

**Managing the subjective:
Exploring dialogistic positioning in
undergraduate essays**

Nayia Cominos

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Abstract

One of the challenges that novice writers in the academic register face is how to manage subjectivity in academic discourse, and in particular, dialogic positioning in relation to expert sources and the putative addressees. While there is a growing body of research on this aspect of academic literacy from a Systemic Functional Linguistic (SFL) perspective, the focus has been on professional academic writing and Non-Native Speaker of English (NNSE) undergraduate and postgraduate texts.

This study is a qualitative analysis of dialogic positioning in a NSE undergraduate student's three summative essay tasks, from the first to fourth semesters in the Discipline of Linguistics. For the analysis, an adapted SFL Discourse Semantics layered methodology was used, incorporating elements of Genre Theory and Appraisal Theory. The task directives were analysed using Genre Theory to establish the communicative purpose of the task and the potential responses it could elicit. The student's text was divided into propositions, and the typology and distribution of the dialogic formulations they contained were analysed, using the Engagement framework from Appraisal Theory. The formulations were classified in terms of rhetorical function in the staging and argumentation of the texts.

Several salient points emerged from the analysis. The communicative purpose analysis showed that semantic tensions and ambiguity in the formulation of task directives could result in more than one appropriate generic response. This was displayed in the student's choice of a legitimate Exposition macro-genre response to each of the tasks, even when there was a task directive *to discuss*. The student's understanding of the task requirements determined the type and degree of dialogic positioning in the text, so those stages, such as the Introduction and Conclusion, which served a factual function, or asserted key propositions, were expressed predominantly through monoglossic Assertion and Presupposition, whereas those stages or sections of stages,

which involved analysis or theorisation showed a higher degree of heteroglossia. The student used a range of dialogically contractive and expansive formulations, adapting their frequency and distribution from one text to another.

The classification of the formulations when they were considered in terms of their rhetorical function rather than a given semantic value and the implications for our theoretical understanding of the academic genres, are discussed.

Declaration of originality and consent

This work contains no material which has been accepted for the award of any other degree or diploma in any university or other tertiary institution to Nayia Cominos and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text.

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Signature of candidate:

.....

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It has been said many times, but bears repeating, that a doctorate is a collaborative effort, not only from an academic point of view, with the support and guidance of supervisors, colleagues and other members of the Discipline of Linguistics, but also from the friends and family who have at worst put up with, and at best embraced the inevitable constraints of time, energy, and, particularly in certain phases, conversation that thesis-writing entails. This section of my thesis is an opportunity to acknowledge and thank them all.

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Thank you also to our Head of School (HMSS), Gerard O'Brien, the staff of the Discipline of Linguistics at the University of Adelaide, and the office staff on the 7th floor. Thank you also, to my fellow postgraduate students, all my undergraduate and postgraduate students, members of the SFL community in Adelaide and nationally for their encouragement and insights, and the University Club for being a haven and home away from home.

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Chapter 1: Introduction

Overview

This chapter introduces the study and is organised as follows,

- An overview of the area of investigation
- The rationale for the study
- The aims and objectives of the study
- An introduction to the research design and its realisation
- A description of the presentation of the thesis

1.1 Field of investigation

Academic discourse is most concretely realised through the creation, exchange, discussion, writing and rewriting of texts by and for its members, (Bazerman, 1997). While some texts are discipline-specific, such as documenting scientific experiments, or writing contrapuntal harmony, there exist broader generic texts types, such as the ‘Essay’ or the ‘Thesis’ which have certain identifiable traits across disciplines. Learning to master these genres, in terms of their structure and content is an important element in the apprenticeship into academic writing.

Novice writers in the academic register need to be able to identify and interpret task directives in order to decide upon an appropriate textual response. This involves choices with regard to the structure and content of the text.

Academic writing, however, is not only about recognising genres and structuring writing. It is dialogic, in the sense of Bahktian inter-textuality (Bahktin, 1981), in a very explicit and fundamental way. This is attested in conventions such as referencing and citation which permit the writer to situate themselves theoretically within the discipline, and establish the credibility and lineage of their own theorisation. Dialogistic positioning is achieved through academic attribution, but also through lexicogrammatical choices which present information and sources as

more or less established or contentious. It is this aspect of academic writing that the present study is examining, looking specifically at the type, frequency and distribution of dialogistically contractive and expansive formulations, and how they are functioning with regard to the structure and argumentation of the text.

1.2 Rationale

As a tertiary educator in ESL and Linguistics, an important aspect of my work is setting and marking assessable tasks, and trying to help students develop strategies for understanding, interpreting and responding to these tasks. While this is particularly important for First Year students, who are generally novices in tertiary academic genres in the Discipline, it is an ongoing process with second and third year undergraduate students and postgraduate candidates. The most common summative task is an essay, ranging from 1,000 to 4,500 words depending on the course, or a dissertation.

A quick survey of my colleagues showed that given the time constraints with regard to teaching the course content, the usual method for dealing with undergraduate student enquiries about essay tasks was a session in a regular tutorial, in which a basic essay model (introduction, literature review, methodology, analysis, discussion, conclusion) was given, plus some information on how to use the Harvard system of referencing, and where to look up online journals on the library website. Referencing in this context was presented primarily as an antidote to plagiarism, a means of justifying one's opinions, and a way of fulfilling the task requirements for a certain number of academic sources. The role of referencing with regard to dialogistic positioning and epistemology was rarely explicitly taught. Like so many of the conventions of academic discourse, an understanding of referencing at that level was expected to be acquired through the readings and teacher modelling, and inferentially in discussions about theorisation. While some students seemed to gain an intuitive understanding of referencing as

dialogistic positioning, others found it very difficult, and this did not necessarily improve over time.

Student's text responses to essay questions seemed related to this issue. Frequently, irrespective of explicit instructions asking students to discuss a statement or question, students would produce other types of essays, such as Exposition or Report genres. This could be explained by ambiguities in the formulation of the essay questions, but could also be an indication that students were perhaps less confident with the added complexity and positioning required in a Discussion or Challenge genre. This was not confined to undergraduate students, as postgraduate students also expressed difficulty with the explicit, critical evaluation of sources and source content, preferring to cite in a neutral fashion, using reporting verbs such as *states* or *notes*, and choosing only those sources which supported the propositions being asserted, rather than weighing alternative viewpoints. Related to this was the observation that students often had difficulty in moderating their often highly monoglossic writing of a series of bare assertions, to acknowledging and allowing other voices and positions in their texts. While most students developed an approach to structuring the content of the essays, referencing, one of the indicators of dialogistic expansiveness easiest to identify, proved to be problematic. A high percentage of students did not reference correctly, either intext or in their references/bibliography, and some did not use references at all. In the latter case, it was obvious that they had read on the topic, as theories and lecture content were included in the essay, but there was no explicit acknowledgement that the student had derived any of the information from any other external source.

As dialogistic positioning informs so many aspects of academic discourse, it was of concern that students were so unequal in their use and understanding of it. It seemed that those students who did master it to some extent had acquired it in an essentially intuitive fashion, through modelling, rather than having received any explicit guidance or teaching about it.

A review of the literature on dialogism and dialogistic positioning showed a number of studies on referencing and academic attribution, and hedging. These ranged from quantitative studies which were mainly concerned with quantifying and classifying reference types according to their form and distribution, to ethnographic research devoted to analysing student motivation, mainly through questionnaires. Very few studies addressed the issue from a functional perspective, situating it contextually both within the text as a whole, and as a response to the communicative purpose of the task. Also, importantly, the issue was strongly associated in the literature with Non-Native Speaker of English (NNSE) students, whereas my colleagues and I had found that they were common to all students, including Native Speaker of English (NSE) students.

This study attempts to address this limitation in the literature, exploring student essay writing from a systemic functional linguistic (SFL) perspective, that is, as a process of meaning-making expressed through lexicogrammatical choices, determined by the context and communicative purpose of the task. The advantage of using SFL is that it offers the possibility of exploring the dialogistic positioning as part of the Interpersonal metafunction with tools that offer the possibility for the identification, classification and theorisation of these choices.

1.3 Aims and objectives

The choice of focus for the analysis of the texts, and the frameworks to accomplish this are based on the aims and objectives of the study. The general aim of the study is to investigate dialogistic positioning in undergraduate writing, that is, how students respond to contention and certainty in assessable tasks through the use of dialogically contractive and expansive formulations, and the manner in which expert sources are constructed and attributed in their texts. In order to achieve this aim, the study was directed by the following research questions:

1. What are the most adapted tools to theorise and analyse dialogistic positioning?
2. What is the relationship between the formulation of task directive(s) and the student's genre response?

3. How is this response realised in terms of its staging?
4. What is the type, frequency, and distribution of dialogistic positioning in the text?
5. Is there a relationship between dialogistic positioning and the staging and argumentation of the essay?
6. Do the findings of the study correspond to observations in the literature on dialogistic positioning in academic writing?
7. What are the implications for the teaching and research of managing subjectivity in academic writing?

These are broad questions which form the basis of the objectives of the study. The first objective is to find and use appropriate theoretical frameworks to collect and analyse the data. As this study is situated in the SFL theorisation of Language as a tool for semiotic mediation having system and purpose (Halliday 1974, 1994, Hasan, 2005, Halliday & Hasan, 1985, Martin, 1986, 1992) the data was collected and analysed using relevant parts of the SFL frameworks. As the focus of the study is dialogistic positioning, the key frameworks were taken from Genre Theory (Christie & Martin, 1997, Martin, 1994, 1997, Martin & Rose, 2007, 2008) and Appraisal Theory (Martin, 2000, Martin & White, 2005, White, 1998, Hood, 2010). The second objective is to describe the task directive(s) and the student's response in terms of the communicative purpose of the text. This was investigated using Genre Theory. The use of the terms 'genre' and 'communicative purpose' in this study proceed from the theorisation of text as patterns or configurations of meaning in the discourse (Martin, 1992 Martin & Rose 2008) realised through the structuring principles associated with the three metafunctions, the ideational, the interpersonal and the textual (Hood, 2010:10-12). This theorisation will be expanded upon in Chapter 3. The topics and task directives were analysed to establish the communicative purpose of the tasks. Potential genre responses were identified, and the student's texts were analysed to discover if they correspond to a particular genre. This was realised through analysis of the staging, argumentation, and content of the texts. The third objective is to identify and classify the

forms of dialogistic positioning in the texts. This was investigated using Appraisal Theory, in particular Engagement. The texts were broken down into propositions based on their lexicogrammatical form and meaning content. The findings from the Genre and Engagement analyses were collated to discuss the relationship between the staging and argumentation of the texts and the type and frequency of Engagement formulations. These findings were also reviewed in relation to those features identified in the literature regarding dialogistic positioning in undergraduate writing. The implications of the findings for the teaching and theorisation of dialogistic positioning are discussed.

1.4 Introduction to the research design and its realisation

1.4.1 The research design

A number of methodological aspects were taken into consideration in order to realise these objectives. The entire SFL framework is concerned with function and language as a meaning-making system involving choices and intertextuality, but it is the interpersonal metafunction which is the most relevant to the present study. Dialogistic positioning in academic writing entails the management of subjectivity, sensitivity to one's status and the status of expert sources within the hierarchy of the discipline, and the ability to navigate through the multitude of lexicogrammatical choices that are used to realise one's position textually. Mood and Modality analyses offer a first, broad approach to the Interpersonal, but it is Appraisal Theory which offers the most nuanced framework for describing and analysing negotiation. Engagement is the most appropriate part of Appraisal Theory to describe and analyse the acknowledgement of alternative positions and the student's and other voices in the text.

On a broader level, the texts that students produce for assessable tasks are a response to the topic as described by the specific task directives. Genre Theory, as conceived of in SFL, offers the possibility of describing and analysing the task and the student's response in terms of the

communicative purpose of the task, to identify the meaning potential of linguistic choices and how they realise the social purpose of the genre (Hood, 2010). This is an important element in the analysis of dialogistic positioning, as the degree and type of positioning is likely to vary according to the communicative purpose of the task, and the student's perception of the communicative purpose of the task. The SFL theorisation of genre also offers the possibility of breaking down texts into stages, moving beyond formal, structural terms (Hood, 2010) to particulate, prosodic and periodic structures determined by Register variables (Martin, 1997) responding to the task directives. The student may be required to show more dialogistic positioning in some stages of the realisation of the task than others, depending on the function of the stage in the argumentation and development of the text as a whole.

Large corpus studies offer the possibility of identifying the frequency and distribution of certain formulations across texts, and within stages, but they are limited in their application to the functional and semantic aspects of dialogistic positioning. The identification of modal adjuncts, for example, indicates a degree of dialogistic expansiveness, but the choice of adjunct and its function in the argumentation of the text are outside the scope of general corpus studies. It is for this reason that the present study is qualitative, focussing in detail on lexicogrammatical realisations in terms of their function as well as their semantic value in a limited number of texts.

As dialogistic positioning may be realised in more than one manner within a clause, the Engagement framework was adapted to include the analysis of propositions in addition to clausal analysis, and the function of the formulation in the argumentation of the text. Function categories of Factual, Other's Cognitive Evidence, Directives and Obligation, and Internal and External Consequentiality were created to accommodate the types of function found in the text.

It was strategic to choose tasks and responses with a similar communicative purpose in the same Discipline to limit the parameters and variables of the study. The choice of the Discipline of Linguistics was made for access to data and my own understanding of dialogistic positioning and the particular discourse and its realisation through discipline-specific writing conventions. One student's essays were analysed to give some basis for comparison with regard to different tasks to also limit the variables which can occur between students' idiosyncratic writing styles. The criteria for selecting the student were that s/he had to be a native speaker of English, educated in Australia, an undergraduate, to have started University in the first year of the study, and with the intention of doing a Linguistics major, providing the possibility of collecting data from several courses in the same Discipline.

1.4.2 The realisation of the collection and analysis of the data

The data were collected over four semesters from 2008-2010 inclusive. The essay tasks were analysed for their communicative purpose and potential responses in terms of genre types using Genre Theory. The texts were then analysed to identify the genre(s) through an analysis of their staging and argumentation. Periodic structuring including formal boundaries, such as sub-headings and paragraphs and an analysis of the overarching prosodic structure of the texts were used to classify and analyse the data, establishing a profile of the text.

The next step was to identify and isolate the propositions, that is the negotiation of propositional meanings in the text with attention to lexicogrammatical formulations, including the identification of clauses and processes and nominalisation. These elements were then classified using the Engagement framework (Martin & White, 2005), with the addition of the Function categories to which I have previously referred. A special table was created to plot the propositions in relation to these parameters, and the results were analysed to see if there were any correlations between the choice of formulation and its position in the staging and argumentation of the text, and if this varied from one text to another.

1.5 The presentation of the thesis

The thesis is presented and developed over seven chapters divided according to their function in the argumentation and content, as follows:

- Chapter 1 outlines the context, rationale, aims of the thesis and discussion of how this is to be achieved, as well as a brief summary of the findings.
- Chapter 2 reviews the research literature of the last thirty years, to end-2010, in the areas of textual analysis, disciplinary discourse, referencing in general, and SFL applications of Genre Theory, Appraisal, and Engagement to the analysis of academic literacy and dialogistic positioning in academic and other writing.
- Chapter 3 presents and explains the rationale and choices regarding the methodology used to collect, identify, classify, and analyse the data used in the study.
- Chapter 4 is the first of the analysis chapters. It analyses and discusses the task questions and the student's responses in terms of communicative purpose using Genre theory. The staging of the tasks is analysed to determine the genre of the response, and the student's realisation of the three tasks are compared in terms of their staging and the broad content of his argumentation.
- Chapter 5 is the second of the analysis chapters. It analyses the frequency and distribution of monoglossic and heteroglossic formulations in relation to the communicative purpose and staging of the texts. This is followed by detailed analysis of the Introduction and Conclusion stages of the three essays, which are presented with the complete text and proposition analysis and exemplify the methodology applied to the analysis of the entire texts.
- Chapter 6 is the third and final analysis chapter. It analyses the Engagement formulations with regard to the argumentation and content of the three texts. The formulations are discussed in relation to their function in the staging and argumentation of the texts.

- Chapter 7 discusses the findings in the light of the thesis aims and objectives, and considers future directions for research in the area.

Chapter 2: Literature review

Overview

This chapter is a review of the past and current academic literature (1976-2010) of relevance to the present study. It is concerned with texts as a site for the investigation of academic and disciplinary discourse, dialogism as a characteristic of academic discourse, and theoretical frameworks for exploring how dialogism functions in persuasive texts, such as undergraduate essays. It is divided into the following sections:

- Academic and disciplinary discourse and texts
- Dialogism as a characteristic of disciplinary discourse
- Academic attribution as a realisation of Dialogism
- SFL in relation to Genre and Appraisal Theory

Relevant studies are dealt with in their specific section.

2.1 Academic and disciplinary discourse and texts

2.1.1 Texts as discursive objects for investigation

Text, defined most broadly as ‘any instance of language in any medium that makes sense to someone who knows the language’ (Halliday & Hasan, 1976:1-3), has long been validated as the subject of academic investigation. From a sociolinguistic perspective, Bazerman (1997: 296) asserts that, discursive objects, such as texts, ‘provide a concrete locus for the enactment of social structure.’ He further states, ‘The actual production and circulation of the discursive object of a written text provides a common site of attention for the different actions and activities each enacts with respect to the text, shaping the role and relationships of the various participants and orienting their individual perceptions and cognitions’ (Bazerman, 1997: 297). From a systemic functional linguistic perspective, one can distinguish two primary justifications for the study of texts: a text is both artefact and specimen, that is respectively, as an object in its own right, with

a particular inherent meaning and value, and an instrument and instantiation of a broader grammatical and cultural context (Halliday, 1994:2-4). As specimens, all texts have equal merit for investigation as examples of the language as a whole. Whether spoken or written, they involve the choice of certain lexical and grammatical structures to express meaning, within the constraints of the language system. As artefacts, texts are far from equal, as their value is dependent on numerous contextual and cultural parameters. The cultural and historical value of Nelson Mandela's inaugural speech as President and the Magna Carta, are not the same as that of a shopping list, as their scope, duration and influence are not comparable. All three texts, however, use the same language resources to express meaning, and fulfil a particular communicative function.

Thus, the study of texts, be it through large corpora or the detailed analysis of individual texts, offers an ideal site for the investigation of what it is to mean in a given context. Although both approaches have been used, the detailed studies of individual texts offers particular insights into how meaning is made through textual structuring and content. As Martin & Rose (2007: 312) state, 'it is important to analyse instances in individual texts...[as]...we don't want to lose what's special by only valuing generalizations across a text corpus.' This position is also validated by Hood (2010:29), who deliberately chose a 'qualitative and interpretive research design...[for the possibility that it afforded of]...an in-depth analysis of instances of texts, rather than to a quantitative corpus-based study suited to the exploration of the functioning of a small number of features across a larger data set.' It is this methodology which informs the present study, as a way to 'get at' the textual richness of the whole text in terms of its unfolding and dialogic positioning.

2.2 Academic and disciplinary discourse

Academic writing is produced by and informs the discourse of a disciplinary community, both conforming to and modifying the norms of interaction within that community. While texts

produced by and for the Academy have varied functions, they have a particularly significant epistemological role, concerned with the construction and representation of disciplinary knowledge. They are a primary medium through which that knowledge is articulated and disseminated within and by the members of the disciplinary community. They are the object and the goal of many of the supporting actions of the activities of the disciplinary community, and structure the relations and interrelations between the participants, and indeed the entire field of activity (Bazerman, 1997).

In the case of writing in the context of an undergraduate degree course, this discourse operates on two levels, simultaneously. On a general level, it could be argued that all academic writing has certain identifiable features irrespective of the particular discipline in which it is being produced, such as a degree of abstraction, the use of technical lexis, and the avoidance of overtly subjective positioning (Hood, 2010: 1). On a Disciplinary Discourse level, Hyland (2000: 11), citing Becher, (1989) states that, 'All academic discourse is distinguished by certain common practices [but] each discipline might be seen as an academic tribe with its particular norms, nomenclature, bodies of knowledge, sets of conventions and modes of enquiry constituting a separate culture (Batholomae, 1986; Swales, 1990)', and that 'disciplines are, in short, human institutions where actions and understanding are influenced by the personal and interpersonal, as well as the interpersonal and socio-cultural' (Hyland, 2004: 8-9). Swales (1993) argues that academic groups might be constituted by their characteristic genres of interaction, of how they got things done, and that an individual's engagement in its discourses could comprise his or her membership of that discipline, which he later elaborated as a 'textography of communities' (Swales & Feak, 1998). Halliday describes these interactions functionally as a 'situation type', a semiotic structure, a 'constellation of meanings' made up of 'the ongoing social activity, the role of relationships involved and the symbolic or rhetorical channel' (Halliday, 1998: 109), which could be analysed textually in terms of register. Martin & Rose (2008: 99), give the example of History, as an academic discipline, stating that '[History genres] have evolved within the

institutional contexts of recording, explaining and debating the past', and consequentially, there is a certain topology or region of community between genres of the same discipline. Numerous studies have attempted to identify and characterise what constitutes a given disciplinary discourse, notably using corpus analysis and lexicogrammatical criteria to track the frequency and correlation of certain terms (Hyland, 2005, Biber, 2006, 2007, Bednareck, 2008), but a full discussion of this is outside the scope of this study. What is of relevance is that while Linguistics sits on the border of Social Science and Humanities, and has some genres in common with both schools, it is a separate discipline, and that it is preferable, for a qualitative study, to compare texts within a given discipline, rather than across disciplines, to reduce the parameters for variation.

2.3 Dialogistic positioning as a characteristic of disciplinary discourse

2.3.1 Dialogistic positioning, as defined in the literature

One defining characteristic of academic writing is its pretence to a degree of objectivity, with 'the writer as a disinterested arbitrator of knowledge whose position...is fluid, open and who can, therefore, offer an objectively derived "true" account' (Jenkins, 1991, cited in Coffin, 1997) with conclusions based on credible evidence and logical argumentation, rather than emotional and intuitive precepts. Halliday & Martin (1993), Martin (1998), Hood (2004, 2006, 2010), Hyland (1998a, 1998b, 2004, 2005), Maarkanen & Schroder (1997) and many others have argued, however, that subjectivity is not absent from academic writing; rather it is highly stylised, framed and constrained by rhetorical conventions and lexicogrammatical choices. Those locutions in which the writer is positioning him/herself and the reader through these conventions and lexicogrammatical choices are variously described in the literature as dialogistic positioning (Bakhtin, 1981; Coffin & Hewings, 2004; White & Sano, 2006; Swain, 2010b), stance-taking (Biber, 2006; Charles, 2007; Barton, 1993), hedging (Crompton, 1997; Silver, 2003; Hyland 2004b, 2005; Hewing & Hewings, 2002), and 'interpersonal intrusions' (Hyland, 2005).

The theorisation of dialogistic positioning by Voloshinov (1995) and Bakhtin (1981) is that ‘to speak or write is always to reveal the influence of, refer to, or take up in some way, what has been said/written before, and simultaneously to anticipate the responses of actual, potential or imagined readers/listeners’ (Martin & White, 2005: 92). This definition appears to encompass both those locutions which vouchsafe the ‘truth value’ or evidentiality of propositions (Barton, 1993, Grabe & Kaplan, 1997, Markkanen & Schroder, 1997), and those which function intersubjectively and dialogically, constructing a putative addressee (White & Sano, 2006, Martin & Rose, 2008, and Hood, 2010), and thus embraces a number of positions. For this reason, it is the working definition used in this study.

Dialogistic positioning, as described in the literature, may have several functions in a text. One such function is, as Hyland (1998b) argues, ‘to achieve a single primary objective: to overcome the inherent negatability of statements to gain the reader’s acceptance of a knowledge claim.’ Similarly Hewings & Hewings (2002: 367) argue that ‘student writer[s] make a much greater and more overt effort to persuade readers of the truth of their statements than do ... published writers.’ The focus is on the correctness of a given proposition and its epistemic value, which permits the writer to ‘[evaluate] previous work in the field, help to construct the author as a member of his or her disciplinary community, and provide an opportunity to promote his or her own work, or the work of colleagues.’

Another such function is managing the interpersonal aspects of the text, where the writer constructs the reader(s)/interlocutor(s) using interpersonal resources to persuade, and align or disalign with the reader(s)’ presumed opinions, irrespective of any inherent truth in the argument.

2.3.2 The identification of dialogistic positioning in academic writing

These differences in the function of dialogistic positioning are reflected in the frameworks proposed to identify and classify formulations and locutions in texts. Frameworks which focus on knowledge and truth-value, identify and classify locutions in terms of their function with regard to argumentation and authority. A typical example would be Barton's (1993) study, which examines stance as evidentiality in 100 'Points of View' editorial essays from the *Chronicle of Higher Education* with 100 student undergraduate essays, identifying both linguistic and rhetorical indicators of evidentiality. Linguistic features analysed included categories of modals, sentence-initial conjuncts (eg. *but, however*), reporting predications (eg. *we suggest that...*), prepositional phrases (eg. *of course*), and degree-of-reliability evidentials (eg. *probably, generally, virtually*), while rhetorical features included *problematization* (stating a problem to be discussed), *persona* (use of interactive pronoun reference), *citation* (appeal to authority), *argument* (claims, supports, addressing counter-arguments) and *epistemological stance* (the assumed definition of what counts as knowledge). Another example is Charles' (2007) corpus analysis investigating disciplinary variation in the construction of stance using nouns which are followed by 'that' and a complement clause (e.g. *the argument that the Justices exhibit strategic behaviour*) comparing political/international relations and material science theses.

From a functional perspective, where dialogistic positioning is treated as an intersubjective phenomenon of the interpersonal metafunction (Halliday, 1994), the locutions are described in terms of their interpersonal and evaluative function. Martin & Rose (2007, 2008) and Martin & White (2005) propose a model and framework for analysis called Discourse Semantics, with five key systems for analysing discourse, of which Appraisal, an extension of Tenor, forms an integral part. They define Appraisal as [being] concerned with evaluation – the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers aligned...interpersonal kinds of meanings that realise variations in the tenor of a text (Martin & Rose, 2007:16-17).

The shared feature of the literature as to which lexicogrammatical and rhetorical formulations constitute dialogistic positioning is the difficulty of attributing one formulation or linguistic resource to one function. Hewings & Hewings (2002: 369) propose a classification of metadiscoursal *it*-clauses, dividing them into Attitude markers, Emphatics, Attributions, but note that ‘while we found the classification reasonably easy to apply, it is worth noting one consistent area of difficulty...[when] the writer expresses a strong conviction of what is possible/ important/ necessary, etc., placing particular instances in one or other group was occasionally problematic. [similarly] the precise boundary between [adjectives] is subjective.’ Modality is another resource the usage of which varies across disciplines (Hyland, 1999) and has ‘a degree of indeterminacy between the root and an epistemic meaning within the context of a particular text’ (Hyland, 1994:243), giving it several possible rhetorical functions. It is for this reason that the present study draws on SFL theory, as it offers the possibility of moving beyond the classification of language and lexis as discrete units, to situate language in context and as a tool for social mediation (Hasan, 2005).

2.4 Academic attribution as a realisation of dialogistic positioning

One of the most explicit and easily identifiable forms of dialogistic positioning in academic writing is the referencing and citation of expert knowledge (Hyland, 2000; Angelil-Carter, 2000; Cronin, 1981). Citations are, as Cronin (1981:16) poetically describes it ‘frozen footprints in the landscape of scholarly achievement; footprints which bear witness to the passage of ideas.’ Scholars’ status and credibility within the community are measured both by the production and dissemination of disciplinary texts in the relevant discursive spaces, and by how effectively through academic attribution they situate themselves in the continuity and established epistemology of the discipline. Hyland (2000:11), in his analysis of texts as social interaction states, ‘“doing good research” means employing certain post-hoc justifications sanctioned by institutional arrangements. As a result, the rhetorical conventions of each text will reflect

something of the epistemological and social assumptions of the author's disciplinary culture'. He continues,

'rhetorical strategies for social interactions are employed ... to help the writer create a professionally acceptable persona and an appropriate attitude, both to readers and the information being discussed. This means representing one's self in a text in a way that demonstrates one's flawless disciplinary credentials: showing oneself to be a reasonable, intelligent, co-player in the community's efforts to construct knowledge and well versed in its tribal lore. Critical here is the ability to display proper respect for colleagues and give due regard for their views and reputations.' (Hyland, 2000:13)

More recently, Hewings, Lillis & Vladimirov (2010) affirm that, 'citation is a key means by which authors signal their affiliation to their disciplinary community and the place of their work within it. Choices made regarding what work to cite is a crucial aspect of the interpersonal dimension of academic texts, with the act of citing making visible a network of scholarly relations. Citation choices indicate, among other things, an author's estimation of previous work in their field, help to construct the author as a member of his or her disciplinary community, and provide an opportunity to promote his or her own work, or the work of colleagues.'

While these comments apply primarily to professional academics, and the writers of articles for learned journals, they are of some relevance to undergraduate writers. Part of their socialization and literacy apprenticeship in the Academy is the development and mastery of the conventions and function of citation and referencing.

Much of the literature on referencing tends to focus on the mechanics of citation, i.e. formatting/style, and the avoidance of plagiarism. This is evidenced by the content of many university webpages explaining formatting and style, and in course guidelines. The focus of these texts is on the form, rather than the function of academic attribution, and heavy emphasis is placed on the role of academic attribution as a safeguard against accusation of plagiarism (Petric, 2007; Hendricks & Quinn, 2000). A typical example is the content of the pages under the sub-heading *Writing Skills in Information for University of Adelaide Students*, on the University of

Adelaide Centre for Professional Learning and Development (CLPD) website. There are two sections. The first, *Referencing Guides*, has links to pdfs explaining the APA and Harvard referencing formats with examples. The second, *Plagiarism Information for Students* has, in order, a presentation entitled *Avoiding Plagiarism: Achieving academic writing*, linking referencing to good research practice, with a summary ‘You will be rewarded for good research writing, with clear references to show where your ideas come from but you can be penalised if you use words, ideas or works of others without proper reference even if it is unintentional’; a guide to the functioning of Turnitin, *Turnitin – Plagiarism Prevention*; the University Policy on Academic Integrity and Plagiarism; and a link to the Oxford Brookes website with a Plagiarism guide which is focused on detecting and preventing Plagiarism as a form of cheating. While these guides offer relevant and important information to students about referencing, there is no explicit explanation as to how referencing functions dialogically, and that the choice of referencing formulation has implications for this.

Research in the area of academic attribution, described variously as citation signals, referencing, bibliographies, has focused primarily on the analysis of professional, published writing, in learned journals, with a few studies of ESL student writing at postgraduate level. This has tended to fall into one of four domains, described here and briefly summarised.

- Quantitative analysis of references – These studies use corpora of tertiary student bibliographies to identify the types of sources referenced, such as books, journals, electronic sources, and examine whether there are statistical correlations between the discipline, the number of years of tertiary study, and the type of source preferred by the students (Magrill & St Clair, 1990; Carlson, 2006). Other criteria, such as the accuracy of citations and the average age of the sources cited have also been analysed (Clarke and Oppenheim, 2006).
- Bibliographical citations – These studies have investigated citation as a tool for the classification of disciplinary texts in libraries and as a measure of academic performance.

Baker (1990), and later White (2004), have analysed the rising importance of counting of citations for administrative academic purposes such as academic productivity for promotion and performance, and examined bibliographic coupling, document co-citation, author co-citation, co-word analysis as a means of categorising academic thought and defining, to some extent, inter-disciplinary boundaries.

