



Third New Zealand Discourse Conference

Engaging with Discourse

5–7 December 2011

www.nzdc.aut.ac.nz
nzdc@aut.ac.nz

Institute of Culture, Discourse & Communication
AUT University
New Zealand

icDC
THE INSTITUTE OF CULTURE, DISCOURSE & COMMUNICATION

AUT
UNIVERSITY

WELCOME

Welcome to Auckland and to the third New Zealand Discourse Conference, *Engaging with Discourse*, held at AUT University and hosted by the Institute of Culture, Discourse & Communication.

This conference builds on the successful first and second New Zealand Discourse Conferences in 2007 and 2009, and brings together leading keynote speakers with discourse analysts from many parts of the world.

We are very pleased to welcome participants from a wide range of countries, including Taiwan, Norway, Singapore, USA, Hong Kong, Finland, Sweden, South Africa, Malaysia, Australia - and New Zealand.

We would like to thank our plenary speakers, Teun A. van Dijk and Monica Heller, for their presence and for their willingness to lead hands-on workshops as well as present their keynote talks.

We thank the School of Language and Cultures for its sponsorship.

We hope you enjoy the New Zealand Discourse Conference, and the socializing events associated with it!

CONFERENCE COMMITTEE

Allan Bell

Conference Chair
Director
Institute of Culture, Discourse
& Communication, AUT

Edward McDonald
Senior Lecturer
School of Languages and Linguistics
University of New South Wales
(Formerly University of Auckland)

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Senior Lecturer
School of Language & Culture, AUT

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Institute of Culture, Discourse
& Communication, AUT

Kristie Elphick

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& Communication, AUT

Alwin Aguirre

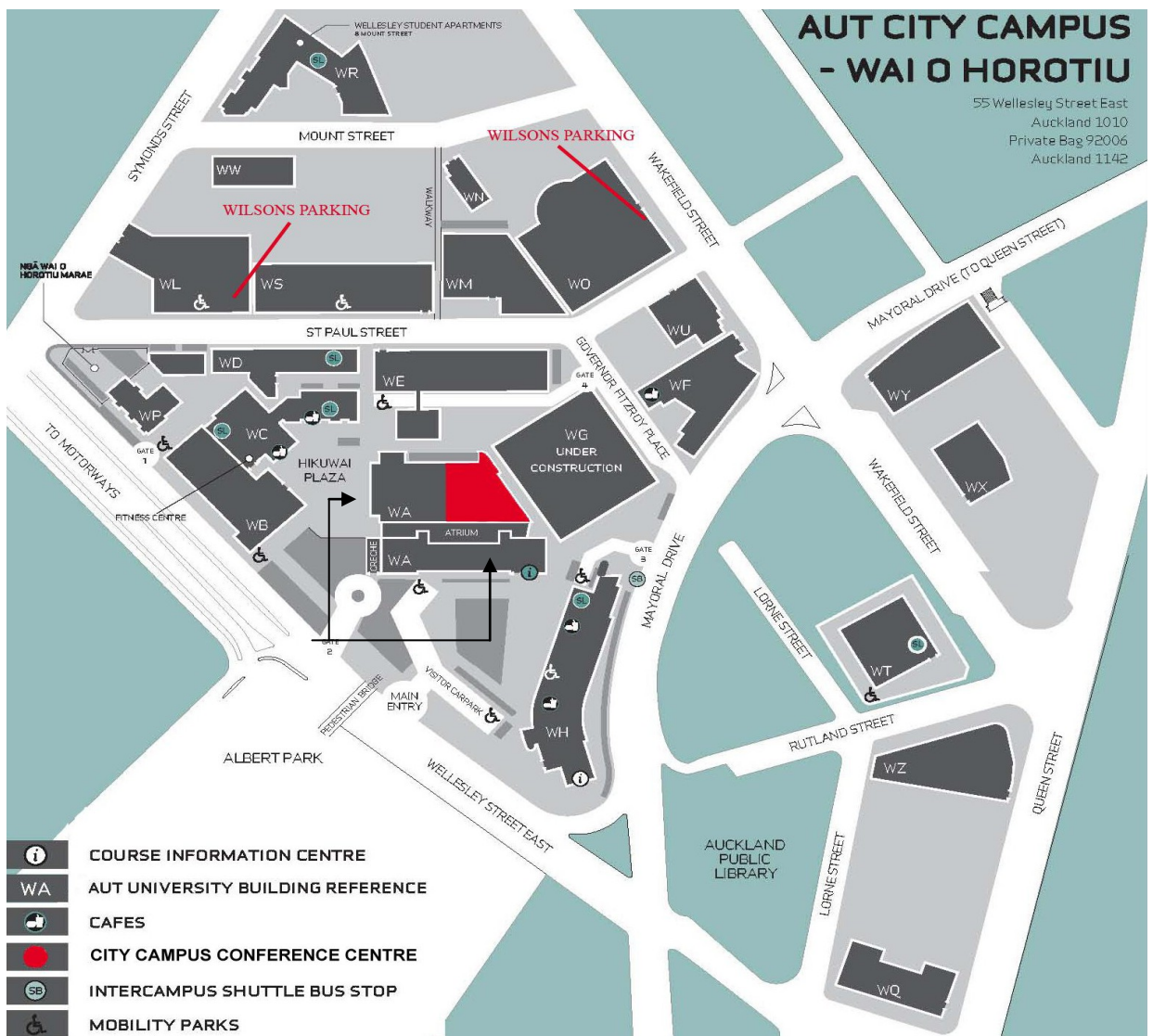
PhD candidate
Institute of Culture, Discourse
& Communication, AUT

Jennie Billot

Formerly of
Institute of Culture, Discourse
& Communication, AUT

VENUE INFORMATION

AUT University Wellesley Campus Conference Centre Auckland New Zealand Rooms WA224a and WA224b; WA220	Registration desk	Atrium WA Block
	Plenary talks	WA 220
	Theme sessions	WA224a, WA224b, WA220
	Lunch & refreshments	Atrium foyer
	Toilets	Located off the Atrium



SOCIAL EVENTS

First Night Drinks and Nibbles – included in the registration price.

On the evening of Monday 5th December there will be a reception where participants can meet and greet fellow conference registrants. This will take place at the end of the first day of the conference 5.00pm – 6.00pm in WA, Conference Centre.

We would like to thank the AUT School of Language and Cultures for generously sponsoring this event.

Come and join us for drinks and nibbles!

NZDC CONFERENCE DINNER

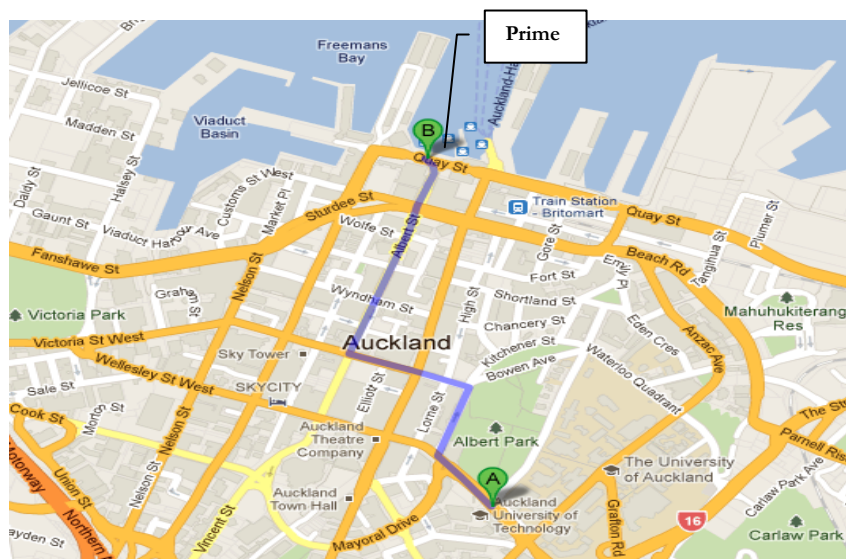
The conference dinner will be held on **Tuesday, 6th December**, at:

7pm
Prime Bistro
PricewaterhouseCoopers Building
188 Quay Street, Auckland, CBD.

If you have pre-booked for the dinner please check that your name is on the list at the registration desk.

Getting there:

It is an easy 20-minute walk from the AUT conference centre to Prime. For Auckland city bus timetables please visit www.maxx.co.nz or for an Auckland Co-op taxi, phone 09 300 0000 or visit www.3003000.co.nz



NOTES FOR PRESENTERS

- Please bring any handouts with you.
- If you intend to use PowerPoint or PDF files as part of your presentation, please bring these files on a USB stick for loading onto conference computers before your session.
- We ask that you ensure compatibility of your files with PC format in order to avoid disappointment.
- Please make yourself known to the conference organisers well in advance of your presentation and load your file on to the correct computer at least one session prior to your own. For help loading files on to the PC, please ask at reception desk and technical help will be organised.
- Please make contact with the chair of your session just prior to its commencement so that they know who you are.
- Arrive on time to ensure prompt start times.
- Conference presentations (excluding plenary presentations and workshops) are 20 minutes long, followed by a 5-minute question/discussion period. Presentations will finish promptly allowing a smooth transition between parallel sessions.

Wireless Internet Access for your Laptop or Device [UniSurf]

The following login has been set up to operate during NZDC3 for conference registrants only, and will be disabled shortly after the conference. You should be able to access the wireless network in and around the conference centre and Library in WA building. The Business School café also provides wireless, located on the ground floor of WF building (please see the AUT campus map).

Connecting with Wireless:

Simply start your laptop or device, make sure your wireless is active, and it should automatically pickup the **AUT-UniSurf** network in the area. Initial password: **unisurf2011** You will then have to enter the login and password each time you use wireless.

Login: ac6164-lan
Password: r3887

Security Recommendations

We strongly recommend that all users of this service investigate and implement appropriate measures to ensure the security and privacy of their machines. Applications such as a Firewall, Virus Protection software, and all critical Microsoft patches should be installed.

PLENARY SPEAKERS



Teun A. van Dijk
Universitat Pompeu Fabra
SPAIN

Teun A. van Dijk is a visiting Professor, at the Universitat Pompeu Fabra, Barcelona, and also teaches graduate (master and PhD) classes there. To view Teun's full CV, publication lists and interviews, please visit: <http://www.discourses.org/cv/>

Text and context – revisited

The study of discourse has traditionally focused on text and talk itself, but ignored the important role of context in the production and comprehension of discourse. Sociolinguistics studied the influence of social conditions of speakers, especially class, on (mostly phonological) variation -- with little interest in variation of others levels of discourse structure. Interactional sociolinguistics has studied subtle contextualization cues. And Systemic Grammar analyzed context in terms of the vague idiosyncratic triple Field, Tenor and Mode. These and other approaches, however, did not really offer an explicit, systematic theory of context and the ways it related to text and talk. One of the main problems is that contexts are conceived of as "objective" social structures -- which imply that in the same context speakers would speak in the same way. Against this background, our new theory of context offers a multidisciplinary framework that postulates contexts in terms of the subjective definition of the relevant parameters of the communicative situation. Such a subjective definition is made explicit in terms of special mental models stored in episodic memory: Context Models. These models, which are the basis of discourse pragmatics, control all discourse production and comprehension and its variation, and define the appropriateness of discourse.

Workshop

In order to do pragmatic context analysis our main source is text or talk itself. So, in order to have some data to talk about, select a short fragment (a few lines, a paragraph) of a text or transcribed conversation (don't forget to put line numbers in front of the example). Before the example, briefly describe the communicative situation as you know it (Time, Place, Participants -- and their Identities, current Roles and Relations -- the ongoing social Action, Goal, etc.). Maximum: one printed page. On top, add your name, e-mail, current study or position as well as your department and university. Send directly to Teun A. van Dijk (vandijk@discourses.org) with the following Subject line: Example Context Analysis Auckland. *Before December 1, at the latest.*

Then, for (possible) brief oral presentation during the workshop, examine in detail how (by which structures at various levels) these aspects of the communicative situation are expressed or signalled in the discourse fragment itself, or conversely how discourse properties actually shape or change the communicative situation. Depending on time -- you may have to take the floor for 5 minutes to summarize some of your analytical observations of your example.

Monica Heller
University of Toronto
CANADA



Monica is Professor at the Ontario Institute for Studies in Education and the Department of Anthropology, University of Toronto, and a member of the Royal Society of Canada. Her research focuses on changing ideologies of language, identity, nation and State in the globalized new economy, with a focus on francophone Canada. Her most recent book is *Paths to Post-nationalism: A Critical Ethnography of Language and Identity* (2011, Oxford University Press).

Ethnography and discourse analysis

A frequent critique of discourse analysis is that it focuses on data in ways which isolate them from social processes of production and circulation, whether by closely analyzing various forms of texts, or by examining features across multiple texts assembled into corpora. In this talk, I will discuss what can be gained by focussing on chains of discursive production and circulation, drawing on data concerning shifts in discourses of what it means to be francophone and to speak French in Canada. I argue that an ethnographic approach which asks where discourses are produced and by whom, as well as how they are appropriated, modified, contested or ignored, and under what conditions, can help us explain why they take the form they do, and how they are (or are not) invested with authority.

Workshop

Participants will be asked to contribute research questions (and if possible data) which we will work through collectively to shape into an ethnographic project. We will discuss the relationship between various forms of text-based discourse analysis and the other kinds of data that help situate texts as parts of processes of social construction of ideologies and frames of reference which orient our understanding of and participation in fields of activity.

ABSTRACTS
FOR
PAPER
PRESENTATIONS

Mukhlis Abu Bakar
Nanyang Technological University
SINGAPORE

Discourse patterns in the home and classroom: Effects on quality of language learning experiences

This paper studies the home and classroom English literacy experiences of two bilingual Singaporean primary school children. In particular, it examines the interaction patterns between child and parent, and child and teacher, and the individual child's response and performance in reaction to the practices and strategies employed by the adults in a range of literacy activities. Data were collected through observations, self records and interviews during field-visits. An analysis addresses the complementarity and contradictions between the engagement of literacy in the home and in the classroom. Literacy experiences in the home act as a source from which children draw knowledge in order to participate productively and successfully in class. The school tests these experiences with teacher evaluations and performance in school work. But, while it may scaffold what the children know, its activities and strategies do not provide the ability to extend on the strengths of the children. Interactions in the classes were observed to be predominantly teacher-directed which is affected by several factors: teacher's expectations of class and individual child's abilities; teaching goals; limitations in providing for a large group of students; need to maintain order; and understanding of children's abilities. Children respond accordingly to the type of interaction made available in class by teachers through the use of reinforced rules, explicit instructions and through interaction with classmates. It is observed that the increase in frequency of collaborative discourses provides more favorable patterns of language learning through an increased quality of student contributions and interest. These collaborative discourses include showing genuine interest in a child's contributions, building on and responding appropriately to a child's turn. Inability to meet the needs of an individual child in a classroom setting limits the ability of teachers to provide the appropriate level of learning based on the child's potential.

