The Programme of OTF Workshop 4 Text and Context

Venue: Building F, Ritsumeikan Asia Pacific University, Beppu

Date: 2 December, 2012

920-930: Opening

930-1010: Presentation 1

The Way to the Independence of the First Line of *Haikai Renga*

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Matthiessen (2007) proposes a model that explains the process of language evolution, where he postulates that there are four time frames for linguistic evolution: phylogenesis, mirco-phylogenesis, ontogenesis, and logogenesis. The phylogenesis or the diachronic development of a language is seen as a process of the emergence of text types such as the text structure of news reporting or scientific English, where the diachronic development of each text type is referred to as mirco-phylogenesis. The micro-phylogenetic evolution is sustained by individual language users, where their linguistic knowledge that has been accumulated up to the moment of their instantiation of those text types (i.e., ontogenetic linguistic development) enables individual language users to produce an instantial text, and this production is referred to as logogenesis. The present paper suggests three points: (1) The logogenetic time frame is the only time frame for language evolution. (2) Phylogenesis and micro-phylogenesis should better be viewed as part of the history of socio-economic constraints on logogenesis, rather than as autonomous diachronic processes. (3) Language evolution should also be considered from the viewpoint of the diachronic change of Logical function of language (or syntax). I will do this by investigating how Matsuo Bashō (1644-1694), a *haikai* (or *haiku*) poet in the early Takugawa Era in Japan, gave the first line (or the first stanza) of a *haikai renga* an independent status of a verbal art. (A *haikai renga* consists of two or more units each of which consists of 17-syllable verse *chōku* and 14-syllable verse *tanku*.)

Reference

Mathiessen, M.I.M. (2007) The 'architecture' of language according to systemic functional theory: developments since the 1970s. In Hasan, R., Matthiessen, M., & Webster, J. (eds.) *Continuing discourse on language*. London: Equinox, pp. 506-561.

1010-1020:   Break

1020-1100:   Presentation 2

Text typology as an avenue to the study of context of culture
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In Oita Text Forum Round 3, Lam (2011) demonstrated how the functional text typology proposed by Matthiessen, Teruya & Wu (2008), which is primarily organized in terms of field as socio-semiotic activities, is appliable in exploring the relations between text and situational context, particularly in the investigation on the communication between patients and healthcare practitioners in hospital emergency departments. The present paper serves as an update of the study on the relation between text and context in healthcare communication, with a focus on showing how the functional text typology can be further applied in the study of context of culture.

According to Matthiessen, Teruya & Wu (2008), socio-semiotic activities can be categorized as expounding, reporting, recreating, sharing, doing, recommending, enabling and exploring, which are interrelated and technically defined. One key objective of the abovementioned study is the clarification of the realization of these socio-semiotic activities. In practice, lexicogrammatical patterns exhibited in the conversation between patients and healthcare practitioners are related to the various socio-semiotic activities. Different relations between lexico-grammatical patterns and socio-semiotic activities have emerged in the data collected in Sydney (Slade, et al., 2011) and Hong Kong. Some of these differences can be accounted for as the differences between Australian and Hong Kong Chinese cultures. This paper suggests that these differences in the realization of socio-semiotic activities can be a means for a systematic study of context of culture with reference to language use in context.

References

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Lam, Marvin (2011) 'Text typology as an appliable model of the relations between text and context', paper presented in Oita Text Forum Round 3, 4 December 2011, Oita University.

Matthiessen, Christian M.I.M., Teruya, Kazuhiro & Wu, Canzhong (2008) 'Multilingual studies as a multi-dimensional space of interconnected language studies', in Jonathan J. Webster (ed.), *Meaning in Context: Implementing Intelligent Applications of Language Studies*. London and New York: Continuum.

