# LinC

## Summer School & Workshop

Sep 3-7, 2018

RWTH Aachen University

Department for English, American and Romance Studies

**Contact**

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**Organizing Committee**

Stella Neumann

Jennifer Fest

Rebekah Wegener

Caroline Zurhelle-Waser

## Monday

| 09.00-12.30 | Registration, Poster set-up |
|---|---|
| 12.30-14.00 | Lunch |
| | **Postersession** |
| 14.00-17.30 | Afternoon Tea |
| | **Postersession** |

## Tuesday

| 09.00-12.30 | **David Schönthal** Mood | **Tom Bartlett** Transitivity | **Jessica Di Napoli** Introduction to Praat |
|---|---|---|---|
| | Morning Tea | | |
| | **Gerard O'Grady** Theme | *-- continues --* | *-- continues --* |
| 12.30-14.00 | Lunch | | |
| 14.00-17.30 | **Stella Neumann / Jennifer Fest** Register and Context | **Erich Steiner** SFL-Architecture: Context, Semantics, and the Notion of Textual Instantiation | **Elma Kerz** Register, Context and Language Learning |
| | Afternoon Tea | | |
| | *-- continues --* | *-- continues --* | *-- continues --* |

## Wednesday

| 09.00-12.30 | **David Schönthal** Transitivity | **Lise Fontaine** The Nominal Group in Context | **Gerard O'Grady** Intonation |
|---|---|---|---|
| | Morning Tea | | |
| | **Stella Neumann** Clause Complex | *-- continues --* | *-- continues --* |
| 12.30-14.00 | Lunch | | |

| 14.00-17.30 | **Rebekah Wegener**<br>Modelling Context for Multimodal Language in Use | **Wendy Bowcher**<br>Instantiation and the Reach of Context | **Stefan Evert**<br>Statistics for Register Studies |
|---|---|---|---|
| | Afternoon Tea | | |
| | *-- continues --* | *-- continues --* | *-- continues --* |

| **Thursday** | | | |
|---|---|---|---|
| 9.00-12.30 | **Stella Neumann**<br>Analysis in Context | **Mick O'Donnell**<br>Architectures for Linguistic Models | **Stefan Baumann**<br>Prosody in Context |
| | Morning Tea | | |
| | *-- continues --* | *-- continues --* | *-- continues --* |
| 12.30-14.00 | Lunch | | |
| 14.00-17.30 | **Miriam Taverniers**<br>SFL-Architecture: The Place and Role of Semantic Interfaces | **Elke Teich**<br>Methods of Corpus Comparison | **Stefan Evert**<br>Statistics for Register Studies |
| | Afternoon Tea | | |
| | *-- continues --* | *-- continues --* | *-- continues --* |

| **Friday** | | | |
|---|---|---|---|
| 09.00-12.30 | **Consultation Sessions** | | |
| | Morning Tea | | |
| | **Consultation Sessions** | | |
| 12.30-14.00 | Lunch | | |
| 14.00 | Afternoon in Aachen | | |

**WELCOME…**

…to the LinC Summer School & Workshop at RWTH Aachen University! We are happy that you could join us for this event and be a part of the first LinC "on the road".

In this booklet you can find the general programme as well as abstracts for the posters and courses. Furthermore, there are some more general bits of information.

### Consultation hours

Most instructors will be available for consultation hours on Friday morning. There are three slots per instructor. Please make sure that you register for the slots early enough. Lists will be available at the registration desk from Tuesday (lunch break) onwards, until Thursday (lunch break).

The consultation hours of Elma Kerz will be during the lunch break on Wednesday.

### WiFi

If you have an eduroam login, you can use it here as you would at your home institution. If you do not use eduroam, come and ask us at the registration desk.

### Confirmation of Participation / Invoice

Every participant will receive a confirmation of their participation. If you presented a poster, you will get an additional confirmation for that. Both will be available at the registration desk on Friday.

If you require a detailed list of the courses you took, please come to the registration desk prior to the start of courses on Tuesday. You will be given a tracking sheet which the lecturers will sign and which you can submit at the registration desk on your last day. Detailed confirmations will then be sent via mail after the event within a few weeks.

### Social Media

Please feel free to tweet and post about Linc. The event's hashtag is #LinC2018, and you can follow it on Facebook via the page "English Linguistics at RWTH". However, please do not publish pictures of others without their consent.

### Food & Drinks

Food and drinks are not included in the conference fee. The venue is in the middle of the campus though and many places are nearby.