Alwin Aguirre
AUT University
NEW ZEALAND

Traversing liminalities: Online identity construction of Filipinos in New Zealand

The study seeks to understand New Zealand-based Filipinos' participation in cyberspace culture by engaging in various Internet media (e.g. discussion groups in specific Filipino-dedicated websites, blog sites and social networking sites) and the meanings constructed through such activity. The project sees these meanings as the primary indicators of how the participants 'get around' with the question of identity as members of a particular sub-community that thrives in a larger multi-ethnic context.

This process of online identity construction of Filipinos in New Zealand is seen through the lens of liminality as an analytical tool. Being a migrant, as many studies would indicate, actualizes an ambiguous state of being away from and attached to home or of being in and out of the new place – a liminal state. Victor Turner (1982), in elaborating the concept of the liminal, stresses that it is a period of ambiguity where structure (or former and new social and power relations) is held in abeyance. It is also a highly 'discursive' moment where the person is temporarily not confined to normative sets of rules, thus, giving them a certain amount of privilege in terms of deconstructing former identities, exploration of possibilities and creative liberty to redefine dominant meanings in society. Using critical discourse analysis, the study presents the ways by which Filipinos in New Zealand re-articulate their identities within/away from former/new structures of social and power relations.

Turner, V. (1982). *From ritual to theatre: The human seriousness of play*. New York: PAJ Publications.

Abdul Gabbar Al Sharafi
Sultan Qaboos University
SULTANATE OF OMAN

A discourse approach to translation quality assessment

Translation Quality Assessment (TQA) is an evolving interdisciplinary area of inquiry into the parameters, strategies and procedures of describing and assessing the quality of translation. It is motivated by quality assurance and quality control concerns of the contemporary globalized consumer and market-oriented world. A number of TQA parameters and strategies have been proposed. These include the linguistic and extralinguistic parameters proposed by Reiss (1971/2000), the functional-pragmatic model by House (1977) and (2001), the eclectic seven-tiered Arabic/English translation model by Qinai (2000) and the Nord's (2005) text-analysis-based Arabic/English translation model by Sharkas (2009). These models generally adopt rather too general and static models which treat the source text (ST) and the target text (TT) as rigid end products and judge textual practices rather than discursive practices. This treatment deems the TQA process necessarily restricted to rigid textual comparison between source text and target text and deprives it of an explanatory power that accounts for the inherently interactive nature of translation as a unique communicative event involving two cultures and two situations mediated by an active agent, the translator. This paper aims to adopt the six politeness maxims proposed by Leech (1983, pp. 104–139) "tact, generosity, approbation, modesty, agreement and sympathy" to describe and explain the translation quality of five Arabic translations of James Joyce's *Araby* by five different professional translators. The paper takes the conversational component of the short story and examines how the politeness maxims proposed by Leech can help in explaining the translators' decisions in rendering those interactions and how they can help in explaining the quality of the translations.

Mohammed Alkharusi
University of Waikato
NEW ZEALAND

Discourse of identity: Female Arab Muslim students in New Zealand

This paper addresses issues of identity faced by female Arab Muslim students attending NZ universities. It uses critical discourse analysis (CDA) to examine the discourses of students talking about their experiences while studying and interacting at New Zealand universities. This is part of a larger study that the first author is conducting on the intercultural communication experiences of Arab Muslim students at New Zealand universities.

This paper looks at how female Arab Muslim students perceive their cultural and religious identities while attending New Zealand universities. An examination of the social practices of these students assists in revealing the students' experiences when moving to a new culture, interacting and communicating with people from other cultures, understanding their own identities in terms of other cultures and how these experiences affect the students' re-negotiation of religious and cultural practices. This sociocultural process indicates how the world views of the students are constructed, negotiated and changed through intercultural activities and communicative actions.

The analysis explicitly focuses on how the students create their own discourses of identity in order to demonstrate their views and understandings when practising their identities and engaging with others in the dominant culture. By probing discursive features, such as metaphor, intertextuality, articulation, the meaning of words and positioning, the analysis shows that students discursively attempt to construct, negotiate and accommodate their identity in the new context.

The analysis found that students continued to following Islamic teachings within the New Zealand context, such as avoiding sitting alone with the opposite sex, not being touched by males, and not participating in social events and activities where alcohol is served. Students desired to maintain particular Islamic and cultural practices, such as the wearing of the hijab (headscarf), while, at the same time, changed certain practices to accommodate the host culture. Discourses concerning this re-negotiation of identity revealed a site of identity struggle in the New Zealand academic culture.

Davina Allison
The University of Tasmania
AUSTRALIA

Writing to be heard: Voice in the academic discourse of Chinese international students

The high number of Chinese International Students studying in Australian universities has devolved, in recent years, into a research focus on the interface between the international student and the Australian educational context. This scholarship tends to be characterised by a move away from earlier studies, which viewed Chinese students as a homogenous monolithic to studies which refute cultural essentialism, foregrounding, instead, the variability demonstrated by students as writers in negotiating Western academic contexts (Ballard & Clanchy, 1991; Biggs & Watkins, 1996). Recent work in the Australian context, for example, focuses on learner agency and investment, non-normative aspects of writing such as identity and style, and, also, issues of power and discourse as mediated by the particular academic context (Arkoudis & Tran, 2007).

This presentation reports on a PhD study which contributes to this emerging field of scholarship by drawing on recent work in second language writing research on authorial voice. Although contested terrain, Ivanič and Camps (2001), and, also, Matsuda's conceptualisation of voice as an effect, visible in the written text to the reader across aspects such as lexis, syntax, and organizational structure, and resulting from "the use of discourse and non-discourse features that language users chose, deliberate or otherwise, from socially available yet ever changing repertoires" (Matsuda, 2001, p. 40), offers the researcher the opportunity to locate the writer as both subject to discursive discourses, and, also, as agentive in their own writing.

In this presentation the results of the application of Ivanič and Camp's (2001) model of voice to the essays of two Chinese International Students will be outlined. The linguistic resources which both writers utilized to construct an authorial presence will be highlighted, thus, demonstrating the ways in which each writer mediated their own life histories as well as the demands of the academic context to create a distinctive voice. The implications of the results will also be discussed in terms of learning and teaching, and, also, in terms of how Chinese International Students experience writing in Australian universities.

Helen Basturkmen
University of Auckland
NEW ZEALAND

“Nice, but is the above really leading to the conclusion?” The pragmatic intention of supervisor feedback comments on students’ drafts of dissertations

The presentation reports part of a wider project into supervisor provision of feedback on writing in draft dissertations and theses in the New Zealand context (Bitchener, Basturkmen & East, 2010). At postgraduate level, little attention has been given to the specific types of response that supervisors give to their thesis students. The project involved participants from three disciplinary areas – Humanities, Sciences/Mathematics and Commerce – at six universities and mixed data collection methods – questionnaires, interviews and requests for participants to supply a sample of written feedback.

This presentation reports our analysis of how supervisors framed their feedback comments on the samples of written feedback collected in the wider study. At postgraduate level, it is generally expected that supervisors take care to formulate feedback comments not only to express clearly what improvements are needed but also bearing in mind the face concerns of students who have expended considerable time and personal investment in their research. The data comprised the naturally occurring drafts student supervisees had given to their supervisors and on which their supervisors had written feedback comments. A total of 351 feedback comments were analysed. As a point of departure we drew from descriptions of pragmatic intention and strategies in previous research in the area of critical feedback (Kumar & Stracke, 2007; Nguyen, 2008; Nguyen & Basturkmen, 2010) and developed these to account for what we observed in our data set. Analysis revealed the ways supervisors typically couched their feedback comments, that the level of directness varied in relation to the focus of the feedback comments, that comments were often softened, that comments could be complex due to a piling up of pragmatic functions, and that positive responses were often used to ‘sugar the pill’ (Hyland & Hyland, 2001) in advance of critique.

Bitchener, J., Basturkmen, H. & East, M. 2010. Draft report on AKO Aotearoa National Project ‘Best Practice in Supervisor Feedback to Thesis Students’.

Hyland, F., and Hyland, K. (2001). Sugaring the pill: Praise and criticism in written feedback. *Journal of Second Language Writing*, 10(3), 185–212.

Kumar, V., and Stracke, E. (2007). An analysis of written feedback on a PhD thesis. *Teaching in Higher Education*, 12(4), 461–470.

Nguyen, T. T. M. (2008). Modifying L2 criticisms: How learners do it? *Journal of Pragmatics*, 40(4), 768–791.

Nguyen, T. T. M., & Basturkmen, H. (2010). Teaching constructive critical feedback. In N. Houck & D. Tatsuki (Eds.), *Pragmatics: teaching speech acts* (pp. 125–140). Alexandria, VA: TESOL Inc.

Amanda Bateman
University of Waikato
NEW ZEALAND

Huts and heartache; The affordance of playground huts for legal debate in early childhood social organisation

This paper presentation discusses the way in which four-year-old children engaged in the complex co-production of rules and social governance in their primary school playground in Wales, UK. These findings are part of a larger PhD study where an inductive investigation into the children's everyday social interactions was initiated (Bateman, 2010). The researcher collected audio and video footage of the children's everyday verbal and non-verbal interaction during their morning playtime. Recurring themes which the children oriented to were then transcribed using conversation analysis conventions (Sacks, Schegloff, & Jefferson, 1974). Through transcription it became evident that the children used their spatial affordances to organise their social worlds through everyday discourse. By making explicit reference to the wooden huts in their co-production of playground rules and governance the children talked those spaces into being (Heritage, 1978) and made them noticeable as important places for the practice of such agency. These findings align with prior research (for example, Butler & Weatherall, 2006; Tholander & Cromdal, 2011) indicating that young children's ability to co-construct legal rules for social organisation are globally apparent.

Bateman, A. (2010). *Children's co-construction of context: Prosocial and antisocial revisited*. Unpublished PhD thesis, University of Wales, Swansea.

Butler, C. W., & Weatherall, A. (2006). 'No we're not playing families': Membership categorization in children's play. *Research on Language and Social Interaction*, 39(4), 441–470.

Heritage, J. (1978). Aspects of the flexibilities of natural language use. *Sociology*, 12, 79–103.

Sacks, H., Schegloff, E. A., & Jefferson, G. (1974). A simplest systematics for the organisation of turn-taking for conversation, *Language*, 50, 696–735.

Tholander, M., & Cromdal, J. (2011). Morality in practice: An introduction. In J. Cromdal & M. Theolander (Eds.), *Morality in practice: Exploring childhood, parenthood and schooling in everyday life*. London: Equinox.

Allan Bell
AUT University
NEW ZEALAND

Texts of empire: Discourse Analysis as interpretation

The term 'Discourse Analysis' seems strangely reductionist as a label for our field, and in this paper I propose the broader and deeper concept of 'Discourse Interpretation'. I draw on ideas from the field of hermeneutics – the theory and practice of interpreting texts. The paper adapts and operationalizes the construct of the Interpretive Arc from the philosopher Paul Ricoeur in order to address issues that are central to discourse work, including how we warrant the validity of our textual interpretations. The Interpretive Arc consists of six phases, which the paper exemplifies through a range of media texts:

- 1 Estrangement: readers are distanced from the text by reason of its written or technological form.
- 2 Pre-view: the state of opinion or knowledge that readers bring to a text.
- 3 Proto-understanding: a reader's naïve initial 'guess' at what the text means.
- 4 Analysis: tests and evidences the validity of alternative readings, limiting interpretations to one or more which can plausibly be taken from the text.
- 5 Understanding: informed by analysis, understanding grasps the matter that is disclosed or unfolded by the text.
- 6 Ownership: readers come to a new self through a process of disowning of their ideologies and appropriating the text to themselves.

There is dialectic amongst the phases of analysis, understanding and ownership, with each informing and modifying the other. The approach emphasises interpretation as the heart of discourse work. I test and exemplify the six steps of the Arc with an analysis of contrasting maps of the world. Differing orientation, centring and projections represent clear differences in how the world is viewed, what is up and what is down, centre and periphery. They offer particularly clear illustrations of imperial and global visions, and demonstrate the robustness of this approach for the discourses of visual as well as linguistic texts.

**Rebecca Bollard
Priya Kurian & Debashish Munshi
The University of Waikato
NEW ZEALAND**

What counts as human? Negotiating boundaries in discourses of technology

Rapid developments in new technologies are challenging conventional ideas about what it is to be human. These developments pose particular dilemmas for policy planners who are stuck with policy frameworks that are not equipped to deal with the blurring lines between the human and the non-human, especially the ethical, social, political, and cultural challenges such collapsing boundaries bring about. This paper analyses discourses around two different new technologies in New Zealand – assisted reproductive technology and nanotechnology – to explore the tensions and negotiations that play out in the drawing, erasing, and manipulating of boundaries around what constitutes the human.

The paper draws on an analysis of a range of sources, including interviews with actors and agencies, media reports, and fictional books, TV shows and movies. These sources are overlaid on a number of relevant policy texts to explore intersections, divergences, and new understandings about boundaries and border-crossings between conceptions of what it is to be human. The analysis offers a way of identifying and evaluating diverse meanings, value orientations, and ways of understanding a changing, technology-infused world. In particular, the paper explores the implications of the analysis for fresh understandings of citizenship today.