1100-1120:   Coffee and Biscuits

1120-1200:   Presentation 3

A multi-semiotic resource integration in action: Classroom-text
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Discussions of knowledge transferral in classrooms tend to focus on textbooks and teaching. Thus, the important question, 'how does it work?', is usually answered by trying to explain what something 'is', or what it is 'like'; what is being re-presented and referred to. But merely representing cannot explain the process: organising how to re-present knowledge is an intrinsic part of the knowledge transmitting process. Classroom texts, especially verbal texts, are important because they form a multi-modal component of a classroom communication discourse. Indeed, it is the materialization of the knowledge re-construction which has placed the role of multi-semiotic re-presentation at the forefront. Functionally these different semiotic systems operate together in the creation of meaning. They are integrated within the same context (Matthiessen, 2009:12).

Communication within a classroom potentially encompasses all of the teaching practices which make meaning - from the pragmatic effect of whether or not there is a roll-call (which makes meanings about what the institutional culture is, and who is in charge of the

learning process), to the overall impact of the subject content presentation, to the organisational layout of the classrooms, to the ppt usage, to the textbook or notes used, to the verbal and non-verbal gestures of the teacher, all of which support the flow of knowledge. This, of course, is the broadest possible definition of classroom communication, and it would be impossible to address all such facets of classroom communication in equal detail within the scope of a single paper. This paper falls into two even halves. In the first half, it will illustrate the relationship between semiotic resources as a choice and multi-semiosis as a result of semiotic integration. This will be using example materials from a high school science class. As Bernstein (1971) stated in his Linguistic codes paper '[h]ow things are said, rather than what is said, becomes important'. So in the second half, this paper will look into the manipulation of semiotic resource in the integration (Matthiessen, 2009) process which I consider a skill.

References

Albers, P. and J. Samders (eds) (2010) *Literacies, the arts, and multimodality* (Illinois: NCIE).

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1200-1300:   Lunch

1300-1340:   Presentation 4

A THREE-MODAL ANALYSIS OF THE SITCOM DISCOURSE WITH INTERCULTURAL IMPLICATIONS
(The Case of *Friends* in English, German, and Slovak)
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The topic falls in the field of discourse analysis and intercultural issues. We aim to present the outcomes of our preliminary research into the discourse of audiovisual text and to gain feedback from language professionals on the ongoing research. The global goal of the preliminary study is to answer the question "What is the discourse of the sitcom like from a stylistic point of view, namely what features make it close to authentic speech"? In doing so, we aim to get deeper understanding of the text that is frequently approached by non-native language learners as a tool for mastering the English language. In order to point out intercultural differences, our pilot study focused on semantically identical utterances in the quasi-authentic conversational speech in three language versions (original English and dubbed German and Slovak). It analyzed the communication style of medially transformed speech (a film dialogue of an episode from *Friends* ("The One Where No One Proposes", Part 1, Season 9, 2002/2003). The presentation will provide the outcome of the triangulation of approaches – each of them singles out features of speech as opposed to writing, which (in our view) supplement each other, and provide a comprehensive view on the chosen discourse. The selected approaches are: Halliday's socio-semiotic interpretation of language (1978), Crystal's description of speech (2001), and style classification by Mistrik (a distinguished Slovak linguist) (1997). Considering Halliday's concept, the study includes the analysis in terms of field, tenor and mode, which is tailor-made for this particular episode. The mode is specified with reference to the theory proposed by Slovak linguist Mistrik. His concept accounts for five features of oral communication; based on this, the target discourse approximates verbal product close to real oral communication primarily characterized by orality, conversationality and situationality, marginally with expressivity and intimacy. Crystal (2001) provides basic features of oral and written modes; adopting this approach the target discourse seems to be time-bound, spontaneous, typical of face-to-face interaction, loosely structured, socially interactive, relatively immediately revisable, and prosodically rich. Considering intercultural pragmatics, we will provide a glance at the impact of the cultural context on the translation of audiovisual text. All these features will be explained and exemplified utilizing the examples from both original and dubbed versions of the target corpus. In doing so, we aim to provide both intralingual and interlingual perspectives.

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1340-1350:   Break
1350-1600   Workshop/Text Analysis