



Oita Text Forum Workshop Round 3
 Sunday 4 December, 2011
 Rms. 25 and 26, Kyoyo Kyoiku To, Dannoharu Campus,
 Oita University, Oita, Japan

		Rm. 25	Rm.26
Opening	9:10		
Papers 1 & 2	9:20-9:50	Abstract 1: (Chair Marla Parkins) Visual Stimuli and Evidence for Dual Coding Theory	Abstract 2: (Chair Li Jing) Experience Construed in Chinese-Japanese Translations —A Study of <i>Tao Hua Yuan Ji</i>
Papers 3 & 4	9:50-10:20	Abstract 4: (Chair Kris Ramonda) Finding Meaning in Various Types of Texts	Abstract 5: (Chair Wen Sui-jun) Multimodal Discourse Analysis of Calendar Advertisements in Old Shanghai
Coffee and Biscuits	10:20-10:40		
Papers 5 & 6	10:40-11:10	Abstract 12: (Chair John E. Ingulsrud) Contextual Knowledge and Pure Duration	Abstract 9: (Chair Katsuhiko Suganuma) How physicists and free journalists negotiated their knowledges on Fukushima on Twitter?
Papers 7 & 8	11:10-11:40	Abstract 7: (Chair Keizo Nanri) Intention in discourse: Analyzing the stancetaking of characters in movies and manga	Abstract 10: (Chair Ayumi Inako) Responses to nuclear accidents: A text analysis of newspaper articles in the immediate aftermath of Tokai Village (1999) and Fukushima (2011)
lunch	11:40-13:40		
Paper 9	13:40-14:10	Abstract 8: (Chair Marvin Lam) Preaching the sermon or delivering it: An analysis of language ideologies of missionaries and their co-workers in 1950s Japan	
Paper 10	14:10-14:40	Abstract 13: (Chair Kate Allen) Text typology as an applicable model of the relations between text and context	
Coffee and Biscuits	14:40-15:10		
Paper 11	15:10-15:40	Abstract 11: (Chair James Blackwell) The Multimodal Construal of the Experiential Domain of Recipes in Japanese and Chinese	
Paper 12	15:40-16:10	Abstract 15: (Wendy Bowcher) "French twin infants and language encultured bonobos: looking at the nature of MOVES in three stages of development	
Discussion and Closing	16:10-16:50		

Abstract 1

“Visual Stimuli and Evidence for Dual Coding Theory”

Kris Ramonda
Ritsumeikan Asia Pacific University
Center for Language Education
Kramonda AT apu.ac.jp

The current study examines the impact of visual stimuli on the networks of lexical items in the mental lexicon. According to Dual Coding Theory (Paivio & Desrochers, 1980), words that are associated with rich visual imagery are more easily learned than abstract words due to what is termed the concreteness effect (Altarriba & Bauer, 2004; de Groot, 1992, de Groot et al., 1994). Under DCT, the assumption is that the imagery system in the mental lexicon lends an additive contribution when accessing concrete words. No known study, however, has looked specifically at the effects of pictorial support for abstract concepts using metaphorical, symbolic, or emotive imagery. The present study examined the effects of attaching said visual imagery to abstract words through use of a meaning retention test. 87 American university students of first year Spanish participated in the study. Participants were placed in either picture or non-picture groups and were given a treatment consisting of 12 abstract and 12 concrete words presented through PowerPoint slides. The treatment included three distinct input phases lasting approximately 17 minutes. The posttest and delayed posttest involved a meaning retention test to measure receptive knowledge in which participants were supplied the L2 lexical item and asked to write the L1 translation. The results indicated that participants in the abstract picture group outperformed those in the abstract non-picture group on both posttest and delayed posttest; however, no such effect was found for concrete words. Furthermore, evidence of synonym-responses for the picture group points to a visual system which aids in lexical retrieval. Findings suggest that recognition of abstract words can be facilitated by usage of metaphorical, emotive, or symbolic imagery.