**Rosemary Brewer
AUT University
NEW ZEALAND**

Royalty and divorce: Representations of divorce in selected New Zealand media reporting of three scandals involving the British Royal Family

Social attitudes to divorce changed considerably over the last century, and can be charted in New Zealand by analysing the ways divorce was reported. This study looks at selected media representations of royal scandals involving divorce, including King Edward VIII's decision to marry the divorcée, Mrs Wallis Simpson, which led to his abdication in 1936, Princess Margaret's decision to reject the marriage proposal of Group Captain Peter Townsend in 1955, and the separation and divorce of Princess Anne and Captain Mark Phillips 1989 – 1992. Newspaper accounts are included, but the main focus of the study is how famous divorce cases were treated in the *New Zealand Woman's Weekly*. This widely read magazine was first published in 1932 and continues to reflect the changes in social attitudes of its readership. The study demonstrates increasing tolerance and acceptance of divorce, and also changes in attitudes to royalty in mainstream New Zealand, from a revered institution which was still perceived to wield political power to a modern family representing the concerns of ordinary people.

Angela Chan & Wei Zhang
City University of Hong Kong
HONG KONG

Giving directives in a medical laboratory in Hong Kong

A directive refers to an act to get someone to do something. While there have been a considerable number of studies devoted to the expression and frequency of directives, only a few (e.g., Vine, 2004) focus on directives in workplace settings. Literature employing Cantonese data is scarce. This paper attempts to fill the gap by examining directives in a medical laboratory in Hong Kong.

This paper constitutes part of an on-going study of daily interaction between a supervisor and his subordinates in the laboratory and focuses on directives issued from/to a supervisor to/from his subordinates in the laboratory. Whereas a combination of quantitative and qualitative methods is employed in the study, this paper reports and discusses findings and observations drawn from the quantitative approach.

The research data for the paper consists of about 3.5 hours of audio-recorded interaction between the supervisor and his subordinates (the whole database contains over 20 hours). The language of interaction is Cantonese, of which all participants are native speakers.

The findings show that over 90% of the directives identified in the focus data are delivered explicitly and more than 80% of the explicit directives are in imperatives. No significant discrepancies in the upward and downward directives have been observed. Such findings are quite different from those reported in Vine (2004). Given that our data take place in a society of high power distance, the results appear to be interesting. We will explore the reasons behind the differences in a later section of the paper.

Vine, B. (2004). *Getting things done at work*. Amsterdam: John Benjamins.

Stephen Crofts
University of Queensland
AUSTRALIA

The Sydney *Daily Telegraph's* constructions of the 2002 Bali bombing

My proposed paper draws on my PhD thesis, *Internationally Comparative Analysis of Press Constructions of the 2002 Bali Bombing*, and so addresses the Conference themes of media and ideology, power and knowledge. The paper will present a discourse analysis of the representations of the bombing by the Sydney tabloid, the *Daily Telegraph*.

The analysis claims some methodological originality. Firstly, it attends to the entirety of the paper's coverage of the topic: news reports; feature articles; editorials; opinion pieces; letters; and vote-line questions for readers. Secondly, it respects the semiotic complexity of the newspaper text, its complex combinations of words *and* images, its use of layout, captions and headings to point meanings and give prominence to some items rather than others, its use of headers to thematise material, its use of varying font sizes and of other printing devices, and its various narrative sequencings of material in relations between facing pages, between groups of pages, and so on. The discourse analysis examines rhetorics, discourses, narrative structures, the texture and mechanisms of the production of meaning.

The analysis disengages three central issues from the coverage: the predominant address to readers as mourners for Australian victims; the ethnocentrism and racism of the coverage; and the pairing of fear and blame in constructing the perpetrators of the bombing. The first and second of these are variously informed by many Australia-specific discourses, such as, respectively, the 'innocence' of the expeditionary tradition, and the assimilationism of 'white Australia'. Informing the third are transnational discourses of terrorism. Conclusions will be drawn about the adequacy of populist newspapers in examining major political events.

Renu Emile
AUT University
NEW ZEALAND

The stories products tell: Young adult consumers' discourses of the self

This study addresses the question of *what discursive themes emerge when young adults talk about products in relation to aspects of their self*. Twenty-eight young adults were directed to photograph products that they considered said something about their self, and then invited to discuss and explain their choices and what the products communicated. The data comprised of photographs and transcribed interviews. The guidelines suggested by Potter and Wetherell (1987), Wetherell and Potter (1988), Owen (1984) and Carabine (2001) were adopted to identify and analyse themes, words and phrases for variability and consistency within and across interviews. The study identifies three discursive themes: of self-related characteristics; of belongingness or affiliation with a reference group; and of power. The discourse of self-related characteristics highlights young adult consumers' personal characteristics as communicated to their own selves, and to peers. The discourse of belongingness or affiliation with a reference group indicates association or disassociation with a reference group. The third discourse, of power, refers to power related issues in two ways: first, over the self in terms of self-regulation of behaviour or self-discipline; and second, power over others in terms of interpersonal influences. The areas of fashion, technology, and health dominate as the contexts within which these facets are expressed. The study confirms and extends the literature on the significance of group belongingness or affiliation with reference groups in relation to product choice. Further, it extends extant research by demonstrating that self-related characteristics and the importance of maintaining, gaining or losing personal and social power are key determinants of the product choices young adult consumers make. Finally, the study suggests analyses of the power dynamic at intra-personal, inter-personal and intergroup levels to enrich understanding of consumer behaviour in relation to product choice.

Richard Fitzgerald & Sean Rintel
University of Queensland
AUSTRALIA

Membership Categorisation Analysis and Discourse Analysis

The approach of Membership Categorization Analysis (MCA) examines the way social knowledge is invoked and made operative in members' accounts of social identity and social action. While MCA's relationship to Conversation Analysis (CA) has provided a rich topic of, often contentious, discussion MCA's relationship to wider Discourse Analysis (DA) has not received as much attention. Recently MCA has begun to be incorporated into DA research as a first layer of analysis, providing an initial focus on members displayed understanding of the social world and of action in that world. In this way MCA can be seen to provide an analytically reflexive way of embedding participant produced accounts, based on commonsense categorical ordering, within analytic concerns which explore social structurally-based reasoning practices. In this paper we explore the emerging relationship between DA and MCA through examples that combine the approaches and examine how these methods may be used to build a layered texture of discursive construction. At the heart of this paper, then, is the question of how MCA's focus on the detailed examination of members' work around social identity and normative accountability can contribute to wider discourse analytic concerns.

**Jeannie Fletcher
Massey University
Wellington
NEW ZEALAND**

Social space, time and the construction of an organizational history

Organizational histories are often constructed post facto, in writing, by an outside party, after an organization has existed for many years. They generally relate to an organization that has become an important institution in the society in which it operates. Oral histories, though, are somewhat less common. In an IT organization where multi-modality is the modus operandi and employees have a high degree of competence across modes, an oral history may seem somewhat unusual. This paper identifies how one organization actively (and almost serendipitously) constructs its history over time, an oral history in which all organizational members take an active part and in which they have multiple vested interests.

Taking a broadly sociolinguistic approach, Spencer-Oatey's (2000, 2008) rapport management framework is applied to the analysis of spoken interaction within a regular and frequent company activity – the weekly company meeting. The analysis also draws on Fletcher's concept of relational practice to show the ways in which this stereotypically feminine communicative practice manifests in a predominantly male environment. The findings suggest ways in which the process and structure of the activity contribute to the meeting as a social setting which places high demands on participants, but which is also a site of both identity development and effective information sharing that contribute to a living oral history.

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AUSTRALIA

Christine Lim
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NEW ZEALAND

The discourse of fear in reality television: Salvation and damnation in American Idol

“Ours is, again, a time of fear” (Bauman, 2006). This paper explores Bauman’s concept of “liquid fear” in the context of reality television. Season 10 (2011) of the reality television series *American Idol*, is used as a case study to apply Bauman’s key themes. Our aim is to create a roadmap of the fear each contestant undergoes in the course of the show; an almost ceremonial rite of passage in three acts – revelation, liberation and absolution. Fear permeates every phase of the show, as contestants live or die according to the will of the audience.

Our paper suggests that this journey of fear is a direct consequence of fandom and the voting culture of reality television. In the simulated world of reality television, a contestant’s fate is determined by the voting rights of the contestant’s fans. Fear then becomes a kind of commercial capital, ready for any kind of investment that can turn it into some kind of profit.

Whereas modernity is supposed to be the period in history when human progress is at its most progressive, Bauman demonstrates that fear is just as much a defining feature of the contemporary age as any other feature. Modern fear is liquid – an all-consuming, free-flowing, self-perpetuating, self-reinforcing force that appears to have acquired a momentum of its own (Bauman, 2006, 2007). According to Bauman (2007), globalization has opened up societies – both intellectually and materially – but also precipitated the emergence of “a heteronomous, hapless and vulnerable population confronted with and overwhelmed by forces it neither controls nor fully understands ...” (p. 7). Our proposition is that shows like *American Idol* both reflect and are symptomatic of these same forces at work.

Bauman, Z. (2006). *Liquid fear*. Cambridge, UK: Polity Press.

Bauman, Z. (2007). *Liquid times*. Cambridge, UK: Polity Press.

Lynn Grant & Ineke Crezee
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NEW ZEALAND

Clear as mud? One challenge to understanding tertiary lectures

Lectures are messy things. That is, we seldom speak in a controlled and measured way, even if we have planned the delivery of what we want to say. This is just one of challenges facing the increasing number of EAL (English as an additional language) students who are studying in English-medium universities (Flowerdew & Miller, 1997), as English is “unquestionably the world language of academia” (Mauranen, Hynninen, & Ranta, 2010). This problem of understanding lectures, however, is far from new. According to research done more than 25 years ago, Lebauer (1984) noted, “a problem common to many students in advanced listening comprehension and note-taking classes is that, in spite of apparent fluency, they still have difficulties understanding the points made in the lectures” (p. 41). Previously, Dudley-Evans and Johns (1981) distinguished three different lecturing styles: reading style, rhetorical style, and conversational style. The conversational style was found to be most common and was characterised by informal speaking and more interaction with students as well as idiomatic phrasal verbs. It is this particular element – the informal and idiomatic nature of lectures – that will be the focus of this study, which examined lectures in three different fields – Art & Design, Nursing, and Engineering – at a New Zealand university. The analysis uncovered idioms and idiomatic phrasal verbs in all three fields of academic lecture. It would seem that as textbooks do not adequately prepare EAL students for listening to authentic academic lectures (Flowerdew & Miller, 1997), it is up to the language support lecturer to do this by analysing the features and language of authentic lectures, and helping students to recognise and understand them so that future academic lectures are no longer ‘clear as mud’.

Dudley-Evans, A., & Johns, T. F. (1981). A team teaching approach to lecture comprehension for overseas students. In *The teaching of listening comprehension* (pp. 30–46). London: The British Consul.

Flowerdew, J., and Miller, L. (1997). The teaching of academic listening comprehension and the question of authenticity. *English for Specific Purposes*, 16(1), 27–46.

Lebauer, . (1984). Using lecture transcripts in EAP lecture comprehension courses. *TESOL Quarterly*, 18, 41–54.

Mauranen, A., Hynninen, N., & Ranta, E. (2010). English as an academic lingua franca: The ELFA project. *English for Specific Purposes*, 183–190.

Christoph Hafner
City University of Hong Kong
HONG KONG

When kids go online: The discursive construction of Massively MultiPlayer Online Games for children

In recent years, digital games have emerged as an important new form of discourse in digital media. Such games have evolved from simple single player arcade games (like 'Pong' and 'Pacman') to complex Massively Multiplayer Online Games (or MMOGs, like 'Everquest' or 'World of Warcraft') where players interact with a large number of other players in the virtual world of the game and co-create 'embodied stories' (Gee, 2003) in which they act as central, active participants. Some such MMOGs are also designed for children (e.g. 6–14 year olds) to play, providing children with the opportunity to go online and create networks of online 'friends' or 'contacts' with whom they can interact and play games. This paper describes an exploratory case study of one child's experience with such MMOGs, showing how the activity is discursively constructed and contested by multiple participants and social structures that include: parents, family, peers, school, media, and experts. The case study draws upon: (1) a discourse analysis of how digital games are presented in the mass media and in scholarly literature; (2) a discourse analysis of the games themselves, their interactional affordances and constraints, how the games present themselves to their main target audience (parents, children and sometimes educators); (3) observations of a child playing and interacting in the games as well as the child's own representations of this activity. The main aim of this case study is to develop a methodology to investigate this site more fully. In addition, the paper raises potentially interesting questions about the discursive construction of MMOGs for children, noting the discursive tensions between: (1) the legitimate social concerns related to such games (e.g. gender stereotyping, violence, addiction, online predators); (2) the positive educational and developmental potential of such games (e.g. problem-solving, collaboration, socialization).

Linda Hand
University of Auckland
NEW ZEALAND

Discourse Analysis and children's use of oral texts

The vast majority of publications on children's development of communication take the perspective of formal linguistics. They privilege syntax, and focus on the level of the utterance and below. Both 'narrative' and 'conversation' are found in this literature, but they represent monologic and (any) dialogic oral texts respectively, and often with a child interacting with an adult. Analyses are usually for syntax or other formal linguistic systems such as story grammar. Very rarely are text-types such as explanation, description, procedural text, negotiation and language in cooperative tasks treated as units or understood in discourse terms.

This has led to a paucity of information on how children learn to manage oral texts through their development. There are few clear models of such texts in the literature, as they are complex and often intertwined text types. They may vary widely by cultural group, as well as by interactant. This paper will report on preliminary studies which used the principles of Halliday's Systemic-Functional Linguistics to set up socially meaningful tasks in which primary-school-aged children from Pakeha and Pasifika backgrounds interacted with peers. The tasks required the children to negotiate, or to explain, or to describe. The resulting oral texts were analysed for a variety of discourse features including what generic structures could be found, management of breakdown and repair, humour, politeness features and linguistic resources such as verb phrases or clause complexes. The implications of these findings will be discussed.

Darryl Hocking
AUT University
NEW ZEALAND

The discursive construction of creativity as work

Research in the field of creativity has largely focused on developing a universal definition of creativity and the attributes that underlie creative behaviour. Such research is based on the perception that creativity is an objective and external reality, which can be measured and defined through controlled experiments, the use of computer modelling, or by evaluating the lives and personalities of successful artists and scientists. Recent studies, however, are beginning to question this essentialist perception and seek alternative methods for exploring creativity – or creativities – as dynamic, multidimensional and related to their particular contexts in time and space. Taking the view that perceptions of creativity and creative action are locally situated and discursively constructed, I will draw upon an approach to discourse analysis which is both *multi-perspectival* and *mixed-methodological* (Candlin & Crichton, 2011; Crichton, 2010) to explore creativity in the particular setting of a tertiary art and design studio environment. My findings suggest that in this particular setting, creativity and the strategic facilitation of student creative action is largely constituted through a discourse of work; a discourse which upon further investigation can be viewed as having emerged out of western cultural shifts in the early twentieth century. I will conclude by considering the potential tensions that the creativity as work discourse may present in the educational context.

