encargada de decidir sobre los impuestos).*

*Due to the great expenditure that the French war had provoked, in mid XVIII century the British king decided to charge new taxes to the American colonists (...). This **caused** a great dissatisfaction among the colonists, (a) who asked to be members of the British Parliament ((b) which was the institution in charge of deciding on taxes).*

Dependent clause 3a provides additional information about the antecedent but mainly expresses the effect of the colonists' dissatisfaction, which is their reaction expressed by the verbal process *pidieron* (*asked*). In relative clause 3b, a relational process introduces the identifier, which serves as the reason for the figure in the previous clause, i.e., *The colonists asked to become members of the British Parliament because it was the institution in charge of deciding on taxes*.

These examples illustrate the impact that the few instances of implicit causal relations may have on understanding. What follows will explore the explicit resources that interplay with implicit causality.

Explicit causal relations

The variety of linguistic resources employed to express causality function within the systems of TRANSITIVITY, TAXIS, and LOGICO-SEMANTIC RELATIONS. In Example 3 above, the process *generó* (*caused*) links the consequence (*a great dissatisfaction among the colonists*) to the cause presented in the previous figure. The demonstrative pronoun *esto* (*This*) condenses the information and requires the reader to find the cause in the previous clause complex (*the king's decision to charge new taxes*) while the effect is realised as the nominalisation of an attribute *descontento* (*dissatisfaction*).

In other examples such as 4, instead of a pronoun, a nominalisation in the subject is linked by a causal process to the consequence in the predicate.

(4) (c) *El bloqueo continental obligó (e) a los británicos a buscar nuevos mercados....*

(c) *The continental blockade forced (e) the British to find new markets ...*

The cause in clause 4c is realised by a grammatical metaphor, which can be unpacked as *the French blocked British commerce with European countries*. This unpacking requires the reader to retrieve information from the previous sentence. This metaphorical realisation of the cause and effect as nominalised participants is a by-product of the incongruent encoding of the causal logico-semantic relation, which is congruently expressed as a conjunct.

The only case of causality expressed as a participant was Example 5, which contained *alguna otra razón (any other reason)* as the Existent.

5) <i>Lo cierto es que (e) Rosas postergó indefinidamente esta convocatoria porque, según decía, (r) las provincias no habían logrado pacificarse ni estaban organizadas para redactar una Constitución nacional.</i>	event claimed reason
<i>Pero ¿esto era así realmente? ¿O habría alguna otra razón? Lo que (p) Rosas pretendía era que su provincia pudiera conservar la Aduana, que era su mayor fuente de ingresos.</i>	question author's real purpose

The truth is that (e) Rosas postponed this call indefinitely because, according to him, (r) the provinces had not succeeded in establishing peace nor were they organised to draw a national Constitution.

However, was that really the case? Or was there any other reason? What (p) Rosas wanted was that his province could keep Customs, which were the main source of revenue.

This existential clause in bold type is a question, which is answered in the next independent clause expressing the *purpose*. The effect (e) is found in the previous paragraph together with the *reason* claimed by one of the participants. Therefore, the interpretation of this causal link requires the reader to re-assess the veracity of the *reason* expressed in the preceding paragraph.

The circumstance of cause is expressed most frequently as a preposition introducing a nominalisation. The prepositional phrases functioning as reduced clauses can be unpacked as complete figures expressing either reason (as in Example 3, *Due to the great expenditure that the French war had provoked*) or purpose (as in Example 6 below, *for the resistance*).

6)(...) *la mayor parte de la población se opuso a los invasores y decidió prepararse*
(p) ***para la resistencia***.

(...) *most of the people opposed the invaders and decided to prepare* (p) ***for the resistance***.

Both prepositional phrases can be paraphrased as agnate finite clauses by expressing the nominalisations (*expenditure, resistance*) as processes and retrieving or reconstructing the participants from the co-text and/or background knowledge. In Example 6, the agnate finite clause could be *in order that they would be able to resist the invaders*.

When causality is expressed in a clause complex, it may be combined with parataxis or hypotaxis. Paratactic relations with a causal element were only found between two dependent clauses, transcribed in Example 7 below.

(7) (a) *Dado que Rosas ganó la pulseada y* (b) *que, **en consecuencia**, no se convocó a ningún congreso Constituyente,* (c) *las provincias se mantuvieron unidas (...).*

(a) *Given that Rosas emerged victorious, and* (b) *that, **consequently**, he did not summon a constituent Congress,* (c) *the provinces remained united.*

Dependent clauses 7a and 7b are paratactically related, both representing the *reasons* for 7c. Dependent clause 7b, in turn, expresses the effect of clause 7a, which is explicitly signalled by the conjunctive *y en consecuencia* (*and consequently*). The paraphrase would be *Rosas did not summon a constituent Congress because he had emerged victorious*.

The combination of causal relations with hypotaxis is more frequent, deploying a wider variety of resources. Some of these clauses are nonfinite, particularly those expressing purpose introduced by the preposition *para* (*in order to*), as illustrated in Example 8 (purpose underlined).

8) *Una vez al mando, y para intentar solucionar la debilidad defensiva de Buenos Aires, Liniers convocó a los hombres de la ciudad para integrar las milicias, ...*

Once in power, and in order to try to solve the defensive weaknesses of Buenos Aires, Liniers summoned the men of the city to join the military, ...

The actor of the nonfinite process has to be cataphorically recovered in the main clause (*Liniers*). By contrast to English, which can express purpose with an infinitive verb on its own, Spanish requires the preposition *para* before the infinitive, which allows for fewer interpretations. In Example 5 above, the causal relation is congruently expressed as a hypotactic finite clause introduced by the binder *porque* (*because, according to him, the provinces had not succeeded in establishing peace nor were they organised to draw a national Constitution*).

Similarly, when the causal relations are expressed as realisations of textual meanings, the figures are complete, and the connections are relatively explicit, as is the case in Example 9.

9) *El 10 de agosto, Liniers le pidió la rendición a Beresford, pero (c) este se negó. **En consecuencia, (e)** las tropas, dirigidas por el oficial francés, comenzaron a avanzar hacia la Plaza Mayor.*

*On August 10th, Liniers asked Beresford to surrender, but (c) he refused. **Consequently**, (e) the troops, commanded by the French officer, started to advance towards the Main Square.*

The conjunctive adjunct *en consecuencia* explicitly shows the cohesive tie between two ideas in terms of cause 9c and effect 9e. A difficulty that might arise in this sequence is the tracking of the participants, since two nominal groups (*Liniers* and *Beresford*) could be the referent of *el oficial francés* (*the French officer*). Given the context of Argentinian history as a Spanish colony, a student who is beginning to learn about history is likely to struggle to link *the French officer* and *Liniers*.

Some cohesive sequences may deploy conjunctive adjuncts which are less evident in their interpretation as cause as exemplified in 10.

10) ... (c) La Corona cerró el puerto de Boston y tomó otras medidas represivas.

***Entonces**, (e) los colonos decidieron independizarse de Gran Bretaña.*

*... (c) the Crown closed the Boston port and took other repressive measures. **Then**, (e) the colonists decided to become independent from Great Britain.*

The adjunct *entonces* (*then*) in sequence 10 may pose a challenge as it is a polysemous term which may be understood as making a causal or temporal connection as opposed to the conjunct *en consecuencia*, which contains an unambiguous lexical item expressing effect (the noun *consequence*).

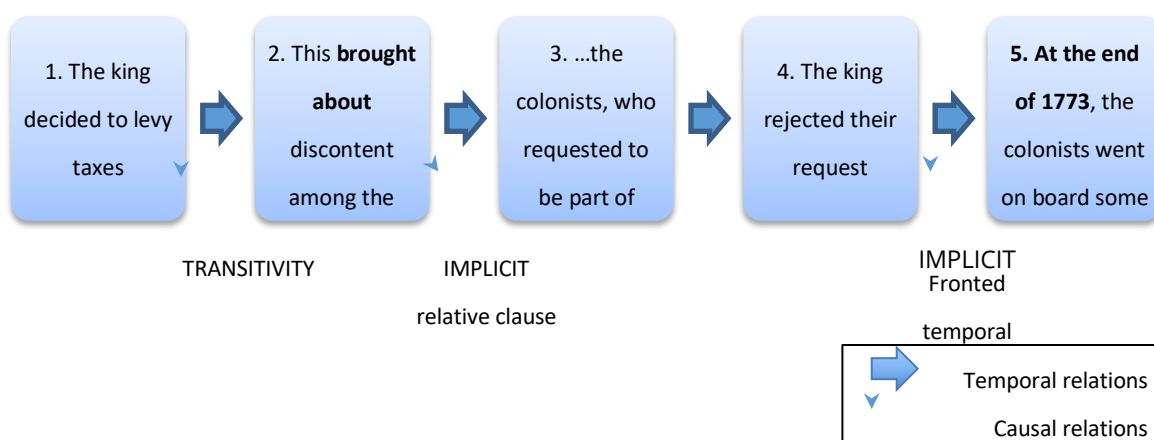
Discussion

The criteria proposed by Othman (2020) to place cause-effect relations on a cline of explicitness were useful to classify the lexico-semantic features in our corpus in terms of their realisations. The historical accounts studied construe causality through strategies which range from choosing the most explicit resources such as conjuncts with unambiguous lexical items

to leaving the relation implicit. The combination of these strategies poses heavy demands on comprehension, since the reader needs to identify the meaning relation and determine which figures encode the cause and the effect. Identifying the purpose of the text and being aware of how the variety of causal meanings are encoded more or less congruently enable the reader to reconstruct the line of reasoning. The convergence of several resources to establish causality is illustrated in Figure 1, which presents the sequence of events of the Boston Tea Party, the first major act of defiance to British rule over the American colonists.

Figure 1

Boston Tea Party Extract



In this extract explaining the Tea Party the co-occurrence of several implicit causal relations together with the fronting of temporal adjuncts tends to hide the overall purpose of the text. When a HA is misunderstood as a chronological recount of events, the reader may expect to find temporal relations and overlook causal connections. Therefore, although the implicit causal relations were less frequent than explicit constructions, it is paramount to train students to identify causal links (Fitzgerald, 2012; 2014).

The expression of cause within the clause as processes, participants, or circumstances (as in Examples 4, 5 and 6 respectively) tends to compress figures resorting to grammatical

metaphor. In our corpus, the realisation of cause as an element of the TRANSITIVITY system requires the reader to unpack figures, to retrieve the information compressed in abstract and technical terms and to access background information left out by nominalizations, which is consistent with de Oliveira's (2010) findings.

Conclusion

The wide array of language patterns construing cause in historical accounts poses the question of how to help primary school students access this content. While Schleppegrell and Achugar (2005) acknowledge the arguments for making the language patterns used in school textbooks more explicit, they favor the instruction of students to develop critical language awareness. Following the main tenets of R2L, and in light of the findings presented here, we agree with their position that students should be trained to acquire strategies to read and write efficiently in the disciplines.

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Analysing transitivity of body parts fear and joy metaphors in Akan

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Abstract

Research has shown that many languages derive emotion expressions from human body parts. However, such studies, especially for African languages, often focus on either the metaphoricity of emotions or the expression of anger, to the almost neglect of the grammar of such expressions. In this paper, we examine the lexicogrammar of Akan (Niger-Congo, Kwa) fear and joy expressions that are derived from body parts via the system of TRANSITIVITY. Data was collected from multiple sources, including discourse data and data from Akan narrative texts, elicited data from native speakers of Akan, constructed examples, and data from published works on emotion metaphors. The analysis shows that both fear and joy are construed with material processes, mental processes, and relational processes, whereas fear expressions reveal patterns also for behavioural processes. In material processes, body parts associated with both fear and joy expressions realise Actor and Accompaniment. For mental clauses, body parts serve as Phenomenon in both fear and joy expressions. In relational clauses, body parts joy expressions are Attribute, Possessed and Carrier, whereas body parts realise Attribute, Attributor and Possessed in fear expressions. Finally, in behavioural processes, body parts associated with fear realise Behavior. This paper contributes to Systemic Functional language description and the development and documentation of Akan. It is also a significant contribution to the grammars of Niger-Congo languages.

Keywords: Akan, Body parts metaphor, Emotion expressions, Transitivity

Introduction

Research on emotion expressions has shown that in the grammar of most languages, emotions are expressed either in conventional or arbitrary terms or by representing emotions with concrete objects or concepts, which makes the expressions metaphoric (Ansah, 2011; Kövecses, 2008; Lakey, 2016; Sirvydė, 2006; Yu, 1995). One of such metaphoric ways is the use of body parts or somatic reference. The expression of emotions and other experiences by means of somatic reference is common in many languages, and more especially in African languages. For example, in Akan, a Kwa language spoken in the Southern parts of Ghana as well as some parts of Cote d'Ivoire, most emotions are expressed with body parts (e.g. *anigyee* “eye + receive”, ‘joy’).

Existing studies on the connection between language, cognition, and emotions have been multi-disciplinary, including studies from cognitive linguistics, neurolinguistics, cognitive and cultural psychology, linguistic anthropology, and bilingualism and second language acquisition (e.g., Bamberg, 1997; Damasio, 1999; Edwards, 1997; Kovecses, 2000; Lutz, 1988; Wierzbicka, 1999). While some of these paradigms of research on emotion theorise emotion as an independent phenomenon, such as the bilingualism and second language acquisition paradigm, others see an intimate relationship between language, cognition and emotions, e.g., cognitive linguistics, neurolinguistics, cognitive and cultural psychology.

Research on emotion expressions in Akan and other African languages are mostly psychologically inclined. An example of such studies is Taylor and Mbense (1998), who examined the structure and content of what constitutes anger in Zulu. Other studies which are interested in the linguistic facet of emotions include Agyekum (2018), who examined the various kinds of expressions that are woven around the human body parts. The major studies of cognitive linguistic research on emotions in general focus on the metaphoricity of some emotions, notably anger (e.g., Afreh, 2015; Ansah, 2011; Taylor & Mbense, 1998; Zhang,

2014). This implies that the lexicogrammar of emotion expressions in Akan needs further exploration. Thus, this study goes a step further to include the lexicogrammar of body parts metaphors of the emotion types ‘fear’ and ‘joy’ to demonstrate the lexicogrammatical diversity of the expression of these two kinds of emotions in Akan. Akan has two principal dialects, Twi and Mfantse, which consist of other sub-dialects. This study focuses on the Asante Twi sub-dialect of Akan.

Methodology

This study is situated in Systemic Functional Linguistics (particularly, the system of TRANSITIVITY). SFL guided the grammatical description of the body parts fear and joy expressions. Particularly, body parts were analysed in terms of PROCESS TYPES and the transitivity templates that body parts reveal in clauses. Although body parts expressions can be studied with the system of AGENCY or CIRCUMSTANTIATION, these are not given attention in this study and can be addressed in future studies. Concerning methodology, the study is situated in the broader context of qualitative research, particularly within descriptive linguistics.

Data Sources

For the purposes of corroboration and converging evidence, data were sampled from four varied sources, including discourse data, elicited data from Akan speakers, secondary data and constructed examples. The discourse data comprised a 100,000 words Akan component of the Niger-Congo Archive of Languages (NiCAL), and some Akan literary texts. The literary texts include *Ɔnantefo*, by Kofi Benefo, *Ɔbofoɔ Ba Ampoma* by L.D. Apraku, *Owuo Agyaa* by Agnes Effah Donkor and *Aku Sika* by L. D. Apraku.

The elicited data were also derived from fifteen native speakers of Akan: seven females and eight males who were between the ages of 20 and 60 years. Through a semi-structured interview guide, questions and scenarios that trigger the use of fear and joy expressions were

presented to participants for their responses. In addition, a random number of fear and joy expressions written in English were presented to the participants for their Twi equivalences. Proceedings of the interaction with the participants were audio recorded, with the consent of the participants, and were later transcribed and the fear and joy expressions were extracted. It is worth noting that participants' consent was sought before they were involved in the focus group discussion. Consent forms, which highlighted the purpose of the study, the benefits and risks of participation, and the period of participation, were given to each participant prior to the focus group interview. Participants were allowed to read the consent forms, think through them and endorse the forms if they were willing to participate in the study. They also had the liberty to quit participation, even after accepting to participate, when they wanted to. All participants willingly participated in the study.

Secondary data comprised existing works on Akan emotion expressions such as Afreh (2015), Agyekum (2018) and Ansah (2011). At some point, I resorted to introspection as a native speaker of Akan to construct some fear and joy expressions for the analysis. These constructed examples were accompanied by grammaticality checks.

These sources of data produced eighty-two body parts fear and joy sentences, forty-seven for joy and thirty-five for fear. Since the unit of analysis of this study is the clause, a clausal delineation of these sentences resulted in forty-one body parts fear clauses and fifty clauses for joy, making a total of ninety-one. Table 1 outlines the number of clauses derived from each source.

Table 1*Distribution of fear and joy clauses across data sources*

Data Source	Number of Clauses			
	Joy		Fear	
	#	%	#	%
Discourse Data	24	48	20	48.8
Data from Focus group discussion	12	24	10	24.4
Data from Secondary sources	8	16	6	14.6
Self-constructed Examples	6	12	5	12.2
Total	50	100	41	100

The discourse data formed the greater portion of the data. Although discourse data can provide essential information in the study of emotion expressions, it alone did not provide enough information to adequately capture the full range of lexicogrammatical features that body parts expressions exhibit. Thus, self-constructed examples were used, although rarely, when I found that after the data collection period, some of the fear and joy expressions did not appear in the dataset.

Data Processing and Analytic Procedure

The first step in the data processing was the transcription of the recorded focus group discussion. This was followed by the identification of body parts fear and joy expressions in the transcript. As for the data from the other sources, they were already solely fear and joy expressions and thus the second step was skipped. The identification of fear and joy expressions was followed by a clausal delineation, which yielded fear and joy expressions in independent clauses, subordinate clauses, and minor clauses. Only ranking clauses formed the unit of the transitivity analysis. The clauses were analysed for material processes, mental

processes, relational processes, and behavioural processes. This categorisation was based on the process+participant+circumstance configuration (cf. Halliday & Matthiessen, 2014: Ch. 5).

