

**First Tunisian International
Systemic Functional Linguistics
Conference and Workshop**

***SFL: Applications
and Implications***

Book of Abstracts

26-28 March — 2015

Hammamet, Tunisia

Email: syflatunisia@gmail.com

Website: www.syflatunisia.tn

CONFERENCE THEME

SFL: Applications and Implications

Since its advent in the 1960s, Systemic Functional Linguistics (SFL) has tried to “provide something to think with, a framework of related concepts that can be drawn on in many different contexts where there are problems that turn out to be, when investigated, essentially problems of language” Halliday (2009: viii). In fact, SFL has attracted the attention of scholars in a wide range of domains who have used it as a theoretical resource to analyze various types of texts, describe a significant number of languages and offer theoretical explications of how language and other semiotic systems work. The continual progress and evolution of SFL as a fully developed linguistic theory has made of it more than just an efficient analytic tool as it has gained the power to contribute to the development of many domains, ranging from those which are theory-oriented such as (Critical) Discourse Analysis, and Computational Linguistics to those which are quite practical where problems have to be solved, such as Language Learning and Teaching and Clinical Applications, to cite a few.

Thanks to this functional orientation and this “daring to develop applicable linguistics when application was a sign of theoretical impurity” (Matthiessen, 2014), SFL has raised theoretical debates with other formally/structurally-oriented accounts/theories of language. This dialogical interaction with other theories can be seen not only as sign of complementarity, as it is “unlikely that any one account of language will be appropriate for all purposes” (Halliday, 1994), but also as evidence for this complex phenomenon that has intrigued linguists and philosophers since the ancient Greek times: LANGUAGE.

Upon this rests the theme of the conference with the aim of bringing together researchers from different fields to contribute to the debate on the SFL Applications (applicability of SFL analytic framework to other disciplines) and Implications (theoretical interaction with other theories).

Conference location: *El Mouradi Hammamet, Yasmine Hammamet, Hammamet 8050 Tunisia*

Conference website: www.tsflcw2015.syflatunisia.tn

Conference contact: syflatunisia@gmail.com

TABLE OF ABSTRACTS

ABIDI Mohamed.....	4
ALAGBE Adewole Adigun.....	4
ALLANI Samira.....	5
BAHRI Fouzia	6
BAMIGBOLA Esther Olayinka.....	6
BANKS David	7
BARTLETT Tom.....	7
BEN ABDALLAH Asma	9
BEN ALI Rim	10
BEN CHIKH Saliha	10
BEN ELOUIDHNINE Hedia.....	11
FERJANI Kaouther	11
BENELHADJ Fatma	12
BEN HEDIA Najwa	13
BOUZEMMI Abir.....	13
BOWEN Neil	14
CHIK Sonya.....	15
CHOURA Sabiha	16
DAMAK Sadok.....	17
EZZINA Rym	17
FARHAT Samira.....	18
FAWCETT Robin	19
BECHA Takoua	19
FENDRI Emna	22
FKI Najla	23
FONTAINE Lise.....	23
FRANÇOIS Jacques.....	24
GHACHEM Ines	25
HADJERIS Fadila	25
HARIZI Radhia	26
HASSAN Hanita	26
HLIOUI Ameni	27
ISMAIL Mariem	28
KLIBI Amina	28
KTARI Imen	29

LAADHAR Ahlem.....	29
LABBEN Afef	30
MASSAABI Amira	31
MATTHIESSEN Christian M.I.M.	31
McCABE Anne	32
MOALLA Asma	33
MOALLA Dorra	34
MWINLAARU Isaac Nuokyyaa-Ire	34
MZOUGHY Imen.....	35
O'DONNELL Mick	36
PATPONG Pattama.....	36
RAKAM KHARRAT Ilhem	37
RHOUMA REKIK Zeineb	37
RIDEN Asma	38
ROUISSI Ikram.....	39
SEBEI Hatem.....	40
SOUISSI Najeh	40
COLLOQUIUM: TERUYA Kazuhiro & MATTHIESSEN Christian M.I.M.	41
Matthiessen Christian M.I.M.	41
Mwinlaaru Isaac	41
Arús Jorge Hita	41
Teruya Kazuhiro.....	41
Bardi Mohamed Ali.....	41
Patpong Pattama.....	41
THOMPSON Geoff.....	43
TRIKI Mounir	44
TRIKI Nesrine.....	44
WHITTAKER Rachel	45
BLECUA Isabel	45
LIST OF PARTICIPANTS.....	46
SCIENTIFIC COMMITTEE	48
ORGANISING COMMITTEE.....	48

ABIDI Mohamed

*Teaching assistant at the Higher Institute of Applied Studies on Humanities at Zaghwan,
University of Tunis*

Analyzing Errors in Classroom Translation Practices: A Systemic Functional Linguistics Perspective

Most of the studies on translation practices revealed that, along with the import of meaning, vocabulary or terminology has justifiably received a staple focus in that it can better fulfill the symbolic or representational function of language than any other linguistic constituent. This paper, however, sets out to analyze errors made in translation of legal documents from Arabic into English among postgraduate students at the Higher Institute of Languages of Tunis. The selected translated texts are analyzed at sentence level based on a meaning-based functional approach, i.e. Systemic Functional Linguistics (SFL). The aim is to check the viability of SFL as an objective framework for error analysis in the targeted translated legal texts. To this end, nine error categories pertaining to interpersonal, textual, logical and experiential meta-functions are considered. Also investigated are the issues of mistranslation, omission and word choice. Results of this study show that SFL could be an adequate framework not only for teachers to evaluate the faithfulness of the legal documents translation provided by their students, but also for legal translators in producing a perfect text translation.

Keywords: legal translation, Systemic Functional Linguistics (SFL), ideational meta-function, interpersonal meta-function, textual meta-function, logical meaning

ALAGBE Adewole Adigun

*Department of English Faculty of Arts Nasarawa State University
Keffi, Nasarawa State, Nigeria*

Using the Phoneme to Make Meaning in English and Yoruba Languages

Language is basically used to communicate meaning in an appropriate context. Thus, it becomes obvious that language and context are inseparable. Since meaning making is the primary concern of every speaker that aims at passing a message across to his desired listeners, every speaker is then saddled with the responsibility of forming words for application at different contexts. This is phonologically referred to as minimal pairs which is embedded in morphophonology. Thus, minimal pairs are a set of words that vary only in a single sound segment which often results in meaning differentiation. This paper explored the features of Yoruba pronunciation of the English pairs, thereby analyzing the influence of a first language on the learning or use of a second language in the area of the phonological term known as Minimal Pair. The paper, having compared the minimal pairs in English and in Yoruba languages in order to identify areas of similarity and difference, displayed the mispronounced English minimal pairs by the Yoruba speakers of English as a second language. This paper analysed the sourced data and explained in the research findings the features of the aforesaid mispronounced minimal pairs and the possible reasons for such a situation. Thus the paper closed with possible ways for which the situation described can be managed.

Keywords: Language, Phoneme, Morphophonology, Minimal pairs, Meaning, Pronunciation, English, Yoruba.

ALLANI Samira

PhD

Universidad Complutense de Madrid, Spain

Engagement as an argumentative strategy in the discourse of foreign policy experts

Foreign Policy (FP) experts are recognized worldwide as playing a crucial role in public debates about international politics and policy decisions. Not only do they provide trends' analyses, predictions and informed insights about policies but most of them actively participate in the debate through advocacy and therefore, create pressure on the political decision-making process. Little research, however, has dedicated attention to the discourse of FP experts and to the extent to which their argumentative strategies may influence the international political course. This study examines the interpersonal resources American FP experts/analysts draw upon to negotiate their stances and those of their opponents in opinion columns published in the US print media. Two frameworks are brought together, Appraisal theory (Martin & White, 2005) and the Pragma-dialectical theory of argumentation (van Eemeren & Grootendorst, 2004) to see how FP experts exploit Engagement resources at the confrontation stage of their argumentations and how they dialogically position different participants in the debate. Exploring Engagement system, using the contractive/expansive parameter in identifying the arguers' argumentation strategies, aspires to add a more practical dimension to the Pragma-dialectical model of argumentation and its notion of strategic maneuvering. The Appraisal framework serves as a constructive analytic tool in revealing how political experts maneuver strategically to achieve both their dialectic and their rhetorical goals.

Keywords: Appraisal, Engagement, foreign policy experts, argumentation, Pragma-dialectics

References:

- Iețcu-Fairclough, I. (2008). Legitimation and strategic maneuvering in the political field. *Argumentation* 22: 399-417
- Marin Arrese, J and B. Nuñez-Perucha (2006). Evaluation and Engagement in journalistic commentary and news reportage. *Revista Alicantina de Estudios Ingleses* 19: 225-248
- Martin, J. R. and P. R. R. White (2005). *The Language of Evaluation: Appraisal in English*. London: Palgrave Macmillan
- Van Dijk, T. A. (1996). Discourse, opinion and ideologies. In C. Schäffner and H. Kelly-Holmes (eds.). *Discourse and Ideologies*, (pp. 7-37). Clevedon: Multilingual Matters Ltd.
- Van Eemeren, F. H. and R. Grootendorst (2004). *A Systematic Theory of Argumentation: The Pragma-dialectical Approach*. Cambridge: Cambridge University Press.
- White P.R.R. (2003). Beyond modality and hedging: a dialogic view of the language of intersubjective stance. *Text* [special issue on Appraisal] 23(2): 259-284.

BAHRI Fouzia
Assistant teacher 'B'
Kasdi Merbah university –Ouargla- Algeria

Understanding literary text by using Systemic Functional Linguistics

Systemic Functional Linguistics will be our theoretical framework in this Paper because for this linguistic school the text is the basic unit of analysis and it studies language in relation to society. SFL will help us to understand why a text is written as it is by paying attention to its context and textual organisation.

Throughout this paper, we attempt to show how the theory of systemic functional linguistics enables the linguists and learners to explore language deeply and concisely.

Keywords: systemic / functional /Theory of Systemic Functional linguistics / literature /teaching

BAMIGBOLA Esther Olayinka

Lecturer/Dr

*Department of English Studies, Adekunle Ajasin University, Akungba-Akoko, P. M. B. 1,
Ondo State, Nigeria*

Choices in the Unit Groups

The pragmatic explanation which systemic grammar gives to the unit groups, some of which are open to complexity and often constitute problems to users of English as second language, has made it stand out as a grammar which renders necessary help to every language user. In SFL, attempts have been made to explain these structures by identifying the various choices which are available in the grammar of a language (Berry M. 1975; Martin, Matthiessen & Painter 2010). In systemic grammar, language is discussed in terms of statistical probabilities rather than in terms of a clear cut acceptable or not acceptable distinction (Berry, M. 1975). The systemic choices made by writers have a lot of impact on readers' understanding of texts. For the purpose of drawing a comprehensive conclusion on how important this type of analysis is to the readers, examples of cases of the systems have been cited from Zainab Alkali's *The Virtuous Woman*. This text is recommended for reading at both secondary and tertiary levels of our educational system in Nigeria. The boundaries of selected ranking clauses and the logical semantic types and relations is identified in selected clauses from the text. The findings reveal that the writer of the selected texts was not restricted in her selections of grammatical items but has chosen from a range of options. The clause complex relations in the text enhance clarity and comprehension of expressions and therefore contribute to meaning-making in the text. This makes the text suitable for enriching the vocabulary level, thereby enhancing the language development of the readers.

Keywords: Systemic grammar, unit groups, systemic choices, language learning, semantic relation.

References

- Alkali, Z. (1986) *The Virtuous Woman*. Ibadan, Longman.
- Berry, M. (1975) *Introduction to Systemic Linguistics: Structures and Systems*. London, B. T. Batsford Ltd.
- Martin, J. R.; Christian Matthiessen and Clare Painter (2010) *Deploying Functional Grammar*. Beijing, The Commercial Press.

BANKS David

*Emeritus Professor of English Linguistics
Université de Bretagne Occidentale, Brest, France*

The process of perception in the early academic article

The first academic periodical was the *Journal des Sçavans*, which first appeared on 5 Jan. 1665, edited by Denis de Sallo. The second was the *Philosophical Transactions*, which appeared on 6 March 1665, edited by Henry Oldenburg. In an extensive corpus of the *Journal ds Sçavans* for the period 1665-1695, 15% of the processes are mental, of which 9% (1,4% of the total) are of the perception type; whereas, in the *Philosophical Transactions*, 19% of the processes are mental, and of these 29% (5.5% of the total) are of the perception type. Thus, perception as a process type is considerably more common in the *Philosophical Transactions* than in the *Journal des Sçavans*. Perception processes are studied in more detail in a selected sample for the year 1675 (approximately 14,000 words for the *Journal des Sçavans*, and 23,000 for the *Philosophical Transactions*). The factors which might explain the differences between the two periodicals in the use of perception processes include the editorial decisions made by de Sallo and Oldenburg, the former opting for book reviews covering the whole range of disciplines, the latter choosing to limit his scope to science and technology, based on his voluminous correspondence, and a difference in philosophical stance, the French thinkers being basically Cartesian, while the English took Bacon as their *maître à penser*.

Keywords: *Journal des Sçavans*, mental process, perception, *Philosophical Transactions*, seventeenth century.

BARTLETT Tom

Cardiff University

The concepts of *voice*, *heteroglossia* and *polyphony* in literature, sociology and linguistics: An SFL perspective (Plenary)

In the fields of literature, sociology and linguistics the term *voice* has been used to refer to the characteristic discourse of individuals or social groupings of different orders. However, despite this use of a common term, the concepts referred to seem to differ significantly while, conversely, a different label is used to refer to seemingly similar concepts. For example, Hymes (1996:64), whose theorisation of *voice* is central within sociolinguistics, uses the term to refer to the distinctive speech patterns of minoritised communities, a concept he further develops under the label of *ethnopoetics*. For Hymes the conception of *voice* is an extension

of Whorfian linguistic relativity, but for this second type of linguistic relativity, the relativity of function, what are disclosed in the distinctive speech patterns of a community are not different experiences of the physical world, as with Whorf, but the social:

...not orientations towards space, time, vibratory phenomena and the like, but orientations towards persons, roles, statuses, rights and duties, deference and demeanour...

