



## **Oita Text Forum Workshop 5: Text and Context**

30 November – 1 December 2013  
At Mini Konsāto Hōru, Matama-Chōcha,  
Bungo Takada-shi, Oita-ken, Japan

### **DAY 1: 30 November 2013**

900-915

#### **Registration/Opening**

915-945

**Session 1** (Chair: Nathalia Saldarriaga)

#### **Stratal Analysis of the Bonobo-Human Context: Demonstrating a New Method for Archiving a Conversation Corpus**

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**Larger issue:** In regards to the unique interspecies context that is created between bonobos and humans at the Iowa Primate Learning Sanctuary, what are the relationships that exist between phonology, lexicogrammar, interpersonal semantics, context of situation and material situational setting? How can we explore these relationships? See Michael Gregory's chapter "A Framework for the Description of English Discourse" (Gregory, 2009, pp.145-152).

**Immediate issue:** Instead of answering these questions outright, we will demonstrate how a particular set of data can be archived in such a way as to facilitate understanding of the relationship between context of situation and material situational setting (MSS), and furthermore, how it can be organized to maximize efficiency and rapid searching through vast amounts of data.

**Conceptual framework/methodology:** Using the systemic functional linguistic model of stratification, we will address how each stage of the archiving process relates to a particular stratum in the SFL model: broad cataloguing to context, transcription to lexicogrammar, and move analysis to interpersonal semantics. Each stage of archiving and analysis enables further, more sophisticated analysis; each assists us in closely examining what's going on in the bonobo-human culture which is evolving. Ultimately, this archive will be a keystone in our team's effort to answer the global question: Can a species other than human beings utilise language as a tool/method of communication? See Duane Rumbaugh's chapters "The Road to Language is Not Paved With Good Intentions" (Rumbaugh, 2013, pp.117-137) and "Will What Worked For You, Kanzi, Work For Others?" (Rumbaugh, 2013, pp.139-145).

**Presentation of the results of our analysis:** We will explain each of the stages in the process of archiving raw audio/video footage (with visual examples on powerpoint slides): what they are, why we made choices to archive the data that particular way, and how they enable further analysis. This is expanded upon in Belanger-Gabriel and Joyce's presentation. We will illustrate several concrete examples of the usefulness/effectiveness of archiving the data in this way.

Additionally, we will present possible practical applications of the finished archives to our work/research.

For example: lexicogrammar produces the script required for move analysis (interpersonal semantics), which can help us to deal with the phonological question of whether or not bonobo vocalizations at 1500Hz constitute text (choices in the interpersonal semantic system). Locating a vocalization as a possible move in an exchange would be an almost impossibly exhausting task without the move analysis, and will provide sufficient data to assess the probability that a three-syllable vocalization uttered in apparent response to the question "Kanzi, what do you want to eat?" is a bonobo phonological realization of the English word "banana". For another example: A full transcription renders our research more credible. Take the question of cherry-picking. The 'sheer quantity' of 1.2 terabytes of data enables the establishment of clear probabilities. Move analysis of every occurrence of the word "why" does not constitute cherry-picking.

## **References**

- Gregory, Michael. (2009). *Volume Two of Communication in Linguistics*. Toronto: Éditions du Gref.
- Rumbaugh, Duane. (2013). *With Apes in Mind*. Lexington.

955-1035

**Session 2** (Chair: Sienna Warecki)

**Text-Context Relationships:**

**How Interpersonal Semantics Can Be Used to Bend the Field Of Discourse**

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This paper aims to consider whether the context of situation can be influenced by text. We will explore interpersonal semantics in the field of music making within a bonobo-human culture to see whether misalignment in field can undergo a process of realignment through negotiation.

A unique bonobo-human culture has been created and built upon over the last 30+ years between Sue Savage Rumbaugh and the bonobos Kanzi and Panbanisha. Well-known musician Peter Gabriel went to the Language Research Centre at Georgia State University, where he and his musicians performed interactively with the bonobos. Kanzi and Panbanisha, are engaged in the field of discourse music making and an unbalanced tenor relationship exists where Sue and Peter, equal partners, both have more power than the bonobos. These are woven into message in a complex medium relationship: spoken English, lexigram use, and, for the parts of the discourse consisting of an interactive “jam session”, piano keyboard.