Another level of analysis were the transitivity patterns/templates (cf. Thompson, 2008). Templates here refers to a model or pattern that the fear and joy clauses fall in. The centre of these templates is the body parts from which the expressions are derived. Thus, based on the transitivity role as well as the syntactic positions of the body parts, unique templates were derived for the clauses that construe each process type. The patterns revealed are discussed as templates side-by-side with the process types in this paper. The transitivity template is necessary for this study as it helped to demonstrate the lexicogrammatical diversities of the expression of fear and joy.

Finally, this study takes as its subject of analysis, (a) nominal groups where fear and joy are lexicalised (e.g. *anigyee* 'eye-excitement' = 'joy') and (b) nominal groups where fear and joy are expressed directly with body parts (e.g. *M'ani agye* 'My eyes are excited.' = 'I am happy.').

Findings and Discussion

This section discusses the findings of the transitivity analysis of the body parts joy and fear expressions. The transitivity analysis is done in terms of a) the process types in which fear and joy expressions occur and b) the transitivity roles of these body parts in clauses that construe fear and joy. In each of the process types, body parts realise participant. A frequency distribution of the occurrence of body parts in fear and joy expressions is provided first to determine which body part is associated with which emotion type.

Body Parts from which Fear and Joy Expressions are Derived

Based on the sampled data, nine body parts are identified with joy and fear expressions in Akan. Table 2 shows the distribution of body parts across fear and joy expressions. The

distribution was determined by sentences that express fear and joy, which were gathered through the data collection procedures listed in the methodology section. The sentences were first grouped in terms of the type of emotion they express and subsequently grouped according to the body parts used in each of them, which resulted in the numbers presented in Table 2. The nine body parts in Table 2 are classified into internal body organs including the heart, stomach, and intestine, external body parts including the self, the buttocks, the eyes, the chest, and invisible body parts, which are the soul and spirit. Note that *Kra* ‘soul’ and *honhom* ‘spirit’ are not necessarily body parts, but are dwellers of the body. They are, however, considered body part terms in this study because, per the Akan worldview, these two invisible aspects of the body together with the physical body parts make up the human being. These body parts appear in fear and joy expressions as nouns, compound words, possessives, and nominal groups, where they are either heads or modifiers.

Table 2

Distribution of body parts across fear and joy expressions

Body Part	Joy	Fear	Total
<i>ani</i> , ‘eye’	31	0	31
<i>yam</i> , ‘stomach’	0	14	14
<i>Akoma</i> ‘heart’	2	8	10
<i>Bo</i> ‘chest’	0	1	1
<i>etoɔ</i> , ‘buttocks’	0	1	1
<i>nsono</i> , ‘intestine’	0	1	1
<i>ɔkra</i> , ‘soul’	3	1	4
<i>ho</i> , ‘self’	10	9	19
<i>honhom</i> , ‘spirit’	1	0	1
Total	47	35	82

Whereas most of the fear expressions derive from internal body parts, most of the joy expressions are derived from external ones. This difference can be understood within the culture of the Akan. Among the Akan, since joy is regarded as a positive or pleasant emotion,

and fear a negative one, people are likely to show their joy and hide their fear. Thus, joy is expressed with external body parts, which are visible and fear with internal organs, which are hidden.

Frequency Distribution of Process Types and Transitivity Templates

This section provides a frequency distribution of process types across fear and joy expressions and the distribution of the transitivity templates across fear and joy expressions. These distributions are shown in Table 3 and 4.

Table 3

Distribution of Process Types across Fear and Joy Expressions

Process Type	Joy		Fear		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Material	21	42	26	63.4	47	51.6
Mental	5	10	7	17.1	12	13.2
Relational	24	48	5	12.2	29	31.9
Behavioral	0	0	3	7.3	3	3.3
Total	50		41		91	100

It is expected that the embodied fear and joy expressions will reveal more patterns for mental processes because the mental process typically describes experiences of the inner world. However, this is not the case in our dataset. As presented in Table 3, out of the four process types, the material process occurs relatively more than the other three process types for both fear and joy, taking up 51.6% of the total. The frequent occurrence of the material process for both fear and joy can be attributed to the fact that the expressions analysed in this study are metaphoric. This implies that fear and joy, which are abstract concepts, are expressed with concrete concepts. Therefore, given that the material process describes processes of tangible,

concrete, or physical actions, it stands to reason that the body parts fear and joy metaphors show more patterns for material process.

Distribution of Fear and Joy Clauses across Transitivity Templates

Table 4 is a numeric presentation of the recurrence of the fear and joy expressions according to the templates given, with reference to process types and body parts engagement.

Table 4

Distribution of Clauses across Transitivity Templates

Process Type	Templates	Number of Clauses		Transitivity Role of Body Parts	
		Fear	Joy	Fear	Joy
Material	Actor + Goal	7	9	Actor	Goal
	Actor only	11	6	Actor	Actor
	Actor + Goal + Attribute	3	0		
	Initiator + Actor – Goal	3	4		Actor
	Actor+Accompaniment +Scope	2	2	Accomp.	Accomp.
Mental	Phenomenon ^ Senser	3	2	Phenomenon	Phenomenon
	Senser ^ Phenomenon	4	3	Phenomenon	Phenomenon
Relational	Carrier ^ Attribute	1	8	Attribute	Attribute
	Attribute ^ Carrier	2	4	Attribute	Carrier
	Attributor + Possessor + Possessed	2	0	Attributor or Possessed	-
	Possessor + Possessed	0	5	0	Possessed
	Carrier + Process/Attribute	0	7	0	Carrier
Behavioural	Behaver + Process	3	0	Behaver	-
Total		41	50		

As shown in Table 4, body parts from which fear and joy expressions are derived serve major participant roles in the various process types. In material clauses, for example, body parts serve mainly as Goal and Actor, the two major participant roles of this process type. Particularly, in Actor + Goal (i.e., transitive) material clauses, body parts in fear expressions occur as participants whose actions affect other entities such as Actors, whereas body parts in joy expressions play affected roles, Goal. This role dynamism reflects different conceptualisation of the two emotion types. Material clauses occur more in fear expressions, 63.4% than joy expressions, 42%, cf. Table 3. As shown in Table 4, body parts fear metaphors are only Actor in transitive material clauses, they are never affected participants, i.e. Goal. Since fear takes up active roles that affect other participants, mostly the experiencers of fear, negatively, it is construed as a negative emotion.

Body Parts Joy and Fear Expressions in Material Clauses

Material clauses construe fear and joy as sequence of events achieved through some input of energy as illustrated in Example 1.

(1)

<i>Mε-ma</i>	<i>wo</i>	<i>anigyee.</i>
1S.FUT-give	2SG	joy
Actor/Process	Recipient	Goal
verbal group	nominal group	nominal group
Giver of joy/process verb	Receiver of joy	Body part expression

Lit: 'I will give you joy.'

'I will make you happy.'

The clause in Example 1 presents *anigyee* ‘happiness/joy’ as an object which can be given out as a present. If we imagine ‘*mema wo anigyee*’ as the process of collecting a material object from someone, it will require the receiver of the item to involve themselves in an action such as stretching of the arm to reach the item or moving closer to where the item is. This action is sanctioned by the use of the process verb, *ma* ‘give’. Material clauses, therefore, present activities and happenings as physical changes taking place in the outer world of experience.

Body parts are represented as Actor and Accompaniment in material clauses that construe fear and as Actor, Accompaniment, and Goal in material clauses that construe joy. The distribution of body parts in material clauses produces the transitivity templates shown in Table 5.

Table 5

Transitivity Template for Body Parts Fear and Joy Expressions in Material Clauses

Template 5A	Actor <i>body part</i>	+Proc. <i>acts</i>	(+Circumstance) <i>in a manner</i>		
Template 5B	Initiator <i>emoter</i>	+Pro- <i>does not cause</i>	+Actor <i>body part/fear expression</i>	-cess to act	(+Circumstance) in a place or to an extent
Template 5C	Actor <i>body part</i>	+Proc. <i>acts on</i>	+Goal <i>emoter</i>	+Attribute <i>and gives it a quality</i>	
Template 5D	Actor <i>event</i>	+Process <i>acts on</i>	+Goal body part joy expression		(+Circumstance) at a location
Template 5E	Initiator <i>pro-emoter causes</i>	+Actor <i>emoter</i>	+Accompaniment <i>to take body part expression</i>	+Process <i>to act</i>	+Scope <i>concept</i>

Templates C, D, and E emerged from transitive material clauses. Joy expressions revealed patterns for Templates D and E whereas Templates C and E typify fear expressions. Examples 2 to 4 are illustrations of fear and joy expressions in transitive material clauses.

(2)

<i>Me-yam</i>	<i>de</i>	<i>me</i>	<i>pram.</i>
1S.POSS-stomach	make	1SG	IDEO
Actor	Process	Goal	Attribute
nominal group	verbal group	nominal group	adverbial group

Lit. ‘My stomach made the sound *pram* inside me’.

‘I got scared.’

(3) a.

<i>Mo-m-ma</i>	<i>ye-m-fa</i>	<i>suro</i>	<i>ne</i>	<i>ahopopo</i>
2PL-IMP-let	1S-IMP-take	fear	CONJ	body shaking
Initiator/Pro-	-cess	Accompaniment		
verbal group	verbal group	nominal group		

‘Let us take fear and body shaking...

b.

<i>n-ye</i>	<i>yen</i>	<i>nkwangye</i>	<i>ho</i>	<i>adwuma.</i>
IMP-do	1PL	salvation	self	work
Process	Scope			
verbal group	nominal group			

... to do our salvation work.’

Lit: ‘Let us take fear and body shaking to do the work of our salvation.’

‘Let us work on our salvation with fear and panic.’

(4)

<i>ε-de</i>	<i>anigyee</i>	<i>wura-a</i>	<i>yɛn</i>	<i>mu.</i>
3SG-take	joy	enter-PST	1PL	in
Actor/Pro-	Goal	-cess	Circumstance: place	
verbal group	nominal group	verbal group	adverbial group	

Lit: It take joy entered our in.’

‘It filled us with joy.’

Example 2 illustrates Template 5C whereas examples 3 and 4 exemplify Templates 5E and 5D respectively. This implies that in transitive material clauses, body parts realise Goal in joy expressions (e.g., Example 4) and Actor (e.g., Example 2) and Accompaniment (e.g., Example 3) in fear expressions. This reveals a role dynamism that reflects different conceptualisation of the two emotion types among the Akan — that fear is construed as a negative emotion and joy as a positive one. This is because body parts in fear expressions that encode transitive material clauses play participant roles that affect other participants, mostly the experiencers of fear, negatively.

Templates 5A and 5B, on the other hand, typify intransitive clauses. Body parts in both fear and joy expressions fall in Template 5A, as in Examples 5 and 6, whereas Template 5B is unique to fear expressions, illustrated by Example 7. Thus, body parts in both fear and joy expressions serve as Actor in intransitive clauses. The Process in intransitive material clauses is realised by single verbal units if the clause involves only one participant (i.e., Actor), as illustrated in Example 5 and 6 or by multi-verb units if the clause involves more than one participant, whether explicit or implied as in (7).

(5)

<i>Anigyee</i>	<i>a-ba</i>	<i>fie.</i>
joy	PERF-come	home
Actor	Process	Circumstance: place
nominal group	verbal group	adverbial group
Body part expression	Process verb	Place

Lit: 'Joy has come home.'

'We are happy.'

(6)

<i>Me-yam</i>	<i>nkosua</i>	<i>nyinaa</i>	<i>a-bo-bɔ.</i>
1S.POSS-stomach	egg	QUANT	PERF-DUP-break
Actor			Process
nominal group			verbal group

Lit: 'All the eggs in my stomach have broken.'

'I am very scared.'

(7)

<i>M-ma</i>	<i>w-akoma</i>	<i>n-n-tu</i>	<i>kora.</i>
NEG- let	2SG-heart	IMP-NEG-fly	at all
Pro-	Actor	-cess	Circumstance: degree
verbal group	nominal group	verbal group	adverbial group

Lit: 'Let not your heart fly at all.'

'Do not panic at all.'

Body Parts Joy and Fear Expressions in Mental Clauses

Mental clauses construe inner experiences such as joy and fear. Akan body parts joy and fear expressions occur in two types of mental clauses, namely, emotive and perceptive. Body parts in these two types of mental clauses produce the templates in Table 6.

Table 6

Transitivity Template for Mental Clauses

Template 6A	<i>Phenomenon</i>	<i>Process:</i> <i>mental</i>	<i>Senser</i>	
	<i>body part</i>	<i>senses</i>	<i>experiencer of</i> <i>fear/joy</i>	
Template 6B	<i>Senser</i>	<i>Process</i>	<i>Phenomenon</i>	<i>(Circumstance)</i>
	<i>experiencer of</i> <i>fear/joy</i>	<i>perceives</i>	<i>body part</i> <i>expression</i>	<i>during a period</i>

Mental clauses whose structure falls in Template 6A are the emotive type and those which fall in Template 6B are the perceptive type. Body parts used to express joy and fear realise Phenomenon in both types of clauses. Body parts that realise Phenomenon in Template 6A clauses occur at clause initial position. When Phenomenon occurs at an initial position, the body part that realises it is encoded as an entity impinging on the consciousness of the Senser, who is the experiencer of the emotion. Examples 8 and 9 are mental clauses that illustrate Template 6A.

(8)

<i>Mo-ho</i>	<i>te</i>	<i>mo</i>	<i>awia awia</i>	<i>yi.</i>
2S.POSS-self	excite	2PL	afternoon-DUP	DEM
Phenomenon	Process	Senser	Circumstance: time	
nominal group	verbal group	nominal group	nominal group	

Lit: 'Your self excite you this afternoon.'

'You are very excited this afternoon.'

(9)

<i>Me-yam</i>	<i>hye-hye</i>	<i>me.</i>
1SG-stomach	burn-DUP	1SG
Phenomenon	Process	Senser
nominal group	verbal group	nominal group

Lit: 'My stomach is burning me.'

'I am scared.'

In Examples 8 and 9, the body parts *ho* 'self' and *yam* 'stomach' that realises Phenomenon occur in possessive nominal groups and they take the pre-verbal positions of the clauses. The Phenomenon is metonymic of the experiencer of fear or joy. Thus, the mental clauses in Examples 8 and 9 present the experience of joy and fear as the impingement of the senses of the experiencer of these emotions by a body part.

In Template 6B constructions, the Senser is placed at a pre-verbal position and the Phenomenon occurs at a post-verbal position, as illustrated in Examples 10 and 11. The occurrence of the Senser, which is an animate entity, at the initial position is explainable by the

verb type that realises the Process. Since the Process is realised by perceptive verbs, an animate entity is needed to convey the experiences of the physical senses. This implies that occupying the initial positions of Examples 10 and 11 with joy and fear concepts such as *anigyee* ‘joy’ and *akomatusɛm* ‘scary news’ is not plausible. Thus, due to the role played by the pre-verbal participant, changing the order of the clause constituents will render the expressions infelicitous.

(10)

<i>Oh</i>	<i>ma-hu</i>	<i>anigyee</i>	<i>pen.</i>
INTERJ	1SG-PERF-see	joy	before
	Senser/Process	Phenomenon	Circumstance: time
Interjection	verbal group	nominal group	adverbial group

Lit. ‘Oh, I have seen joy before.’

‘Oh, I have experienced joy before.’

(11)

<i>M-a-te</i>	<i>akomatusɛm</i>	<i>anɔpa</i>	<i>yi.</i>
1SG-PERF-hear	NMLZ-heart flying news	morning	DEM
Senser/Process	Phenomenon	Circumstance	
verbal group	nominal group	adverbial group	

Lit. ‘I have heard heart-flying-news this morning.’

‘I have heard scary news this morning.’

Body Parts Joy and Fear Expressions in Relational Clauses

Relational clauses construe fear and joy as qualities that typify events. Body parts fear and joy expressions occur in intensive, circumstantial, and possessive attributive clauses. These three kinds of attributive clauses produce five transitivity templates (Table 7).

Table 7*Transitivity Template for Relational Clauses that Construe Fear and Joy*

Template 7A	Carrier something	+Process <i>is (not)</i>	+Attribute <i>body part expression</i>	(+Circumstance) <i>in any way</i>
Template 7B	Attribute <i>Body part expression</i>	+Process <i>is (not) a member of</i>	+Carrier <i>something</i>	
Template 7C	Attributor <i>Body part expression</i>	+Process <i>gives</i>	+Possessor <i>experiencer of fear</i>	+Possessed <i>effect of fear</i>
Template 7D	Attributor <i>Activity</i>	+Process <i>Leaves</i>	+Possessor <i>experiencer of fear</i>	Possessed <i>with body part expression</i>
Template 7E	Carrier <i>Body part expression</i>	+Process <i>Is</i>	+Attribute <i>a quality</i>	

Templates 7A and 7E are patterns that typify intensive attributive clauses that construe fear and joy. Template 7A presents a body part fear or joy expression as an entity that classifies another entity. The body part fear or joy expression, therefore, realises the Attribute participant whereas the entity that bears the body part expression as quality is Carrier. In Template 7E clauses (specific to only joy expressions), body part realises Carrier and is

represented as the entity that bears a quality. Examples 12 and 13 are examples of Template 7A clauses and Example 14 is an example of Template 7E clauses.

(12)

COVID-19	<i>ahobanbo panee</i>	<i>no</i>	<i>n-ye</i>	<i>ayamhyehyee</i>	<i>biara.</i>
COVID-19	protection needle	DEF	NEG-be	NMLZ- stomach- burning	at all
Carrier			Process	Attribute	Circumstance
nominal group			verbal group	nominal group	adverbial group

Lit. 'The COVID-19 vaccination is not stomach-burning at all.'

'The COVID-19 vaccination is not scary at all.'