Hymes 1996:45

At first blush, this seems rather different from the definition developed at roughly the same time by Bernstein, working within the field of sociology. For Bernstein (2000:12), voice is the limit of what can legitimately be said within any discourse, the classification and legitimation of which are imposed from above. Bernstein labels as the message the framing of voice in practice, in other words the specific features of language as used in a particular instance in context, a concept which seems closer to Hymes's concept of voice.

However, common ground with Bernstein's conception of legitimate discourse (though from the opposite direction) can be seen in Hymes's (1996:64) further description of voice as:

...a kind of negative freedom, freedom from denial of opportunity due to something linguistic, whether in speaking or reading or writing... [and conversely] ...a kind of positive freedom, freedom for satisfaction in the use of language, for language to be a source of imaginative life and satisfying form. In my own mind I would unite the two kinds of freedom in the notion of voice: freedom to have one's voice heard, freedom to develop a voice worth hearing.

This is a formulation taken up and developed by Blommaert in the context of mass migration and the superdiversity of post-capitalist linguistic communities. In a nutshell, Blommaert (2005:255) defines voice in such contexts as "the capacity to make oneself understood", a summation which seems to diverge from Hymes's original formulation. However, in further defining the concept Blommaert brings us back towards Hymes's notion of relativity of function when he states (Blommaert 2005:69) that:

...voice in the era of globalisation becomes a matter of the capacity to accomplish functions of linguistic resources translocally, across different physical and social spaces. Voice in other words is the capacity for semiotic mobility..."

And this formulation takes us back to the origins of voice as a concept and the corresponding notions of heteroglossia and polyphony as they were developed early twentieth century Russian literary criticism. For Bakhtin (1981 [1930s]), there are many varieties within a single language, corresponding to different social groupings, and heteroglossia is the use of another's voice "serving to express authorial intentions but in a refracted way" (Bakhtin 1981:324, while polyphony refers to the multifractal coherence that is achieved through the representation of multiple voices and worldviews within a single text (Bartlett 2012:14). In this paper I examine the concepts of voice, heteroglossia and polyphony from within the framework of Systemic Functional Linguistics and address the following questions:

- Can the various conceptions of voice be brought together in a unitary framework?
- Does the concept of voice hold within a multicultural and polycentric society?
- What are the distinctive linguistic features of the voices of different social groupings?

- Do the concepts of voice and superdiversity challenge the SFL concept of a unitary though diversified context of culture?
- Can SFL contribute to questions of linguistic legitimation through a recognition of heteroglossia and the coherence of polyphonic discourse?

References:

- Bakhtin, M.M. 1981 [1930s]. *The Dialogic Imagination: Four Essays*. Ed. Michael Holquist; tr. Caryl Emerson. Austin: University of Texas Press.
- Bartlett, T. 2012. *Hybrid Voices and Collaborative Change: Contextualising Positive Discourse Analysis*. London and New York, Routledge.
- Bernstein, B. 2000 (Revised Edition [1996]). *Pedagogy, Symbolic Control and Identity: Theory, Research, Critique*. Lanham, Boulder, New York and Oxford: Rowman and Littlefield
- Blommaert, Jan. 2005. *Discourse: A Critical Introduction*. Cambridge: CUP.
- Hymes, D. 1996. *Ethnography, Linguistics, Narrative Inequality: Towards an Understanding of Voice*. London and Bristol, Pa: Taylor and Francis.

BEN ABDALLAH Asma

Assistant, Higher Institute of Languages, Gabes

Who are we? Who are they? Systemic/Functional Pronominal choices in Political Discourse

According to Halliday (1973), author's linguistic and functional choices are result of social circumstances and their influences on author's perception. Speeches delivered for political ends, particularly those that have as their objective a timetabled election outcome, embody clear rhetorical structures and strategies (Wilkinson, 2009). Studies in political language (Adetunji, 2006, Inigo-Mora, 2004, Kuo, 2001, 2002, Lwaitama, 1988, Vertommen, 2013, and Wilson, 1990) have investigated politicians' use of deictics for various purposes, ranging from personal to political, from persuasive to manipulative, all essentially dependent on both the context of production and the speaker's intentions.

This study explores the different uses of the pronominal system by Tunisian Politicians in their talks in the electoral campaigns to the 2014 Presidential Elections. Data in the present study is analyzed by means of a systemic functional approach supported with quantitative data aiming at undressing ideological views grounded in the representation politicians make of reality and how it might contribute to shaping divergent communicative goals. The findings of this research show that pronominal choices in combination with selections from Transitivity and Mood contribute to the image building of the self and/or the other.

Keywords: Political Discourse; Pragmatics; Pronominal reference; Systemic functional linguistics (SFL); Mood; Transitivity.

BEN ALI Rim

Ph. D. Student

Faculty of Arts and Humanities, University of Sfax

Halliday's Transitivity System as Indicator of Ideology in News Discourse: The case of Hamas-Fatah Conflict in the eyes of Selected British Media

This paper is going to study the way the conflict between Hamas and Fatah has been covered by two British newspapers. What follows is largely an analysis of news reports published by the Guardian and Daily Telegraph in the UK, concerning Hamas and Fatah conflict. Guided by the assumptions of Critical Discourse Analysis and drawing on the analytical framework offered in Michael Halliday's Systemic Functional Grammar, this research aims to investigate how the two papers represent the events to their readers and how their representation is based on stereotypical categorization of the protagonists that yields to in/out group representational strategy. This study examines the relationships between language and ideology and how such relationships are represented in the analysis of texts, following Systemic Functional Linguistics and transitivity analysis developed by M.A.K. Halliday. In this study, it is tried to show that news structures are "working apparatuses of ideology and store meanings which are not always obvious for readers". Through a comparative analysis of two British papers with opposing ideologies, the study attempts to reveal how these ideologies are represented differently in these printed media with regard to Hamas and Fatah and how Transitivity can be used as a tool in deciphering hidden ideologies.

Keywords: CDA, transitivity system, ideology, power, Hamas- Fatah Conflict, Transitivity–Gaza Strip –British press

BEN CHIKH Saliha

PhD student, Sciences du Langage

Université Sorbonne Nouvelle-Paris III

Multi-functionality and syntactic position of discourse markers.

The case of Arabic 'ya'ni' and English 'you know', 'so' and 'then' in verbal interactions.

Each language is organized in accordance with its culture; it follows the social purposes of the interactants within that culture. The main concern in this paper is to reveal the extent to which discourse markers like 'you know' and 'ya'ni' (I mean/It means), 'then', and 'so' are multifunctional in English and Arabic political discourse.

Using a corpus based approach, our study analyses material from political interviews aired on CNN and Aljazeera. After selecting and sorting the linguistic data with the aid of the aConCorde tool, our study involves three steps: a syntactic analysis identifying the positions of the markers, a semantic analysis distinguishing their uses and a pragmatic analysis defining their functions in verbal interactions.

We assume that these expressions are inherently related to social criteria, context and syntactic position. The relationship between participants is also of paramount importance in our analysis of discourse markers. Our particular focus is to explore the correlation between the syntactic distribution (initial, middle and final) and the pragmatic purposes of discourse markers. Our framework thus makes use of both pragmatic theories about language (Erman 2001, Brinton 1996, Brown & Levinson 1987, Blakemore 2002, Dostie 2004) and systemic

functionalist approach (Halliday & Hasan 1989, Halliday & Matthiessen 2004, Thompson & Zhou 2000) in examining the four data sets.

Our findings indicate that these four discourse markers can be used differently from one speech situation to another and from one position to another; they perform a range of interpersonal, experiential and textual functions. Providing a variety of meanings, 'you know' and 'ya'nī', 'then' and 'so' are thus strongly poly-functional and play an essential role in political conversations.

Keywords: Discourse markers, syntactic distribution, context, multi-functionality, political conversations, English and Arabic.

References:

- BLAKEMORE, D. (2002). *Relevance and Linguistic Meaning: The Semantics and pragmatics of Discourse Markers*. Cambridge: Cambridge University Press.
- BRINTON, L. J. (1996). *Pragmatic Markers in English: Grammaticalization and Discourse Functions*. Herndon: Walter De Gruyter.
- BROWN, P., LEVINSON, S. C. (1987). *Politeness- Some Universals in Language Usage*. Cambridge: Cambridge University Press.
- DOSTIE, G. (2004). *Pragmaticalisation et marqueurs discursifs: analyse sémantique et traitement lexicographique*. Brussel: Duculot.
- ERMAN, B. (2001). "Pragmatic markers revisited with a focus on you know in adult and adolescent talk". *Journal of Pragmatics* 33: 1337-1359. Elsevier Science B.V.
- HALLIDAYS, M.A.K., HASAN.R. (1989). *Language, Context, and Text: Aspects of language in a social-semiotic perspective*. Oxford, OUP.
- HALLIDAY, M.A.K., MATTHIESSEN, CH. (2004). *An introduction to Functional Grammar*. 3rd ed. London: Arnold.
- THOMPSON, G., ZHOU J. (2000). "Evaluation and Organization in Text: The Structuring Role of Evaluative Disjuncts". In S. Hunston & G. Thompson (éds), *Evaluation in Text*. Oxford: Oxford University Press, 121-141.

BEN ELOUIDHNINE Hedia

King Abdulaziz University, Saudi Arabia

&

FERJANI Kaouther

Preparatory Institute for Engineering Studies, Tunis (IPEIT)

SFL in the IPEIT Classroom: Going Beyond the Spoken and the Written to the Social

Language use cannot be divorced from the context in which it takes place. In the academic circles, the context can be twofold: one concerned with language learning while the other interested in language assessment. The aim of this presentation is to shed light on both perspectives by linking the former to the speaking performance and the latter to the writing assignments of the IPEIT students. Hence, the targeted field of enquiry would be the ESP one. The point is to draw a convergence line between both foci while showing their close congruence with Systemic Functional Linguistics (SFL). In this regard, a corpus composed of a given number of IPEIT students' writings would be collected and other spoken corpora

would be adhered to through the observation of certain oral presentations performed by the same students. The main target is to introduce both levels of performance as essential paths towards students' not only language use but also their socialization and integration into the ESP classroom 'culture'. Both samples are meant to present genre-based pedagogy as one of the crucial aspects of SFL educational linguistic work. They would also endeavor to mirror the systemic functional perspective of the English language, in general, and ESP, in particular, being a system that functions not only linguistically but equally socially in the Tunisian ESP teaching setting. (235 words)

Key words: SFL, Language, ESP, context, performance, IPEIT, Students.

BENELHADJ Fatma

Assistant, Faculty of Arts and Humanities, University of Sfax, Tunisia

The construal of space in academic writing

“Languages have rich resources for construing human experience of location in, and movement through, space” (Matthiessen and Kashyap, 2014, p. 1). In fact, space can be construed as a process of motion where an entity is represented as moving through space, or as a circumstance describing the location of, or the movement of, the whole figure in the clause (Halliday and Matthiessen, 2014). The present paper looks at how space is construed in two contexts, based on the assumption that “these resources are differentially deployed in texts operating in different contexts” (Matthiessen and Kashyap, 2014, p. 1). The chosen contexts are both from the field of academic writing, yet representing two different disciplines; Sociology and Medical Sciences, which look at the Human Being from two different perspectives. For this purpose, Research Articles from both disciplines are studied, and expressions of space are extracted and classified according to their structure (verb, adverbial group, or prepositional phrase), and their meaning (concrete or abstract, motion or location). The study seeks to find out if any form-function correlations exist, and if these correlations, in case they exist, are activated by their context.

References:

- Halliday, M.A.K. & Matthiessen, C.M.I.M. (2014). *An Introduction to Functional Grammar*. Fourth Edition London: Edward Arnold.
- Matthiessen, C.M.I.M., Kashyap, A.K. (2014). *The Construal of Space in Different Registers: An Exploratory Study*. *Language Sciences* 45, pages 1–27.
-
-

BEN HEDIA Najwa

lecturer

Institut Supérieur des Sciences Humaines de Jendouba

The use of the Rhetorical Structure Theory to help students achieve coherence in writing

Research on EFL writing has always reported how challenging it is for the EFL students to write coherent texts. Insights from coherence theory and research have been introduced to the classroom in order to help the students write coherent compositions. That is also the aim of the present study which makes use of the Rhetorical structure theory to help the students understand the concept of coherence through an analysis of text relations.

The study operates within Mann and Thompson's (1988) framework and makes use of O'Donnell's computer text analysis tool. The paper is based on the assumption that the ability to detect and understand the thematic link between large and smaller discourse chunks is essential for writing coherent discourse.

Twenty MA students will take part in this study which will consist of four writing sessions devoted to analyzing incoherent discourse and evaluating one's own discourse through the analysis of the relation between different discourse segments (paragraphs, sentences, clauses, and even smaller discourse chunks). The subjects' performance in the first and last sessions will be compared to see if there is any improvement in their ability to write coherent discourse.

Reference:

Mann, W.C. & Thompson, S. A.. (1988). Rhetorical Structure Theory: Towards a Functional Theory of Text Organization. *Text*, 8, 243-281.

BOUZEMMI Abir

*PhD Student- Department of English Language and Linguistics
University Complutense of Madrid*

Metafunctional dimension in the register of idiomatic expressions of national stereotypes and in the construal of ideological meanings of "Selfness" and "otherness" in idiomatic expressions

Within the Systemic Functional Linguistics framework of ethnic discourse and ideology, this paper focuses on the many ways the cognitive features of "the self" and "the other" can be projected linguistically in the national idioms. Ethnic idioms are viewed as simultaneously occurring and interactively constructed both in "the head" and in "the world". The data analysed in the paper comprises a sample of idiomatic expressions in the English language about two nationalities: the French and the Dutch. I have focused on the cultural functionality in the idiom's semantics; i.e. the ideological implications, as well as the attitudes manifest in those clichés and how one nationality use them as a resource to understand and define the other nationality. In fact, I see the examples selected firstly as texts and secondly as culturally loaded expressions. Consequently I have focused on the metafunctional dimension seen in the register of the examples under scrutiny. I have also attempted to consider Systemic Functional

Linguistics not only at a theoretical framework; but also as an additional tool to decode the cultural identity-related behaviour. The analysis of the data has led to the following findings: a) ethnic idioms encapsulate "otherness" identity through the ideological motivations of the ingroup (the self) to deprecate the outgroup (the other) each time national idioms are uttered; b) stylistic components of the idiomatic phrases selected are very much alike in the sense of the figurative language employed ; c) Culture is crucial to understand the linguistic expressions and to process knowledge about the other and thus culture is embedded in language: d) it is suggested through the metafunctional dimension in the register of idiomatic expressions that the discourse used is that of cognition, culture, ideology and power.