- Undergraduate and Postgraduate ESL student writing – These studies have investigated the particular difficulties experienced by ESL students in understanding the relevance and status of different texts, and grasping the difference between plagiarism and academic attribution (Hendricks & Quinn, 2000). Petric (2007) examined rhetorical citation functions in master's theses in gender studies written in English as a second language in the UK, with particular focus on the relationship between citation use and thesis grades, noting that there was a correlation between those theses which used accurate and frequent referencing and higher marks.
- Typologies of references – These studies have analysed published articles or parts of articles by expert members of the discourse community and while they acknowledge a link between reference types and their role as supporters of arguments within the text, they have not explored this relationship in terms of dialogical function. Key studies for the typology of citation signals, relevant to this study are those of Swales (1990), Hyland (2000) and more recently Petric (2007). Swales drew on and adapted the categories of Moravcsik and Murugesan (1975), using a system of gradation rather than watertight opposites and incorporated the categories of 'integral' and 'non-integral' citation signals; integral citations being those where the names of the cited authors occur in the citing sentences, while non-integral forms make reference to the author in parentheses or by superscript numbers (Swales, 1990:148). Hyland (2000) built on Swales' system, and integrated it with an adapted version of Thompson and Ye's (1991) framework, which defined the types of citation signals in academic texts, and created a classification of reporting verbs under the

larger headings of denotation and evaluative potential, to examine a corpus of articles from the journals of eight different disciplines. He concluded that ‘how writers choose to present information is as important as the information they choose to present’ and that the different choices of citation signals between disciplines indicated that ‘the imperatives motivating citations are contextually variable and are related to community conventions of effective argument’ (Hyland, 2000:40). Having said this, Hyland does not propose a framework for determining what these imperatives are. Petric (2007:239) proposes a further adaptation of Hyland’s framework, to include some aspects of the communicative function of citation signals, such as attribution (not to be confused with the term as it is used in Appraisal Theory), exemplification and statement of use, although she notes that ‘scholars and students write for different audiences, have different goals and use different genres, all of which could affect their citation use.’ (See also Swales & Feak (1994) and Clarke & Oppenheim (2006).)

While these studies contribute to our understanding of academic attribution as an aspect of academic literacy and as a quantifiable phenomenon, they do not address the deeper questions of how student referencing is related to dialogistic positioning and contention within disciplinary discourses. Appraisal Theory, in particular the Engagement framework offer one avenue to explore these functions, and this will be discussed in the following section on SFL.

2.5 Systemic Functional Linguistics and Appraisal

SFL, also described as the Sydney School of Linguistics, as theorised by Halliday (1974, 1994) and his colleagues, identifies three modes of meaning which operate simultaneously in all utterances – the textual, the ideational and the interpersonal.

NOTE:
This figure is included on page 38
of the print copy of the thesis held in
the University of Adelaide Library.

Figure 1: Modelling of language in context adapted from Martin & White (2005) in Hood (2010:23)

Fundamental to the paradigm, is the concept of text as a series of conscious and or unconscious lexicogrammatical choices and patterns, which are the instantiation of the broader social context of Situation (Register), and the context of Culture (Genre). This approach to text is useful when attempting to understand disciplinary discourses as it provides a framework for mapping and deconstructing text to identify the function as well as the inherent qualities of particular lexicogrammatical elements which differentiate one text from another.

The interpersonal metafunction is concerned with negotiating social relations, that is the manner in which people are interacting. The choice of lexicogrammatical elements such as the use of the passive, modality, forms of address, among others in texts, can be an indicator of power relations, solidarity and intimacy. If we return to the definition of dialogistic positioning cited earlier, that 'to speak or write is always to reveal the influence of, refer to, or take up in some way, what has been said/written before, and simultaneously to anticipate the responses of actual,

potential or imagined readers/listeners' (Martin & White, 2005:92), an exploration of the interpersonal linguistic resources of a text could be a tool for understanding how it functions dialogically. While Mood and Modality analysis in Tenor allow the tracking of speech functions and degrees of obligation, capacity and probability, Appraisal completes the analysis with the possibility of identifying and classifying evaluative tokens.

2.6 Communicative purpose and Genre Theory

When approaching the question of dialogistic positioning in assessable tasks in undergraduate writing in the Discipline of Linguistics, or indeed, any academic discipline, it is pertinent to take into account the nature of the text in which that positioning might or might not be occurring, and especially such issues as the communicative objectives of the text and the degree to which the material being dealt with will be regarded as contentious or otherwise problematic within the discipline. This is because, as recent studies such as Martin & White (2005), Martin & Rose (2007, 2008), and Hood (2010) assert, texts with, for example, a communicative purpose of arguing or persuading will typically involve substantially more dialogic positioning than texts which, for example, serve to report on material treated as uncontentious 'knowledge' within the discipline. This has implications when comparing and contrasting student texts with respect to their use of dialogic positioning. It is prudent to allow for the possibility that any observed differences may result from differences in the nature of the texts, that is, their communicative purpose or the nature of the material being dealt with. Equally, it will often be methodologically strategic for texts of the same type to be involved in the comparison, particularly when seeking to discover if there have been any developments in a student's use of dialogic resources over time.

Genre Theory, offers, among other things, the possibility of identifying, classifying and analysing texts based on their recurrent form and content. Of particular relevance to this study is that Genre Theory, as defined in SFL, provides a framework for exploring communicative

purpose and its relationship to text types, and how these can influence and reflect the writer's response.

2.6.1 Genre Theory

The notion of 'genre' as variously articulated in the literature (Swales, 1990; Martin & Rose, 2008; Bhatia, 2002; Hyland, 2002; Lea & Street, 2006; Mickan et al, 2000; Mickan 2003) addresses this issue of communicative purpose, proposing that texts may be grouped into types according to their purposes and suggesting the arrangement of the phases or stages by which these purposes are pursued. It should be noted that genre is forcibly dialogic, generating and generated from social interaction, so that it is the prototypes that we have internalised that enable us to recognise and anticipate them. As Bakhtin (1986:79) expresses it, referring to speech, but by analogy, to the anticipatory structure of sentences, 'We learn to cast our speech in generic forms and, when hearing others' speech, we guess its genre from the very first words; we predict a certain length...and a certain compositional structure; we foresee the end; that is, from the very beginning we have a sense of the speech whole, which is only later differentiated during the speech process'. Accordingly, the exploration of dialogic position in this study attends to the genre of the texts in which the dialogic positioning is occurring.

Since the publication of Swales' *Genre Analysis* in 1990, the notion of 'communicative purpose' has been the subject of much debate in the relevant literature. While there is a fundamental agreement on the existence of similar text types, writers diverge on details such as their description and scope. Bhatia (2002), for example, proposes extending the definition/analysis from text types to including their interpretation and use in specific contexts, including socio-cognitive and ethnographic parameters, while Hyland, citing Swale's (1990) notion of *prototypes* and Hasan's (1985) concept of *generic structure potential* ... suggests that texts [are] 'spread along a continuum of approximation to core genre examples with varying options and restrictions to operating in particular cases' (Hyland, 2002:120). Askehave & Swales (2001:197)

admitted that in retrospect, ‘purposes, goals, or public outcomes [were] more evasive, multiple, layered, and complex than originally envisaged.’

The approach developed in systemic functional linguistics defines genres as ‘a recurrent configuration of meanings and...these recurrent configurations of meaning enact the social practices of a given culture.’ (Martin & Rose, 2008: 6). Martin and Rose’s framework for identifying and describing genres was based on Halliday’s emerging functional grammar of English (Halliday, 1994) and Martin’s emerging descriptions of discourse semantics (Martin, 1992). Their choice to model genre at the stratum of culture, beyond register, allowed an integrated multifunctional perspective on genre, cutting across register variables. They describe their approach as:

- ‘social rather than cognitive;
- social semiotic rather than ethnographic, with field, tenor and mode explored as patterns of meaning configured together as the social practices we call genres’ (Martin & Rose, 2008:20).

Thus, Genre, as it is conceived of in SFL, offers the possibility of moving beyond organisational features, such as form and staging based on content, to identifying the rhetorical strategies associated with form and stages realised through lexicogrammatical choices.

2.6.2 Genre Theory in SFL and Engagement

A complete discussion of the SFL theorisation of Genre compared with the New Rhetoric and English for Specific Purposes theorisations is beyond the scope of this paper and has been extensively summarised by Hyon (1996) and reinterpreted in the light of recent research by Hood (2010). To summarise Hood (2010: 7-13), the SFL theorisation of Genre (1) is grounded in a theory of language as systems of meanings to interpret and validate, (2) considers staging as being realised in lexicogrammatical choices based on function, and (3) permits a distinction between genre (system) from text (instantiation).

An essential concept in this theorisation is Martin's identification and description of several key macro-genres which are typically found in academic writing: Recount, Explanation, and Exposition (Martin 1994, 1995), and the development of this concept with Rose to include multimodality, and extended applications of discourse semantics (Martin & Rose, 2007, 2008). Pedagogically, and analytically, the concept of macro-genres has the advantage of grouping texts with like communicative purposes, while accommodating variations within their internal structure, making the identification, classification, deconstruction and reconstruction of texts more accessible for students and educators. As it considers language as a social semiotic, it avoids the main problem of the English for Specific Purposes (ESP) approach, in which each text is potentially a 'new' genre because of its inherently idiosyncratic content and structure (Hood, 2010: 9-12), and thus results in a proliferation of genres.

Martin & Rose (2008) identify four main families of genres: Stories, Histories, Reports and Explanations and Procedures and Procedural recounts. The realisation of these genres varies, depending on the particular communicative purpose of the text. For example, Stories may take, among others, the form of Recount (recording personal experience), Observation (commenting on events), Narrative (resolving complications), and News Story (new kinds of stories). The staging within the genre is also determined by the function of each part of the text. For example, in a Narrative, one typically finds an Orientation^Complication^ Evaluation^Resolution staging, and each of these stages has particular lexicogrammatical features. For example, the Orientation stage establishes the place, time and main characters in the narrative for the reader or listener using expressions such as 'once upon a time' or 'once when I was a little girl' to give the temporal background of the incident (complication) which is to follow. For a full description of each genre see Martin and Rose (2008).

An integral element for classifying a text as belonging to a particular genre is Staging. Stages are more than simple headings or paragraphs in a text, although these may be indicative of the

function and content of the section. In much academic literature, from undergraduate texts to journal articles, textual boundaries such as subheadings, chapters and other breaks in text are accepted conventions, serving to structure the text for the reader and writer, and foreground different meanings and functions. Martin & Rose (2007) describe this as partitioning, where the text unfolds segmentally through layout, headings, paragraphs and other markers. Gardner & Holmes (2010: 268-275) note that ‘section headings differ in their meaning potential. Some foreground the ideational content of the assignment; others the “question(s)” set; and others the generic structure of the assignment. Where the ideational content and question set include terms such as “factors” or “reasons”, they also provide clues to the assignment genre’ and that there are disciplinary differences in how and where they occur.

2.6.3 Applications of Genre Theory

Only those recent SFL studies which deal with Genre Theory in relation to the analysis of communicative purpose and or appraisal and or dialogistic positioning are highlighted in this section, as these are the most relevant to the present study.

2.6.4 Genre Theory and academic discourse

Genre Theory has been used extensively to analyse academic discourse, frequently with a pedagogical objective. Coffin (1997) argues that identifying and distinguishing between Explanation and Argument genres in History foregrounds the interpretive nature of historical argument, demonstrating that there is a fundamental relationship between the epistemology of a discipline and the texts it generates. Similarly, Ellis (2004: 210) notes that over 15 years, genre-based literacy pedagogy has been used to address the literacy needs of tertiary students, ‘understanding the purpose and register of academic texts, what it means to act as an academic writer and what sort of knowledge is necessary to be a part of an academic community.’ Woodward-Kron (2005: 38) demonstrates that despite ‘discuss’ type essay questions, students could respond in Discussion or Exposition genres. She also notes that ‘particularly in the later

years of the degree, the exposition genre, in which students foreground their informed opinions and arguments, appears to be more valued than discussion texts, which canvass a range of opinions before drawing conclusions.’ This confirms the importance of deconstructing assignment topics to discover the communicative purpose of the task, as there may be one or more appropriate generic responses.

2.7 Appraisal Theory

2.7.1 Background

Appraisal is a relatively recent development in SFL, with the earliest articulation of a separate or sub-framework for exploring the Interpersonal Evaluation by White (1998) and Martin (2000). Various aspects of appraisal have been dealt with in the literature, for example Martin & Rose’s (2008) theorisation of ‘negation’, ‘projection’, ‘counter-expectancy’, and ‘modality’ in academic texts, Hood & Martin’s (2007) and Hood’s (2004, 2006, 2010) development of ‘graduation’, and White & Sano (2006) on ‘engagement’ and White & Thomson’s (2008) exploration of ‘attitude’ in media discourse. In keeping with general SFL theorising, there has been a strong emphasis on the potential pedagogical applications of this type of analysis for educators and novice writers. The most comprehensive description and demonstration of the application of Appraisal Theory as a whole is found in Martin & White (2005), and it is from this work that the following brief description of the framework is derived.

As noted previously, Appraisal is concerned with the interpersonal in language, ‘the subjective presence of writer/speakers in texts, as they adopt stances towards both the material they present and those with whom they communicate. It is concerned with how writers/speakers approve and disapprove, ... with how they position their readers/listeners to do likewise, ... [and] how they construe for themselves particular authorial identities or personae, how they align or disalign themselves with actual or potential respondents, and with how they construct for their texts an

intended or ideal audience' (Martin & White, 2005:1). The framework identifies three key areas of analysis: Attitude, which is concerned with feelings, judgements of behaviour and the evaluation of things, Graduation, which attends to grading phenomena whereby feelings are amplified and categories blurred, and Engagement, which deals with sourcing attitudes and the play of voices around opinions in discourse (Martin & White, 2005:35).

2.7.2 Applications of Appraisal Theory

As noted above, although Appraisal is a new area of linguistic exploration in SFL, it is increasingly being applied to a range of discourses and text-types. The primary areas have been those of media and academic discourse, with incursions into other fields as the framework is refined and gains in popularity. This is due, in large part to the early work in Appraisal done by White (1998, 2000, 2003a, 2003b) on media discourse, and Martin (1995, 2000, 2002) on academic discourse. Their collaboration produced their seminal work on Appraisal Theory (Martin & White, 2005), and informed Martin & Rose's work on Genre Theory (2008). What follows is a brief overview of the literature in which dialogistic positioning, stance or persuasion have been addressed using Appraisal theory. Although those which have focused on academic discourse and the Engagement framework are of particular relevance to the present study, studies in other areas also offer important insights into the application of the Theory as a whole, so these are included. The studies are grouped according to the field and focus of analysis.

2.7.3 Miscellaneous fields

Sano's (2006) doctoral thesis examines persuasive Japanese texts from various domains – media, politics and academia – identifying the use of Attitudinal tokens as a rhetorical strategy for attracting and evoking empathy from the reader to reinforce the argumentation of the text. Similarly, but in a different domain, that of an adolescent migrant secondary student weblog, Humphrey (2006:153-153), using the whole Appraisal framework, demonstrates how the

inclusion of Evaluative interpersonal tokens ‘ “strengthens” the emotional alignment...to acknowledge and challenge other perspectives on the values and experiences [presented]’.

Ferguson (2010) examines spoken medical discourse, specifically the interactions between language pathology students and clinical educators in Student-Supervisor conferences. She uses the term Appraisal interchangeably with Attitude, asserting that Educators use proportionally more resources to express judgement in contrast with students who used proportionally more resources to express evaluation of Affect. This may be a reflection of their respective roles and something of the nature of student-supervisor relations.

2.7.4 Media discourse

Following much of White’s (1998, 2004) work in media discourse, a number of studies have been done in that area. A key focus has been the construction of the ‘reporter’ voice and subjective stance in newspaper reporting, with recent work on the news story as a multisemiotic genre.

Thomson, Fukui and White (2008) analyse and compare ‘ reporter’ voice in Japanese News journalism, identifying two different uses of Engagement strategies: ‘*Nikkei* relies on bare assertions...while *Asahi* uses attribution as the prominent strategy for inserting assessments and building the reporter’s position.’ (p. 87). Höglund (2008) analyses three newspaper stories from the Finnish Newspaper *Hufvudstadsbladet* reporting on political conflict surrounding the appointment of a new CEO for YLE, the Finnish Broadcasting Company, using Engagement. The findings include a correlation between dialogically expansive and contractive formulations and the stage of the narrative, and the alternation of narrative and direct quoting to construct the ‘reporter’s’ voice.

White & Sano’s (2006) study applies Appraisal Theory to public, mass communicative discourse, specifically two speeches by the Japanese and British Prime Ministers about foreign

affairs. The objectives of the study were two-fold: to gain insights into writer/speaker dialogistic positioning using a subset of the Engagement framework, in particular Entertain and Concur as examples of dialogistic expansion and contraction, respectively, and to explore cross-linguistic applications of the framework in English and Japanese. They use an integrated methodology, using corpus analysis, Genre Theory, and the analysis of propositions arguing that ‘[the consideration of] where and how often a speaker employs [various dialogistic formulations], can be applied to develop comparisons of different stages in a given text, different texts, different speakers and different collections of texts’ (p. 195). The study demonstrates that the negotiation of dialogistic positioning in texts cannot be superficially divided into ‘so-called “markers” and the “grammar”, on one side, and the “lexis” on the other’ (White & Sano, 2006:212).

Bednarek & Caple’s (2010) study analyses environmental reporting in *The Sydney Morning Herald* postulating a ‘new, multisemiotic news story genre...that makes use of word-image play’ (Bednarek & Caple, 2010: 10). They use a social semiotic framework and Appraisal theory, to analyse a corpus of 40 stories in terms of evaluative meanings in heading, image and caption, and interpret the findings in terms of both “Critical Discourse Analysis (CDA) and Positive Discourse Analysis (PDA)(see Martin, 2004, 2007)” (Bednarek & Caple, 2010:9). Attitude and Graduation are used, but not Engagement, as ‘notions such as sourcing, intersubjectivity, voicing, commitment, modality, and evidentiality [were] not directly relevant to the article’ (p. 12).

2.7.5 Academic discourse

This category groups all those studies involving the discourse of the Academy, which entails a range of sub-fields. Professional academic writing in the form of research articles, parts of research articles, and grant applications have been the subject of several studies, as has ESL undergraduate writing. Beginning with professional academic writing, Hood, from 2004 to 2010, has conducted a series of studies of English L1 published research papers, developing the

Attitude and Graduation frameworks, with the 2010 study also including Engagement. Hood's focus is primarily on the Introductions and Introductory sections, using Discourse Semantics to identify and describe evaluative tokens, but the studies are extensive in their analysis discussing prosody, and methodological considerations, such as the incorporation of Genre Theory and other SFL tools to gain as full an understanding as possible of the text and context of evaluative tokens, so in addition to offering insights into the complexities of subjectivity and argumentation, Hood has also developed a robust and practical methodology with potential pedagogical applications. Another study involving professional academic writing is Pascual & Unger's (2010) analysis of a corpus of English L2 Grant Applications in Argentina. They chose Appraisal, and Engagement in particular because of the 'highly interactive nature of the genre and its predominantly persuasive communicative purpose' (p. 261). The model did not include Justify as a contractive category, and citations were not included in the analysis. They found that a high number of expansive heteroglossic formulations were used, suggesting that the authors intended to invite, rather than challenge their colleagues' view. Hood (2004-2010) and Pascual & Unger (2010) studies demonstrate the delicate task of finding the gap or warrant for research in colleagues' work, while also respecting the social conventions of respect and acknowledgement characteristic of the genre.

The majority of studies of undergraduate academic discourse are in ESL, frequently with the declared intention of developing pedagogical applications based on their findings. A noteworthy study, for its use of Appraisal and English L1, is Mesa & Cheng's (2010) analysis of spoken classroom discourse in an undergraduate Mathematics programme, using Engagement to investigate student agency. They conclude that the choice of monoglossic or heteroglossic formulations can actively include or exclude students from participating in Mathematical dialogue.

Undergraduate ESL studies using Appraisal include Coffin & Hewings (2004) Engagement study of 26 IELTS essays by International students, Lipovsky & Mahboob's (2008) Graduation study of 19 essays written by Japanese college students in a bridging undergraduate programme in the USA, and Swain's (2010b) Attitude and Engagement study of 26 discussion type essays by first year undergraduate students in International Relations written under exam conditions in Italy. Coffin & Hewings (2004) found that "introducing negotiability into propositions [using Pronounce and Hearsay] and by not assuming solidarity between the writer and reader, the effectiveness and persuasiveness of an argument text is increased" (p. 166). They argue that this is due to the situational context of a student producing an essay in a field which is not their area of expertise. The student must thus rely more on opinion and on common consensus than expert sources, and that this is a stage in learning the generic requirements of academic writing.

Lipovsky & Mahboob's (2008) study examined ESL learners' use of Graduation over time, as it 'offered the tools to develop a much more detailed understanding of the students' attitudes than previously used thematic analyses' (p. 226). The study proposed four hypotheses that beginning learners favour (1) network choices that are syntactically less complex, (2) realization of network choices that can be extended to other choices within the network, (3) grammatical realizations rather than lexical realizations, and (4) realizations that are non-figurative rather than figurative. Also identified were formulations such as repetition to indicate intensification, e.g. 'very very good', rather than semantic infusions 'great' or to indicate quantification, e.g. 'many many' rather than 'numerous'). This appears to be consistent with Swain's findings that later stages of writing involve building up referenced opinions, expressing degrees of agreement and disagreement through the use of modality and attitudinal tokens (Swain, 2010b: 295-302), which are more complex syntactically and lexically.

2.7.6 Discussion

This review of key studies in Appraisal makes four points. Firstly, it demonstrates the application of Appraisal Theory as a legitimate tool for textual analysis. It allows researchers to ‘get at’ evaluative language in detail that is less accessible using Field, Tenor and Mode Analysis. Secondly, it lends itself to integrated methodologies using other tools in SFL, such as Genre Theory, and complementary to SFL, such as CDA and PDA. Thirdly, it can be applied to large corpus studies, as well as qualitative case studies. Fourthly, although academic discourse has been analysed, this has been primarily professional and undergraduate ESL writing, so there is scope for a study of L1 English academic discourse.

Several of the studies in Appraisal previously cited explicitly use Genre Theory as part of an integrated SFL methodology for analysing texts. As Martin & Rose (2007:45) note, various genres display more or less amplification and ‘technicalized attitude’ (e.g. nominalisation and the inclusion of adjectives in the nominal group) depending on their communicative purpose. They argue that as texts unfold ‘they try to move us in different ways, to form different kinds of relationship with us, to commune with us strategically. Appraisal is to rhetoric as conjunction is to logic we might say; it unfolds dynamically through a spectrum of manoeuvres that work themselves out phase by phase’ (Martin & Rose, 2007:61). Humphrey (2006:149) identifies Autobiographical recount as a genre, proposing that ‘while choice and staging of the genre and orthography play a large role in building solidarity with the community of online bloggers to whom she is writing, [the writer’s] choices on the level of discourse are also important. These choices and their impact can be explored using Appraisal.’ Pascual & Unger (2010) identify Grant Proposals as a genre, and choose Appraisal and in particular Engagement for their analytical framework because of the ‘highly interactive nature of [the] genre and its predominately persuasive communicative purpose’ (p. 261). Hood (2010) also uses Genre Theory and Appraisal together extensively to identify patterns of meaning from a metafunctional perspective, that is ideational meanings, and interpersonal meanings. She then argues that

Research Article Introductions constitute a ‘research warrant’ macro-genre because of the evaluative nature of the discourse and its potential to persuade the reader as to the legitimacy of the study (pp. 31-39). Finally, White & Sano (2006) establish the link between ‘the consideration of...where and how often a speaker employs [various dialogistic formulations] can be applied to develop comparisons of different stages in a given text, different texts, different speakers and different collections of texts’ (p. 195).

2.8 Summary

The studies reviewed in this chapter explain the reasons for situating this study in the SFL theoretical framework in which language is conceived of as system, as this permits both a structural (organisational and co-textual) and textual (lexicogrammatical) examination of the data, taking into account their social context and function. Genre Theory and Appraisal Theory, both separately and as part of an integrated methodology, are identified as legitimate and appropriate tools for analysing text of varying discourses, ranging from academic discourse to weblogs. They demonstrate that there is a relationship between the communicative purpose of the text, the generic structure and staging of a text, and the lexicogrammatical choices made by the writer, and suggest that Engagement is a key element in determining reader-writer stance in persuasive texts. They encompass both large corpus studies, and detailed qualitative studies as effective approaches to the investigation of discourse. Finally, although some aspects of academic discourse have been analysed using all or parts of Appraisal and Genre Theory, these have been primarily in the areas of professional publications and undergraduate ESL.

The present study is intended to extend the scope of academic discourse investigation in the following manner. It will use an integrated SFL Appraisal/Genre Theory methodology to analyse and theorise the data. It will be a qualitative case study in order to undertake detailed analysis of the texts. Similar tasks from one discipline, the Discipline of Linguistics will be analysed. The

students will be a NSE. The findings of the study are intended to provide insights into the deconstruction and identification of the dialogic aspects of academic writing.

Chapter 3: Methodology

Overview

In Chapter 2, the key literature on the investigation of how writers structure and position their writing in response to its communicative purpose was described and discussed. This review established that there are opportunities for new research to add to this body of knowledge, and that the SFL framework offered effective tools which could assist in this exploration. This chapter describes the rationale for this study, based on the results of the literature review, then presents the methodology used to collect, identify, classify, and analyse the data used in the study.

3.1 Rationale for the methodology

This study situates itself within SFL as a theory of language, and Discourse Semantics as a part of that theorisation. The present study is thus an application of SFL, in particular, aspects of Genre Theory and Appraisal Theory to explore dialogistic positioning in undergraduate academic writing.

With regard to the subject matter of this study, the literature review established that texts are valid objects for linguistic investigation as they are instantiations of language functioning as both specimen and artefact. Texts can be studied as part of a large corpus to identify broad features, or individually in detail qualitative interpretive studies. This is a qualitative interpretive study examining the writing of one student over three semesters.

The literature review also established that in the Academy, texts have a significant role in the construction and representation of disciplinary knowledge, and that while there are commonalities, this varies from one discipline to another. For this reason, in a small, qualitative study of this size and scope, it was preferable to restrict the texts under examination to

comparable text-types in one Discipline. They are student texts assessed as part of the requirements for passing undergraduate courses in the Discipline of Linguistics. They are authentic texts, not normalised, and were written purposefully in response to specific tasks, to be assessed according to specific criteria by experts in the disciplinary community. Their form is constrained by the communicative purpose to which they are responding, and this is expressed in corresponding lexicogrammatical choices made with regard to the content.

The literature shows that Genre Theory is one way of addressing the issue of communicative purpose, as genres are purpose-driven recurrent configurations, enacting the social practices of a given culture (Martin & Rose, 2008). In this study, Genre theory is used to analyse task directives and explore the potential responses the students could make to these tasks, as certain tasks will invite a particular genre response. This is of importance when exploring dialogism and positioning in writing, as a persuasive task will in all probability produce a text with substantially more positioning than that required by a report task. This is why the texts chosen were as similar as possible, all being summative, essay tasks which either explicitly or implicitly through the formulation of the question invite the student to *discuss*.

Appraisal Theory, in the literature, has been used successfully to identify and analyse a variety of discourses, including academic discourse, as a complement or extension of Tenor to identify and classify their interpersonal and evaluative elements. Studies of academic discourse have been primarily concerned with either professional and or postgraduate writing in journals or for grant applications, or ESL undergraduate courses and bridging programmes, in disciplines such as History, Mathematics, and Industrial Relations. This study is examining the writing of a local NSE undergraduate student in Linguistics. The choice of discipline was determined by my expertise in the field, my detailed knowledge of the types of assessments and their criteria for marking, and the ease of accessibility to students' texts over an extended period of time.

As the focus of the study is how students position themselves textually in relation to the putative addressee, expert sources and other ‘voices’, and the potential contentiousness of the material they are writing about, Engagement was chosen as the framework for analysis. It offers the opportunity to identify and classify monoglossic and heteroglossic formulations, based on their specific lexicogrammatical characteristics. Attitudinal tokens were noted in the study, when they were part of the formulations under analysis, but were not subcategorised.

3.2 The collection of the data

3.2.1 The choice of site

The site for the study is an Australian University, with data from the Discipline of Linguistics. This choice was based on several factors. As a postgraduate student, researcher, tutor and lecturer in Linguistics at undergraduate and postgraduate levels for over seven years, I have developed some knowledge and expertise in that Discipline, and a familiarity with its particular writing and discourse conventions. Through my own apprenticeship into the discourse(s) of the discipline, and as a teacher and marker of other students’ writing, I was aware that some students adapt to or integrate the discourse and discourse conventions of the subject more readily than others. Recurring areas of difficulty appeared to be the understanding and integration of technical terms (metalanguage of the subject), the acknowledgment of theoretical debt in the form of referencing and citation of expert members of the discipline community, and the mastering of the structure and production of the various text-types required in the assessable tasks.

When I began to read the literature on these areas, the assumption appeared to be that these problems were particular to International students who were Non-native Speakers of English (NNSE), whereas I found that local students who were Native Speakers of English (NSE) had the same difficulties. The literature on referencing was also often more concerned with

developing pedagogical applications based on form rather than function, particularly in the area of citation and referencing (Clarke & Oppenheim, 2006, Carlson, 2006, Hendricks & Quinn, 2000). As a systemic functional linguist, I believe that as language is a tool for social mediation, function or purpose is an essential element of consideration in both analysis and the development of pedagogical applications. I also postulated that this aspect could be explored fruitfully using detailed, textual analysis of the lexicogrammatical choices made by students, as the larger corpus studies tended to generate generalisations which would have limited pedagogical application. I was particularly interested in Appraisal as a framework for this type of analysis, because of the possibilities it affords to understand the interpersonal metafunction and evaluation, the mastery of which is so critical to developing expertise in academic writing. Finally, I hoped that there would be some practical pedagogical outcomes to help my students in the future.

3.2.2 The evolution of the project

The original project was to do a quantitative analysis of a group of case study students' writing over the course of their undergraduate studies, looking at general trends in the structure and content of their writing. Ethics approval was given to invite students to participate in the study, on the understanding that anonymity would be guaranteed, and that they had the freedom to stop their participation at any time. In return, they would provide me with copies of all written assignments in their Linguistics courses.

In Semester 2, 2008, the project was presented to approximately 70 students during a Language and Ethnography of Communication (LEC) lecture, and those students who were interested and intended to continue with Linguistics as either a major or minor were invited to attend a meeting for further information. During the lecture, several students indicated an interest in participating, but only three students came to the meeting. Permission was requested from the Discipline to attend the LEC tutorials for one week, so that the students who wished to could complete a contact form on the spot, and further information could then be emailed. A total of 18 students

filled out the forms. They were subsequently emailed the relevant Ethics documents – Student Information Sheet, Consent form and Contacts for Information on Project and Independent Complaints Procedure Sheet (Ethics approval 30/06/2008), followed by a short selection questionnaire. The ten students who were selected agreed to send me their marked assignments (or digital copies, if that was easier) for the duration of the study, and to be interviewed at least twice. They are henceforth referred to in the study as the Case-study Students (CSS). All the CSS sent their assignments for LEC, and came to individual interviews, held at the University Club over a cup of tea. Some of these interviews were recorded when the student agreed and a recording device was available, but in all cases, I took notes which included verbatim quotes.

Semester 1, 2009 was problematic with regard to the collection of the data. Some students did not continue with a major or minor in Linguistics, and two students left and changed to part-time study, intending to do their Linguistics subjects later. After discussion with my supervisor, I applied for a modification to the Ethics proposal (10/03/2009) to be able to include essays from the Foundation of Linguistics (FOL) course which I had taught in Semester 1, 2008. Although some of the case study students had been in my tutorials in FOL at the time, I had not selected participants for my study, so there was no conflict of interest. Ethics approval was granted, and eight of the CSS gave me digital copies of their final essay in FOL. Despite some prompting, the number of students who sent through data over the following 12 months dwindled, until there were only two, one of whom was doing Discourse Analysis and Language and Meaning (an Introduction to SFL), which involved technical papers rather than essays.

In response to this, and the first results of the analysis, it was decided that as the analysis would be so detailed and specific, the scope of the study could be narrowed down to one CSS over the period, focusing on his three summative essay assignments for the three semesters. The data presented in Chapters 4, 5, and 6, are the findings from the analysis of his work and the

interviews we had. All the other data was kept, and will be the subject of other analyses in future research.