(13)

<i>Mente-me-ho-ase</i>	<i>n-ye</i>	<i>ahote.</i>
Misunderstanding	NEG-be	joy
Carrier	Process	Attribute
nominal group	verbal group	nominal group

Lit. 'Misunderstanding is not excitement.'

'Misunderstanding is not a sign of excitement.'

(14)

<i>Anigyee</i>	<i>dee</i>	<i>e-ye.</i>
Joy	EMP	3SG-be:good
Topic	Carrier /Process/Attribute	
nominal group	verbal group	

Lit: 'As for joy, it is good.'

'Joy is good.'

Template 7B emerges from circumstantial attributive clauses. In Template 7B constructions, the Attribute takes the initial position, and the Carrier occupies the final position. The Attribute is a nominalised body part expression. Examples (15) and (16) are illustrations of this clause pattern.

(15)

<i>Wei</i>	<i>deε</i>	<i>ayamhyehyee</i>	<i>biara</i>	<i>n-ni</i>	<i>mu.</i>
DEM	EMP	NMLZ-stomach burning	any	NEG- be:in	in
Topic		Attribute		Process	Carrier
nominal group		nominal group		verbal group	postpositional phrase

Lit: “As for this, stomach burning is not in.”

‘There is nothing scary about this.’

(16) a.

<i>Sε</i>	<i>wo-bo</i>	<i>afɔreε</i>	<i>na</i>	<i>anigyee</i>	<i>n-ni</i>	<i>mu a,</i>
COMPL	2SG- give	sacrifice	CONJ	joy	NEG- be:in	in
Subordinate clause				Attribute	Process	Carrier
				nominal group	verbal group	postpos itional phrase

‘If you give offertory and joy is not in...’

b.

<i>wo-de</i>	<i>sika</i>	<i>no</i>	<i>ba</i>	<i>koraa</i>	<i>a</i>	<i>ε-n-yε</i>	<i>fε.</i>
2SG-take	money	DEF	come	EMP	PRT	3SG-NEG-be	nice
Actor/Pro-	Goal		-cess: material	Circumstance		Carrier/Process	Attribute
verbal group	nominal group		verbal group	adverbial group		nominal/verbal group	nominal group

‘...you bring the money; it is not beautiful.’

Lit: ‘If you give offertory with no joy, when you bring the money, it is not beautiful.’

‘Offertory without joy is not pleasing.’

Templates 7C and 7D cover possessive attributive clauses. Fear is represented in two ways in this type of relational clause. Firstly, fear is portrayed as an entity that gives a quality to another entity (Template 7C). Fear and joy are also represented as a possession acquired by the experiencer of joy/fear through someone/something. The kind of association established between entities in Templates 7C and 7D constructions requires the engagement of three participants. These are Attributor, Possessor, and Possessed. Body part expressions realise Attributor in Template 7C and Possessed in Template 7D as illustrated in Examples 17 and 18.

(17)

<i>A-yamhyehyee</i>	<i>a-ma</i>	<i>m-a-nya</i>	<i>hypertension.</i>
NMLZ-stomach burning	PERF-let	1SG-PERF-get	Hypertension
Attributor	Pro-	Possessor/- cess	Possessed
nominal group	verbal group	verbal group	nominal group

Lit: ‘Stomach-burning has let me get hypertension.’

‘Due to fear, I have contracted hypertension.’

(18)

<i>Yɛ-wɔ</i>	<i>ɔsoro</i>	<i>anigyeɛ.</i>
1PL-be	Top	Joy
Possessor/Process	Possessed	
verbal group	nominal group	

Lit: We have heaven joy.’

‘We have heavenly joy.’

Body Parts Fear Expressions in Behavioural Clauses

For behavioural clauses, the data show evidence for only fear expressions. Behavioural clauses represent fear as a set of physiological activities performed by an entity (cf. Mwinlaaru, 2017). The entity that performs this physiological activity is presented as a body part. The activity performed is a state that typifies people experiencing fear. Body parts realise Behaver, and the Process indicates the behaviour. The distribution of body parts in behavioural clauses produces the following template:

Behaver + Process

Body part engages in a behaviour

The template above is exemplified by the clause in Example 19.

(19)

<i>Me to</i>	<i>re-sa.</i>
1SG buttocks	PROG-dance
Behaver	Process
nominal group	verbal group

Lit: ‘My buttocks is dancing.’

‘I am panicking.’

In Example 19, fear is expressed in terms of a body part, *to* ‘buttocks’, involved in a physiological behaviour (*resa* ‘dancing’). The behavioural clause in Example 19, therefore, becomes a visible or outward manifestation of the experiencer’s awareness of a frightening situation. The body part that realises Behaver in Example 19 is in a possessive construction and it metonymically represents the experiencer of fear. Since the body part performs an activity, it is put before the verb. The verb, *sa* ‘dance’ that realises the Process carries the progressive aspect marker *-re*. This verb is indicative of the behaviour that the Behaver is representing. Thus, in behavioural processes, the physiological functions of the body parts are realised as Processes and they are metonymic of fear.

Conclusion

The objective of this paper was to identify the transitivity patterns of Akan fear and joy expressions that are derived from body parts. The analysis showed that body parts fear and joy expressions are encoded in four PROCESS TYPES. Both fear and joy expressions occur in three main PROCESS TYPES, which are material processes, mental processes, and relational processes, whereas body parts fear expressions revealed patterns also for behavioural processes. In material clauses, body parts occur as Actor, Accompaniment, and Goal in joy expressions, and as Actor and Accompaniment in fear expressions. In mental clauses, body parts occur as Phenomenon. Also, both fear and joy expressions occurred in three intensive, circumstantial, and possessive clauses sub-types of the attributive relational clause. In both intensive and circumstantial attributive clauses, specifically for joy, body parts are Carrier and Attribute; and in possessive attributive clauses, body parts expressions realise Possessed. For fear expressions, body parts served as Attribute in both intensive and circumstantial attributive clauses. In possessive attributive clauses, body parts fear expressions realise Attributor and Possessed.

The systemic analysis of the system of transitivity in this study adds to the few studies that have described African languages from a systemic functional linguistics perspective (e.g., Akerejola, 2005; Mwinlaaru, 2017, 2018; 2021, 2023; Mwinlaaru, Matthiessen & Akerejola, 2018). Thus, this study extends the typological database of SFL in this area and provides a good foundation for a comprehensive study of transitivity in Akan and other African languages. In future research, it is recommended that researchers focus on the emotion expressions of other Akan dialects other than Asante Twi, study the transitivity pattern of emotion expressions in specific discourses, and also study other less studied emotion types such as love, sorrow, and pity.

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Multimodal metaphors of migration in Yuyi Morales' children's picture book *Dreamers*: a migrant's perspective

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Abstract

Due to its controversial and sensitive nature, migration is often represented metaphorically in public discourse. So far, the construction of migration metaphors in the press has been explored mostly in the verbal mode (Santa Ana, 1999; O'Brien, 2003), and, to a lesser extent, the multimodally revealing predominantly negative metaphorical portrayals from the viewpoint of host countries (Catalano, 2017; Catalano & Mitchell-McCollough, 2019; El Refaie, 2003). The aim of this paper is to examine how the abstract concept of migration is metaphorically presented to a younger audience in children's picture books – an inherently multimodal genre offering a considerable potential for developing critical literacy (Sciurba, Hernandez, & Barton, 2020; Kachorsky, Moses, Serafini & Hoelting, 2017) and fostering intercultural values from an early age (Byram, 2008). As a representative of the genre, the award-winning picture book *Dreamers* (2018) by Mexican author Yuyi Morales was analysed multimodally, adopting a combined framework of Conceptual Metaphor Theory (Forceville, 2016) and social semiotics (Kress & Van Leeuwen, 2006; Painter et al., 2013). The analysis of representational meanings revealed the protagonist's conceptualization of MIGRATION AS A JOURNEY where characters are self-portrayed as capable, active agents, who contribute to the host country. The frequent use of relational attributive, material and mental processes in the verbal mode, and material, mental and behavioural processes in the visual mode highlights the migrant characters' gradual transformation and reconciliation of both their own and the newly developed cultural identities

in socially challenging circumstances – a perspective often overlooked in the public discourse on migration.

Keywords: multimodal metaphor; migration; conceptual metaphor theory (CMT); visual grammar; Yuyi Morales' *Dreamers*

Introduction: Understanding multimodal metaphors of migration

Approximately 281 million international migrants have been projected in 2020 by the International Organisation for Migration (IOM) (2019). This global migration crisis is a complex and greatly debated phenomenon that reflects the increasing polarization of public opinion. The fast-growing importance of images in today's world communication (Kress & van Leeuwen, 2006) has resulted in a recent interest in multimodal studies to explore how migration and migrants are constructed multimodally and represented metaphorically in semiotic artifacts, mostly in the media discourse.

The study of migration through Conceptual Metaphor Theory and Social Semiotics

The majority of prior research on the representation of migration is based on Conceptual Metaphor Theory (CMT), whose main assumption is that metaphor is a matter of thought which manifests itself in language (Lakoff & Johnson, 1980). According to Lakoff & Johnson, humans conceptualize abstract concepts such as time, or life (target domains), in terms of concrete objects or phenomena that come from the realm of the physical world, e.g., money, or journey (source domains). Conceptual metaphors, therefore, such as LIFE IS A JOURNEY, are constructed through the mapping of elements between the target and source domain. Migration, being an incredibly complex social and political topic, has not been exempt from metaphorical representations in public discourse. Existing research points out the overwhelming number of negative, metaphorical representations of migration and migrants, mainly through the lens of the host country and the depiction of migrants as the threatening "Others", e.g., INVADERS

(Charteris-Black, 2006; Taylor, 2021), ANIMALS (Santa Ana, 1999; Musolff, 2015; Mujagić & Berberović, 2019), OBJECTS, COMMODITIES and NATURAL DISASTERS (Santa Ana, 2002; O'Brien, 2003; Arcimavicienen & Hazma Baglama, 2018).

Building on the CMT foundations that metaphor is a matter of thought, further research by authors like Forceville (1994; 1996; 2009), Morris (1993), Carroll (1996) and Goatly (2007) has shown that it is also present in nonverbal modes of communication, like the visual, aural and gestural, leading to the emergence of Multimodal Conceptual Metaphor Theory. Forceville (2016) explores the distinction between monomodal metaphors (e.g., rendered only verbally or visually) and multimodal ones (those where the source and the target are rendered in different modes, for instance, the visual and verbal, like in cartoons accompanied by captions, advertisements, or picture books). Many studies have focused on political cartoons to investigate how multimodal metaphors are constructed in the verbo-pictorial mode. Results have shown that this genre mostly depicts migrants as an invasion (Silaški & Đurović, 2019; El Refaie, 2003), and criminals, as demonstrated by Catalano & Waugh (2013) and Catalano & Mitchell-McCollough (2019) in their analysis of the combination of photographs chosen to illustrate press articles on the subject.

However, apace with Multimodal Conceptual Metaphor Theory that concentrates on the cognitive approach to multimodal metaphors, the discipline of multimodal social semiotics appeared, building on the systemic-functional theory of language (SFL) (e.g., Halliday, 1994) in which meaning is constructed by three simultaneous metafunctions (experiential, interpersonal and textual). Kress and van Leeuwen (2006) argued that the same linguistic principles described by Halliday can be employed in the analysis of visual images and specified certain features of the three metafunctions. Just like written or spoken texts, images represent the surrounding world through the configuration of participants, processes and circumstances (representational meaning), interact with the viewer (interactive meaning realized through

contact, social distance and subjectivity) and contain elements which are visually arranged in a certain way to construe meaning (compositional meaning realized through information value, salience and framing).

According to Feng & Espindola (2013) and Feng & O'Halloran (2013), both social semiotic and cognitive approaches have the potential to bridge gaps in the analysis of linguistic and multimodal resources. While social semioticians agree on the importance of human cognition and context in metaphor construction, they claim that cognitivists fail to provide a “systematic description of meaning-making mechanisms in visual images”, as they claim, “images themselves are constructed in certain ways to cue metaphors” (Feng & O'Halloran, 2013, p. 321). This systematic framework for the analysis of visual representation of metaphor is described and shown in practice in the authors' work, which analyses a large sample of newspaper and magazine advertisements. Feng & Espindola (2013) and Feng & O'Halloran (2013) also claim that Conceptual Metaphor Theory lends the multimodal system an epistemological basis and explains how resources, such as the angle from which the viewer looks at a participant in an image (POWER RELATION IS VERTICAL ANGLE), the distance between the viewer and the participant (SOCIAL DISTANCE IS PHYSICAL DISTANCE) or the composition of elements (IMPORTANT IS FOREGROUND/UNIMPORTANT IS BACKGROUND) acquire meanings. They demonstrate that the relationship between visual space, which is physical and concrete, and semiotic value, which is rather abstract, becomes a metaphorical mapping between the former (understood as source domain) and the latter (understood as target domain). This general mapping is described as a master metaphor incorporating all the other “sub-mappings between the elements of visual space (up, down, center) and elements of semiotic meaning (ideal, real, important)” (Feng & Espindola, 2013 p. 89). These examples emphasise that the integration of both approaches can lead to a better understanding of the essence and functioning of visual and multimodal metaphors.

With these considerations in mind and taking into account the scarcity of work on multimodal representations of migration combining both approaches, this paper attempts to contribute to deepening the comprehension of their nature, construction and functioning in discourse. Due to the limitation of space, we will focus mainly on the representational meaning (Kress & van Leeuwen, 2006; Painter, Martin & Unsworth, 2013), which builds upon the ideational metafunction, and more concretely, the experiential one, of the SFL framework. An important concept to understand is the transitivity system (Halliday and Matthiessen, 2014), which explains the experiential roles in the clause: Process, Participant and Circumstance. Six types of processes (material, mental, relational, verbal, behavioural and existential) are classified depending on the action, event or state of the domain of experience the participants are involved in. Secondly, the system of agency explains the participant roles in this ‘acts of meaning’. Our study will focus on the transitivity system to determine the agency of the migrant characters along the verbal and visual narrative.

A multimodal approach to migration construction in children’s picture books

The previous representations of migration from the dominant perspective of the outsider have been devoted to press discourse, a genre largely aimed at adult audiences. The present study, however, wishes to focus on how migration and migrant identity is metaphorically constructed in a genre aimed at children and from the perspective of migrants themselves. Children’s picture books do not only ignite the imagination of young readers (Painter et al., 2013) but also account for sources of information that enhance comprehension of complex concepts, such as migration, and broaden their perspectives at an early age. Picture books are cultural artefacts that play a crucial role in the development of multimodal literacy (Unsworth, 2010) as this literary genre enables young readers to mediate between different modes of communication and activates their meaning-making resources to interpret the verbal and visual elements in the narrative. Advocates of integrating multimodal pedagogies in the classroom

adhere to the concept of education defined by Cope and Kalantzis (2009), who postulate that literacy cannot be solely accomplished linguistically and that classrooms should be understood as a dialogic space in which teachers and learners become active participants in social change.

More importantly, 21st-century teaching practices in the classroom require embracing intercultural approaches to promote positive attitudes and values, such as empathy and tolerance, and eradicate social inequalities and any form of discrimination, notably racism. These crucial elements were first introduced in foreign language education by Byram and his model of Intercultural Communicative Competence in 1997 and further developed in his concept of intercultural citizenship (2008). These intercultural references are also present in children's picture books and, according to Kachorsky, Moses, Serafini and Hoelting (2017), young learners should be equipped with critical thinking skills to navigate those meanings realised visually and verbally. Not only learners should be trained to decode multimodal texts but also teachers. To this end, Painter et al. (2013) further develop the grammar of visual design of Kress and van Leeuwen (2006) to provide a tool for the analysis of meaning-making mechanisms used in children's picture books by means of representational, interpersonal and compositional meanings. Their framework has already been successfully implemented by other authors such as Moya Guíjarro (2016) and Elorza (2020) in relation to gender representation of child characters, where stereotypical portrayals are challenged by more equalitarian values and attitudes to shift discourse in society.

However, the topic of migration in children's picture books has not yet been deeply explored. One of the existing studies on this subject is Sciarba, Hernández and Barton (2020), whose corpus analysis of children's picture books narrating Latinx border-crossing experiences provide a valuable account of migrant's self-representation. Their work aims to bring social justice to children's literary education and acknowledges children's own voice in migration discourse as a sign of empowerment.

The interest of this paper, therefore, is to explore the migration experience in the award-winning children's picture book *Dreamers* (2018) by Yuyi Morales. This Mexican writer is an immigrant to the U.S. herself and in her picture book, she shares her and her little son's personal story of crossing the border and finding a new home in the destination country. This migrant account, realised through the verbal and visual modes, will be examined at the representational level in order to provide an insight into the semiotic choices that construct migration and migrants metaphorically.

Methodology

Our study builds on a multidimensional approach in order to engage in the multimodal analysis of *Dreamers* and track multimodal metaphors of migration. The previous literature review served as the starting point for the formulation of the following research questions:

- (1) What conceptual metaphors are present in the multimodal construction of migration and migrants' identity to promote social justice?
- (2) What visual and verbal elements of transitivity are employed to construe migration from the migrant's perspective?

For the qualitative analysis of image-text relations, transitivity patterns were examined to determine the representation of migration and the migrant's perspective from a social justice approach. Drawing upon Systemic Functional Linguistics (Halliday and Matthiessen, 2014), we identified the verbal configuration of the clause in terms of experiential processes, participant roles and circumstances, and their agency in the migration experience. Similarly, representational meaning was interpreted visually following the Visual Grammar model developed by Kress & van Leeuwen (2006), and more concretely the elaborated version adopted by Painter et al. (2013) and applied to reading visual narratives in children's picture books.

Secondly, multimodal metaphors of migration were identified following a joint framework of Multimodal Conceptual Metaphor Theory (Forceville, 2016) and a social semiotic approach to the visual representation of metaphor (Feng & O'Halloran, 2013). Finally, these multimodal metaphors, combined with the intertwining of the verbal and visual modes, were interpreted from an intercultural approach (Byram, 2008) to delve into the characters' knowledge, skills and attitudes that becoming bilingual and bicultural entails to overcome social injustice (García, 2009).