Keywords: national stereotypes, the Dutch, the French, Systemic Functional Linguistics, attitude, ideology, language, metafunctional dimension, culture, the self, the other, cognition, images, idioms, ingroup, outgroup, power.

References:

- Besemeres, M. (2002). *Translating One's Self: Language and Selfhood in Cross Cultural Autobiography*. Oxford and Bern: Peter Lang.
- Davies, M. & L. Ravelli (eds.) 1992. *Advances in Systemic Linguistics: Recent Theory and Practice*. London: Pinter
- Eggins, Suzanne 2000 "Researching everyday talk". In Unsworth, L. ed. *Researching Language In Schools And Communities: Functional Linguistic Perspectives*. London: Cassell.
- Fairclough, N. (1989). *Language and Power*, London: Longman.
- Fries, Peter, Michael Gregory (eds.) 1995. *Discourse and Meaning in Society: Functional Perspectives*. (Meaning and Choice in Language: Studies for Michael Halliday, 2). Norwood, N. J.: Ablex.
- Hamilton, D.L (Ed.) (1981). *Cognitive Processes in stereotyping and intergroup behavior*. Hillsdale, NJ: Erlbaum.
- Langlotz, A. (2006). *A Cognitive-Linguistic Model of Idiom-Representation and Idiom-Variation in English*. John Benjamins Publishing Company. Philadelphia, PA, USA
- Tajfel, H. (1981). *Human groups and social categories*. Cambridge: Cambridge University Press.
- Tomasello, M. (1999). *The Cultural Origins of Human Cognition*. Cambridge, Mass.: Harvard University Press.
- van Dijk, T.A. (1998). *Ideology: a multidisciplinary approach*. Sage Publications Ltd. London.

BOWEN Neil
Cardiff University
ESRC Doctoral Training Candidate

The logogenesis of academic text: The various functions of students' revisions

Research repeatedly shows that many student writers struggle to link long stretches of text into a harmonious whole. Essentially, problems arise when students are asked to link information co-textually and contextually across larger phases of discourse. Within Systemic Functional Linguistics (SFL), co-textual and contextual links are forged via the textual and

logical metafunctions, which work together to connect and enable the experiential and interpersonal metafunctions. However, whilst most SFL studies concentrate on text as product (synoptic and retrospective accounts), there has been increasing interest in text as process (dynamic and prospective choice).

This study contributes to answering this call by examining choices made by L1 and L2 student writers as they compose academic style texts. More specifically, by using keystroke logging software I explore systemic choice in student revisions, focusing on the three textually bound systems of THEME, INFORMATION, and REFERENCE. I will attempt to show how these particular writers manage the flow of information through a text by attending to the register variables of field, tenor, and mode in real-time, while digitally composing text on a computer. The results show that movement along the local delicacies of specificity and congruency are key contributors to emergent texture--particularly with regard to Ngp revisions. The findings lead to several suggestions for future research with regard to modelling the logogenesis of text, and for the teaching of academic writing.

Keywords: Academic writing, logogenesis of text, textual metafunction, register refinement, nominal group complexity.

CHIK Sonya

Research student

The Hong Kong Polytechnic University

**Rhetorical relations in Japanese and English corporate legal discourse:
a systemic functional analysis**

This paper investigates the different lexicogrammatical resources that realise the rhetorical relations in written corporate discourse in Japanese and English. More specifically, it examines the similarities and differences in the choice of ideational grammatical devices that realise the causal-conditional relations in company privacy policy, a form of written legal discourse in commercial context. Rhetorical Structure Theory (Mann & Thompson, 1987, 1988, Mann et al, 1992) is employed to analyse the rhetorical relations that form the principle organization of the text. Of specific interest here are the relations that generate causal relations including circumstance, purpose, condition and cause that link propositions and proposals within the privacy policy. These relations serve to organize the text in a way that guides the reader towards achieving the writer's communicative goals of informing, instructing and regulating. From lexicogrammatcial perspective, Systemic Functional Linguistics theory is adopted to examine how the choices of logical resources such as structural conjunction under congruent situation, and experiential resources such as process type and circumstantial elements under incongruent situation (see Matthiessen & Teruya, in press), serve to realise the causal-conditional relations similarly and differently in Japanese and English. The results will reveal some of the language specific features of Japanese that underpin the selection of different lexicogrammatcial resources when compared to English in the socio-semiotic activity of 'enabling' in a legal setting within the domain of global corporate communication (c.f. Okawara, 2006; Lavid, 2000; Teruya et al, 2008). Implications on contextual and sociocultural constraints will also be discussed.

Keywords: corporate discourse, rhetorical structure theory, systemic functional linguistics theory, Japanese, comparative analysis

References:

- Lavid, J. (2000). 'Cross-cultural variation in multilingual instructions: a study of speech act realisation patterns', in E. Ventola (ed.) *Discourse and Community: Doing Functional Linguistics*. Tübingen: Gunter Narr pp. 71-85
- Mann, William C. and Thompson, Sandra A. (1987). 'Rhetorical Structure Theory: A framework for the analysis of texts'. *Technical Report, ISI/RS-87-185*. Marina de Rey, CA: USC/Information sciences Institute.
- Mann, William C. and Thompson, Sandra A. (1988), 'Rhetorical Structure Theory: A Theory of Text Organization' Reprinted from *The Structure of Discourse*. Information Sciences Institute.
- Mann, William C., Matthiessen, Christian M.I.M. & Thompson, Sandra A. (1992). 'Rhetorical structure theory and text analysis'. Mann & Thompson (eds.), *Discourse description: diverse linguistic analyses of a fund-raising text*. Amsterdam/Philadelphia: John Benjamins.
- Matthiessen, Christian & Teruya, Kazuhiro. (in press). 'Grammatical realization of rhetorical relations in different registers'.
- Okawara, Mami Hiraike. (2006). 'A Linguistic Analysis of Some Japanese Trademark Cases' A thesis submitted in fulfilment of the requirements for the degree of Doctor of Philosophy, Department of Linguistics University of Sydney.
- Teruya, Kazuhiro, Ernest Akerejora, Thomas Andersen, Alice Caffarel, Julia Lavid, Christian Matthiessen, Uwe Helm Petersen, Pattama Patpong and Flemming Smedegaard. (2008). 'Typology of MOOD: a text-based and system-based functional view'. In R. Hasan, C. Matthiessen & J. Webster (eds.), *Continuing discourse on language, Volume 2* (pp. 859-920). London: Equinox.

CHOURA Sabiha

Assistant

Faculty of Arts and Humanities, University of Sfax

Ditransitive Process Types in Sociological Research Articles

Processes followed by two participants are known as ditransitives (Lock, 1997, p.76). Identifying which ditransitive processes writers opt for uncovers the linguistic built up of the research article genre and the linguistic disciplinary "typification" (Hyland, 2004, p. 4); that is why, the present research attempts to study the distribution of ditransitive process types in a particular genre which is the Research Article genre and in a specific discipline which is the Sociological Discipline. In order to achieve this objective, seventy eight sociological articles are analysed from a Systemic Functional Perspective; in other words, ditransitive processes are classified into six types: material, mental, verbal, relational, existential and behavioural. The present research has shown that ditransitive existential and ditransitive behavioural processes are absent. While ditransitive relational processes and ditransitive material processes are the most frequent, ditransitive mental and ditransitive verbal processes are the least present. The discrepancy in the distribution of these processes may be explained by generic and disciplinary features as well as the specificities of ditransitive processes.

Keywords: Ditransitive, Systemic Functional Perspective, Process types, Sociology, Academic research articles

References:

- Lock, G. (1997). *Functional English grammar: An introduction for second language teachers*. The United States of America. Cambridge University Press.
- Hyland, K. (2004). *Disciplinary discourses: Social interactions in academic writing*. The United States of America: The University of Michigan Press.

DAMAK Sadok

Assistant-Professor

Faculty of Arts and Humanities, University of Sfax, Tunisia

Transitivity Analysis: Decrypting the Ethnic Message in a Lecture/Article by Louis Farrakhan

Can working with Systemic Functional Linguistics (SFL) bring additional meaningful knowledge in Cultural Studies and can it lead to significant revelations about the findings in Cultural Studies research?

To verify this prospect, the present paper combines both the SFL analytical toolkit of Transitivity and the commonplace approach to Cultural Studies documents, so as to examine the corpus segments selected as references to corroborate the main hypothesis about a speech by Louis Farrakhan, the incumbent leader of the Nation of Islam, a group of African American converts. The paper explores the rationale of a discourse involving a Black Muslim leader who, in a context of ethnic adversity, advocates ethnic separatism as an ultimate strategy of resistance to cultural domination.

The paper seeks to understand the role of religious conversion that counts among the strategies of ethnic identification used by Louis Farrakhan in such a spectacular way as to differentiate ethnically from the dominant white society. There transpire two diametrically opposed identity stances. The paper hypothesizes that Louis Farrakhan has difficulty concealing his Americanness and propensities for social integration, despite his condemnation of persistent racism and subsequent undisguised call for ethnic separatism.

In the corpus under study, the paper also speculates *a priori* that, on account of the preliminary Transitivity analysis, Louis Farrakhan is not entirely committed to the condemnation of the perceived adversity against his people; nor is he actively involved in his appeal for separatism, which constitutes evidence he still clings to his American identity and, thus, tends to lend support to the main hypothesis about Farrakhan's ethnic hesitance.

Keywords: Americanness – Black Muslims – Ethnic differentiation – Louis Farrakhan – Nation of Islam – Separatism – Systemic Functional Linguistics –Transitivity analysis

EZZINA Rym

Faculty of Arts and Humanities, University of Sfax

Transitivity patterns as a means of mystification: Bush discourse on terror as a case study

Systemic Functional Grammar (SFG) is an approach to language developed mainly by M.A.K. Halliday which focuses more on language functions rather than language structures.

Halliday argues that language is a semiotic system structured to make three meanings; these meanings are referred to as the experiential, the interpersonal, and the textual metafunctions (Halliday, 2004, p. 31). The present research located within the SFG approach aimed at analyzing the distribution of process types in the experiential metafunction. In particular, this study explores how participants in the discourse project their point of views and this can be done by looking at transitivity choices which could translate or reflect their point of views. Furthermore the analysis of the process types together with the participants' roles may unveil how the relations of power are linguistically constructed. Chilton (2004) defines politics as "a struggle for power between those who seek to assert and maintain their power and those who seek to resist it". In the context of this study, sorting out, which transitivity process Bush tends to use and which participants' roles tends to perform reveals a lot about his ideology and his hidden objectives concerning terrorism. To achieve these objectives, five speeches taken from the internet were analyzed quantitatively and qualitatively.

Keywords: Transitivity, transitivity system, process types, political discourse, mystification

FARHAT Samira

Assistant Professor

Faculty of Arts and Humanities Sousse

Laboratory on Approaches to Discourse

SFL's got talent: implications of Systemic Functional Linguistics for Critical Discourse Analysis

This paper is concerned with describing the relevance of Systemic Functional Grammar (SFL) to Critical Discourse Analysis. It shows the reasons why SFL can provide a thorough understanding of meaning in discourse. Halliday was the founder of SFL. According to The Encyclopedia of Language and Linguistics, SFL is the offshoot of Halliday's scale and category model, which "had a division of language into three strata: the intermediate level of grammar and lexis; the upper level of context which relates form to situations of its use; and the lower level of substance in which language is encoded as sounds or written symbols" (2006, p. 197). This division led to the attribution of functions to different textual elements. The term function is used as a dynamic reference to the notion of 'meaning'. Unlike the meaning of function in traditional grammar, which attributes to different grammatical units a set of grammatical functions and does not tell much about the meaning of these units in context, the term function in SFL is more context-based and takes into consideration the interconnectedness between utterance and context. To explain the difference between traditional and systemic functions 10 headlines are used to show how the traditional grammatical functions do not tell us much about the meaning of the clause. This paper argues that the three meta-functions of systemic functional grammar represent the major layers that construct meaning. They could be used by critical discourse analysts in the process of discourse interpretation because they include textual, discursive and social aspects of meaning making.

FAWCETT Robin

Cardiff University

&

BECHA Takoua

Faculty of Arts and Humanities, University of Sfax

**Principles and Practice in Analyzing Processes and Participant Roles:
Introduction to a Scientific Procedure for Text Analysis**

Background to the workshop

The short essay that expands on the conference theme of ‘SFL: Applications and Implications’ rightly emphasizes what Halliday has termed the ‘applicability’ of SFL. No other current theory of language is as strongly oriented to the analysis of discourse/text - both as a source of insights into the nature of language and as an application of the description of specific languages developed within its framework of concepts.

But it would be a mistake to assume that we have attained a ‘final model’ in our descriptions of English and other languages, in either of the two major versions of SFL: the Sydney Model (SM) and the Cardiff Model (CM). Both are the product of the same innovative principles that Halliday proposed in the period 1966-73, which amounted to a revolution in Linguistics (see Fawcett 2008:10-11). But today there are considerable differences between the two models – though I believe that they are ultimately reconcilable (Fawcett forthcoming 2015).

One major difference between the two models is that the SM description of English has remained essentially as it was in the 1970s, as a careful comparison of Halliday’s description of English (e.g. Halliday c.1970, unpublished) and each of the four editions of his *Introduction to Functional Grammar* reveals. In contrast, the description of English introduced in Fawcett 1980 has steadily developed, as a result of our use of the new research resources that have become increasingly available from the 1970s onwards (Fawcett 2008:16-21), especially (i) drawing on data from corpus linguistics, (ii) building increasingly comprehensive generative systemic functional lexicogrammars (both in the 15-year COMMUNAL Project at Cardiff University in computational linguistics) and (iii), throughout, testing the developing model through its use in analysing large quantities of text (including a major 6-year project in the 1970s). In Halliday’s words (1994:xi):

Now that for the first time linguists are gaining access to real data, once the data can be brought together with current expertise in natural language processing [i.e. the computer modelling of the generation and understanding of language-texts] then linguistics (which today is more or less where physics was in the fifteenth century) may eventually come of age.