The issues that we will address will concern what interpersonal semantic choices are made as the participants utilize various media options in interacting with each other. We will demonstrate how text can influence the context of situation. In this case, how the interpersonal relationships and power dynamic allow Dr. Sue Savage-Rumbaugh to transition the text from one field of discourse to another in order to achieve the task at hand, the making of music.

A series of system networks will be discussed in order to highlight the shift in context. First, the system network (“scheme”) based on Hasan's semantic networks (Halliday & Greaves, 2008), and developed for casual conversation by Eggins and Slade, will be briefly touched upon. Then we will discuss a similar network by Pickering and Garrod (Benson, 2013) and, finally, show the network adaptations that BHD has developed, which handles the special context of bonobo-human discourse.

## References

- Benson, James. (2013). "Can an ape have a conversation? Rationale for a study of a corpus of conversations between language enculturated bonobos and humans" in *Languages, Metalanguages, Modalities, Cultures: Functional and socio-discursive perspectives*. Lisbon: BonD /ILTEC, 193-221.
- Halliday, M.A.K. & Greaves, W. (2008). *Intonation in the grammar of English*. Equinox.

1035-1105

## Coffee & biscuits

1105-1135

Session 3 (Chair: William Greaves)

### Corpus-based study of scientific research article titles

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Research article titles act as a primary node for scientific researchers to decide whether or not to read the full article. Given the increasing importance of keyword Internet searches, it is surprising to find only a handful of studies analysing the structure of research article titles. Scholars have compared variation across disciplines (Haggan, 2004), explored the taxonomy (Hartley, 2007), correlated citation count and humour in titles (Sagi & Yechiam, 2008), and investigated their syntactic features (Wang & Bai, 2007; Anthony, 2000). However, no studies in the field of information science were uncovered in an extensive literature search of peer-reviewed journals in the last decade. This paper therefore aims to identify the functional and structural traits of scientific research article titles published in information science

A corpus of 500 research article titles was compiled by selecting the first 100 titles published from January 2012 in 5 highly-ranked IEEE journals (mean 5-year impact factor ranking of 3.8). The corpus was automatically tagged with parts-of-speech tags and manually tagged according to overall structure, namely: sentential, interrogative, nominal, V-ing, prepositional or compound. Nominal titles were subcategorised according to the type of modification (pre or post) and number of heads (uni, bi or multi) in the noun phrase. Compound titles were analysed in terms of the

hanging title relationship (e.g. problem/solution).

Preliminary results appear to concur with studies conducted in different fields regarding the syntactic structure, yet show some notable differences. The majority of titles were V-ing or nominal, 15% of which started with an indefinite article. Although there were no sentential or interrogative titles in this corpus, approximately 10% were compound and 5% prepositional.

Detailed results will be shared and pedagogical implications suggested.

### **References**

- Anthony, L. (2000). Characteristic features of research article titles in computer science. *IEEE Transactions on Professional Communication*, 44 (3), 187-194.
- Haggan, M. (2004). Research paper titles in literature, linguistics and science: Dimensions of attraction. *Journal of Pragmatics*, 36 (2), 293-317.
- Hartley, J. (2007). There's More to the Title than Meets the Eye: Exploring the Possibilities, *Journal of Technical Writing and Communication*, 37 (1), 95-101.
- Sagi, I., & Yechiam, E. (2008). Amusing titles in scientific journals and article citation. *Journal of Information Science*, 34, 680-687.
- Wang, Y., & Bai, Y. (2007). A corpus-based syntactic study of medical research article titles. *System*, 35, 388-399.