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Abstract 2

Experience Construed in Chinese-Japanese Translations **—A Study of *Tao Hua Yuan Ji***

Wen Sui-jun
Guangdong University of Finance
wen.kawaii AT gmail.com

Systemic Functional Linguistics (SFL) is “a theory of meaning as choice, by which a language, or any other semiotic system, is interpreted as networks of interlocking options” (Halliday, 2000:F40), it is applicable not only to one language analysis, but also to translation analysis (Halliday, 2000: F41). SFL views language as a resource for making meaning in social. Language is organized metafunctionally such that it is possible to express three distinct modes of meaning at the same time: ideational, interpersonal and textual.

Among these three metafunctions, the ideational metafunction of language construes human experience of the world and in the lexicogrammatical system it is realized through processes of saying,

sensing, being and doing. These processes are part of the Transitivity system, which has been a focus in much of the research into translation analysis from an SFL perspective as through this system, we can explore how the original work and the translator “build a mental picture of the reality and make sense of what goes on around” them (Halliday, 2000:106). Huang (2002, 2003) analyses a series of Chinese poems and their English versions from this perspective and proposes the importance of “formal equivalence”. Huang (2009) further points out that the essence of translation can be understood from an SFL approach. Sasaki (1991) makes a contrastive analysis of *Genji Mono Gatari* and its three English translated versions from the perspective of process types. Through the contrast of the process types chosen in the texts, he points out the specific style of these texts.

Based on these previous analyses, this paper analyses a Chinese literary work *Tao Huan Yuan Ji* written by Tao Yuanming and its translated Japanese versions from the perspective of the ideational metafunction. It analyses not only the process types but also the circumstantial elements. From the analysis this paper explores how reality construed in the Chinese text is construed in the three Japanese translated versions, and highlights some of the cultural differences represented in the texts.

Key Words: Ideational Metafunction, Transitivity System, Social Context, Contrastive Analysis, Translation

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Abstract 4

Finding Meaning in Various Types of Texts

Marla Parkins

Marla.Parkins AT Dartmouth.edu

How do people extract meaning from discourses and texts? What makes a discourse or text “flow” and become a single unit? How are discourses and texts organized differently across types of discourses or texts and across languages or cultures? Most syntactic discourse/textual analysis (examination of language that is larger than the sentence in written or spoken form) flows from analyses of what happens between sentences to create a cohesive and coherent discourse/text as a final product. Rather than examining the construction of cohesive and coherent texts from analyses of connections between and among sentences, I suggest, following the semantically based syntactic theory of Role and Reference Grammar (Van Valin and LaPolla, 1997), that the discourses/texts themselves provide semantic (meaning) cues for the kinds of information that they include. In other words, semantic requirements inherent to discourse types considered as units lead to the syntactic (ordering) connections among sentences in a coherent discourse/text, resulting from the semantic requirements, analogously to the ways in which sentential predicates (usually known as verbs outside of linguistics) require arguments or determine what kinds of optional arguments or complements (objects and complements) can be acceptably included in a sentence. This kind of analysis provides a way to begin to connect functional syntax to larger units of language and to identify patterns within larger units across types of texts or discourses (genres, or more

specifically to discourse/text analysis, Aktionsart classes, following Vender, 1957, 1967). In effect, I apply a theory of the ways in which sentences and words and extend that theory to the ways in which discourse/text and sentences interact. Patterns identified in this way could be used to help students identify linguistically and culturally relevant patterns in their own languages or in languages they would like to learn and would that create a way for them to think in a systematic way about discourses and texts.

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Abstract 5

Multimodal Discourse Analysis of Calendar Advertisements in Old Shanghai

Li Jing

Sun Yat-sen University
Shenzhen University, PRC
lijing AT szu.edu.cn

With the fast development of multi-media technology, multi-modal discourse analysis has become increasingly prominent in linguistic research. But multimodal discourse is not something new. Calendar advertisements, or calendar posters were commercial products widely distributed in the 1920s and 1930s in Shanghai, which is the acknowledged centre of western art studies in China, and also the geographical area with the highest exposure to and concentration of commercial art images. What's special about calendar advertisements of that period is that the image featured in the advertisement sometimes could have nothing to do with the product advertised. In fact, they are both advertisements for commodities and themselves commodities to be advertised. In the past the analysis of calendar advertisements were mainly conducted from the perspective of aesthetic appreciation and social phenomenon recording. This paper intends to adopt a systemic functional approach to analyze calendar advertisements in terms of representational, interactive and compositional meanings which correspond to the three metafunctions in systemic functional grammar. By analyzing the visual images and the texts, the writer attempts to reveal the semantic relations between them. Since calendar advertisement has experienced its ups and downs in China, being favored at the beginning, repressed after the establishment of PRC, and then reproduced or rather counterfeited since the 1980s, this paper will try to interpret one calendar poster by putting it into different social and cultural contexts. As a product of a particular historical period in China, calendar advertisements not only have certain artistic value, but also are rich in social and cultural connotations. By looking at the different interpretations of the same calendar advertisement, we can get a glimpse of China's social and cultural development in the past century.

