

# Text and Context OTF Workshop 9

Sponsored by the International Education and  
Research of Oita University  
and the Oita Text Forum

Saturday 3 March 2018  
Rm25@ Kyoiku Kyoyo To,  
Dannooharu Campus, Oita University, Japan



10:00-10:10      **Opening**

10:10-10:40      **Session 1 (Chair: Keizo Nanri)**

**Going Beyond Language Barriers in Higher Education: a bilingual approach in  
teaching and learning psychology**

**Raymond Langley  
Oita University**

**Nhu Ngoc Nguyen  
Ritsumeikan Asia Pacific University**

In some contexts, readers will encounter text in two or more languages in the medium of presentation. The Rosetta Stone is one famous example. Multilingual signs at airports are another. Educational media typically do not offer such multilingual presentation, outside of language instruction classes. This presentation will argue that the simultaneous use of both English and Japanese in introductory psychology and social psychology classes, taught primarily in English, promotes understanding of psychological concepts.

These classes were taught at APU, a bilingual university offering instruction in both English and Japanese. Content classes (that is, classes that are not second language classes) are taught in either English or Japanese. Students are classified as either English-basis or Japanese-basis, according to which of the two languages is stronger. Students enroll in content courses based on their language proficiency; however Japanese-basis students are required to take at least 10 English-basis courses to complete their studies.

Through personal experience in teaching and planning such courses, the authors have recognized significant advantages in using some Japanese to present course content. First, while an introductory psychology course taught in English and one taught in Japanese cover much of the same content, they do so in different cultural contexts. Accordingly, students who experience both will broaden and enrich their understanding of psychology. Second, utilizing two languages necessitates reciprocal interactions between English-basis and Japanese-basis students. Opportunities for intercultural communication would lead to mutual understanding and the overcoming of prejudice. Allport's contact hypothesis (Allport, 1954) argues that equality is a necessary condition for contact to lead to the lessening of prejudice, thus using both languages helps fulfill this condition by both showing respect for both languages. Furthermore, students pursuing a second language, be it English or Japanese, would likewise have the opportunity to use their target languages in more realistic settings than can be provided in the traditional language class. Thirdly, such an approach would promote the education of truly bilingual scholars, whose use of their second language would not be limited to the subset of topics covered in language classes.

Our research seeks to answer three questions about the use of two languages to teach psychology: first, do students accept such an approach; second, do student attitudes to such an approach change over the course of a semester; and third, does such an approach contribute to content understanding. These questions were explored using a post course survey of student attitudes, showing students like the approach, a pre and post course survey showing that student attitudes change in the direction of stronger acceptance of the approach, and a focused content instruction study suggesting that knowledge acquired in Japanese transfers to performance in English.

**References:**

Allport, G. W. (1954). *The nature of prejudice*. Cambridge, MA: Perseus Books.

**10:40-11:10      Session 2 (Chair: Raymond Langley)**

## Choosing Personae: Linguistic resources for negotiating identity in Japanese on Twitter

Ayumi Inako  
Kobe City University of Foreign Studies

Systemic functional linguistics has encompassed the perspective of language users in its linguistic exploration (Firth 1957, Halliday 1968, Hasan 1989, Martin et al. 2013). Built on this tradition, this paper examines how identity was negotiated on Twitter by two physicists in the post nuclear accident period in 2011. Both of them were actively engaged in the communication concerning the nuclear accident and its impact on society on Twitter when negotiation of scientific knowledge was an urgent need in the society. They enacted different personae in different tweets, negotiating community at the same time as negotiating knowledge. The study explores how linguistic choices they made functioned in the service of enactment of different personae, in the way that they contribute to the formation of a Twitter community around these tweeters at the time of nuclear crisis.

In the individuation hierarchy, languages users are conceptualised as bundles of personae (Martin 2009). Identity is conceptualised as being performed by language users within uses of language, 'conditioned by register and genre' (Martin et al. 2013, 468). The stratified model of language offers clues for exploring what identity is performed, instantiated in the text. In this study, attention is drawn on resources in Japanese lexicogrammar and graphology, including gender-specific pronouns and *bikago*, or resources in the BEAUTIFICATION system (Inako 2015), as well as different writing systems including *hiragana*, *katakana* and *kanji*. Analysis on different linguistic choices made by the physicist tweeters reveals the strategic manners in which they utilised resources from their meaning potential in order to negotiate affiliation in their negotiation of knowledge, inviting the readership into their community of shared concerns and values, at a time when scientific knowledge was desperately needed.