Candlin, C. N., & Crichton, J. (2011). *Discourses of deficit*. Basingstoke, UK: Palgrave Macmillian.

Crichton, J. (2010). *The discourse of commercialisation*. Basingstoke, UK: Palgrave-Macmillian.

Kristina Holmberg & Marie-Helene Zimmerman Nilsson
Halmstad University

Claes Ericsson & Monica Lindgren
University of Gothenburg
SWEDEN

Arts education and Discourse Analysis in Sweden: Perspectives and contexts of application

In the last decade different forms of discourse analysis have emerged in research on arts education in Sweden. It includes macro- as well as micro-oriented studies and embraces perspectives such as discursive psychology, critical discourse analysis, discourse theory and Foucault inspired analysis. The application is spread to a wide range of educational contexts from pre- and elementary school to higher education at universities as well as to schools of music and art. The purpose of this paper is two-folded: (1) to give some examples on how discourse analysis have been used in Swedish research on arts education; and (2) to discuss this in a meta-perspective focusing on similarities and differences according to empirical material and results. Data consist of four larger research projects completed during the last five years, all conducted by the authors.

In a meta-perspective, all four studies enclosed, two kinds of approaches are shown: word-level analysis, identified as rhetorical actions in group-conversations; and practice-oriented analysis, identified as rhetorical actions in classroom praxis. Both approaches aim to identify hegemony and antagonistic discourses, and also to problematize the subject agency and what possible subject positions they open up for. The relation discourse-subject also contributes to the analysis of the over-determined subject and ideological dilemmas. According to the results, the area of arts education in Sweden seems to be a battlefield of different discourses. For example, this is shown by different ideological dilemmas related to activities in the music classroom and in the questions of democracy and pupil influence that rises in the studies. Among teacher educators in arts education two prominent discourses are shown: the first is a relativization of the concept of quality; and the second is that lack of subject knowledge is articulated as a teacher quality.

With Foucaultian discourse analysis, questions of power and control in arts education are handled. In line with this, democracy and knowledge formation are then put into focus, something that is also discussed in this presentation.

Huang Huizhu
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HONG KONG

Learners' identity construction in English language learning

Adopting discourse analysis as the analytical tool, this research aims to address how English language learners' identities are constructed in their English learning in the first year of university study in China.

With the popularity of English learning in China, many people study English and attempt to learn it well. However, learning outcomes of some learners' are not as good as expected. In recent years, the research into Second Language Acquisition from a sociocultural perspective lead to studies on the relations between learners' identities and their language learning. Comparatively, studies on learners' identities and English learning in the English as a Foreign Language (EFL) context are much less. In mainland China, English is learned as a foreign language.

In order to find out how learners' identities are shaped in the EFL context, this research conducts a multiple case qualitative study to explore how students position themselves and are positioned when they learn English in the first year of university study. In this study, in-depth interviews and keeping weekly diaries are adopted to collect data, and discourse analysis is used to analyze data. Particularly, participants' texts including vocabulary (e.g. pronouns) and grammar (modality, tense, etc.) are closely examined (Fairclough, 2003). According to Fairclough (2003), text, discursive practice and social practice are three dimensions. With the analysis of text, discursive practice and social practice can be further analyzed. In the presentation, some findings in the area of how learners' identities are constructed in the learning community will be revealed, and what the factors are.

Fairclough, N. (2003). *Analyzing discourse: Textual analysis for social research*. London and New York: Routledge.

Jon S. Y. Hui
University of Hong Kong
HONG KONG

Two faces of silence

Silences occur everywhere. Silences have been researched in many different social contexts, including casual conversations (e.g., Kogure, 2007; Mushin & Gardner, 2009), cross-cultural communication (e.g., Hasegawa & Gudykunst, 1998), court proceedings (e.g., Eades, 2000), classroom interactions (e.g., Fassinger, 1995), workplace communication (e.g., Milliken et al., 2003), and gendered interactions (e.g., DeFrancisco, 1991). The functions of the form vary and its implications are often significant. Studies on the subject to date have largely been limited to face-to-face discourse contexts, while silences that occur in telephone conversations where participants communicate without any non-verbal communication clues seem under-researched (at least outside CA).

Analysing material drawn from a corpus of over one hundred telephone conversations recorded in a customer service centre, this paper identifies a range of functions of silence in these workplace interactions. Focussing on the detail of the interactional exchanges between the customer service representatives and their customers, I use a number of authentic examples to illustrate the functions of silence, among other communication strategies employed by the participants. Two very different outcomes are identified by the analysis. Silence can be interpreted as a power-asserting device when uncooperative turn-taking is evident. In other contexts, silence can indicate cooperation when listening to a customer's complaint. Further, I argue that silence is a co-constructed and negotiated linguistic phenomenon, sometimes functioning coercively and sometimes collaboratively, but always jointly developed by the interlocutors. Silence is shown to be a significant non-verbal form which conveys important social meaning.

DeFrancisco, V. L. (1991). The sounds of silence: How men silence women in marital relations. *Discourse & Society*, 2(4), 413–423.

Eades, D. (2000). I don't think it's an answer to the question: Silencing Aboriginal witnesses in court. *Language in Society*, 29(2), 161–195.

Fassinger, P. A. (1995). Understanding classroom interaction: Students' and professors' contributions to students' silence. *The Journal of Higher Education*, 66(1), 82–96.

Hasegawa, T., & Gudykunst, W. B. (1998). Silence in Japan and the United States. *Journal of Cross-Cultural Psychology*, 29(5), 668–684.

Kogure, M. (2007). Nodding and smiling in silence during the loop sequence of backchannels in Japanese conversation. *Journal of Pragmatics*, 39(7), 1275–1289.

Milliken, F. J., Morrison, E. W., & Hewlin, P. F. (2003). An exploratory study of employee silence: Issues that employees don't communicate upward and why. *Journal of Management Studies*, 40(6), 1453–1476.

Mushin, I., & Gardner, R. (2009). Silence is talk: Conversational silence in Australian Aboriginal talk-in-interaction. *Journal of Pragmatics*, 41(10), 2033–2052.

Judy Hunter & Margaret Franken
University of Waikato
NEW ZEALAND

Health literacy and health care information: More than readability

In western developed nations, health literacy is recognised as an important factor in effective health care outcomes. Low health literacy has been linked to poor health, health inequalities, higher health costs, poor use of preventive services, increased hospitalisation and emergency service rates, poor self-management of diseases, workplace safety risks, and difficulties using medicines and therapies (Howard, Gazmararian, & Parker, 2005; Knight, 2006; Ministry of Health, 2010). Predominant definitions of health literacy describe it as patients' ability to access, understand, and use health information. In recognition of the challenges faced by many patients with low literacy in general, efforts have been made to simplify and improve the 'readability' of health information texts.

This presentation will argue that enhancing readability is inadequate to meet patients' needs for useful information. In fact, the dominant health literacy discourse hinders patient access, understanding, and use in several ways. It is embedded in a larger normative discourse of individual rather than mutual, collective responsibility. It constructs 'good' patients more as compliant recipients of health direction than as agents. It favours univocal, text-based modes of dissemination. And it exclusively addresses the dominant culture and social class with largely token reference to subordinate groups.

Using critical discourse analysis approach, the presentation will draw from an ongoing study to examine health literacy in New Zealand government and health sector documents, health information texts, and questionnaire responses from health providers. Finally, it will offer possibilities for alternative approaches to the design and dissemination of health information.

Eva Ingerpuu-Rümmel
University of Tartu
ESTONIA

Body movements that construct meaning and the construction of meaning for body movements in foreign language learning classrooms

In foreign language classrooms, learners acquire language and culture that are first partially or completely incomprehensible to them. The teacher introduces new words and expressions or cultural phenomena in a multimodal manner – words and grammar, prosody and body movements as well as several aids (e.g., texts, figures, drawings, videos) are used. Speech (verbal expression and prosody) and body movements collaborate in the co-construction of discourse (Kendon, 2004). The efficiency of the teacher's explanations can be surmised from the learners' expressions and feedback. The present research aims to study how teachers use body movements to construct meaning for words and cultural phenomena.

For the purpose of the research, lectures were videotaped in a university where French and Estonian are taught as foreign languages and a micro-level discourse analysis of the videos was conducted. The entire communication in the lectures was held in the target languages. In the lectures, teachers often used the principal modalities (words and grammar, prosody and body movements) together. The results suggest that teachers try to visualize the phenomena signified by the word by using body movements. They use so-called unconventional body movements for which they construct the meaning during the explanation. In addition to verbal expression, these body movements partially convey the meaning of new words or cultural phenomena. Some body movements are repeated by the teachers during a lecture. The physical performance of such body movements (e.g., velocity, extent, position of limbs, facial expression) and meanings constructed for them may change within a lecture. The presentation introduces some effective ways of using body movements when explaining words in language learning discourse and helps explain their possible influence on language acquisition.

Gullberg, M. (1998). *Gesture as communication strategy in second language discourse: A study of learners of French and Swedish*. Lund, Sweden: Lund University Press.

Kendon, A. (2004). *Gesture: Visible action as utterance*. Cambridge, UK: Cambridge University Press.

Kress, G., Jewitt, C., Ogborn, J., & Tsatsarelis, C. (2001). *Multimodal teaching and learning: The rhetorics of the science classroom*. C. Candlin & S. Sarangi (Eds.). London and New York: BookEns Ltd.

Melanie James & Deborah Wise
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AUSTRALIA

Positioning a price on carbon: An analysis of the political discourses surrounding the introduction of an Australian carbon price/tax

Despite the key role public relations practitioners play in the construction of political discourses, discourse analysis remains a relatively underused methodology for investigating this field. Public relation practitioners work as discourse technologists and many work closely with political leaders. A discourse analysis of the speeches of the Australian Labor Prime Minister, Julia Gillard, and the Liberal Opposition Leader, Tony Abbott, was undertaken with the aim of demonstrating how the discourses used by each in relation to a price/tax being placed on carbon emissions positioned the issue and speakers. Findings suggest that, whereas Gillard primarily discussed carbon in terms of pollution and pricing with 'big polluters' paying, Abbott's key discourse was about a carbon tax that all Australians would pay. The study also found Gillard's speeches attempted to discursively position her as a visionary fighting for what she believes in, while Abbott's speeches were largely an attempt to position him as a pragmatist fighting on behalf of all Australians. This study is a precursor to a larger study into how clean energy technologies are being communicated in an Australian context, and specifically the role of public relations in constructing clean energy discourses. As such it adds to current knowledge about political and clean energy discourses at play in contemporary Australia. It also builds on recent work in the public relations field wherein a conceptual framework for analysing intentional positioning in public relations has been developed. It is anticipated that the results of the study will provide insights into understanding why some discourses gain greater traction in the minds of voters over others, as well as providing an example of strategic intentional positioning in a political public relations campaign.

Keely Kidner
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NEW ZEALAND

Nicole Nolette
McGill University
CANADA

“I can has lite?” Translation and language creation in a virtual community.

In this paper, we examine the legitimization of an online community through language and translation. The internet phenomenon of *lolcats* (humorous captioned photos of cats) has led to the creation of *lolspeak* (the idiosyncratic code used in captioning *lolcats*). Various virtual communities have sprung up around *lolspeak*, most notably on the websites www.icanhascheezburger.com and www.lolcatbible.com. This paper focuses on the latter site, where community members have created a *lolspeak* version of the Bible through online collaborative translation and language construction.

Our data is drawn from interactions amongst community members on www.lolcatbible.com, as well as the published copy of The Lolcat Bible Translation Project. Using a constructivist methodology of identity, (e.g., Antaki & Widdicombe 1998; Meinhof & Galasinski, 2005) and positioning (Harré & van Langenhove, 1991), we investigate how community members construct and legitimize *lolspeak* as well as their own identities as *players* in an online community (see Pearce & Artemesia, 2009 on communities of play and virtual worlds). Drawing on the tradition of bible translation and bible translation scholarship (e.g., Nida, 1964, 2003; Stine, 2004), we also consider the choice of the Bible translation project as a ludic, politico-linguistically motivated act, which serves to position *lolspeak* (and therefore the community) as legitimate.

Through this analysis we will address the following question: how do online communities of play carry out the work of legitimizing both their identities as players and the language they use?

Antaki, C., & Widdicombe, S. (1998). *Identities in talk*. London: Sage.

Harré, R., & van Langenhove, L. (1991). Varieties of positioning. *Journal for the Theory of Social Behaviour*, 21, 393–407.

Meinhof, U., & Galasinski, D. (Eds.). (2005). *The language of belonging*. New York: Palgrave MacMillan.

Nida, E. A. (1964). *Towards a science of translating, with special reference to principles and procedures involved in Bible translating*. Leiden, Germany: E.J. Brill.

Nida, E.A. (2003). *Fascinated by languages*. Amsterdam, the Netherlands: John Benjamins Publishing Company.

Pearce, C., & Artemesia. (2009). *Communities of play: Emergent cultures in multiplayer games and virtual worlds*. Cambridge, UK/London: MIT Press.

Stine, P. C. (2004). *Let the words be written: The lasting influence of Eugene A. Nida*. Atlanta, GA: Society of Biblical Literature.

Mahmud Hasan Khan & Azirah Hashim
University of Malaya
MALAYSIA

Covering the jungles and the cities: A discourse analysis of environmental issues in Malaysian news media

This study looks at how the issues of landslide, illegal logging and deforestation in Malaysia have been covered by English daily, namely, *The New Straits Times*. The current study looks at multiple genres in the news (print) media, i.e., news reports, opinion editorials and letters to the editors which illustrate 'expert' views and views from the victims of environmental hazards mentioned above. The data also covers views from the concerned citizens who are living around hazardous zones anticipating further catastrophes. A total 456 texts (118,667 words) published between 2004 January and 2011 June in the newspaper have been selected as data. While landslide is reported to be an urban phenomenon, illegal logging and deforestation are largely *matters of the jungle*. However, the representation of the three issues is reflective of the natural background of Malaysia. Malaysia takes pride in its rainforest and ecosystem, while the 56.4% of its total land is covered with forests. On the other hand, the total amount of wood and wooden products export often reaches more than US\$10 billion a year. The analysis shows that the three environmental issues mentioned above are closely related to the issue of development and progress of infrastructure. References have also been made to local government in tackling the catastrophes and worsening it further. The findings also show that the interdiscursivity of development, progress, local politics, timber industry and saving the ecosystem and 'mother nature' appear to co-construct the discursive field of environmental hazards in Malaysia.