That is quite a challenge! Kuhn’s model of the development of a science predicts that what follows a ‘scientific revolution’ is ‘normal science’. In linguistics this entails building models of specific languages, then testing, evaluating, revising, and re-testing them, etc. This is what linguists who work in the framework of the CM have been steadily doing for the last three decades – with several ‘eureka’ moments along the way. There have been three models of language (specifically, of English) each more **comprehensive, explicit, valid, reliable** and, we hope, **clear** – so meeting the criteria of good science. Here, ‘comprehensive’ and ‘explicit’ are self-explanatory; ‘valid’ means that the description describes what it claims to describe, e.g. the level of language is as specified), and ‘reliable’ means that, if different analysts use it for analyzing the same text, we expect a high level of inter-analyst agreement). Languages described using the CM include English (as here), Arabic (Abunowara 1996), Chinese (Zhou 1907) and Japanese (Tatsuki & Fawcett 2007).

However, any SFL theory requires two different types of ‘grammar’, and it is essential to recognize the different function that each serves. The first is a full, generative **model of language** – and in SFL the model is not only ‘generative’ in the sense of ‘fully explicit’ but also in the sense that it models how language is used in generating (and understanding) language-texts (though with significant differences between the SM and the CM in the parts of the overall architecture that each foregrounds). This is a purely scientific model. The second type of ‘grammar’ is what we may term a **text-descriptive framework**. This is a framework of concepts that are derived from the full lexicogrammar, and it is a key component in the sort of explicitly scientific procedure that SFL should be making available for the analysis of texts (of which this workshop will demonstrate a core part). So it is important to distinguish (i) a ‘grammar’ that is a **description** (or model) of a language and (ii) a ‘grammar’ whose purpose is to provide a **text-descriptive framework** - each with its specific areas of application.

Most SFL textbooks, including Halliday’s *Introduction to Functional Grammar* (e.g. 1994) and Fawcett’s *Invitation to SFL* (2008), belong predominantly to the second type. As Halliday clearly states (1994:x):

Since [this book] was being written specifically for those who are studying grammar for purposes of text analysis, I did not include [...] the system networks and realization statements, which constitute the main theoretical component (and would be central if the book was an introduction to systemic grammar).

While the later editions of both *IFG* and *Invitation* include a few illustrative system networks, these are merely a hint of what a book that was a full SFL description would be like. (The publications that come closest to meeting this need are Halliday 1977, Matthiesen & Bateman 1991, and Fawcett, Tucker and Lin 1993.)

Overview of the workshop

The aim of the workshop is to introduce you to (i) the **text-descriptive framework** for analyzing Processes and Participant Roles (PRs) - aka ‘transitivity’ - in English, as developed in the framework of the CM, and (ii) the relevant parts of the latest version of the **procedure** that we have developed for analyzing language-texts (taken from Fawcett 2011). The model of Processes and PRs from which this text-descriptive framework is derived is the product of work over three decades, initially by myself (1980, 2010, 2011, 2012) but later with Tucker (my main co-developer of the model) and other colleagues: pre-eminently Neale (2002a, 2002b, 2006), with valuable contributions from Steiner and Schulz. Participants will receive copies of (i) the CM’s **text-descriptive framework for Processes and PRs**, (ii) the full current set of **re-expression tests** for identifying PRs (both from Fawcett 2011) and details of how to access Neale’s Process-Type Data Base (Neale 2002b), as part of the demonstration of the procedure.

The workshop will be partly ‘interruptible teaching’ (relatively brief), partly a demonstration of the procedure and the new tools, and partly practice in applying these. We will be open to queries and comments throughout. The plan of the workshop is as below.

1. A 10-minute summary of (i) the key principles that we have followed in developing the CM and (ii) the main characteristics of the resulting model - starting from the most general ones and moving quickly to those that directly affect the workshop’s topic.

2. Introduction to - and practice in applying – the relevant steps in the procedure for the **initial clause analysis**, focussing on how to distinguish between Participant Roles and Circumstantial Roles – so also, incidentally, an introduction to the main differences in the

description of English clause structure between the CM and the SM (based on Ch 15 of Fawcett 2008).

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

4. Demonstration of - and practice in – how to use, firstly, the **re-expression tests** to identify the **specific types of PR** in the clause and, secondly the descriptive framework (again) to identify the **specific Process type**. The reason for analyzing the PRs first and the Process type second.

5. A brief list of some factors that complicate the analysis of Processes and PRs which time restraints prevent us from covering. The main one is the double phenomenon of fresh metaphor and idiom, treated here as two end-points of a continuum. (This is 'metaphor' in its traditional sense, not Halliday's 'grammatical metaphor' phenomena, many of which do not present problems in the Cardiff Grammar approach.)

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

8. As an illustration of the value of working with the CM (in a version adapted to Arabic), a report of a study of the construction of alternative 'realities' of sexual intercourse in adultery cases, in summaries of evidence by police officers and judges.

9. If time (or afterwards): problems in analysis in this area that any workshop participant wishes to bring along to test our claim to the (relative!) comprehensiveness of our framework.

References

- Abunowara, A.M., 1996. *Modality in English and Arabic: A study of the difficulties encountered by Arabic-speaking learners of English, using a systemic functional approach*. PhD Thesis. Cardiff: Centre for Language and Communication Research, Cardiff University.
- Fawcett, Robin P., 1980. *Cognitive Linguistics and Social Interaction: Towards an Integrated Model of a Systemic Functional Grammar and the Other Components of an Interacting Mind*. Heidelberg: Julius Groos and Exeter University.
- Fawcett, Robin P., 2008. *Invitation to Systemic Functional Linguistics through the Cardiff Grammar: an extension and simplification of Halliday's Systemic Functional Grammar (Third Edition)*. London: Equinox.
- Fawcett, Robin P., 2010a. *How to Analyze Participant Roles - and so Process Types - in English*. 'Work in progress' draft for Chapter 2 of Fawcett, Robin P., forthcoming 2016b, *The Functional Semantics Handbook: Analyzing English at the level of meaning*. London: Equinox. Available from fawcett@cardiff.ac.uk.
- Fawcett, Robin P., 2011. 'Problems and Solutions in Identifying Processes and Participant Roles in Discourse Analysis, Part 1: Introduction to a Systematic Procedure for Identifying Processes and Participant Roles'. *Annual Review of Functional Linguistics Vol 3*, 34-87.
- Fawcett, Robin P., 2012. 'Problems and Solutions in Identifying Processes and Participant Roles in Discourse Analysis. Part 2: How to Handle Metaphor, Idiom and Six Other Problems'. *Annual Review of Functional Linguistics, Vol 3*, 27-76.
- Fawcett, Robin P., Tucker, Gordon H., and Lin, Yuen Q., 1993. 'How a systemic functional

- grammar works: the role of realization in realization'. In Horacek, H., and Zock, M., (eds.), 1993, *New Concepts in Natural Language Generation*, London: Pinter, 114-86.
- Halliday, M.A.K., 1977. 'Text as semantic choice in social contexts'. In van Dijk, T.A., and Petöfi, J.S., (eds.), *Grammars and Descriptions*. Berlin: de Gruyter (176-225).
- Halliday, M.A.K., c.1970, unpublished. *An Outlook on Modern English*. London: Oxford University Press.
- Halliday, M.A.K., 1985. *An Introduction to Functional Grammar*. London: Arnold.
- Halliday, M.A.K., 1994. *An Introduction to Functional Grammar* (Second Edition). London: Arnold.
- Matthiessen, C.M.I.M., and Bateman, J.A., 1991. *Text Generation and Systemic Functional Linguistics*. London: Pinter.
- Neale, Amy, 2002a. *More Delicate TRANSITIVITY: Extending the PROCESS TYPE system networks for English to include full semantic classifications*. PhD Thesis. Cardiff: Centre for Language and Communication Research, Cardiff University. Available on request via amy.neale@gmail.com.
- Neale, Amy, 2002b. *The Process Type Data Base*. Available on request from Dr Amy Neale via amy.neale@gmail.com.
- Neale, Amy, 2006. 'Matching corpus data and system networks'. In Thompson, G., & Hunston, S., (eds.), *System and Corpus: Exploring Connections*. London: Equinox, 143-63.
- Zhou, X., 1997. *Material and Relational Transitivity in Chinese*. PhD thesis. Melbourne: University of Melbourne.

FENDRI Emna

MA researcher

Faculty of Arts and Humanities, University of Sfax

A Contrastive Rhetoric Approach to Cohesion in Writing in English as a Foreign Language

One way to examine the students' productions is to approach them from a Contrastive Rhetoric perspective. This approach maintains that each language has rhetorical conventions unique to it. It also advances that a difference between the native language (NL) culture and the target language (TL) culture causes problems at the level of the TL text organisation. Connor (2008) claims that studying writing across cultures can reveal preferred patterns of text organisation in different languages. In the present work, it is hypothesised that students transfer their NL rhetorical strategies to their TL. A Contrastive Rhetoric approach to cohesion in the English and Arabic writings of Tunisian learners of English as a foreign language is applied in order to verify this view. The textual function of the students' writings was examined following Halliday and Hasan (1976) taxonomy of cohesive devices. Qualitative and quantitative methods of data analysis reveal a transfer in the use of cohesive devices in L1 and L2.

The study shows that the target students focus more on the sentence level than on the discourse level. They also transfer the Arabic rhetorical organisation into English, which can be explained by their lack of discourse skills.

Keywords: Contrastive Rhetoric – Transfer – Cohesion – Culture – Academic writing

FKI Najla

*Laboratory Approaches to Discourse, English Department
Faculty of Arts and Humanities, University of Sfax*

A Syntactic-semantic Study of Hypotactic Enhancing Clauses in International Treaties

Through its focus on the functional potential of language as a “meaning-making” resource (Halliday & Matthiessen, 2004, p. 9), Systemic Functional Linguistics (SFL) has, for long, offered a useful approach for those who seek to analyze different types of texts. Legal discourse, as Halliday and Matthiessen (2014) admit, is no exception. Indeed, being designed with the intention to be an applicable theory of linguistics that has the power to treat different problems that might result from language use in distinct contexts, SFL seems to be compatible with the complicated language that legal texts display. The intricacy of the language of the law has been turned primarily to its syntactic complexity which emanates from the excessive use of hypotactic constructions and multiple embeddings. Although acknowledging that “hypotactic relations are commonly used” in legal texts (Delmonte & Dibattista, 1995), scholars in the legal field have barely shown signs to be intrigued by the study of these structures. Treaties, a professional legal genre, are particularly abound with such relations especially hypotactic enhancing clauses. Relying on SFL’s notion of choice which views language as a “system of choices among alternatives” (Halliday & Matthiessen, 2004, p. 19), this article hypothesizes that the use of clausal hypotactic enhancement reflects preferences for certain enhancing types over others that are triggered by the functional interaction of the syntactic and semantic properties of the clauses as well as the different communicative goals that characterize each section of the treaty. To prove this hypothesis true, a corpus of international agreements is analyzed following the SFL classification model of hypotactic enhancing clauses offered by Halliday and Matthiessen (2014).

Keywords: hypotactic enhancing clauses, legal discourse, treaties, communicative goals, choice

References:

- Delmonte, R., & Dibattista, D. (1995). Switching from narrative to legal genre. *Working papers in linguistics*, 5(1), 1-40.
- Halliday, M.A.K., & Matthiessen, C.M.I.M. (2004). *An Introduction to Functional Grammar*. London: Edward Arnold.
- Halliday, M. A. K., & Matthiessen, C.M.I.M. (2014). *Halliday’s Introduction to Functional Grammar*. London: Routledge.

FONTAINE Lise

Senior Lecturer, Cardiff University

A Cognitive functional account of nominal groups; the problem of 'of'

This paper offers a critical examination of the English nominal group within Systemic Functional Linguistics (SFL). Despite the centrality of the Thing element of the nominal group, very little attention has been given to its function within the group. While there is a considerable amount of consensus concerning the nature of the simple nominal group, complex nominal groups are far less straightforward. The most problematic and debated types of nominal expression are those where the Thing element (experiential) and the Head element

(logical) are not conflated in SFL terms as in examples such as a cup of tea (example taken from Halliday & Matthiessen 2004, p. 332), which Halliday calls measure expressions. In these cases identifying the ‘semantic core’ becomes a challenge. The partial grammaticalization of the expression can cause some "indeterminacy about the location of the other elements in the nominal group" (Halliday & Matthiessen, 2004:334), e.g. whether or not there is a Determiner/Numerator or a Qualifier. This paper argues that these expressions must be modelled in terms of their role in an act of referring rather than as a purely structural unit. This requires adopting complementary approaches from psycholinguistics and cognitive theories. It is argued here that maintaining a head-modifier relationship in the nominal group complicates the description more than necessary and diminishes its usefulness.

Keywords: nominal group, referring expressions, experiential meaning

References

Halliday, M. A. K. and Matthiessen, C. M. I. M. 2004. *An Introduction to Functional Grammar*. 3rd ed. London: Arnold.

FRANÇOIS Jacques
Caen University, France

Nine Decades of Functionalist Theories of Language and the Place of Systemic Functional Linguistics (1929-2013); Plenary

In 1929, the Linguistic Circle of Prague released a series of Theses about the functions of language. In the same year, the Genevan linguist Henri Frei published *La grammaire des fautes*, a first functional grammar of French. Since that time, different layers of functional grammar or linguistics gave arisen around the world. The aim of the communication is to deliver a general picture of the emergence and development of the different theories along the 20th century including the most recent publications and to locate the Systemic Functional Linguistics in this framework using the successive editions of *Introduction to Functional Grammar* between 1985 and 2014 with Christian Matthiessen gradually replacing M.A.K. Halliday as its main author. Simultaneously, the three “structural-functional” theories of language (Butler 2003), namely SLF, “Functional (Discourse) Grammar” and “Role and Reference Grammar”, are currently challenged by non structural or “external” theories, a trend that J. Bybee and Ch. Butler labelled “West-Coast-Functionalism”. In so far as SFL is not involved in language typology and seldom in diachrony while being crucially concerned with text typology and language teaching, it hardly suffers from that challenge, but FDG and RRG might implode because of the double pressure of formal grammars (Minimalist grammar, LFG, HPSG, etc.) on the one side and “external” functional linguistics on the other side.