3.2.3 Selection of participants

Participants self-selected after my presentation of the project, as described above, and the choice of CSS was made on the basis of the following criteria:

- Non-participation in one of my tutorial groups to avoid ethical dilemmas and conflict of interest;
- Commitment to continuing with at least one Linguistics subject in Semester 1, 2009, to give me sufficient data;
- First Year in a tertiary undergraduate course;
- Local student, rather than International;
- Native speaker of English.

The last two criteria were added when the students who responded were in the overwhelming majority (17/18 responses) local NSE students. I had hoped to have an even number of students to do a comparison of data, but this did not eventuate. The following questionnaire was emailed to the students to assist me in the selection process.

- What degree are you enrolled in?
- What subjects have you already completed?
- What subjects are you currently studying?
- What subjects do you intend to enrol in for the next two semesters?
- (a) If a local student: When and where did you complete Year 12?
- (b) If an International student: Where did you learn English? What was your IELTS or equivalent score?
- Is English your first language?
- Should I require examples of previous assignments that you have completed at school or university, would you be willing to provide them?

Of the 18 students who showed an interest in participating, only 10 satisfied the criteria for selection. This resulted in a relatively homogenous group whose marks in their undergraduate courses generally ranged from High Credit to High Distinction. I would have preferred a broader range of students, but worked with what I had. The distinctive profile of the CSS was perhaps due to their avowed high motivation for academic success, and a strong personal interest in Linguistics. All of these students were interviewed in Semester 2, 2008, and the data kept.

The primary Case Study Student of this study is called Tristan, to keep his anonymity. He was home-schooled until Years 11 & 12, and completed a Linguistics major, mainly in Descriptive Linguistics, but with one SFL course. He also studied Japanese and History, and his overall marks in his undergraduate course were Distinction+, leading to his being offered Honours in Linguistics. He was amazingly diligent in sending data to me, and met with me on several occasions for interviews and chats. He was interested in the study, but did not want to read too much analysis of his own writing, as he felt it might 'block' him. It is worth emphasising here how grateful I was for his participation, not only for the data, but our discussions about

Linguistics and the feedback he gave me on teaching. He received no financial benefit from these meetings except one lunch a semester, and the odd coffee.

3.3 The data

3.3.1 The texts

Apart from all being written for courses in the Discipline of Linguistics and summative assessments, the three texts selected for detailed analysis have a similar communicative purpose or function, to invite some type of dialogistic positioning in the response, and needed to have a format which required extended writing and argumentation, rather than short answers and/or practical worksheets. In order to satisfy these criteria, essays tasks which contained either the term *discuss* or a formulation which had the potential to produce a discussion response (among others) were chosen.

The data collected were from three courses, Foundations of Linguistics (FOL), Phonology, and Reclaiming Languages: A Kaurna Case Study (Kaurna). They are all descriptive Linguistics courses, the first being offered in First Year, as a prerequisite for the other two, which can be taken at either Second or Third year level. They are all summative assessments and required referencing and a structured essay response. They varied in length from 1,000 words for FOL to 2,000 words for the Phonology and Kaurna essays. In each case there was a choice of topics, usually from nine or ten, and it is interesting to note that each time, Tristan selected a topic which indicated some contentiousness or the potential for discussion, rather than those essay topics which were more descriptive and report-like, such as how certain parts of the brain functioned (FOL). Fuller information on the background of the tasks is found in Chapter 4 Structural Analysis with regard to staging and argumentation.

The data was collected as follows:

Year of doctorate	Semester	Data collected	No. of participants	Comments	Assignments for study
2008	Semester 2	LEC Final Assignment.	10	Not suitable for study – practical, analytical task, not an essay. Only the case-study student’s interview was used in this study	0
		Interview	9		N/A
2009	Semester 1	FOL Essay (from S1, 2008)	5	From previous semester – three possible assignments for study based on essay format. Only one student (Tristan) continued.	1
		Phonology Essay	2		
	Semester 2	Kaurna Essay	2	One student did not send copy	1
2010	Semester 1	Morphology & Syntax exam and practicals	1	Not suitable for study – practical, analytical task, not an essay.	0
	Semester 2	Language & Meaning (Introduction to SFL)	1	Not suitable for study – practical, analytical task, not an essay.	0
Total					3

3.3.2 The interviews

Nine of the 10 CSS were interviewed over the course of Semester 2, 2008. The tenth student was contacted a number of times, but was not available. This was the same student who did not send copies of the 2009 essays. Each of the students was interviewed individually. Some were recorded, with their permission; in all of them notes were taken and verbatim statements written down and checked with the students. The questionnaire was to gain broad background information on the students’ experience of studying Linguistics, and university life in general. It is reproduced below:

<p>Interviews Doctorate – October 2008</p> <p>Questionnaire: _____</p> <p>Name: _____</p> <p>Date: _____</p> <p>Permission to record interview: Yes/No</p> <p>How do you go about writing an essay in Linguistics? ie what do you draw on regarding information, layout, topic choice, language etc.</p> <p>Is this the same approach that you have when writing assignments in other disciplines? How?</p>	<p>Have these experiences influenced the way you write a linguistics assignment? If so how, and to what extent?</p> <table border="1"> <thead> <tr> <th data-bbox="842 309 986 338">Environment</th> <th data-bbox="1114 309 1193 338">Yes/No</th> <th data-bbox="1225 309 1273 338">How</th> <th data-bbox="1305 280 1390 338">To what extent</th> </tr> </thead> <tbody> <tr> <td data-bbox="842 369 917 398">School</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="842 465 1034 524">Previous university courses</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="842 591 1066 674">Previous assignments in this Ethnography course</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="842 712 1018 795">Guides – course, departmental, university, other</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="842 833 1054 891">Other students/group work</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="842 952 1034 1034">Professional, other non-educational environment</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="842 1102 906 1131">Other</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="842 1198 906 1227">Other</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Are there any other comments you would like to make about this topic? (space on back of sheet)</p>	Environment	Yes/No	How	To what extent	School				Previous university courses				Previous assignments in this Ethnography course				Guides – course, departmental, university, other				Other students/group work				Professional, other non-educational environment				Other				Other			
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3.4 The Analysis

The choice of focus for the analysis of the texts, and the frameworks to accomplish this were based on the aims and objectives of the study, and involved two main analyses:

- To explore the relationship between the communicative purpose and the realisation of the task response in terms of structure and staging, using Genre Theory. This was related in particular to research questions 2 and 3 (see Chapter 1, section 1.3).
- To explore the frequency and type of monoglossic and heteroglossic formulations in relation to the staging and argumentation of the student's response, using the Engagement framework. This was related in particular to research questions 5 and 6 (see Chapter 1, section 1.3).

The methodology for these two analyses is described separately, with examples.

3.4.1 Communicative purpose and the structure of the response

The tasks and their responses were analysed using Genre Theory to discuss communicative purpose, genre and staging of the response. The process for this analysis was an analysis of the task descriptions to determine what types of communicative objective or purpose the tasks seem to invite or position the student to pursue, by way of response, using Genre theory, and an analysis of the realisation of the student's response exploring the staging and broad content of the argumentation, using Genre Theory. The framework used is that described in Martin & Rose (2008).

As discussed previously, Martin and Rose (2008) group together certain genres under larger genre types according to their communicative purpose. Those which are of potential relevance to this study are summarised below. The origin (where applicable), the name of the genre and the staging are described and grouped under the broader generic type heading.

Stories/Response genres – evaluating stories. (Martin & Rose, 2008:114-117).

These are based on Rothery & Stenglin's (1997) four general types of response genre:

1. **Personal Response**, one's feelings about a text. There is no description of the staging in Martin & Rose.
2. **Review**, summarise selected features of a story. The staging is Context of the story^Text description^Judgement.
3. **Interpretation**, the ability to 'read' the message of the text and respond to the cultural values presented. The staging is Evaluation^Synopsis^Reaffirmation of the evaluation.
4. **Critical Response**, is explicitly political, to challenge the ideology promoted in a text, and to deconstruct the narrative devices used to influence an audience. The staging is Evaluation^Deconstruction^ Challenge.

Histories/Genres of Argumentation – debating the past. (Martin & Rose, 2008:118-137).

These genres are differentiated from recounts, accounts and explanations because they 'rather than being organised around events as they unfold in the world...[these genres] unfold upon themselves;...in other words from field time to text time.' Martin and Rose describe three such genres:

1. **Exposition**, in which a thesis is expounded upon and argued for. The staging is Thesis^Argument(s).
2. **Discussion**, in which more than one position on an issue is explicitly tendered and scaffolded around competing positions. The staging is Issues^Resolution.
3. **Challenge**, effectively an anti-exposition, which sets out to demolish an established position through rebutting arguments which might be in support of a position and proffering counter-arguments The staging is Position^Rebuttal^Conclusion.

Science/Reports and Explanations – classifying and explaining. (Martin & Rose, 2008:142-149).

Martin and Rose identify three types of Reports:

1. **Descriptive** – describe characteristics and classify one class of phenomenon. The staging is Classification[^] Description.
2. **Classifying** – sub-classify members of a general class. Crucial is the criteria for classification, as the same phenomena may be classified differently according to various criteria. In academic fields, this can take the form of a ‘coherent, explicit, and systematically principled structure, hierarchically organised, as in the sciences’ (Bernstein, 1999). The staging is Classification System[^]Types[^]Subtypes within the Types stage.
3. **Compositional** – parts of wholes. There is a deconstruction and then the compositional organisation is explicitly signalled. The staging is Decomposition[^] Components.

Explanations describe how processes happen. Martin & Rose (2008:150-163) have four types in which staging begins with Phenomenon [to be explained][^]Explanation [Implicational sequence which explains it]:

1. **Sequential**, constructed as a series of events, in which an obligatory causal relation is implied between each event. Logical relations between events are temporal, either succeeding each other or occurring at the same time.
2. **Factorial**, an explanation involving multiple causes which are not necessarily sequential. The genre is announced in the form of a ‘how’ question.
3. **Consequential**, modulates a temporal sequence with obligation, there is some reason why an effect must follow its cause.

4. **Conditional**, modalises a causal event with probability: a condition may be present, and if it is the effect is obliged to be followed.

The methodology for this analysis involved firstly, analysing the task descriptions and directives to discover which potential responses they invited from the student. Secondly, the student's response was analysed in terms of the content of the essay, to determine whether the text could be classified as corresponding to one genre, and whether embedded genres could be identified. Following Martin & Rose (2008:24-25), who link interpersonal meaning with prosodic structure, the argumentation of the essays was also analysed using the schema reproduced below. The term argumentation in this study is used interchangeably with negotiation of propositional meanings, as described by Martin & Rose, 2008). According to Halliday (1979), metafunctions are associated with different kinds of structure, syntagmatically (Hood, 2010). This means that ideational meaning is associated with particulate structure, textual meaning is associated with periodic structure, and interpersonal meaning is associated with prosodic structure, as schematised in the figure below. Particulate structure is segmental, organised into orbital or serial patterns. Periodic structure organises meaning into waves of information and prosodic structure is involves continuous motifs of interpersonal meaning, which can take the form of saturation (realising meanings whenever possible) and/or intensification where the meaning is intensified or amplified (Martin & Rose, 2008: 24-26).

NOTE:
 This figure is included on page 67
 of the print copy of the thesis held in
 the University of Adelaide Library.

Figure 2: Kinds of meaning in relation to kinds of structure (Martin & Rose, 2008:24)

The argumentation, of the essay was presented in tables with different colours identifying which parts of the topic were being addressed, for example, from the FOL essay:

Table 2: Argumentation and Communicative Purpose in FOL Essay

The following table analyses the response in relation to the two parts of the topic. The colours are used to give a rapid indication of the part of the task to which Tristan is responding. Response to Part 1 is Green, Response to Part 2 is Red and Response to both parts is Blue. The term ‘SMS’ is used (for the sake of brevity) rather than the term SMS-messaging.

Topic	Part 1: Investigate the morphological processes evident in SMS text-messaging.	
	Part 2: What effect might SMS text-messaging have on English in years to come?	
Paragraph	Subheading (if applicable)	Argumentation and response to task directives
P1	Introduction	Orientation and Thesis
P2	Features of SMS	Identification of features of SMS with examples – abbreviations, contractions, shorthand, rebus constructions, deleted vowels, non-standard spellings, close approximations with less [sic] letters.
P3	SMS and Language Change	Non-standardisation is a major cause of language change, examples from Middle English and Modern English. Although text messaging is non-standardised, its influence is difficult to predict, due to the medium. Changes in spelling can affect pronunciation, but not always.

Thirdly, the text was analysed for textual boundaries which might indicate staging. On a superficial level, ‘partitioning’, metatextual references to sections, paragraphs, and so on (Martin, 1986; Gardner & Holmes, 2010) was done by Tristan in the form of section-headings, but Register variables and lexicogrammatical content were also taken into account. This resulted in using Tristan’s headings to provide comparison in the analysis tables, but the text being described using the Martin & Rose (2008) periodic, prosodic and particulate structure

3.5 Engagement formulations and the staging and argumentation of the texts

This analysis has several steps. The first was to identify and classify the Engagement formulations in the data, and their rhetorical function in the text. The second was to explore the relationship between the frequency and distribution of these formulations in relation to the communicative purpose and staging of the text. The third was to undertake a detailed analysis of the typology of these formulations and how the CSS was positioning himself, the putative addressees, and the content of the essay using these formulations.

3.5.1 Appraisal Theory and Engagement

As noted previously, Appraisal is concerned with the interpersonal in language, ‘the subjective presence of writer/speakers in texts, as they adopt stances towards both the material they present and those with whom they communicate. It is concerned with how writers/speakers approve and disapprove, ... with how they position their readers/listeners to do likewise, ... [and] how they construe for themselves particular authorial identities or personae, how they align or disalign themselves with actual or potential respondents, and with how they construct for their texts an intended or ideal audience’ (Martin & White, 2005:1). The framework identifies three key areas of analysis: Attitude, which is concerned with feelings, judgements of behaviour and the evaluation of things, Graduation, which attends to grading phenomena whereby feelings are amplified and categories blurred, and Engagement, which deals with sourcing attitudes and the

play of voices around opinions in discourse (Martin & White, 2005:35). It is Engagement, which has been used for analysing the texts in this study, as it is particularly appropriate for exploring positioning, attribution and dialogism in academic writing.

NOTE:
This figure is included on page 69
of the print copy of the thesis held in
the University of Adelaide Library.

Figure 3: The Engagement Framework (White, 2009)

Engagement groups together ‘all those locutions which provide the means for authorial voice to position itself with respect to, and hence to “engage” with the other voices and alternative positions construed as being in play in the current communicative context. These locutions may take the form of “monoglossic” formulations, notably monoglossic assertions, which do not overtly reference other voices or recognise alternative positions, or a range of “heteroglossic” formulations which are more or less expansive or contractive with regard to alternative voices and/or positions’ (Martin & White, 2005: Chapter 3).

Monoglossic Assertions are bare assertions or unequivocal statements where there is no explicit or implicit external referencing. A typical example would be *The University spends too much on administration*. They are easy to identify in texts because they contain no modality, and the information is presented as factual.

Presuppositions are less obvious, and require some ‘unpacking’ to be identified. They most typically take the form of nominalisation, where the presupposition is embedded in the nominal group, and less able to be argued against, for example, *The University’s overspending on administration [has reduced money for teaching staff]*. In this statement, the overspending is treated as being uncontroversial and an assumed fact.

Heteroglossic formulations are those which anticipate and react to the possibility of dissent with the writer, and acknowledge other authors or opinions. These formulations may be more or less dialogical in their function, ranging from those which allow very little room for manoeuvre, Contractive formulations, to those which are more open, Expansive formulations.

Contractive formulations are divided into Disclaim and Proclaim. **Disclaim**, which is when the textual voice positions itself as at odds with or rejecting some contrary position (p. 97) is sub-categorised into **Deny**, a form of negation, for example, *You don’t need to stop eating potatoes to lose weight*, denies the assumption that eating potatoes causes weight gain; and **Counter**, for example *Although he ate potatoes most days he still lost weight*, with the concessive *although*, countering the assumed belief that people would gain weight eating potatoes most days.

Proclaim, on the other hand, represents propositions as being highly warrantable, describing them as *compelling, valid, plausible, well-founded*, for example, and thus limits alternative positions. Within Proclaim there are several sub-categories, Concur, Pronounce, Justify and Endorse. Concur, as **Affirm**, ‘normalises’ the proposition to some extent through the use of adverbs such as *obviously, naturally*, and some ‘rhetorical and ‘leading’ questions, and as

Concede, expressly acknowledges an alternative viewpoint, but as a concession, rather than endorsing it through adverbs and concessive conjunctions such as *sure...however* in *Sure, they complain about the service, however they keep eating there*. **Pronounce** is where the writer is making a pronouncement about a proposition, using ‘factual’ formulae, such as *the truth of the matter is* or *it is a fact that*, or enters the text using his or her own voice, *in my opinion*, etc. By explicitly underlining or reinforcing the truth value of the proposition, factual formulae move the proposition from being asserted monoglossically, to a dialogically contractive, but heteroglossic position. **Justify**, where there is an assertion of cause and effect, and **Endorse**, where the writer explicitly endorses or validates a proposition, using graduated formulations *as X has demonstrated*, or *recent studies have proven* which add force or focus so that the whole propositional meaning is ‘actualised’.

Those heteroglossic formulations which are **dialogistically expansive**, are those which allow a maximum of dialogical space for alternative voices and opinions. The writer does this by introducing modality and expository questions in **Entertain**, or through **Attribution** which acknowledges alternative opinions through explicit references to the other source. They cover what would be traditionally labelled as ‘direct and indirect speech’, i.e., formulations by which the words and views of outside sources are quoted or referenced and thus introduced into the text. Attribution has two sub-systems within the Engagement system, Acknowledge and Distance. **Acknowledge** involves the use of formulations such as *X says/asserts/insists/argues/believes, reportedly, according to X... and so on* by which the writer “acknowledges” that this is material coming from an external source but does not indicate either way whether they themselves favour or disfavour the attributed material. In contrast, **Distance** involves the use of formulations by which the writer ‘distances’ themselves from the attributed material, expressly indicating that the material is still open to question, not yet decided through the choice of Process (verb). In English the term ‘to claim’ typically performs this function, for example, *he is claiming he knew nothing about the planned robbery*, and by so-called scare quotes, for example,

'reality' television. Distance is, in a sense the opposite of Endorse, showing the least commitment to the proposition or material under examination. For a full discussion, see Martin & White (2005, Chapter 3).

The key elements for identification, classification and analysis were the propositions in the text which indicated positioning, using either monoglossic or heteroglossic formulations, as defined in the Engagement framework. The White & Sano (2006) table which they had used to facilitate the arrangement of the data showing the Engagement formulation was adapted so that the propositions were contextualised and classified in terms of their function, as demonstrated in the table below:

Table 1: Analysis; dialogic expansiveness (Propositions which do not fall within the scope of an 'entertain' value have been underlined.)

'entertain value'	proposition	evaluation	obligation	counter-expect	prediction	generalisation	cause or effect	other's cognitive
one does have the feeling that	(1) Mr Hoon is being saved up for the end of the Hutton inquiry when he will be presented as the animal on the sacrificial pyre	X			X			X
personally I think	(2) he is tarnished	X						
I think	(3) his behaviour was – at the intelligence committee – was inexcusable.	X						
	<u>(4) He didn't tell a lie</u>	X						
I think	(5) he quite deliberately gave a misleading impression	X						X
	(6) And his behaviour at the Hutton inquiry was even more extraordinary in the way that he ducked and dived	X		X				
you can't really	(7) have a minister exposing his evasiveness to that extent, let alone a defence minister	X	X					
I think	(8) however that the hue and cry over Mr Hoon is however a monumental distraction.	X						
	<u>(9) Everybody wants a scalp</u>					X		X
	<u>(10) it's good fun</u>	X						
	<u>(11) it's good sport</u>	X						
I think	(12) the underlying issue is much more serious	X						
	(13) [the question] has been concerning all of us for several months					X		X
the underlying question is whether	(14) we were lied to; (15) the government exaggerated the case for war in taking us to war in Iraq.	X						
my own personal view is; from the evidence that's been produced; I think	(16) it is completely plain that we were not lied to, (17) the government made a perfectly responsible case based on the available intelligence, (18) that we went to war quite properly	X						
'entertain value'	proposition	evaluation	obligation	counter-expect	prediction	generalisation	cause or effect	other's cognitive

Figure 4: Table 1: Analysis; dialogic expansiveness (White & Sano, 2006:197)

This presentation has the advantage of permitting the analysis of the data in a very detailed, multi-functional form. The categories for the classification of function are relevant to public, mass communicative discourse, such as ‘generalisation’ and ‘prediction’, and an accumulation of these tables would eventually be able to demonstrate the use of different formulations at different points in the text, so as to indicate the degree of dialogistic expansion and contraction at each stage. It does, however have some limitations when applied to the type of academic texts under analysis in the present study. While student essays are also persuasive texts, the mode of delivery, putative addressee(s), rhetorical conventions, and communicative purpose of the text are substantially different. For this reason, the development of different, adapted categories of function, and the integration of both monoglossic and heteroglossic propositions where they occur within their immediate context and in the entire text, would be more appropriate. An ‘at one glance’ presentation of the formulations and functions for the various stages would also be better suited to the text under analysis. Following the principle that the negotiation of dialogistic positioning in texts cannot be superficially divided into ‘so-called “markers” and the “grammar”, on one side, and the “lexis” on the other’ (White & Sano, 2006:212), the framework was adapted to suit the particular analysis and data that was being explored in the present study. A further adaptation was to separate presuppositions on separate lines. Although there was a risk that this would inflate the number of instances of monoglossia in the text, it showed in detail the manner in which Tristan using monoglossia to shore up his argumentation, and to differentiate the different forms of monoglossia.

The text was divided into paragraphs, following Tristan’s section titles, and then the sentences within the paragraph were broken down into clauses or parts of clauses, such as parts of clauses, such as nominal groups to enable a separate identification and analysis of each type of proposition. Processes were marked in **bold** and nominalisations were marked by underlining.

In the example below, taken from the Introduction of the FOL essay, the first proposition is Paragraph 1, sentence 1, and the process is marked in bold. The second proposition is Paragraph 1, sentence 2, first proposition (a), and the nominalisation is underlined. This is because it contains the presupposition that brevity is a requirement of SMS messaging.

No.	Proposition
1.1	Introduction [heading] Text messaging, or SMS (short message service) is a text-based service for mobile phones.
1.2a	In <u>its requirement for brevity</u>
1.2b	and <u>its association</u> with youth culture
1.2c	it has produced a set of writing conventions.

The propositions were then classified into monoglossic or heteroglossic formulations and classified using the categories in the Engagement framework (full description of the framework in Chapter 3) with heteroglossic formulations isolated and italicised to distinguish them from the process, which was already in bold, such as in this example from the FOL essay, Paragraph 3.

3.6b	<u>its influence is difficult</u> to predict;	MG Assertion of consequence
3.7a	also, a quick change of technology could render its use <i>obsolete</i>	HG – <i>could render</i> [ENT]

When the formulation was separated from the process, such as in the case of citations, these were italicised in the proposition only, such as in this example, from the Kaurna essay,

5.2a	<i>Teichelmann and Schürmann</i> in 1840 recorded a number of Kaurna words	HG – [ACK]
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Abbreviations were used for the Engagement categories that were identified in the texts, due to the constraints of space in the table:

Monoglossic [MG] Abbreviations: MG Assertion [ASS], and MG Presupposition [PRESUPP],

Heteroglossic [HG] Abbreviations: Entertain [ENT], Counter [CNT], Acknowledge [ACK],

Distance [DST], Affirm [AFF], Deny [DNY], Pronounce [PRN], and Concede [CEDE].

The propositions were also classified according to their function in the argumentation of the essay. Definitions are given below with examples from the Phonology essay:

Factual/Ability, where the content is of a factual or capacity/ability nature, for example,

14.3b	as it provides an example of a change	MG Assertion – fact
-------	----------------------------------------------	---------------------

Other’s cognitive, where an external source is cited, for example,

7.5c	that <i>Hempl remarked</i> the English learner should learn the glottal or uvular pronunciation “unless he intends to go on the stage” [<i>Hempl, 147</i>].	HG – [ACK]
------	---------------------------------------------------------------------------------------------------------------------------------------------------------------	------------

Directive, when the writer gives an explicit directive in the text, for example,

12.5a	Theories of language change therefore need to take into account social factors at some points,	HG – <i>need to</i> [ENT]
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Consequentiality External and **Consequentiality Internal** – these sub-categories follow the same principles as those for conjunctions in (Unsworth, 1997; Halliday & Hasan, 1976; Martin 1992, Halliday & Martin, 1993), i.e. external consequentiality is concerned with the logical relations among activity sequences in the material world,

2.2c	as a result of <u>the long-standing prestige of French in Europe</u> .	MG Assertion of consequence
------	------------------------------------------------------------------------	-----------------------------

while internal consequentiality is concerned with the rhetorical organization of the text itself and the logical relations among textual sequences.

13.7a	Even if deduced through comparative linguistics	MG Assertion of consequence
-------	--------------------------------------------------------	-----------------------------

Once the formulations were classified, each section was analysed in detail, examining how the formulations were articulated and related to the argumentation as a whole. Smaller, section tables, using simplified data from the full proposition analyses were created for use in the analysis chapter to give a rapid overview of the frequency, type and function of the formulations. They were done for each paragraph so that it would be easier to refer back to the relevant full

proposition analysis, and to show how the formulations were being used on a detailed level.

Abbreviations were used for the function categories: Factual/Ability [F], Other’s cognitive [OC], Directive [D], Consequentiality External [CE] and Consequentiality Internal [CO].

The use of colour was to give a rapid overview of the general tendencies in the text (Hood, 2006). In this example from the Kaurna Essay, it is easier to see the location and patterns of the Monoglossic and heteroglossic formulations than in the full proposition analysis, which runs over two pages and contains additional analysis and information. The complete summary tables appear in Appendices 4, 10 and 16.

Paragraph 3, Engagement formulations by proposition and function: *Suggested Kaurna Classification*

Proposition		3.1a	3.1b	3.2a	3.2b	3.3a	3.3b	3.4a	3.4b	3.5	3.6a	3.6b	3.7a	3.7b	3.8	3.9	TOTALS	
Function		CI	F	F	F	F	F	CI	F	F	F	F	F	F	F	D		
MG	ASSERT																9	12
	PRESUP																3	
HG Contractive	PRN																2	3
HG Expansive	ENT																1	
																TOTAL:15	80% MG	

Similarly, colour-coded overviews of the distribution of the Engagement formulations and function were created for each text, to allow a global view of the prosodic flow in the texts. These are in Appendices 5, 6, 11, 12, 17 and 18.

Other tables and graphs were also created, mainly for comparative purposes, and these are described in the analysis. The final stage of the analysis was to compare and contrast the findings in order to determine whether any broad patterns and correlations could be discerned across and between texts, and whether this responded, at least in part, to the Aims and Objectives of the study.

3.5.2 Grammar reference

As this study is situated within the SFL framework, the reference for grammatical terms and features is Halliday's *An Introduction to Functional Grammar* (1994).

3.5.3 The interview data

Only the interviews with Tristan are discussed in this study, and only with regard to querying certain textual elements. While this is not an ethnographic study, context is an important consideration as it affects function and realisation, hence the inclusion of some ethnographic data.

3.6 Summary

This chapter has described the rationale for this study, based on the results of the literature review, and presented the methodology used to collect, identify, classify, and analyse the data used in the study. The following three chapters will present the analysis of the texts.

Chapter 4: Communicative purpose and structural response

Overview

This chapter examines the tasks and their responses by the student using Genre Theory to discuss communicative purpose, genre and staging of the response. The data is presented for each essay, supported by tables and figures, in the following manner under the following headings:

- An analysis of the task descriptions to determine what types of communicative objective or purpose the tasks seem to invite or position the student to pursue, by way of response, using Genre theory (as articulated in Chapters 1-3);
- The realisation of the student's response exploring the staging and broad content of the argumentation, using the same Genre Theory approach ;
- A summary of the salient points and discussion.

4.1 Foundations of Linguistics (FOL) Essay (Semester 1, 2008)

This is an analysis of the task descriptions to determine what types of communicative objective or purpose the task seems to invite or position the student to pursue, by way of response.

4.1.1 The task and its context

Foundations of Linguistics is a structural linguistics course offered to undergraduates in Semester 1 each year. It is one of two prerequisite courses for a Linguistics major and enrolling in a Linguistics subject in second or third year. For most students this is their first course in Linguistics. The written assessments for the subject are four practical analyses (in morphology, phonology, comparative syntax and phonetic transcription) and one essay as the final task in the subject. There is a choice of nine essay topics concerning elements of the course covered during the semester, with the ninth being an agreed topic between the student and tutor on a subject of the student's choice. Tristan chose question 3 for his essay topic. The only other constraints were

the length of the essay (1,000-1,200 words) and the use of at least three academic references, apart from the course textbook.

Task Question:

Investigate the morphological processes evident in SMS text-messaging. What effect might SMS text-messaging have on English in years to come?

4.1.2 Communicative purpose analysis

This task, expressed in two parts, contains a chronological sequence of directives, with the apparent communicative purpose of using the knowledge and evidence gained in responding to the first directive to inform the response to the second directive. The first directive, *investigate the morphological processes evident in SMS text-messaging* is an imperative, indicating that some historical or descriptive work is required to identify these morphological processes. There is some tension between the assertion that SMS has identifiable and presumably agreed morphological processes, implied by the use of the definite article and the adjective *evident*, and the directive *investigate*, which could imply that there is some contentiousness with regard to these morphological processes. The second directive is a question, *what effect might SMS text-messaging have on English in years to come?*, which asks the student to predict possible changes in English in the future, due to the morphological processes previously identified.

The response of the student will depend in large part on their interpretation of the first directive. If the student takes the morphological processes as evident and uncontentious, then an Exposition genre in which a thesis is expounded upon and argued for may be the most appropriate response to the task. If, on the other hand, the student interprets the question as indicating contentiousness with regard to the processes, the student could respond with a Discussion, in which more than one position on an issue is explicitly tendered and scaffolded around competing positions. Although this is unlikely to affect the fundamental generic response of the student to the task, another ambiguous point is the vague time frame, *in years to come*. It is not clear what the criteria for measuring duration could be. In fact, the student has interpreted

this as meaning long-term or durable language change, but this is not explicit in the formulation of the question.

4.1.3 Structural analysis of the student’s response to the task

The staging of the response below follows a particulate (ideational) structure with segments in an orbital pattern with some serial elements. Tristan’s visual periodic structuring using section-headings as textual boundaries aligned with the shifts in patterns of meaning, so these have been retained in the analysis. With regard to staging, Tristan has structured the response as follows:

Table 1: Staging – FOL

Paragraph	Section/Stage	General Description of Content
1	Introduction	Orientation, background information, examples, and Thesis: <i>The widespread nature of text messaging leads it to use as a possible catalyst of language change – provided it endures.</i>
2	Features of SMS	Background and description of text messaging (SMS)
3	SMS and language change	Describes factors which have produced morphological change, and tries to identify them in SMS communication.
4-6	Morphological Implications	Predictions of possible influence of SMS on English.
7	Threats to SMS-inspired change	Possible limitations to effects of SMS on English
8	Conclusion	Reiteration of Thesis: <i>Alteration to existing morphological affixes, based on ease of spelling rather than actual phonetic mutation, is attested in the messages I have collected. However, lasting change inspired by text messaging depends on the longevity of the technological medium.</i>

Tristan has structured the staging of the response with Orientation^Thesis^Supporting Argument(s)^Modification of thesis. This appears to be an Exposition rather than discussion, although there has been some modification of the thesis in the Conclusion. In the Introduction, Tristan argues that it is the *widespread nature of text messaging* which will effect language change, whereas, in the Conclusion, he identifies the *alteration of morphological affixes as the catalyst*, but this does not alter the caveat present in both stages, that the degree of change depends on the duration of the technological medium. The section titled *Morphological*

Implications and *Threats to SMS-inspired change* suggests an embedded Discussion, with the former examining those aspects of SMS-messaging which could cause changes in the language, and the latter examining the possible limitations on those changes, but these are not discussed with the intention of altering the original thesis. This is more obvious when examining the content and argumentation of the essay, as the next section shows.