1145-1215

**Session 4** (Chair: John Blake)

**Analyzing the marginalia of Shakespeare's First Folio:  
The identities and stance-taking of a seventeenth-century reader of *Hamlet***

Noriko Sumimoto and John E. Ingulsrud

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Writing in the margins of books and keeping notebooks of reactions and quotations, or “commonplacings”, were popular literacy practices into recent times (Sherman, 2008; Mayer, 2009). Among Meisei University's collection of seventeenth-century folios of Shakespeare, one copy of the First Folio, the MR774 (West-201), contains a large amount of marginalia written in legible secretary hand. Yamada (1998) has transcribed these marginalia and the database of his transcription has been made available on the university's website. Using this resource, Inoue and

X (2013) have analyzed the marginalia in *Hamlet* into general categories. In this paper, a further analysis of these categories will be presented applying the conceptual framework proposed by X and Allen (2013) to analyze text interpretation in terms of stance and identity, concepts from interactional sociolinguistics.

By examining the marginalia, we are able to gain access to a reader's response to a text, however partial and limiting the textual expression of that response may be. We first identify the entries that indicate affective stance, a reaction. We also identify alignment with or against a character or idea. By comparing the reactions and alignments, we attempt to demonstrate how the reader's political and theological identities begin to emerge. Next, we identify the "commonplacing" entries, that is, the quotations, the notes indicating information, and summaries of moral lessons. We interpret these entries as "iterable", used for purposes beyond comprehending this particular text. What kinds of lines are worth repeating? What information is useful? What lessons are worth remembering? By addressing these questions we describe further the reader's identities. Finally we present observations on the nature of text in play-script format. Today, similar texts are found in transcripts of interviews, symposia, and panel discussions. We suggest that there is a different quality of illocutionary force in play-script text that contrasts with the quality in prose.

## References

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1215-1400

## Lunch

1400-1430

## **Lecture on Renga**

1500-1430

## **Hōnō Renga Kai**

1800-2000

## **Workshop Dinner**

### **DAY 2: 1 December 2013**

915-45

**Session 5** (Chair: Megan Joyce)

#### **Cultural pressures on a medium of expression: Evolution of the lexigram board**

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**Larger Issue:** The context of culture in relation to text generation/creation/composition and how the former affects the latter: Can a fixed lexigram board accommodate changes in the cultural setting?

Contextual issue: Changes in the culture when old participants leave and new participants enter the culture, new elements are introduced into the culture, etc.

Linguistic issue: How the medium of communication (the lexigram board) changes or is adapted to this new situation. For example, how a change in material situation setting from Georgia to Iowa renders old referential meanings obsolete, although the lexigrams as symbols, remain unchanged. The same symbol can acquire a new meaning or the symbol itself can be changed.

**Immediate Issue:** When culture changes, so do the communicative needs within relevant contexts. Changes in one aspect of the material situational setting (the lexigram board) become desirable for the facilitation of efficient communication. In an ever-changing environment, the adaptability of the MSS can be a crucial factor for the success of the interactions that take place. As the bonobo-human culture evolves, it exerts pressure on the lexigram board as the plane of expression for discourse. Such changes

are a part of the evolution of the distinct bonobo-human social dialect.

**Context of situation - general:** North American English within the bonobo-human culture created by Dr. Sue Savage-Rumbaugh. (n.d.).

**Context of situation - specific:** Using a clip of bonobo-human interaction in Georgia, where the lexigram for “orange drink” had a referential meaning--a place where orange drink could be found, we will examine the real-life situation in Iowa where this lexigram has adapted a new meaning independent of place. It now refers simply to a drink that is orange. We will look at the field, tenor and mode configurations which make this new meaning interpretable.

**Conceptual framework:** We will explore how the changes within the culture have created a need for language development in terms of lexical expansion, attribution of meaning and loss of lexical items, within the bonobo language repertoire. Two different modes of communication are employed by the bonobos to enact their tenor relationships in a MSS in which communication is facilitated by both a wired and an unwired lexigram board.

In addition to discussing written and spoken modes, we will expand on the nature and use of the lexigram system.

As the bonobo-human culture evolves, the introduction and removal of words become beneficial in maintaining an efficient level of communication—for example, lexigrams (graphemes) are added when the transition to a new environment introduces elements that need to be named. Likewise, lexigrams are lost when portions of the board are redesigned because previous meanings have become unavailable or obsolete—for example, a caregiver named with a lexigram has moved away. Similarly, a previous lexigram can be used to refer to a new individual through a process of association whereby the bonobos use a previous lexigram—for instance, the grapheme for “sparkle”, to refer to a person who is wearing a t-shirt with a sparkly star printed on the front. Our findings show the bonobos to be flexible and creative with the limited repertoire of lexigrams, rather than locked in forever to a fixed association.