Findings and discussion

The main underlying multimodal metaphor in *Dreamers* (2018) is MIGRATION IS A JOURNEY. In this section, a sample analysis of two double spreads has been carried out for their illustrative value, both in terms of metaphors of migration as well as their verbal and visual realization in the picture book to conceptualise migration as a journey where an intercultural encounter takes place in different stages.

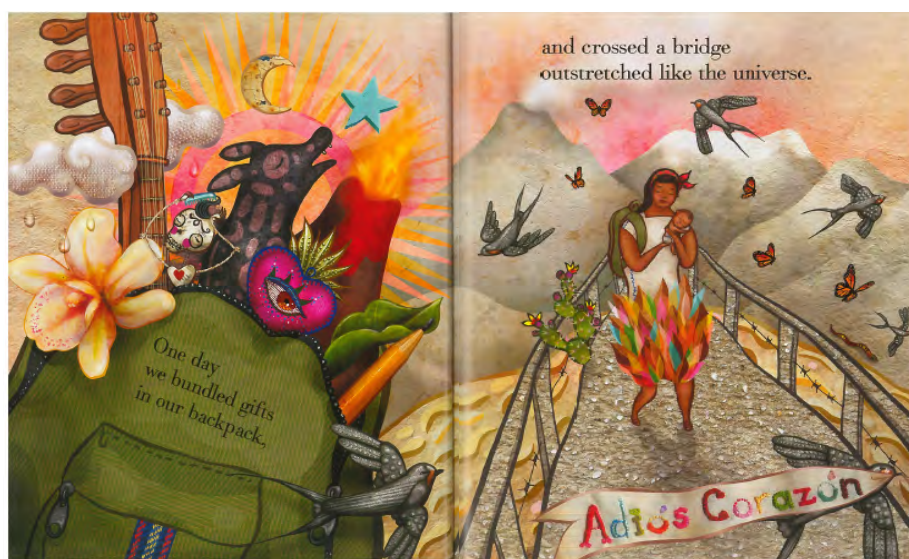
First stage of the migration journey: multimodal representation of pre-departure and departure

The journey of the mother and her child is first presented to the young reader in the third double spread. The journey metaphor illustrates the source in the 'source-path-goal' image schema (Johnson, 1993), that is, Mexico as the country of origin. These participants have an active role in the process of migrating, and introduce us to the packing and departure events, multimodally represented. In the verbal mode of the verso, they are the Actor ('we') of the material transformative process '*we **bundled** our gifts*'. Their action or 'doing' is targeted at the 'gifts', which is the Goal in the clause. The author's semiotic choice of this nominal group, instead of other conventional nominal groups such as 'our things/belongings', connotes the cultural values and artistic talents that the Mexican characters consider travel essentials to

be carried in their ‘backpack’, which functions as place circumstantial. In the visual mode, the gifts are symbolic attributes of the characters (Kress and van Leeuwen, 2006). These are depicted as Mexican cultural artefacts to enhance supernatural and mystical forces that will be consistently present in the narrative: an acoustic guitar, the Aztec guardian dog Xoloitzcuintli, the volcano as a symbol of women empowerment, the handcrafted “milagrito” charm, the toy skeleton associated with “el Día de Muertos”, and the elements of nature, such as the moon, the star the sun, the clouds, the green leaf and the flower. A recurrent element is a pencil, symbolizing the author’s love for drawing, and the mother’s artistic skills in the material creative process of writing her migration story. Conceptually, these meaning-making resources cue the multimodal metaphor MIGRANT CULTURAL CONTRIBUTION, REPRESENTED BY SYMBOLIC ATTRIBUTES, IS A GIFT TO THE HOST COUNTRY.

Figure 1

Multimodal Metaphors of Migration: Third Double Spread



Note. Taken from *Dreamers*, by Yuyi Morales (2018) © Holiday House.

In the subsequent recto double spread, the reader can see the mother and the child, visually represented as a figure of *doing*, crossing the bridge with their eyes closed as if they were dreaming. The bridge, acting as the Scope of the material process, shows the path that

they are following as travellers (walkers), which in turn cues the metaphor MIGRANTS ARE (DREAMING) TRAVELERS. Likewise, the verbal mode, through the material transformative process ‘*we crossed a bridge outstretched like the universe*’ accompanying the picture, reveals that they are still the Actor in a journey where the path seems to be endless and hazardous, as the verbless nominal clause qualifying the ‘bridge’ indicates. The characters embarked on this journey ‘*one day*’, which is a nominal group functioning as a temporal circumstantial at clause level and are accompanied by flying monarch butterflies and swallows, functioning as Accompaniment in the visual mode. These animals are known for their migratory patterns and making their annual journeys from Mexico to the U.S. to breed. Therefore, they function as symbolic attributes cueing the metaphor SWALLOWS AND MONARCH BUTTERFLIES ARE FELLOW-TRAVELERS, and so by metaphorical entailment ANIMALS ARE MIGRANTS, too. The simile between the protagonists’ lives and those of these winged creatures is constantly present in the visual narrative.

Second stage of the migration journey: multimodal representation of gradual adaptation and integration in the US

From the events of pre-departure and departure, the young reader is invited to engage in the subsequent different stages of the migration journey: arrival in the foreign country, adjustment, adaptation, and gradual integration in the target culture. A clear example of the latter intercultural stage is represented multimodally in the twelfth double spread (see *Figure 2* below).

Figure 2

Multimodal Metaphors of Migration: Twelfth Double Spread



Note. Adapted from *Dreamers*, by Yuyi Morales (2018) © Holiday House.

On the verso, the visual narrative indicates that the mother and the child (Actor) are still walking, functionally representing the material process, but on the pages of a book (Scope). The presence of this new participant ('book') marks the beginning of the duality between the real and fictional worlds. Moreover, this metafictional device contributes to the autobiographical reference of the author to her migration journey and settlement in the US. Previously, the characters' physical movement has only been perceptible through two types of Scope, namely the footsteps path on hills (seventh double spread) or the route on a map (sixth verso double spread). However, in the verbal narrative of their personal yet fictional story here, the main participant role is assigned to books, which function as Carrier in the three relational attributive processes realised by the verb phrase 'became'. Along the storyline, the migrant's reality is construed as a figure of *becoming* that facilitates young readers to witness the changing qualities the protagonists attribute to themselves in past, present and future events. In this process type, they function as Carrier ('we') and identify themselves as members of the migrant community through the attributes '*migrants*', '*immigrants*' and their Spanish equivalents '*migrantes*', qualities that illustrate the 'knowledge' of the self and the other that

Byram (1997) further develops in his model of Intercultural Communicative Competence. In this double spread, books are not only given a prominent place in the characters' lives as these cultural products are a precious and magical discovery, but they also become part of their migrant identity. The Mexican characters are attributed specific intercultural qualities because of the books they read, which are expressed verbally through different abstract attributes introduced by the first-person plural possessive pronoun 'our' in all three nominal groups. This determiner metaphorically symbolizes the strong bond between books and the characters.

The first attribute of books of the aforementioned relational attributive processes is '*our language*' and the first multimodal metaphor appears here: BOOKS ARE MIGRANTS' LANGUAGE. The visual realisation through figures of *behaving* and *sensing* evokes the reading moment of the lines of a book written in English that coincide with *Dreamers*' actual text. The characters' metonymic representation by means of their hands placed on the open book seems a direct invitation to the young reader to read and experience the characters' migration story told in the target language learnt. On the one hand, a mental perceptive process shows how the characters interact with this language of the book and simultaneously experience the emotions recalled by the leaf (functioning as symbolic attribute representing their home culture) through their sense of touch. In addition, the characters are Sensor of the cognitive process of learning ('*we learned to read*'), the language that ultimately leads to the development of literacy skills ('to read' as Phenomenon). The twelfth double spread marks the beginning of the characters' recognition of their feelings of empowerment that becoming biliterate and bicultural entails. In this process, translanguaging, as claimed by García (2009), is a vital meaning-making resource in the construction of their migrant reality.

This intercultural encounter through books also enhances feelings of belonging through the second attribute realised verbally by the nominal group '*our home*', and therefore a second metaphor emerges: BOOKS ARE MIGRANTS' HOME. Visually, the child's right hand superimposed

on their mother's is situated on the main façade of a house drawing. Equally important is the child's left hand illuminating the path towards the house, which emphasizes the idea of books as a safe place to escape from a challenging reality. The hands are foregrounded and of considerable size, drawing the readers' attention. This metonymic representation of the characters as readers, realised through a conceptual process, offers a more static and realistic depiction in an attempt to guide the reader towards the classification of the participants as migrants who take refuge in books. In a broader sense, their fictional worlds, as the author claims in the peritext, are part of the US Hispanic literary heritage to be heard, comprehended, and protected.

The construction of migration in its more general and abstract sense is present through the multimodal metaphor BOOKS ARE MIGRANTS' LIVES. From the attribute '*our lives*' in the verbal mode and its visual realisation, the young reader can infer that books offer the characters the experience and representation of being alive. On the verso, the characters' attributes (the Xoloitzcuintli guardian dog, the "Día de los Muertos" skeleton, and the "milagrito" charm) are depicted outside of the backpack, which cues two more multimodal metaphors that convey intercultural meanings. The first is CULTURAL GIFTS ARE LIVING THINGS since these participants are brought to life as spiritual forces and become humanised Actors of material transformative processes like walking, flying, and carrying books. Secondly, the metaphor THE GIFTS ARE TRAVEL COMPANIONS reinforces the idea that, far from being mere passive observers as illustrated in the third verso double spread, these Mexican cultural elements play a supportive role in the migration experience by carrying books that do not fit in the mother's backpack or the baby stroller (the dog and the skeleton) or by pointing the direction in the journey (the "milagrito" as a bookmark and the sun with its sunbeams).

Overall, these results indicate that the multimodal metaphors of migration cued from the main metaphor MIGRATION IS A JOURNEY in *Dreamers* are a skillful attempt to normalise

and raise intercultural awareness of Latino migrant's experience in young readers. Through complex yet coherently developed visual and verbal semiotic resources, the narrative fosters a more positive and unprejudiced positioning of both migrants themselves and the host country.

Conclusion

This study is aimed at exploring how migration is metaphorically and multimodally presented to young readers in the *Dreamers* (2018), as a representative of children's picture books. The results reveal that, mostly, the visual and verbal modes complement each other to provide the young audience with a first-hand account of the experience of migration in a welcoming but still challenging social environment. The main, underlying metaphor is MIGRATION IS A JOURNEY. The resulting multimodal metaphorical constructions of migrants as travellers (MIGRANTS ARE TRAVELLERS) and the animals as their travel companions (ANIMALS ARE MIGRANTS) make this complex concept more comprehensible to children while acknowledging that migration is a natural process, as opposed to its widespread biased depiction as invasions or natural disasters in public discourse. The conceptualization of symbolic attributes (Kress & van Leeuwen, 2006; Painter et al., 2013) as gifts to the host country carried in a backpack (MIGRANT CULTURAL CONTRIBUTION, REPRESENTED BY SYMBOLIC ATTRIBUTES, IS A GIFT TO THE HOST COUNTRY), which then become alive and keep the characters' company (CULTURAL GIFTS ARE LIVING THINGS; THE GIFTS ARE TRAVEL COMPANIONS) offer a view on migrants as active social agents who contribute to the host country – a distinct perspective to the one of the threatening “Others” (e.g. CRIMINALS, Catalano & Waugh, 2013). On the other hand, books, represented both visually and verbally, become essential participants in the characters' migration experience due to their role in intercultural understanding and shaping of their bicultural identities. The metaphors BOOKS ARE MIGRANTS' LANGUAGE, HOME and LIVES address the key role of biliteracy in the transformation process of

migrant individuals who are still representatives of a social group, namely the Mexican migrant community in the US, and as such, how they need to think critically about their past, present and future identity.

As for the analysis of representational meaning from social semiotics, the results show that migration is construed primarily through relational attributive processes (verbal mode), and secondly, through material processes (verbal and visual). The migrant identity of the protagonists is variable as they go along the intercultural journey, which, through their agency, becomes a self-discovery and empowering experience.

Although the analysis provided hinges on a selection of multimodal metaphors involved in the construction of migration in *Dreamers*, this study can serve as a model for the multimodal analysis of children's picture books on this complex issue. The systemic functional transitivity analysis emphasises the agency of migrants, but the explanatory basis for migration is a journey along which the characters undergo major changes in its metaphorical sense, possible thanks to CMT, which serves to explore how all three metafunctions from visual grammar simultaneously contribute to meaning-making and provide a broader picture of how migration metaphors are constructed. Bringing the migrant's reality to young readers' attention through the integration of multimodal practices in the classroom will help children navigate and engage with this subject critically and interculturally from a social justice approach, which will ideally pave the way towards a more inclusive and diverse education in the 21st century.

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How Uber attempted and failed to bond with audiences on Twitter

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Abstract

This paper explores the function of bonding and affiliation in corporate crisis communication on Twitter through a case study on Uber's image repair campaign launched in 2018. It discusses some preliminary findings with the focus on two issues: (1) how Uber attempts to bond with the audiences on Twitter, and (2) how affiliation is negotiated between Uber and the audiences. Multimodal discourse analysis and a Systemic Functional Linguistics (SFL) affiliation framework (Knight, 2010a, 2010b; Zappavigna, 2018) are used to analyse Uber's tweets and replies by other users. It was found that Uber proposes bonds through multimodal ideation-attitude couplings (Martin, 2000, 2008). The bonds function to promote Uber as a rectified company. The analysis of the comments, however, shows that the bonds are generally dismissed or rejected in the feed of replies.

Keywords: Systemic Functional Linguistics, affiliation, multimodal discourse analysis, social media, corporate crisis communication

Introduction

Uber has experienced many public relations crises since its founding. This paper discusses discourse patterns of Uber's crisis communication on Twitter. By drawing on an SFL-informed multimodal discourse analytical framework (Kress & Van Leeuwen, 2006) and an affiliation system (Knight, 2010a, 2010b; Zappavigna, 2018), the paper presents a case study of Uber's tweets and audiences replies posted during the "Moving Forward" image repair campaign in 2018.

Theoretical Foundations

The underlying theoretical framework for the analysis reported on in this paper is SFL, in particular, the Appraisal and Affiliation systems, as well as an SFL-informed visual analytical framework. Affiliation is a social process of participants negotiating social solidarity and alignment through proposing and reacting to particular social bonds (Knight, 2010a, 2010b, 2013; Martin, 2010). The concepts of *couplings* and *bonds* are central to the process of affiliation. *Couplings* are a combination of meanings construed through different social semiotic resources “as pairs, triplets, quadruplets or any number of coordinated choices” (Martin, 2008, p. 39); and *bonds* are cultural and value patterns negotiated through couplings in socio-cultural contexts (Knight, 2010a, 2010b, 2013). This research analyses ideation-attitude couplings expressed through verbal and visual modes, including intermodal ideation-attitude couplings that are co-expressed across the two modes. The ideational component of a verbal coupling to which the attitudinal meaning is directed is identified according to the definition of ideational meaning by the SFL theory (Halliday & Matthiessen, 2004, 2014). The attitudinal component is analysed through the lens of the Appraisal system (Martin & White, 2005), in particular, the domains of ATTITUDE and GRADUATION, and conventions of coding are adopted for the verbal Appraisal analysis.

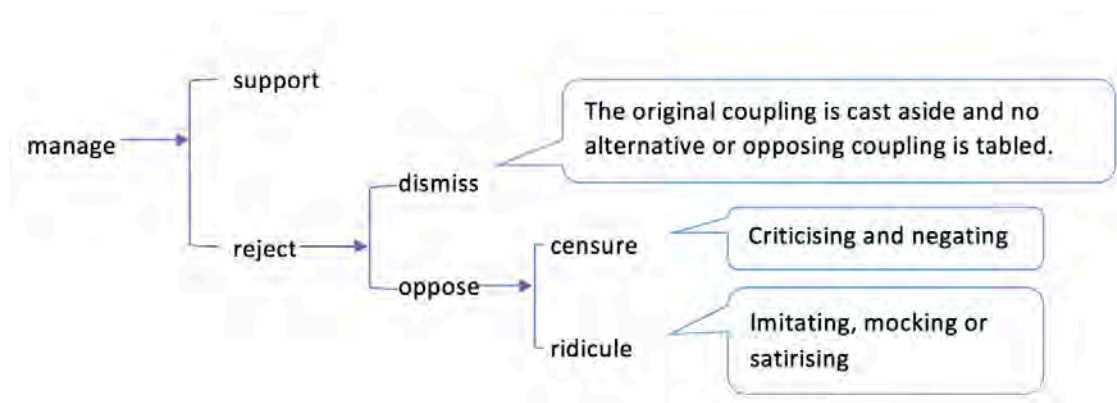
To analyse visual and intermodal couplings, this paper primarily draws on Kress and van Leeuwen’s (2006) framework, and is concerned with the following aspects:

- Representational/ideational meaning: represented participants, action process, and circumstances.
- Interactional/interpersonal meaning: contact, affect, involvement, and social distance.
- Organisational/textual meaning: salience.

To analyse how social bonds are actually negotiated between Uber and the audiences, this research draws on an affiliation system developed by Zappavigna (2018) (Figure 1), which expands the original affiliation system Knight (2010a, 2010b, 2013) established in her study of humour in casual conversations. The system is used for categorising audience responses to couplings tabled by Uber.

Figure 1

A system of managing couplings tabled in the discourse (Zappavigna, 2018, p.150)



According to Zappavigna (2018), one can choose to either ignore or manage a coupling tabled in the discourse. As for managing, the choice is between *supporting* and *rejecting*. With support, the response aligns with the attitude expressed by the initial couplings. Zappavigna's original framework identified two subtypes of *reject* reaction to a tabled coupling: *dismiss*, by not tabling an alternative or opposing coupling, and *oppose*, by tabling an opposing coupling to negate, criticise or refute the initial couplings (*censure*) or by tabling a coupling to imitate, mock or satirise (*ridicule*) the original couplings. As discussed in the following section, the methodology uses this system as a departure.