Brian King
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NEW ZEALAND

**Paving the road with good intentions: Heteronormativity in a
sexuality education classroom**

Scholars conducting research in New Zealand secondary schools have pinpointed evidence of what Warner (1993) refers to as 'heteronormalization'. Through certain practices (including language), a narrow version of heterosexuality is normalised and other sexualities are erased or rendered inaccessible. Such practices include silence about sexualities in general, the pathologization of (homo) sexuality, and the policing of gender boundaries to ensure alignment with gendered behaviours considered 'appropriate' (Quinlivan & Town, 1999). These practices can persist independently of speaker intention, as the heteronormative 'baggage' of discourse serves to undermine explicit alignments with notions of sexual diversity.

This paper focuses on language use during classroom discussions of sexuality in order to shed light on the discursive manoeuvring of teacher and students as they allow for the possible presence of non-normative sexualities in the room whilst also navigating their position in the 'heterosexual marketplace' (Eckert, 2006). The data analysed were collected during conversation activities in a Year-12 Health class in New Zealand, conducted in weeks four to six of an eight-week unit on sexuality. During my time as participant observer, I had gained a sense that the sexual diversity of broader society was considered normative in this CoP, and so these young people took sexual diversity for granted. This is despite the periodic intrusion of hegemonic heteronormativity in the classroom. Through close attention to language via discourse analysis, it has been possible to locate the teacher's discursive avoidance of the ascription (to those present) of specific sexual identities and/or sexual orientations. Interaction subsequent to this framing has the effect of either aligning subjects to this non-heteronormative framing or, more often, dismantling inclusivity by positioning everyone in the room as unproblematically heterosexual.

Soe Marlar Lwin & Peter Teo
Nanyang Technological University
SINGAPORE

Examining transitional cues in oral storytelling discourse to help students in narrative writing

Studies of narrative from discourse perspectives have revealed several linguistic and structural patterns which have been useful to examine broader socio-cultural and interactional issues (e.g. Norrick, 2000; Ochs & Capps, 2001; Tannen, 1980). Transitional cues between components of a narrative have, however, received smaller emphasis in these studies. Pedagogical applications have also focused mainly on major components of a narrative by asking students the ‘Who When Where What How’ questions (e.g., Graham & Harris, 1989). Such strategies could help to make students’ narrative writing become more complete in terms of content; yet most struggle with indicating connections between these components to foreground the emerging storyline. In this study, we make an attempt to tap into the strategies used by professional storytellers during an oral storytelling performance to signal the transitions between various stages of the story while keeping the audience engaged with the narrative in progress. Recordings of three oral storytelling performances, each conducted by a contemporary professional storyteller, are used as our data. Applying a discourse analysis, we examine the transitional cues signalled by each teller through verbal, vocal and visual features at appropriate stages of the story development. Our analysis shows that certain transitional cues help to make the emerging storyline more explicit and engaging for the audience, guiding them through one component of the narrative to another. Thus, we explore the possibilities of explicitly teaching students to recognize these transitional cues in processing and producing narrative, and how such transitions can be signalled linguistically in the written mode. We conclude with implications for using professionally conducted oral storytelling performances as a tool to help students in narrative writing, in particular to raise their awareness of expressive features for transitional cues between various components in the storytelling discourse.

Graham, S., & Harris, K. R. (1989). Components analysis of cognitive strategy instruction: Effects on learning disabled students’ compositions and self-efficacy. *Journal of Educational Psychology, 81*, 353–361.

Norrick, N. R. (2000). *Conversational narrative: Storytelling in everyday talk*. Amsterdam, the Netherlands: John Benjamins.

Ochs, E., & Capps, L. (2001). *Living narrative: Creating lives in everyday storytelling*. Cambridge, MA: Harvard University Press.

Tannen, D. (1980). A comparative analysis of oral narrative strategies: Athenian Greek and American English. In W. L. Chafe (Ed.), *The pear stories: Cognitive, cultural, and linguistic aspects of narrative production* (pp. 51–87). Norwood, NJ: Ablex.

Tony MacCulloch
AUT University
NEW ZEALAND

Maps, metaphors and mind control: A CDA approach to challenging constructs of emotional competence

Over the last decade the rising popularity of emotional intelligence literature has contributed to its largely unquestioned acceptance and application into diverse contexts. The need to protect both consumers of health care and the well-being of practitioners, has justified emotional competence being increasingly acknowledged as a critical requirement for graduates of nursing and other health care professional education programs. While there has been debate and critique regarding its definition, measurement and validity, factors that increase potential harmful effects of emotional competence discourses are largely ignored. Drawn from authors well known in their respective field, five written texts that focused on emotional aspects of human functioning were selected for critical discourse analysis (CDA) of such risks.

A four-stage hybrid CDA process was developed to examine how these discourses contribute to constructions of the emotional self and how authors and publishers persuade readers of the truth and importance of particular versions of emotional competence. Associated constructs closely examined included: performative signifiers of EQ; regimes of truth; technologies of power; technologies of the self; commodification; subject agency and positioning; hegemony and mind control; governmentality; and researcher reflexivity and subjectivity. A critical cartographic metaphor was used to illustrate parallels between biases expressed through geographic map-making and mappings of the emotional internal territory of the person. The over-riding intent of this research has been to uncover how discourses conveyed through the selected texts contain the potential to oppress and disempower readers or liberate and empower them. By increasing awareness of the hidden assumptions and motivations expressed through these discourses the potential for social power abuse and inequality has been identified, documented and can thus be resisted.

This presentation shares some themes, issues and tensions that emerged in the course of the presenters PhD research project *Mappings of the Interior: A Critical Discourse Analysis of Emotional Competence*. These themes include critical cartography, discourse representations of the emotional interior of persons and the politics of decontextualised psychology.

Henna Makkonen-Craig
University of Helsinki
FINLAND

Diversity in a secondary discourse: Finnish matriculation essays

The matriculation essay, a composition written in the mother-tongue exam in the national matriculation examination in Finland, is a school genre and an example of a secondary discourse (Gee, 2008) which presents considerable challenges for many young adults. The mother-tongue essay exam has the role of a maturity test, and it is therefore interesting to examine the discourse aspects of the written compositions produced by the candidates. The essay exam aims to measure the candidate's general level of education, development of thinking, linguistic expression, and coherency of writing.

The present study investigates how an oral model in written discourse is realized in the essays, and in particular, how it differentiates writers of various level of competence. The oral model here includes the use of 'spoken' features to varying rhetorical effect. Compared are essays with a low grade (*lubenter approbatur*) and essays with a high grade (*eximia*). The data include 100 essays (50 + 50) written on three different assignments in the mother-tongue exam in the spring of 2005.

The study shows that there are considerable differences in the high and low performing writers' essays in the analyzed respect. First, the oral model is relevant in explaining differences found in writing preferences such as the candidate's choice of topic. Second, it produces differences in genre competence, such as the ways of using a narrative. Third, it affects the candidate's linguistic and textual competences. A discourse-analytical approach adds an important dimension to our understanding of an oral model in student writing.

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Meredith Marra
Victoria University of Wellington
NEW ZEALAND

Jo Angouri
University of the West of England, Bristol
UNITED KINGDOM

Identifying and interpreting group norms: Going beyond the ‘culture’ blame

Joining a new workplace is demanding, especially as an outsider to the wider community. In this context, ‘culture’ is frequently identified as the cause of misunderstandings and interactional clashes. This analysis, however, assumes an unhelpful homogeneity embedded in labels, and ignores the contextual constraints within which we negotiate meaning. For discourse analysts the question that such an approach raises is how to operationalise the sets of shared norms developed by people from different backgrounds engaged in workplace interaction.

In our current research project, we track professionals as they enter workplaces in new countries, analysing ways in which they position themselves discursively as newcomers from a different background. To investigate the process we draw on case studies based on recordings of individuals engaged in naturally occurring workplace talk, augmented by ethnographic interviews. The first phase of data collection has resulted in recordings of skilled migrants in the New Zealand context. The next phase involves following New Zealanders as they enter workplaces overseas. Our goal is to track the gradual integration of these employees and analyse the extent to which they reshape the workplace practices of their new communities.

This paper explores the thorny methodological and analytical issues involved in working with diverse groups and identifying relevant group norms. The analysis makes use of a theoretical model for analysing intercultural communication proposed in Holmes, Marra and Vine (2011) aimed at accounting for the ‘layered simultaneity’ (Blommaert, 2005) of contextual constraints on workplace interaction. We also draw on a critical and political view of the concept of culture (Angouri & Glynos, 2009). We argue that our analysis of the data indicates that it is unhelpful to conceptualise culture as an a priori category, and indicates that it is more usefully regarded as a resource available, as and when salient, to the interactants.

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Sue McNaughton
AUT University
NEW ZEALAND

Tango or twist? Teachers, technicians and video-technology

This paper reports preliminary findings from a research project, currently in the data analysis phase, which explores the everyday experiences of higher education teachers with video-conferencing on the four common semester papers at Auckland University of Technology. The project's aim is to assess the impact of video-conferencing technology on teacher cognition using phenomenological and participant observation methodologies. Maps of the movements during the setting-up for video-conferencing lectures form part of the data collected during the project; these maps suggest that some of the multiple discourses between teachers, technicians and the technology itself are made visible in the movement patterns of the participants and the technological artefacts they engage with. Of particular interest to the presenter is the way in which these patterns are juxtaposed, suggesting that they are not merely responses to the ultimate aim of having the technology ready and fully functional before the lecture begins. While there are multiple discourses associated with interactive movement, the question raised here is to what extent the juxtaposition of patterns in this particular situation represents two very different social discourses: the carefully choreographed sequences of a discourse of presumed roles and responsibilities (the tango), and the spontaneously generated responses to others of a discourse of personal space (the twist). Theoretically informing both of these discourses is the notion of "bodies-in-process" (Blackman, 2008, p. 106), constantly developing through repeated connections with everyday objects, artefacts and others as experienced through movement. The body is our "zero of orientation" in the world (Merleau-Ponty, 1955/1973, p. 165), and the possibility of a blurring of the lines between the self and the other in what Merleau-Ponty (1960/1964) has called the "syncretic sociability" of children, points to the key role of the body in human relationships.

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Merleau-Ponty, M. (1964[1960]). The child's relations with others. (W. Cobb, Trans.). In J. Edie (Ed.), *The primacy of perception* (pp. 96–155). Evanston, IL: Northwestern University Press.

Merleau-Ponty, M. (1973[1955]). *Adventures of the dialectic*. (J. Bien, Trans.). Evanston, IL: Northwestern University Press.

Tatiana Nader
University of New England
AUSTRALIA

Using Critical Discourse Analysis to reveal the ideology inscribed in the mission statements of single-sex secondary schools in Queensland

This presentation reports the findings of a PhD thesis which employed a Critical Discourse Analysis of the mission statements of single-sex secondary schools in Queensland to identify the gender ideology inscribed in schools. Critical Discourse Analysis (CDA) proved a powerful tool for the task. It not only provided a micro-level analysis of the text used to discursively position girls and boys in schools, but enabled a consideration of the wider social context within which the text is located. The CDA revealed vocabulary choices, grammatical structures and visual representations that construct a multidimensional view of the gender ideology encapsulated in school mission statements, showing that girls and boys are indeed discursively positioned by their schools. Analysis after analysis on various aspects of the mission statements revealed an unmistakable gender ideology that resonates powerfully in the vocabulary, the grammar, and the images encapsulated in school mission statements. The ideology was rarely explicit; it was implicit and tacit, but ubiquitous. This presentation outlines the layers of evidence that assemble into a lucid image of a distinctly gendered world that constructs, and is re/constructed by, the mission statements of schools. In contrast to the discourse of equality overtly espoused in Australian popular and official discourse generally, and the education discourse specifically, these mission statements reveal that schools position girls and boys of the future using the limiting gender ideology of the past. The findings of this thesis provide robust support for the prevailing concern that in Australia, schooling remains a gendered experience.

Marra Neilson
University of Auckland
NEW ZEALAND

**Critical Discourse Analysis of indigenous education policies across
Aotearoa New Zealand, Canada and Australia**

In keeping with the conference theme of ‘Education and Learning’, the research that I am undertaking examines discourses within Indigenous education policy in Aotearoa New Zealand, Canada and Australia. Critical Discourse Analysis (CDA) is being used to consider the discourses of globalization and self-determination located in policy documents regarding educational strategies for Māori in Aotearoa New Zealand, First Nations, Métis and Inuit in Canada and Aboriginal Australians.

Prior to the emergence of CDA, Foucauldian derived discourse analysis has been used extensively in educational research to show how certain representations have shaped and created meaning systems that have gained a status of ‘truth’, while others have been marginalized. However, Foucault’s work has been criticized as being overly deterministic.

In this presentation, I will focus on CDA as an emerging methodology and its use in this research. CDA is recognized as being a problem-oriented approach, as it is concerned with the power and ideologies underlying text and practices, and aims to have a transformative agenda. I will outline some of the key features of CDA, along with the developments and contributions CDA can make in analyzing educational policy texts.

The Aotearoa New Zealand policies that will be investigated include: Ka Hikitia: Managing for Success: The Māori Education Strategy 2008–2012; and Tertiary Education Strategy 2010–2015. The Canadian policy is the Ontario First Nation, Métis and Inuit Education Policy Framework 2007. The two Australian policies are: Wannik Learning Together – Journey to Our Future Education Strategy for Koorie Students Victoria 2008; and Indigenous Education Action Plan Draft 2010–2014 (for public comment) MCEECDYA.

Kreetta Niemi
University of Jyväskylä
FINLAND

Negotiations of right and wrong in classroom interaction

This paper examines interactional practices which children employ in order to manage and construct moral and social order in different contexts in the classroom. Through the detailed analysis of moment-by-moment interaction, this paper reveals the different ways that children orient to the right or wrong ways of doing things and negotiate access to knowledge about these in classroom interaction. The study was conducted within primary grade classrooms, in which classroom lessons (26) and breaks in lessons were video recorded. Selected video-episodes are analysed by combining the theoretical and methodological framework of Conversation Analysis and Erwing Goffman's micro sociology.