**Presentation:** Powerpoint and demonstration with a working version of the talking lexigram board.

#### **References:**

- Rumbaugh, D.M. (2013) *With Apes in Mind*. Amazon Digital Services, Inc.  
Benson, P.J. & Greaves, W. (2010) *Functional Dimensions of Ape Human Discourse*. Equinox.  
Savage-Rumbaugh, S. (n.d.). *Great Ape Trust.org*. <http://www.greatapetrust.org/>

955-1035

**Session 6** (Chair: John E. Ingulsrud)

**The systemic analysis of situations is cognitively viable: a case study in Japanese**

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Regarding the status of the three contextual variables, field\*, tenor\*, and mode\*, the systemic community is divided into two groups: one maintains that the contextual variables are constraint on text generation (e.g., Halliday 1978, Hasan 1996), and the other maintains that the variables are part of text generation (e.g., Martin 1992). If contextual variables are part of text generation, then those variables must be assumed to be stored somewhere in the text generation system, which brings us to van Dijk's (2008) argument that the three contextual variables must be regarded as information retrieved from the episodic memory system. Van Dijk (2008), however, is sceptical about the systemic analysis of contextual elements into the three variables. He, for instance, notes that field cannot be separated from tenor, and the definition of mode is too wide and vague. After concluding that systemic contextual theory is not viable from his cognitive point of view, van Dijk (2008) presents his script-based memory model for text generation.

The present study suggests that systemic analysis of situations in which texts are generated IS cognitively viable, by pointing out that (1) episodic memory (or field knowledge) alone cannot produce texts, since the linear sequence of events must be constructed at the moment of speech (thus the process of text generation, forming part of mode, must be independent from episodic memory); and by showing some evidence demonstrating that (2) information exchange signals (e.g., polite sentence-ending markers *desu* and *masu*, and sentence-ending particles *yo* and *ne*) form the framework of prosodic structure, which cannot be explained from the viewpoint of 'scrip'. I will do this by showing some results of an analysis of interviews with Japanese undergraduate students.

\*In systemic functional theory (SFT), field is concerned with what is happening in the context, tenor with who participates in the linguistic activity, and mode with what type of text those participants are creating or using. Tenor, in SFT, is assumed to have a close relationship with information exchange between the speaker and listener.

## References

- Halliday, M.A.K. (1978). *Language as social semiotic*. Arnold.
- Hasan, R. (1996). *Ways of Saying: Ways of Meaning: Selected Papers of Ruqaiya Hasan*. Continuum.
- Martin, J.R. (1992). *English System*. Benjamins.
- Van Dijk, T.A. (2008). *Discourse and context: a sociocognitive approach*. Cambridge.

1045-1105

## Coffee & biscuits

1105-1135

**Session 7** (Chair: Katsuhiko Suganuma)

## **Representation of the Second World War (WWII) in school history textbooks from Japan and China (Hong Kong)**

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History is not a body of knowledge based on unified, immutable consensus. No historical ‘fact’ or ‘truth’ exists. Instead, there are a number of versions of history that reflect divergent ideologies and standpoints of narrators (Coffin, 2006). The war memorial issues regarding the representation of the WWII are still controversial and they have been casting a shadow that to some extent hinder the establishment of successful relationships between China and Japan (Weber, 2011). Among the various media provoking the heated debates, Japanese history textbooks, with their quasi-official characteristics (authorization is given by the Ministry of Education), have been criticized as failing to incorporate various ‘other’ perspectives and imposing a hegemonic view of history. It is argued that the only the Japanese interpretation of the WWII is included in these textbooks (Barnard, 2003). These international criticisms tend to focus on the content matter (i.e. what should and should not be included) and details (i.e. number of casualties). However, there is little discussion on how the semiotic resources (e.g. language and images) are deployed to construct the seemingly objective historical narratives in textbooks.