Methodology

Data collected for analysis included 19 campaign tweets posted by Uber through its major Twitter account and replies in the comment feeds. As illustrated in the framework

shown as Table 1 below, both verbal and image content is analysed. The verbal content is coded according to the Appraisal system. The corresponding image content is analysed shot-by-shot according to the visual analytical framework proposed by Kress and Van Leeuwen (2006) as introduced in the previous section. The ideational meanings and attitudes expressed through the two modes are determined to form the ideational and attitudinal components of a coupling respectively. To code ideation-attitude couplings, the convention derived from that proposed by Zappavigna (2018) is used:

[Verbiage or Image Ideation: <<>> | Verbiage or Image Attitude: <<>>].

The square brackets and the “|” symbol indicate that the ideational and attitudinal components in verbal and/or image modes are fused and negotiated as a whole in discourse.

As for detailed coding for the verbal APPRAISAL analysis, this paper adopted coding conventions as follows: realisations of JUDGEMENT are highlighted blue, APPRECIATION green, and affect pink; realisations of GRADUATION are bolded and italicised; and the corresponding ideational meanings are underlined; the symbol “+” represents positive attitude and “-” negative. Illustrative examples of the coding, by using excerpts from the dataset, are presented as below.




AFFECT: Moving forward, we’re **excited** to announce *even more* ways to get you around. (Positive AFFECT with raised force of GRADUATION.)

APPRECIATION: Moving forward, we’re bringing you new features **designed to provide more** peace of mind on *every* trip you take. (Positive APPRECIATION with raised force of GRADUATION.)

JUDGEMENT: And we use the feedback that they give us to *consistently* improve our **service**. (Positive JUDGEMENT invoked by raised force of GRADUATION.)

Table 1

Analytical framework for coding intermodal couplings (exemplified with an excerpt from Uber's tweet on 19 May 2018)

Type of data	Type of analysis	Detailed analysis
Voiceover by the CEO	Appraisal coding	<p>We constantly take feedback from our riders from the global basis. And we use the feedback that they give us to consistently improve our service.</p> <p>Ideation: we (Uber as a company, including the new CEO) Attitude: upscaled invoked positive JUDGEMENT in terms of propriety (highlighted in blue) Participant: Khosrowshahi (the new CEO) in Shots 2 and 3; Action process: Khosrowshahi is addressing the camera, and the caption “always show respect” appears beside Khosrowshahi; Setting: back seat of a car.</p> <p>Affect: Neutral. Social distance: medium shot (social). Contact: Offer. No direct eye contact with the viewers.</p> <p>Salience: the campaign name; the title and image of the new CEO</p>
Corresponding shots (Each demonstrated by a representative screenshot)	Representational/ideational meaning:	
 <p>Shot 1</p>	Interactional/interpersonal meaning:	
 <p>Shot 2</p>	Organisational/textual meaning:	
 <p>Shot 3</p>		
Multimodal text (verbiage and image)	Couplings	<p>[Verbiage Ideation: we (Uber Uber as a company, including the new CEO) Verbiage</p>

Type of data	Type of analysis	Detailed analysis
		Attitude: + upscaled judgement (propriety and veracity)]
		[Image Ideation: the new CEO Image & Verbiage Attitude: + invoked judgement (propriety)]
	Bond proposed or reacted upon	Uber proposed a “Renewed Uber-new leadership” bond

The audiences’ replies were sampled for detailed Appraisal coding using a theoretical sampling approach from grounded theory (Bryant, 2014; Charmaz, 2014) to identify different attitudes iteratively until reaching theoretical saturation. The comments were then categorised by drawing on the affiliation system (Figure 1) as a departure to explore how the audiences responded to the couplings and bonds Uber proposed.

Findings and discussion

It was found that Uber attempts to negotiate alignment with its audiences by positively evaluating its new leadership, new in-app features for improving riders’ safety and user experience, and new organisational culture. The analysis of the audience comments indicates that the bonds Uber proposed are generally rejected by the audiences, and instead, they evaluate Uber as greedy and hypocritical.

Uber’s attempt to affiliate with the audiences



“Renewed Uber” bond

Uber repeatedly tables a “renewed Uber” bond through couplings that encapsulate positive evaluations of its new leadership, culture and vision. In particular, Uber’s new CEO Dara Khosrowshahi is positively evaluated in the campaign materials. The example shown in Table 2 is an excerpt from an embedded video (link: [Video 0517](#)) of one of Uber’s tweets

where Khosrowshahi is addressing the camera about the improvements Uber had been making to its culture and products.

Table 2

Excerpt from the embedded video of Uber's tweet on 17 May 2018

Type of data	Type of analysis	Detailed analysis
Voiceover by the CEO	Appraisal coding	<p>One was to always be humble, that you are no better than anyone else. Always show respect.</p> <p>Ideation: you (Khosrowshahi) Attitude: upscaled negative JUDGEMENT (capacity)</p>
<p>Corresponding shots (Each demonstrated by a representative screenshot)</p> <p></p> <p><i>Shot 4</i></p> <p></p> <p><i>Shot 5</i></p>	<p>Representational/ideational meaning:</p> <p>Interactional/interpersonal meaning:</p> <p>Organisational/textual meaning:</p>	<p>Participant: Khosrowshahi's name and title (non-human participant) in Shot 4; Khosrowshahi (human participant) in Shot 5; Action process: Khosrowshahi's name and title is presented through the caption (Shot 4); Khosrowshahi is addressing the camera, and the caption "always show respect" appears beside Khosrowshahi (Shot 5); Setting: back seat of a car.</p> <p>Affect: Neutral. Social distance: medium shot (social). Contact: Offer. No direct eye contact with the viewers. Salience: The title, name (Shot 4) and image (Shot 5) of the new CEO and the caption "always show respect" (Shot 5) are salient.</p>

Type of data	Type of analysis	Detailed analysis
Multimodal text (verbiage and image)	Couplings	[Verbiage & Image Ideation: you (Khosrowshahi) Verbiage Attitude: - upscaled judgement (capacity)] [Verbiage & Image Ideation: Khosrowshahi Image Attitude: + invoked judgement (propriety)]
	Bond proposed	Renewed Uber – Humble CEO


Through the voiceover, Khosrowshahi targets negative JUDGEMENT towards himself (as implicated by the generalised “*you*”) to table the value that he, and by extension the company, do not see themselves as superior to their workers and users. Khosrowshahi’s self-deprecation contributes to the construction of a “humble CEO” bond and a humble and approachable CEO persona as part of Uber’s self-claimed new corporate identity. His self-deprecation also sets himself in implicit, but sharp, contrast with Travis Kalanick (the former CEO), who was perceived as arrogant and unapologetic by many (Isaac, 2019). In the image mode, Khosrowshahi’s name and title are presented with high salience through the caption (Shot 4), and the caption “always show respect” appears beside Khosrowshahi as he addresses the camera (Shot 5). A symbolic attributive process (Kress & Van Leeuwen, 2006) in this way is realised, attributing the good virtue of “always show respect” to Khosrowshahi. Uber thereby attempts to invoke positive JUDGEMENT of Khosrowshahi. Through the above intermodal couplings expressed in verbiage and image, Uber proposes a “renewed Uber – humble CEO” bond to affiliate with the audiences based on shared values of humbleness and rejection of Kalanick’s arrogant leadership.

The “renewed Uber” bond is also tabled through positive evaluations of Uber’s self-claimed new organisational culture in contrast to its previous infamous toxic work culture, as shown in the example in Table 3 (link [Video 0524](#)). Uber attempts to invoke positive APPRECIATION of its self-claimed humanised and healthy work culture among the viewers by

presenting with high-salience a positive dynamic between the employees from diverse racial and gender backgrounds. In particular, the pet dog in the centre of the image is placed to provoke positive AFFECT and APPRECIATION of Uber’s self-claimed new work culture, as pets in workplace are often seen as a symbol for humanised work culture in many high-tech corporations such as Google and Facebook (Rosoff, 2016). The shot in this way is presented to target Uber’s negative reputation for having a toxic work culture and diversity problems at its workplace (Isaac, 2019). Through this image coupling, Uber proposes a “renewed Uber-healthy work culture” bond with an attempt to affiliate with the audiences based on presumably shared values that promote racial and gender equality as well as humanised work culture.

Table 3

Excerpt from the embedded video of Uber’s tweet on 24 May 2018

Type of data	Type of analysis	Detailed analysis
Voiceover by a female voice	Appraisal coding	Now we’re (committed to improving our quality)*.
Corresponding shots (Each demonstrated by a representative screenshot)	Representational/ideational meaning:	Participants: Two young female and a young male employees, and a pet dog. Action process: Two young female and a young male employees talking with each other and a pet dog sitting in the centre of the image. Setting: Uber’s office.
		
<i>Shot 11</i>	Interactional/interpersonal meaning:	Affect: Positive. Social distance: Long shot. Contact: Offer. No direct eye contact with the viewers.
	Organisational/textual meaning:	Salience: The three employees and the pet dog

Type of data	Type of analysis	Detailed analysis
Multimodal text (verbiage and image)	Intermodal coupling	are salient. [Image Ideation: three Uber employees talking with each other and a pet dog sitting in the centre (representing Uber’s self-claimed new work culture) Image Attitude: + invoked affect and appreciation]
	Bond proposed	Renewed Uber – Healthy work culture

* Texts in brackets are co-text for the corresponding transcript.






“Safe Uber” bond



The “safe Uber” bond is often tabled through couplings that encapsulate positive evaluations of Uber’s new in-app safety features and relevant improvements. In the voiceover of the video shown in Table 4 (link: [Video 0608](#)), positive AFFECT and APPRECIATION are targeted at the new safety features Uber introduced. Simultaneously, consecutive shots of different Uber riders getting on the car are presented in the image mode with young females especially salient (Shots 4, 7, 8, and 9).

Table 4

Excerpt from the embedded video of Uber’s tweet on 8 June 2018

Type of data	Type of analysis	Detailed analysis
Voiceover by a female voice	Appraisal coding	And we’re excited to introduce new features designed to help you feel safe and confident on every single trip .
Corresponding shots (Each demonstrated	Representational/ideational meaning:	Ideation: new features Attitude: positive AFFECT and upscaled positive APPRECIATION Participants: Uber riders from various backgrounds.

Type of data	Type of analysis	Detailed analysis
by a representative screenshot)		
	Interactional/interpersonal meaning:	Action process: Different Uber riders getting on the car, buckling up, and sitting in the back seat. Setting: In different Uber cars.
Shot 3		
	Organisational/textual meaning:	Affect: Positive (The female rider in Shot 9). Social distance: Long, medium and close-up shots. Contact: Offer. No direct eye contacts.
Shot 4		
		
Shot 5		
		
Shot 6		
		
Shot 7		

Type of data	Type of analysis	Detailed analysis
 <i>Shot 8</i>		
 <i>Shot 9</i>		
Multimodal text (verbiage and image)	Intermodal coupling	[Verbiage Ideation: new (safety) features Verbiage Attitude: + Affect and + upscaled Appreciation Image Attitude: + invoked appreciation]
	Bond proposed	Safe Uber

Uber attempts to invoke positive APPRECIATION of its new safety features for riders through the positive AFFECT expressed by the female rider’s facial expression (Shot 9) and multiple shots of different female riders in the back seats with a safety belt fastened. It is in particular invoked by the close-up shot of a buckling up gesture (Shot 9), which is presented as a symbol for reassurance and safety. These shots target repeated rider safety incidents that have occurred on Uber’s platform, including serious sexual assaults committed by drivers on young female riders, and criticisms of Uber’s neglect of riders’ safety (Isaac, 2019). Uber proposes a “safe Uber” bond through an intermodal coupling that encapsulates the above components to affiliate with the audiences based on the shared value of safety.


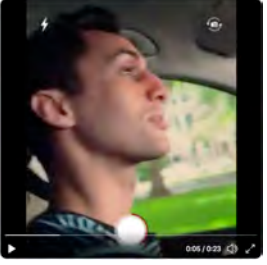
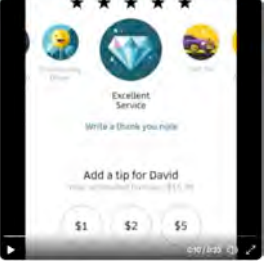
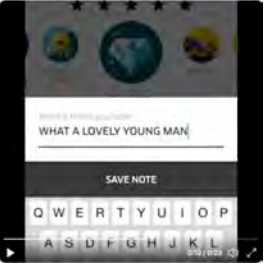
“Good Uber drivers” bond

A Good “Uber drivers” bond is often proposed through actor riders’ positive evaluations of drivers in embedded videos. The example in Table 5 (link: [Video 0531](#)) illustrates one of such instances. In verbal mode, two senior riders attach positive JUDGEMENT (“nice”) and AFFECT (“We like him”) to their young male driver. In image, the video presents the riders in high spirit (positive AFFECT shown through their facial expressions in Shot 1). Meanwhile, up-scaled positive JUDGEMENT and AFFECT is directed towards the driver with a five-star rating and a highly positive comment in capitals (Shots 2 and 3). Through this intermodal coupling, Uber tables a “Good Uber drivers” bond via the actor riders’ positive feedback on their trip.

Table 5

Excerpt of the embedded video from Uber’s tweet on 31 May 2018

Type of data	Type of analysis	Detailed analysis
Dialogue presented in the video	Appraisal coding	<p>Woman: Hi Kids, we’re on the way to the hotel. We’ll be there in about...</p> <p>The Uber river: About seven minutes.</p> <p>Woman: That’s David.</p> <p>Woman: <u>He</u>’s a nice guy. We like him.</p> <p>Man: It’s gonna be a great vacation.</p> <p>Woman: Yeh. We’re gonna to have so much fun.</p> <p>Man: I can’t wait.</p> <p>Woman: Haha...</p>
Corresponding shots (Each demonstrated by a representative screenshot)	Representational/ideational meaning:	<p>Ideation: the Uber driver</p> <p>Attitude: positive JUDGEMENT and positive AFFECT</p> <p>Participants: Two senior Uber riders and a young male driver.</p> <p>Action process: Two senior Uber riders taking a selfie video in the back seat; the young male driver talking to the riders while driving; and the riders giving a five-star</p>

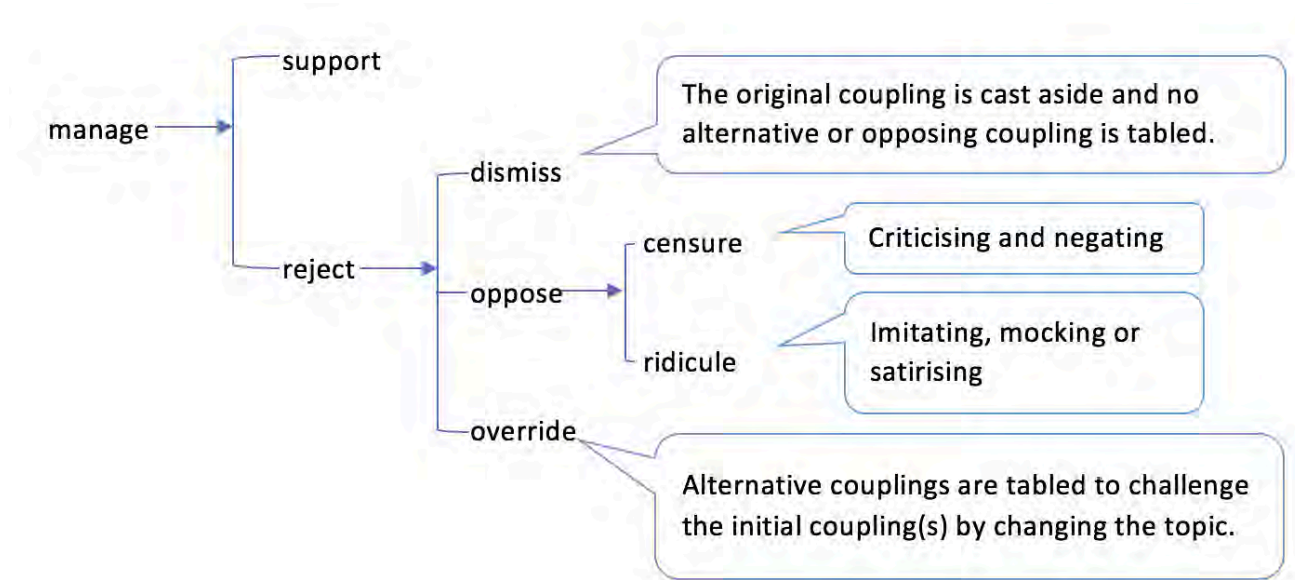
Type of data	Type of analysis	Detailed analysis
 <p>Shot 1</p>	<p>Interactional/interpersonal meaning:</p>	<p>rating and a compliment to the driving through the feedback feature of the Uber app.</p> <p>Setting: Inside an Uber car. Affect: Positive. Social distance: Close-up shot Contact: Demand. Direct eye contacts with the viewers. Salience: The two riders, the driver, and the interface of the feedback feature of the Uber app are salient.</p>
 <p>Shot 2</p>	<p>Organisational/textual meaning:</p>	
 <p>Shot 3-1</p>		
 <p>Shot 3-2</p>		
<p>Multimodal text (verbiage and image)</p>	<p>Intermodal coupling</p>	<p>[Verbiage & Image Ideation: the Uber driver Verbiage Attitude: + judgement (propriety) and + affect Image Attitude: + up-scaled affect (expressed by the actor riders)]</p>
	<p>Bond proposed</p>	<p>Good Uber drivers</p>

The audiences' reactions

The analysis presented in this section has drawn on a modified version of Zappavigna's (2018) affiliation framework to explore the audiences replies (Figure 2). The bonds Uber proposed are generally rejected by the audiences with very few replies expressing support for Uber.