References:

BUTLER Christopher (2003) *Structure and Function – A guide to three major structural-functional theories*. Benjamins 2003 (Studies in Language Companion Series 63/64), Part 1: *Approaches to the simplex clause*, Part 2 : *From clause to discourse and beyond*.

HALLIDAY M.A.K. (& MATTHIESSEN Christian from 2004 on) (11985, 21994, 32004, 42014), *Introduction to Functional Grammar* (first London : Arnold, then Hodder Education 2004 and Routledge 2014).

GHACHEM Ines

PhD Student

Faculty of Arts and Humanities, University of Sfax, Tunisia

Lexical Cohesion in Children Discourse: A Case Study

This study builds on cohesion as fundamentally a lexical phenomenon and the approach to lexical cohesion within Systemic Functional Linguistics (SFL) to study children discourse. Within SFL, the lexical relations playing a role in the lexical cohesion of a discourse are repetition, synonymy, hyponymy, meronymy and collocation. The main objective of this study is to analyse the patterns of these five lexical relations in a corpus of children discourse and their reflection on that discourse years later. The corpus of this case study is made of Severn Suzuki's 1992 and 2012 speeches and Brittany Trilford's 2012 speech delivered during the UN Earth Summit. This case study uses corpus toolkit AntConc in addition to qualitative analysis of the results obtained from the software. The analysis shows that the five lexical relations were used to deliver coherent speeches. However, similarities and differences are not only traced in Suzuki's speeches, but also her 1992 speech and Trilford's. The analysis of the lexical relations in speeches that relate to the same topic over a period of time shows that the lexical cohesion achieved unveils the speakers' particular choice of lexical items.

Keywords: cohesion, Systemic Functional Linguistics, lexical cohesion, lexical relations, discourse

HADJERIS Fadila

Assistant lecturer

University of Oum El Bouaghi, Algeria

The application of Systemic Functional linguistics in EFL classrooms

Systemic Functional Linguistics (SFL) is proved to be one of the very useful descriptive and interpretive frameworks for viewing language as strategic and meaning making resource. Looking at language from a SFL point of view, we understand how speakers express meaning through the exploitation of linguistic resources, and how these resources are motivated by contextual factors. In his *Introduction to Functional Grammar* (1994), Halliday claims that the educational application of SFL is probably the broadest range of its application. Starting from this principle, the present research adopts a descriptive method. It is conducted through diagnosing and describing as well as illustrating the types of errors found in essays written by second-year undergraduate students. The research subjects are a representative sample of 150 senior students randomly selected from the overall population of third year students of the Department of English - Faculty of Letters, Human and Social Sciences at Larbi Ben M'hidi – Oum El Bouaghi University in the academic year 2014-2015. Students are asked to write a persuasive essay on the damage that drug can cause to human body. After collecting the data, a qualitative analysis is undertaken in order to find out the types of errors. This is proceeded

by means of the tools offered by SFL. The latter establish a framework for the analysis of the grammatical features in written texts, i.e., different stages of the text, theme and rheme position, lexical choices, types of verbs, noun groups, and cohesion. The study describes the main errors found in students' essays; each error is illustrated and followed by a discussion on how teachers should deal with it in an EFL classroom from a SFL perspective. On the basis of the research findings, we intend to show that the study of the main concepts related to SFL help students to increase their level of literacy. The results serve to provide some guidelines for the implementation of SFL for the teaching of writing.

Keywords: Systemic Functional Linguistics, context, writing, errors, literacy, EFL teaching/learning.

HARIZI Radhia

Faculty of Arts and Humanities, University of Sfax

Systemic Functional Linguistics: Translation and Transitivity

Although Systemic Functional Linguistics is primarily a linguistic theory, it is also concerned with “the effect of culture and society on language” (Coffin, 2001, p.94). Thus, it claims that language can be seen as a system of choices as each speaker makes linguistic choices according to their personal and cultural experiences. “The meaning of the text is then dependent upon the choices made by the speaker from the options within the language system” (Teo, 2000, p.24). Hence, all languages can conceptualize the same idea, but each in its own way. Therefore, Translating from one language to another proves extremely delicate because of the different semantic and syntactic properties of the questioned languages.

Transitivity, as a key component in Halliday's SFL, can reveal some of these differences between languages and explain some of the made choices. Since, it makes salient who does what to whom (Teo, 2004, p.25). In his systemic Functional Grammar, Halliday (1994: 106) writes, “the transitivity system construes the world of experience into a manageable set of process types”.

This paper focuses then on a comparative analysis of a source and a target texts using Halliday's Systemic Linguistics highlighting the process types used in the two texts. It illuminates the concept of transitivity and the linguistic choices made by the writers and how those choices and used structures maintain the conveyed meaning.

Keywords: SFL, process types, transitivity, participants, circumstances.

HASSAN Hanita

Senior Lecturer

Language Academy, Universiti Teknologi Malaysia

Representations of culture in tourism discourse

One of the challenges in tourism advertisements is cultural representations and this paper aims to discuss the ways in which multimodal modes are used in tourism advertisements to portray multi-ethnic cultures. The focus of this paper is on the juxtaposition of nominalization and

images. Nominalizations are ubiquitous in many types of formal text and talk, whilst images are common features found in tourism adverts. The findings of transitivity analysis done on tourism brochures, tourism guides and Malaysian Tourism official websites reveal five nominalised expression types used to instantiate multi-ethnic cultures, for instance, people, festivals, traditional lifestyles, traditional music and traditional games. Nominalizations are used to represent participants, of which they can either be an actor or a goal, and to represent circumstantial elements. Most importantly, the nominalizations are carefully constructed to portray the diversity of ethnic cultures, of which the ultimate aim is for the realization of destination image. Interestingly, the same types of message can be construed from images found on tourism adverts. Images of people from different ethnic groups, various ethnic architecture, traditional musical instruments and dance, and traditional games are extensively used in tourism adverts. This thus suggests that both verbal and visual modes are used to complement each other in depicting the diversity of multi-ethnic cultures and identities.

Keywords: cultural representation, instantiation, multimodality, nominalization, systemic functional linguistics

HLIOUI Ameni

Joined teacher (PTC)

Higher Institute of Languages, Gabes, Tunisia

A systemic functional analysis of the use of personal pronouns in court hearings (The Medrano burglary court hearing transcript as a case study)

Halliday & Matthiessen (2014, p.4) advocated that Systemic Functional Grammar (SFG) researchers “had in mind those who want to use their understanding of grammar in analyzing and interpreting texts” in “educational, social, literary, political, (and) legal” contexts. Hence, SFG can be applied as an efficient framework in analyzing legal texts. Indeed, it can be used in detecting the participant roles each speaker assigns to his addressees in the processes of a discourse event by making use of the ideational metafunction of language. In addition, in legal discourse, each speaker is trying to exert his power according to the role his social status entitles him to. This social status is reflected in the interpersonal metafunction through which “users of language establish, negotiate and assume their positions in social relationships” (Halliday, 1994, p. 68). In this context, personal pronouns are interesting to investigate because, as Pennebaker (2011, p. 90) puts it, they are “the most social of all word categories”. In this study, the context variable of tenor will link the ideational and interpersonal dimensions together. This variable is related to the various kinds of relationships holding between participants taking part in a situation. These different relationships can be explained by the different institutional backgrounds which give participants different status roles. Accordingly, this paper aims to investigate how the choice of personal pronouns and of different participant roles played by these pronouns may be affected by the different kinds of status roles dictated by the relationships holding between the speaker and the addressees. This choice will be investigated in a legal corpus which is the court hearing of the Medrano burglary trial.

Keywords: personal pronouns, legal discourse, participant roles, social dimension, status.

ISMAIL Mariem

Master's degree

Faculty of Arts and Humanities, University of Sfax

A Functional Analysis of Clause Complex in Legal Discourse: The Penal Code of California and the Intelligent Design Court Hearings as a case study

Starting from the idea of the complexity of legal discourse, the present study is an attempt to explore legal complexity at the structural level, precisely the use of clause combining. Clause linkage is approached from a Systemic Functional perspective and the study of discourse structure follows the Rhetorical Structure Theory. It is hypothesized that the use of clause complex is reflected in the performed rhetorical relations achieving the writer's or the speaker's communicative objectives.

In order to reach empirical findings, this research follows quantitative and qualitative methods to study the frequencies of occurrence and the distributions of the functional and the rhetorical relations performed by the clause complexes in the two sub-corpora, the Penal Code of California and the Intelligent Design Case court hearings.

The major finding of the research suggests a strong correlation between the rhetorical relations performed at the discursive level and the tactic relations linking clause complexes at the grammatical level. To put it clearly, nucleus-satellite relations tend to be realized through hypotactic relations and the multi-nuclear relations are perfectly realized as paratactic clause complexes. It is argued that these linguistic choices serve the speaker's or the writer's communicative goals and reflect the generic characteristics of both legal sub-genres.

Keywords: Systemic Functional Linguistics, Taxis, Clause Complex, Rhetorical Structure Theory, Legal Discourse.

KLIBI Amina

PhD student

ISLT (Institut Supérieur Des Langues de Tunis)

On the Contribution of Systemic Functional Linguistic Theory (SFL) to the Study of Aphasia

Gaining insights from a wide range of disciplines, linguistics has become "a prominent academic discipline throughout the world". (Buttny. R, 1993). This position is mainly achieved through the shift from classical language description and application into tackling 'real world problems'. One important domain of such linguistic application is language pathology, hence, giving rise to the linguistic subfield 'Clinical Linguistics'. In Tunisia, the name of the field still not denotes what it really should. Within this frame is held the present paper entitled "On the Contribution of Systemic Functional Linguistic Theory (SFL) to the study of aphasia". Its main aim is first to define aphasia to the audience who may lack a grasp of the notion itself in order to bring into the light the field of clinical linguistics. As theories are developing for the treatment and assessment of speech and language pathologies, a second important objective of the paper is to describe some of the applications of the systemic functional approach to the treatment of aphasic symptoms. Thereafter, the considered approach is compared to the psycholinguistic perspective which, for many decades, has

dominated to a certain degree the essence of speech and language pathology. The description of the functional approach along with the comparison to the other perspective highlights to what extent the SFL framework can be privileged to some ‘traditional’ approaches used in the research on aphasia. However, this claim calls into question the validity of the use of methodological tools originating from traditional approaches in dealing with aphasia in current or future researches.

Keywords: Aphasia, Clinical linguistics, Speech and language pathology, Systemic functional linguistics

KTARI Imen

Laboratory on Discourse Analysis, Sfax

Logico-semantic Relationship of Qualifiers in Academic and Popular Medical Articles

The fundamental concept of Systemic Functional Linguistics is that of the system (Halliday: 2005, 94; Eggins: 2004, 196) where “one option must be chosen” (Halliday: 2005, 94). This choice occurs in moments: from the least delicate to the most delicate according to their “logical priority” (Eggins: 2004, 196). This choice, which varies according to the context (Halliday 2009), affects the probabilities of the feature chosen. When dealing with embedding, “a mechanism whereby a clause or phrase comes to function as a constituent within the structure of a group, which itself is a constituent of a clause” (Halliday & Matthiessen, 2004: 426), Halliday and Matthiessen have been interested in qualifiers (or postmodifiers) as one type of embedding. This paper aims to show that the probabilities of qualifiers, first between elaborating and projection qualifiers, then between the three types of expansion: elaborating (defining), extending (possession) and enhancing (circumstantial) qualifiers are determined by the generic features of academic and popular articles. For this reason, these two moments of choice are quantified in a corpus equally divided between medical academic articles and medical popular articles. The quantitative analysis shows that both AAs and PAs display a remarkable preference for expansion over projection qualifiers. Statistically speaking, it is also proved that, in the case of expansion, elaboration is more frequent in AAs than in PAs whereas in PAs, enhancement qualifiers are more probable, extension qualifiers being negligible in both genres. The implication of the quantitative results leads to the conclusion that these probabilities are genre-determined.

Keywords: Systemic Functional Linguistics, Postmodification, Choice, Academic, Popular

LAADHAR Ahlem

Teacher of English Language

Faculty of Arts and Humanities, University of Sfax, Tunisia

The use of the functional approach to study passive structures in Medical and Pragmatics research articles

This article studies the use of the functional approach to investigate passive structures in a corpus which contains six Medical Science research articles and three Pragmatics ones. The two sub-corpora belong to a common genre which is academic writing and to different

disciplines which are Medical science and Pragmatics. It is hypothesized that the choices of the authors concerning voice, agentivity and the type of the agent are related to both the genre and the discipline. Three classifications adopted from Halliday's & Matthiessen's (2004) framework of functional grammar are used to test this hypothesis. Firstly, verbs are categorized into "operative" versus "receptive" ones. Besides, receptive processes are classified into agentive versus non-agentive ones. The third categorization concerns by-phrases which are classified into human versus non-human agents. On the basis of the framework, the corpus is analyzed using quantitative and qualitative methods which are employed to describe the distributions of the categories. It is hypothesized that the different disciplines cause some choice differences concerning the distribution variation of passive structures and the distribution of human versus non-human agents. It is also hypothesized that the common genre which is Research articles results in a shared characteristic which is the distribution of agentive versus non-agentive passives. It is assumed that the common choices of both sub-corpora reflect the common genre which is academic writing and the discrepancies show the differences of the disciplines.

Keywords: Scientific discourse – passive voice – active voice – choice - research articles

LABBEN Afef

*Assistant professor of English language and linguistics
Higher Institute for Applied Studies in Humanities of Zaghuan
University of Tunis, Tunisia*

Effects of context enrichment on the performance of language functions in pragmatics elicitation tasks

One of the basic criticisms leveled against pragmatics elicitation tasks such as role plays and Discourse Completion Tests (DCTs) is that they fail to reproduce the authentic features of contexts in which real-life communication takes place. Such failure, no doubt, affects the quality of data gathered by these instruments. Yet, DCTs, in particular, have been the most popular methods used to collect pragmatics data due, in part, to the very limited access to authentic English data in EFL settings. In an attempt to strengthen the design of DCTs, Billmyer and Varghese (2000) enriched the content of situational prompts and concluded that enhanced prompts produce "more robust external modification and elaboration than do the archetypal content-poor prompts which most DCT studies to date have used (p.543). Taking such findings into account and building on the Systemic Functional Linguistic (SFL) premise that the 'context of situation' determines linguistic choices, the present study investigates the effects of context enrichment of DCT situational prompts on Tunisian EFL learners' production of requests and apologies in English. Two structured DCT versions including six apology situations and six request situations followed by negative rejoinders and set in different contexts were developed. The first used content poor prompts. The second used highly contextualized DCT prompts. The instruments were administered to two equivalent and homogeneous groups of respondents (n = 76). Results show that context enriched DCT prompts produced longer utterances and affected respondents' apology and request strategy selection and modification differentially. The study has implications for pragmatics research, instruction, and testing.