Key words: multimodal discourse analysis; calendar advertisements; metafunction; context

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Abstract 7

Intention in discourse: Analyzing the stancetaking of characters in movies and manga

John E. Ingulsrud
Meisei University
 katejohn AT gol.com

Among the various ways text interpretation has been understood, the author's intent has continued to be maintained as the primary interpretive position. This is because the most common metaphor for the interpretive process is the human encounter (i.e., the reader and the author) followed by an interaction. In this presentation, I focus on spoken interaction to explore the nature of intention in spoken text. It is generally assumed that there is a cause and effect relationship between intention and communication, and this notion is expressly propagated in existentialism, speech act theory, pragmatics, as well as many forms of literary theory. It is also assumed that this intention in communication is singular—at least within a unit of text. Sociolinguistic research on stance has revealed that speakers can take multiple positions and change their alignments in the course of a single conversation, thus having multiple intentions (e.g., Johnstone, 2007). Likewise, Erving Goffman (1981) has observed that the intended meaning (the principal), the way the words are chosen (the author), and how they are spoken (the animator) may not necessarily be united and can fragment into separate stances. Therefore, each of these may have a separate intention. When they do fragment, anthropological linguists such as Jane H. Hill (2007) point out that the unarticulated principal is almost always more highly regarded than the other stances. In data from naturally occurring conversations, however, these unarticulated stances cannot be accessed. Using two types of media representation of natural conversation, the movie *What women want* and several manga works, plural stancetaking by speakers is demonstrated. The stances taken by the media characters are then analyzed into intentions that change, fragment, and unite. The purpose of the analysis is to interrogate the widely assumed metaphor of interpretation-as-an-interaction to allow space for other positions of interpretation.

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Abstract 8

Preaching the sermon or delivering it: An analysis of language ideologies of missionaries and their co-workers in 1950s Japan

Kate Allen
Meiji University
katejohn AT gol.com

As part of an ethnographic study, employing oral histories, of learning Japanese as a foreign language, 35 American missionaries were interviewed about their language learning experiences and work in the early 1950s. This paper focuses on 12 missionaries, 7 of their Japanese interpreters/translators, and the strategies used to enable the Americans to go about their work, especially preaching. To begin with, relations between the missionaries and their Japanese co-workers were influenced by the post Second World War power shifts and the political relationship between the United States and Japan. In addition, the missionaries had limited Japanese language skills and were unable to read kanji. Although the older version of the Bible used furigana, it was written in old-fashioned Japanese and so the missionaries were very dependent on their interpreters/translators. Among the missionaries, because of differences in age and previous work experience, there were varying ideas on how to conduct their ministry, particularly preaching and what kind of discourse preaching entailed. In contrast, the co-workers, who had different levels of English skills and educational backgrounds, had their own ideas about what the discourse of preaching should be. The paper illustrates how the processes of interpreting/translating reflect different ideologies about preaching and methods of interpersonal communication.

Abstract 9

How physicists and free journalists negotiated their knowledges on Fukushima on Twitter?

Ayumi Inako
Nihon University
ayumimv AT gmail.com

The paper presents the early stage of my PhD project that explores the tweets, or posts on the microblogging site of Twitter, posted in the immediate aftermath of the nuclear power plant accident in Fukushima by two groups of ‘experts’. During the series of national disaster, Twitter was one of frequently used internet media to communicate different kinds of information. Among the experts who disseminated information via Twitter were groups of physicists and groups of free journalists. The research examines how the tweets of these professionals compare in terms of the types of information and the values they diffuse, the social purposes they enact and the apparent intended audience.