This paper will demonstrate how children draw upon the social and moral order of: (1) the peer group; (2) the established classroom order; and (3) the underlying order outside of school for managing the on-going activity. The data suggest that the use of practices, such as peer group play, co-constructing enjoyment or moral claims, changed depending on the learning situation and the presence of a teacher. There were also a lot of implicit rules and norms that were shared as local understandings, perhaps developed during prior engagements. Children utilized these in order to increase their own power within peer interactions or, on the other hand, to increase social solidarity. By doing this, children at the same time display their social competence. This study suggests that children's social competence is bound to situated interactional contexts.

Michelle Ong
The University of Auckland
NEW ZEALAND

**Filipina migrants' embodiment of ageing in New Zealand:
Preliminary findings**

Studies on migration focus either on the macro (political and economic factors) or micro (migration as an individual's calculated choice). Critics (Agrawal, 2006; Apaliwala & Uberoi, 2008) have found these wanting in accounting for the realities experienced by the increasingly large numbers of women who migrate (for work, alone, or with their families as traditionally conceptualized).

According to Lacsamana (2009), studies on Filipino women's migration in recent years have followed the 'fad' of Foucauldian, postmodern analysis which focus on narratives of agency, resistance and power without linking them to larger narratives/ideologies of neoliberal globalization.

The study rests on the assumption that the body is the medium through which cultural, social and political conditions make themselves real in individual women's lives. At the same time, an individual's intimacy with her own body, the very personal feelings and thoughts, although still shaped by prevailing ideologies, allow for resistance and questioning. Bodies born, raised and moulded by one culture's norms now reside, change and grow (older) in another. Old and new relationships (with family, friends, spouses, children) from the home country and the new one leave their mark on women's bodies.

This study explores how older Filipino women in New Zealand navigate through multiple marginalized identities of woman, older person, and migrant as mediated by their bodies. This study investigates how narratives of the body will produce bodies of narratives on living as a migrant, aging, Filipino woman in New Zealand.

The presentation will be based on the preliminary analysis of five in-depth, semi-structured interviews conducted in the manner of *pakikipagkwentuhan*, an indigenous Filipino research method.

Vincent Ooi
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SINGAPORE

Analysing student recommendation letters in Singapore as a ‘formulaic genre’

This paper reports on the analysis of a 100,000-word corpus of student recommendation letters in Singapore educational institutions in terms of a ‘formulaic genre’ (Kuiper, 2009). Such a genre would consist of rules that state the order in which discursive chunks occur and contain recurring phrases and other idiomatic expressions that occur within these chunks of discourse. While templates (albeit somewhat non-natural) for such letters abound on the Internet (e.g. http://www.ehow.com/how_172521_write-college-recommendation.html), it is not immediately clear whether educational institutions in Singapore – notably junior colleges – would, in practice, adhere to such ‘principles’ or have varying discursive practices that correlate with Singapore being a blend of Western and Asian realities.

Following Swales (1990, 2004) and Bhatia’s (2004) communicative purpose and move structure analysis, results suggest a six to seven-move discourse structure: Contextualising Subject; Writer’s Relation; Scholastic Aptitude; Versatility Range/Cultural Values; Personal Disposition; and Closing Remarks – with their attendant steps. ‘Cultural Values’ refers to those local elements that the student is deemed to have achieved (e.g., appreciating Singapore in terms of participating in a writing competition that celebrates Singapore’s nation-building efforts).

Recurrent phraseologies uncovered include V + C (e.g., “displayed a very strong sense of responsibility”), Adj+and+Adj Noun (e.g. “XX is a highly capable and dynamic young lady”), not only ... but ... (e.g., “not only appreciate her sincerity and honesty but also ...”), V-ed + Noun (e.g., “was awarded the Gold medal”), Triplets (e.g., “his maturity, dedication and desire to excel ...”), and Summarising phrase (e.g. “with such an attitude”).

Complementing this qualitative analysis, the corpus-analytic tool Wmatrix (Rayson, 2008, 2009) provides frequency lists, concordances, key words and semantic domain analysis for the whole corpus which has also been divided into the Male and Female sections. The paper will also therefore document these corpus-informed views, and compare and contrast recommendation letters written for male and female students.

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Rayson, P. (2008). From key words to key semantic domains. *International Journal of Corpus Linguistics*, 13(4), 519–549. DOI: 10.1075/ijcl.13.4.06ray

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Swales, J. (1990). *Genre analysis*. Cambridge, UK: Cambridge University Press.

Swales, J. (2004). *Research genres: Explorations and applications*. New York: Cambridge University Press.

Toby Paltridge
Monash University

Jan Schapper
LaTrobe University

Susan Mayson
Monash University
AUSTRALIA

Social construction of international students in Australian print media: A Critical Discourse Analysis

In this paper we argue that international students are discursively constructed by a mainstream Australian newspaper in a particular and problematic way that marginalises them as the excluded ‘other’. Our argument is based on a critical discourse analysis of over 100 articles discussing international students from Australia’s national daily newspaper, *The Australian*, during the period June 2009 to June 2011. The analysis revealed that international students are almost exclusively constructed in one of two ways. The primary construction is as undifferentiated economic ‘units’ that produce valuable income, albeit with negative side effects. Those side effects include the abuse of Australia’s immigration system, an unwillingness to ‘return home’ and, to a lesser extent, responsibility for falling university academic standards. The secondary construction of international students homogenises them as almost exclusively ‘Indian students’, and it is this group who are the main cause of problems, while also being frequent targets for violent attacks and/or racism.

The construction and representation of international students in these ways serves to negatively and, we argue, unjustly stereotype international students in Australia. Recent discourse about international students in the mainstream national press largely eliminates their humanity, ignores their heterogeneous nature and disregards the many non-financial positives they bring. We argue that the ideological purpose of this negative stereotyping is to make it conscionable for Australian society to assert social dominance over international students, reserving the right to exclude them, while at the same time justifying their presence as a source of export income. Such practices are, we suggest, highly unethical. International students are a diverse group of people who contribute many benefits to Australia and deserve to be recognised as such. However, this will not occur as long as they continue to be constructed in the media as a homogenous group of excluded others whose sole positive contribution to Australia is the income they provide.

Pille Põiklik,
University of Tartu

A loaded debate: gun rights on trial on the Supreme Court and in the media

The social world is represented and understood through language so much so that a constitutive relationship is said to exist between discourse and the world (Fairclough 1995). An instance of this is the Constitution of the United States that, in a way, calls into existence the nation, enlisting the rights and values it is based on. Among others, the Second Amendment to the Constitution specifies gun rights in a notoriously enigmatic wording and has been a cause for debate for two centuries already; a debate that is inevitably based in and conducted through language.

The presentation focuses on news articles collected from The New York Times (2007–2011) that report on the Supreme Court's discussion of two court cases related to the amendment: *District of Columbia v. Heller* (2008) and *McDonald v. Chicago* (2010). The articles create discourse spaces which represent the constitutional debate selectively and from certain points of view. Combining the ideas of space and positioning (Chilton 2004), (chains of) recontextualisation (Fairclough 2005, van Leeuwen 2008), and the influence of overarching social factors (Blommaert 2005) in and on discourse, the aim is to illustrate how linguistic means are used to position participants and events in relation to one another and a background system, with further emphasis on the predetermined nature of positioning in the articles. The perception and realities of gun debate the news articles help create as well as the reciprocal relationship between discourse and the society are also explored. The analysis reveals that even with dynamic events and ongoing processes, positioning in discourse is still subject to social constraints and, thus, predictable in many ways.

Katrina Roen
University of Oslo
NORWAY

Elizabeth McDermott
University of York
UNITED KINGDOM

LGBTIQ youth at risk: The discursive production of self harmers

Self harming is produced discursively, both as evidence of psychopathology and as a viable way of coping with life's problems. Understandings about self harming amongst young people are worked up and reiterated in the context of online forums where those who self harm may offer one another advice or support. This paper is based on our research on such online self harm forums. We take an analytic approach developed from the work of critical psychologists who engage with Foucauldian discourse analysis. We are particularly interested in the ways that young LGBTIQ (lesbian, gay, bisexual, trans, intersex, queer, or questioning) people negotiate self-harming identities, as well as gendered and sexualised identities, online. Our analysis of online interactions around the topic of self harm is carried out through a critical engagement with the pathologisation of self harming and of LGBTIQ young people. Our goal, in taking a discourse analytic approach to this material, is to offer critical engagement with mental health discourses in particular, and the understandings underpinning youth and health service provision more generally. We are strongly committed to working with discourse analysis in ways that tackle institutional and material effects, taking into account the particular material circumstances through which self harming among LGBTIQ youth can 'make sense'. Ultimately, we seek to draw out the implications of our findings in ways that can impact upon social policy and service provision for youth and particularly for LGBTIQ people who may self harm. In the present paper, we examine how a discourse analytic approach may be productive in relation to this topic area, and what potential it may have for intervening on the understandings that underpin the pathologisation of 'self harmers,' and the construction of LGBTIQ youth as being 'at risk'.

Hishamuddin Salim & Engku Suhaimi b Engku Atek
Universiti Darul Iman Malaysia
MALAYSIA

Who owns ‘Allah’? A Critical Discourse Analysis of the representation of a mainstream and an alternative newspaper on the ‘Allah’ controversy in Malaysia

The study of Islam and Muslims in the media has been on the rise especially after the 9-11 attacks on the New York World Trade Centre. In most cases, the focus has been on the religion of Islam (and Muslims) in relation with the West. However, there has been little research done on religious issues which originate from Muslim countries themselves. This paper aims to study the representation of two Malaysian newspapers of the ‘Allah’ controversy after the Malaysian High Court ruled that Christians should be allowed to use the word ‘Allah’ for God in their publications. The ruling was not welcomed by the majority Malay Muslims and resulted in many protests nation-wide. The study focuses on the editorials and op-ed articles from the *New Straits Times*, a mainstream newspaper and *Malaysiakini*, an alternative online newspaper. The analysis of these articles adheres to the paradigm of Critical Discourse Analysis. This is followed by a comparative analysis of how this very sensitive religious issue is represented in the two newspapers. It concludes with a discussion of how the ideologies of the two different newspapers influence the representation of the ‘Allah’ controversy issue.

Leon Salter
The Open University
UNITED KINGDOM

A Critical Discourse Analysis of the discursive construction of 'Operation Moshtarak' in UK newspapers

National newspapers remain a primary site whereby the events of foreign wars are conveyed to the public sphere in the UK. 'Operation Moshtarak', launched on 13 February 2010 in Afghanistan, was widely represented in British media formats, including newspapers.

Located within the discipline of Critical Discourse Analysis, and in particular drawing on Norman Fairclough (1995, 2001, 2003, 2009), this research examines the effects of ideology, national identity, historical discourses and evolving institutional network practices on representations of the Afghan conflict within the print media. Employing Fairclough (2003), textual analysis of the newspaper texts is structured by a focus on genres, discourses, and styles; which are put forward as semiotic organizing nodes that govern the dialectic link between textual language and broader society. Utilising a Critical Realist epistemology, this study perceives language as simultaneously constituted by, and constructive of, social reality (Wetherell, 2001).

While opinion polls at the launch of Operation Moshtarak indicated growing public opposition to the continued presence of British forces in Afghanistan, this study locates little reflection of that view within the newspapers in the sample. What it instead concludes, is that evolving genre conventions systematically reproduce evaluations of elite groups such as the government and military command, historical discourses and ideologies are drawn upon in order to represent the Afghan people as inferior and backward, and dominant styles and identities interact with and reinforce, deeply held notions of national identity in order to reproduce an 'Us' versus 'Them' dichotomy.

This research aims to demonstrate that through such normative network practices, British national newspapers worked to constrain the discourse that represented Operation Moshtarak, creating a 'closed paradigm' (Richardson, 2007), which marginalized other possible means of representing the conflict.

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Richardson, J. E. (2007). *Analysing newspapers: An approach from Critical Discourse Analysis*. Houndmills, UK: Palgrave MacMillan.

Wetherell, M. (2001). Themes in discourse research: The case of Diana. In M. Wetherell, S. Taylor & S. J.

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Moses Samuel
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MALAYSIA

Articulation of medium of instruction politics in the Malaysian Chinese press

In postcolonial multilingual societies matters of education are deeply rooted in the discourse of ethnicity. In Malaysia, the interface between ethnicity and education is reflected in recent debates on the choice of medium of instruction (MOI). In 2002, the Malaysian government introduced English as MOI by replacing Malay, the national language, for teaching mathematics and science, at the school level. However, in July 2009, the policy was reversed to Malay. This policy initiative has been actively contested in the Malaysian media. Through an analysis of news-reports on the controversy published between June and August 2009 by the Malaysian Chinese newspaper, *Nanyang Siang Pao*, this paper aims to illustrate how a sizeable ethnic minority is able to position itself *vis-à-vis* a national policy. To explain the ethno-political construction of MOI debates in the newspaper, we use two concepts, namely, ‘plurality of struggles’ (Laclau, 2006a, 2006b; Laclau & Mouffe, 1985) and ‘transmission of the speech of others’ (Bakhtin, 1981) within a discourse analytical framework (Wodak, 2009; van Dijk, 2001; Fairclough, 1995, 2003, 2009). These notions are contextualized in the macro context of a multi-ethnic polity of Malaysia in which Chinese society, Chinese press, and Chinese education are seen to co-construct community interests. Our contention is that plurality of struggles is merely a strategic choice that involves symbolic unity between divergent social, political or ethnic groups. The data shows that while plurality of struggles presupposes a common political platform, transmission of the speech of others involves the actual practice of articulation for the actors who are connected by the plurality of their struggles.