The main "food mile" for students in Aachen is the Pontstraße. You can get almost everything there (pizza, pasta, Thai food, Turkish food, kebabs, sushi etc.). Almost all places there have cheap lunch menus. An Indian (Taj Mahal) and a Belgian (Anvers)

restaurant can be found on Kockerellstraße. Both places have great lunch time offers (~ €8-10). On the main street closest to the venue you can find a Polish place (Polonia) and a general restaurant (Galileo). More restaurants and cafés can be found on the market square and in the city center.

If you are looking for just a snack, the places to go in Germany are bakeries. There are plenty all over the place. They all offer sandwiches and cake, and some also have soup, pizza slices and other warm things (and, of course, coffee). In the building called SuperC there is the C-Caffè, which is a students' café where you can buy waffles, sandwiches, cake, wraps and coffee for really good prices (it closes at 3pm though).

MORNING COURSES

## INTRODUCTION TO SFL

**Mood / Theme / Transitivity / Clause Complex / Analysis in Context**

David Schönthal[1], Gerard O'Grady[1], Stella Neumann[2]
*[1]Cardiff University, [2]RWTH Aachen University*
*Contact: stella.neumann@ifaar.rwth-aachen.de*

## ADVANCED SFL

### Transitivity

Tom Bartlett
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In this workshop, aimed at students with a good working knowledge of transitivity in SFL, we will discuss and analyse complex process types with a particular focus on subcategorisation, indeterminacy, borderline or hybrid categories, ergativity and agency. We will consider analysis within both the IFG and Cardiff models and discuss the complementarities and tensions between these two approaches.

In a hands on session we will analyse naturally occurring examples of complex transitivity and discuss the contribution of the different categories to textual development. Building on this analysis we will consider the challenges and contributions of indeterminacy, complexity and hybridity to SFL as a functional theory of language in which the text as social activity is the central unit of analysis.

### The Nominal Group in Context

Lise Fontaine
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The nominal group, or noun phrase, is a crucial resource in English and indeed in many languages. Importantly, the core meaning from all three main strands of meaning conflate through this resource as Theme, Subject and Participant (e.g. Actor). The nature of this unit tends to be overlooked in comparison to the clause. In this workshop we will first consider the current description of the nominal group within SFL

theory (Halliday & Matthiessen, 2014) and then evaluation the proposals outlined in Fontaine (2017) and Fontaine & Schönthal (in press). In pushing the description further, we will examine how we can incorporate the notion of phoricity as outlined by Martin's (1992:98) claim that "Every time a participant is mentioned, English codes the identity of that participant as explicitly recoverable from the context or not" (Martin 1992: 98).   We will also compare this approach with Langacker's (2016) account of the noun phrase and try to build on work done by Ghesquière (2014). In the second part of the workshop, we will consider a range of empirical and descriptive approaches to nominal expressions by analysing their use as referring expressions and by considering what aspects of this resource tend to remain stable across registers and which are more sensitive as indexes of context.

**References:**

Fontaine, L. 2017. The English Nominal Group: the centrality of the Thing element. In Bartlett, Tom & Gerard O'Grady. (eds) Routledge Systemic Functional Linguistic Handbook. London: Routledge.

Fontaine, L. & Schönthal, D. In press. The rooms of the house: grammar at group rank. In G. Thompson, W. Bowcher, L. Fontaine & D. Schönthal  (eds.) The Cambridge Handbook of Systemic Functional Linguistics. Cambridge, Cambridge University Press.

Ghesquière, L. 2014. The directionality of (inter)subjectification in the English noun phrase: pathways of change. (Trends in Linguistics. Studies and Monographs 267.) Berlin: de Gruyter Mouton.

Halliday, M.A.K. and C. Matthiessen. 2014. Halliday's Introduction to Functional Grammar. (4th edition) London: Routledge.

Langacker, R. 2016. Nominal Structure in Cognitive Grammar: The Lublin Lectures. Adam Głaz, Hubert Kowalewski & Przemysław Łozowski (eds.) Lublin: Marie Curie-Skłodowska University Press.

Martin, J. R. 1992. English Text: System and Structure. Amsterdam: John Benjamins.

## Architectures for Linguistic Models

Mick O'Donnell

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For a physical scientist, human language can be observed in terms of three kinds of physical manifestation:

1. the physical manifestation of the language product itself, in terms of sound waves in the air, or marks on a page.

2. the physiological manifestation, in terms of neurochemical states and processes in the brain as we produce or comprehend utterances.

3. the physical situations in which we produce or interpret utterances.