Figure 2

Types of rejecting derived from Zappavigna's (2018, p. 150) affiliation system



Zappavigna's original framework identified two subtypes of *reject* reaction to a tabled coupling: *dismiss* and *oppose*. This research found an additional type of reject reaction in the corpus of replies, namely *override*, that is, users change the topic and table irrelevant alternative couplings to challenge those proposed by Uber. The above types of reject with examples are shown in Table 6.

Table 6*Types of reject identified from the audiences' replies to Uber's tweets*

Rejection types	User's replies	Couplings	Bonds proposed	Couplings the reply reacts upon
Dismiss	@Uber Do you all still do ride passes for college students? (A reply to Uber's tweet on 24 May 2018)	none	none	Not applicable.
Oppose-censure	@Uber @dkhos <u>This is the absolute worst. Gratuitous and disconnected. Even</u> as a marketer I find this <u>irritating</u> . (A reply to Uber's tweet on 17 May 2018)	[Ideation: the embedded video where Khosrowshahi talks to the camera Attitude: - up-scaled Appreciation]	Hypocritical Uber	Couplings: [Ideation: Uber's new leadership/culture/vision Attitude: + evaluation]
Oppose-ridicule	@Uber Yeah, <u>peace of mind with a Panic Button?</u> (A reply to Uber's tweet on 8 June 2018)	[Ideation: Uber's in-app safety features Attitude: - Appreciation]	Irresponsible Uber	Couplings: [Ideation: new in-app safety features/improvements Attitude: + evaluation]
Override	@Uber I've complained about your driver's behaviour and it's been a month... <u>Shame on you...</u> I've sent you call recordings but you don't have time to call me back... I'll better complain in consumer forum now. @Uber_Support @amitjain1 <u>shame on you..</u> (A reply to Uber's tweet on 31 May 2018)	[Ideation: Uber Attitude: - Judgement (veracity and propriety)]	Irresponsible Uber	Couplings: [Ideation: Uber Attitude: + evaluation] [Ideation: Uber driver Attitude: + evaluation]

Conclusion

Uber attempted to foster affiliation with its audiences through tabling couplings of positive evaluations of its new leadership, vision, culture, service, products, and drivers in its image repair campaign. Thereby, it attempted to construe a rectified identity. The audiences' replies, however, generally rejected the bonds Uber proposed and instead rallied around bonds that construe Uber as hypocritical, irresponsible and greedy. Uber failed to realise affiliation with the audiences due to its failure to address their major concerns as reflected by the audiences' negative attitudes expressed towards the couplings tabled by Uber.

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Standing on middle ground: When teacher's reflection and student's perceptions meet

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Abstract

Studies on the affordances and challenges of implementing Systemic Functional Linguistic (SFL)-informed genre-based approach (GBA) to teaching writing have been plentiful. However, the use of Exploratory Practice (EP) in informing the implementation of a year-long SFL-informed GBA to teaching writing has been underexplored. EP is a form of practitioner research enabling both learners and teachers to concurrently reflect on their teaching/learning activities and practice the target language (Hanks, 2017). Essential to EP is the act of understanding before solving problems, which can be explored through learning puzzles. Puzzles are seen not as problems, they create space for understanding the situation, rather than solving what seems to be the hindrance to learning. Learning puzzle, in this context is used then to evaluate and inform the pedagogic maneuvers during the implementation of SFL genre-based approach to teaching writing based on students' learning needs. Students' learning puzzles and diaries and after-class reflections are then scrutinized through the lens of Martin & White (2005) APPRAISAL framework to measure students' AFFECT and JUDGEMENT towards the learning experiences. Analysis of AFFECT and JUDGEMENT can give access to how students react emotionally towards the new approach to learning English as a Foreign Language (EFL) writing and their evaluation of their behavior towards this learning experience. Besides, the insights from students' AFFECT and JUDGEMENT provide access to enforce empathy so that the writing teacher can also focus on students' wellbeing along with their writing development. The study is conducted at a private teacher training college in Indonesia in which there are twenty-five pre-service teachers who learn to write in English. The findings

show that discussing learning puzzles and comprehending students' reflections can promote openness and empathy in which there is improvement in the quality of classroom life which results in a more fine-tuned pedagogic intervention. The article concludes by outlining some implications for EP to inform future implementations of SFL-informed GBA that can be conditioned based on students' learning pace.

Keywords: SFL-informed GBA, Exploratory Practice, Appraisal framework, Learning Puzzles, Reflection

Introduction

This study delves into how far the implementation of Systemic Functional Linguistics genre-based approach to teaching English as a Foreign Language (EFL) writing affects students' learning within a one-year writing course. SFL-informed GBA to teaching writing refers to the activity of teaching learners how to carefully choose a certain kind of linguistic features to achieve a coherent, purposeful composition (Hyland, 2003). In this context, the linguistic features are drawn on the theory of systemic functional grammar which was initially developed by Michael Halliday. Genre-based approach to teaching writing, hence, focuses on how the writers consciously make use of certain linguistic features to express the meaning and deliver it to the targeted readers as the consumer of their writing. Orchestrating the genre-based approach, the writing instructor needs to get learners to write based on the purpose, organization, and audience (Paltridge, 2001). The lack of experience and skills to enact SFL-informed GBA to students will hinder students' progress to be able to treat their writing as a meaning-making playground.

When SFL-informed GBA was first performed in the Paragraph Writing course, the writing instructor was still in her initial journey towards understanding the concept of SFL-informed GBA teaching. Her understanding of the basic concepts and principles of SFL as a

tool to investigate the function of certain linguistic elements and how it affects the meaning in the texts was central to this pedagogy. Lack of understanding about it resulted in the uncertainty of teaching maneuvers and scaffolding on the part of the writing instructor. As a consequence, students got confused about the writing materials in the class not only because this was something new to them and the instructor's explanation had not helped them understand things easily, but also due to technical boundaries in interacting during online learning during a pandemic. In addition, students also report that they could not fully grasp the idea of writing as a means of meaning-making when they are learning in a virtual environment. This gap created frustration and decreased the level of students' motivation. To carry on the learning agenda, the instructor needed to refocus her teaching agenda adjusting it to students' learning conditions so as not to create more burden and make learning an exhausting thing to do. In this condition, Exploratory Practice comes in handy as EP's main focus is on promoting understanding instead of problem-solving towards puzzling issues discovered during the teaching-learning cycle.

The studies on the implementation of EP in an educational context have been plentiful. Allwright (2003), for example, introduced Exploratory Practice (EP) as a form of practitioner research that prioritizes the act of understanding to create a better quality of classroom life. Hanks (2015) critically examined how EP is implemented in the English for Academic Purposes (EAP) course at a British university. Hanks reported that EP brings teachers and learners together in discussing the puzzles and that they were never alone in the journey, and that teachers began to understand students' multilayered challenges. In line with Miller et al. (2020) who believed that teachers and students, future teachers, and teacher educators are lifelong learners (Miller & Cunha, 2017) the pedagogical practices reported in this study also promote teachers and students as a part of a community of practitioners of learning. This study enriches the reports by observing how EP is implemented in scrutinizing the affordances and

challenges of orchestrating SFL-informed GBA to teaching EFL writing. Learning puzzles, learning diaries, and reflections are analyzed utilizing the concept of ATTITUDINAL analysis as a part of the APPRAISAL framework proposed by (Martin & White, 2005) to trace students' AFFECT and JUDGMENT. The attitudinal aspects of AFFECT and JUDGMENT are paramount to provide information for the instructor towards the next teaching maneuvers that adjust students' needs while at the same time bettering her teaching method and SFL funds of knowledge.

Exploratory Practice

Exploratory practice (EP), as Allwright & Hanks (2009) proposed, is a form of practitioner research that is framed based on seven principles, namely

1. 'Quality of life' for language teachers and learners;
2. Prioritizing understanding the quality of life over seeking a solution to learning problems;
3. Involving everybody in the collective work of understanding;
4. Bringing people together;
5. Growing in a spirit of mutual development;
6. Working for understanding is seen as a continuous journey;
7. Integrating the process of understanding into the existing curricular agenda as a way of reducing the burden and optimizing sustainability.

EP's spirit to establish the 'quality of life' in the classroom has been the first principle because it acknowledges how teachers and learners are facing equally heavy workloads. In the second principle of working for understanding, learners and teachers are supported to reflect on what they find puzzling along with their learning/teaching practices. The puzzling is emphasized by a 'why' question, rather than a 'how' or 'how to' (Hanks, 2017). If, for example, we take the question 'Why are my students' writing not coherent?', the teacher may

open up space for discussion with the students rather than curating the best ways to make students' writing more coherent. In the newly established shared space between students and teachers, the interaction can be maintained more collaboratively.

To enable students' puzzling, the writing teacher utilized Potentially Exploitable Pedagogic Activities (PEPAs) to manifest EP's last principle of integrating the work of understanding into the curricular agenda of GBA to teaching writing. PEPA in this context is used as an investigative tool to achieve not only the understanding of the challenges students face in their learning process but also a means to practice writing because learning puzzles were arranged in the form of narrative text – a means of EFL writing practice for learners. In other words, PEPA was implemented to reflect students' learning puzzles in the form of essays, narrating their evaluation of learning behavior and their discontentment (if any) with the ongoing approach of writing pedagogy orchestrated by the instructor. This way, the learners can benefit from the integration of puzzling and practicing writing in EFL.

Methodology

This study was carried out throughout a year of a consecutive writing course in a private teacher training college in Indonesia. The study involved the SFL-informed GBA teaching-learning cycle (Rothery, 1996) which consisted of text deconstruction, joint construction, and independent construction for a total of 25 students whose English levels varied from lower intermediate up to intermediate level. The highlight was that the implementation of writing the instructor's translation of SFL concepts into teaching practices was still in the initial stage. Students discovered that SFL concepts in analyzing model texts were also new to them. The teaching-learning orchestration relied heavily on both sides attempting to create a common understanding of the pedagogical movement so that it created a space for reflection in action. A one-year journey towards the translation of theory into

practice was captured along with the anxiety, distress, and eureka moments both in students' and the instructor's viewpoints as mirrored in the reflections and classroom talks.

The data collection methods included students' diaries, learning puzzles, and after-class reflections. The data are analyzed using ATTITUDINAL analysis as a part of the APPRAISAL framework (Martin & White, 2005). The ATTITUDINAL analysis helped us to "track patterns of attitudinal choices in interactions" (Love, 2006, p. 224). ATTITUDINAL analysis involves three emotive dimensions, namely AFFECT—concern with positive and negative feelings, JUDGMENT—the evaluation of behavior, and APPRECIATION—the evaluation of things (object, phenomenon, abstract ideas). However, as the focus of this study is on learners' emotive feeling and their evaluation of their learning behavior, we only used AFFECT and JUDGEMENT without APPRECIATION. Besides, the ATTITUDINAL analysis enables the instructor to consider students' emotional input to create a better quality of learning EFL writing.

Findings and discussion

Integrating learning analysis and pedagogy: the affordances of PEPA

Considering Exploratory Practice as a means of research and pedagogy integration (Allwright, 2003), the first author as the instructor attempts to understand the learning issues that are still puzzling. Utilizing the concept of Potentially Exploitable Pedagogic Activities (PEPA), the writing instructor collaborates with students to gear the learning activities towards the research that is carried out by delving into the learning puzzle and, at the same time, enact the curricular agenda of teaching EFL paragraph and essay writing. Hall (2011) observed that classroom activities are way beyond a rigid implementation of theories into practice but are more dynamic, relying on the context in which teacher and students interact collaboratively. This happens also during the implementation of SFL-informed GBA in teaching EFL writing,

in which the dynamic learning activities are shaped by students' conditions and how the teacher delivers the instructions which may create a gap in how SFL-informed GBA concepts are translated into practice.

Students' learning puzzles were explored to access how students feel about the learning activities with the help of SFL-informed GBA. Learning puzzles were discussed in the second half of the end of the year. It started with looking at the puzzles, analyzing narratives which in this case were composed as a short narrative essay, questioning and puzzling further about ones' assumptions (Allwright, 2003) . Evaluating the first half-year of learning activities through students' reflection, the instructor took a start on shifting from teacher's-led pedagogic writing activities to PEPA. The teacher then presented an initial teaching puzzle starting with the question of '*why can't I teach using simpler words?*' which was then followed by developing an underlying assumption about the question, such as 'new technical jargon', 'explicit teaching of modeled genres', 'teachable rhetorical movements', and 'connecting written composition with a social purpose in an explicit manner.' The teacher's puzzle was used as the modeled text hence it was organized in the form of a recount essay. Students learned about how to reflect on their learning development through this puzzle, which was organized in the form of a recount text as well.

After composing learning puzzles, students were guided to look back to their puzzles and refine them. The writing instructor scaffolded students to her puzzle refinement prior to students' puzzle refining. Students were led to observe the teacher's puzzle refinement that became '*why can't I teach SFL-informed genre-based writing explicitly?*' to show that it was not the teacher's limited understanding of enacting SFL-informed GBA to teaching EFL writing that hindered the learning, but her hesitancy in scaffolding students in deconstructing the modeled text until students were ready to compose their own writing.

The procedure to do this was then sequenced following learning puzzle exploration in the making of an essay draft, observing assumption, refining the essay-formed puzzle, and presenting it in the form of a puzzle collage project. Thus, PEPA here was realized in the integration of students learning to compose an essay while at the same time exploring their learning puzzles.

Instructor's Feedback Development

The pedagogical content of this activity should have involved the principles of teaching SFL-informed GBA in which a metadiscursive knowledge base was encouraged through the teacher's explicit feedback on students' writing (Mahboob et al., 2010). However, how was the instruction carried out if the instructor still struggled to translate SFL concepts to inform the TLC? Initially, the instructor's feedback on students' essays was still focused on the grammatical error as this perspective had been internalized throughout the instructor's learning experiences. SFL concepts were against this old traditional feedback, hence the shift was made little by little as the instructor's understanding develop towards the linguistic aspects that could serve students' language awareness to achieve a certain social purpose. The instructor's feedback development can be seen in Figures 1 and 2 below.

Figure 1

Sample of instructor's feedback

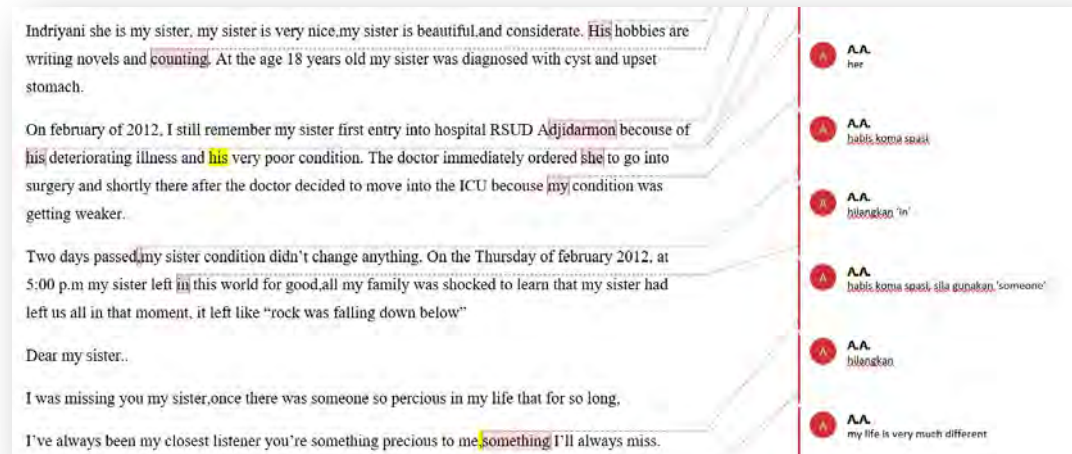
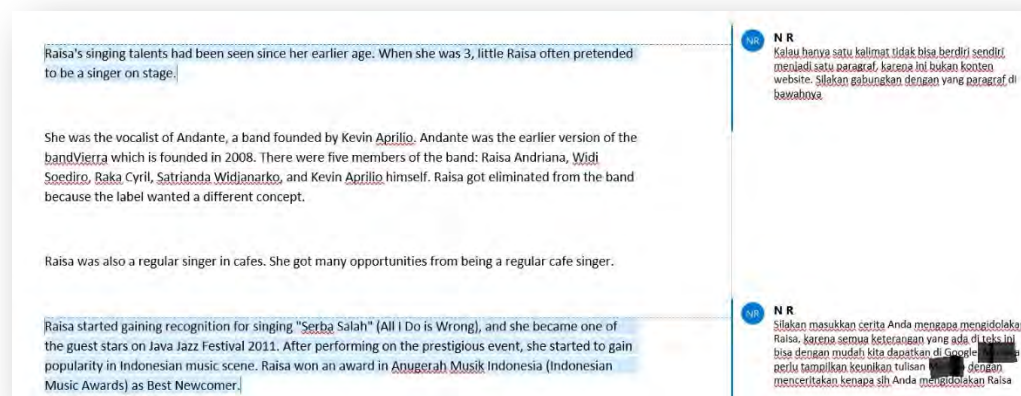


Figure 2

Instructor's feedback advising authorial voice in the text



Since students' previous reflections gave insights that the teacher's feedback played a crucial role in students' writing development, the instructor attempted to make the feedback simpler using the Indonesian language and asked students to put their authorial voice in the text.

The instructor's attempts to improve her instruction included getting involved in teacher educators' community of practice, reading journal articles, discussing the classroom

implementation with colleagues, and reading books independently. One of the most accessible attempts for the instructor to learn is from reading along with discussing with colleagues. Through reading, she finally discovered a book that helped her understand how to orchestrate SFL-informed GBA in her writing course. She then decided to adopt the assessment rubric that was adopted from Mahboob et al.'s which contained three main criteria, such as purpose and structure of the text, development of meaning across paragraphs, and grammar and expression (Mahboob et al., 2010).