4.1.4 The staging and broad content of the argumentation

The content and argumentation of Tristan's response reflect, to some extent the order of the task directives, and engagement with the communicative purpose of the task. The following table analyses the response in relation to the two parts of the topic. The colours are used to give a rapid indication of the part of the task to which Tristan is responding. Response to Part 1 is **Green**, Response to Part 2 is **Red** and Response to both parts is **Blue**. The term 'SMS' is used (for the sake of brevity) rather than the term SMS-messaging.

Table 2: Argumentation and Communicative Purpose – FOL

Topic	Part 1: Investigate the morphological processes evident in SMS text-messaging.	
	Part 2: What effect might SMS text-messaging have on English in years to come?	
Paragraph	Subheading (if applicable)	Argumentation and response to task directives
P1	Introduction	Orientation and Thesis
P2	Features of SMS	Identification of features of SMS with examples – abbreviations, contractions, shorthand, rebus constructions, deleted vowels, non-standard spellings, close approximations with less [sic] letters.
P3	SMS and Language Change	Non-standardisation is a major cause of language change, examples from Middle English and Modern English. Although text messaging is non-standardised, its influence is difficult to predict, due to the medium. Changes in spelling can affect pronunciation, but not always.
P4	Morphological Implications	Text messaging is similar to informal spoken language. Spelling change is due to limiting the number of characters more than ease of pronunciation – examples. Some patterns are discernable which may have long term implications.
P5		Analogy is the most common form of morphological change – examples. This is unpredictable so long term predictions about language change are purely speculative.
P6		Changes in grammatical morphemes are the most verifiable and richest identifiable markers of language change in text messages – examples.
P7	Threats to SMS-inspired change	Possible reasons for these changes not occurring in English with examples – widespread technological change, relaxation of the number of character restrictions and predictive text.
P8	Conclusion	There is some evidence of morphological processes in text messaging which could induce language change (affixes), but it is dependent on the duration of the medium of SMS.

The essay begins with the Thesis, contained in the Introduction, and ends with a reiteration of the topic and Tristan’s viewpoint in the Conclusion. Paragraph 2 and Paragraph 6 respond to Part 1, establishing which morphological changes are identifiable in SMS. There follows an argumentation section in which the response follows a distinct pattern of Part 1 then Part 2. In each of the three paragraphs, 3, 4 and 5, Tristan gives an example of morphological change, followed by a caveat or warning that this will not necessarily become a vehicle for durable

language change. Paragraph 7 responds exclusively to Part 2, discussing possible restrictions to long-term language change. Tristan appears to be sensitive to the two parts of the topic and is at pains to address both parts throughout the main body of the essay. There does not appear to be any engagement with the potential contentiousness of Part 1 of the task, with regard to the content and argumentation.

4.2 Phonology Essay (Semester 1, 2009)

This is an analysis of the task descriptions to determine what types of communicative objective or purpose the task seems to invite or position the student to pursue, by way of response.

4.2.1 The task and its context

Phonology is offered as a second and third year subject in the undergraduate course offered in semester 1. Foundations of Linguistics is a prerequisite course. The course investigates the nature of speech sounds, the mechanisms of speech production and perception and the ways in which these sounds are classified. Students learn how to transcribe speech sounds using the IPA. There is a particular focus on developing understandings of the relationship between speech and writing in a range of languages, including English. There are three practicals, an exam and a 1,500-word essay on an aspect of phonology. Ten topics are offered for the essay, one of which can be negotiated with the tutor. Tristan chose question 9.

Task Question:

Discuss the replacement of apical /R/ by uvular /r/ in at least three major European languages. What can one learn from this for a theory of language change?

4.2.2 Communicative Purpose analysis

This task, like the FOL task, is expressed in two parts, and contains a chronological sequence of directives, with the apparent communicative purpose of using the knowledge and evidence gained in responding to the first directive, *discuss the replacement of apical /R/ by uvular /r/ in*

at least three major European languages. to inform the response to the second directive, *What can one learn from this for a theory of language change?* In the first part of the task, the use of the definite article implies that replacement of apical /R/ by uvular /r/ is an uncontroversial phenomenon. The directive *discuss* is not entirely clear as to the type of response it could invite. If the student considers that, in spite of the definite article, there is some degree of contention with regard to the phonological replacement because of the manner in which the phenomenon has occurred in the different languages, then s/he could respond with a Discussion, involving cause and effect and probable outcomes. Alternatively, if the student does not consider there to be contention with regard to the phenomenon, the directive *discuss*, could be interpreted as *describe*, and an Exposition response would be appropriate. Similarly, the second part of the topic may invite a Discussion or Exposition response, although the second directive appears to favour an Exposition. The formulation of the question *what can one learn?* implies that there is something identifiable to be learnt, in which case, the student's role is to identify and elaborate on this element, rather than discuss it.

4.2.3 Structural analysis of the student's response to the task

Similarly to the FOL essay, Tristan has staged the response in what could be described as a particulate (ideational) structure with segments in an orbital pattern with some serial elements. Again, his visual periodic structuring aligned with the shifts in patterns of meaning, so these were retained in the analysis. With regard to Staging, Tristan has structured the response as follows:

Table 3: Staging – Phonology

Para-graph	Stage	Content
1	Introduction	Orientation: Thesis: <i>The sociolinguistic aspect of this shift has important implications for a theory of language change, as an indicator of the subjective, non-mechanical nature of the processes described by such as theory.</i>
2-5	Example: French	History, current usage, and prestige
6-9	Example: German	History, current usage, and prestige
10-11	Example: Scandinavian languages	History, current usage, and prestige
12-13	Theory	Explanation of how the alterations in /r/ pronunciation have implications for language change theory.
14	Conclusion	Reiteration of thesis: <i>The implications for this on a theory of language change are considerable, as it provides an example of a change for which the reasons could not be discovered simply as a result of the comparative historical method.</i> Tangential Observation/Argument: <i>It also points to the possible flaws of any reconstruction without written evidence or indeed without detailed evidence of pronunciation.</i>

Tristan has structured the staging of the response with Orientation^Thesis^Supporting Argument(s)/Evidence^Reiteration of Thesis, with a slight modification, the addition of a tangential observation, which summarises an argumentation which appears in Paragraph 11, and is developed throughout the following paragraphs. Although Tristan expresses some reservations about the validity of records and criticises the comparative historical method, these do not constitute a Discussion, in the sense that the overall argumentation is affected. He has taken a stance with regard to a particular aspect of theory of language change from the beginning of the essay, provides historical evidence to support the stance, and repeats the evidence, justifying the stance in the conclusion. This would preclude the classification of Discussion. The response could be described as a macro-Exposition, with embedded Sequential Explanations and Descriptive Reports, in the sections where the three European languages are discussed.

4.2.4 The staging and broad content of the argumentation

The content and argumentation of Tristan's response follow the order of the task directives, and engage with the communicative purpose of the task. The following table analyses the response in relation to the two parts of the topic. The colours are used to give a rapid indication of the part of the task to which Tristan is responding. Response to Part 1 is **Green**, Response to Part 2 is **Red** and Response to both parts is **Blue**. The term 'SMS' is used (for the sake of brevity) rather than the term SMS-messaging.

Table 4: Argumentation and Communicative Purpose – Phonology

Topic		Part 1: Discuss the replacement of apical /R/ by uvular /r/ in at least three major European languages.
		Part 2: What can one learn from this for a theory of language change?
Para-graph	Sub-heading (if applicable)	Argumentation and response to task directives
1	Introduction	Orientation: General statement on topic introducing historical background and link with uvular /r/ in French. Argumentation: The association of pronunciation with a prestige language, may be the reason for its prevalence. Thesis: That subjective, non-mechanical [social aspects of language use] have important implications for a theory of language change.
2-5	Example: French	History of the pronunciation change in French and of the prestige of French. Current usage in France.
6-9	Example: German	History of the pronunciation in German and its association with educated speech. Current usage in Germany and French influence.
10-11	Example: Scandinavian languages	Current usage in the Scandinavian countries. Difficulties in finding historical data written in English. Problem of documentation of changes in pronunciation. Tangential argument/Observation – problems with the documentation of changes in pronunciation.
12	Theory	The alterations in /r/ pronunciation have implications for language change theory. The change is ‘considerable’ for a single phoneme. Change can be ‘incomprehensible’ if it is not documented. ‘Social factors need to be taken into account, not just simple mechanical theories of phonetic mutation.’
13		A ‘weakness’ in historical linguistics is the lack of documentation, because pronunciation changes are rarely marked orthographically. This aspect may not affect theories of language change, but is relevant to historical linguistics. Tangential argument/Observation – problems with the documentation of changes in pronunciation.
14	Conclusion	Argumentation: Reiteration of link between prestige and the uvular pronunciation of /r/. Reiteration of thesis: ‘The implications for this on a theory of language change are considerable, as it provides an example of a change for which the reasons could not be discovered simply as a result of the comparative historical method. Tangential Observation/Argument: Reconstruction of language is possibly flawed without written evidence.

Paragraph 1 orients the reader, and establishes the importance of prestige in the prevalence of the pronunciation of the phoneme, and uses this evidence to formulate the thesis. The three paragraphs that follow, explore the history and current usage of each of the European languages in relation to the topic, in turn.

It could have been expected that these sections (Paragraphs 2-11) would have a similar length and follow a similar structure and argumentation, but this is not the case. It begins with French, which is also the longest section (Paragraphs 2-5). This follows Tristan’s explanation in that

French is the language in which the uvular /r/ pronunciation is most widespread. This section gives a history of the pronunciation, the extent of its usage, and the link between the pronunciation and French as a prestige language, through trade and diplomacy. The section on German is slightly shorter (Paragraphs 6-9), again, describing the history of the pronunciation throughout the 20th century, linking its spread to its association with educated speech, as a prestige dialect. The section on The Scandinavian Languages (Paragraphs 10 & 11), however, is markedly different. It is the shortest and covers only current usage. What is also notable, is that it includes what could be described as a tangential argument, tangential because it is more pertinent to methodology than language change theory. The argument, which is not included in the Introduction or the Thesis, raises questions regarding the validity and use of the documentation of phonological language change. Tristan explains this using the difficulty in finding historical data in English as an example, although English is not one of the languages under study in the essay.

The Theory section is also comprised of two paragraphs. The first of these (Paragraph 12) is a direct response to Part 2 of the topic, but the argument regarding the importance of social factors in language change is only one of three, the other two being the degree of change in the phoneme, and the problems of lack of documentation of sound change. Paragraph 13 is given over to the last of these arguments.

The Conclusion (Paragraph 14) responds to Part 2 of the topic with the same argument and thesis proposed, almost verbatim, as in the Introduction, and finishes with a Tangential Argument/Observation, commenting on the importance of good documentation of sound change.

4.3 Kaurna Essay (Semester 2, 2009)

This is an analysis of the task descriptions to determine what types of communicative objective or purpose the task seems to invite or position the student to pursue, by way of response.

4.3.1 The task and its context

Reclaiming Languages: A Kurna Case Study is a second or third year linguistics course offered to undergraduates in Semester 2 on alternate years, alternating with Australian Indigenous Languages. It is based in the methodology and analysis employed in Descriptive Linguistics, with a strong emphasis on grammar and lexical analysis and comparison between different descriptions and their particular phonological and morphological systems, complemented with ethnographic information about the Kurna people. There are two practical tasks involving lexical analysis, a tutorial presentation, a take-home open-book exam and the essay. There is choice of nine essay topics, including one which can be negotiated with the tutor. Tristan chose question 3 for his essay topic.

Task Question:

What is the nature of 'reclaimed' or 'modern' Kurna relative to the Kurna language as it was spoken in the middle of the nineteenth century? Are they the same language? Discuss.

4.3.2 Communicative purpose analysis

The essay task is comprised of three directives, which are interrelated. The first directive is presented as one question, *What is the nature of 'reclaimed' or 'modern' Kurna relative to the Kurna language as it was spoken in the middle of the nineteenth century?*, but this needs to be unpacked in terms of the underlying assumptions it contains before exploring the student's potential response. The first assumption is that there is some difference between the two eras or two Kurnas, by the fact of their being identified as separate entities, with different nomenclatures. Then there is the problem of the terms themselves. The use of 'scare' quotes (Martin & White, 2005:113) around *reclaimed* and *modern*, implies that these terms are perhaps contentious and contain different underlying assumptions about the language, whereas the use of a definite article *the* before *Kurna Language* implies that the term is given or understood to be uncontroversial, even with the defining clause of *as it was spoken in the middle of the nineteenth century*, which actually implies that there is clear knowledge of how it was spoken, through the

use of Bare Assertion. The second directive *Are they the same language?* is also a question, which appears to explicitly indicate contentiousness about the relationship between the two Kaurnas, if not the terms used to describe them. It reiterates the first question, but in much simpler, polarising terms which appear to invite the student to respond with either a positive or negative answer. The final directive, the imperative, *discuss*, reinforces the contentiousness of the second question. The combination of the three directives appears to compel the student to respond with some sort of Discussion, but there may be alternatives as to what form the discussion will take, and whether the student could legitimately respond with another genre.

If the student engages with the contentiousness of the terms in the scare quotes, s/he could begin with a discussion differentiating these terms, before moving into a second phase with regard to the relationship between the two Kaurnas. Alternatively, the student could ignore the scare quotes, and treating the terms as uncontentious and essentially interchangeable, thus avoiding the first, optional phase. If the student chooses to respond to the polarising *Are they the same language?* with “Yes” or “No”, then the ensuing essay could conceivably take the form of an Exposition, with the student arguing for one or the other using the differences or similarities to reinforce his position, following a Thesis[^]Argument(s) staging. If, on the other hand, the student chooses a ‘maybe’ response, then the evidence will be weighed and there is the potential for a Discussion, following an Issues[^]Resolution staging.

4.3.3 Structural analysis of the student’s response to the task

With regard to the task question, as the directives are not in serial form, there is no potential for a Part One and Part Two response. This is reflected in the staging which follows a serial ideational structure with segmental interdependency. As in the FOL and Phonology essays, Tristan’s visual periodic structuring aligned sufficiently with the shifts in patterns of meaning, to warrant being retained in the analysis. The descriptions of the sections are consistent with their content, so these

boundaries have been followed throughout the analysis. With regard to Staging, Tristan has structured the response as follows:

Table 5: Staging, Argumentation and Communicative Purpose – Kaurna

Para-graph	Stage	Content
1	Introduction	Orientation: General statement on topic refuting possible alternative viewpoints, followed by some historical background information. Argumentation: Incomplete data with neologisms due to contact with English. Thesis: <i>The differences [between Traditional and Modern Kaurna] should be recognised by the division of the Kaurna language into various periods [not as different languages].</i>
2	Suggested Kaurna Classification	Tristan proposes a framework for analysing the Kaurna language and describes and justifies the choice of titles and duration of each of the chronological periods.
3		
4	Differences from Traditional Kaurna	Argues that Modern Kaurna must be different from traditional Kaurna because of incomplete data about grammar, vocabulary, and the manner in which the language was used in the 19 th century, and neologisms.
5	Post Contact Kaurna	Argues that while the grammar is identical to Traditional Kaurna, the vocabulary has many post-contact neologisms, but not all of these are English borrowings. Asserts that T & S were agents for change, through their introduction of Christian concepts into the language.
6		
7		
8	Modern Kaurna	This paragraph is the sole paragraph in this section, and discusses the difficulties in detecting linguistics change between the various periods of Kaurna, leading into the next section with on phonology as another area to be examined.
9	Phonology	Presents the historical data on the phonological notation of Kaurna, explaining the lacunae, but asserting that there are recognised differences between the various periods of Kaurna.
10		
11	Vocabulary	Assertions regarding neologisms in Kaurna compared with English, with examples of change in lexis and meaning. Example of numbering given.
12		
13		
14		
15	Prescriptivism	Poses the question of whether the 19 th century records of Kaurna constitute the “correct” version of the language, and answers it.
16		
17	Conclusion	This section is comprised of one paragraph, summarising the preceding arguments. Reiteration of thesis: <i>The two forms of Kaurna remain closely related and should therefore be considered as different periods of one language rather than two separate languages.</i>

Tristan has chosen to position himself in the ‘Yes, they are the same language’ camp, with the thesis: *The differences between Traditional and Modern Kaurna do not constitute different languages. They are three periods of the same language*, and does not engage with the terms in scare quotes. This suggests that the essay will take the form of an Exposition genre or

macrogenre, in which he will argue for the thesis, rather than discuss issues and find a resolution. This is confirmed in the staging of the body of the essay, and in the Conclusion where he reiterates the thesis in the Introduction, supporting it with previously cited evidence in the body of the essay. There is an embedded discussion, notably in paragraphs 15 and 16 with regard to Prescriptivism, where he appears to take up the potential for debate *about the Kaurna language* in the topic question, but this does not affect the overall thesis and argumentation of the essay enough to describe it as a Discussion.

4.4 Summary of the findings and salient points

This section summarises and examines the findings, in relation to the different analyses above.

4.4.1 The task descriptions and the student's responses

The analysis of the three topics and their directives shows that a number of elements in the topic description could influence the type of response elicited from the student. The table below summarises the topics, the key directives and the possible interpretations of those directives, with the potential responses the student could make.

Table 6: Comparison of essay topics, directives and Tristan’s response

Subject	Topic divided into task directives	Key Directives terms	Comments	Possible responses	Tristan’s response
FOL	Part 1: Investigate the morphological processes evident in SMS text-messaging.	Investigate	Identification and analysis of morphological processes	Discussion Exposition	Exposition with embedded Discussion
	Part 2: What effect might SMS text-messaging have on English in years to come?	Question	Prediction, using data from investigation	Discussion Exposition	
Phonology	Part 1: Discuss the replacement of apical /R/ by uvular /r/ in at least three major European languages.	Discuss	Analysis and comparison of phenomenon in three languages	Discussion Exposition	Exposition with embedded Discussion
	Part 2: What can one learn from this for a theory of language change?	Question	Application of data from analysis to theory	Discussion Exposition	
Kaurna	Part 1: What is the nature of ‘reclaimed’ or ‘modern’ Kaurna relative to the Kaurna language as it was spoken in the middle of the nineteenth century?	Question	Investigation and comparison of characteristics of two Kaurnas	Discussion Exposition	Exposition with embedded Discussion
	Part 2: Are they the same language?	Question	Comparison of characteristics of two Kaurnas	Discussion Exposition	
	Part 3: Discuss.	Discuss	Comparison of characteristics of two Kaurnas	Discussion Exposition	

The analysis of the topics showed that even when the directive *discuss* was present in the topic, there was more than one possible generic response, depending on how the student interpreted the question. If the student did not engage with areas of contention, signified through either grammatical means, such as the use of definite articles or syntactic means, such as the articulation of the different parts of the question, a possible response of Exposition could be appropriate. This was particularly applicable, when the task directives were sequential and the findings of the first part of the topic were intended to inform the content of the second. In the case of the FOL and Phonology essays, an investigation of the processes in the first part could lead to the student taking a position in the second part, if the findings were presented descriptively, as opposed to contentiously. This could produce an Exposition. If, however, the student introduced dissent or contentiousness in the findings of the first part, this could conceivably take the form of a Discussion in the second part. In the Kaurna essay, the three

directives were essentially reiterations of the same communicative purpose or objective, and the student had the choice of responding 'yes', 'no' or 'maybe' to the question. In the case of responding 'yes' or 'no', the student would take a position and argue it, whereas, if the student chose 'maybe', there was potential for a weighing of different points of view, and thus a Discussion.

4.4.2 The staging and broad content of the argumentation

The following table shows Tristan's response to each of the topics in terms of the staging and content. The choice of a short term for each stage was based on Tristan's terms, where possible. Where this was not generic enough, a term which approximated the content was chosen. They are noted in the table below in bold capitals, e.g. **THEORY**, but referred to elsewhere in the study with a capitalisation, e.g. Theory.

Table 7: Comparison of Tristan’s staging and content response to the essay topics

Stage	FOL			PHONOLOGY			KAURNA		
	Para	Section Sub-heading	Content	Para	Section Sub-heading	Content	Para	Section Sub-heading	Content
INTRODUCTION	1	Introduction	<ul style="list-style-type: none"> Orientation Thesis 	1	Introduction	<ul style="list-style-type: none"> Orientation Thesis 	1	Introduction	<ul style="list-style-type: none"> Orientation Thesis
METHODOLOGY Explanation of key terms and factors to be used in analysis	2	Features of SMS	Background and description of text messaging (SMS) features and terms.	N/A	N/A	N/A	2-3	Suggested Kaurna Classification	Description of framework for analysis
	3	SMS and language change	Describes factors which have produced morphological change, and tries to identify them in SMS communication.	2-11	Examples from 3 European languages Paragraphs French German Scandinavian languages	History of pronunciation, association with prestige, current usages	4	Differences from Traditional Kaurna	Describes and gives reasons for differences.
ANALYSIS Analysis of data, sometimes with arguments	4-6	Morphological Implications	Predictions of possible influence of SMS on English	2-5	Paragraphs French		5-7	Post Contact Kaurna	
	7	Threats to SMS-inspired change	Possible limitations to effects of SMS on English	6-9 10-11	German Scandinavian languages		8	Modern Kaurna	
THEORY Discussion of data in relation to theoretical considerations	8	Conclusion	<ul style="list-style-type: none"> Reiteration of thesis 	12-13	Theory	Discussion of theories and examples of language change.	9-10	Phonology	Explanation of phonological notation of Kaurna
				14	Conclusion	<ul style="list-style-type: none"> Reiteration of thesis Tangential obs/Argmnt 	11-14	Vocabulary	Comparison of neologisms in Kaurna and English.
CONCLUSION							15-16	Prescriptivism	Questions accuracy of historical records, and responds.
							17	Conclusion	<ul style="list-style-type: none"> Reiteration of thesis

The general structure Tristan follows in each essay response is Introduction [Orientation^Thesis]^Methodology^ Analysis^Theory^Conclusion [Reiteration of thesis and supporting arguments] which is consistent with an Exposition genre. This is in spite of explicit directives such as *discuss* and *investigate*, which could have produced a Discussion genre, as described in Martin & Rose (2008). The reasons for this were discussed above. There are a few variations within and between certain stages. In the Phonology essay, there is no explanation of the key terms and factors to be used in the analysis; he launches directly into an analysis of French. In fact, it is in this section that many of the key terms are used and the introduction of the argument linking phonological change and prestige, but this is not done explicitly with reference to the other languages. The content reflects the order of task directives in the topics, with Part 1 being treated before Part 2, and so on. The Introduction and Conclusion chapters are remarkably similar in structure and content, with the exception being the variation in the Phonology essay, where an ‘extra’ argument forms the closing sentence, rather than finishing with the reiteration of the thesis as in the other essays. In these stages, he typically begins the thesis in categorical terms, but follows this with a caveat or proviso, which softens the assertions to some extent. An example of this is in the FOL essay:

Alteration to existing morphological affixes, based on ease of spelling rather than actual phonetic mutation, is attested in the messages I have collected. However, lasting change inspired by text messaging depends on the longevity of the technological medium. (8.4-8.5)

This process is described fully in Chapter 5, which analyses the content of the essays in terms of the student’s positioning using Engagement.

Tristan does not appear to engage with the potential contentiousness that could be inferred from the wording of the topic, and this limited the amount of discussion in the essays. He does acknowledge areas of disagreement among sources in some sections of the essay, notably in those which contain theoretical considerations, as this is where he cites expert sources. These embedded discussions are not in relation to the position he takes up in the Introduction, so they

do not directly affect the structure and content of the overall argumentation.

In any case, the choice of structure and content was endorsed by the markers of the essays who gave him a credit mark or higher in each case, and this is the ultimate measure of the degree to which a student can be considered as having mastered one or more academic conventions.

4.5 Summary

This chapter has examined the tasks and their responses by the student using Genre Theory to discuss communicative purpose, genre and staging of the response. The next chapter explores the student's response with a detailed structural analysis of the staging and argumentation of the essays.

Chapter 5: Staging and negotiation of propositional meanings

Overview

This chapter examines the three essays using Appraisal Theory, in particular Engagement to explore the frequency and type of monoglossic and heteroglossic formulations in relation to the staging and negotiation of propositional meanings of the student's response. Each essay was analysed using an adapted White & Sano (2006) table, described in Chapter 3, to identify and separate the formulations and to classify them using the categories in Engagement, and according to their rhetorical function. The presentation of the data is as follows:

1. A reiteration of the categories and coding systems used in the analysis tables;
2. An analysis of the frequency and distribution of monoglossic and heteroglossic formulations in relation to the communicative purpose and staging of the texts;
3. A detailed analysis of the Introduction and Conclusion stages of the three essays exploring the typology of monoglossic and heteroglossic formulations and their frequency and rhetorical function with regard to the communicative purpose of the essays; and
4. A summary.

5.1 Reiteration of the categories and coding systems used in the analysis tables

The key elements for identification, classification and analysis were the propositions in the text which indicated positioning, using either monoglossic or heteroglossic formulations, as defined in the Engagement framework. The text was divided into paragraphs, following Tristan's section titles, and then the sentences within the paragraph were broken down into clauses or parts of clauses, such as nominal groups to enable a separate identification and analysis of each type of proposition:

- Processes were marked in bold,

- Nominalisations were marked by underlining.

The propositions were then classified into monoglossic or heteroglossic formulations and classified using the categories in the Engagement framework (full description of the framework in Chapter 3) with heteroglossic formulations isolated and italicised to distinguish them from the process, which was already in bold, such as in this example from the FOL essay, Paragraph 3.

3.6b	<u>its influence</u> is <i>difficult</i> to predict;	MG Assertion of consequence
3.7a	also, a quick change of technology could render its use <i>obsolete</i>	HG – <i>could render</i> [ENT]

When the formulation was separated from the process, such as in the case of citations, these were italicised in the proposition only, such as in this example, from the Kaurna essay,

5.2a	<i>Teichelmann and Schürmann</i> in 1840 recorded a number of Kaurna words	HG – [ACK]
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Abbreviations for the Engagement categories were used, due to the constraints of space in the table, using the following system:

Monoglossic [MG] Abbreviations: MG Assertion [ASS] , and MG Presupposition [PRESUPP],

Heteroglossic [HG] Abbreviations: Entertain [ENT], Counter [CNT], Acknowledge [ACK], Distance [DST], Affirm [AFF], Deny [DNY], Pronounce [PRN], Concede [CEDE].

The propositions were also classified according to their function in the argumentation (negotiation of propositional meanings) of the essay. Definitions are given below with examples from the Phonology essay:

- Factual/Ability, where the content is of a factual or capacity/ability nature,
- Other’s cognitive, where an external source is cited,
- Directive, when the writer gives an explicit directive in the text,

- Consequentiality External and Consequentiality Internal – these sub-categories follow the same principles as those for conjunctions in (Unsworth, 1997; Halliday & Hasan, 1976; Martin 1992, Halliday & Martin, 1993), i.e. external consequentiality is concerned with the logical relations among activity sequences in the material world, while internal consequentiality is concerned with the rhetorical organization of the text itself and the logical relations among textual sequences.

In the smaller, section tables the following abbreviations were used for these same functional categories: Factual/Ability [F], Other’s cognitive [OC], Directive [D], Consequentiality External [CE] and Consequentiality Internal [CO]. The section tables summarise the use of monoglossic and heteroglossic formulations using colour to give a rapid overview of the general tendencies in the text (Hood, 2004).

Paragraph 3, Engagement formulations by proposition and function: *Suggested Kaurna Classification*.

Proposition		3.1a	3.1b	3.2a	3.2b	3.3a	3.3b	3.4a	3.4b	3.5	3.6a	3.6b	3.7a	3.7b	3.8	3.9	TOTALS	
Function		CI	F	F	F	F	F	CI	F	F	F	F	F	F	F	D		
MG	ASSERT																9	12
	PRESUP																3	
HG Contractive	PRN																2	3
HG Expansive	ENT																1	
TOTAL: 15																	80% MG	

5.2 An analysis of the frequency and distribution of Engagement formulations and the staging of the text

This analysis examines the Engagement formulations in each essay in relation to the staging and argumentation of the essays individually, followed by a comparison of the three.

5.2.1 Foundations of Linguistics (FOL) Essay (Semester 1, 2008)

Topic: Investigate the morphological processes evident in SMS text-messaging. What effect might SMS text-messaging have on English in years to come?

As Table 8 demonstrates, the essay was essentially monoglossic, with monoglossic formulations making up over 80% of the propositions. The highest percentage for each paragraph is in **Bold**.

Table 8: Number and percentage of MG/HG formulations by stage – FOL

Para	Stages (as identified in Chapter 4)	Sections, using Tristan's headings	No. of Propositions	MG Formulations		HG Formulations	
				No.	%	No.	%
1	Introduction	Introduction	13	12	92	1	8
2	Methodology	Features of SMS	13	13	100	0	0
3	Analysis	SMS and language change	25	19	76	6	24
4	Theory	Morphological Implications	22	16	72	6	28
5			21	16	76	5	24
6			21	17	80	4	20
7		Threats to SMS-inspired change	18	14	77	4	23
8	Conclusion	Conclusion	9	7	77	2	23
TOTAL			142	114	81.3%	28	19.7%

The Introduction and Methodology (Paragraph 2) stages had the highest percentage of monoglossia (92% and 100% respectively), while most of the other stages ranged from 72-80%. There appears to be some coherence between the communicative purpose of the topic and task directives, and the dialogistic contractiveness or expansiveness of the section. There is a preponderance of monoglossic formulations occurring in those sections in which Tristan states the thesis, presents factual and historical data when responding to the first part of the topic *Investigate the morphological processes evident in SMS text-messaging*. In contrast, there is a higher frequency of heteroglossic formulations in the Analysis and Theory stages, where Tristan cites expert sources, comments on the quality of the data he has collected, and speculates about future trends, responding to the second part of the topic, *what effect might SMS text-messaging have on English in years to come?*, and the potential for several opinions or viewpoints.

5.2.2 Phonology Essay (Semester 1, 2009)

Topic: Discuss the replacement of apical /R/ by uvular /r/ in at least three major European languages. What can one learn from this for a theory of language change?

As Table 2 demonstrates, although the essay was in the majority monoglossic, one third of the formulations were heteroglossic (66 and 33% respectively), and three paragraphs had an almost equal number of the formulations. The highest percentage for each paragraph is in **Bold** and equal percentages +/- 7% in **red**.

Table 9: Number and percentage of MG/HG formulations by stage – Phonology

Para	Stages (as identified in Chapter 4)	Sections, using Tristan's headings	No. of Propositions	Monoglossic Formulations		Heteroglossic formulations	
				No.	%	No.	%
1	Introduction	Introduction	14	12	85	2	15
2	Analysis	French	15	10	66	5	33
3			6	5	83	1	17
4			13	7	53	6	47
5			9	7	77	2	23
6			German	6	5	83	1
7		10		2	20	8	80
8		3		1	33	2	66
9		6		1	16	5	83
10		Scandinavian languages		6	3	50	3
11			14	12	85	2	15
12	Theory	Theory	9	5	55	4	45
13			18	14	77	4	23
14	Conclusion	Conclusion	12	10	83	2	17
TOTALS			141	94	66%	47	33%

The percentage of monoglossic and heteroglossic formulations varied considerably from one section to another, and from one paragraph to another. The Introduction (Paragraph 1) and Conclusion (Paragraph 14) had a comparably high frequency of monoglossic formulations, which could be explained by their functions of orientation, thesis presentation and reiteration of thesis, which could tend to be presented in more categorical terms. This could also explain the high level of monoglossia in the initial section in German (Paragraph 6) and the second part of the Scandinavian Languages section (Paragraph 11), which are both introducing new arguments, thus making stronger assertions. If this were general, however, it should also apply to the beginning of the Theory (P12) and French (P2) sections, and these have considerably fewer monoglossic formulations. Indeed, the beginning of the Scandinavian Languages (Paragraph 10) and Theory (Paragraph 12) sections have almost an equal number of monoglossic and

heteroglossic formulations. The section with the lowest monoglossia is the German section with Paragraph 7 at 20% and Paragraph 9 at 16%.