As linguists, we are aware that the distance between these three manifestations is too great for them to be directly related. As such, we posit levels of abstraction over each of them which are more relatable to each other. Over the symbolic manifestation, we posit levels of abstraction to organise the utterance as sounds (phonetics, phonology), as sequences of words (morphology, syntax), or in terms of deeper meanings freed of the level of form (semantics, pragmatics).

Rather than viewing language as something that takes place in the brain, many approaches posit a level of abstraction over the neuro-physical, a level of mind, which involves cognitive processes of different kinds.

In relation to the physical setting of language production/interpretation, sometimes the physical setting is important to what we are saying, as when we cooperate in some task, such as cooking. However, language also allows us to semiotically construct the relevant situation in which we are interacting: in some cases, this may be based on the physical setting (as when we talk discuss a meal we are jointly preparing), but more often the situation constructed by language is only indirectly related to the physical setting, if at all (as when we discuss Marxist philosophy while sitting in a pub).

This talk will discuss the various levels of abstraction that we linguists impose over the physical manifestations of language events, exploring the motivations of different levels of linguistic abstraction either as explanations of only one point of manifestation (e.g., autonomous syntax) or as abstractions intended to bridge the gap between two or more points of manifestation (e.g., functional grammar, which aims to relate the patterns of form to the socio-semiotic functions they serve, or cognitive grammar, which aims to relate cognitive processes to linguistic forms).

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**SEPCIAL INTEREST**

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**Introduction to Praat**

Jessica Di Napoli
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In this course, you will learn the basics of using Praat, a computer program for speech analysis. After an introduction to the key components of the program, you will learn how to perform a variety of tasks in Praat, including opening and creating sound files, annotating sound files using TextGrids, and analyzing pitch and formant data. Important applications of Praat to intonation and corpus research will also be discussed.

Please note that this is a hands-on course, so keep in mind that you will need to bring your laptop and headphones with you.

**Intonation**

Gerard O'Grady
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In this session we will examine the intonation systems of tonality – the chunking of speech into units of information, tonicity – the segmentation of these units into re-coverable and non-recoverable lexical elements and tone – which functions to (a) link the information units together and (b) signal the speaker's certainty of the proposition contained within the information units. The session will mix the theoretical with the practical analysis of sound files. The session does not assume any prior knowledge of Systemic Phonology but some knowledge of Systemic Functional Grammar is useful but not necessary.

**Prosody in Context**

Stefan Baumann
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The first part of the course will introduce basic functions of prosody in spoken discourse and the phonetic-phonological parameters used to indicate (on the side of the speaker) or interpret (on the side of the listener) these functions.

The second part will deal with an analysis and comparison of different types of empirical data regarding the relation between prosody and meaning. We will also do hands-on exercises in manipulating and perceiving intonation contours.

# AFTERNOON COURSES

# Instantiation and the Reach of Context

Wendy Bowcher
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Every time we speak we do something social – we 'instantiate' a fragment of the broad canvas of the social world in which we operate. The language we use provides a window into that social world and what constitutes it: the experience, the social relations, and the conventionalized way of making sense of all these things. Systemic Functional Linguistic theory presents a model of the relationship between language and society. In simple terms, this relationship is an activation-construal relationship, with context of situation being activator of language in use and language in use being the construer of context of situation (Hasan 2014). However, this simple-sounding description shrouds a more complex relation between language and context, not least because the language-context relationship is more symbiotic than this description implies, but also because construal and activation are not necessarily 'reversible' relations as the structure 'activation-construal' suggests (Bartlett 2013, 2016, 2017; Berry 2016; Bowcher 2013, 2014, forthcoming).

In this seminar, we focus on situations that highlight some interesting aspects of the activation—construal relationship and present some theoretical and descriptive challenges. Specifically, we look at the relationship between material, semiotic and cultural phenomena and the way these may converge in different ways and within different situations of language use. With regard to cultural phenomena, while all language in use reflects cultural understandings, certain instantiations of the language system do so in a rather nebulous, or 'hard to pin down' way.  In these situations, linguistically realized cultural understandings may play a role in effecting boundaries between 'in-group', or fully acculturated groups of speakers and 'out-group' or not so acculturated groups of speakers.  Other theoretically-related concepts covered in this seminar include 'relevancy' and Material Situational Setting (MSS).

**References:**

Bartlett, T. 2013. 'I'll Manage the Context': Context, Environment and the Potential for Institutional Change. In L. Fontaine, T. Bartlett, and G. O'Grady, eds., Systemic Functional Linguistics: Exploring Choice. Cambridge: Cambridge University Press. 342-64.