Pamela Schulz & Andrew Cannon
University of South Australia
AUSTRALIA

Public opinion media and sentencing: Judges and the discourse of time

News stories and their headlines first collated and analysed by Schulz (2008, 2010) have clearly identified a significant continuing Discourse of Time which is being used to measure and critique the work of courts and judges and influence public policy decisions. This paper suggests that time discourse is a very powerful influencer in public perception transmission and suggests ways in which authorities can identify and modify responses direct to the community. Further, a selection corpus of sentencing remarks randomly sourced in Australia from various Criminal Courts websites since 2008 indicates judicial officers appear unaware of the need to reframe discursive presentations for the community. Sentences appear offender focussed rather than driven by the need for community reassurance. Using the work pioneered by van Dijk and other Discourse Analysts, Dr Pamela Schulz and Dr Andrew Cannon provide a multi-disciplinary approach using communication and legal perspectives. This unique collaboration into Time and its challenges for authorities reliant on public confidence (and funding) provides evidence that the Discourse of Time and its construction is used as a major evaluative measure of them. Sentencing presentations to the community, thus, may be considered in light of these findings.

**Chairozila Mohd. Shamsuddin, Bahiyah Dato' Abdul Hamid &
Yuen Chee Keong
National University of Malaysia
MALAYSIA**

**Analysing stereotypical images that teach gender and diversity in
English language Malaysian school textbooks**

Equality and balance in education resources has become a concern in previous studies on textbook analysis. Among these issues is gender stereotyping represented in school textbooks which tend to affect education equity. This study examines how gender-typed occupations are dealt with in the English language textbooks currently being used in Malaysian schools. The results from the textbook analysis will determine how these occupational stereotypes portray both genders in the Malaysian school educational reading materials. The research method utilizes Kress and Van Leeuwen's (1996) semiotic analysis to examine the visual images and illustrations of both genders in the occupations that they are represented in the English primary and secondary school textbooks (from KBSR and KBSM textbooks). Out of over 5,810 pages in 23 textbooks, 284 pages are to be analysed for occupation gender-typed images in the form of visuals. The analysis measures both genders and their identity with regard to occupations within the categories of character's role, activity and setting. This research focuses on the constructional and ideational meaning focusing on the ideational semantics of image in text, and outlines the semiotics in language education contributing to aspects of meaning-making in multimodality. The images and illustrations that are based on a set of guidelines from the Malaysian Ministry of Education shows disparity between the images presented in the textbooks. The initial findings from the visual analysis suggest that these represented visual images show unequal gender representations and that it will be difficult for the school curriculum to portray gender balance and diversity in the future workplace if the view of the Malaysian society continues to be inaccurately represented.

Philippa Smith
AUT University
NEW ZEALAND

When is a ‘New Zealander’? Contesting identity in an increasingly diverse Aotearoa/New Zealand

The headline of an online news article in 2008 stating “New Zealand passport-holder dies in Iraq”, was altered within the same day to read “New Zealander dies in Iraq”. The earlier headline was described as ‘odd’ in an online discussion between members of the Aotearoa Ethnic Network (AEN), and their comments may well have been the catalyst that prompted the news organisation to change the headline. Other local media reporting the story elected to use the words “Kurdish New Zealander”. AEN members, debating this situation via an e-list (that is, a networked email system), deliberated over whether the mere holding of a passport legitimized national identification with New Zealand and/or whether a person’s ethnicity should be part of their New Zealand identity label.

Applying a ‘discourse-historical’ approach of CDA (Reisigl & Wodak, 2009; Wodak, de Cillia, Reisigl, & Liebhart, 1999; Wodak & Krzyzanowski, 2008), this paper discursively analyses the variation of New Zealand categorization labels used by media locally and overseas in the publication of the ‘passport holder’ story. It also examines the dominant topoi (argumentation strategies) used by AEN online discussion participants to support or refute a discourse about the validity of ‘New Zealander’ as a descriptor for all New Zealand citizens regardless of ethnicity.

Consideration is given to the political context existing at the time, when official discourses welcomed the emergence of a ‘new’ New Zealand national identity that embraced ethnic diversity. I argue that while identity labels are contested based on whether they are a process of self-definition or are ascribed by others, this particular case study highlights conflicting discourses about national identity on a greater scale involving issues of human rights, racism and discrimination in an increasingly diverse Aotearoa/New Zealand.

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Kishwer Sultana
University of Auckland
NEW ZEALAND

Globalization and Pakistani advertising: A critical discourse analysis (CDA) perspective

This paper focuses on the impacts of **globalization** and linguistic hybridity as evidenced in Pakistani print and digital advertisements. Linguistic **hybridity** in digital advertising refers to mixing Pakistani English and Urdu languages in various ways. The postmodern world is undergoing social changes at all levels, including linguistic. These social changes include ‘governance of new capitalist societies, **hybridity** or the blurring of social boundaries, shifts in space and time associated with **globalization** and hegemonic struggles’ (Fairclough, 2003; cf. Kress, 2000a). Therefore, we need new theories of meaning and representation to account for linguistic **hybridity** and textual complexity as part of new social formations and identities. My research on print and digital **advertising** in Pakistan, analyses the linguistic productivity of cross-language writing. The model of analysis combines critical discourse analysis, **CDA** (Fairclough, 2003) with functional grammar (Halliday, 1985). The paper is based on my current PhD research, and linguistic analysis is carried out at syntactic and discursive levels. The results of the analysis show how, in linguistic and cultural globalization, a hybrid ‘Englicized’ Urdu is constructed by mixing languages, genres, and discourse practices.

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Adam P. R. Taylor
AUT University
NEW ZEALAND

Story and metaphor in the identity work of high-achieving IT professionals

This paper presents an analysis of the means and outcomes of high-achieving IT professional's use of story and metaphor in their construction of self and identity. The analysis was based on a previously presented model (Taylor & Doolin, 2009) that interprets identity as socially and discursively constructed in context. Extended narratives about work and career were collected from nine IT professionals considered to be 'high-achieving' by their peers and colleagues, and an inductive discourse analysis of the participants' narratives revealed a range of stories and metaphors employed by the participants in their identity work in performing of self in the interview context.

The participants used story and metaphor (Halford, 2003; Riessman, 1993) in their construction of their desired self to the listener, and this desired self varied from participant to participant. These stories and metaphors occurred in three main domains: in the structure inherent in their narrative identity; in the locating of their selves with regards to the listener; and in what appeared to be rehearsed scripts (Thornborrow & Brown, 2005) used by some participants. The stories and metaphors used by these high-achieving IT professionals were founded on interaction with their environment, perception of (and by) others, and on reflection and differentiation from others as they found meaning and identity in their being and aspirational selves.

Participants were able to work on their identity using the mechanistic and hierarchical metaphors to show they were part of the system by demonstrating their success and the overcoming of obstacles. The participants often used stories which incorporated the listener who therefore becomes part of the story, giving what they give and choosing what they will say. They revealed and presented their desired self to the listener in a different manner and with different emphasis than what would have occurred had the listener been someone else (Riessman, 1993).

Halford, S. (2003). Gender and organisational restructuring in the National Health Service: Performance, identity and politics. *Antipode*, 35(2), 286–308.

Riessman, C. K. (1993). *Narrative analysis*. Newbury Park, CA: Sage Publications.

Taylor, A. P. R., & Doolin, B. (2009, November, 18–20). Narrative analysis of high-achieving IT professionals: An identity capital model. Paper presented at NZ Discourse Conference, Auckland, New Zealand.

Thornborrow, T., & Brown, A. D. (2005, June 30–July 2). *Being and becoming: Narrative and identity in the British parachute regiment*. Paper presented at the 21st EGOS (European Group for Organization Studies) Colloquium: Unlocking Organizations, Berlin, Germany.

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The language of support: The case of the Christchurch earthquake

It is not unusual for spectators of a natural disaster to be affected by that disaster and to want to reach out to its victims – whether it be physically or spiritually. With the advent of the Internet and social media, many of these spectators use technologies to express their support and/or condolences. After the 2011 Christchurch earthquake, messages posted to sites such as YouTube, nzherald.co.nz and Trade Me effectively became condolence books, and writing messages has become a ritual in contemporary society. Not surprisingly, the language of these messages is essentially one of support, evident in the inclusive ‘us’ and ‘we’, and ubiquitous references to strength through prayer and family unity.

This paper discusses a thematic analysis of roughly 1,500 messages of support posted on nzherald.co.nz between 22 February and 28 February 2011. Themes emerging showed a strong bias towards a belief in a benevolent God (Christian or otherwise), a focus on family and remaining strong under difficult conditions. Messages were future-oriented, expressing hope for recovery and unity, while at the same time identifying with victims. Negative emotions, such as anger and blame, were conspicuous in their absence. Language used indicated a perceived connection that spanned across geographical boundaries, and there appeared to be an unspoken assumption that those participating in the ritual of expressing support represented a community (albeit invisible) who felt the same.

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Using discourse analysis in journalism education

This paper describes how discourse analysis can be used as a teaching tool for journalism education. It is based on a study which was a first of its kind for New Zealand following 20 students from two journalism schools throughout their year-long training programme. Using methods constructed from van Dijk (1986, 1988), Bell (1991, 1998) and Fairclough (1995, 2003), the study evaluated the students' writing at three times during the year. Retrospective protocol analysis and taped reflections added to this to provide an understanding of their thinking processes.

The research found that journalism education directed by the New Zealand Journalists' Training Organisation has shown little change over the last 20 years. Students receive basic instruction and then are expected to perfect their skills through practise. While in the first half of the year, they developed some skills in writing the traditional inverted-pyramid news story, by the end of the year, their news writing had deteriorated. They were not writing in a succinct, clear fashion, emphasising news values and were unable to handle popular soft lead sentences so that their writing tended towards being promotional. They also failed to gain an understanding of their own writing and were unable to self-monitor or evaluate it. Lastly, they did not develop critical thinking skills and the independence necessary for professional journalists.

A new approach was developed from this research and introduced into a beginning news journalism course at AUT, centred on discourse analysis and the development of critical thinking skills. While this is still in its early stages, it is enabling students to be able to study their own and their peers' writing and to evaluate its effects and to gain new insight into journalism as a communications tool.

Bell, A. (1991). *The language of news media*. Oxford, UK: Basil Blackwell.

Bell, A. (1998). The discourse structure of news stories. In A. Bell & P. Garrett (Eds.), *Approaches to media discourse* (pp. 64–104). Oxford, UK: Blackwell Publishers.

Fairclough, N. (1995). *Media discourse*. London & New York: Edward Arnold.

Fairclough, N. (2003). *Analysing discourse: Textual analysis for social research*. London & New York: Routledge.

van Dijk, T. (1986). News schemata. In C. Cooper & S. Greenbaum (Eds.), *Studying writing: Linguistic approaches*. Beverley Hills, CA: Sage.

van Dijk, T. (1988). *News as discourse*. Hillsdale, NJ: Erlbaum.

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A discourse analysis of refusal strategies in intercultural workplaces

This paper examines the refusal strategies that Vietnamese people report using in the intercultural workplace. An online survey was conducted around four workplace scenarios requiring refusals between Vietnamese and native English speaking colleagues. The refusals in English and Vietnamese reported by the Vietnamese speakers of English were collected and divided into strategies, or semantic formulas, using a modified version of the coding categories developed by Beebe, Takahashi and Aliss-Weltz (1990). Data were analysed according to frequency of strategies, with reference to status and culture difference. Results indicate that the refusal strategies used most frequently by the Vietnamese in both languages – English and Vietnamese – to their colleagues are indirect strategies which mainly include excuse/reason/explanation, alternative, positive opinion, incremental coherent micro-questions, request for empathy/assistance, and gratitude. Direct strategies were not used very often. Only one marginally direct strategy (negative willingness/ability) was used quite frequently. Status was found to have a consistent effect on the Vietnamese refusals as was found in previous studies. In contrast, it was not clearly established whether cultural difference always affected the Vietnamese refusals toward their native English speaking colleagues in intercultural workplace settings.

Beebe, L. M., Takahashi, T., & Uliss-Weltz, R. (1990). Pragmatic transfer in ESL refusals. In R. C. Scarcella, E. S. Andersen & S. D. Krashen (Eds.), *Developing communicative competence in a second language* (pp. 55–73). Boston, MA: Heinle & Heinle Publishers.

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**'Factuality' speaking – what the ed said: A critical discourse analysis
of editorials**

Editorials may be of some importance for their wide reach as well as the fact that they represent institutional opinions, especially about matters of national importance. A recent media discussion of national interest in Malaysian editorials has been the 1Malaysia (One Malaysia) campaign, a national blueprint for unity and identity, launched by the current Prime Minister, Najib Razak, upon taking office in March 2009. The campaign itself appears to be timely one for multicultural Malaysia, coming at a time when the country has witnessed a number of ethnic and religious discord and differences. However, the fact that 54 years after independence from Great Britain, the search for identity and unity is still a national concern in Malaysia, would suggest that inherent problems may exist in the country, proving to be a hindrance to the realization of such a national reality. Bearing in mind the role of the media as a means of constructing realities (Wodak & Meyer, 2009), the question that arose in this study was the means by which the state-owned print media in the country has managed the latest political venture in forging a national identity, while negotiating the various challenges to such a venture. Employing an understanding of the Discourse Historical Approach (Reisigl & Wodak, 2001; Wodak & Meyer, 2009), within the paradigm of critical discourse analysis (CDA), this study focuses on the use of factuality in editorials in the *New Straits Times*, Malaysia's oldest English language print media, to examine the means of use and manner of construction of 1Malaysia. The preliminary findings suggest that the signifier of 1Malaysia serves as not only as a reference of national identity, but also provides opportunities for the media institutions to hold authority figures and institutions to account.

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‘EFL and ESL students’ metaphorical conceptualizations of language learning’

Kövecses (2010) points out that the theory of conceptual metaphor (CMT, henceforth) has developed into one of the most significant theories of metaphor. Nevertheless, one unfortunate aspect of numerous approaches associated with the CMT is their focus, primarily constrained to how metaphors work in the mind and how they become manifest in language. Forceville and Urios-Aparisi (2009) explore metaphors in other modes than purely linguistic ones. Metaphor as a mode of thinking and reasoning can by all means occur in such forms as images, pictures and gestures; that is, in various non-verbal forms. In this paper, particular attention is paid to non-verbal forms of metaphorical depiction. We have examined EFL and ESL students’ drawings in order to both tap into their mental representations of what ‘language learning’ means to them and get closer insights into these learners’ belief system. The objective of the analysis is three-fold: firstly, we attempt to scrutinize their metaphorical conceptualisations in order to find out the extent to which Chilean EFL and Australian ESL students’ drawings differ from each other with regards to what ‘language learning’ is to them. Secondly, we also look into the question of how their metaphoric representations are in line with what Block (2003) discusses as “acquisition metaphor” and “participation metaphor”. Do they view the process of learning another language as purely acquiring elements or as a participatory interactive process? Finally, as our data were collected from two groups with different cultural backgrounds, we focus on how their representations may be idiosyncratically different, or, perhaps similar. Results indicate that the metaphorical depictions from both groups share common traits that allow us to postulate the presence of a cognitive metaphor (Lakoff & Johnson, 1980) to the extent that language learning is understood as a dynamic, progressive and positive process.