5.2.3 Kaurna essay (Semester 2, 2009)

Topic: What is the nature of ‘reclaimed’ or ‘modern’ Kaurna relative to the Kaurna language as it was spoken in the middle of the nineteenth century? Are they the same language? Discuss.

As Table 2 demonstrates, the essay was essentially monoglossic, with monoglossic formulations making up 72% of the propositions. The highest percentage for each paragraph is in **Bold** and equal percentages +/- 7% in **red**.

Table 10: Number and percentage of MG/HG formulations by stage – Kaurna

Para	Stages (as identified in Chapter 4)	Sections, using Tristan’s headings	No. of Propositions	Monoglossic Formulations		Heteroglossic formulations		
				No.	%	No.	%	
1	Introduction	Introduction	14	11	78	3	22	
2	Methodology	Suggested Kaurna Classification	8	6	75	2	25	
3			15	12	80	4	20	
4	Analysis	Differences from Traditional Kaurna	24	17	70	5	30	
5		Post Contact Kaurna	11	9	82	2	18	
6			6	3	50	3	50	
7			8	5	62	3	38	
8			13	12	92	3	8	
9		Modern Kaurna	13	8	61	5	39	
10			Phonology	7	5	71	2	29
11				Vocabulary	10	8	80	2
12			9		4	44	5	56
13			15		10	66	5	34
14	13		11		84	2	16	
15	Theory	Prescriptivism	6	2	34	4	66	
16			22	18	81	4	19	
17	Conclusion	Conclusion	8	6	75	2	25	
TOTALS			202	148	72%	54	28%	

The percentage of monoglossic and heteroglossic formulations is fairly constant from one paragraph and section to another, with the exception of Paragraphs 6 and 12, which had an equal number of both types, and Paragraph 15, where the percentage of heteroglossic formulations was considerably higher (66%). In Paragraphs 6, 12, Tristan explicitly acknowledges outside sources several times to support evidence, so this changes the balance of monoglossic/heteroglossic

formulations, for example, *T & S also record* (6.1), *Amery notes* (6.4) and *by Klose* (12.2d). In Paragraph 15, which is only comprised of two sentences, Tristan poses a complex rhetorical question comprised of three clauses, with a number of modal adjuncts, compared with only two monoglossic formulations. Within sections of the body of the essay, there does not appear to be a discernable, consistent monoglossic/ heteroglossic pattern in the argumentation.

5.2.4 Comparison of the three essays

The following table summarises the frequency and distribution of the various formulations by stage and the average throughout the essays. It shows that while there are broad similarities in the correlation between the type of formulation and the stage, there are some pertinent differences from one essay to another.

Table 11: Frequency and distribution of MG/HG formulations by stage

STAGE	FOL			PHONOLOGY			KAURNA		
	Para	MG %	HG %	Para	MG %	HG %	Para	MG %	HG %
Introduction	1	92	8	1	85	15	1	78	22
Methodology	2	100	-	-	-	-	2-3	78	22
Analysis of data	3	76	24	2-11	60	40	4-14	71	29
Theory	4-7	76	24	12-13	70	30	15-16	71	29
Conclusion	8	77	23	14	83	17	17	75	25

In the three essays, the stages with the highest frequency of monoglossic formulations are the Introduction and Methodology, ranging from 100% in the FOL essay to 78% in the Kaurna essay. With regard to the Methodology stage, as discussed previously, this could be due to its content, being primarily historical and factual examples and definitions. With regard to the Introduction section, it is possible that an Exposition genre might be more dialogistically contractive than a Discussion genre, as a position is taken from the beginning and then argued, whereas in a Discussion, the formulations may be more dialogistically expansive, as several viewpoints are being taken into account. A larger sample group could provide more insight into this question. The chronological order of the essays is the same as the presentation in the table. While it is not possible to be definitive, it could be postulated that over the two years, perhaps

Tristan has begun to temper his monoglossia, in response to feedback from tutors, or as part of the apprenticeship into academic discourse conventions. This possibility is discussed in Chapter 7 of the study.

Apart from in these sections, it is more difficult to generalise about the distribution of the different formulations. In the FOL essay the percentage of monoglossia goes from 92%+ in the Introduction and Methodology stages, to a steady 76-77% right through to the Conclusion. The Phonology Essay has an 'hourglass' formation, dropping from 85% monoglossia in the Introduction to 60-70% in the other stages, to increase to 83% in the Conclusion. The Kaurna essay is different again, with a relatively constant frequency of monoglossia of between 71% and 77% in all the stages.

Looking at individual sections within the stages, the Phonology and Kaurna essays both had sections in the Analysis which had an almost equal number of monoglossic and heteroglossic formulations, whereas the FOL essay had none. The Phonology essay was the only one which also had a section with an equal number of each type of formulation in the Theory section.

As discussed earlier, one aspect which affected the percentages was the use of expert sources in the essays. These were classified as Attribution, Acknowledge or Distance, depending on the wording of the formulation, which is dialogistically expansive in the framework, explicitly including other voices and opinions in the text.

While the figures in the table are only a broad brushstroke, they indicate that the texts are in the majority monoglossic, presenting much of the content as uncontentious. The following section of the chapter is a detailed analysis of the types of monoglossic and heteroglossic formulations and their function and articulation in the texts.

5.3 A detailed analysis of the Introduction and Conclusion stages of the texts

The Introduction and Conclusion stages are presented with the complete text and proposition analysis, which serves to demonstrate the methodology used in the analysis of the three essays.

The full proposition analysis tables of the three essays appear in the appendices.

5.4 Stages 1 and 5: Introduction and Conclusion

These two stages are closely related with regard to the genre response of the student having similar content and structure. They summarise the key arguments of the essay, principally in the form of the Thesis, and Reiteration of the thesis. For this reason, they are analysed together to enable a detailed comparison of the dialogistic positioning and use of contractive and expansive formulations.

5.5 FOL Essay

5.5.1 Introduction

Introduction *[full text with original section heading]*

Text messaging, or SMS (short message service) is a text-based service for mobile phones. In its requirement for brevity and its association with youth culture it has produced a set of distinctive writing conventions. These conventions have permeated into wider culture where the original brevity is unnecessary, e.g. the Telstra Communic8 advertising campaign. The widespread nature of text messaging leads it to use as a possible catalyst of language change – provided it endures.

The complete proposition analysis appears on the following page.

Table 12: Introduction: FOL (Paragraph 1)

No.	Proposition Introduction [heading] Text messaging, or SMS (short message service) is a text-based service for mobile phones.	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
1.1		MG Assertion – fact	X						
1.2a	In its <u>requirement for brevity</u>	MG Presupposition – fact	X						
1.2b	and its <u>association</u> with youth culture	MG Presupposition – fact	X						
1.2c	it has produced a set of writing conventions.	MG Assertion of consequence					X		
1.3a	These <u>conventions</u>	MG Presupposition – fact	X						
1.3b	have permeated into wider culture	MG Assertion – fact	X						
1.4a	where <u>the original brevity</u>	MG Presupposition – fact	X						
1.4b	is <i>unnecessary</i> , e.g. the Telstra Communic8 advertising campaign.	MG Assertion with Attitudinal token	X		Unnecessary (neu)				
1.5a	The <u>widespread nature of text messaging</u>	MG Presupposition – fact	X						
1.5b	leads it	MG Assertion of consequence					X		
1.6a	to use	MG Assertion – fact	X						
1.6b	as a <i>possible</i> catalyst of language change	HG – <i>possible</i> [ENT]					-		X
1.7	– <i>provided it endures.</i>	MG Assertion of consequence					X		
13			9	-	1	-	3	1	1

Tristan begins the paragraph with a Monoglossic assertion *Text messaging, or SMS (short message service) is a text-based service for mobile phones*, defining Text messaging. The next sentence is monoglossically asserted, and contains two presuppositions in the form of nominalisations. *In its requirement for brevity and its association with youth culture it has produced a set of distinctive writing conventions*. By formulating the assertions that text messaging requires brevity and that it is associated with youth culture as nominalisations, they are presented as being uncontroversial propositions. He then uses these ‘facts’ to validate his monoglossic assertion that *it has produced a set of writing conventions*, establishing a relationship of external Consequentiality. In the next sentence *a set of writing conventions* becomes nominalised as *these conventions* implying a common understanding between the putative reader and the writer as to what they might be and their existence. The assertion is then made that [they] *have permeated into wider culture*, followed by a variation on the previous nominalisation *the original brevity*, reinforcing the validity of this requirement of SMS messaging. This is followed by another fact, the example of an English advertising campaign, *the Telstra Communic8 advertising campaign*. In two sentences, he has responded to the first part of the topic *Investigate the morphological processes evident in SMS text-messaging*, and has begun responding to the second part, *What effect might SMS text-messaging have on English in years to come?*

The next sentence begins with another presupposition, nominalising his previous assertion of *permeating wider culture* into *the widespread nature of text messaging*, giving it factual status, followed by an assertion of external consequence *leads it* and an assertion of fact *its use*. It is here that the only heteroglossic formulation in the paragraph appears, qualifying the previous assertion of fact with the phrase *as a possible catalyst of language change*, containing the modal adjunct of Probability, *possible* [Entertain], which is dialogistically expansive, allowing for an alternative opinion or interpretation. Tristan then closes the paragraph with the caveat or proviso *provided it endures*, a monoglossic assertion of external consequence. Thus, Tristan has arrived

at a thesis which is essentially monoglossically asserted, but allows for some degree of contentiousness to accommodate possible dissension by the putative reader.

The Attitudinal token *unnecessary* has the rhetorical effect of reinforcing the argument that the particular conventions of SMS messaging are necessary or required in that medium, but not elsewhere in the *wider culture*.

Table 13: Engagement formulations by proposition and function: Introduction – FOL

Proposition		1.1	1.2a	1.2b	1.2c	1.3a	1.3b	1.4a	1.4b	1.5a	1.5b	1.6a	1.6b	1.7	TOTALS	
Function		F	F	F	CE	F	F	F	F	F	CE	F	CI	CE		
MG	ASSERT														7	12
	PRESUP														5	
HG Contractive															0	0
HG Expansive	ENT														1	1
														Total:13	92% MG	

This seems consistent with an Exposition Macro-genre, where the first stage has the communicative purpose of orienting the reader in order to provide background for the presentation of the thesis. By choosing Assertion, and Presupposition through nominalisation, Tristan presents the background information as factual and uncontentious. When Consequentiality is invoked, it is as historical or current evidence, and is also presented as factual. The sole heteroglossic formulation is expansive and occurs when the thesis is stated, with the modal adjunct of Probability. Tristan appears to be responding to the modal adjunct of Probability, *might*, in the task question, with a similar formulation, demonstrating that he differentiates between ‘uncontentious’ historical and factual information, and propositions involving prediction, which are contentious by their speculative nature. The primarily monoglossic formulation of the thesis would seem to preclude it from qualifying as introducing a Discussion, and thus it could be best described as preceding an Exposition.

5.5.2 Conclusion

Conclusion *[full text with original section heading]*

There is little evidence for high levels of morphological change at the current stage of text messaging, and the transitory nature of the medium makes any broad patterns of change difficult to predict. Widespread change in morphological formation seems unlikely, with a few possible exceptions which remain speculative. Alteration to existing morphological affixes, based on ease of spelling rather than actual phonetic mutation, is attested in the messages I have collected. However, lasting change inspired by text messaging depends on the longevity of the technological medium.

The complete proposition analysis appears on the next page.

Table 14: Conclusion: FOL (Paragraph 8)

No.	Proposition Conclusion [heading] There is <i>little</i> evidence for high levels of morphological change at <u>the current stage of text messaging.</u> <u>and the transitory nature of the medium</u>	Monoglossic/Heteroglossic Analysis MG Assertion – fact	Factual (includes ability)	Other's cognitive evidence/ + evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed (-ve) Little (-ve)	Invoked		External (factual)	Internal (rhetorical)
8.1a			X						
8.1b		MG Presupposition – fact	X						
8.2a		MG Presupposition – fact	X						
8.2b		MG Assertion of consequence HG – <i>seems</i> [ENT]				Difficult (-ve)			X
8.3a									X
8.3b		HG – <i>possible</i> [ENT]	X						
8.3c		MG Assertion with Attitudinal token	X			Speculative (-ve)			
8.4		MG Assertion – fact	X						
8.5		MG Assertion of consequence						X	
9			6	-	3	-	-	1	2

This section is a summing up of the previous arguments. It has a high level of monoglossia (77%), but lower than that of the Introduction (92%). It differs slightly from the Exposition stage of Reiteration of Thesis, as the content of the original Thesis has been slightly modified, as the following comparison shows.

Introduction Thesis: *The widespread nature of text messaging leads it to use as a possible catalyst of language change – provided it endures.* (1.5a-1.7) proposes a strong causal link between the medium being widespread and its potential for language change, with the choice of the verb *leads to*. This is mitigated, but not contradicted by the modal adjunct *possible*. The use of the pronoun *it* creates some ambiguity as to whether the duration of the technological phenomenon, or perhaps the widespread use of SMS writing conventions is the determining factor for whether there will be long-term language change.

Conclusion Thesis: *Alteration to existing morphological affixes, based on ease of spelling rather than actual phonetic mutation, is attested in the messages I have collected. However, lasting change inspired by text messaging depends on the longevity of the technological medium.* (8.4-8.5) reiterates the importance of the duration of the medium of SMS messaging in long-term language change, but links this to orthographic and morphological considerations, rather than its being widespread.

The modification does not appear to be substantial enough to justify describing the text as a Discussion, as there is no evidence of Tristan having changed position in the essay. The key factor is still the duration of the medium (SMS).

Table 15: Engagement formulations by proposition and function: Conclusion- FOL

Proposition		8.1a	8.1b	8.2a	8.2b	8.3a	8.3b	8.3c	8.4	8.5	TOTALS	
Function		F	F	F	C	C	F	F	F	CE		
MG	ASSERT										5	7
	PRESUP										2	
HG Contractive	DNY										0	0
HG Expansive	ENT										2	2
Total: 9											77% MG	

With regard to the degree of contention and use of Engagement formulations, the section is primarily monoglossic, with two heteroglossic Entertain formulations with regard to Probability. This shows the manner in which engagement choices construe the function of the discourse, which was to proffer an evidence-based opinion on the probability of text-messaging having an influence on English in years to come. Tristan begins with four monoglossic formulations, two Assertions that as *there is little evidence* and *broad patterns are difficult to predict*, and two Presuppositions in the form of nominalisations, *the current stage of text messaging*, and *the medium is by its nature transitory*. This is followed by the two heteroglossic formulations in the phrase, *widespread change in morphological formation seems unlikely* [ENT] *with a few possible* [ENT] *exceptions which remain speculative*.(8.3a & b). The stage closes with three monoglossic formulations of Fact and Internal Consequentiality, which effectively precludes the possibility of alternative positions.

5.5.3 Comparison of the Engagement formulations for the two stages

Both stages had a high frequency of monoglossic formulations (92% and 77 %) and more than half the monoglossic formulations were Assertions. In the Introduction, these were asserted almost equally as Facts, and External Consequentiality (which has a related factual function). This is explained by the nature of the content of the stage, which involved background information, presented as uncontentious and factual. Similarly, in the Conclusion, there were more Assertions of Fact, but the Consequentiality was equal between Internal and External

functions. All of the Presuppositions were of Fact. The Internal Consequentiality of the Conclusion occurs when Tristan is positioning himself with regard to the difficulty of making predictions about future language change, rather than evoking External facts.

Table 16: MG formulations and their function – FOL

MG	Introduction				Conclusion			
	Type	No.	Function	No.	Type	No.	Function	No.
	ASS	7	Fact	4	ASS	5	Fact	3
			CE	3			CE	1
			CI	-			CI	1
	PRESUP	5	Fact	5	PRESUP	2	Fact	2
Total		12				7		

There are three heteroglossic formulations, one in the Introduction and two in the Conclusion, and these are all Entertain, containing modal adjuncts of Probability. In the Introduction, it occurs in the Thesis, where Tristan adds a proviso regarding the duration of the medium. It functions as Internal Consequentiality, as it is fundamental in constructing his argument. In the Conclusion, the Entertain formulations appear in the preceding argument, rather than the Reiteration of Thesis, but they also pertain to his capacity to make predictions, reinforced by the attitudinal token, *speculative*.

Table 17: HG formulations and their function – FOL

HG	Introduction				Conclusion			
	Type	No.	Function	No.	Type	No.	Function	No.
	ENT	1	CI	1	ENT	2	CI	1
				-			Fact	1
Total		1				2		

There was difficulty classifying *Alteration to existing morphological affixes, based on ease of spelling rather than actual phonetic mutation, is attested in the messages I have collected* (8.4), because of the formulation *the messages I have collected*. This formulation could be categorised as Pronounce, if it is interpreted to mean that Tristan is acknowledging that other data not collected by him may not have alterations to morphological affixes due to ease of spelling. On the other hand, it may be a reference to the data under analysis without those considerations, in

the same way that in Paragraph 4 he refers to *my collected messages* (4.1a). As the principal proposition is an Assertion of Fact, it was classified as not particularly indicating contentiousness.

5.6 Phonology Essay

5.6.1 Introduction

Introduction [*full text with original section heading*]

Many European languages have historically pronounced an apical /r/ phoneme; however a “back” or uvular pronunciation of the phoneme has spread throughout much of Northern Europe. The uvular pronunciation, most associated with standard French, is generally most prevalent in the present day in prestige forms of language and educated speech. The historical and continued prestige of French, first as an aristocratic and trading language and even to the present day as a dominant language of the European Union, is a likely factor in the spread of this pronunciation as prestigious. The sociolinguistic aspect of this shift has important implications for a theory of language change, as an indicator of the subjective, non-mechanical nature of the processes described by such a theory.

The complete proposition analysis appears on the following page.

Table 18: Introduction: Phonology (Paragraph 1)

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
	Introduction [heading] Many European languages have historically pronounced an apical /r/ phoneme;	MG Assertion – fact	X						
1.1a	however a “back” or uvular pronunciation of the phoneme has spread throughout much of Northern Europe.	MG Assertion – fact	X						
1.1b	The uvular pronunciation, most associated with standard French,	MG Presupposition – fact	X						
1.2a	is generally most prevalent in the present day in prestige forms of language and educated speech.	MG Assertion – fact Generally –statement of fact	X						
1.2b	The historical and continued prestige of French,	MG Presupposition – fact	X						
1.3a	first as an aristocratic and trading language	MG Assertion – fact	X						
1.3b	and <i>even</i> to the present day	HG – <i>even</i> [CNT]			Even (-ve)				X
1.3c	as a dominant language of the European Union,	MG Assertion – fact	X						
1.3d	is	MG Assertion – fact	X						
1.3e	a <i>likely</i> factor in	HG – <i>likely</i> [ENT]						X	
1.3f	the spread of this pronunciation as prestigious.	MG Presupposition – fact	X						
1.3g	The sociolinguistic aspect of this shift	MG Presupposition – fact	X						
1.4a	has important implications for a theory of language change,	MG Assertion of consequence			Important (+ve)				X
1.4b	as an indicator of the <i>subjective</i> , non-mechanical nature of the processes described by such a theory.	MG Presupposition – fact	X		Subjective (-ve/+ve, neu?)				
1.4c			12		3		1	2	
14									

The Introduction is predominantly monoglossic, with 12 of the 14 propositions presented as either Assertions or Presuppositions. By choosing Assertions of fact such as *The uvular pronunciation, most associated with standard French, is generally most prevalent in the present day in prestige forms of language and educated speech.* (1.1a and 1.1b) and Presupposition through nominalisation formulations, such as, *the historical and continued prestige of French* (1.3a), Tristan presents the topic and background information as factual and uncontentious. In the example just cited, the Presupposition has the effect of reinforcing the preceding Assertion, treating it as factual in the text, through the nominalisation of *the prestige of French*. The assumption of French as a prestige language is thus treated as uncontentious and will require no further evidence or justification. There is one Assertion of Internal Consequence, *has important implications for a theory of language change*, hinging on the positive Attitudinal token *important*. Tristan's inclusion of *important*, introduces his subjective judgement into the argument, having the rhetorical effect of changing the Assertion from an External to an Internal Consequence.

The two heteroglossic formulations function to invoke Consequentiality; *and even to the present day* [CNT] (1.3c) formulated as a counter-expectation, and Uncertainty with *a likely factor* [ENT] (1.3f), with *likely* the modal adjunct of Probability. The use of a Counter implies that the putative addressee would be, like Tristan, surprised at the continued prestige of French, although this is not elaborated upon in the text. Another possible interpretation could be that *even* is functioning like 'still', to add emphasis on the duration, which would make it a monoglossic Assertion, rather than heteroglossic.

Table 19: Engagement formulations by proposition and function: Introduction – Phonology

Proposition		1.1a	1.1b	1.2a	1.2b	1.3a	1.3b	1.3c	1.3d	1.3e	1.3f	1.3g	1.4a	1.4b	1.4c	TOTALS	
Function		F	F	F	F	F	F	Cl	F	F	CE	F	F	Cl	F		
MG	ASSERT															7	12
	PRESUP															5	
HG Contractive	CNT															1	2
HG Expansive	ENT															1	
															Total: 14	85% MG	

The thesis itself is composed entirely of monoglossic formulations, articulated as follows:

The sociolinguistic aspect of this shift nominalises and embeds the proposition that the shift is due to sociolinguistic factors, introducing the term, which is not otherwise stated explicitly in the paragraph. Tristan then evaluates the significance of this aspect in an Assertion *has important implications for a theory of language change* developing the internal argumentation of the thesis linking sociolinguistic factors language change. The second clause *as an indicator of the subjective, non-mechanical nature of the processes described by such a theory*, contains a complex nominal group with Presupposition regarding the subjectivity and non-mechanical nature of *such a [sociolinguistic] theory*, which has the dialogistically contractive effect of precluding other possible theoretical perspectives which may have an objective and mechanical nature. In this way, Tristan has positioned himself as having established a theoretical perspective which will be argued throughout the essay. This is consistent with an Exposition genre, and is reinforced by the Conclusion.

5.6.2 Conclusion

Conclusion *[full text with original section heading]*

The spread of the uvular pronunciation, originating from 18th-century Paris, is linked closely to the growing prestige of the pronunciation. Although the pronunciation may have been present in other languages, it was not necessarily common or prestigious. The implications for this on a theory of language change are considerable, as it provides an example of a change for which the reasons could not be discovered simply as a result of the comparative historical method. It also points to the possible flaws of any reconstruction without written evidence, or indeed without detailed evidence of pronunciation.

The complete proposition analysis appears on the following page

Table 20: Conclusion: Phonology (Paragraph 14)

No.	Proposition	Monoglossic/ Heteroglossic Analysis	Factual (includes ability)	Other's cognitive evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
14.1a	Conclusion [heading] <u>The spread of the uvular pronunciation, originating from 18th-century Paris, is linked</u> closely to	MG Presupposition – fact	X					X	
14.1b		MG Assertion of consequence							
14.1c	<u>the growing prestige of the pronunciation.</u>	MG Presupposition – fact	X						
14.2a	<u>Although</u>	HG – <i>although</i> [CNT]							
14.2b	<u>the pronunciation <i>may have been</i> present in other languages,</u>	HG – <i>may</i> [ENT]	X					X	
14.2c	<u>it was <i>not necessarily</i> common or prestigious.</u>	MG Assertion – fact	X						
14.3a	<u>The implications for this on a theory of language change <i>are</i> <i>considerable</i>,</u>	MG Assertion of consequence			Considerable (neu)				X
14.3b	<u>as it <i>provides</i> an example of a change</u>	MG Assertion – fact	X						
14.3c	<u>for which the reasons <i>could not be</i> discovered</u>	MG Assertion of ability/capacity	X						
14.3d	<u><i>simply</i> as a result of the <i>comparative</i> historical method.</u>	MG Presupposition – fact	X						
14.4a	<u>It also <i>points to</i></u>	MG Assertion of Consequence.							X
14.4b	<u>the <i>possible</i> flaws of any reconstruction without written evidence</u>	MG Presupposition of consequence			Possible (neu)			X	
14.4c	<u>or indeed without detailed evidence of pronunciation.</u>	MG Assertion – fact	X						
13			8		2	2		2	3

This is the final stage of the essay, and is comprised of one paragraph with 12 propositions. It responds appropriately to the question raised in the second part of the topic: *What can one learn from this for a theory of language change?*, postulating that the relationship between language prestige and common usage and phonological change. This argument serves as evidence for the Reiteration of Thesis.

Introduction Thesis: The sociolinguistic aspect of this shift has important implications for a theory of language change, as an indicator of the subjective, non-mechanical nature of the processes described by such a theory. (1.4a-c)

Conclusion Thesis: The implications for this on a theory of language change are considerable, as it provides an example of a change for which the reasons could not be discovered simply as a result of the comparative historical method. (14.3a-d)

Although the expression used differs somewhat, the principle argument behind the Reiteration of Thesis is similar. The term sociolinguistic is not reiterated, but it is, by implication, the alternative to the objective, mechanical theory (to paraphrase Tristan) which underpins the comparative historical method, as described by Tristan in Paragraph 1. Following this is a comment concerning the validity of the documentation of phonological change, which was introduced in the Paragraph 11, which is described in the previous chapter of this study as Observation/Tangential argument. As in the FOL essay, the modification does not appear to be substantial enough to justify describing the text as a Discussion, as there is no evidence of Tristan having changed position in the essay.

Table 21: Engagement formulations by proposition and function: Conclusion – Phonology

Proposition		14.1a	14.1b	14.1c	14.2a	14.2b	14.2c	14.3a	14.3b	14.3c	14.3d	14.4a	14.4b	14.4c	TOTALS	
Function		F	CE	F	CE	F	F	CI	F	F	F	CI	CE	F		
MG	ASSERT														7	11
	PRESUP														4	
HG Contractive	CNT														1	2
HG Expansive	ENT														1	
														Total: 13	84% MG	

The stage is highly monoglossic (84%) with 11 monoglossic formulations, of which seven function Factually, two with regard to External Consequentiality, and two with regard to Internal

Consequentiality. The two heteroglossic formulations appear early in the paragraph and concern the probability of the evidence being correct, and are articulated with a monoglossic assertion, as follows. The sentence begins with a concessive conjunction *Although [CNT]* (14.2a) which allows for a potential reader response that the pronunciation is found in other languages, but reduces the validity of that argument with a modal adjunct of probability, in the following proposition, *the pronunciation may [ENT] have been present in other languages* (14.2b) This is followed by a monoglossic Assertion of Fact, that in those languages the pronunciation *was not necessarily common or prestigious* (14.2c). In this instance, the heteroglossic formulations have the rhetorical effect of reinforcing Tristan's argument, as he introduces a potential counter-argument and then removes it. The rest of the paragraph is a series of monoglossic propositions, precluding all possible contentiousness.

Two remarks are pertinent with regard to the classification of two propositions. Although *necessary* is a modal adjunct of Obligation, in the context of proposition 14.2c, *it was not necessarily common or prestigious*, it is functioning as an Attitudinal token, describing the context of the pronunciation factually, so was considered monoglossic. Similarly, in the proposition *for which the reasons could not be discovered* (14.3c), *could* is not functioning as a modal adjunct of Probability, thus dialogistically, but of Capacity/Ability, and thus it is classified as an Assertion of Fact rather than Entertain.

5.6.3 Comparison of the Engagement formulations for the two stages

The type and function of the Engagement formulations in the two paragraphs are very similar.

Table 22: MG formulations and their function – Phonology

MG	Introduction				Conclusion			
	Type	No.	Function	No.	Type	No.	Function	No.
	ASS	7	Fact	6	ASS	7	Fact	4
			CI	1			CI	3
	PRESUP	5	Fact	5	PRESUP	4	Fact	3
							CE	1
Total		12				11		

They are both highly monoglossic with the Introduction having 85% of monoglossic formulations and the Conclusion having 84%. Two thirds of these formulations were Assertions. The propositions were in the majority factual with a small number (30%) concerned with Internal and External Consequentiality, having the rhetorical function of supporting Tristan’s argumentation. This appears consistent with the content and function of these two stages in the essay, in which facts and historical evidence are cited to support the Thesis and its reiteration.

Table 23: HG formulations and their function – Phonology

HG	Introduction				Conclusion			
	Type	No.	Function	No.	Type	No.	Function	No.
	CNT	1	CI	1	CNT	1	CE	1
	ENT	1	CE	1	ENT	1	Fact	1
Total		2				2		

The heteroglossic formulations in the two stages were from the same categories, the dialogistically contractive Counter and dialogistically expansive Entertain. They were bookended by a series of monoglossic formulations, and were principally functioning with regard to Consequentiality (3) and Fact (1). The Counters were used to recognise contentiousness with regard to the reader’s expectations and potential differing opinion, whereas the Entertain formulations were concerned with Probability. The Conclusions in both cases reiterate the Thesis in the Introduction, which tends to reinforce the Exposition macrogenre postulated previously in this study.

5.7 Kaurna essay

5.7.1 Introduction

Introduction *[full text with original section heading]*

It would be futile to deny that the Kaurna language as spoken in the 20th and 21st centuries is identical to that spoken by the Kaurna people at the time of colonization and earlier. The Kaurna language has been revived from incomplete information and has consequently required many neologisms both in vocabulary and grammar. As these neologisms are coined by first-language English-speakers it is inevitable that the new coinings will display English influence. Additionally, while the language was recorded while spoken as a first language, it had already begun to be modified by its contact with English. However, as I will argue, this distinction is not sufficient to qualify modern Kaurna as a different language from its traditional counterpart. Rather, the differences should be recognised by the division of the Kaurna language into various periods.

The complete proposition analysis appears on the following page.

Table 24: Introduction: Kaurna (Paragraph 1)

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence -evidence	Attitudinal (evaluative)		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
1.1a	Introduction [heading] It <i>would be futile to deny</i>	HG – <i>would be futile to deny</i> [PRN]			Futile(-ve)		X		
1.1b	the Kaurna language in the 20 th and 21 st centuries is identical to that spoken by the Kaurna people at the time of colonization and earlier.	MG Assertion – fact	X		Identical (-ve)				
1.2a	The Kaurna language has been revived from <i>incomplete</i> information	MG Assertion – fact	X		Incomplete (-ve)				
1.2b	and has consequently required	MG Assertion of Consequence					X		
1.2c	many neologisms both in vocabulary and <u>grammar</u> .	MG Presupposition – fact	X						
1.3a	As these neologisms are coined by <u>first-language English-speakers</u>	MG Presupposition – fact	X						
1.3b	it is inevitable	MG Assertion of Consequence			Inevitable (neu)			X	
1.3c	that the new coinings will display English influence.	MG Assertion of Consequence						X	
1.4a	Additionally, while the language was recorded while spoken as a first language,	MG Assertion – fact	X						
1.4b	it had already begun to be modified by its contact with English.	MG Assertion of Consequence						X	
1.5a	However, as <i>I will argue</i> ,	HG – I [PRN]							X
1.5b	this distinction is not sufficient	MG Assertion – fact	X		Not sufficient (-ve)				
1.5c	to qualify modern Kaurna as a different language from its traditional counterpart.	MG Assertion – fact	X						
1.6	Rather, the differences should be recognised by the division of the Kaurna language into various periods.	HG – <i>should</i> [ENT]					X		
14			7		5		2	4	1

The paragraph is predominantly monoglossic (78% of the formulations). Seven of the propositions concern Facts, five concern Consequentiality, and two are Directives or Obligations. These functions are consistent with the topic, which involves a comparative historical analysis, involving facts as evidence, and cause and effect with regard to language change and development. The argumentation is complex, and articulated as follows.

Unlike the other essays, the Introduction opens with a heteroglossic formulation, *It would be futile to deny* (1.1a). It contains the modal adjunct of Probability or perhaps Capacity/Ability, *would*, which ordinarily would place it in Entertain, but in this case, the combination of an Inscribed negative Attitudinal token *futile* with a negative process *to deny*, appears to be more dialogistically contractive, and semantically, it should be treated as one verbal group. For these reasons, it would be better placed in Pronounce, and classified functionally as a Directive.