Bartlett, T. 2016. Multiscalar Modelling of Context: Some Questions Raised by the Category of Mode. In W. L. Bowcher and J. Y. Liang, eds., Society in Language, Language in Society: Essays in Honour of Ruqaiya Hasan. Basingstoke: Palgrave Macmillan. 166-83.

Bartlett, T. 2017. Context in Systemic Functional Linguistics: Towards Scalar Supervenience? In T. Bartlett and G. O'Grady, eds., The Routledge Handbook of Systemic Functional Linguistics. London: Routledge. 375-90.

Berry, M. 2016. On Describing Contexts of Situation. In W. L. Bowcher and J. Y. Liang, eds., Society in Language, Language in Society: Essays in Honour of Ruqaiya Hasan. Basingstoke: Palgrave Macmillan. 184-205.

Bowcher, W. L. 2013. Material Action as Choice in Field. In L. Fontaine, T. Bartlett, and G. O'Grady, eds., Systemic Functional Linguistics: Exploring Choice. Cambridge: Cambridge University Press. 318-41.

Bowcher, W. L. 2014. Issues for Developing Unified Systems for Contextual Field and Mode. Functions of Language 21(2): 176-209.

Bowcher, W. L. forthcoming. The Semiotic Sense of Context vs. the Material Sense of Context, Functional Linguistics.

Hasan, R. 2014. Towards a paradigmatic description of context: systems, metafunctions, and semantics. Functional Linguistics 1(9): 1-54.

**Statistics for Register Studies: Multivariate Analysis (with R)**

Stefan Evert
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Multivariate analysis exploits similarities and correlations between large sets of quantitative features in order to identify underlying categories or dimensions of linguistic variation. In addition to Doug Biber's seminal work on the dimensions of register variation, multivariate techniques have been applied in literary stylometry, dialectology, sociology, historical linguistics, and many other fields of research.

This course introduces the basic mathematical concepts and classic techniques of multivariate analysis, such as clustering, principal component analysis (PCA), factor analysis (FA), correspondence analysis (CA) and linear discriminant analysis (LDA). I will show how to apply such techniques as well as visualize and interpret analysis results using the statistical software package R. Participants will carry out hands-on exercises based on examples from register variation, translation studies and authorship attribution.

**Register, Context and Language Learning**

Elma Kerz
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The course is designed to introduce students to theoretical approaches to first and second language acquisition including research methodology and designs used in language acquisition research. Particular attention is paid to the role of register- and context-specific aspects of language processing, language acquisition and language development. Some of the general goals of the course are: (1) to develop students' knowledge of different theoretical approaches to language acquisition and enable them to compare and evaluate these different approaches, (2) to increase students' knowledge of a range of theoretical issues and topics on aspects of language learning and (3) to increase students' awareness of the methodologies and research paradigms in language acquisition research.

**Register and Context**

Stella Neumann
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This course gives an overview of key concepts for the investigation of register and context. The notions of variation, context and situation are introduced as the foundation for understanding how a range of dimensions captures the specifics of register, i.e. functional language variation. With all of the central concepts in place, we will spend the second part of the course on working hands-on with text examples that show how changes in register can be brought out by analysis.

This course is specifically aimed at participants with little or no background in register studies and systemic functional linguistics.

**SFL-Architecture: Context, Semantics, and the Notion of Textual Instantiation**

Erich Steiner
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SFL-architecture has been characterized from its early stages of theoretical development as encompassing hiearchies of levels (abstraction/ stratification), a cline along

the scale of "type-token" (instantiation/ exponence), scales of "rank" at least within some levels of abstraction, analysis in terms of system and structure (paradigm/ syntagm), and within each system analysis in terms of different degrees of delicacy (specification). Against this "extravagant" architecture, some open questions will be raised to do with a) abstraction, and here in particular with the level of context, and b) to do with instantiation, and here in particular with the notion of different "readings" of texts.

As far as the notion of "context" is concerned, a review will be attempted of a non-SFL account of register (Biber and Conrad 2009) and then of two competing SFL-accounts: the non-stratified notions of contextual configuration-register (Halliday and Hasan 1989, Matthiessen 2015) vs. the stratified notion of Martin (Martin 1992, Tann 2017) involving genre and register as different levels. The two competing SFL-notions involve different notions of "semantics" (clause-based semantics in the sense of Halliday and Matthiessen 1999 vs. discourse semantics based on Martin 1992 or Martin and Rose 2003). They have thus far-reaching implications for the theory as a whole. Critical questions to be asked here will involve those of operationalization of categories (which different empirical claims are made?) and those of the internal consistency (how clear is the realizational relationship between the levels posited?).