Adopting a Critical Discourse Analytical perspective this paper presents how language and other semiotic resources (e.g. images) are orchestrated in order to manipulate the representation of the WWII in a sample of history textbooks currently used in junior secondary school classrooms in China (Hong Kong) and Japan. I discuss an overview of the preliminary text analysis adopting Systemic Functional linguistics (Halliday and Matthiesen, 2004; Martin and White, 2005, Kress and van Leeuwen, 1996) and examine how the linguistic, multimodal and discursive features contribute to construe 'a conciliatory discourse' (Oteiza and Pinto, 2008:334) in the history textbooks analyzed. The analyses reveal how ideology and meaning are construed through the language and the multimodal features in the textbooks.

### **References**

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1145-1215

**Session 8** (Chair: John E. Ingulsrud))

**'Text+' and the extension of mode in the meaning making through resources of multiple semiotic systems**

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This paper serves as facilitating the discussion on (1) the extension of the model of mode in systemic functional theory from a linguistically construed phenomenon to one that is construed by multi-semiotic resources, and (2) through such extension of the model, the expansion of the scope of ‘text’ as a ‘semantic concept’ (Halliday, 1979: 135) to ‘text<sup>+</sup>’ that comprises different semiotic resources.

One dominant model of context in SFL has defined mode as including channel, medium and rhetorical mode. Matthiessen, Teruya & Lam (2010:144) propose an extended model which characterises it in terms of CHANNEL (in terms of phonic, graphic, etc.), MEDIUM (as spoken, written, etc.), RHETORICAL MODE (as the symbolic role played by language in the context), DIVISION OF LABOUR (among semiotic resources and between semiotic and social processes), ORIENTATION (of language towards field or tenor) and TURN (i.e. monologic vs. dialogic). These revisions extend the scope of the theory’s focus from meaning making in context through language to meaning making in context through resources of multiple semiotic systems.

With this extension of the model of mode, ‘text’ as a semantic unit of language (Halliday, 1978:135) would be expanded to comprise different semiotic resources, with the provisional label ‘text<sup>+</sup>’. The nature of a ‘text<sup>+</sup>’ in terms of its meaning making in context is argued to be in accordance with what Halliday & Hasan (1976:293) point out, such that ‘the unity that [a text] has is a unity of meaning in context, a texture that expresses the fact that it relates as a whole to the environment in which it is placed’. With the extension of the model of mode, this ‘unity of meaning in context’ now includes the meaning made through the integration of different semiotic resources, considering a text<sup>+</sup> as a ‘content ensemble’, i.e. the integration of choices made in unified resources of multiple semiotic systems with which the DIVISION OF LABOUR of mode is crucial in the synergy of these resources. Under this premise, the questions raised by Halliday (2009) concerning the study of choices in language (as semantic choices) can also apply to studying the choices in such unification: ‘(i) what is the range of options available under a given set of conditions, including the probabilities of choice across the given population; and (ii) what are the implications of choosing one option rather than another’.

In order to address these questions while simultaneously expanding upon them to cover meaning making in unified multi-semiotic resources, this paper builds on the idea of the expression plane as deployed somatically and exo-somatically by different semiotic resources (Matthiessen, Teruya & Lam, 2010: 94; cf. Matthiessen, 2009) and proposes a model of text<sup>+</sup> that incorporates physical space and time in modelling the synergy of the unified multi-semiotic resources, and within which

the textual metafunction is considered as the most significant. Through trial analysis of ‘texts’, this paper reviews the extension of the model of mode and, guided by the abovementioned questions raised by Halliday (2009), interrogates the existing description of systemic functional theory in terms of its applicability in representing the possible choices of this unified multi-semiotic resource.

## References

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1215-1320

## Lunch

1320-1350

**Session 9** (Chair: Marvin Lam)

### **Perspectives on “Practical” Language: Adult Language Learners in 1950s Japan**

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This paper analyzes the initial language learning experiences of a number of American

missionaries who came to Japan in the early 1950s. This is part of a wider ethnographic study on the learning of Japanese as a foreign language (e.g., Allen, 2013). Data are based on interviews with missionaries and some of their teachers, tutors, and interpreters. Attention is focused on the experiences of one group whose classroom situation broke down. How did this group of learners cope with their situation? How did their experience affect subsequent groups? By addressing these questions, I intend to provide insights into the interaction among the following factors: individual learner's language learning background, institutional setting, language teaching methodology, teacher preparation, and learner expectation for functional competence.