Dialogistically, it shows the writer as having invested substantially in the proposition, anticipating and heading off potential challenges from alternative points of view. In the light of the subsequent argumentation, it is apparent that the proposition is, in fact, the contrary, that is, if put using a positive formulation, 'It would be futile to assert that the Kaurna language in the 20th and 21st centuries is identical to that spoken by the Kaurna people at the time of colonization and earlier.' When queried, Tristan said that it was probably a typographical error, as the essay was written late at night, on the eve of the due date.

Nine monoglossic formulations follow, presenting the historical background and argumentation as uncontentious. This is reinforced by the use of the passive formulations, *it would be futile* (1.1a) and *it is inevitable* (1.3b). Tristan introduces himself as an explicit voice in the text with a second Pronounce formulation *I will argue* (1.5a), functioning as Internal Consequentiality. This is dialogistically contractive, for although it acknowledges that what follows is Tristan's positioning, and thus that there may be alternatives, it establishes that the only argument being expressed in that essay will be Tristan's. It responds directly to the question posed in the topic,

positioning Tristan’s response in the affirmative. The two monoglossic formulations which follow expand upon and justify the positioning which has just been announced. The argument is asserted categorically, with the Attitudinal token *not sufficient* having the rhetorical effect of reinforcing it against a potential argument to the contrary. What follows is a heteroglossic formulation, in which Tristan states the thesis *rather, the differences should be recognised by the division of the Kaurna language into various periods*. Dialogistically this is more expansive, as it contains the modal adjunct of Obligation *should* [ENT], which functions as a Directive to the reader.

The five inscribed attitudinal tokens, are mainly negative, and are used to reinforce the argumentation refuting possible alternative positions.

Table 25: Engagement formulations by proposition and function: Introduction – Kaurna

Proposition		1.1a	1.1b	1.2a	1.2b	1.2c	1.3a	1.3b	1.3c	1.4a	1.4b	1.5a	1.5b	1.5c	1.6	TOTALS	
Function		D	F	F	CE	F	F	CE	CE	F	CE	CI	F	F	D		
MG	ASSERT															9	11
	PRESUP															2	
HG Contractive	PRN															2	3
HG Expansive	ENT															1	
															TOTAL: 14	78% MG	

As the above table shows, although the paragraph is in the majority composed of monoglossic Assertions, Tristan begins and ends with two heteroglossic Directives. The overall rhetorical effect is the presentation of one position from which the argumentation does not deviate. Tristan begins with a Directive which points out the *futility* of an alternative point of view, gives some historical background on the Kaurna language, then addresses the reader directly, explaining that he will argue for a particular point of view because the evidence is *not sufficient* to argue otherwise. This could result in a Discussion, if the debate continues, but as we have seen, it results in an Exposition.

5.7.2 Conclusion

Conclusion [full text with original section heading]

Traditional Kaurna, as spoken in the 19th Century, and Modern Kaurna, spoken in the 20th and 21st, have identifiable differences which we should not be blind to. The reconstruction of Kaurna from 19th-century sources has affected the language. However, the two forms of Kaurna remain closely related and should therefore be considered as different periods of the one language rather than two separate languages.

The complete proposition analysis appears on the following page.

Table 26: Conclusion: Kaurna (Paragraph 17)

No.	Proposition Conclusion [heading] Traditional Kaurna, as spoken in the 19 th Century, and Modern Kaurna, spoken in the 20 th and 21 st have identifiable differences which <i>we should not be blind to</i>	Monoglossic/Heteroglossic Analysis MG Presupposition – fact MG Presupposition – fact MG Assertion – fact HG – we should not be blind to [PRN] MG Assertion of Consequence MG Presupposition – fact MG Assertion – fact HG <i>should be</i> [ENT]	Factual (includes ability)	Other's cognitive + evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
17.1a			X						
17.1b			X						
17.1c			X						
17.1d						be blind to(- ve)	X		
17.2								X	
17.3a			X						
17.3b			X						
17.3c							X		
8			5	-	-	1	2	1	-

This section is comprised of one paragraph, summarising the preceding arguments, and reiterating the Thesis.

Table 27: Engagement formulations by section and function: Conclusion – Kaurna

Proposition		17.1a	17.1b	17.1c	17.1d	17.2	17.3a	17.3b	17.3c	TOTALS	
Function		F	F	F	D	CE	F	F	D		
MG	ASSERT									3	6
	PRESUP									3	
HG Contractive	PRN									1	2
HG Expansive	ENT									1	
Total: 8										75%MG	

The paragraph is in the majority monoglossic, with a pattern of monoglossic propositions followed by a heteroglossic formulation. Dialogistically, it operates as follows:

Tristan begins with two Presuppositions concerning the proposed classification of periods of Kaurna, embedded in an Assertion, *Traditional Kaurna, as spoken in the 19th Century*, (17.1a) and *Modern Kaurna, spoken in the 20th and 21st*, (17.1b). *have identifiable differences* (17.1c). This has the effect of legitimising the classification system established in the second stage of the essay, so that it no longer appears to be contentious, but given. The following heteroglossic formulation is a dialogistically contractive Pronounce, functioning as a Directive, with the plural personal pronoun *we*, advising the reader to join with Tristan in endorsing the preceding propositions, *which we should not be blind to* (17.1d). The use of a median modal adjunct of Obligation ‘softens’ the Directive, with the inscribed negative Attitudinal token *not be blind to* adding force to the proposition. Tristan has chosen to use a negative process with a negative Attitudinal token, rather than using positive formulations.

The next sentence is an Assertion of Consequence, where Tristan reiterates the argument that the reconstruction of Kaurna affected the language. It is interesting to note that the actors are generalised, unspecified *19th century sources*, and that Teichelmann and Schürmann are not cited, although they are the definitive source of Kaurna from that period, and have been the most

cited reference in the essay. It could be inferred that Tristan is shying away from challenging them directly, as a form of recognition of their status in the field, only citing them when they provide positive evidence for a proposition, in the earlier sections where historical data is examined.

The final sentence contains three propositions, beginning again with a Presupposition regarding the classification of the periods *However, the two forms of Kaurna*, (17.3a) embedded in an Assertion *remain closely related* (17.3b), again reinforcing the validity of the classification system. This is followed by another Directive, but this time without the personal pronoun, using the median modal adjunct of Obligation *should*, and the inscribed Attitudinal token *consider* to encourage the reader to agree with the reiterated thesis.

5.7.3 Comparison of the Engagement formulations for the two stages

The type and function of the Engagement formulations in the two paragraphs are very similar. They are both highly monoglossic with the Introduction having 78% of monoglossic formulations and the Conclusion having 75%. Two thirds of these formulations were Assertions. The propositions were in the majority factual with a small number (30%) concerned with External Consequentiality, referring to historical ‘facts’ and linguistic evidence. This appears consistent with the content and function of these two stages in the essay, in which facts and historical evidence are cited to support the Thesis and its reiteration.

Table 28: MG formulations and their function – Kaurna

MG	Introduction				Conclusion			
	Type	No.	Function	No.	Type	No.	Function	No.
	ASS	9	Fact	5	ASS	3	Fact	2
			CE	4			CE	1
	PRESUP	2	Fact	2	PRESUP	3	Fact	3
Total		11				6		

The heteroglossic formulations in the two stages were few and from the same categories, the dialogistically contractive Pronounce (3) and dialogistically expansive Entertain (2). While in the Introduction they were the first propositions in the argumentation, in the Conclusion, they followed monoglossic formulations. In both paragraphs, they were principally functioning with regard to Directives (4), with one Internal Consequentiality function. The rhetorical effect of using the Pronounce formulation *we* was to align the putative addressee with Tristan in accepting the proposition, but only as a recommendation, being tempered with the modal adjunct of Obligation, *should* and the process, *consider*.

Table 29: HG formulations and their function – Kaurna

HG	Introduction				Conclusion			
	Type	No.	Function	No.	Type	No.	Function	No.
	PRN	2	CI	1	PRN	1	D	1
			D	1				
	ENT	1	D	1	ENT	1	D	1
Total		3				2		

A comparison of the Thesis in the Introduction with the reiteration of the thesis in the Conclusion shows that they are almost identical in their argumentation, choice of attitudinal tokens (*futile, deny, blind*), and move from a dialogistically contractive to expansive position, primarily through the use of modal adjuncts of Obligation (*should*):

Introduction: It would be futile to deny that the Kaurna language as spoken in the 20th and 21st centuries is identical to that spoken by the Kaurna people at the time of colonization and earlier... Rather, the differences should be recognised by the division of the Kaurna language into various periods.

Conclusion: Traditional Kaurna...and Modern Kaurna...have identifiable differences which we should not be blind to... However, the two forms of Kaurna remain closely related and should therefore be considered as different periods of the one language rather than two separate languages.

The Conclusions reiterates the Thesis postulated in the Introduction, which would support the classification of the essay as an Exposition, rather than a Discussion.

5.8 Summary

The analysis of the frequency and distribution of monoglossic and heteroglossic formulations in relation to the communicative purpose and staging of the text shows that the essays were in the majority highly monoglossic, presenting much of the content as uncontentious. The stages with the highest frequency of monoglossic formulations are the Introduction and Methodology, perhaps because of their role in orienting the reader with historical and methodological information and definitions. It is more difficult to generalise about the distribution of the different formulations in the other stages, as each has a different construction. Looking at particular sections in stages, the Phonology and Kaurna essays both had sections in the Analysis which had an almost equal number of monoglossic and heteroglossic formulations, whereas the FOL essay had none. The Phonology essay was the only one which also had a section with an equal number of each type of formulation in the Theory section. As discussed earlier, one aspect which affected the percentages was the use of expert sources in the essays.

The detailed analysis of the Introduction and Conclusion stages, comparing the typology of monoglossic and heteroglossic formulations and their frequency and rhetorical function with regard to the communicative purpose of the essays equally showed a number of similarities and differences. In all three essays, in both stages, the most frequent function was Factual, and the combination of Factual and External Consequence, accounted for the majority of the functions. The exception was in the Phonology essay where Internal Consequence was invoked over External Consequence, but the Factual function was still predominant. The manner in which this functioned was interesting to note. In all three essays, the Introduction had a higher Factual function than in the Conclusion. This was revealed to be linked to an increase in dialogical expansiveness in the Conclusion, notably due to the inclusion of Entertain formulations. The analysis of the thesis and reiteration of thesis revealed that Tristan was establishing an

Exposition macro-genre, taking a particular stance and arguing it, rather than identifying an issue.

This Chapter was an exploration of the staging and argumentation of the essays looking at monoglossia and heteroglossia, and their relationship with the manner in which the student's responses to the communicative purpose of the texts were realised. The next Chapter will examine the Engagement formulations and their function across the three essays.

Chapter 6: Engagement formulations and their function

Overview

This chapter examines the use of Engagement formulations and their function with regard to the content and argumentation across the three essays. Each essay is analysed with respect to the following features:

- Analysis of Functions in general and with regard to Engagement formulations. This responds to research question 3 (Chapter 1, section 1.3);
- Analysis of Engagement formulations, with heteroglossic formulations sub-divided into those which are dialogistically expansive and contractive. This responds to research question 3 (Chapter 1, section 1.3);
- Other observations with regard to prosodic features, attitudinal markers and any other salient points.

As stated previously, Attitudinal tokens will be discussed only when they are of significance in relation to particular formulations.

6.1 FOL Essay

6.1.1 Analysis of Functions

An analysis of the percentage of the different functions by paragraph and stage revealed the following data:

Table 30: Functions by paragraph and stage – FOL

Stage	P	Total prop	No. of formulations					% of formulations				
			F	CE	CI	OC	D	F	CE	CI	OC	D
I	1	13	9	3	1	-	-	69	23	8	-	-
M	2	13	11	2	-	-	-	85	15	-	-	-
A	3	25	19	4	1	1	-	76	16	4	4	-
Table 30T	4	22	16	3	3	-	-	72	14	14	-	-
	5	21	15	3	2	1	-	72	14	10	4	-
	6	21	15	3	3	-	-	72	14	14	-	-
	7	19	8	6	5	-	-	42	32	26	-	-
C	8	9	5	1	3	-	-	55	33	12	-	-
	Total	143	98	25	18	2	0	69	18	12	1	0

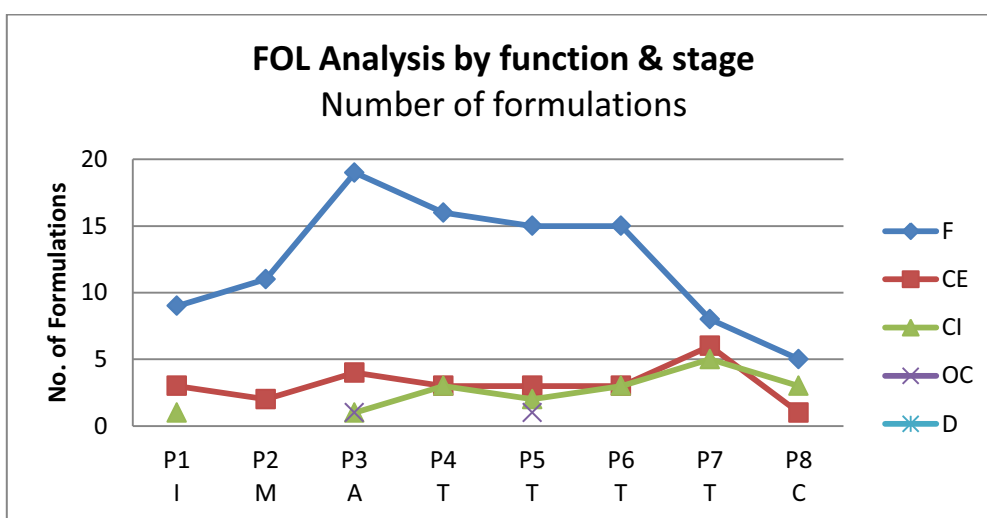


Figure 5: FOL Analysis – Number of formulations

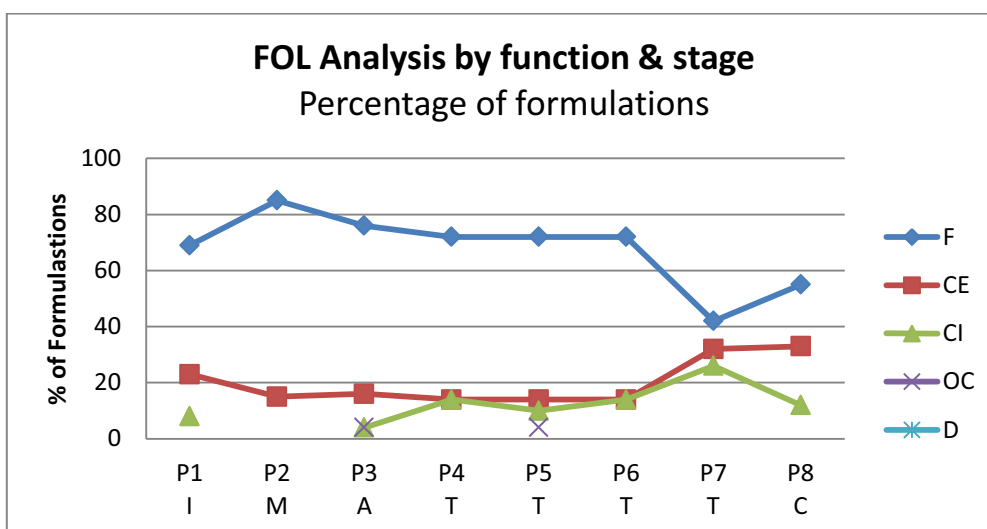


Figure 6: FOL Analysis – Percentage of formulations

As Table 30 and Figures 5 and 6 demonstrate, the formulations are predominantly Factual in all the paragraphs and stages, ranging from 66%-84%, except Paragraph 7 in which Factual, External and Internal Consequentiality are roughly equal (38%, 29% & 33% respectively). The highest level is in the Explanations stage (84%), and the lowest at the end of the Theoretical Considerations stage (38%), ranging from 66%-76% throughout the rest of the essay. External Consequentiality was at its highest in the Introduction (31%) and Paragraph 7 (29%) in the Theoretical considerations stage, otherwise ranging from 12%-19% in the rest of the essay. Internal Consequentiality was only present in six of the eight paragraphs, averaging from 4%-10% through the Explanations and Theoretical Considerations stages, peaking at 33% then falling to 22% in Paragraphs 7 and the Conclusion. There were only two stages containing Other's Cognitive, the Data Analysis (Paragraph 3, 4%) and the middle of the Theoretical Considerations stage (Paragraph 5, 5%).

Paragraph 7 is constructed quite differently from the others, and this may be due to its responding to the directive in the second part of the topic question *What effect might SMS text-messaging have on English in years to come?* which is to describe and evaluate the limits to change produced by SMS text-messaging. It is examined here in detail.

Paragraph 7: Threats to SMS-inspired change [*reproduced in full*]

There are several limiting factors to text messaging as a catalyst to language change. As previously noted, widespread technological change could eliminate the effect of text messaging as quickly as it introduced it. Predictive text, where a dictionary on the phone's memory supplies the word from a list of options, could if widespread remove many of the space-saving conventions of mobile phones – especially if character restrictions were relaxed and phone memory improved. This would not necessarily remove the informal nature of text messaging, just as colloquialisms flourish in speech, but they will no longer necessarily be inspired by the need for brevity.

It is almost entirely deductive, as Tristan argues and weighs the possible and probable limits to SMS-inspired change, based on the previous analysis. This could explain the higher percentage of formulations of Consequentiality, both Internal and External. The following table of Engagement formulations would tend to confirm this, with 8 propositions having a Factual function, compared with 11 propositions with a Consequentiality function.

Table 31: Engagement formulations by proposition and function: Threats to SMS-inspired change – FOL

Proposition		7.1a	7.1b	7.2a	7.2b	7.2c	7.2d	7.3a	7.3b	7.3c	7.4a	7.4b	7.4c	7.5a	7.5b	7.5c	7.5d	7.6a	7.6b	TOTALS	
Function		F	CI	F	CE	F	CE	CE	CE	F	CI	CE	CE	CI	F	F	F	CI	F		
MG	ASSERT																			9	14
	PRESUP																			5	
HG Contractive	PRN																			1	1
HG Expansive	ENT																			3	3
																				Total: 18	77% MG

Of the 18 propositions, 14 are formulated monoglossically. This could be interpreted as being unexpected, given the speculative nature of the communicative purpose of the section, where one could expect a high degree of contention, and thus more heteroglossic formulations. Tristan has, however, chosen to reiterate previous causal propositions as evidence for the current assertions, and this has involved a number of expressions invoking Consequentiality. For example, the dialogistically contractive Pronounce formulation *as previously noted* (7.2a) anticipates contentiousness by reminding the reader that the evidence supporting the assertion that *widespread technological change could* [ENT] *eliminate the effect of text messaging as quickly as it introduced it* [PRESUP of Fact] (7.2b-7.2d) has already been ‘submitted’ and legitimised by virtue of its having been validated earlier in the essay, and is thus nominalised. That said, there are also three instances of Entertain, which are more dialogistically expansive, with modal adjuncts of Probability, related to potential consequences, and thus indicating some contentiousness with regard to the propositions being put forward in the argument.

6.1.2 Analysis of function, in relation to Engagement formulations

The highest Function group is Factual. The following table shows the types of formulations used to express this function, across the entire FOL essay.

Table 32: Functions and formulations – FOL

Function	MG formulations		HG formulations						
	ASS	PRESUP	Contractive				Expansive		
			DNY	CNT	AFF	PRN	ENT	ACK	DST
Factual	55	37	1	2	1	1	4	-	-
External Consequence	16	1	-	-	-	-	5	-	1
Internal Consequence	6	-	-	-	-	3	10	-	-
Other's cognitive	-	-	-	-	-	-	-	2	-
Directive	-	-	-	-	-	-	-	-	-
Totals	77	38	1	2	1	4	19	2	1

Facts are primarily formulated monoglossically, with two thirds of these being Assertions. Those formulated heteroglossically were in the main Entertain formulations, involving modality, with a range of the other types. With regard to External consequence, again two-thirds of the formulations are monoglossic Assertions, with almost the remaining third being Entertain formulations. Internal Consequence saw an almost equal number of Assertions and Entertain, while Other's Cognitive was logically formulated with an Attribution formulation, in this case Acknowledge. All the presuppositions were functional, except two, and this took the form of nominalisations. The manner in which this was done is demonstrated in the next analysis, that of the Engagement formulations.

6.1.3 Analysis of Engagement formulations

This analysis examines the frequency, distribution and function of Engagement formulations in relation to the stages of the essay and its argumentation.

Monoglossic formulations

As it has been noted, the essay is essentially monoglossic, with monoglossic formulations making up 82% of the total number of propositions (114/143). While the percentage of monoglossic propositions is relatively constant over the essay the frequency and function of the two types, Assertions and Presupposition varies.

Assertions (77) which make up 67% of the monoglossic propositions are primarily Factual (55), with a smaller number of Consequential External (17) and Consequential Internal (6) functions. Their frequency is generally constant throughout the text except in Paragraphs 4 and 8, where they are equal or slightly fewer than the Presuppositions. Apart from Paragraph 6, each paragraph begins with an Assertion, and all the paragraphs end with an Assertion except Paragraphs 6 and 7, which end in a Presupposition formulation, for example,

Text messaging, or SMS (short message service) is a text-based service for mobile phones. (1.1),

The writing patterns of text messages are short (2.1a).

New concepts or arguments are also introduced in this manner, for example,

the final –ing of the present tense, while already a suffix, also shows alteration to –in in text messages (6.7a & b).

With regard to External Consequentiality they frequently present historical evidence but there are occasions when they also function with regard to Internal Consequentiality, when Tristan is expressing a proposition, key to his argument, as uncontentious, as in these examples:

The morphemes “to” and “day” do not logically form into “today”, and “morrow” is currently an archaicism outside of “tomorrow.” (5.10 & 5.11) – External Consequentiality

Any development along these lines remains purely speculative. (5.13) – Internal Consequentiality.

They also contain the highest number of Attitudinal tokens (15/21) of all the formulations, both monoglossic and heteroglossic in the entire text. This occurs in both Factual propositions, *My*

collected messages did not display significant morphological difference (4.1a) and frequently in External Consequentiality, *and its long-term influence on language thus negligible* (3.7b).

Presuppositions, in the form of nominalisations, make up a smaller number of monoglossic formulations, but they have a key role in introducing concepts as ‘given’, as in, *In its requirement for brevity and its association with youth culture* (1.2a & B), and underpinning the concepts initiated in preceding Assertions, such as in this example, *Text-messaging has produced a set of writing conventions* (1.2c). *These conventions*,(1.3a). It could be argued that the use of Presupposition is the most effective barrier to contentiousness, as the embedding of concepts through nominalisation operates at an almost subconscious level, requiring conscious ‘unpacking’ to be identified and challenged.

The use of adverbial time phrases, frequently nominalised, in monoglossic formulations, have the effect of qualifying statements about the data or its analysis, such as, *at its current stage* (3.9a), without reducing the strength of the assertion.

Heteroglossic formulations

The following table shows the distribution of heteroglossic formulations by type in each paragraph.

Table 33: HG formulations by type and paragraph – FOL

Stage	Para	HG formulations						
		Contractive				Expansive		
		DNY	CNT	AFF	PRN	ENT	ACK	DST
I	1					1		
M	2	-	-	-	-	-	-	-
A	3	-	2	-	-	2	1	1
T	4	1	-	1	1	3	-	-
	5	-	-	-	1	3	1	-
	6	-	-	-	1	3	-	-
	7	-	-	-	1	3	-	-
C	8	-	-	-	-	2	-	-
Totals		1	2	1	4	17	2	1

Expansive heteroglossic formulations, in particular Entertain occur more frequently than contractive formulations, comprising 22 of the 30 heteroglossic propositions. As the analysis below will demonstrate, they occur most when invoking Consequentiality than facts, and in the analytical and theoretical parts of the essay. They serve as indicators of contentiousness with regard to the propositions being asserted, particularly when Tristan is making predictions about linguistic change, and when he is referring to the data’s quality, quantity, ‘stage of development’, and his interpretation of it. The analysis that follows treats the categories of dialogistically contractive and expansive formulations separately.

Dialogistically contractive formulations

These make up one third of the heteroglossic formulations and are used primarily with regard to Facts and Internal Consequentiality.

Table 34: Dialogistically contractive formulations – FOL

Type	Total	Examples		Function
DNY	1	4.8c	found <i>nothing to suggest</i> they are different in text messaging itself.	F (1)
CNT	2	3.4c	Text messaging likewise is essentially non-standardized, with different spellings between people and <i>even</i> between different messages from the same person,	F
		3.4d	or <i>indeed</i> the same message	F
				F (2)
AFF	1	4.2	– informal <i>obviously</i> being the key word.	F (1)
PRN	4	4.8b	<i>I have found</i>	CI
		5.12b	(nor <i>have I</i> any knowledge of them outside my data).	CI
		6.4b	<i>the fact</i> –s is a separate morpheme is largely lost.	F
		7.2a	As <i>previously noted</i>	CI
				F (1), CI (3)
Totals	8			F(5), CI (3)

The Deny, Counter and Affirm formulations are all used when presenting of Factual information. Dialogistically, it means that they are almost monoglossic, but conceding to or anticipating potential contentiousness with regard to these ‘facts’. The Deny formulation appears to reinforce the validity of the evidence in the collected data. The negative formulation reinforces its dialogistic contractiveness with regard to admitting of contentiousness. The Counter formulations, align Tristan and the reader in a common incredulity with regard to the phenomenon, intensifying its unexpectedness, while limiting an opposing claim that text messaging is standardised. The Affirm formulation is a modal adjunct of assessment which Tristan uses to construct the reader as being in agreement with the proposition and understanding the implications of the use of the adjective/term *informal*. It could also be interpreted as a form of self-correction, anticipating a request for clarification or precision from the reader. The Pronounce formulations appear to have two rhetorical functions. The formulation *the fact* appears to be emphasising the veracity of the evidence to eliminate the potential for alternative interpretations. The other three formulations refer to the specific data and internal consequentiality of the argumentation. *As previously noted* appears to be self-referencing, implying that the assertion has already been dealt with or proven, and is therefore beyond

contention. The two first-person pronoun *I* formulations permit Tristan to speak directly and explicitly to the reader, reinforcing the quality of the data, but allowing for the fact that the quantity of data may not be sufficient to make monoglossic assertions.

Dialogistically expansive formulations

These are in the majority Entertain formulations (20/30), and as the table below shows, they most frequently contain modal adjuncts of probability:

Table 35: Entertain formulations showing modal adjuncts – FOL

Type of Adjunct	Total	Examples	Function	
Probability	14	1.6b	as a <i>possible</i> catalyst of language change	CI
		3.7a	also, a quick change of technology <i>could render</i> its use obsolete	CE
		4.6a-b	as <i>would be</i> the case	CI
		4.9b	must <i>necessarily</i> be speculation	CI
		5.6b	a new analogy <i>could be formed</i>	
		5.9a	It <i>could</i> also reinforce	CE
		6.1a	Changes to existing English grammatical morphemes are <i>perhaps</i> the richest	F
		6.5	“Thanx” <i>could plausible</i> [sic]emerge as a single morpheme in years to come.	CI
		6.6b	<i>possible</i> evolution into a suffix	CE
		7.2b	widespread technological change <i>could eliminate</i>	CE
		7.3b-c	Predictive text, where a dictionary on the phone’s memory supplies the word from a list of options, <i>could remove</i>	CE
		7.5a	This <i>would not necessarily remove</i>	CI
		8.3a	Widespread change in morphological formation <i>seems unlikely</i> ,	CI
8.3b	with a few <i>possible</i> exceptions	CI		
			F (1), CE (5), CI (7)	
Capacity/ Ability	3	3.8a	Also, while changes in spelling <i>can have</i> an effect on pronunciation in some cases	F
		4.3c	an expression like “do you wana” <i>would generally be used</i> in favour of “do you want to”	F
		5.2a	An example <i>would [be]</i>	F
			F (3)	
Totals	17		F(4), CE(5), CI(7)	

The formulations occur throughout the essay, but most frequently in the Data Analysis and Theoretical Consideration stages. Tristan is responding to the analytical directives of the task, so

the resultant propositions may be more contentious. Using modality is a way of hedging against potential disagreement from the reader, particularly as the reader is the teacher of the subject, and presumably an expert in the field. A typical example is,

When non-phonetic spellings are in use a new analogy could be [ENT] formed on the basis of the spelling rather than the pronunciation. (5.6b)

Tristan is acknowledging contentiousness with regard to the predictions proposed, even though they are ostensibly based on historical precedents. The modal adjuncts of Capacity/Ability have a factual function with regard to the frequency of certain elements.

Tristan occasionally combines Entertain (Probability) with evaluative elements, such as in, *Any consideration of the long-term implications must [ENT] necessarily be speculation (4.9b)*. The effect is similar – it concerns the possibility of predicting outcomes, rather than expanding the fundamental assumptions behind the assertions. This usage appears to be a way of responding to the second part of the task, *What effect might SMS text-messaging have on English in years to come?* The student is invited to speculate about possible and/or probable causes and effects, which will necessarily entail the use of modal adjuncts of Probability.

Attribution (3) is minimal in the text (3 instances), and this is noteworthy, as attribution through integral and non-integral referencing of expert sources is a defining characteristic of academic texts, in particular essays. The bibliography of the essay notes four sources, but only two, one being the OED online, are referenced within the essay. One explanation for this could be an assumption that the propositions being put forward are so uncontentious and fundamental to the epistemology of the discipline, that they do not require acknowledgement. A more probable explanation is that as this is a first essay in Linguistics, Tristan is unaware of this convention of academic writing and its significance in establishing the credibility of a proposition or theoretical stance.

The two instances of Academic Attribution are Acknowledge formulations with the source footnoted:

*An example would [ENT] the way in which /-s/ became the plural morpheme in Modern English, by analogy with its use in the masculine nominative and accusative plural cases in Old English.*¹ [ACK] (5.2a-5.3b)

*Also, while [CNT] changes in spelling can [ENT] have an effect on pronunciation in some cases [ENT?] (Middle English *aventure** becoming Modern English *adventure** or *erbe* becoming Modern English *herb*²), [ACK] in many cases [ENT?] it does not. (3.8a-3.8c)*

** indicates student's italics in the text*

It is not clear why these particular examples are attributed, when there are numerous other linguistic examples given in the text which are not. One explanation could be that the other examples came from Tristan's data, but this is never explicitly stated in the text, and there are historical examples, such as

The morphemes "to" and "day" do not logically form into "today", and "morrow" is currently an archaicism outside of "tomorrow". (5.10-5.11),

which are not accompanied by a citation or reference.

The other Attribution formulation is in the following example:

Modern English formed from Middle English during the non-standard spellings and grammatical liberty of the 16th-17th centuries, before the 18th Century's spelling and grammatical "reforms". [DST] (3.2-3.3d)

in which Tristan has enclosed *reform* in scare quotes. It is unclear as to whether he is citing a term used in the literature, or whether he is using the term in an ironic way. As there is no reference, academic or otherwise, it is more likely to be classifiable as an Attribution: Distance formulation, inferring that Tristan is not endorsing the term.

There are some assumptions of expertise, where Tristan aligns with the reader, who is actively being 'constructed' as a linguistics expert by such formulations "*Thanks*" frequently becomes

¹ McMahan p71

² OED online.

“*thanx;*” this, to a mind conditioned by spelling, looks like a single morpheme; even though they are both pronounced [θæŋks], the fact –s is a separate morpheme is largely lost. (6.2-6.8). The inference is that Tristan and the reader are experts who do not have *minds conditioned by spelling*, thus they can thus discern the bound morpheme plural ‘s’. The description *largely lost*, is vague, raising the questions of who lost it, where and when it was lost, and what was lost – the perception or the morpheme? Nor is it clear to whom Tristan is referring when asserting that existing morphological boundaries, [*are*] *largely forgotten* (5.12). Presumably it is non-linguists, as the inference is that he and the reader do not form part of that group as they have not forgotten the boundaries.