As far as the cline of instantiation is concerned, a discussion will be presented of the place of register/ text-type on that cline.  More importantly, the notion of "reading" will be critically highlighted, alongside and in opposition to the notion of "instance". The notion of "reading" (e.g. Martin and Rose 2003, Martin 2010) is particularly attractive because it potentially allows renewed discussions of phenomena such as ambiguity, vagueness, and interpretation in studies of textuality, but also of ideology and evaluation in contexts such as critical discourse analysis or translation. At the same time, it brings with it a number of open questions of conceptualization and operationalization.

The questions to be raised have been emerging over a longer period within SFL (for me already in e.g. Steiner 1991) and need to be clarified especially for applications in register analysis (cf. Neumann 2014), text analysis and translation (cf. Steiner forthcoming). They will be presented and critically discussed in the lecture part of the seminar. This will be followed by some relevant analytical tasks to illustrate main points and to suggest possible solutions.

**References:**

Bartlett, Tom and O'Grady, Gerard. eds. 2017. The Routledge Handbook of systemic Functional Linguistics. London and New York: Routledge

Biber, Douglas and Conrad, Susan. 2009. Register, Genre and Style. Cambridge: Cambridge University Press

Bowcher, W.L. 2017. "Field, tenor and mode" in: Bartlett and O'Grady. eds. 2017

Halliday, M.A.K. & Hasan, R. (1989). Language, Context and Text: Aspects of Language in a Social-Semiotic Perspective. Oxford: Oxford University Press

Halliday, M.A.K. & Matthiessen, C.M.I.M.. (1999). Construing Experience Through Meaning. A Language-Based Approach to Cognition. London: Cassell.

Martin, J.R. (1992). English Text. Amsterdam: John Benjamin's.

## Methods of Corpus Comparison

Elke Teich
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The course provides an introduction to selected corpus-based, computational methods for capturing linguistic variation (e.g. register, diachronic variation). In the first session, we will introduce the basic methodological concepts and typical corpus analysis work flows focusing on the following questions:

(1) How to set up a comparative, corpus-based study?

(2) Which kind of corpus and which kinds of tools are needed?

In the second session, we present a tool for visualizing contrasts between corpora that can be used to (a) assess how different two (or more) given corpora are and (b) detect features typical of one corpus compared to another. The session includes a hands-on exercise in which students use the tool to explore contrast between two selected corpora. The focus is on the following questions:

(3) How to detect and select relevant features for analysis?

(4) How to evaluate the discriminatory power of features?

The corpora used for illustration are contemporary and diachronic corpora of scientific English as well as a diachronic corpus of ``general'' (register-mixed) English: the Scientific Text Corpus (SciTex), the Royal Society Corpus (RSC) and the Corpus of Late Modern English (CLMET). Participants should register at Saarbrücken cqp web at http://corpora.clarin-d.uni-saarland.de/cqpweb/.

**Modelling Context for Multimodal Language in Use**

Rebekah Wegener
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When we deal with context we are dealing with language in use. As Halliday (1978) has argued, humans are inherently social and inclined to interact. By virtue of the way humans are, this interaction is inherently multimodal and of the modalities it is perhaps the visual that is the most dominant. Changes in technology have opened up new opportunities for interaction but more importantly they have opened up new ways to study interaction, as it becomes easier to capture what were once ephemeral interactions.

As we develop new ways to capture different sorts of data it becomes more important to be able to analyse the different ways that these modalities interact with each other. Without having been designed or necessarily intended for use on other modalities, SFL and the models which sit within it, such as Hasan's, provide strong foundations for bringing together the different modalities. This is primarily because they locate their work within a wider frame that views language as a social semiotic.

In this workshop, we will have a hands-on approach to analysing multimodal interaction in context to explore some of the ways that we can better understand language behaviour in context.

POSTERS

### Do we know how an Artificial Intelligence can explain itself?

Jörg Cassens[1], Rebekah Wegener[2]
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Explanations are often seen as a representational problem that falls largely on the system side of development. This implies that explanations are seen as monologic in nature. In contrast, we argue that explanation is a functional description of a text type. Rather than having a single realisation, we argue that what counts as an explanation will vary according to context. We will present our earlier work on user-centred contextualisation of explanations with the help of user goals and highlight the shortcomings of the approach. We then outline our current research where we view an explanation as being inherently a dialogic text type. We claim that it is potentially possible to map the contextual variation as an interactional problem to enable us to make predictions about probable explanation realisations for a given context.