AFFECT and JUDGEMENT in students' reflection

As learners make meaning of their learning experiences, they connect their internal state to the external circumstances. Students' construing of their learning experience is embedded in their reflection expressed in learning puzzles and diaries as they contemplate what they gained and what they have not understood yet. For ethical consideration, all students' identity is anonymized.

Table 1.

APPRAISAL analysis conventions

Students' reflection After Essay Writing Course	Affect (in yellow) Judgement (in blue)
<p>I learn about a lot of writing context that I had never learned before. In paragraph writing class I was taught steps for creating a writing with such assembled writing structures as letter writing [capitalization], paragraph and punctuation. Not only that, I also learn such basic of writing such as the writing process which includes pre-writing, drafting, revising and editing, and then I also learn about SFL (Systemic Functional Linguistic) and some guiding questions to get the through genre based writing journey. For me the most difficult aspect from learning paragraph writing is how to enlarge on [develop] my writing. Sometimes I feel confused and my writing still falling apart and also I still have very little vocabulary and sometimes I still use my translate application. But I believe that is a process and if it starts to get used to it might be easier. As difficult as it may be, I do have to learn to get over my messy paragraph writing. Sometimes, when the instructor asked me to collaborate the result of my writing with own groups, in honesty I am extremely upset because there are still a lot of shortcomings in grammar. But anyway the instructor was always guiding and always inviting discussion so I could see how far my writing had gone wrong. The instructor's feedback in my writing its very useful and very easy to understand. Of course, because of the feedback it helped me to see how many errors in my writing paragraph so of course made me able to correct them, to improve my writing and to study more even harder. I think the instructor was very clear in delivering material in every meeting even when it disqualifies some of the difficult things I understand, the instructor always explain it in easier language or in Bahasa and I hope the instructor will still guide me to improve and to develop my writing paragraph because even I can't get enough.</p>	<p>Two affects were detected; both refer to dissatisfaction. The reflection shows mostly judgement that covers negative capacity on the side of the author regarding writing in EFL and positive capacity on the side of the instructor regarding feedback clarity.</p>

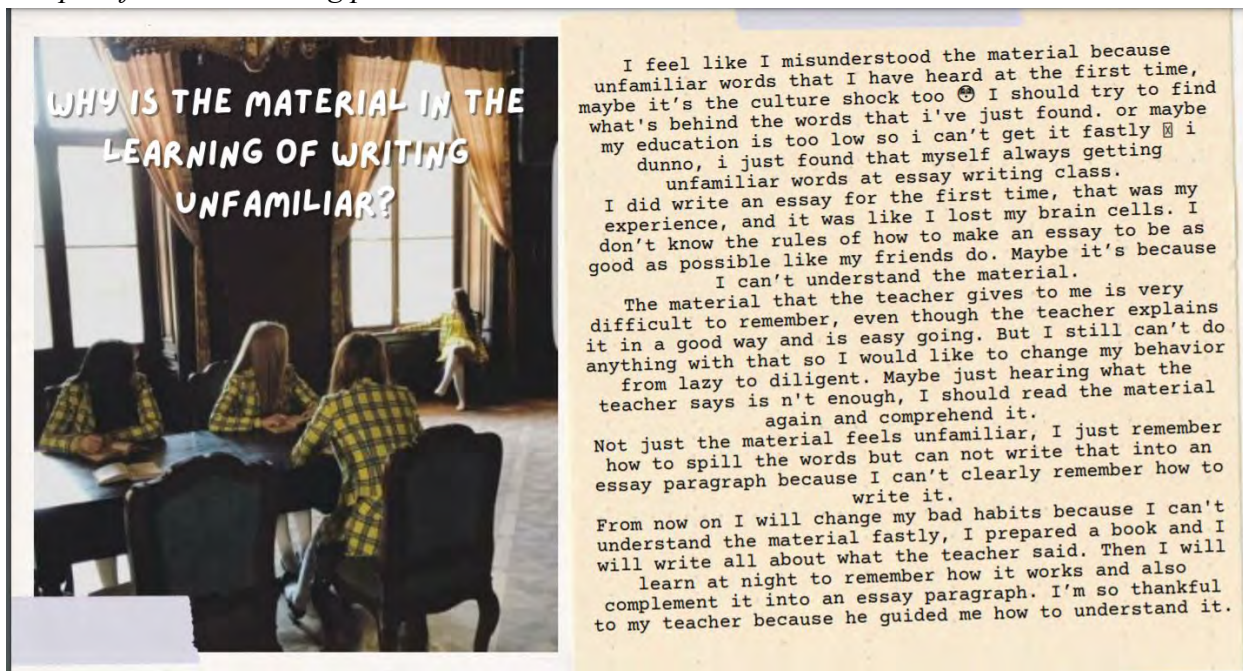
<p>I have learned about how to write some paragraphs according to the rules of writing. The lecturer also guides me how to write a paragraph according to the readers that we will publish to. I also learn about SFL. What I understand from this SFL is that SFL is a linguistic approach both oral and written that serves to convey our thoughts (in the form of oral and writing) according to whom we target the readers or listeners.</p> <p>The difficulties that I found in learning process of writing paragraph are I felt difficult in arranging sentences into paragraphs those are been arranged according to the draft that I have made before. So, I felt difficult also in writing paragraph in accordance with the grammatical rules but in the other side should be easier to understand by the reader.</p> <p>My effort to deal with that situation is that I keep my struggle in understanding every single order which given by the lecturer of writing class even sometimes it was quite difficult for me.</p> <p>If you ask about the instructor's feedback in my writing I'll answer that was really helped me to keep my struggle in trying to write paragraphs step by step. I think the feedback is really useful and easy to understand</p> <p>I hope by the help of the instructor I can feel easy to write some paragraphs that can be published in website, wall magazine, and many more.</p>	<p>In this reflection, the student shows mostly judgment about learning experience (difficulty) that portrays negative capacity and positive capacity regarding feedback giving.</p>
<p>- I think the difficulty in learning at a time like this for me is sometimes less understanding and in dealing with situations like my lack of understanding about this study, I would like to study again with the help of Google and youtube to help me understand what I don't understand. Feedback is very useful to me and easy to understand because it helps me to improve my writing.</p> <p>I learned how to write good and true [well]. Go from the base to the next level. Learned how to make a correct review. Teachers assist me in making writings like mine should write beginning with a purpose of the circular information and meaning in my writing [staged-purpose oriented]. I think the most difficult aspect from learning to writing is the lack grammar to construct a good writing. and what I like is when my teachers tell us to write a mash-up because I know what my friends think. And of course I also needed the feedback given by the teacher because it could help me improve my writing to become a better one. I hope teachers can give us more understanding and always help us in writing if we have difficulty writing and always give feedback.</p>	<p>The first highlighted clause in this reflection demonstrates invoked judgment in which the student shows – capacity for learning and the teacher's capacity for teaching. The dimension of affect shown in the reflection refers to happiness in the student's learning experience.</p>

The APPRAISAL analysis applied in students' reflection through learning diaries affords the instructor to assess students' insights towards the implemented learning design. However, the dimension of AFFECT and JUDGMENT that emerged cannot be taken for granted. If students expressed positive attitudinal evaluation, it might have been because they were reluctant to say things most honestly because teachers for them were like second parents, to whom they must have shown respect. In the first highlighted reflection in the last column, the invoked judgment gives hint on the insufficient input from the instructor's explanation so that they think best to deepen their understanding by learning from other external sources.

Figure 3 below voices what students experience in the form of puzzles narratives.

Figure 3

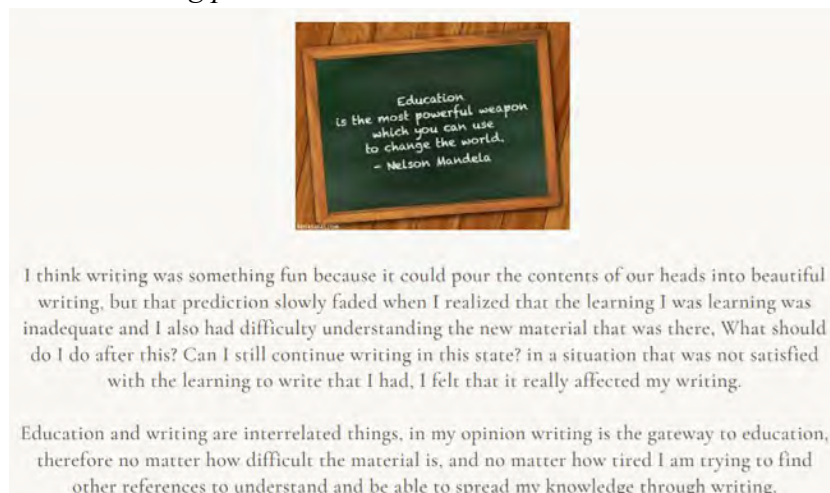
Sample of Dina's learning puzzle



Learning puzzle project involves not only students' narrative about the puzzle they want to comprehend but also the selection of figure that best suits the narrative. Dina viewed the explanation as quite difficult because there were new technical terminologies they had to elucidate while learning how to write at the same time. Writing in English is challenging for EFL students since they have to work harder on the vocabulary, grammatical issues, and rhetorical movements. This JUDGMENT is believed as her shortcoming, so she calls herself '*slow to understand*' or has '*low education*'. This has led to an affect dimension of insecurity which surprised the instructor. The difficulty is best captured by the clause '*it was like I lost my brain cells*' invoking major dissatisfaction. This shows how crucial the role that learning puzzle can play in informing the teacher about how students feel and where they are at in their unique learning stage.

Figure 4

Fira's learning puzzle



The dimension of AFFECT (happiness) opened up the puzzle but then she shifted the initial expectation of learning writing which she considered fun at first. She found understanding materials difficult (JUDGMENT: negative capacity) resulting in her invoked dissatisfaction in '*Can I continue writing in this state?*' This leads to her self-doubt which intensified her AFFECT of dissatisfaction, resulting in her writing performance. The burdens were visible as portrayed in the concluding sentence revealing her decision to seek external references to preserve her passion for writing. From this insight, the teacher reflects on her next teaching maneuvers, carefully considering the simplest most explicit instruction, and learns more about how to better translate SFL-informed GBA concepts in EFL writing courses. The result of the reflection cannot be executed instantly because the focus is never to solve problems before understanding them first. It is paramount, thus, for the teacher to simplify the teaching agenda, particularly if students as practitioners of learning warn the teacher to slow down and improvise the upcoming pedagogic activities. These findings fuel my reading for understanding the sources I need to help me with the implementation of the instruction.

It is not the concept that matters but the humane craftsmanship for better learning quality

Students' insights about how a writing course is taught enlighten the teacher to adjust the teaching agenda to the current condition students face. EP is thus beneficial in not only informing the teacher about students' needs but also taking a step back and reflecting. Even though EP does not recommend solving the problems immediately, this learning puzzles' exploration is beneficial in providing a safe space for students to speak up without being afraid of the teacher's spontaneous reaction toward the puzzles proposed. ATTITUDINAL evaluation of AFFECT and JUDGMENT can also enlighten the teacher and students to understand each other as learning collaborators create a safer space to adjust the learning pace as aligned to the teaching agenda.

Even though puzzles mostly revealed students' perplexing stance towards SFL technical terminologies, such as metafunction, some entries from the essays proved otherwise. At first, they found learning a daunting task but as time went by, they thought that SFL-informed GBA a new way to approach text and to compose writing. They became more aware of the language used and why they needed to stick to the purpose of the writing and the targeted readership in composing a writing piece. However, EFL writing is not an easy thing to do because still they find language barrier as the main thing to configure as we can see from diary entry on the first week of February 2021.

I like [affect; happiness] writing. At first I thought writing in Indonesian (the language I use everyday) and English was the same, but it was different [affect; dissatisfaction]. Because English was a foreign language that I was still learning, it was even harder to make an English text [judgement; negative capacity] because I had to choose the right language or even have to translate from Indonesian into English. My vocabulary wasn't that good [judgement; negative capacity] so it was one of the biggest reasons [affect; dissatisfaction] I had trouble writing English.

Students' insights through their puzzles, diary entry, and reflection had informed the writing teacher regarding the adaptation of the teaching pace, reflecting as a powerful tool to take students' voices into account, and to create a better learning quality.

Conclusion

The evaluation on the implementation of SFL-informed GBA to teaching EFL writing in the tertiary institution can be geared with EP principles of puzzling to create a better quality of classroom life. Even though the report of this study seems seamless, the truth proves otherwise. What we can draw from this study is that EP can be adapted to open up collaboration between teacher and learners to understand how the implementation of certain concept-driven pedagogical practices affects students learning. The evaluation can be enriched by the use of APPRAISAL framework, which in this case focuses only on AFFECT and JUDGEMENT. In the case of better-quality classroom life, we incorporate learning puzzles, diaries, and reflections as means of construing learning experiences while at the same time also orchestrating PEPA. ATTITUDINAL analysis affords us to map possibilities of meaning through students' internal assessment against external circumstances. The explicitness of instruction needs to be ensured to let students know that the teaching agenda will be deliberated according to students' unique learning pace.

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Evaluative patterns in the concluding components of expounding essays:

From the perspectives of Rhetorical Structure Theory and APPRAISAL

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Abstract

Essays having an expounding nature are common in many academic disciplines such as business. While their primary function is to explain the causes or consequences of a phenomenon, they also serve to persuade readers to recognise the writer's arguments, which are often summarised and commented on in the concluding sentence of a paragraph. To illustrate how reasoning and persuasion are undertaken in the concluding components of a paragraph, this paper investigates the expounding essays written by English-as-a-Second-Language associate degree business students. The text structure and its influence on evaluative language choice are examined by combining two analytical frameworks, Rhetorical Structure Theory (RST) and APPRAISAL. The textual focus is the body paragraphs announcing and explaining the factors or effects of a business topic to reveal how a conclusion is reached with an evaluative insight. The findings demonstrate the common rhetorical relations for reasoning, elaborating and conjoining arguments. The findings also illustrate the two key relations located at the end of the paragraph (Evaluation or Interpretation), which exhibit differences in the choice of inscribed and invoked ATTITUDE resources. This paper concludes with a brief discussion on the pedagogical implications of instructing student writers how to write concluding components of a paragraph with an evaluative punch, based on the writer's intention to resonate with his or her assessment throughout the paragraph or make a different personal judgement over the subject matter.

Keywords: Expounding essays, concluding components, Rhetorical Structure Theory, Appraisal, English for Academic Purposes

Introduction

Academic texts illustrating causes and consequences through the sequencing of activities and events are commonly described as an “implication sequence” (Martin & Rose, 2008), or “expounding”, constructed through *rhetorical relations* (Matthiessen, 2015) or Rhetorical Structure Theory (Mann & Taboada, 2021). Aside from explaining, writers must present their attitude to increase the persuasiveness of the texts. Therefore, making clear how the text architecture facilitates evaluation may have implications for academic writing instruction, especially for students transitioning from secondary to tertiary education.

The main goal of this paper is to make visible the two key evaluative structures and patterning for concluding body paragraphs. To achieve this goal, this paper has two objectives. First, it adopts Rhetorical Structure Theory to examine the hierarchical organisation of the essays construing the field of activity of ‘expounding’ (“expounding essays” hereinafter) by business associate degree students. This analysis aims to identify how the causal chain develops for each cause or effect illustrated and arrives at a conclusion in each body paragraph. Second, the paper uses APPRAISAL (Martin & White, 2007) to identify language resources for expressing the writer’s attitude when discussing the impact of the observed business phenomena. The RST and APPRAISAL analyses elucidate how the writer's attitude is logically linked and supported by the hierarchical structure of the text.

Literature Review

Brief Overview of Rhetorical Structure Theory (RST)

RST is adopted as ‘a descriptive linguistic approach to a range of phenomena in the organisation of discourse’ (Taboada & Mann, 2006, p.424). In RST, a text is broken down into

units called *text spans*. It can be a standalone unit or combined with other clause complexes to form a larger text span, meaning that text spans have “weights” in terms of “nuclearity”. The span containing essential content is considered a “nucleus” (hereafter “N”), whereas a span supporting the nucleus is a “satellite” (hereafter “S”). Table 1 illustrates the nucleus-satellite (unequal) and multi-nuclear (equal) relations.

Table 1.

Nucleus-satellite and multi-nuclear relations with examples

nucleus-satellite (unequal status)	(1) Although the positive non-interventionism of the government contributes to the blossom of Hong Kong economies (S), it also boosts the Hong Kong estate price (N). (lch1056-s1)
multi-nuclear (equal status)	(2) In the past, a company needed to allocate many operations costs for analysing data manually (N1). By contrast, using big data is able to replace amounts of employees working on a task, reducing manpower costs as a result (N2). (lch1056-s2)

Excerpt (1) shows that the information in the nucleus is central to the message intended by the author; meanwhile, the meaning in the satellite cannot be comprehended without the nucleus, as the satellite, in APPRAISAL terms, serves to provide a counter-expectant relation to the nucleus, realised by the conjunction “although”. Excerpt (2), on the other hand, contains two text spans structured to share equal importance, in that they are comparable in certain aspects. In this example, the Adjunct “by contrast” is optional; its absence does not affect the comprehension of the contrasting relations between N1 and N2. That said, it is yet to be clear as to whether the use of markers expressing evaluation or positioning may further

contribute to understanding the nuclearity between text spans. Indeed, it is possible to use evaluative resources to signal rhetorical relations that enable one text span to provide assessment for another span, as will be discussed below.

This study follows the “classic” list of relations in Mann and Taboada (2021), as presented in Table 2. The main rhetorical relations identified in the present study will be illustrated in Section 5 (see also Mann and Taboada (2021) for the full explanation of all relations).

Table 2.

RST relations (Mann & Taboada, 2021)

Circumstance	Antithesis
Solutionhood	Concession
Elaboration	Condition
Background	Otherwise
Enablement	Interpretation
Motivation	Evaluation
Evidence	Restatement
Justify	Summary
(Non-)volitional Cause	Sequence
(Non-)volitional Result	Contrast
Purpose	

The RST analysis adopted in the present study explains how coherence is achieved at the paragraph level systematically (Taboada, 2006). As a semantic strategy, as Matthiessen (2014) argued, the rhetorical relations can be considered with other discourse semantic resources, such as APPRAISAL, for expressing the writer’s attitude towards an idea or an argument.