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Martin, J. R. (2009). Realisation, instantiation and individuation: some thoughts on identity in youth justice conferencing. *Documentacao de Estudos em Linguistica Teorica e Aplicada*, 25(Especial), 549-583.

Martin, J. R., Zappavigna, M., Dwyer, P., & Cléirigh, C. (2013). Users in uses of language: embodied identity in Youth Justice Conferencing. *Text & Talk*, 33(4-5), 467-496.

**11:10-11:30      Morning Tea**

**11:30-12:00      Session 3 (Chair: Ayumi Inako)**

**Applicable discourse analysis in action: describing patients' experience in hospital accident and emergency departments**

**Marvin Lam  
Department of English  
The Hong Kong Polytechnic University**

This paper summarizes our work on describing patients' journeys in hospital accident and emergency departments (A&E) with the methodology of applicable discourse analysis (Matthiessen, 2014), and suggests further work to be done for the enhancement of healthcare outcomes (Matthiessen, 2013). A patient's journey refers to the series of events experienced by a patient in the process of receiving care. Existing descriptions of patients' journeys are mostly formulated in terms of medical knowledge and knowledge of the healthcare system. Since patients often do not possess these kinds of professional knowledge, the descriptions may not reflect patients' experience of receiving care. This paper proposes a model of description by analyzing authentic data of patient-practitioner communication collected in an A&E in a public hospital in Hong Kong (Slade et al., 2015). A patient's journey is described as a series of socio-semiotic activities (Halliday & Matthiessen, 2014, pp. 35-42) participated by the patient and the healthcare practitioners he/she encounters during the visit to the A&E. With this model, we can identify several characteristics of patients' journeys that are relevant to the quality of care.

**References**

Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday's Introduction to Functional Grammar* (4th ed.). Oxon: Routledge.

Matthiessen, C. M. I. M. (2013). Applying systemic functional linguistics in healthcare contexts. *Text & Talk*, 33(4-5), 437-466.

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Slade, D., Chandler, E., Pun, J., Lam, M., Matthiessen, C., Williams, G., . . . Tang, S. (2015). Effective healthcare worker-patient communication in Hong Kong accident and emergency departments. *Hong Kong Journal of Emergency Medicine*, 22(2), 69.

**12:00-14:00      Lunch**

**14:00-14:30      Session 4 (Chair: Marvin Lam)**

### **Towards a Pedagogy for Learner Engagement in Spoken Texts**

**Roger Palmer  
Konan University**

This short paper investigates the kinds of casual conversations that language learners participate in during their classes (de Silva Joyce, 2000). The central argument is that such informal talk has a unifying structure which tends to be overlooked, one which can be identified and taught explicitly just like any other whole text. The three main areas addressed are the nature of pedagogic discourse, multimodal social semiotic approaches, and the semiotic landscape of the classroom.

Pedagogic discourse is taken to mean the way exchanges in teaching are organised (Rose, 2014). These are the short meaningful conversations which go back and forth, involving the instructor and the class/individuals, and the learners responding to the instructor and each other. Students take part in those exchanges with the teacher and with each other in various ways, as initiator or responder. What frequently emerges is a pattern of engagement for the high achievers and exclusion for the others. Other considerations are the building of knowledge through the exchanges, the way learning activities are structured, and the particular modes employed at any one time and how they are brought into the exchanges (Rose, *ibid*).

A multimodal social semiotic approach brings together the modes used in society to make meaning. In the classroom, audio recordings of student utterances will only produce transcripts that fail to take into account the three dimensions that video can capture, encompassing books, gaze, gesture, image, notes, notebooks, posture, screens, speech, and writing (Bezemer et al, 2012). Developments which allow for descriptions of the semiotic landscape of the classroom (*ibid*, 2012) have repercussions for the pedagogic function of texts, influencing decisions taken by instructors to include and exclude particular texts and the ways they are used in class. A typical shift over time would witness a teacher moving from discussing classical texts, to displaying historical texts via multimedia, to focusing on student-generated texts to be discussed and interacted with, to editing them together with

the class. The process of making student texts the object of discussion heightens learner engagement.