Keywords: Discourse Completion Test, Interlanguage Pragmatics, Pragmatics Testing, Context of Situation, Requests, Apologies.

MASSAABI Amira
Assistant Professor
University Umm Al-Qura, KSA

A Critical Discourse Analysis of the “direct expression” of 27 contenders for the presidency elections in Tunisia

This paper critically analyses the national television appearances “direct expression” of 27 contenders for the presidency elections in Tunisia broadcast in November in 2014. The Independent Higher Authority for the Elections (ISIE) in cooperation with the Independent Broadcasting Authority (HAICA) allotted a speaking time of 3 minutes to every candidate to allow him/her to present his/her political project and to elicit favorable political support from the electorate. This study, based on Van Dijk’s (2004) Critical Discourse Analysis (CDA) and Halliday’s (1994) Systemic Functional Grammar, analyzes the linguistic persuasive strategies employed by the candidates in order to demonstrate how language serves ideology and power, construes reality and enacts social relationships. The findings demonstrated that the candidates used language to control and manipulate the audience and to gain an advantage over their opponents.

Keywords: Critical Discourse Analysis (CDA); Systemic Functional Linguistics; Political discourse; power; ideology.

MATTHIESSEN Christian M.I.M.

Department of English, PolySystemic Research Group, Faculty of Humanities, the Hong Kong Polytechnic University

**Multilingual Studies in Systemic Functional Linguistics:
theoretical and descriptive resources for undertaking description, comparison,
translation studies and typology (Plenray)**

Systemic Functional Linguistics was developed out of “Firthian linguistics” — his system-structure theory and prosodic analysis — by M.A.K. Halliday, starting in the 1950s, with input from and engagement with functional and anthropological linguistic traditions, and also resonant work in other disciplines, in particular anthropology and sociology in the early phases. In the Firthian tradition, scholars and students engaged with quite a wide range of languages; research students had to go into two other languages in some depth in addition to the language that was the focus of their own research. Starting with fieldwork directed by Wang Li on dialects of Cantonese in the Pearl River Delta in the late 1940s, Halliday first worked on Chinese before he added English to his descriptive range of tasks. To address a range of community problems, including centrally educational ones, he needed to develop a comprehensive text-based, meaning-oriented description of English at the same time as he was developing a general theory of grammar, and of language, that could be applied to any

language under description. By the late 1960s, a few languages other than English had been described in terms of an early version of systemic functional linguistics; but it was in the 1990s that work on a wide range of languages took off, with “new” languages being added all the time.

This descriptive research programme is of vital importance in its own right; the description of a “new” language is an essential contribution to the documentation of our collective human meaning potential — covering the rich variety of ways of construing human experience of the world as meaning, of enacting human roles, relations and stances as meaning, and of transforming these two modes of meaning into a swell of information or discourse that is easy to share as text in context. In addition, each new description of a language opens up the potential for addressing language-related problems in the community of the speakers of that language, centrally through the analysis of texts in key institutions such as institutions of education, of healthcare, of administration, of the law. At the same time, the aggregation of descriptions of different languages increases our potential for multilingual studies beyond the description of individual languages — the potential for translation studies, comparative and contrastive studies, typological studies, and second/foreign language education studies.

To bring these strands of activity together in a context where researchers and practitioners can dialogue with one another, we have put forward the notion of multilingual studies as an all-embracing framework (see e.g. Matthiessen, Teruya & Wu, 2008). In this talk, I will sketch the framework of multilingual studies, taking note of past achievement, the present potential and future needs. This can be seen as a collective research programme, advanced through research projects such as PhD projects around the world — with the Tunisian Systemic Functional Linguistics Conference and Workshop at the University of Sfax as a wonderful opportunity for further development and networking (in all its senses in SFL!). I will pay particular attention to descriptive challenges facing researchers when they begin to work on a language that has not previously been described in systemic functional terms.

McCABE Anne

*Associate Dean Arts & Sciences Programs, Director, English Department
Saint Louis University, Madrid Campus*

A Systemic Functional Linguistic Analysis of CLIL Classrooms

This paper presents findings from the UAM-CLIL (Universidad Autónoma de Madrid – Content-and-Language-Integrated-Learning) Project, based on the longitudinal study of the language used in CLIL classrooms from two Madrid area secondary schools where children study history through English. The UAM-CLIL project asks: 1) what is the nature of the language that children produce in secondary CLIL classrooms? 2) How does that language change/develop over time? Data collected over the four-year period of secondary education includes classroom discussions, interviews and written texts. The data was analyzed for the ideational, interpersonal and textual resources the children used in talking and writing about history, through analysis of nominal group type and complexity, appraisal resources, and participant identification/ tracking. Results show that the children 1) in general use appropriate language (especially lexis) to express content-specific ideas, although with fewer phrases and more clauses than their L1 counterparts when expressing circumstances; 2) increase their ability to express complexity (and abstraction) through the nominal group; 3) show development in creating reference, cohesion and information flow; and 4) produce age-appropriate resources for expressing evaluation and opinion.

The presenter will provide a brief overview of the types of analyses applied as well as the main results, and, drawing on these, will suggest implications for teachers in CLIL contexts, for example, the ability of the prompts used for discussion and written texts to involve the children in developing the different genres of history and the need for activities to scaffold learners into age-appropriate ways of talking/writing about history.

Keywords: CLIL, history, nominal group, appraisal, cohesion

MOALLA Asma

Teaching assistant

Faculty of Arts and Humanities, University of Sfax

Evaluation of Failed Humor in Intercultural Communication: An APPRAISAL Study

By drawing on the APPRAISAL theory (Martin & White, 2005), an analytic framework within Systemic Functional Linguistics for interpersonal meanings, this paper investigates the use of evaluative language between speakers of British English and Tunisian learners of English to understand/negotiate failed humor in intercultural communication. Face to face recordings as well as play back and individual interviews are used to analyze the participants' linguistic resources with reference to the ATTITUDE and ENGAGEMENT appraisal systems. The heteroglossic perspective is analyzed and frequency occurrences of the engagement linguistic resources are presented and sorted out into dialogically expansive and dialogically contracting resources to be able to understand issues related to power dominance and power subordination and to alignment/disalignment relationships. The analysis of 53 failed humor sequences shows that the serious uptake and request clarification response strategies are the most frequently used responses in the data. Those response strategies are found to be related to negative invoked attitudinal evaluation where the Incapacity dimension of the ATTITUDE system is overwhelmingly emphasized. Similarly, the inscribed attitudinal meaning provokes the Insecurity and Incapacity dimensions in the Tunisian data and the Incapacity and Impropriety dimensions for the British participants. The dialogically expansive nature of the linguistic resources used in the engagement system, unexpectedly, reveals the participants' willingness to cope with intercultural problems and to negotiate relationships of alignment and solidarity rather than relationships of disalignment and distance.

Keywords: Failed Humor, the APPRAISAL theory, the ATTITUDE system, the ENGAGEMENT system, Heteroglossic Perspective, Intercultural Variables, Power and Solidarity relationships.

MOALLA Dorra

lecturer

Faculty of Arts and Humanities, University of Sfax, Tunisia

The Translation of Nominal groups from Arabic to English and Vice Versa: a Textual Problem or an Experiential one?

In Arabic as in English, the nominal group is an important carrier of meaning that serves the role of subject or complement in the clause modal structure and different participant roles in experiential structure. Tunisian EFL and ESP learners always face the challenge of translating nominal groups from English to Arabic and vice versa. The present study proposes to test the hypothesis that the divergence in the pattern of modification across the two languages accounts for the problems EFL and ESP learners encounter in the translation of nominal groups though they display similar experiential classifications. To test this hypothesis, a set of nominal groups in English displaying different patterns of modification, structural realizations and experiential structures were collected. This set of sentences was translated into Arabic. Then, two specialists in Arabic checked and revised them to verify their correctness and the parallelism between the structures across the languages. The researcher provided the translation of potentially difficult words to rule out lexical difficulties. The learners were divided into two groups of 22 in order to perform the two translation tasks. The students' performance was evaluated in terms of correctness and error type. The results indicate that the learners were more successful in the translation into Arabic. They managed to cope with the divergence of structural patterning between English and Arabic. However, in both languages, the learners encountered problem in the translation of non-finite clauses as qualifiers as well as the deictic possessive.

Key words: Nominal groups, translation, textual function, experiential function, modification pattern

Halliday, M., and Matthiessen, C.M.I.M. (2004). *An Introduction to functional grammar* (3rd edition). London: Arnold.

Ibn Hichem. (1411). *Mogni allabib aan kotub alaarib*. Almaktaba alaaasria.

Quirk, R., Greenbaum, S., Leech, G., Svartvik, J. (1985). *A Comprehensive grammar of the English language*. London: Longman.

MWINLAARU Isaac Nuokyya-Ire

PhD Fellow

Department of English

The Hong Kong Polytechnic University, Hong Kong

The system of NEGOTIATION in the Lexicogrammar of Dagaare

For the past two decades, language description and typology have garnered interest among systemic functional linguists. While studies have shown that almost all languages have a system of MOOD for realizing the semantics of SPEECH FUNCTION, descriptions of languages such as Japanese (Teruya, 2004), Thai (Patpong, 2006), and Oko (Akerejola, 2005) suggest a complementary interpersonal system, NEGOTIATION, in some languages. However, negotiation has often been subsumed under the discussion of MOOD rather than

presenting it as a separate agnate system. The present study examines the complementarity between MOOD and NEGOTIATION from the angle of the later. The study is part of a larger discourse-based investigation of the lexicogrammar of Dagaare (Niger-Congo, Gur), a West African language. The data comprises mainly spoken discourse, collected from a range of communicative contexts among Dagaare speakers in Ghana and Burkina Faso, specifically speakers of the Lobr dialect. The analysis reveals that, as in other languages, NEGOTIATION is realised by a mood particle, which functions as a Negotiator element in the interpersonal structure of the clause. The Negotiator typically occurs at the end of the clause, where the speaker is just about to hand over the turn to the other interlocutor. Two kinds of negotiation are identified, namely; negotiation that shows delicate mood contrasts in indicative clauses and negotiation that indicates the speaker's attitude or subjective stance in propositions and proposals. The study contributes to language typology, in general, and to the typological power of systemic functional theory in particular. It is also useful to work on Dagaare studies.

Keywords: Dagaare, interpersonal metafunction, language typology, mood, negotiation

References:

- Akerejola, Ernest. 2005. A text-based lexicogrammatical description of Oko: A systemic functional approach. PhD Thesis, Macquarie University.
- Patpong, Pattama. 2006. A systemic functional interpretation of Thai grammar: An exploration of Thai narrative discourse. PhD Thesis, Macquarie University.
- Teruya, Kazihiro. 2004. Metafunctional profile of the grammar of Japanese. In A. Caffarel, J. R. Martin & C. M. I. M. Matthiessen (eds.). *Language typology: A functional perspective*. 185-254. Amsterdam & Philadelphia: John Benjamins Publishing Company.

MZOUGH Imen

Higher Institute of Applied Languages and Computer Sciences of Beja, University of Jendouba

“In Praise of Systemic Functional Linguistics (SFL): The Semiotics of Characterization in Maryse Condé’s Heremakhonon”

The characters in Maryse Condé’s Heremakhonon are among the most memorable characters in Caribbean literature. They are startlingly real and at the same time fictional, constructed out of linguistic material. This paper examines one of the linguistic tools that Condé uses to reinforce the realness of her characters, namely, free indirect discourse. My aim is twofold: introducing, first, the systemic functional linguistics (SFL) and the theory of semiotics as critical frameworks and analytical methodologies, and, second, applying both theories to Condé’s Heremakhonon to show how the semiotic signs in the novel can be invested to reveal the novelist’s discourse on systemic functional linguistics (SFL).

Keywords: “Ambivalence,” “overlapping, oppositional and fragmented formulations,” “free, indirect discourse,” “SFL,” “semiotics” and “subtext.”

O'DONNELL Mick

Universidad Autónoma de Madrid

UAM CorpusTool WORKSHOP

Introduction to UAM CorpusTool, software for corpus annotation. This session will explore the use of UAM CorpusTool for the manual annotation of patterns in text. The session will teach how to start a new research project, how to add files to your corpus, and how to specify the coding scheme for the annotation. We will then annotate some text. The session will also demonstrate the use of the search facility to recover tagged segments with particular features, and how to perform a comparative study between two text types.

Advanced Class with UAM CorpusTool. This session follows on from the introductory workshop. In the session, we will explore the use of UAM CorpusTool for the automatic analysis of text (this mainly works for English, but also for some other languages). The session will demonstrate how to add layers for part-of-speech (POS) analysis, and syntactic analysis. For English, Transitivity, Mood and Theme analysis is available, although the automatic analysis is not perfect, but a good starting point for further work.

PATPONG Pattama

Ph.D

Research Institute of Language and Culture of Asia

Mahidol University, Thailand

Construing the ecological perspective of the Tai Dam: a transitivity analysis of the ‘Sen Ruen’ ritual manuscripts

The Sen Ruen ritual is a significant aspect of the Tai Dam’s ancestor worship. This ritual has to be conducted in a room set for ancestral spirits called *kalorhong* and the ritual is required to be done every 2-3 years and is conducted to avoid bad luck and receive good fortune and blessings, otherwise the descendants will suffer misfortune such as illness, hardship and adversity. This paper is a part of the research project entitled “Transmission of ‘Sen Ruen’ ritual as an intangible cultural heritage of Tai Dam ethnic group”. The theoretical framework applied to this study is Systemic Functional Linguistics focusing on the transitivity system which is part of the ideational metafunction. The paper aims to investigate how the Tai Dam perception of local ecology is construed grammatically in the transitivity system. The transitivity system is a resource for construing human experience of change or goings-on in the flow of events inside and around us. The data were drawn from six ritual manuscripts which were collected from six Sen Ruen ritual shamans residing in four provinces: Phetchaburi, Suphan Buri, Nakhon Pathom and Ratchaburi. The study reveals that there is a connection between the participant and circumstance configurations expressing the Tai Dam ecological perspective that is construed by the language, and geography and natural resources of the Tai Dam environment in Vietnam where the Sen Ruen manuscripts were initially written.