APPRAISAL

The analytical tool employed for identifying the evaluative language in the data is APPRAISAL (Martin & White, 2007). APPRAISAL is a discourse-semantic framework categorising interpersonal meaning into ATTITUDE (exchanging feelings and evaluation),

ENGAGEMENT (managing different voices in a text) and GRADUATION (up- or down-scaling ATTITUDE and ENGAGEMENT).

The focus of this study involves the resources of ATTITUDE and GRADUATION. The ATTITUDE system is classified into three subtypes: AFFECT (evaluating emotions), JUDGEMENT (evaluating behaviours and morality) and APPRECIATION (evaluating entities or phenomena). When explicit ATTITUDE is scantily coded in a text, attitudinal meaning may be invoked through GRADUATION. GRADUATION resources are further classified into FORCE and FOCUS. Through FORCE, meaning can either be intensified or weakened (e.g., “**more/few** research works”). On the other hand, FOCUS functions to sharpen or soften categorical meaning (“**really/somewhat** true”).

In the case of academic written discourses, GRADUATION functions to scale up or down non-attitudinal meaning, such as subject matters, research activities or relevant research studies, to imply an attitudinal reading. For example, “**numerous** studies on the topic” suggests that the topic receives considerable attention, suggesting a positive ATTITUDE (invoked APPRECIATION). The present study focuses on inscribed ATTITUDE and GRADUATION invoking ATTITUDE, as the data for the study is that of academic written texts, in which GRADUATION resources play a prominent role in indirect evaluation.

Rhetorical Structure and APPRAISAL

There have been investigations on the relationships between rhetorical relations and attitudinal meaning across different contexts (e.g., Green, 2021; Trnavac & Taboada, 2012, 2016; Yuan et al., 2021). These analyses focus on particular types of relations, such as Concession (“but”) and Condition (“if”) (Trnavac & Taboada, 2012), changes or modifications of the polarity of evaluation (Trnavac & Taboada, 2016), argumentative functions of Antithesis (i.e. contrasting words or ideas) (Green, 2021) and coherence among arguments in students’ texts (Yuan et al., 2021). However, these studies do not examine whether there are changes in

evaluative types (i.e., shifts among ATTITUDE categories) with respect to the rhetorical structuring of a text. Therefore, the present study aims to deconstruct how the writer's final comment is logically arrived at in the concluding component at the paragraph level with the frameworks of RST and APPRAISAL.

Methods

Data Collection

This study collected ten five-paragraph essays from associate degree business students taking an academic English course. The essay aimed to explain the causes or effects of a selected business phenomenon. The essay type for this assignment was therefore an “expounding” one in Matthiessen's (2015) terms (“expounding essays” hereinafter). The students' essays were selected as they achieved high scores. The samples are summarised in Table 3.

Table 3.

Profile of collected text samples

Text	Topic	Word Count
lch1056-s1	The causes of the growth of health food market in Hong Kong	745
lch1056-s2	The growth of ‘nano flat’	791
lch1056-s3	Positive effects of using big data in Hong Kong business market	761
lch1056-s4	The positive effect of Lantau Tomorrow Vision	726
lch1056-s5	Causes of nano flat culture in Hong Kong	764
lch1056-s6	Positive effects of slash career on Hong Kong economy	768
lch1056-s7	Positive consequences of 'slash' career as a new trend for the patterns of employment in Hong Kong's job market	804
lch1056-s8	Unexpected benefit of Lantau Tomorrow Vision in Hong Kong	758
lch1056-s9	Positive effects of big data on Hong Kong business market operation	707
lch1056-s10	The advantages of using big data in Hong Kong	700

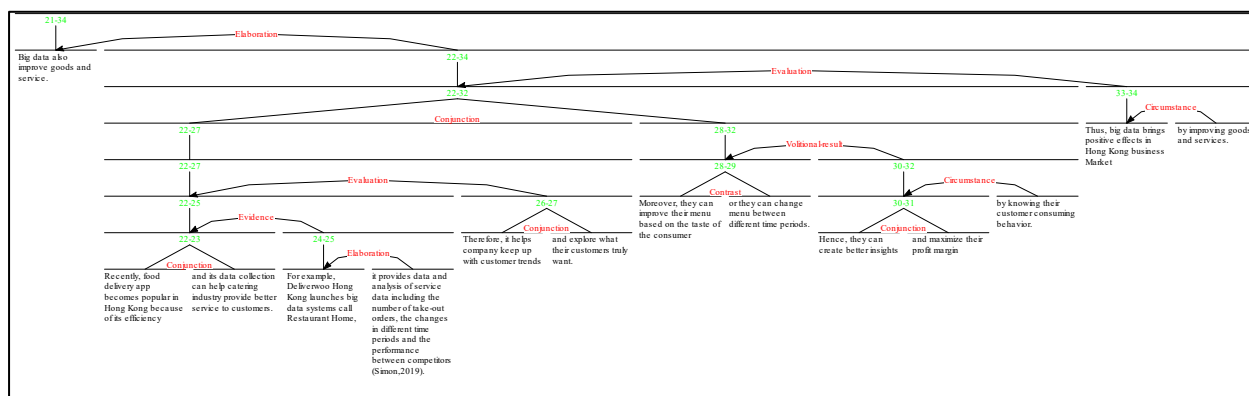
The specific analytical focus was the body paragraphs of expounding essays, which announce, elaborate and evaluate a cause or effect of a business phenomenon. The rationale for selecting body paragraphs is to address students' difficulties in mastering "different subskills such as writing a topic sentence followed by supporting details and [a] conclusion" (Alrouji, 2020, p. 72). Deconstructing model paragraphs may clarify how paragraphs are constructed logically and compellingly.

Data Analysis

The data was first cleaned and annotated with the RSTTool (O'Donnell, 2000), a computer program for coding and visualising the rhetorical relations in the texts. Figure 1 presents an instance of visualisation of the text segment coding.

Figure 1.

Annotation of text segment with the RSTTool



The texts were further analysed with ATTITUDE and GRADUATION. The following abridged text in Table 4 exemplifies how ATTITUDE resources are coded. Explicit ATTITUDE resources are bolded, followed by the annotation showing the ATTITUDE type and the polarity. GRADUATION resources invoking ATTITUDE are italicised and labelled according to their types, strength, and the kind of ATTITUDE invoked.

Table 4.

Sample text with ATTITUDE and GRADUATION resources annotated

When the firm promotes their products with celebrities, this will *increase* [+FORCE: INTENSIFY; invoking +APPRECIATION] the **confidence** [+JUDGEMENT] of the consumer in their products and **attract** [+APPRECIATION] the fans to buy it... it will make them think that eating health (sic) food becomes *a trend* [+FORCE; invoking +APPRECIATION] in the city.

The RST analysis identifies common rhetorical relations in the body paragraphs of the expounding essays and the concluding component (Section 5.1). The ATTITUDE analysis aims to reveal the evaluative patterning at the hyperNew, i.e. the prominent position at the end of a text, and identify any changes in terms of ATTITUDE resources deployed with respect to different rhetorical relations in these hyperNew positions, further illustrated in Section 5.2.

Findings and Discussion

Common rhetorical relations in the students' texts

Among the 339 instances of relations from the students' texts, three main categories of rhetorical relations identified are Relations of Cause (93 instances), Elaboration (65 instances) and Conjunction¹ (62 instances). Relations of Cause include Cause, Result and Purpose as nuclear-satellite relations.

Cause: Companies forecasting the market and the consumer trend to detect potential markets (S – cause), big data leads to benefits for both businesses and consumers (N). (lch1056-s10)

Result: Hong Kong suffered from insufficient land (N), which leads to serious housing problems (S – result). (lch1056-s2)

Purpose: The government has implemented some measures in recent years (N), in order to reverse the increase in estate price such as stamp duty (S – purpose). (lch1056-s5)

The satellite in Cause provides the cause motivating the action described in the nucleus; that in Result states the consequence that originates from the action in the nucleus. The purpose of the action in the nucleus is provided in the satellite of Purpose. These Relations of Cause provide the building blocks for elucidating the cause-and-effect relations among phenomena within the paragraph.

In Elaboration, the satellite provides specific details, instances or steps for the more general information indicated in the nucleus:

It is worthwhile for employers to hire slashers for gaining a competitive advantage (N). Being a slasher has a lot of working experience (S1)... Also, the welfare for employees does not apply to slashers (S2)... Besides the cost deducted from welfare can be used to improve service quality (S3) (lch1056-s2).

In the above example, the nucleus is the hyperTheme, i.e., the prominent textual position at the beginning of the text, with the general idea "a competitive advantage". This idea is expanded in the unfolding text, signalled by three satellites specifying what the advantage is (i.e., slashers having a lot of working experience, welfare not applying to slashers, reduced cost for improving service quality). This suggests that Elaboration functions as a part of the rhetorical backbone, readily expanding a text with more specific details.

As a multi-nuclear relation, Conjunction serves to connect relevant arguments within the text. Through this additive relation, Conjunction allows the reader to recognise that the ideas share equal weight in the text and are related to each other. For example:

These superior new offices and companies can sustain the past (N1) and help to achieve more space for other expansion in the future. (N2)

In the example, the two processes relevant to 'these superior new offices and companies', those of 'sustain' and 'help to achieve', are linked with the conjunction 'and', showing equal importance. Therefore, Conjunction relation provides a framework for extending the paragraph with points having comparable weights.

In sum, the most frequently identified rhetorical relations form the basic architecture of the body paragraph of the expounding essays. While the relations of Cause, Result and Purpose establish cause-and-effect links among phenomena, Elaboration functions to provide more details relevant to the events and activities. Specifically, this relation is similar to elaboration of logico-semantic relations, in that the meaning in S serves to denote the part-whole/ instantial-abstract/ specific-general relationships in relation to N. These relationships are commonly signalled by markers such as “for example”, “that is”, “in other words”, and realised through non-defining relative clauses and nouns specifying general or abstract nouns. The elaborated phenomena are then connected through Conjunction relation to demonstrate that these phenomena are the individual arguments in support of the factor or effect announced in the topic sentence.

Rhetorical relations and evaluative language in the concluding component of a paragraph

Among the texts of the 30 students, Evaluation and Interpretation relations were most frequently deployed (17 and 8 instances respectively) for concluding the paragraphs. As the names suggest, Evaluation and Interpretation aim to help the reader recognise the writer's evaluation or interpretation of the situation presented in the nucleus. Specifically, meanings in S of these relations assess the subject matters in N, so that readers recognise the values assigned in S. These assigned values can be identified with the APPRAISAL framework in order to differentiate the evaluative resources for realising Evaluation and Interpretation respectively.

Evaluation and its ATTITUDE choice

For Evaluation, the satellite presents the writer's assessment of the subject matter described in the nucleus. Such an assessment intends to facilitate the reader's understanding of the writer's agreement with the subject matter, thus increasing the reader's acceptance of the subject matter. This suggests that the ATTITUDE choice in the conclusion echoes or reinforces that in the rest of the paragraph, as exemplified in Table 5.

Table 5.

Evaluation relation: echoing ATTITUDE choices (lch1056-s1)

Nuclearity	Text	Text
	spans	
Nucleus	7	The marketing strategy will affect the growth of the health food market.
	8-11	When the firm promotes their products with celebrities, this will <i>increase</i> [+FORCE: INTENSIFY; invoking +APPRECIATION] the confidence [+JUDGEMENT] of the consumer in their products and attract [+APPRECIATION] the fans to buy it... it will make them think that eating health (sic) food becomes <i>a trend</i> [+FORCE: INTENSIFY; invoking +APPRECIATION] in the city.
	12-13	Moreover, 'the words and phrases such as 'buy now', 'get started', 'start your trial', etc. will <i>increase</i> [+FORCE: INTENSIFY; invoking +APPRECIATION] the action of consumers who are interested [+AFFECT]...
Satellite	14	This will <i>increase</i> [+FORCE: INTENSIFY; invoking +APPRECIATION] the scale of health (sic) food in the market by the marketing strategy of celebrity effect.

The invoked APPRECIATION in the satellite (Text span 14) suggests the growing pervasiveness of healthy food. This is justified by the preceding text (Text spans 7-12) spans, including instances of invoked APPRECIATION for evaluating the subject matter (“confidence of the consumer”, “the action of consumers”), and AFFECT for describing the “consumers” positive emotion (“interested”). Therefore, the evaluation in the conclusion functions to resonate with that in its preceding text. This situation helps the reader to accept the arguments presented therein.

Evaluation also explicates the invoked ATTITUDE in its preceding texts, as exemplified in Table 6. Adding to the invoked APPRECIATION of "the employment rate", which resonates with the instances of invoked values across the text, the writer added an explicit APPRECIATION “inconceivable” in the conclusion, commenting on the figures stated in the text spans 2-4 ("200,000 diversified jobs", "equivalent to 80 per cent"). Through the Evaluation relation, the stronger and more explicit comment in the conclusion qualifies the preceding text and reinforces the topic sentence, which has a less intensified evaluation.

Table 6.

Evaluation relation: explicating invoked ATTITUDE (lch1056-s8)

Nuclearity	Text spans	Text
Nucleus	1	Lantau Tomorrow Vision can provide <i>several</i> [+FORCE: INTENSIFY; invoking +APPRECIATION] job opportunities to Hong Kong people.
	2-4	Building the third Core Business District, <i>a lot of</i> [+FORCE: INTENSIFY; invoking +APPRECIATION] businesses will be created with <i>200,000 diversified</i> [+FORCE: INTENSIFY; invoking +APPRECIATION] jobs with a scale <i>equivalent to 80 per cent</i> [+FORCE: INTENSIFY; invoking +APPRECIATION] of Central.
	5-8	In this commercial area, <i>a large number</i> [+FORCE: INTENSIFY; invoking +APPRECIATION] of workers are needed...
Satellite	9	As a result, the employment rate could be <i>raised</i> [+FORCE: INTENSIFY; invoking +APPRECIATION] to an inconceivable [+APPRECIATION] extent.

The examples above have illustrated that the ATTITUDE resources in the satellite are deployed similarly to those in the nucleus in the Evaluation relation. This maintains or intensifies the writer's opinion on the subject matter across the paragraph.

Interpretation and its ATTITUDE choice

Interpretation relations, on the other hand, are construed through a different attitudinal preference. Interpretation marks the writer's assessment not with “the framework of ideas... involved in the knowledge presented in the [nucleus] itself” (Mann & Taboada, 2021). This suggests that the writer may present his or her judgement of the subject matter, such as through a personal commentary, as in Table 7.

Table 7.

Interpretation relation: explicating invoked ATTITUDE (lch1056-s9)

Nuclearity	Text span	Text
Nucleus	24	The motivation of creativity is also an advantage [+APPRECIATION] of using big data in Hong Kong.
	25-26	Because of the <i>faster</i> [+FORCE: INTENSIFY; invoking +APPRECIATION] speed of generating data into information, local companies <i>usually</i> [+FORCE: INTENSIFY; invoking +AFFECT) use big data to acknowledge the up-to-date market information.
	31-33	Yip (2016) informed ‘a group of enthusiastic [+JUDGEMENT] capital market elites [+JUDGEMENT]... to improve [+APPRECIATION] and enhance [+APPRECIATION] the discourse and application of donations data...’
Satellite	34	Accordingly, it is optimistic [+AFFECT] that local companies will have a better [+APPRECIATION] competitiveness than other companies.

In Text Span 34, aside from “better competitiveness”, the writer added an instance of positive AFFECT “optimistic” to express his opinion without obvious statistics or trends as the relevant subject matter for evaluation. Therefore, this represents a shift from the original assessment with a positive APPRECIATION (“advantage”) on “using big data” towards a personal

commentary (“it is optimistic”) on the “better competitiveness” of local companies using big data. As the content in the nucleus does not explicitly indicate a positive outlook, the author’s “optimistic” perspective offers a personal interpretation of the phenomenon.

The example above shows that the subtle difference between Evaluation and Interpretation relations lies in the ATTITUDE choice deployed in the satellite for marking the writer's assessment of the subject matter. For Interpretation, the type of ATTITUDE resources deployed in the satellite may be oriented toward the writer's affectual response as a personal assessment of the topic discussed in the paragraph. The reader may have to interpret the writer's intention as a result.

Conclusion

The present study has investigated how choices of ATTITUDE resources construe the rhetorical structures of the concluding components of body paragraphs. Corroborating Trnavac, Das and Taboada (2016), the findings show that Evaluation and Interpretation relations do not usually flip the polarity of evaluations but modify them through echoing the stance or explicating the invoked attitudinal meanings in the unfolding text (Evaluation) or adding an extra comment for interpreting possible results from the writer’s perspective (Interpretation).

This study aims not to indicate whether Evaluation or Interpretation is a better rhetorical choice for concluding a paragraph. Instead, the findings suggest evaluative choices that highlight the writer’s intention to make a final assessment regarding a particular argument in the paragraph. That said, evaluations need to be made consistent throughout the paragraph unless concession breaks its consistency; interpretations may have to be made within the knowledge and perspective of the specific discipline. Therefore, based on the identified rhetorical relations, questions such as the following can be used for guiding students to write concluding sentences: (i) *can you give a final comment consistent with the ideas elaborated*

across the paragraph, without your personal judgement?, or (ii) Based on your understanding of the business phenomenon in this paragraph, what can you infer from the statistics, figures, and other arguments?

Following the present study, future research can examine rhetorical relations and evaluation in the conclusion of the whole text and the influence of the global (whole text) and local (paragraph) rhetorical organisation on the evaluative choice in the conclusion of expounding essays.

Note

1. Conjunction (with capitalised “C”) presented here refers to one of the multi-nuclear relations in RST terms, denoting the additive relation between two adjacent text spans. This differs from conjunction as a grammatical label or CONJUNCTION, the cohesive system illustrated in IFG.

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