This paper is situated not only in the study of language learning and language teaching methodology but also in history, the history of Japanese language learning and the nature of texts used for teaching. Many historical studies have focused on teaching methodology (e.g., Arita, 2009). Others have focused on history in terms of political and institutional developments (e.g., Seki, 1997). Few studies have focused on students in a specific period, although Kawaji Yuka (2011) does include interview data from past students and teachers. In this paper, I focus on a specific group of language learners who learned Japanese in the immediate post-World War II period and their response to classroom language.

## References

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1400-1430

**Session 10** (Chair: Keizo Nanri)

### **An Archiving Problem: "Dead" Words and Live Sounds**

William S. Greaves

**Preamble:** An archivist is confronted by two quite different modes in which data must exist. The traditional written form consists, ultimately, of marks, whether on paper or stored in a computer. These can be traditional letters recognized by their shapes, words bounded by spaces on either side, or sentences beginning in upper case and ending with terminal punctuation.

But a computer is also capable of storing spoken text as a waveform: an entirely different medium. Since the choices we make in our grammar are most fully realized as sound, and this sound is fully as important as any other part of grammar (see *Intonation in the Grammar of English* by Michael Halliday and William Greaves). This presents a new and difficult challenge to the archivist.

**Larger issues:** What is the best way to deal with these different forms of data? How is each to be preserved for 100 years or more? And how should each be organized for rapid and convenient searching?

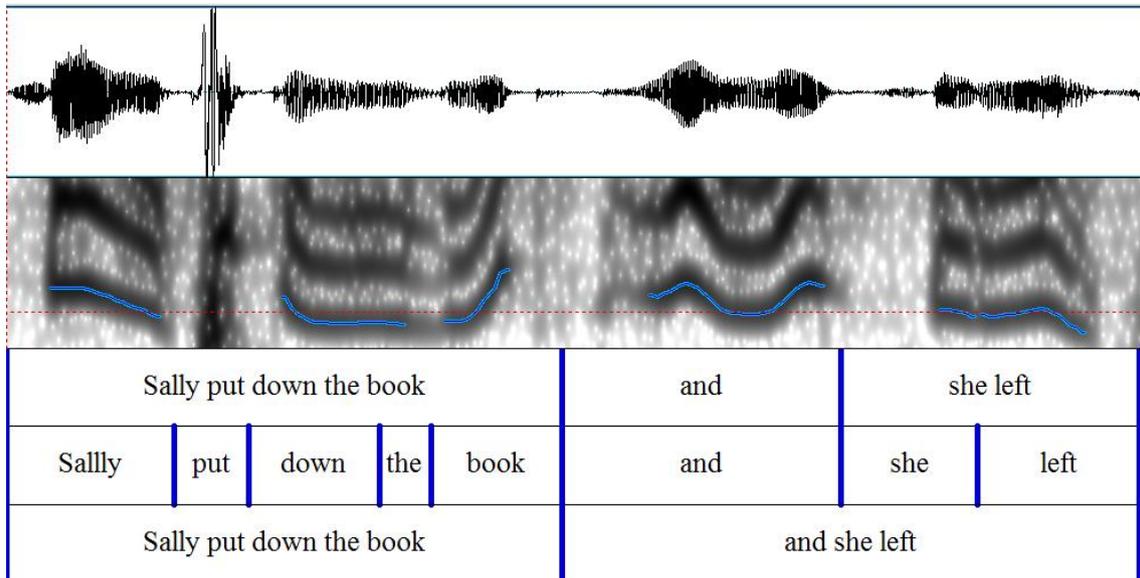
**Immediate issue:** I don't propose to answer these questions at this point, but rather to focus on **the nature of the difference between the spoken and written texts**. While a functional structure such as theme ^ rheme can, to a degree, be studied from strings of "dead" words, doing so can reveal only a part of the story.