This would suggest that Tristan is drawing primarily upon personal opinion and general knowledge, presumably in the light of the readings in the Bibliography. This may also explain the high frequency of monoglossic formulations compared with the qualifying heteroglossic formulations and evaluative elements. Tristan appears to construct and justify the argumentation ‘internally’, thus monoglossically, rather than through references to external expert sources, but being aware of the limitations that this imposes, includes some form of hedging.

6.2 Phonology Essay

6.2.1 Analysis of functions

An analysis of the percentage of the different functions by paragraph and stage revealed the following data:

Table 36: Functions by paragraph and stage – Phonology

Stage	Para	Total prop	No. of formulations					% of formulations				
			F	CE	CI	OC	D	F	CE	CI	OC	D
I	1	14	12	1	2	-	-	78	10	4	-	-
A	2	15	19	1	1	4	-	60	7	7	26	-
	3	6	5	-	-	1	-	83	-	-	17	-
	4	13	7	-	-	6	-	54	-	-	46	-
	5	9	7	-	-	2	-	77	-	-	23	-
	6	6	5	1	-	-	-	83	17	-	-	-
	7	10	3	1	-	6	-	30	10	-	60	-
	8	3	1	-	-	2	-	33	-	-	67	-
	9	6	1	-	-	5	-	17	-	-	83	-
	10	6	3	1	-	2	-	50	17	-	23	-
	11	14	11	1	1	1	-	79	7	7	7	-
T	12	10	4	5	-	-	1	40	50	-	-	10
	13	18	11	5	2	-	-	62	27	11	-	-
C	14	12	8	2	2	-	-	66	22	22	-	-
Total		142	86	18	8	29	1	61	13	4	21	1

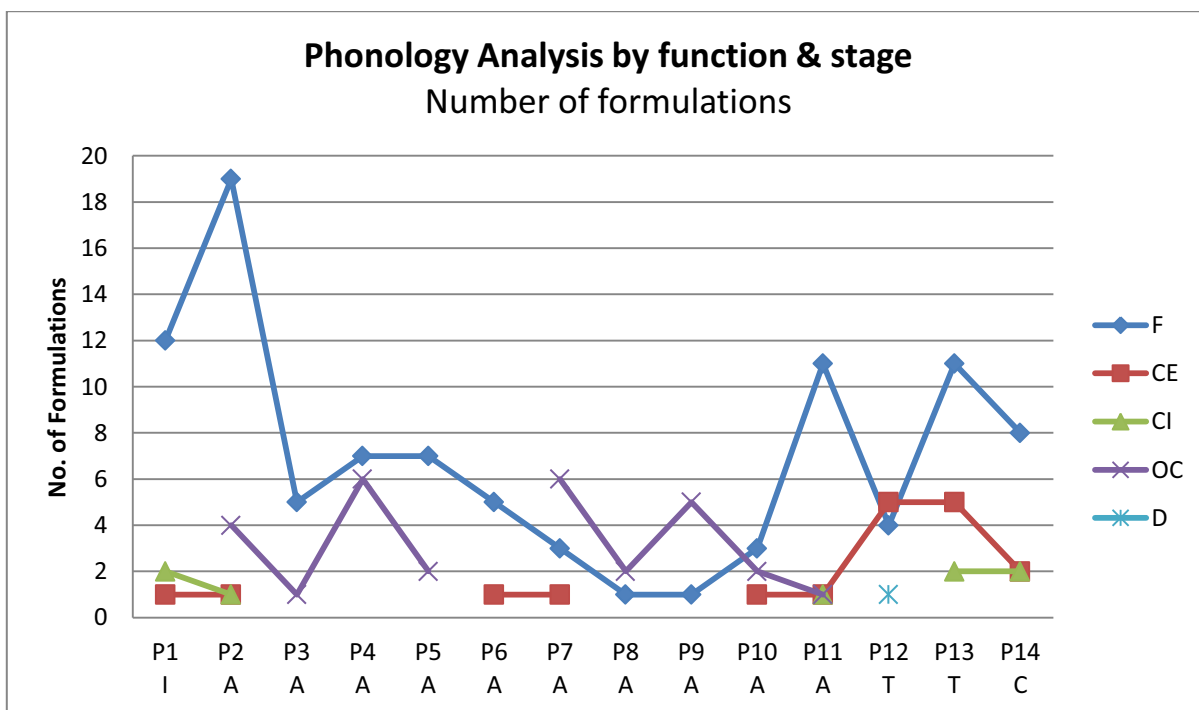


Figure 7: Phonology Analysis – Number of formulations

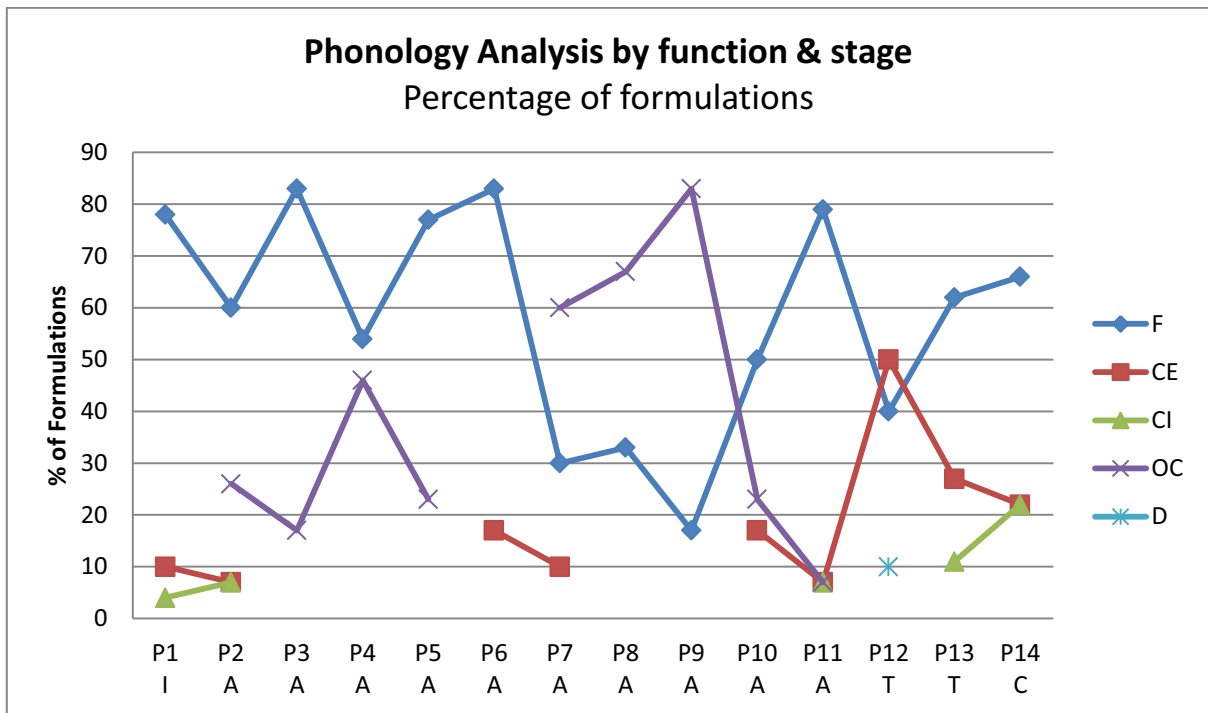


Figure 8: Phonology Analysis – Percentage of formulations

As Table 36 and Figures 7 and 8 demonstrate, two-thirds of the formulations are Factual in all the paragraphs and stages, except Paragraphs 7, 8 and 9 in which Other's Cognitive is 60-80%, and in Paragraph 12, where Factual and External Consequentiality are equal (44%). The highest level of the Factual function is in the Data analysis stage, Paragraphs 3, 8 and 11, with the difference in this stage being taken up mostly by Other's Cognitive. This appears consistent with a response to the first part of the topic question, *Discuss the replacement of apical /R/ by uvular /r/ in at least three major European languages*, which requires historical analysis. Factual formulations are supported by Other's Cognitive formulations through referencing, with Consequentiality being invoked to show language change over time. Only 4% of the formulations have a function related to Internal Consequentiality, with 12% being related to External Consequentiality. Combined Consequentiality is at its highest in the Introduction, second part of the Theoretical section, and the Conclusion, which is consistent with a response to Part Two of the topic question: *What can one learn from this for a theory of language change?* Tristan does not invoke Other's Cognitive in these sections, relying on the results of his analysis to show cause and effect.

6.2.2 Analysis of function, in relation to Engagement formulations

The highest function group is Factual. The following table shows the types of formulations used to express this function, across the entire Phonology essay.

Table 37: Functions and formulations – Phonology

Function	MG formulations		HG formulations			
			Contractive		Expansive	
	ASS	PRESUP	CNT	END	ENT	ACK
Factual	53	30	2	-	1	-
External Consequence	8	1	2	-	7	-
Internal Consequence	3	-	1	2	2	-
Other's cognitive	-	-	-	-	-	29
Directive	-	-	-	-	1	-
Totals	64	31	5	2	11	29

Facts were almost entirely formulated monoglossically, with only three instances of heteroglossic formulations. With regard to External Consequence, the frequency of monoglossic and heteroglossic formulations was roughly equal. There was a slightly higher number of Heteroglossic formulations of Internal Consequence. Other's Cognitive was logically formulated with an Attribution formulation, in this case Acknowledge, which made this the second highest category of function, and there was one Directive, again logically heteroglossic. All the presuppositions were functional, except one and took the form of nominalisations. The manner in which this was done is demonstrated in the next analysis, that of the Engagement formulations.

6.2.3 Analysis of Engagement formulations

This analysis examines the frequency, distribution and function of Engagement formulations in relation to the stages of the essay and its argumentation.

Monoglossic formulations

Monoglossic formulations are used most frequently when presenting a proposition as Factual and more rarely, concerning Consequentiality. They are particularly prevalent in the Introduction (85%) and Conclusion (83%) stages, where respectively, Tristan is orienting the reader with ‘factual’ evidence for the proposed thesis, and when summing up, where the evidence has been established, so most contentiousness has been dealt with in the preceding sections. From one paragraph and one stage to another, the frequency of monoglossic formulations varies from 16% to 85%, and there does not appear to be any clear rhetorical pattern. That said, dialogistically, much of the heteroglossia is ‘at the service’ of the monoglossic formulations, particularly in the form of Acknowledge, which is used to substantiate Assertions, rather than to modify them. The average percentage of monoglossia in the three major European languages section is 60%, but is at times as low as 16%. This can be explained by the inclusion of academic references to support Tristan’s historical data, i.e. French (12) German (14) and the Scandinavian Languages (2). There does not appear to be any plausible explanation for the significant variation in the number of academic references in the three language sections in the Data Analysis stage. The analysis in each section is similar as Tristan is presenting data concerning the historical and current usage of the pronunciation and exploring Consequentiality, so there is no obvious link between function/argumentation and referencing.

The breakdown of the frequency of the different types of formulation shows that there are twice as many Assertions (64) as Presuppositions (31) in the essay. Frequently, Tristan introduces an argument or fact using one or more Assertions, then uses Presuppositions as a means of consolidating and validating the prior Assertion. This embedding of the proposition has the dialogistic effect of treating it as ‘given’, thus constructing the reader as being in agreement. There are some instances where a Presupposition is the first formulation in a paragraph, but this is usually when Tristan is nominalising an Assertion from a preceding paragraph.

Heteroglossic formulations

The following table shows the distribution of heteroglossic formulations by type in each paragraph.

Table 38: HG formulations by type and paragraph – Phonology

Stage	Para	HG formulations			
		Contractive		Expansive	
		CNT	END	ENT	ACK
I	1	1	-	1	-
A	2	-	-	1	4
	3	-	-	-	1
	4	-	-	-	5
	5	-	-	-	2
	6	-	-	1	-
	7	2	-	-	6
	8	-	-	-	2
	9	-	-	-	6
	10	1	-	-	2
	11	-	-	1	1
T	12	1	-	3	-
	13	-	1	3	-
C	14	-	1	1	-
Totals		5	2	11	29

Dialogistically Expansive formulations accounted for 85% of the heteroglossic formulations in the essay, and of these, 73% were Acknowledge formulations. The small number of dialogistically contractive formulations were Counters (5) and Endorse (2). This predominance of dialogistically expansive formulations could indicate that Tristan is trying to situate the writing in a less subjective space, using expert sources to give credibility, while making allowances for alternative positions through the use of modality. This proposition will be examined in the detailed analysis of the formulations and how they are functioning in relation to the argumentation of the text.

Dialogistically contractive formulations

These make up 15% of the heteroglossic formulations and are used primarily with regard to Facts and Consequentiality.

Table 39: Dialogistically contractive formulations – Phonology

Type	Total	Examples	Function	
CNT	5	1.3c	<i>and even to the present day</i>	CI
		7.4a	<i>Even at this date, however,</i>	F
		7.5b	<i>Nonetheless the trilled [r] was already sufficiently uncommon</i>	CE
		10.5	<i>It has, however, spread further through Denmark than Norway or Sweden.</i>	CE
		12.2b	<i>for a single phoneme.</i>	CE
			F (1), CE (3) CI (1)	
END	2	13.1a	<i>This points to</i>	CI
		14.4a	<i>It also points to</i>	CI
			CI (2)	
Totals	7		F(1), CE(3), CI(3)	

Dialogistically contractive formulations are used most with regard to Consequentiality and are slightly more frequent in the Introduction, Theory and Conclusion than the Data Analysis stages. This would tend to indicate that Tristan allows for little contentiousness with regard to historical examples and theorising, but admits more contentiousness in the parts of the essay which involve his prognostications with regard to language change theory. The Counters take the form of emphatic adverbs (*even, for*) and concessive conjunctions (*however*). The Endorse formulations validate the previous propositions and show how these propositions form the basis for the subsequent causal assertions which construct Tristan’s argument.

Dialogistically expansive formulations

There are two categories of dialogistically expansive formulations, and the highest of these is Acknowledge, in the form of academic references. The Acknowledge formulations have a particular function with regard to the argumentation of the essay as the following analysis will demonstrate. The Thesis is built on four main premises, associating Language change with sociological factors, in this case being Prestige. The table below shows these premises with examples of textual evidence.

Table 40: Argumentation – Phonology

Argument/Premise	Example of Textual Evidence:
Thesis: Prestige is an important factor in language change.	<i>The historical and continued prestige of French (1.3a)...is a likely factor in the spread of this pronunciation as prestigious.(1.3f)</i>
Premise 1(PR1): Uvular pronunciation is associated with standard French.	<i>The uvular pronunciation, most associated with standard French (1.2a)</i>
Premise 2 (PR2): France became a powerful nation, thus French became prestigious.	<i>The long-standing prestige of the French language is significant (3.1a-b)</i>
Premise 3 (PR3): When less prestigious languages came into contact with French, they changed to the uvular pronunciation.	<i>[by inference] Denmark, wherein the French pronunciation [R] is widespread, joined what was to become the European Union in 1973. In contrast Sweden in 1995 and Norway is not a member state, although it is geographically and linguistically close to other members. It is perhaps significant that it is where Denmark borders Sweden and Norway that the [R] pronunciation is strongest in those two countries.(11.4a-11.6c)</i>
Premise 4: The uvular pronunciation became the Prestige pronunciation in other languages.	<i>It is perhaps in Germany we see the clearest indication of the rising rprestige [sic] of the uvular pronunciation.(6.2a-c)</i>

An analysis of the Acknowledge formulations shows that academic references are used almost exclusively to support Tristan’s argumentation, thus reducing the potential for contentiousness. The detailed table below shows that references to linguistic and political history are constructed as factual and neutral, but the interpretation of the events, and the construction of Consequentiality are validated with supportive references. The choice of neutral reporting verbs (*recorded, defined, observed*) and type of intext referencing has the rhetorical effect of presenting the sources as ‘independant’ [sic] from Tristan’s opinion, and therefore more legitimate. There is one instance where Tristan uses the verb *admits* (9.5) in relation to a source, Wells.

Wells admits, nonetheless, that the French influence [on German] may have assisted the spread of such a pronunciation [Wells, 273].

This formulation is ambiguous with regard to its function in the argumentation, as it is difficult to ascertain whether the reporting verb is Tristan's or Wells'. It could be interpreted as Tristan constructing Wells as having grudgingly conceded to a position endorsed by Tristan, or that after weighing the possibilities, Wells re-evaluated his/her position themselves. In the former case, it could almost be classified as a Pronounce formulation, as Tristan is explicitly directing the reader to interpret the evidence in a particular manner.

Table 41: Acknowledge formulations and their function in the argumentation – Phonology

Acknowledge formulation	Function re argumentation
2.1b-e it is through most of France that the uvular pronunciation is most common and spread through greater levels of society, as opposed to being a marker of educated speech [Trudgill, 58].	+ve supporting PR1
3.2c Furthermore, regional varieties may still display apical trills or flaps [Posner, 288].	
5.2a-b In central and south-western France the [apical] usage is not general but usual in educated speech; in some locales even this usage is intermittent [Trudgill, 58].	
2.3c-d it is related both to conquests and to trading strength as well as simple populations density and its central location in Europe [Ostler, 407-8].	+ve supporting PR2
2.4b and continued to hold status as the language of diplomacy until the end of the First World War [Ostler, 410-12]	
2.4c and by the latter half of the 20 th century was the de facto first language of the European Union, with serious challenge from English only [Henrikson].	
9.5 Wells admits, nonetheless, that the French influence [on German] may have assisted the spread of such a pronunciation [Wells, 273].	
4.1a-c The uvular [R], now ubiquitous in French is a comparatively late development in that language which earlier presumably displayed the trill common to the Romance family [Posner, 288].	Neu, history of the pronunciation in France
4.2a-c The precise circumstances of its development are disputed but it has been traced to the area of Paris in the 18 th century, possibly as a lazy pronunciation [Fox & Wood, 49].	
4.4b with the first clear description being made in the nineteenth century [Posner, 288, 290].	
4.5a While Posner notes that there were few linguistic changes as a consequence of the Revolution,	
4.5b she does cite the adoption of [R] for earlier [r] as one of the few examples [Posner, 71].	
5.3d This linguistic division persisted into the twentieth century [Posner, 88].	
7.1 In 1897 Hempl recorded three rhotics: front, back and glottal.	Neu, history of German pronunciation
7.2 Front is defined by Hempl as trilled and back as uvular.	
7.3a-c The trilled [r] was in use throughout the country, and associated with prestigious and standardised use; as he notes, “actors and singers employ it” [146].	
7.4b he recorded the trill as rapidly losing ground to the uvular variety [Hempl 146].	
7.5a Glottal pronunciation of /r/ was recorded as a dialect form, mostly in Mecklenburg, Pomerania, and Saxony [147].	
8.1a-b By 1965 Waterman observed that although apical [r] was “recognised as ‘correct’ “ [Waterman 196] it had generally fallen into disuse in actual speech.	
9.1a In 1983, Trudgill recorded that while [R] was recorded through most of Germany, it was found in general use in the vicinity of large urban centres such as Berlin, Cologne and Stuttgart;	
9.2 Trudgill attributes the spread of [R] to jumping from one urban centre.	
9.3 However, Wells suggests there may be an older [R] in German based on sound change.	
9.4 In Old High German /ai/ monophthongises before velar sounds and /r/, suggesting a back pronunciation.	
7.5c that Hempl remarked the English learner [of German] should learn the glottal or uvular pronunciation “unless he intends to go on the stage” [Hempl, 147].	
8.2 Uvular [R] was cited as “the most frequently used trill in German” [Waterman 196].	+ve supporting PR4
9.1b throughout the rest of the country [Germany] it was exhibited only as a marker of educated speech [Trudgill, 58-9].	
10.3 The uvular pronunciation of /r/ is in general use throughout most of Denmark and the southern areas of Norway and Sweden [Trudgill, 58].	Neu, description of Scandinavian languages
10.4 Trudgill ties this [the uvular pronunciation] in with the theory of the back pronunciation jumping between urban centres, in this case Copenhagen, Kristiansand and Oslo.	? Does urban = prestige. If so supports PR4

External expert sources are only referenced in the Data Analysis stage. Perhaps this is because Tristan considers that if the historical evidence has been validated with external referencing, those propositions can be assumed to be credible, and will not require further explanation or endorsement when they are used to support his argumentation.

Tristan acknowledges expert sources in two ways, in almost equal measure. The first (15 instances) is in the form of references without citations, and at times this creates ambiguity as to which if any part of the referenced statement is Tristan's assertion, and which is attributable to the source, for example,

The precise circumstances of its development are disputed but it has been traced to the area of Paris in the 18th century, possibly as a lazy pronunciation [Fox & Wood, 49]. (4.2a-c)

It is not entirely clear which of the three propositions:

- 1. the precise circumstances of its development are disputed*
- 2. it has been traced to the area of Paris in the 18th century*
- 3. possibly as a lazy pronunciation*

are Tristan's or Fox & Wood's, particularly as the final proposition is not necessarily a logical extension of the other two. Is Tristan summarising the situation in Proposition 1 and/or 2, and then adding Fox & Wood's observation about pronunciation to it as the most correct or endorsed explanation? Are propositions 2 & 3 both Fox & Wood's? Is the statement a paraphrasing of Fox & Wood without any mediation or modification by Tristan?

The second (13 instances) is using reporting verbs. The following table shows the reporting verbs used. Whether they have a positive (+ve), negative (-ve) or neutral (0) semantic value is noted, and any other adjuncts or token which may be relevant.

Table 42: Reporting verbs – Phonology

Paragraph	Reporting verb with source	Semantic value (+ve, -ve, neu)
4.5b	She [Posner] <i>does cite</i>	+ve connotation – Emphasis -ve connotation – concession
7.1	Hempl <i>recorded</i>	neu
7.2	Front <i>is defined</i> by Hempl as	Passive formulation – neu
7.3c	He [Hempl] <i>notes</i>	neu
7.4b	He [Hempl] <i>records</i>	neu
7.5c	Hempl <i>remarked</i>	neu
8.1a	Watermann <i>observed</i>	neu
8.2	Uvular [R] <i>was cited</i> [by Waterman].as...	Passive formulation
9.1a	Trudgill <i>recorded</i>	neu
9.2	Trudgill <i>attributes</i>	neu
9.3	Wells <i>suggests</i>	neu
9.5	Wells <i>admits</i>	-ve connotation/concession
10.4	Trudgill <i>ties this in with</i>	neu
Total		Neu (10), +ve (1?), –ve (2?)

Generally Tristan uses neutral verbs in the active voice, with the exception of two passive formulations, when defining phonological phenomena. There are two instances where the source is constructed as being somehow unwilling to validate certain information through the choice of reporting verb, *admits* and *does*, although *does* could also be considered to be giving emphasis.

A small number of the Acknowledge formulations in the Phonology essay contained modal adjuncts, highlighted in the following table

Table 43: Acknowledge formulations with modal adjuncts – Phonology

Essay	Para	Formulation	Comments
Phonology	3.2c	Furthermore, regional varieties may still display apical trills or flaps [Posner, 288].	Entertain?
	4.1c	which earlier presumably displayed the trill common to the Romance family [Posner, 288].	Entertain?
	4.2c	possibly as a lazy pronunciation [Fox & Wood, 49].	Entertain?
	4.5b	she does cite the adoption of [R] for earlier [r] as one of the few examples [Posner, 71].	Emphasis or Justify?
	9.3	However, Wells suggests there may be an older [R] in German based on sound change.	Entertain?
	9.5	Wells admits, nonetheless, that the French influence may have assisted the spread of such a pronunciation [Wells, 273].	Entertain?
Total	7		

As there were no quotation marks, it was difficult to ascertain whether these were cited from the source, or formed part of Tristan’s paraphrasing of the source. It is likely that *does* was added by Tristan, as it comments directly on the source itself, but the modal adjuncts are less clear.

With regard to Entertain formulations, the following table shows the type and function of modal adjuncts in the Entertain formulations in the essay.

Table 44: Entertain formulations showing modal adjuncts – Phonology

Type of Adjunct	Total	Examples	Function
Probability	7	Likely	CE
		Perhaps (x2)	CE & CI
		Would (x3)	CE
		May	F
			CE(5), CI(1), F(1)
Capacity/ Ability	3	Can	CI
		Could (x 2)	CE
			CE(2) CI(1)
Obligation	1	Need to	D
			D(1)
Totals	11	CE(7), CI(2), F(1), D(1)	

The majority of Entertain formulations are with modal adjuncts of Probability, functioning with regard to Consequentiality, and occur most frequently in the Theoretical discussion and Conclusion of the essay. They are mostly related to a function of External Consequences, which suggests that Tristan is allowing that predicting outcomes is contentious when there are so many variable factors, but that his argumentation is not so contentious, perhaps because it takes into account these contentious factors. The Directive modal adjunct of Obligation *need to* in *theories of language change therefore need to take into account social factors at some points* (12.5a) exhorts the reader and other potential researchers to endorse Tristan’s proposition that social factors are a necessary inclusion in language change theory, and he argues this, using an enhancing causal-conditional conjunction *therefore*.

6.3 Kaurna Essay

6.3.1 Analysis of functions

An analysis of the percentage of the different functions by paragraph and stage revealed the following data:

Table 45: Functions by paragraph and type – Kaurna

Stage	Para	Total prop	No. of formulations					% of formulations				
			F	CE	CI	OC	D	F	CE	CI	OC	D
I	1	14	7	4	1	-	2	50	28	8	-	14
M	2	8	6	-	1	-	1	76	-	12	-	12
	3	15	11	-	3	-	1	74	-	20	-	6
A	4	24	16	6	-	2	-	66	25	-	8	-
	5	11	9	1	-	1	-	82	9	-	9	-
	6	6	2	1	-	3	-	33	17	-	50	-
	7	8	5	1	-	2	-	563	13	-	24	-
	8	13	9	2	1	1	-	69	15	8	8	-
	9	13	7	2	-	2	2	55	15	-	15	15
	10	7	4	2	1	-	-	57	28	15	-	-
	11	10	7	2	-	1	-	70	20	-	10	-
	12	9	5	-	-	3	1	55	-	-	33	12
	13	15	12	1	-	1	1	79	7	-	7	7
	14	13	10	1	2	-	-	77	8	15	-	-
T	15	6	1	-	2	1	2	17*	-	33	16	33
	16	22	15	5	1	1	-	68	22	5	5	-
C	17	8	5	1	-	-	2	62	13	-	-	25
Total		202	131	29	12	18	12	65	14	6	9	6

*this figure was increased by 1 to round off the figures.

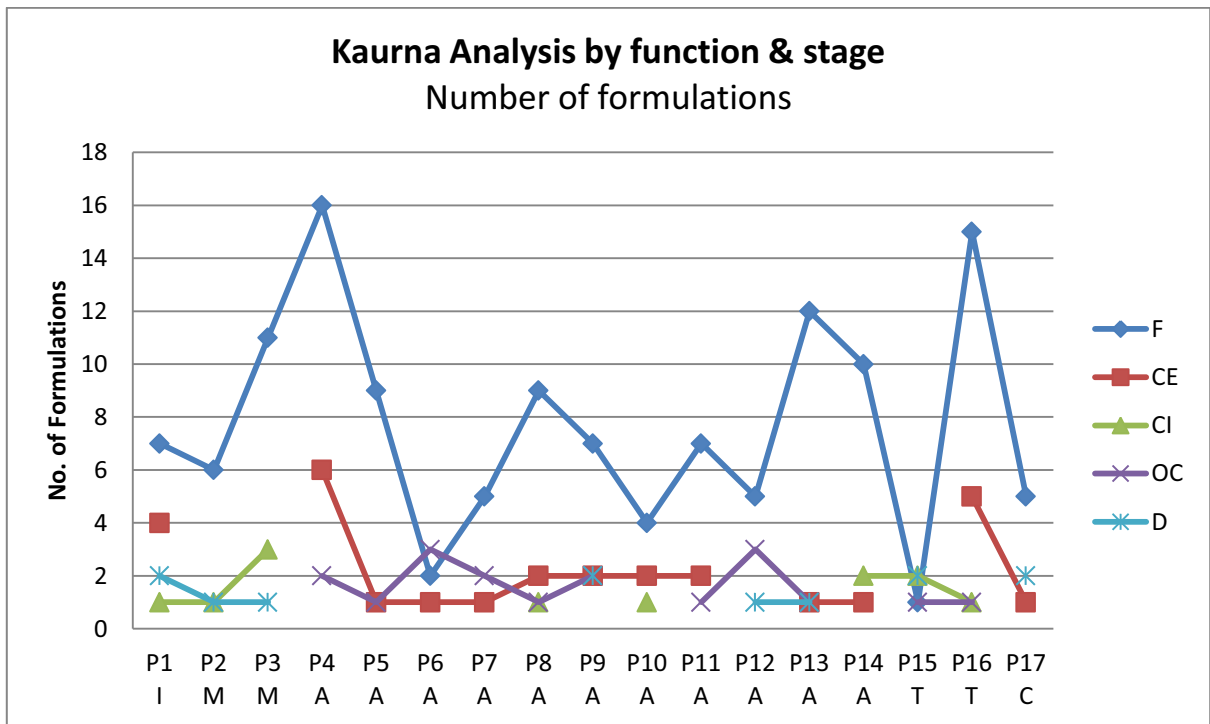


Figure 9: Kaurna Analysis – Number of formulations

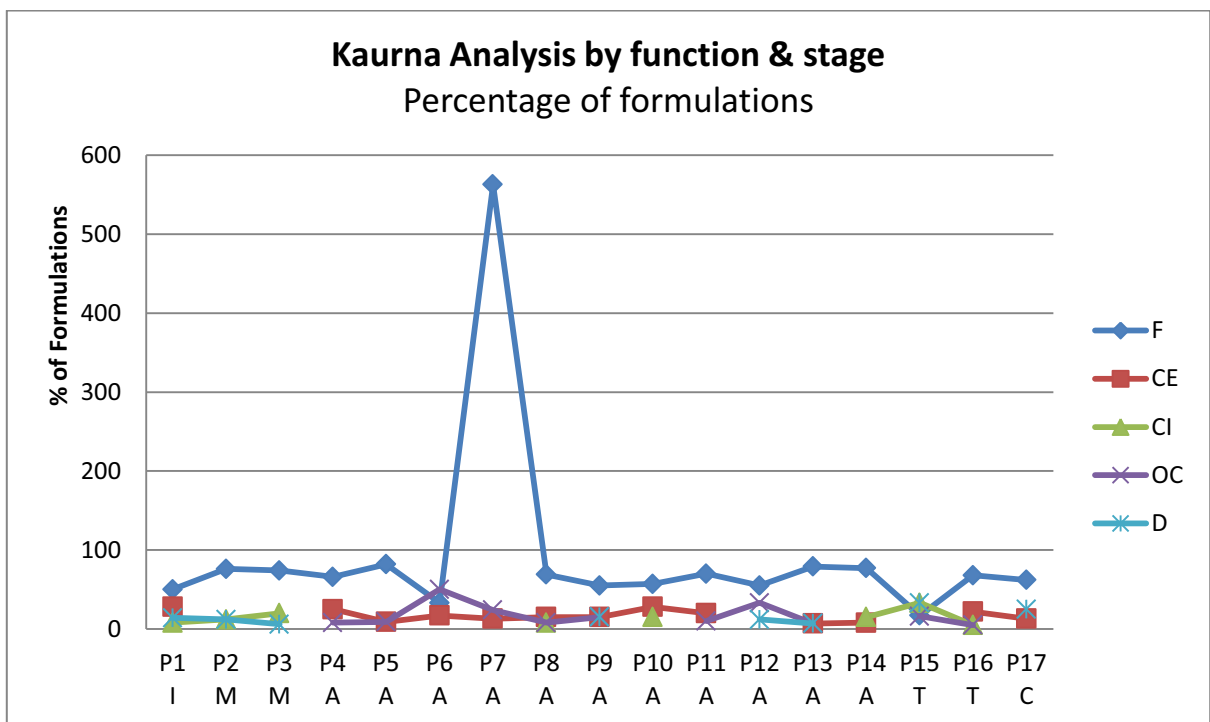


Figure 10: Kaurna Analysis – Percentage of formulations

As Table 45 and Figures 9 and 10 demonstrate, overall, two-thirds of the formulations have a Factual function. This is as high as 100% in Paragraph 2, which gives background evidence for the thesis, and as low as 17% in Paragraph 15 where Tristan is introducing the stage of

Theoretical consideration with a discussion of Prescriptivism. It is interesting to note that in Paragraph 15, the difference in function is shared equally between Internal Consequentiality and Directives (33% each), with supporting evidence from Other's Cognitive (16%), which suggests a much higher investment in the propositions than in the other sections. This movement of Factual function appears to be an appropriate response to the topic question, *What is the nature of 'reclaimed' or 'modern' Kaurna relative to the Kaurna language as it was spoken in the middle of the 19th century? Are they the same language?*, where historical facts and External Consequentiality are invoked to describe the language, with rhetorical devices such as directives and Internal Consequentiality invoked with regard to theoretical considerations.