Keywords: Tai Dam (Thai Song Dam) ethnic group, Sean Ruen ritual (ancestor worship), Sen Ruen ritual manuscripts, the transitivity system

RAKAM KHARRAT Ilhem

Assistant Professor

Faculty of Arts and Humanities, University of Sfax

**Nouns and the construction of stance
Research articles as a case study**

Evaluation has been traditionally approached with reference to a wide range of linguistic features such as adverbs, adjectives, modals, reporting verbs, that-clauses. However, little has been done concerning the importance of nouns in the construction of stance. Therefore, it is the objective of this paper to investigate the evaluative potential of nouns through the analysis of two evaluative constructions namely 'the retrospective label' and 'noun that-clause' which both have a noun as head. The classification of nouns into 'attitudinal' vs 'epistemic' (Biber et al. 1999) and the analysis of modified nouns helps reveal the writers' stance. The aim behind this investigation and comparison is to depict the way writers employ nouns to construct their stance. In order to analyze these constructions, qualitative and quantitative methods are adopted and applied on a corpus of research articles from three different disciplines: Linguistics, Neurology and Neurolinguistics. The purpose that motivates the choice of these disciplines is to show how the disciplines' norms, values and ideologies are reflected in the different use of nouns, therefore, in the writers' construction of stance. This, in turn, would shed light on the specificities of the soft (Linguistics) and hard (Neurology) fields of knowledge in addition to a 'new' and overlooked field called 'merging disciplines' represented in this research by Neurolinguistics.

Keywords: Evaluation and stance, 'retrospective label', 'noun that-clause', attitudinal and epistemic nouns, experiential and interpersonal epithet, hard and soft disciplines, merging disciplines

References:

- Biber, D., Johansson, S., Leech, C., Conrad, S., & Finegan, E. (2007). *Grammar of Spoken and Written English*. Pearson Education Limited Edinburgh Gale Hd10w Essex CM20 2JE Engiimd and Associated Companies throughout the WorM
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2004). *An introduction to functional grammar*. London: Arnold.

RHOUMA REKIK Zeineb

Faculty of Arts and Humanities, University of Sfax

Hypotactic Projections and Expansions and their Generalized Conversational Implicatures

This work attempts to apply SFL in pragmatics. Its objective is to investigate the Generalized Conversational Implicatures (GCIs) that hypotactic structures can carry. These structures are analyzed following Halliday's (1994; Halliday and Matthiessen 2004, 2014) framework and GCIs are studied following Grice's (1975) and Levinson's (2000) frameworks.

Hypotactic expansion is the relation between a dominant clause that carries the main idea and a secondary one that supports or describes it. Both clauses can carry GCIs, however, in the case of secondary ones; those GCIs can pass unnoticed but nonetheless get assimilated by the reader's mind. Hypotactic projections, on the other hand, can be projections of locutions; through which writers/speakers report other people's speech; or projections of thought. According to Halliday, hypotactic projection is a report of "the gist of what has been said" (1994, 254); and the reporter can choose the lexis and structures that can best convey his own perspective.

A study is carried out on the NYTime's coverage of the Tunisian Uprising. It reveals that projections carry what is called by the present paper Hedging Quality Implicatures that distance the writers from the contents of the reported locutions; but which accompany other GCIs loaded with stereotypical stances. Expansions, on the other hand, carry what is called by the present paper Committing Quality Implicatures (CQIs) that commit the writers to the content of their propositions. Those CQIs accompany GCIs that convey ideologies too. However, as those GCIs are carried by the secondary clauses, they are meant to pass unnoticed.

RIDEN Asma

M.A. Student

Faculty of Human and Social Sciences, Tunisia

Evaluating Writing skills among Engineering Students at INSAT: A Systemic Functional Linguistics Perspective

Writing skills, seen as an effective interaction of thoughts and words, have been much investigated mainly in western contexts from a systemic functional linguistics (SFL) perspective over the last decades. Despite its contributions and insights as to the teaching of English skills, SFL has received scant attention and application in the evaluation of writing skills among ESP students. Hence, the present study, using Halliday's (1973, 2004) principle of meta-function, sets out to examine the effectiveness of writing skills among engineering students at INSAT (N= 30 students). Results of the analysis reveal that engineering students face some difficulties at the level of cohesion and coherence. Also important is that the obtained results point out that focusing on the principles of textual analysis could help ESP teachers visualize students' text organization, anticipate students' sentence-level errors and, most importantly, entice them to assess their students' writing skills from a discourse-level perspective.

Keywords: Writing skills, ESP, systemic functional linguistics, meta-function principle, textual levels

ROUISSI Ikram
IBLV, University of Carthage

Interpersonal stance in Experts' and Tunisian Novices' Secondary Research Papers in ELT

The view that science deals directly and exclusively with facts and that scientific writing has to be impersonal and faceless was first challenged in linguistics by Halliday (1985) and Chafe (1986). Chafe introduced in the 1980s the term “evidentiality” to account for the linguistic means that convey attitude towards knowledge. As early as the 1970s, Halliday (1976; 1985) revealed that attitude and judgement are inherent to *Clause* and, by extension, to *Text*. For him, each clause, in addition to being ideational and textual, is *interpersonal*, i.e. it encodes the utterer’s evaluation of its content and her role relationships in the situation. This interpersonal metafunction is often referred to in discourse analysis as *Stance*, *Evaluation*, or *Engagement*. This paper adopts the notion of *Stance* as defined by Biber, Conrad and Leech (2003) but stresses the combination of the ideational, the interpersonal and the textual metafunctions in the making up of texts.

The present study compared 8 secondary research papers published by experts and 10 secondary research papers written by Tunisian MA students. The papers in the two corpora dealt with issues in ELT and had roughly the same length. The study concentrated on three realisations of *Stance*, i.e. *hedges*, *boosters*, and *attitude markers*. By referring itself to the literature and upon inspecting the two corpora, the study identified 28 markers of hedges, 49 markers of boosters, and 64 markers of attitude. It compared the frequency and distribution of stance markers at the Attribution Level and at the Averral Level in each corpus and across the two corpora. The results show that experts exercise restraint in using stance markers in attributions as well as in averrals, while Tunisian novice writers use stance markers profusely in attributions and particularly in averrals. The paper draws attention to the regulatory role the ideational metafunction has on the interpersonal; cautions against a growing trend that has overvalued the interpersonal dimension in academic discourse analysis; and warns against this trend’s possible negative effect on novices’ writings.

Keywords: Academic discourse analysis; Secondary research paper; Interpersonal metafunction; *Stance*: hedges, boosters, and attitude markers.

References:

- Biber, D., Conrad, S., and Leech, G. (2003). *Longman student grammar of spoken and written English*. Essex: Longman.
- Chafe, W. (1986). Evidentiality in English conversation and academic writing. In W. Chafe & J. Nichols (Eds.), *Evidentiality: the linguistic coding of epistemology* (pp. 261-272). Norwood, N.J.: Ablex.
- Halliday, M. (1985). *An introduction to functional grammar*. London: Longman.
- Halliday, M., & Hasan, R. (1976). *Cohesion in English*. London: Longman.
- Halliday, M., & Matthiessen, C. (2004): *an Introduction to Functional Grammar*. London: Arnold.

SEBEI Hatem

*Assistant at Tunis Business School
Faculty of Letters Arts and Humanities Manouba*

Interactional metadiscourse features of the UK Labour Party Manifestos (1979, 2001, 2010 and 2015)

This paper explores the evaluative dimension in the Labour Manifestos (1979, 2001, 2010, and 2015). I will be drawing on the framework of Appraisal theory, and more specifically on the resources of engagement. I shall investigate the degree to which the 2015 Labour Manifesto acknowledges its prior principles, values and ideologies and the ways in which it engages. I mean whether it presents itself as standing with, standing against, or undecided with respect to readers/voters and its value position. The research shall testify whether Labour Manifestos are opening up alternatives (expand) or shutting them down (contract). The paper will focus on four linguistic resources of engagement: modality, projection or negation. It seeks also to assess the value of Manifestos in the British political system. Recent developments in Systemic Functional Theory at a discourse semantic level, mainly the work in APPRAISAL Theory by J.R Martin and P.R.R White (2005) provides an important theoretical framework for a comprehensive study of evaluative stance in academic writings. The corpus of the present study is composed of four Manifestos of the Labour Party (1979, 2001, 2010 and 2015). The corpus was downloaded from the internet. The results of the analysis indicate that the 1979 Labour Manifesto seems to shut down other voices and tends to commit itself to socialist values, but since 2001, the Manifestos have changed and opened up the space for new ideas like responsibility and freedom.

Keywords: Appraisal, engagement, expand, contract, stance, Manifestos, social justice, freedom, responsibility etc.

SOUISSI Najeh

*Language Instructor
King Abdulaziz University, Jeddah - KSA*

Relative Clauses in Legal Discourse: A Systemic Functional Analysis of Statutes and Law Textbooks

This corpus-driven study purports to demonstrate how the structural realisation of non-restrictive and restrictive Relative Clauses (RC) in a corpus of legal texts tends to show a certain patterned regularity which can be potentially used as a basis for textual interpretation in a variety of contexts. The theoretical framework used is Halliday & Matthiessen's (2014) model of Systemic-Functional Grammar (SFG) where hypotactic elaboration (non-restrictive RC) and embedding (restrictive RC) as formative processes in constructing the clause complex are held to correlate with a number of functional roles typifying legal discourse. Corpus data are drawn from two sub-genres of legal discourse, namely a selection of US statutes and law textbooks. The option of two sub-corpora is motivated by the contrastive approach adopted in the study. After corpus equalization, each sub-corpus comprises approximately 10.000 words, which is deemed as sufficient for the piloting of the entire data under study (1000.000 words). The methodology adopted is a combination of quantitative analysis (UAM CorpusTool) and qualitative interpretation founded on SFG theory. From a

correlational perspective, the following junctions will be investigated in both sub-corpora: (a) a comparative frequency count of non-restrictive relative clauses and restrictive relative clauses, (b) their internal realisation as multi-layered tactic structure, (c) the interface between their patterns of realisation (i.e. finite, non-finite, and embedded) and their antecedent in the clause complex. The estimated contribution of non-defining and defining relative clauses to the overall communicative and functional scope of the corpus will be equally explored.

Keywords: SFG - hypotactic elaboration – embedding - contrastive approach - tactic structure – antecedent

COLLOQUIUM: TERUYA Kazuhiro & MATTHIESSEN Christian M.I.M.

Matthiessen Christian M.I.M.

Hong Kong Polytechnic University, PRC

Mwinlaaru Isaac

Hong Kong Polytechnic University, PRC

Arús Jorge Hita

Universidad Complutense de Madrid, Spain

Teruya Kazuhiro

Hong Kong Polytechnic University, PRC

Bardi Mohamed Ali

Al-Maarefa College, Saudi Arabia

Patpong Pattama

Mahidol University, Thailand

Projection as a fractal motif: multilingual studies of Arabic, Chinese, Dagaare, English, Japanese, Spanish and Thai

In this colloquium, we will focus on **projection** — quoting and reporting — as a semantic category that is manifested throughout the content systems of many languages: to bring out its pervasiveness, we will characterize it as a **fractal pattern** of meaning that is manifested in a range of semantic and lexicogrammatical environments in Arabic, Chinese, Dagaare, English, Japanese, Spanish and Thai. The central insight into the nature of projection goes back to the work by M.A.K. Halliday (e.g. 1977, 1985a), and it has been developed further by him and other researchers building on his work within Systemic Functional Linguistics. Here we want to take stock of this work, relate it to other work in linguistics on quoting and reporting, and explore the implications of, and evidence for, the interpretation of projection as a fractal pattern or motif manifested in a range of different semantic and lexicogrammatical environments.

The notion of projection was introduced by Halliday, an early reference being Halliday (1977), where he showed it at work in the analysis and interpretation of a text. He introduced it to bring together and systematize the account of quoting and reporting — not only of speech

but also of thought, both in direct and indirect mode. The term “projection” was clearly needed in linguistics; there was no term general enough to label the category of projection. Our colloquium on projection is organized into three parts. (1) We will begin by providing a brief survey of relevant work on projection, focussing on contributions outside the line of investigation initiated by Halliday’s work on projection and Halliday’s notion of projection, showing how he has illuminated it in different contexts since he first introduced it in the 1970s. (2) We will then flesh out the conception of projection as a fractal motif in the semantic system of seven languages: Arabic, Dagaare, Chinese, English, Japanese, Spanish and Thai. In each language-specific discussion on projection as a fractal type, we will provide discourse evidence for this conception of projection, showing how different manifestations work together as ensembles in texts sampled from different registers. (3) Finally, we will summarize our presentation and indicate other aspects of an ongoing long-term research project concerned with text-based investigation of projection in a range of different languages.

Keywords: projection, a fractal pattern of meaning, multilingual, text-based, manifestation

Introduction of colloquium

Kazuhiro Teruya & Christian Matthiessen

Paper 1: Projection as a fractal motif in Arabic

Mohamed Ali Bardi

Paper 2: Projection as a fractal motif in Japanese and Chinese

Kazuhiro Teruya

Paper 3: Projection as a fractal motif in Spanish

Jorge Hita Arús

Paper 4: Projection as a fractal motif in Thai

Pattama Patpong

Paper 5: Projection as a fractal motif in Dagaare

Isaac Mwinlaaru

Paper 6: Generalization on projection as a fractal motif

Christian Matthiessen

Open discussion

References:

- Halliday, M.A.K. 1977. “Text as semantic choice in social contexts.” In Teun van Dijk & Janos Petöfi (eds.), *Grammars and descriptions*. Berlin: Walter de Gruyter. 176-225. Reprinted in M.A.K. Halliday (2002), *Linguistic studies of text and discourse*. Volume 2 in the Collected Works of M.A.K. Halliday, edited by Jonathan J. Webster. London & New York: Continuum. Chapter 2: 23-81.
- Halliday, M.A.K. 1985a. *An introduction to functional grammar*. 1st edition. London: Edward Arnold.