The current study took place in 2017, building on research into the structure of casual discourse and measurement of student performance in casual conversations (Banks, 2000). The participants were freshmen in a management department in Japan. Modeling and explicit teaching helped the students learn relevant discourse structure and features. Recordings of student talk using voice recorders and video cameras highlighted the instruction and fed back into a loop of informed peer assessment. Students participated fully in the pedagogic discourse, working in pairs as conversationalists or peer assessors. Those attending the short talk will learn about the research methodology, the models for explicit instruction, and view how the students performed and were measured/appraised by their classmates. Those attending will be prompted to consider how to achieve active engagement by all members of a class and how to attain measurable improvement by students in their casual conversations in target language texts.

#### **References:**

- Banks, Peter (2000). 1 Measuring student performance in casual conversation. Section Two: *Taking a close look at student performances*. In de Silva Joyce, Helen (ed.). *Teachers' Voices 6: Teaching casual conversation*. National Centre for English Language Teaching and Research Macquarie University.
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- de Silva Joyce, Helen (ed.). (2000). *Teachers' Voices 6: Teaching casual conversation*. National Centre for English Language Teaching and Research Macquarie University.
- Rose, David. (2014). Analysing pedagogic discourse: an approach from genre and register. *Functional Linguistics* 2014 1:11.

**14:30-14:50      Afternoon Tea**

#### **Summary Sessions**

**14:50-15:00      Opening Keizo Nanri**

**15:00-15:30      Session 5 (Chair: Roger Palmer)**

#### **Ethnography and the Discourse Analysis of Oral Texts**

**Kate Allen  
School of Global Japanese Studies Meiji University**

My focus in the Oita Text Forum has been the analysis of texts from ethnographic interviews. However, in the process of working with my topic, Christian missionaries in Japan from the 1950s, I discovered other interview texts, texts written by my interviewees, as well as contemporary texts from the 1950s.

In this presentation, I take a narrative approach, recounting my progression from working as an applied linguist examining the language learning strategies of specific learners in a particular period in history to becoming a historian, working with archival materials representing multiple text genres.

In 2016, John Ingulsrud and I published a book on this research, and in 2017, we received a prize. We were recognized for positioning the texts of memory and texts from the period in a dialogic manner. Currently, I am continuing this method by focusing on missionaries in West Africa, using both oral history data and archival data like letters, reports, and other documents.

**References:**

- Allen, K. (2013). Preaching the Sermon or Delivering it? An Analysis of language ideologies of missionaries and their co-workers in 1950s Japan. *International Journal of the Oita Text Forum* 1, 23-32.
- Allen, K. & Ingulsrud, J. E. (2016). *Norwegian-American Lutherans in 1950s Japan: Stepping up to the Cold War Challenge*. Lanham MD: Lexington Books.

**15:30-16:00      Session 6 (Chair: Kate Allen)**

**Interpreting Text Through the Ages and Across Disciplines**

**John E. Ingulsrud  
School of Humanities, Meisei University**

Exploring the function of interpretation in discourse analysis has been my main theme in the Oita Text Forum. In 2013, Kate Allen and I published in the *International Journal of the Oita Text Forum*, a meta-analysis of research conducted to date on interpretation. The meta-analysis examined the study of text interpretation in multiple disciplines, namely, philosophy (hermeneutics), cognitive psychology (reading comprehension), literature (the New Criticism and reader response theory), sociology (literacy), and anthropological linguistics (personalism). The disciplinary approaches were summarized into four strategies, with the dominant strategy being the search for the author's intent.

Since that publication, I have been examining the annotations written by a Seventeenth Century reader of a copy of the *First Folio of the Plays of William Shakespeare*. I discovered that

there is a diachronic dimension to text interpretation by observing the Seventeenth Century reader who employed interpretive strategies that are not necessarily valued today. In this presentation, I suggest how a diachronic dimension to the study of text interpretation can be integrated, and then pose the historical question: how did the “author” become, for modern readers, so dominant?