In this paper, I will introduce some aspects of Legitimation Code Theory (LCT) that I intend to use as an explanatory framework alongside linguistic tools for data analysis. LCT, originated from Bernsteinian sociology and developed by Karl Maton and colleagues, is the sociological framework which, according to Christie (2007), work side by side with systemic functional linguistics to address language as part of social structure. I focus on its concepts of “specialisation codes”, “epistemic relations” and “social relations,” referring to what Bernstein (2000) called “knowledge structures” and what Maton refers to as “knowledge-knower structures.” I attempt to relate these concepts to what I see as distinctive in physicists’ and free journalists’ tweets on this national crisis.

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Abstract 10

Responses to nuclear accidents: A text analysis of newspaper articles in the immediate aftermath of Tokai Village (1999) and Fukushima (2011)

Takanori Kawamata
International Studies Department
Meisei University
takanori.kawamata AT meisei-u.ac.jp

In this presentation, the comparisons between the nuclear power plant accident of Tokai Village JCO Accident in September 1999 and Fukushima Daiichi nuclear power plant Accident in March 2011 is described. Tokai Village Accident happened at a nuclear fuel factory run by JCO, a subsidiary of Sumitomo Metals and Mining Company, 130 km northeast of Tokyo. The Fukushima Daiichi nuclear power plant Accident was triggered by a massive earthquake with an estimated magnitude of 8.8 struck off the northern coast of Japan. After March 11th, many people became concerned about the nuclear power plants in Fukushima. Although one is caused by a human error and another is caused by natural disaster, they deal with same topic: the safety nuclear power industry.

The analysis of the differences and similarities will be based on a corpus analysis of newspaper articles in the immediate aftermath of both accidents. One of the frequent words are *Anzen Shinwa* [the myth of safety]. These words collocate with *Hokai* [broken]. The analysis indicates that the Fukushima accident was not the first time the myth was broken. Together with other analysis of the keywords in this presentation investigates how newspapers express beliefs about nuclear power as they report on the accidents. To relate this analysis is to the local context, findings from previous and ongoing research (e.g., Kawamata, 2009a, 2009b) will be presented to illustrate attitudes of local residents around nuclear facilities toward newspaper reports of nuclear accidents.

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Abstract 11

The Multimodal Construal of the Experiential Domain of Recipes in Japanese and Chinese

Wendy Bowcher
Sun Yat-sen University
wendyjapanyahoo AT gmail.com

This paper presents an analysis of the multimodal construal of the semantic domain of culinary operations in Japanese and Chinese. The analysis uses the semantic domain framework developed by Halliday and Matthiessen (1999) and the system of logico-semantic relations between image and text developed by Martinec and Salway (2005). The data consist of multimodal recipes for Chinese dumplings in both Japanese and Chinese with occasional reference to a comparable English recipe. We first compare the linguistic construal of the culinary semantic domain in English with the Japanese and Chinese texts. We then analyse the multimodal construal of this experience and the image-text relations in each of the recipes. The paper enhances previous findings on recipes in Japanese and English by Martinec (2003) and makes an important contribution to cross-cultural issues in multimodal text analyses through highlighting some of the similarities and differences in the ways that Japanese and Chinese multimodal recipes integrate visual and verbal resources in construing a comparable semantic domain. The paper concludes with a brief interpretation of the findings against the texts' socio-cultural contexts.

Keywords: Recipes, Japanese, Chinese, procedural texts, multimodal, semantic domain

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Abstract 12

Contextual Knowledge and Pure Duration

Keizo Nanri

Oita University

Keizo-nanri AT oita-u.ac.jp

Based on Halliday's (1978) definition of field, tenor, and mode, the present paper attempts to demonstrate that these three contextual variables are recognisable not just in systemic terms but also in psychological or philosophical terms. I will do this through an attempt to elucidate the relationship between the three contextual variables by taking into consideration the French philosopher Henri Bergson's notion of 'pure duration' (or a stream of consciousness or images), 'images', and his interpretation of 'memory'.