### A Pipeline for Extracting Multi-Modal Markers for Meaning in Lectures

Jörg Cassens[1], Rebekah Wegener[2], Johannes Ude[1], Bianca Schüller[2]
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We describe an initial context sensitive computing pipeline to detect multi-modal markers for meaning from video and audio data, to notify the audience of markers of importance and then to classify sequences of a recorded video into segments by content and importance in order to summarise the content as video and audio and in other modalities. We show how linguistic theory motivated the implementation and outline concepts which are to be implemented in each step of this pipeline.

### Choices of Projection and Enhancement Hypotaxis in Chinese Students' Academic Writing

Ya Guo
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Though 'choice' in SFL can be seen as 'a recursive process in the language system as the selection of semantic options' (Lise Fontaine, 2013: 113), this research still regards it as 'a semantic option represented in the system network as a meaning that can be

meant' (ibid) and studies on choices of projection and enhancement hypotaxis in academic texts written by representative Chinese university students based on the theoretical perspectives of SFL, corpus linguistics and academic writing.

When Master and PhD students are applying clause complexes in transmitting specialized knowledge (Hyland, 2009; Swales, 1990, 2004) in their theses, they not only have specific characteristics in choosing words or phrases to construe meaning, but also differ from each other in either projection or enhancement. Projection links projected clauses either by quoting or reporting; and enhancement gives further systemic related information by semantic features of time, cause, condition, space or condition.

Statistics from around 27 thousand clause nexuses have shown that more than 90 percent projection clause complexes are hypotaxis represented by verbs like: suggest, indicate, find, report, assume, and point out, etc. when especially literature review is clarified; and hypotactic enhancement occupy almost half of all expansion clause complexes. (Guo Ya, 2018) Thus for this research, three further questions are to be discussed: 1. Under which conditions are the choices of hypotactic projection and hypotactic enhancement available; 2. How are projection and enhancement hypotaxis realized in the research corpus; and 3. What are the probabilities of these hypotaxis choices.

As clause complexes are manually analyzed in each text, 10 PhD dissertations and 25 MA theses from Chinese Academic English Corpus built by our research group are chosen for this research. On the one hand, they almost have the equal number of words; one the other hand, they do not bring big burdens to researcher's analysis. Qualitatively, each text is analyzed under the improved framework of clause complex system by using SysFan; quantitatively, AntConc is used for lexis choices analysis as grammatical relations are realized through lexis choices in each stratifications while meanings are realized through grammatical choices.

The research finds out that, in hypotactic projection part, MA students prefer to 'find', 'point out' and 'indicate'; while PhD students highly choose 'find', 'indicate' and 'suggest'. Different tense and voice of these verbs and phrases have diverse impacts on logico-semantic relations like: 'find' in 'I find that' emphasizes research outcomes of authors; 'found' in 'as it is found that', 'I have found that', etc. reveal works that have been done by former researchers in MA theses; authors focus more on facts by using 'found', 'suggests', 'indicates', 'points out' and pay more attention to works having been done by choosing 'found', 'indicated', suggested' in PhD dissertations. In hypotactic enhancement, MA students use more 'so as to' while PhD students choose more 'for+V.-ing' for conveying causal clause relationships.

Then reasons of these differences and diverse functions these lexical-grammatical choices perform in the research corpus are investigated. From macroscopic view, as an 'Appliable Linguistics' (Halliday 2007), SFG is designed to be a strategic tool and a guide to action, a means of responding to everyday real-life language-related issues in diverse professional and academic contexts. Academic learning and teaching is just one of the contexts that it has been applied to. Suggestions of EAP from both learners' and teachers' part are put forward at last based on results of this research.

**References:**

Fontaine, L., Bartlett, T. & O'Grady, G. (eds.) 2013. Systemic Functional Linguistics: Exploring Choice. Cambridge University Press.

Guo, Ya. 2018. Complexing Systems of Chinese Students' Academic Writings. Plenary talk at 28th European Systemic Functional Linguistics Conference (ESFLC), 5-7 July, Pavia, Italy. In Abstracts Booklet of the 28th ESFLC, p. 44.

Halliday, M. A. K. 2007. Applied linguistics as an evolving theme. Language and education. Volume 9 of the Collected Works of M.A.K. Halliday, edited by Jonathan Webster. London & New York: Continuum. 1-19.

Hyland, K. 2009. Academic Discourse. London: Continuum.

Swales, J. M. 1990. Genre Analysis: English in Academic and Research Settings. Cambridge University Press.

Swales, J. M. 2004. Research Genres: Explorations and Applications. Cambridge University Press.