**References:**

- Allen, K. & Ingulsrud, J. E. (2017). An analysis of digital archives of historical texts: Identifying the media attributes and literacy practices in the transfer to digitalization. Paper presented at The Oita Text Forum Workshop 8, Oita, Japan.
- Ingulsrud, J. E. (2011). Intention in discourse: Analyzing the stance taking of characters in movies and manga. Paper presented at the Oita Text Forum Workshop 3, Oita, Japan.
- Ingulsrud, J. E. & Allen, K. (2013). Interpretation in discourse analysis: Stance and identity in reading text. *International Journal of the Oita Text Forum* 1, 1-22.
- Sumimoto, N. & Ingulsrud, J. E. (2013). Analyzing the marginalia of Shakespeare’s First Folio: The identities and stance-taking of a seventeenth-century reader of Hamlet. Paper presented at The Oita Text Forum Workshop 5, Bungo Takata, Japan.

**16:00-16:30      Session 7 (Chair: John E. Ingulsrud)**

**Reviewing the Context of Situation  
from the Perspective of a Micro Text Generation Model**

**Keizo Nanri  
Oita University**

This session primarily reviews the context of situation and ideology and suggests cognitive approaches toward text generation.

After interpreting Baddley’s (2000) model of working memory as a text generation model (to which I refer to as a ‘micro text generation model’), I redefine ideology (Nanri 2016), and argues that any text generation model should have a component where the impact of the ‘immediate’ context of situation (or the setting in which the writer generates the text) on the process of text generation can be described (Nanri 2015), which partially supports Halliday’s (1978) argument that the ‘context of situation’ functions as constraint on text generating.

Martin (1986) proposed a four-layer model of text generation based on the assumption that ideology should be the (or a) driving force of text generation. The topmost layer in this model was that of ideology, which was defined roughly as (i) a set of beliefs of a particular group of people and (ii) the mechanism of power allocation in the context of situation (Martin 1985, 1986, 1992; Nanri 2016). The ideology layer, however, was deleted by Martin (1997). The reason for the deletion was that the existence of the ideology layer had theoretically deprived writers of subjectivity (Martin 1997). The deletion was in a sense



predictable, since a macro model of text generation, i.e., a model that views the process of text generation as a social act, cannot be a micro-model of text generation, a model that explains the actual process of text generation by an individual writer. When a micro text generation model is interpreted as a macro model, it is destined to be a deterministic model against individual writers. This means that if the power-allocation definition is deleted, the ideology component can be installed in a micro text generation model (Nanri 2011). Thus I first show that Baddley's (2000) model of working memory can be interpreted as a micro text generation model, to which an 'ideology' component may be installed. My presentation centers on this text generation model.

Despite of the deletion of the ideology layer, Martin still refers to ideology in analyzing texts (e.g., Martin 2010; Martin & Rose 2007, 2008; Nanri2015). Indeed the concept of ideology is indispensable in analyzing political texts such as newspaper commentaries. But ideology or a belief system of a particular group of people cannot be accommodated in the micro text generation model. It needs to be replaced with the writer's belief system. Now the question is when this belief system can be called ideology? By reviewing Trew's (1979a, 1979b) ideology (Nanri 2016), I will propose a new definition of ideology, to which I will refer to vision to avoid any confusion.

For Martin, the context of situation is part of the process of text generation; it is a set of information about the field, tenor, and mode of the text; none of them is meant to be tangible physical entities. True, the information concerning the context of situation must be present inside the text generation model. But this does not mean that there is no physical setting which functions as constraint against the writer's act of text construction. Such constraint does exist. I will demonstrate this through an analysis of some articles carried on Japanese fashion magazines from the viewpoint of form recognition.

#### **References:**

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and New York: Continuum, pp.1-34.

Martin, J.R. & Rose, D. (2007) *Working with Discourse: Meaning beyond the Clause*, 2<sup>nd</sup> Edition. London and New York: Continuum.

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Nanri, K. (2015) Haridai no bamen moderu o shuseisru. *Oita Daugaku Kokusai Kyōiku Kenkyu Sentā Nenpō*. Oita: Center for International Education and Research, pp. 111-118.

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Trew, T. (1979b) 'What the Papers Say': Linguistic Variation and Ideological Difference. In Fowler, R., Hodge, B., Kress, G., & Trew, T. *Language and Control*. London, Boston and Henley: Routledge & Kegan Paul, pp.117-156.

**16:30-16:50      Discussion (Chair: Keizo Nanri)**

**16:50-17:00      Closing**

**19:00-21:00      Workshop Dinner**