**Conceptual framework (methodology).** Working within systemic functional linguistics, I will show that the written mode will let us go a certain way in analysis but that archival habits established when archiving meant dealing with marks on paper are simply not adequate when collections of data now comprise video recordings, radio recordings, recordings made for researchers for various purposes, etc.

To give one example: in the sentence "Sally put down the book and she left." The theme of the second clause, its "point of departure", is the two word string "and she". The conjunction sits naturally at the beginning, and the theme extends through the first ideational component "she". So far this is clear enough, but what we have is a very impoverished analysis of the choices made for the "point of departure". A speaker must not only order the words ("and" before "she"), but must produce each as sound, and in doing so must make a large number of choices which are not made when simply writing them.

**Choices which the archivist cannot deal with using a conceptual framework restricted to the written mode:** Here are a few of the choices which must be made as the words are **spoken**. Is “she” uttered as a salient (standing out in length, loudness, pitch change or place in rhythm) or non-salient syllable? If salient, is it a tonic (marking a major pitch pattern) syllable? In terms of rhythm, how does “and she” fit into the flow of information units in the grammar? If either “and” or “she” is salient, it can make a choice in the tone system (see Halliday-Greaves). Is “she” spoken with a tone 5 choice? This would mean that the speaker is starting out with strong commitment. And so forth. These matters cannot be dealt with if all that exists in the archival record is a string of “dead” words.

**Presentation of the results of my analysis:** I will illustrate some of these choices using PRAAT software with examples such as the following:



And I will guide listeners through SFL illustrations such as the following:

Viewer responding casually to question:

// I like it // (neutral.)

**PLAY**  Sound 3.4.1.2e

Provided we use a declarative clause, the differences in meaning are proportional expressing the attitudes of the speaker towards the listener and towards the content of his or her own message. We refer to this as the system of KEY and we can represent this set of systemic options as follows:

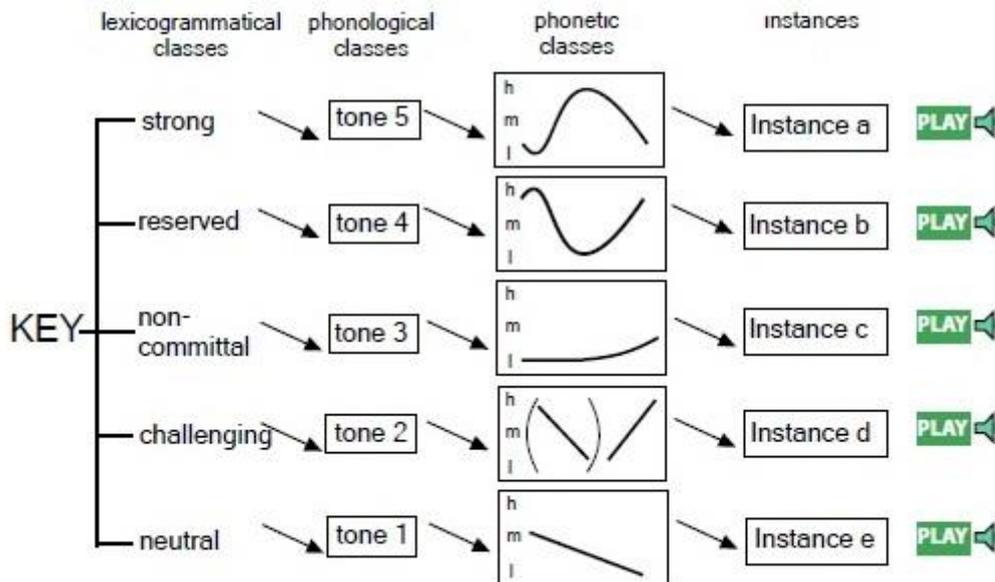


Figure 3.4.1.2c

I am indebted to Christian Matthiessen for raising the archiving issue in his plenary talk with Michael Halliday at ISFC 40 in Guangzhou.

### Reference

Halliday, M.A.K. & Greaves, W.S. (2008) *Intonation in the Grammar of English*, Equinox Publishing (<https://www.equinoxpub.com/equinox/books/showbook.asp?bkid=7>).

1430-1450

### Closing