## Systemic Functional Linguistics and the Functionalism Theory in Translation: Convergences for Pedagogical Perspectives

Tiffany Jandrain

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The transposition of registers, i.e. functional varieties of language shaped according to the situational context of communication (Halliday & Matthiessen 2014, Biber & Conrad 2009), in specialised translation from English into French may appear to be problematic for students in translation. Register mistakes, due to differences between the English and French linguistic systems, are indeed found in their translations.

It may therefore be expected that translation course books explain and examine this issue in detail. However, the consulted books (Vinay & Darbelnet 1958, Delisle 1993, Baker 2011, Meertens 2011) do not present any theoretical paradigm that could concretely help students in that field. The books indeed only put students' attention to the fact that differences of registers between languages exist and that they must take

them into account when they translate texts; but they never discuss this issue more deeply or give them practical advice or solutions to avoid that kind of mistakes.

In order to fill that gap, a linguistic description of register functioning in English and French languages is first necessary. This linguistic approach to an issue of translation in fact helps apprehend how languages work and analyse the similarities and differences that must be considered by translators. The Systemic Functional Linguistics theory (SFL) appears to be appropriate to this purpose, since it gives a comprehensive theoretical framework of the complex and non-consensual notion of "register" (Lee 2001).

On the other hand, this issue is in this case to be examined from a translational point of view as well in order to determine the translation strategies which may be considered relevant to this purpose. Among the different theoretical backgrounds in the Translation Studies domain, the Functionalism theory (Nord 2005) may be of great interest, since it can be defined as a model according to which "a translation is judged […] by its adequacy to the functional goal of the TT [target text] situation" (Munday 2012: 133); it therefore considers that the translational choices (and thus the linguistic choices) are made by the translator to fulfil the purpose of the original text in the target situation through their translation.

As both SFL and the Functionalism theory are founded on a similar principle (i.e. the function of communication is a key factor determining the linguistic features of a text), it seems to be relevant to investigate how they can both contribute to the issue of register transposition. In other words, this poster presents their convergences, in linguistic and translational aspects, for pedagogical purposes. It then exposes and justifies the methodology, i.e. corpus linguistics (Neumann 2016) and tools of text analysis, and the samples used in this research (conducted as part of my PhD thesis), i.e. students' written and sight translations of both specialised and popularised texts, which may constitute training programmes.

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# Grammatical Metaphor and Its Pedagogical Value for Language Teaching

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Grammatical Metaphor is one of the important concepts in Systemic-Functional Grammar. Halliday (1994) took grammatical metaphor as a linguistic strategy for "variation in the expression of a meaning". The language system provides language users with a system of meaning potential, from which language users make a series of choices to realize a certain semantic function. The relation between the chosen linguistic structure and the meaning expressed can be either congruent or incongruent/metaphorical. Children gradually learn to speak metaphorically, and the emergence of more metaphorical expressions is an important feature of adult language. Functional linguists claim that speaking metaphorically is a basic characteristic of native speaker's linguistic competence. In other words, the ability of understand and use metaphors can be taken as an important indication for the good mastery of a language. Therefore, it is both necessary and important to value metaphorical competence in language education. With the guidelines of the grammatical metaphor theory, this study is going to analyze the nature, the complexity and the functions of metaphorical forms so as to help language learners with their recognition and knowledge of the metaphorical phenomena in their learning process of a language, and finally reach the goal of improving their linguistic competence by enhancing their ability to understand and use metaphorical expressions in their practice of linguistic communication.

**The Rights of Refugee Children in Swedish and German Legal Practice: A Comparative Legal Linguistic Study of Precedents of the Competent National Supreme Courts.**

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My dissertation thesis explores how unaccompanied minor refugees' legal certainty is construed and reproduced linguistically in Swedish and German precedents of the competent national supreme courts. The general purpose of the study is to provide a description of how these two courts deal with their common paradoxical task: to communicate in writing that uncertainties – despite the complexity of the legal frameworks – are eliminated, necessary measures implemented under (sometimes contradictory) national and international law, and objective assessments achieved in present cases. It is on their basis that legal certainty can be achieved for children in future, similar ones. In line with the legal linguistic approach, the precedent is viewed as both product and actor of the asylum procedure, since language and law are mutually constructive i.e., they build up each other: Language has a legal force, whereas law creates a language according to its needs, responsibilities and purposes. The precedents examined have thus been integrated in the courts' paradoxical code systems. These systems constitute the overall conceptual frame for the investigation and are applied to identify and trace recurring structures.