THOMPSON Geoff
University of Liverpool

Interpersonal grammatical metaphor: the need for double vision (Plenary)

The phenomenon of grammatical metaphor (GM) is viewed in Systemic Functional Linguistics as a pervasive feature of language. The identification of GM is based on the modelling of lexicogrammar and semantics as two strata, which opens the possibility of disjunction between the strata: that is, meanings may be realized by forms which congruently realize other meanings, resulting in a new meaning-form combination. This is a familiar idea in traditional views of lexical metaphor: e.g. in the well-known song, 'It's raining men' realizes a meaning something like 'there are lots of men', but combines it with part of the literal meaning of 'raining' to produce a new way of talking about a superabundance of males. Michael Halliday's basic insight was that essentially the same process can be seen as operating in grammatical structures.

Two broad categories of GM are recognized in SFL, based on the two main metafunctions: ideational (language as used for representation, the 'content') and interpersonal (language as used for interaction). The description of ideational GM, particularly nominalization, has been developed extensively in SFL both in terms of the system (e.g. Halliday & Matthiessen 1999) and in terms of the deployment of this resource in text (e.g. Simon-Vandenberg et al. 2003). On the other hand, the treatment of interpersonal GM has been given relatively less emphasis. The area most fully explored has been modal assessment (e.g. Halliday & Matthiessen 2014: 689-698); and mood metaphor has more recently been brought into the picture (Halliday & Matthiessen 2014: 698-707). However, it seems useful to set out a comprehensive picture of metaphor which covers all major areas of interpersonal meaning.

What I aim to do in this presentation is first to offer an overall picture of this resource, highlighting the commonalities and differences across different areas within the domain. I will then go on to explore the ways in which this kind of metaphor impacts on the analysis not only of interpersonal meanings but also of experiential and textual meanings in texts across a range of registers. Clausal realizations of interpersonal meanings open up more or less the full set of experiential, interpersonal and textual choices in the projecting clause; and the analyst is then faced with decisions on how much emphasis to place on the wording and how much on the metaphorical function. My main claim will be that users of the language, however unconsciously, are able to exploit and respond to both the experientialized wording and the interpersonal meaning simultaneously. What is at stake for the analyst – as with ideational grammatical metaphor – is how to incorporate in the analysis the kind of complementarity of vision that is required in order to capture the full meaning-making that is going on. This has implications for the way that texts are described and for the ways in which the resulting descriptions can be applied in different contexts of use.

References:

- Halliday, M. A. K. & Matthiessen, Christian M. I. M. 1999. *Construing experience through meaning*. London: Cassell
- Halliday, M. A. K. & Matthiessen, Christian M. I. M. 2014. *Halliday's introduction to functional grammar* (4th edition). London: Arnold.
- Simon-Vandenberg, Anne-Marie, Taverniers, Miriam & Ravelli, Louise. 2003. *Grammatical metaphor: Views from Systemic Functional Linguistics*. Amsterdam and Philadelphia: John Benjamins.

TRIKI Mounir

*Research Laboratory Approaches to Discourse (LAD)
Faculty of Arts and Humanities, University of Sfax, Tunisia*

The Politics of Reporting: SFL Tools for Literary Narratives

Half a century of literary pragmatic research on narratorial techniques has been centrally focused on the discussion of “reporting strategies”. In line with Triki (1989; 1991), the paper seeks to argue that nuances in narratorial techniques are amenable to subtle syntactic and lexical plays that inform the choice of reporting strategies. To this effect, the underlying mechanism for reporting is suggested and then applied on a short story: E. A. Poe’s *William Wilson*.

TRIKI Nesrine

Assistant Professor: University of Carthage

Projection clauses: a comparative study of projection in English and Arabic news reports

Projection clauses have been traditionally dealt with as cases of reporting speech, thought and writing (Semino and Short 2004). In systemic functional linguistics, projection is defined as “the logical-semantic relationship whereby a clause comes to function not as a direct representation of (nonlinguistic) experience but as a representation of a (linguistic) representation.” Halliday and Matthiessen (2004: 441). It involves two logical possibilities: idea and locution. These could be delivered through mental and verbal processes. Projection taxis, on the other hand, can be realized via parataxis (quoting), hypotaxis (reporting) or rank shifted embedded clauses. This logico-semantic relation has been widely studied in the literature and in various languages (English, French, German, Chinese, Japanese, etc...). Little, however, has been done to study it in Arabic corpora or to compare its uses in Arabic and other languages. This paper studies projection clause complexes in English and Modern Standard Arabic electronic news reports. The main objective is to investigate whether the two languages construe linguistic representation of the same verbal message in similar ways. For this reason, the two sub-corpora selected represent reports about the same events/themes/topics and are extracted from the same media channel, namely Aljazeera English and Aljazeera Arabic. The focus will be on the functional choices made and the meaning potentials carried by those choices. The UAM Corpus Tool is used to annotate the corpus and extract quantitative results and significance tests.

Keywords: projection clauses, systemic functional linguistics, Arabic language

References:

- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2004). *An introduction to functional grammar*. London: Arnold.
- Semino, E., & Short, M. (2004). *Corpus stylistics: Speech, writing and thought presentation in a corpus of English writing*. London: Routledge.

WHITTAKER Rachel

Universidad Autónoma, Madrid, Senior Lecturer

&

BLECUA Isabel

Universidad Complutense, Madrid Lecturer

and Instituto de Enseñanza Secundaria La Senda, Getafe, Madrid, Head of Bilingual Section

SFL applied to literacy in new contexts: the Reading to Learn project in Spain

This paper reports on the implementation of the *Reading to Learn* literacy programme (Rose, 2014, Rose and Martin 2012) in Spain in the framework of the professional development project *Teacher Learning for European Literacy Education (TeLAELE)* (Acevedo and Löfstedt 2013) funded by the European Union 2011-2013 (tel4ele.eu). Four languages were used in this part of the project: Spanish and Basque as L1 or L2, and English and French as FL or the language of curricula content (in "bilingual" or CLIL -Content and Language Integrated Learning- classes). Participants worked in subjects across the curriculum at late primary and early secondary levels in state schools.

After presenting the educational context, the principles of the SFL-based programme for reading and writing across the curriculum and some results of the external evaluation of the project, the paper focuses on production during the project: analysis and preparation of texts for class by teachers, and written texts produced by students. The paper discusses insights from teachers as they worked together on subject texts, their application of the pedagogy, and student production in different areas and languages. 172

Keywords: literacy, Content-and-Language-Integrated-Learning, foreign language teaching/learning, secondary

References:

- Coffin, C. Acevedo, C., & Löfstedt A-C. 2013. *Teacher Learning for European Literacy Education (TeLAELE) Final Report, Public Part*, <http://tel4ele.eu/>
- Rose, D 2014. *Reading to Learn: Accelerating learning and closing the gap*, Sydney: Reading to Learn <http://www.readingtolearn.com.au>
- Rose, D. & Martin J.R. 2012. *Learning to Write, Reading to Learn: Genre, knowledge and pedagogy in the Sydney School*. London: Equinox

LIST OF PARTICIPANTS

Name and surname	e-mail address
ABIDI Mohamed	mohamed.abidi@gmail.com
ALAGBE Adewole Adigun	aadewolealagbe@gmail.com
ALLANI Samira	samiraallani@gmail.com
BAHRI Fouzia	fouziabahri58@yahoo.fr
ARÚS Jorge Hita	jarus@filol.ucm.es
BAMIGBOLA Esther Olayinka	bamigbolayinka@yahoo.com
BANKS David	David.Banks@univ-brest.fr
BARDI Mohamed Ali	mohamedali_bardi@yahoo.com
BARTLETT Tom	BartlettT@cardiff.ac.uk
BECHA Takoua	takoua1986@gmail.com
BEN ABDALLAH Asma	Benabdallah17@yahoo.com
BEN ALI Rim	rimentenali83@yahoo.com
BEN CHIKH Saliha	slh.benchikh@gmail.com
BEN ELOUIDHNINE Hedia	benelouidhinehedia@hotmail.fr
BEN HAJ Fatma	benelhadjfatma@hotmail.fr
BEN HEDIA Najwa	benhedianajoua@lycos.com
BLECUA Isabel	
BOUZEMMI Abir	abirbouzemmi@gmail.com
BOWEN Neil	BowenNE@Cardiff.ac.uk
CHIK Sonya	kurione72@gmail.com
CHOURA Sabiha	sabihachoura@yahoo.fr
DAMAK Sadok	sadok.damak@wanadoo.tn
EZZINA Rym	rym.ezzina@yahoo.fr
FARHAT Samira	Samirafarhat_fish@yahoo.com
FAWCETT Robin	Fawcett@cardiff.ac.uk
FENDRI Emna	emna.fendri@topnet.tn
FERJANI Kaouther	ferjanikaouther@gmail.com
FKI Najla	najla_fki@yahoo.com
FONTAINE Lise	FontaineL@cf.ac.uk
FRANÇOIS Jacques	jacques.francois@crisco.unicaen.fr

GHACHEM Ines	ghachemines@yahoo.co.uk
HADJERIS Fadila	fhadjeris@gmail.com
HARIZI Radhia	h.radhia85@live.fr
HASSAN Hanita	hanita@utm.my
HLIOUI Ameni	mannouhal@yahoo.com
ISMAIL Mariem	mariem.ismail@gmail.com
KLIBI Amina	amiina.mohsen@yahoo.com
KTARI Imen	imenktari@yahoo.fr
LAADHAR Ahlem	ahlem.ladhar@gmail.com
LABBEN Afef	labbenafef@yahoo.com
MASSAABI Amira	Massabi2006@yahoo.fr
MATTHIESSEN Christian M.I.M.	cmatthie@mac.com
McCABE Anne	mccabea@slu.edu
MOALLA Dorra	moalla.dorra1@voila.fr
MOALLA Asma	asma.moalla130@gmail.com
NUOKYAA-IRE MWINLAARU Isaac	isaac.mwinlaaru@connect.polyu.hk
MZOUGHJI Imen	imenmvsu@yahoo.com
O'DONNELL Mick	micko.madrid@gmail.com
PATPONG Pattama	ppattama.pat@mahidol.ac.th
RAKAM KHARRAT Ilhem	ilhemrakam@yahoo.fr
RHOUMA REKIK Zeineb	rhoumarekik.zeineb@gmail.com
RIDEN Asma	asma.riden@gmail.com
ROUISSI Ikram	rouissiiikram@yahoo.co.uk
SEBEI Hatem	hatemsebei_78@yahoo.fr
SELLAMI BAKLOUTI Akila	asellamibaklouti@yahoo.com
SOUISSI Najeh	najeh.souissi@gmail.com
TERUYA Kazuhiro	teruyak@mac.com
THOMPSON Geoff	geoff9@liverpool.ac.uk
TRIKI Mounir	mtriki2001@yahoo.com
TRIKI Nesrine	nesrinetriki@yahoo.com
WHITTAKER Rachel	rachel@uam.es

SCIENTIFIC COMMITTEE

- ❖ Abdesslem, Habib: Mannouba University, Tunisia
- ❖ Banks, David, Université de Bretagne Occidentale
- ❖ Bardi, Mohamed Ali: Macquarie University, Australia.
- ❖ Daoud, Mohamed: University of Carthage, Tunisia
- ❖ Elorza, Izaskun, Universidad de Salamanca
- ❖ Fontaine, Lise: Cardiff University, UK
- ❖ Fawcett, Robin, Cardiff University
- ❖ Garcia Riaza, Blanca, Universidad de Salamanca
- ❖ Gardner, Sheena, University of Coventry
- ❖ Gledhill, Christopher , Université Paris Diderot
- ❖ Gouveia, Carlos, Instituto de Linguística Teórica e Computacional
- ❖ Jabeur, Mohamed, University of Carthage, Tunisia
- ❖ Labassi, Tahar, University of Tunis, Tunisia
- ❖ Maalej, Fayssal: Sfax University, Tunisia
- ❖ Martin Kaltenbacher, Universität Salzburg
- ❖ McCabe, Anne, Saint Louis University, Madrid
- ❖ O'Grady, Gerard, Cardiff University
- ❖ Sellami Baklouti, Akila: Sfax University, Tunisia
- ❖ Starc, Sonja, Univerza na Primorskem
- ❖ Steiner, Erich, Universität des Saarlandes
- ❖ Swain, Elizabeth, Università degli studi di Trieste
- ❖ Taylor, Chris, Università di Trieste
- ❖ Teich, Elke, Universität des Saarlandes
- ❖ Triki, Mounir, Sfax University, Tunisia
- ❖ Tucker, Gordon, Cardiff University, UK
- ❖ Ventola, Eija, University of Helsinki
- ❖ Whittaker, Rachel, Universidad Autónoma de Madrid

ORGANISING COMMITTEE

- ❖ Akila Sellami Baklouti, FLSH, Sfax
- ❖ Ahlem Laadhar, FLSH, Sfax
- ❖ Ameni Hlioui, ISL, Gabes
- ❖ Amir Ladhar, ISIMS, Sfax
- ❖ Fatma Benelhadj, FLSH, Sfax
- ❖ Hedi Charfi, FLSH, Sfax
- ❖ Ilhem Rakam, FLSH, Sfax
- ❖ Imen Ktari, ISLAIB, Beja
- ❖ Lise Fontaine, Cardiff University
- ❖ Najeh Souissi, FLSH, Sfax
- ❖ Najla Feki, FLSH, Sfax
- ❖ Nesrine Triki, ISLN, Carthage University
- ❖ Sabiha Choura, ISEAH, Gafsa
- ❖ Takoua Beccha, FLSH, Sfax

The organising committee would like to thank the following collaborators and sponsors:

- Laboratory Approaches to Discourse
- Faculty of Arts and Humanities, Sfax
- University of Sfax
- Doctoral School in Literature, Arts and Humanities, Sfax
- Faculty of Human and Social Sciences, Tunis
- Higher Institute of Applied Studies in Humanities, Tunis
- Systemic Functional Linguistics Association of Tunisia
- British Council
- Schooling Plus
- Masmoudi, Patisserie Fine de Tunisie
- Maghreb Distribution Médicale (MADIS MEDICAL)
- STE URBANA