Begun with a reference to a few postulations posed by Yamadori (2011) (who applies Bergson's notion of 'pure duration' and 'images' to his attempt to identify the cause of aphasia, the paper suggests that (1) field knowledge is stored in personal and specific memory (which is often referred to as 'episodic memory'), (2) tenor knowledge forms part of this memory but is interlocked with meta-cognitive activities, providing the generated text with interpersonal stability by selecting certain discursive roles, and (3) rhetorical mode is reconstructed along the duration of thoughts at the moment of speech or writing with some rhetorical knowledge retrieved from impersonal and general memory (which is often referred to as semantic memory). (The present paper restricts the discussion of the mode of discourse to rhetorical mode.)

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Abstract 13

Text typology as an applicable model of the relations between text and context

Marvin Lam

PolySystemic Research Group

Department of English, The Hong Kong Polytechnic University

egmarvin AT inet.polyu.edu.hk

In accordance with Jean Ure's (n.d.) account, the text typology proposed by Matthiessen, Teruya & Wu (2008) is a typology of text types according to systematic criteria and based on field and mode values of

situational context. In terms of the field value, texts can be typologised according to different socio-semiotic activities, i.e. activities attaining social value or social order (i.e. socio-) and meaning making (i.e. semiotic). Socio-semiotic activities can be categorized as expounding, reporting, recreating, sharing, doing, recommending, enabling and exploring, which are interrelated and technically defined. Together with the mode values of spoken vs. written and monologic vs. dialogic, the text typology is graphically organized as a discursive wheel with text types as shading into one another in a continuous, multidimensional space at different positions (according to field) of different concentric rings (according to mode). This model provides a holistic approach of typologising text types without adhering or limited to particular speech communities or fields of knowledge. This holistic property of the text typology constantly proves its significance in numerous studies in providing a comprehensive grid for different text types to be related to each other in terms of different field and mode values.

This paper presents one of the many on-going applicable studies that adopt this text typology by PolySystemic Research Group. This study particularly concerns with healthcare communication in hospital emergency departments. Through showcasing this study, this paper discusses how the text typology helps exploring the relations between text and situational context in the investigation on the communication between patients and healthcare practitioners; how cultural factors play an important role in the analysis of texts as the dialogue between patients and healthcare practitioners; and how the material situational setting of hospital emergency departments contribute to the description and the analysis of texts.

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Abstract 15

"French twin infants and language encultured bonobos: looking at the nature of MOVES in three stages of development

Bill Greaves, Maria Wong, Meng Yang, Laurena Kirkwood-Lazizzera and Karine Sheldrake

jbenson.jim AT gmail.com,
karine AT bonobohumandiscourse.org

The purpose of our presentation is to explore the role of semantic EXCHANGE structures in different stages of meaning making ability.

We do this by examining discourse in two very different contexts:

- 1) a unique culture in which bonobo apes have been raised from infancy by caregivers who talk to them in English while the apes can respond via a lexigram board which produces spoken English words;
- 2) a pair of French speaking twins in their home environment at about a year, and about four and a half years.

Two forms of language genesis are involved. For the apes the development is phylogenesis: this is the point at which their species is beginning to use English, which is socially "in the air" in their interactions with caregivers. We are observing a species "doing" a certain amount of English when that species had not done so before. (There is no particular expectation that this development will continue past the current experiment – but it is, nevertheless, a phylogenetic stage.)

For the twins it is ontogenesis: we look at two points in their individual development: the point at which they are just beginning to use a few words, and a point at which they are using clauses with a fairly extensive vocabulary.

The common thread in these three instances is the EXCHANGE as a unit of meaning. This is something which comes into being through lexicogrammar (Halliday's "language is a tool for making meaning").

Both bonobo and human infants interact materially with caregivers from birth onwards. Our interest is on the point at which this interaction becomes meaningful: not just a matter of needing and getting nourishment, but a matter of negotiating such matters through statements, questions, commands and offers realized patterns of declarative, interrogative, and imperative structures. Complex exchange patterns have been “out there” in the linguistic culture into which the human infants are born and the bonobos are raised. The construal/realizational relationship between lexicogrammar and semantics, when present in their social environment, are their tool to negotiate intentions.

We will present three video clips: the twins in a very early exchange with their mother, a second when they are approximately four and a half years old, and an exchange between enculturated bonobos and their caregivers. We use the MOVE network presented by Eggins and Slade as the full background against which we can look at the behaviour of these particular individuals.

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- Dr. Sue Savage Rumbaugh and others. Articles and references. <http://www.greatapetrust.org/>