Two empirical studies are conducted. Their material consists of two small corpora: four precedents of the Swedish Migration Court of Appeal ("Migrationsöverdomstolen") on the one hand, and four precedents of the German Federal Administrative Court ("Bundesverwaltungsgericht") on the other. Using Systemic Functional Grammar (SFG) as method, emphasis is placed on how the precedents examined meet the requirements of objectivity and provision of guidance on issues concerning the rights of unaccompanied minor refugees. The analytical focus is on the linguistic system of transitivity which construes and reproduces senders' experiences with the related institutions i.e., the competent national supreme courts. It can be ranked into hierarchies, organized into networks of semantic types and studied in terms of systems of distinct and contrasting system nodes (or patterns). One of these nodes are circumstances. They specify or modify the meaning of what is stated and determine logically how one situation is related to another. For instance, circumstances provide information on the spatial or temporal location of an event, its extent in space or time, its cause and the manner of its occurrence. The analysis of which and how different types of circumstances are deployed reveals how circumstances function as nodes in threefold systems that (1) legitimize what is expressed, (2) define the validity of these ex-

pressions, and (3) justify uncertainties for the rights of the children in the respective cases.

## A diachronic, experiential survey of the play text

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Systemic Functional Linguistics (SFL) is a natural fit for analysing, describing, decoding, and understanding drama texts. When taken from the starting point of Prague School theory of drama and theatre which developed and applied functional, structural and semiotic paradigms to drama and theatre study, SFL - perhaps the most well developed functional grammar for the linguistic sign in existence today, and which shares these underlying principles of functionalism and structuralism (systemicity) - presents itself as a useful tool with which to articulate the structure, register, context and style of play texts. Play texts are massively understudied in stylistics and this neglect has carried over into SFL. More to the point, when play texts are analysed, no focus is placed on stage directions, which may well prove to be the conceptual link between text and performance and the source of a more complete functional description of the text. As part of a wider semantic investigation of western plays this poster conveys the results and discussion of the experiential analysis of the stage directions of three plays, each representative of one of the three main phases of theatre history: Oedipus the King (classic text), Lady Audley's Secret (bourgeois text), and Six Characters in Search of an Author (radical text).

## Evaluative resources in undergraduate students' texts: connecting TRANSITIVITY and ATTITUDE

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This poster will present preliminary results on an on-going project in which we analyze the use of both process types and attitudinal realizations in academic texts written by undergraduate students in the humanities. The broader project, "Verbal typology and evaluation in academic writing of the humanities: a systemic functional study", is being developed at the National Autonomous University of Mexico (UNAM) and includes the analysis of texts from three different disciplines within the humanities area:

geography, history and literature, but from only one genre: the academic essay. Here we will focus on results found on the literature sub-corpus. Overall, the main objective of our project is to explore how process types are related to the expression of appraisal in academic texts in Spanish. As such, our study touches two levels of analysis: the lexicogrammatical and the discoursive, and two systems: transitivity and appraisal. Our purpose is to explore how writers exploit process types to represent the outer and inner worlds and how interpersonal meanings unfold in student writing; we are especially interested in what options students choose for encoding semantic categories of attitude. The final results will allow us to establish connections and observe the interaction of the two metafunctions (ideational and interpersonal) and two systems (transitivity and   attitude).

In the literature part of the project, we analyzed and compared twenty essays written by undergraduate students of Spanish literature – ten of them sophomores and ten senior students. The first step was to identify and quantify the verbal groups, and the number of clauses in each text. Taking the clause as primary unit of analysis, we were able to compare the results in spite of the difference of text length by considering the percentage of appearance of the elements to be compared. Afterwards, the texts were analyzed to identify the different resources employed by students in the realization of inscribed attitudinal meanings taking Martin & White's (2005) Appraisal system as methodological background. We then classified evaluative expressions in terms of Affect, Judgement and Appreciation and established the frequency of their appearance in the texts and the linguistic resources used in their construction. Finally, we analyzed the same texts from a transitivity point of view. As we know, transitivity concerns different combinations of participants organized around a process in the clause. It refers to "a way of representing patterns of experience (…) of imposing order on the endless variation and flow of events" (Halliday, 1994, p. 106). Taking into account Halliday's division of processes into six types: "material", "mental", "relational", "verbal", "behavioral", and "existential", we identified the different types of processes that appear in the texts and their frequency so as to pinpoint some of the resources used by students in the construction of ideational meanings in their texts.

Once we had these two analyses, we established connections between them to see the possible interactions between them, that is to say, between the expression of attitudinal meanings and the types of process these expressions tend to appear with. The results show how undergraduate students of literature build a critical stance in their texts and the way ideational and interpersonal resources interact in students' academic discourse.