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Discourse and power in the cultural interpretation of two college reading texts: A case study of a Pacific Island serving English language classroom

This case study of one college basic English classroom analyzed how academic discourses of power and ideology affect Pacific Island English Language Learner (ELL) students, and their instructor in achieving cultural interpretation during discussion of assigned reading texts. Cultural interpretation, as used in this study, included students' responses to texts based on their values, beliefs and shared practices with groups who speak the same language from their home cultures.

The results suggested that academic teaching discourse characterized by perceived power relations between teacher and students can negatively impact the use of cultural interpretation of ELL students. Discussions in the class observed showed very limited or no evidence of cultural interpretation. These discussions followed explicit guidelines that shaped course content in pre-determined, teacher directed, structured ways. Both Pacific Island students and other students perceived the curriculum as set, and saw their role in discussion as guided by the teachers' planning, practices, and questions in the classroom.

Pacific Island students in this study held a number of reservations about participating in discussions, yet they were most likely to share their primary discourses when interviewed and when their instructor invited them to and when they felt safe.

The results led to a preliminary formulation of a theory of classroom design to promote cultural interpretation. The design involves negotiating: (1) power relations between college instructor in terms of; (2) the questions instructors ask; and (3) the open spaces for the responses of students. The instructor's role would be to share their own cultures, set a flexible curriculum, allow varied structures and use readings connected to students' lives. Questions would be designed to open comfortable and non-judgmental student responses. Students' responses would disclose local worldviews, improve relationships among students and instructors, and integrate both multiple knowledges and literacies to inform discussions of required texts.

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The effects of leadership style on intercultural group communication in decision-making meetings

This study examines how leadership is constructed, perceived and re-enacted in multicultural teams comprised of members from three East Asian cultures and those from the U.S. It examines how the micro (specific linguistic strategies) influences the macro (organizational functioning of multicultural teams). These two issues are tightly linked if we understand language as being “synonymous with managing the meaning of the organization and leadership ... as influencing this process so that certain meanings are privileged over others” (Fairhurst, 2008, p. 511).

This study contributes to the field of cultural discourse analysis by using descriptive and interpretive modes (Carbaugh, 2007). Instead of merely documenting different conversational patterns, it aims to answer the question of what contributes to the imbalanced contribution and participation that often occurs in teams comprised of members from different cultures and if there is any knowledge that we can draw from an examination of natural interaction and a closer text analysis that would help us to better understand the dynamics of intercultural teams and the emergence of leadership within such teams.

The paper explores two questions: first, it analyzes two leadership styles, a competitive leadership style and a cooperative leadership style, that emerge during decision-making meetings involving multicultural teams of business professionals; and second, it measures the effect of leadership style on member contribution in decision-making meetings by looking at member participation rates. What we are looking at is whether leadership style affects the contribution of team members, regardless of cultural background.

Carbaugh, D. 2007. Cultural discourse analysis: Communication practices and intercultural encounters. *Journal of Intercultural Communication Research*, 36(3), 167–182.

Fairhurst, G. 2008. Discursive leadership: A communication alternative to leadership psychology. *Management Communication Quarterly*, 24, 510–521.

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Laughter in complaints: Indexing a transgression

This paper reports on an on-going research project examining telephone calls to New Zealand and Australian dispute resolution services for consumer complaints about electricity, gas and water. The focus of this presentation is the occurrence of laughter and 'laughter particles' within the calls. A conversation analytic approach is used to consider what action laughter can be used to accomplish. The data are corpus of 181 telephone calls. The majority of calls (n=140) were to an Australian service. The remainder of the calls (n=41) were to a New Zealand based service. Laughter is a surprisingly regular feature of the calls. Call-takers and callers laugh in about equal measure. Furthermore about half the cases are where call-takers and callers laugh together. Laughing tends to cluster around places in the calls where there are shifts in the activities that make up the institutional business (e.g., from call opening to reason for the call). A small collection of instances will be presented that demonstrate a hitherto undocumented action of laughter – that it can be a practice for indexing the admission of a transgression. The finding contributes to the literature on laughter in interaction by showing a stance, other than humour, that laughter can be used to mark.

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Discourses of nation and national education: The case of Singapore

Since the attainment of self-governing status from the British Crown in 1959, the Singapore Government has been preoccupied with forging a sense of common identity for the ethnically and linguistically diverse people of the island state. This preoccupation has been propagated by the concerted efforts of various governmental bodies for the past decades to unify its people through public education programs and publicity efforts. While the goal of nation-building seems to have retained its centrality and exigency throughout the last four decades, exactly what the shared Singaporean identity is as well as justifications for its existence have shifted (Ortmann, 2009). This presentation aims to trace some of these shifts by examining one prominent site of nation-building: the Ministry of Education's efforts to foster national belonging and cohesion through diverse initiatives as part of the school curriculum. In particular, we will look at a variety of key texts, including political speeches, government policy documents and documents for school personnel, to sketch the discursive trajectory of national identification within the educational domain. Our primary analytic focus will be on the interlocking of educational and political concerns and agendas within the texts. More broadly, the presentation also highlights the ideological grounding and significance of national identity, in Singapore and elsewhere.

Ortmann, S. (2009). Singapore: The politics of inventing national identity. *Journal of Current South East Asian Affairs*, 4, 23–46.

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Singapore's political economy, productivity discourses, and the 'right' and 'wrong' ways to use new media technologies

As leaders of a global city, the Singaporean government invests heavily in the social engineering of citizens who are economically productive and technologically savvy. This investment is visible through myriad discursive realms, with a common theme: Singaporeans should utilize technology whenever and however possible to improve their economic productivity, but only to the extent that such activity results in net gains for the State. As a result, Singaporeans are inundated by, and happily surround themselves with, the latest in new media technologies, using them in the social realms of work, education, health, and leisure to name but a few. However, outcomes of new media use are not always positive and there also exist discourses of moral panic surrounding so-called problematic usage. In all this, new media technologies enable multiple possibilities for how Singaporeans come to define themselves.

Combining qualitative media analysis (Altheide, 1996) of public campaign resources (e.g., websites, pamphlets, posters), academic articles, and news products with in-depth interviews of players of the massively-multiplayer online role-playing game 'World of Warcraft', we consider the ambiguous and contested meanings associated with the consumption of new media technologies among Singaporeans. Our analysis reveals that the enthusiastic uptake of new media technologies has implications for individuals whose use strays beyond State-defined norms. People's understanding of their selves and behaviours in relation to new media technologies is influenced by notions of ideal citizenry which emanate from the nation's political economy. However, these structural impositions are also indefinite as players contest them through counter-ideational representations of themselves and their media usage.

Altheide, D. (1996). *Qualitative media analysis*. Thousand Oaks, CA: Sage.

Nick Wilson
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Indexing masculine sporting ideologies in rugby discourse

This paper addresses the way in which local communicative practices may construct a local identity that simultaneously indexes global ideologies. To do this it focuses on the sporting world, in particular rugby. Like most sports, rugby can be conceptualised as a global community consisting of players, coaches and anyone else who has some form of socio-cultural investment in the sport. In Wenger's (1998) terms, rugby constitutes a community of imagination: rugby players bring a store of social-cultural knowledge to the local communicative practice of rugby that frames their interpretation of events and is used in their discursive construction of themselves as rugby players.

Drawing on authentic spoken interactions from two ethnographic studies conducted with club rugby teams, one in New Zealand, and one in Scotland, this paper analyses how through their discourse rugby players and coaches re-construct global rugby ideologies regarding the tolerance of pain and the control of aggression in local communicative practice. These in turn index ideologies of masculinity. Furthermore, the way that players construct their local identities as players in their team draws on a combination of local practice and global rugby ideology and this is demonstrated through their use of particular discourse strategies such as frequent use of swear words and jocular insults. While these strategies index global ideologies surrounding the stereotypical rugby player, the way in which they are used in each team is locally negotiated, thus creating a unique team and individual identity that is located with the socio-cultural world of rugby.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity. Learning in doing.* Cambridge, UK & New York: Cambridge University Press.

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**Towards critical multimodal Discourse Analysis of social contexts:
Multimodal representations of Barack Obama in political contexts**

“Discourses can be realised, not only linguistically, but also by means of other semiotic modes” (van Leeuwen, 2008). Indeed, casual observations of media coverage of Barack Obama in various political contexts alluded to linguistic and visual discursive strategies being used calculatedly to construct multimodal representations of Barack Obama that served the discourse producers’ “interest” (Kress, 1993). A formal study was hence set up by me, in which van Leeuwen’s Social Actor Network and Representation and Viewer Network were used as a method to investigate the research question: ‘What discursive strategies do discourse producers use to construct multimodal representations of Barack Obama in political contexts?’ This question is, in turn, part of a bigger CDA question: ‘How are social actors represented multimodally in social contexts?’

This study’s method entailed, first, the collection of relevant semiotic data from speech transcripts, photo logs, and video recordings of political contexts that exhibit the phenomenon I want to investigate. After which, van Leeuwen’s Social Actor Network and Representation and Viewer Network were used as descriptive frameworks to develop explanatory schemata (that answer the research question) from the dataset. Where possible, this hermeneutic process was combined with quantitative analysis and Wodak’s triangulation procedure (Meyer, 2009) in innovative ways to: (1) develop or validate explanatory schemata; and/or (2) uncover possible divergences or contradictions. One explanatory schema that was developed from this study’s overall method, for instance, revealed how discourse producers had used the semiotic resources of superordinate and hyponyms (verbal language), visual angle, visual distance, woman and children (visuals) to “personalise” (van Leeuwen, 1996) and “equalise” (van Leeuwen, 2008) the social actor of Barack Obama multimodally.

This study is significant for two reasons. First, since no research – to the best of my knowledge – has ventured into the domain of extending CDA principles and tools to the critical analysis of social contexts, this study could provide CDA scholars and social semioticians a starting place from which to understand how multimodal discourses (particularly representations of social actors) in social contexts are constructed. Second, this study extends van Leeuwen’s previous work on representations of social actors (van Leeuwen, 1996, 2008) and confirms that the descriptive frameworks of Social Actor Network and Representation and Viewer Network – used previously for critical analysis of verbal, visual, and multimodal texts (Caldas-Coulthard, 2003; van Leeuwen, 1996, 2008) – can be adapted for critical analysis of social contexts too.

Caldas-Coulthard, C. R. (2003). Cross-cultural representation of “otherness” in media discourse. In G. Weiss, & R. Wodak (Eds.), *Critical discourse analysis: theory & interdisciplinarity* (pp. 272–296). New York: Palgrave Macmillan.

Jewitt, C. (2009). Different approaches to multimodality. In C. Jewitt (Ed.), *The Routledge handbook of multimodal analysis* (pp. 28–39). London; New York: Routledge.

Meyer, M. (2009). Between theory, method, and politics. In R. Wodak & M. Meyer (Eds.), *Methods of critical discourse analysis*.

van Dijk, T. A. (2001). Critical discourse analysis. In D. Schrifin, D. Tannen & H.E. Hamilton (Eds.), *The handbook of discourse analysis* (pp. 352–371). Malden, MA: Blackwell Publishers.

van Leeuwen, T. (2008a). Discourse as the recontextualisation of social practice. In T. Van Leeuwen (Ed.), *Discourse and practice: new tools for critical discourse analysis* (pp. 3–22). Oxford, UK/New York: Oxford University Press.

van Leeuwen, T. (2008b). Representing social actors. In T. Van Leeuwen (Ed.), *Discourse and practice: new tools for critical discourse analysis* (pp. 23–54). Oxford, UK/New York: Oxford University Press.

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Competing & hybridized discourses in Chinese news reporting: The case of milk scandal

China's media, under the tight control of the central government, was known for their roles as 'party organs' and termed as 'political discourse'. However, the last two decades have witnessed gradual yet dramatic changes in China's media organizations and practices. With the all-sweeping forces of globalization and economic development, marketization and the never extinct professional ethics from the West have found their way into the Chinese media, thus giving birth to the 'market-driven discourse' and the 'professional-driven discourse'.

With the perspective of Critical Discourse Analysis, the paper will investigate the tension, competition, and/or hybridization between the political-driven, market-driven, and professional-driven discourses which have affected the news representation of milk scandal by the three differential newspapers in Southern China, i.e., *South Metropolis Daily*, *Shenzhen Special Zone Daily*, and *Guangzhou Daily*. The notions of style, stance, and evaluation in sociolinguistics and/or functional linguistics will be utilized and explored in providing a detailed description and instantiation for such competing and hybridized discourses. Discussion and explanation will then be presented of the distinctive development of Chinese news reporting as it meets the global trends and challenges and of the significance of refining and further developing notions such as style and stance for media discourse analysis.

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**Latching and rush-through in multi-unit turns: Continuing talk
beyond possible completion in Chinese conversation**

Studies in Conversation Analysis have identified recurrent regularities which underlie the smooth coordination of turn transitions between conversational participants. One of the practices is that a current speaker may continue with further talk beyond a turn's possible completion if he/she has not selected a next speaker and no other participant has self-selected to be the next speaker. Recent works have examined how linguistic (e.g. syntax and prosody) and interactional aspects figure in the organization of turn continuation (mostly from English data). This study reports our investigation of turn continuation in Mandarin Chinese conversations. A number of sequential contexts are identified where speakers opt for clausal turn continuations, e.g. where they talk past the completion point of their own assessment, after their own question, and after their non-substantial response to a topic proffer. We also examine the prosodic features associated with such turn continuations, particularly near the completion point of one turn constructional unit (TCU) and the beginning of the next. Two prominent and very similar features, i.e. latching and rush-through, are found at this juncture which enable the current speaker to start the next TCU sooner than anticipated. Although latching and rush-through are recognized as turn-holding devices, systematic and detailed examination of their exact phonetic design has been reported only recently (for English data). In this study we attempt a detailed analysis to phonetic correlations, i.e., pitch, intensity, and speaking rate, of latching and rush-through for their interactional relevance in Mandarin conversation.

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