Because of its particular characteristics, Paragraph 15 is examined here in more detail.

Prescriptivism [reproduced in full]

The differences between Modern and Traditional Kaurna raise an important question, that of prescriptivism in Kaurna. Should the 19th-century records be regarded as the only “correct” Kaurna, or is it permissible to adapt the material while still claiming to be speaking the Kaurna language?

This paragraph is the first of two, which constitute the next section, and is entirely concerned with posing the question of whether the 19th century records of Kaurna constitute the “correct” version of the language.

Table 46: Engagement formulations by proposition and function: Prescriptivism – Kaurna

Proposition		15.1a	15.1b	15.2a	15.2b	15.2c	15.2d	TOTALS	
Function		F	CJ	D	OC	D	CJ		
MG	ASSERT							1	2
	PRESUP							1	
HG Contractive								-	4
HG Expansive	ENT							2	
	DST							2	
Total: 7								40% MG	

Although the paragraph is comprised of only two sentences, dialogistically it is complex and dense, with seven propositions and a variety of rhetorical devices and formulations. It begins monoglossically, with the Presupposition *The differences between Modern and Traditional Kaurna* (15.1a) and Assertion *raise an important question, that of prescriptivism in Kaurna*.(15.1b). Tristan uses an inscribed Attitudinal token *important* to add to the weight of the Internal Consequentiality of the proposition, showing a considerable investment in it. The second sentence is, in fact, a pair of rhetorical or Expository questions, directed at the reader/marker, using two dialogistically expansive formulations, Entertain and Distance. The sentence begins with the two-part proposition *Should the 19th-century records be regarded as* (15.2a) *the only “correct” Kaurna* (15.2b). The first part contains the modal adjunct of median Obligation, *should*, rather than the stronger *must*, allowing for potential reader’s dissension. The second part, through the use of scare quotes around the adjective “*correct*”, allows Tristan to distance himself from the proposition without specific Attribution, so he is able to avoid a direct confrontation with a potentially hostile expert source, while still being able to invest strongly in the proposition. The second half of the sentence is also in two parts. Similarly, it is introduced with an Entertain proposition *or is it permissible to adapt the material* (15.2c), which contains the low modal adjunct of Obligation *permissible* (allowable; Halliday 1994:620), while the second proposition is Distancing, with the verbal process *claim* in *while still claiming to be speaking the Kaurna language?* (15.2d).

Rhetorically, as there is a higher number of heteroglossic formulations in the paragraph, and these formulations are dialogistically expansive, it could be that Tristan is not investing heavily in the propositions. Functionally, however, it appears that Tristan has invested substantially in the proposition, distancing himself and the reader from potentially contradictory or alternative arguments. Of the two monoglossic formulations, only one has a Factual function. The other is related to Internal Consequentiality. The heteroglossic formulations are comprised of two Directives, one Other’s Cognitive (the “correct” 19th century records) and one Internal Consequentiality. These two possible perceptions of Tristan’s position are also evident in the positive inscribed Attitudinal token *important*, which strongly suggests to the reader that the proposition is of value, while the passive construction *is it permissible* combined with “*correct*” appear to be less emphatic and creating a wider dialogistical space.

6.3.2 Analysis of function, in relation to Engagement formulations

The highest Function group is Factual. The following table shows the types of formulations used to express this function, across the entire Kaurna essay.

Table 47: Functions and formulations – Kaurna

Function	MG formulations		HG formulations						
	ASS	PRESUP	Contractive				Expansive		
			PRN	AFF	CEDE	CNT	ENT	ACK	DST
Factual	88	31	-	1	2	2	7	1	-
External Consequence	21	2	-	-	-	2	2	-	-
Internal Consequence	4	-	3	-	-	2	-	-	1
Other’s cognitive	2	-	-	-	-	-	1	14	2
Directive	-	-	5	-	-	-	9	-	-
Totals	115	33	8	1	2	6	19	15	3

Factual function comprised the majority of formulations, with External Consequence being the next biggest category. These functions were mostly contained in monoglossic formulations, with heteroglossic formulations being more frequent in Internal Consequence, Other’s Cognitive and

Directive functions. Other's Cognitive was formulated with Attribution formulations, with Directives being constructed using Pronounce and Entertain formulations. All the Presuppositions were functional, except two which had an External Consequence function.

6.3.3 Analysis of Engagement formulations

This analysis examines the frequency, distribution and function of Engagement formulations in relation to the stages of the essay and its argumentation.

Monoglossic formulations

On average, the percentage of monoglossic formulations was relatively constant in the essay, being 78% in the Introduction and Definition stages, 71% in the Analysis and Theoretical consideration stages, and 75% in the Conclusion. Individual paragraphs followed a similar pattern except Paragraphs 6 and 12 in the Analysis having 50% and 44% monoglossia, and Paragraph 15, which was discussed earlier, and had a 34% monoglossia. The formulations were used most frequently when presenting a proposition as Factual and less frequently, concerning Consequentiality. The breakdown of the frequency of the different types of formulation shows that there are almost four times as many Assertions (115) as Presuppositions (33) in the essay, indicating a preference for introducing new propositions over nominalisations. Those propositions which were neither Factual nor External Consequentiality in their function bear a more detailed examination.

Table 48: Monoglossic formulations with other functions – Kaurna

Function	Total	Examples	Type	
IE	4	3.4b	[However, I have retained “Modern Kaurna”] <i>to give parity with Modern English.</i>	ASSERT
		8.4a	<i>Deviations from traditional forms are therefore difficult to detect</i>	ASSERT
		14.1	<i>Of special importance to this discussion is the Kaurna number system.</i>	ASSERT
		14.6b	<i>it is eminently sensible</i>	ASSERT
OC	2	7.1b	<i>Teichelmann and Schürmann themselves contributed to the change</i>	ASSERT
		8.3c	<i>(mostly Teichelmann and Schürmann).</i>	ASSERT
Total	6	Assert (6)		

The two instances of Other’s Cognitive function are with regard to Teichelmann and Schürmann, whose wordlist is the major expert source in Kaurna. Tristan invokes them monoglossically by referring to them, but without citation to support his argumentation about language change, that is, using them as a source (8.3c) and their role in language change (7.1b). The formulations with an Internal Consequentiality function are used when making evaluative statements about the methodology (3.4b and 8.4a), and when indicating key evidence in the argumentation (14.1 and 14.6b).

Heteroglossic formulations

The following table shows the distribution of heteroglossic formulations by type in each paragraph.

Table 49: HG formulations by type and paragraph – Kaurna

Stage	P	HG formulations						
		Contractive				Expansive		
		PRN	AFF	CEDE	CNT	ENT	ACK	DST
I	1	2	-	-	-	1	-	-
M	2	-	-	-	-	2	-	-
	3	2	-	-	-	2	-	-
A	4	-	1	-	-	3	1	-
	5	-	-	1	-	-	1	-
	6	-	-	-	-	-	3	-
	7	-	-	-	-	-	2	-
	8	-	-	-	-	1	1	-
	9	1	-	-	-	2	2	-
	10	-	-	-	1	1	-	-
	11	-	-	-	1	-	1	-
	12	1	-	-	1	-	3	-
	13	1	-	-	-	3	-	-
	14	-	-	1	-	1	1	-
T	15	-	-	-	-	2	-	2
	16	-	-	-	3	-	-	1
C	17	1	-	-	-	1	-	-
Totals		8	1	2	6	19	15	3

Dialogistically Expansive formulations accounted for 68% of the heteroglossic formulations in the essay, and this was split almost equally between Entertain and Acknowledge. Of the smaller number of dialogistically contractive formulations, Pronouncements and Counters were almost equal and highest in frequency. Dialogistically expansive formulations are spread throughout the essay, whereas the contractive formulations are more predominant in the Analysis and Theoretical Consideration stages. This has implications for the construction of the argumentation, as the following analysis will demonstrate.

Dialogistically contractive formulations

These make up 32% of the heteroglossic formulations and are used primarily with regard to Consequentiality and Directives. As the table below shows, the functions of the various formulations are spread fairly evenly through the categories.

Table 50: Dialogistically contractive formulations – Kaurna

Type	Total	Examples	Function	
PRN	8	1.1a	<i>It would be futile to deny</i>	D
		1.5a	<i>However, as I will argue,</i>	CI
		3.1a	<i>For the purposes of this essay I will use the terms Traditional, Post-Contact and Modern</i>	CI
		3.4a	<i>However, I have retained “Modern Kaurna”</i>	CI
		9.2a	<i>Based on Nukunu data we would expect Kaurna to distinguish vowel length</i>	D
		12.2e	<i>though it is pertinent to note here</i>	D
		13.7a	<i>This is not necessarily a bad thing</i>	D
		17.1d	<i>which we should not be blind to</i>	D
			D(5), CI (3)	
AFF	1	4.6b	<i>obviously, only document items and concepts of the 19th century.</i>	F
			F (1)	
CEDE	2	5.3a	<i>While this is hardly a complete list of 19th century Kaurna neologisms,</i>	F
		14.6e	<i>Nonetheless, it does form a difference from the traditional language.</i>	F
			F (2)	
CNT	6	10.3a	<i>For learners, even Kaurna people, [who were not raised speaking a language that makes similar distinctions, the phonology of Kaurna is likely to become closer to that of English]</i>	CI
		11.2b	<i>English itself did not have many of these words in the 19th century.</i>	F
		12.2g	<i>even in English.</i>	F
		16.3c	<i>not primarily as a means of communication.</i>	CE
		16.6b	<i>(even if it is generally not clear what the Traditional Kaurna form was),</i>	CE
		16.11b	<i>even after similar changes.</i>	CI
			F (2), CE (2), CI (2)	
Totals	7			F(3), D (5), CE(2), CI(5)

Pronoun formulations are mostly used at the beginning of sentences, where Tristan is introducing his methodology (15.a, 3.1a, 3.4a) or when addressing the reader directly giving Directives with regard to the interpretation of the data. He uses Attitudinal tokens to indicate the hierarchical value of data or argumentation (*important, pertinent, necessarily*) with strong negative tokens when referring to alternative positions (*futile, blind to*), which suggest a strong investment in the proposition under discussion. He used the subject pronoun *I* when referring to the methodology, and *we* when referring to a common ground between himself and the putative addressee when discussing expectations and how to interpret the data. They occur in the Introduction and Conclusion stages, with the majority in the Data Analysis stage, which suggests

that his investment in the thesis and reiteration of the thesis is high. The Counters take the form of emphatic adverbs (*even, for, itself, not*), and occur in some of the data analysis, but most strongly in the Theoretical Consideration stage of the essay. The Concede formulations are used to answer potential criticism regarding the data (5.3a) and to the argument that the two Kaurnas are so different as to be separate languages. The Affirm formulation is used when referring to the conceptual limitations of Teichelmann and Schürmann's listing, with the proposition that these are due to the cultural and social perceptions of the period.

Dialogistically expansive formulations

There are three categories of dialogistically expansive formulations, but they are essentially split between Acknowledge and Entertain formulations, with only three instances of Distance.

The Entertain formulations were almost equally divided between those with modal adjuncts of probability and those of Obligation, with a small number of Capacity/Ability.

Table 51: Entertain formulations – Kaurna

Type	Total	Examples		Function
Probability	8	3.2a	<i>Other possible terms suggest themselves</i>	OC
		4.1c	<i>it might be expected</i>	D
		9.7	<i>It is virtually certain that some Kaurna words containing these phonemes are pronounced differently than their traditional counterparts.</i>	F
		10.3c	<i>the phonology of Kaurna is likely to become closer to that of English.</i>	CE
		13.5a	<i>Such a meaning would not have been apparent to a 19th-Century Kaurna person,</i>	F
		13.5b	<i>just as the specific meaning of reconciliation would not have been understood by a 19th-century English speaker.</i>	F
		13.6c	<i>is likely continue</i>	CE
		14.6d	<i>and the old Kaurna system would be impractical in a modern way of life.</i>	F
F (4), CE (2), OC (1), D (1)				
Capacity/ Ability	2	4.2b	[In this viewpoint a linguistic prescriptivism] <i>could be utilised,</i>	F
		8.1a	<i>Post Contact Kaurna apparently differed from Traditional Kaurna</i>	F
F (2)				
Obligation	9	1.6	<i>Rather, the differences should be recognised by the division of the Kaurna language into various periods.</i>	D
		2.4	<i>The classification should therefore be based more on period than dialect.</i>	D
		3.9	<i>Any wider use of this (or other) periodisation should be subject to the approval of the Kaurna people.</i>	D
		4.1d	<i>that the modern language ought to be identical.</i>	D
		9.5	<i>It can be assumed T&S did not recognise the differences between these sounds.</i>	D
		15.2a	<i>Should the 19th-century records be regarded as</i>	D
		15.2c	<i>or is it permissible to adapt the material</i>	D
		17.3c	<i>and should therefore be considered as different periods of the one language rather than two separate languages.</i>	D
2.3a	[Different languages can be defined according to shared vocabulary or mutual comprehensibility] <i>In the case of Kaurna, it seems inappropriate</i>	F		
F (1), D (8)				
Total		F (7), OC (1), D (8), CE (2)		

Those with Probability adjuncts were mainly concerned with Factual and External Consequence functions, dealing with concrete language change features rather than internal rhetorical probability. Two formulations which have different functions are 3.2a, *Other possible terms suggest themselves*, which although not attributed to an individual, is acknowledgement of an alternative voice or voices in the text, and 4.1c *it might be expected*, which appears to be anticipating an alternative reader interpretation, and could be considered a Directive, to accept Tristan’s logic, or a sort of concession. All except one of the Obligation adjuncts are Directives

to the reader concerning different propositions, i.e. accepting Tristan’s classification system (1.6, 2.4, 17.3c), seeking approval from the Kaurna people (3.9), two negative formulations asking the reader to choose between two alternative points of view (15.2a, 15.2c), and Tristan’s stated linguistic features with regard to the language (4.1d, 9.5, 2.3a). Almost half the formulations are in the Introduction, Theoretical considerations and Conclusion stages of the essay, in which the thesis, reiteration of thesis are presented, where Tristan appears to be balancing a high level of investment in the propositions, but is acknowledging some contentiousness.

As the following table shows, the Acknowledge formulations were primarily neutral, presenting information as factual and substantiating evidence, and used in the Data Analysis stage of the essay.

Table 52: Acknowledge formulations – Kaurna

Examples NB: As the lexical examples are in italics in the text, the examples in this table have not been converted to italics.		Function	
		Value	Type
4.3d	recorded by Teichelmann and Schürmann	Neu	OC
4.4c	acknowledged by T&S themselves, (1840: 6, 13, 20).	+ve	OC
5.2a	Teichelmann and Schürmann in 1840 recorded a number of Kaurna words	Neu	OC
6.1	T&S also record loan-words directly from English to Kaurna.	Neu	OC
6.2b	although T&S do not include them in the main dictionary (with the exception of <i>mutyerta</i>)	-ve	OC
6.4	Under the entry for <i>mani</i> Amery notes “Kaurna people prefer to use <i>kanya</i> ” (2003: 21).	Neu	OC
7.2c	with terms such as <i>tira mankolonakola</i> “saviour” (Amery and Rigney: 44)	Neu	OC
7.2d	and the transliteration <i>Yeowa</i> for Jehovah (Amery and Rigney: 9, 49)	Neu	OC
9.1b	expected from related languages such as Nukunu (Amery 1998: vol1, 238).	+ve	F
9.4c	these are not systematic: compare <i>minno</i> /miŋu/ with <i>marni</i> /maŋi/ (Amery 1998: vol2, 53).	-ve	OC
11.1d	e.g. with the hypothetical asterisk in <i>Warra Kaurna</i> entries such as * <i>kambatti</i> “stove”, (20) * <i>karrikarritti</i> “aeroplane”, (20) and * <i>padnipadnitti</i> “car” (21).	Neu	OC
12.1a	As an example, the salutation of the letters to John Howard (Welcome protocols CD, track 22)	Neu	OC
12.2b	written by Pitpauwe at Pilta Wodli,	Neu	OC
12.2d	translated into German as “to my friend” by Klose),	Neu	OC
13.3	For instance, the sentence, “Nattadlu nguyanga murradlu”, (Welcome protocols CD, track 13).	Neu	OC
Totals		Neu (11) -ve (2) +ve (2)	OC (14) F (1)

The negative formulations are linked to the limitations of the Teichelmann and Schürmann methodology, such as not recording Vowel length or the interdental/alveolar distinction (9.4c), and omissions from the list (6.2b). The positive formulations were used when citing Teichelmann and Schürmann’s own acknowledgements of limitations (4.4c) and Amery’s evidence supporting (9.1b) which supports Tristan’s propositions.

Tristan acknowledges expert sources in two ways, in almost equal measure. The first (7 instances) is in the form of intext and footnoted references with no reporting verb, usually to give examples of current and historical linguistic data such as notation techniques and translations by Teichelmann and Schürmann, or present-day Kaurna protocols.

The second (8 instances) is using reporting verbs. The following table shows the reporting verbs used. Whether they have a positive (+ve), negative (-ve) or neutral (0) semantic value is noted, and any other adjuncts or token which may be relevant.

Table 53: Reporting verbs – Kaurna

Paragraph	Reporting verb with source	Semantic value (+ve, -ve, neu)
4.3d	<i>recorded by</i> Teichelmann and Schürmann	Passive formulation – Neu
4.4c	<i>acknowledged by</i> T&S <i>themselves</i> ,	Passive formulation +ve connotation – emphasis -ve connotation – concession
5.2a	Teichelmann and Schürmann in 1840 <i>recorded</i>	Neu
6.1	T&S also <i>record</i>	Neu
6.2b	T&S <i>do not include them</i>	-ve connotation
6.4	Amery <i>notes</i>	Neu
12.2b	<i>written by</i> Pitpauwe at Pilta Wodli,	Passive formulation – Neu
12.2d	<i>translated into</i> German as “to my friend” by Klose),	Passive formulation – Neu

The verbs are equally divided between passive and active formulations, and in the majority semantically neutral. The formulations 4.4c *acknowledged by T&S themselves* is harder to classify. The verb *acknowledge*, with the reflexive *themselves* could have a positive connotation,

adding emphasis and endorsing Tristan's analysis of the data, or it could be a concession, if considered to be an example of the limitations of T & S's recording techniques. Tristan uses an abbreviation T & S three times, which was probably due to writing in haste or being missed in the final edit, but is not normally an acceptable academic convention.

6.3.4 Profile comparison of the three essays

The following table is an overview of the staging, sections within staging, where applicable, function and type of Engagement formulation of each of the essays. This synthesis of the data forms the basis of a profile or key for each of the essays for identification and comparison. The stages are essentially the same, but some differentiation of the content in the Introduction and Conclusion were added to allow a comparison of the Thesis and Reiteration of thesis. These sub-stage sections were the Orientation and Thesis in the Introduction, and the Summary of argumentation, Reiteration of thesis and other Observations in the Conclusion. The total figure for these two stages was also given.

Table 54: Percentage of formulations per section and stage – all essays

Stage	FOL						Phonology						Kaurna												
	Engagement			Function			Engagement			Function			Engagement			Function									
	MG	HGC	HGE	F	OC	D	CE	CI	MG	HGC	HGE	F	OC	D	CE	CI	MG	HGC	HGE	F	OC	D	CE	CI	
Introduction	92	-	8	69	-	-	23	8	86	7	7	86	-	-	10	4	79	14	7	50	-	14	29	7	
•Orientation	100	-	-	87	-	-	13	-	82	4	4	82	-	-	4	4	91	9	-	55	-	-	36	9	
•Thesis	80	-	20	40	-	-	40	20	100	-	-	67	-	-	-	33	66	17	17	34	-	66	-	-	
Methodology	100	-	-	85	-	-	15	-	-	-	-	-	-	-	-	-	74	9	17	74	-	9	-	17	
Analysis	76	8	16	76	4	-	16	4	58	6	36	60	32	-	7	1	73	7	20	66	13	3	15	3	
Theory	77	7	16	65	1	-	18	16	72	7	21	53	-	4	35	8	71	11	18	56	13	-	18	13	
Conclusion	88	-	22	55	-	-	33	12	86	7	7	66	-	-	22	22	76	12	12	62	-	26	12	-	
•Summary	72	-	28	72	-	-	-	28	66	17	17	66	-	-	44	-	100	-	-	-	-	-	-	100	
•Reiteration of thesis	100	-	-	50	-	-	50	-	100	-	-	75	-	-	-	25	76	12	12	62	-	38	-	-	
•Observations	-	-	-	-	-	-	-	-	100	-	-	33	-	-	34	33	-	-	-	-	-	-	-	-	-

KEY

- MG monoglossic formulations
- HGC Dialogistically contractive heteroglossic formulations
- HGE..... Dialogistically expansive heteroglossic formulations
- F..... Factual/Capacity
- OC Other's Cognitive
- D Directive/Obligation
- CE..... Consequentiality External

FOL Essay

Tristan responded to the task with an Exposition genre comprised of five stages – Introduction (with Orientation and Thesis)^Methodology^Analysis^Theory^Conclusion (with Summary of argumentation and Reiteration of thesis). The Thesis and reiteration of thesis were both at the end of their respective stages. The essay was highly monoglossic, with a range of 72-100% monoglossic formulations. The highest percentage of monoglossia was in the Orientation section, Methodology stage, and Reiteration of thesis section, at 100%. The Thesis was asserted with 80% monoglossia, compared with 100% monoglossia in the Reiteration of thesis, indicating an even stronger investment in the proposition, whereas the Orientation and summary behaved in the opposite manner. Heteroglossia was primarily due to dialogistically expansive formulations, in particular Entertain, with the highest percentage in the summary section of the Conclusion. There were two Acknowledge and one Distance formulation in the Methodology and Analysis stages, showing a lack of reliance on external sources for validation. This was the lowest frequency of the three essays, and there was no clear reason for this in terms of the communicative purpose of the task. Dialogistically contractive formulations were used only in the Analysis and Theory stages. There were five Proclaim and three Disclaim formulations, showing a tendency towards a positive assertion of propositions. Dialogistically, this could be interpreted as Tristan considering that the propositions were less contentious, and thus not requiring the anticipation and negation of alternative positions. The most frequent function was Factual, with External Consequentiality almost equal in the Thesis and reiteration of thesis sections.

The following summary table shows the frequency and distribution of the Engagement formulations:

Table 55: Frequency & distribution of Engagement formulations – FOL

STAGES PARAGRAPHS	Theory															
	Paragraph 6				Paragraph 7				Paragraph 8							
PROPOSITION																
FUNCTION	F	F	CI	F	F	CI	F	F	CE	F	CE	CE	F	CI	F	CE
MG																
ASSERT																
PRESUP																
CONTRACTIVE																
AFF																
DNY																
PRN																
ENT																
EXPANSIVE																
DST																

STAGES PARAGRAPHS	Methodology												Analysis															
	Paragraph 1				Paragraph 2				Paragraph 3				Paragraph 4				Paragraph 5											
PROPOSITION																												
FUNCTION	F	F	CE	F	F	CE	F	F	CE	F	CE	CE	F	CI	F	CE	F	CI	F	CE	F	CI	F	CE	F	CI	F	CE
MG																												
ASSERT																												
PRESUP																												
CONTRACTIVE																												
AFF																												
DNY																												
PRN																												
ENT																												
EXPANSIVE																												
DST																												

STAGES PARAGRAPHS	Theory															
	Paragraph 4				Paragraph 5				Paragraph 6							
PROPOSITION																
FUNCTION	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
MG																
ASSERT																
PRESUP																
CONTRACTIVE																
AFF																
DNY																
PRN																
ENT																
EXPANSIVE																
DST																

Phonology Essay

Tristan responded to the task with an Exposition genre comprised of four stages – Introduction (with Orientation and Thesis)^Analysis^Theory^Conclusion (with Summary of argumentation, Reiteration of thesis, and other Observations). The thesis and Reiteration of thesis were in the middle of the paragraph. The staging of the Phonology essay varied from the other two essays, by the absence of a Methodology stage, and the addition of other Observation in the Conclusion. As the Introduction positioned French as the model language for analysing the data, this served to some extent as a type of Methodology, although this was not explicit. The Observation in the Conclusion was an argument developed in the preceding Theory stage, not part of the Introduction, so it was treated separately in the analysis. Overall, the essay showed a less consistent level of monoglossia, ranging from 58-86%. The stages with the highest frequency of monoglossia were the Introduction and Conclusion both at 86%, with the Thesis and Reiteration of thesis at 100% monoglossia. The typology of heteroglossic formulations was more limited than in the other two essays, comprised of Counter, Endorse, Entertain and Acknowledge. Dialogistically expansive formulations were the most frequent in the Analysis and Theory stages, but the other stages had an equal number of expansive and contractive formulations. The phonology essay had the highest number of Acknowledge formulations, 29, double that of Kaurna and 15 times that of the FOL essay. These were primarily to validate historical assertions which provided evidence for the argumentation. They were not evenly distributed, with the French and German sections having 12 and 14 respectively, while there were only three in the Scandinavian Languages section. There is no clear explanation for this to be deduced from the communicative purpose of the task. Entertain formulations were also frequent (11 instances) primarily found in the Methodology, Theory, and Conclusion stages. The dialogistically contractive formulations were less numerous, but with the same distribution as the expansive formulations. There were five Counters and two Deny, showing a higher weighting towards Disclaim formulations. This could be interpreted as Tristan perceiving a higher degree of contentiousness with regard to the propositions, compared with the FOL essay, and a stronger

investment in defending them. The Factual function was the highest, followed by Other's Cognitive, the highest of the three essays, but in the Theory and Conclusion, the percentage was almost the same as the combined Consequentiality functions. There was a higher Internal Consequentiality function in this Essay than in the FOL essay, but similar to that of the Kaurna essay.

The following summary table shows the frequency and distribution of the Engagement formulations:

Table 56: Frequency & distribution of Engagement formulations – Phonology

STAGES PARAGRAPHS	Introduction Paragraph 1										Analysis Paragraph 2										Paragraph 3										Paragraph 4									
	1.1a	1.1b	1.1c	1.1d	1.1e	1.1f	1.1g	1.1h	1.1i	1.1j	2.1a	2.1b	2.1c	2.1d	2.1e	2.1f	2.1g	2.1h	2.1i	2.1j	3.1a	3.1b	3.1c	3.1d	3.1e	3.1f	3.1g	3.1h	3.1i	3.1j	4.1a	4.1b	4.1c	4.1d	4.1e	4.1f	4.1g	4.1h	4.1i	4.1j
PROPOSITION	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
FUNCTION	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
MG																																								
ASSERT																																								
PRESUP																																								
CNT																																								
HG Contractive																																								
HG Contractive AFF																																								
HG Contractive DNY																																								
HG Contractive PRN																																								
HG Expansive ENT																																								
HG Expansive ACK																																								
HG Expansive DST																																								

STAGES PARAGRAPHS	Analysis Paragraph 5										Paragraph 6										Paragraph 7										Paragraph 8										Paragraph 9										Paragraph 10									
	5.1a	5.1b	5.1c	5.1d	5.1e	5.1f	5.1g	5.1h	5.1i	5.1j	6.1a	6.1b	6.1c	6.1d	6.1e	6.1f	6.1g	6.1h	6.1i	6.1j	7.1a	7.1b	7.1c	7.1d	7.1e	7.1f	7.1g	7.1h	7.1i	7.1j	8.1a	8.1b	8.1c	8.1d	8.1e	8.1f	8.1g	8.1h	8.1i	8.1j	9.1a	9.1b	9.1c	9.1d	9.1e	9.1f	9.1g	9.1h	9.1i	9.1j	10.1a	10.1b	10.1c	10.1d	10.1e	10.1f	10.1g	10.1h	10.1i	10.1j
PROPOSITION	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
FUNCTION	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
MG																																																												
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HG Contractive PRN																																																												
HG Expansive ENT																																																												
HG Expansive ACK																																																												
HG Expansive DST																																																												

STAGES PARAGRAPHS	Analysis Paragraph 11										Theory Paragraph 12										Paragraph 13										Conclusion Paragraph 14									
	11.1a	11.1b	11.1c	11.1d	11.1e	11.1f	11.1g	11.1h	11.1i	11.1j	12.1a	12.1b	12.1c	12.1d	12.1e	12.1f	12.1g	12.1h	12.1i	12.1j	13.1a	13.1b	13.1c	13.1d	13.1e	13.1f	13.1g	13.1h	13.1i	13.1j	14.1a	14.1b	14.1c	14.1d	14.1e	14.1f	14.1g	14.1h	14.1i	14.1j
PROPOSITION	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
FUNCTION	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
MG																																								
ASSERT																																								
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HG Contractive																																								
HG Contractive AFF																																								
HG Contractive DNY																																								
HG Contractive PRN																																								
HG Expansive ENT																																								
HG Expansive ACK																																								
HG Expansive DST																																								

Kaurna Essay

Tristan responded to the task with an Exposition genre comprised of five stages, like the FOL essay – Introduction (with Orientation and Thesis)^Analysis^Theory^Conclusion (with Summary of argumentation and Reiteration of thesis). The Thesis and Reiteration of thesis were split in both the Introduction and Conclusion with the Orientation and Summary of Arguments sections falling in the middle of those stages. Overall, the essay showed a lower frequency of monoglossic formulations, ranging from 71-79%, but with a more consistent level across the essay. The typology of heteroglossic formulations was similar in breadth to the FOL essay, comprised of Counter, Affirm, Concede, Pronounce, Entertain, Acknowledge, and Distance. Dialogistically expansive formulations were concentrated in the Analysis stage, with some Entertain formulations throughout the others. Entertain was the most frequent, with Acknowledge slightly lower, 20 and 15 instances respectively. This was different from the other two essays, which had a much higher level of Entertain (FOL) and Acknowledge (Phonology). The distribution of dialogistically contractive formulations was fairly even throughout the stages (9-14%). There is almost double the number of Proclaim formulations compared with Disclaim, which is explained by the use of Pronounce and the Directive function. There is a high frequency of Pronounce formulations and these are frequently linked to Directives in the text. This shows a substantial investment in the propositions, using positive, proclaim formulations explicitly introducing the author's voice into the text, and using modal adjuncts of Obligation to align the reader. This is markedly different from the other two essays. After Factual, there is a substantial External Consequentiality function, followed by Other's Cognitive.

The following summary table shows the frequency and distribution of the Engagement formulations:

STAGES	Theory																													
PARAGRAPHS	Paragraph 16																													
PROPOSITION	16.1	16.2a	16.2b	16.3a	16.3b	16.3c	16.4	16.5a	16.5b	16.6a	16.6b	16.6c	16.7a	16.7b	16.8a	16.8b	16.8c	16.9a	16.9b	16.1	16.11	16.11	16.11	Conclusion Paragraph 17						
FUNCTION	F	OC	F	CE	CE	CE	F	F	F	F	CE	CE	F	F	F	F	F	F	CE	F	F	CI	F	CI	F	CI	F	D	D	
MG ASSERT																														
PRESUP																														
HG Contractive CNT																														
HG Contractive AFF																														
HG Contractive DNY																														
HG Contractive PRN																														
HG Contractive COEDE																														
HG Expansive ENT																														
HG Expansive ACK																														
HG Expansive DST																														

This analysis demonstrates that while the communicative purpose of the essays is similar, Tristan has shown a nuanced and complex response, resulting in distinct variations in the form and function of the formulation in the three essays.

While there is not sufficient data in this study to make generalisations about his progress and apprenticeship into academic writing conventions and dialogistic positioning, there is evidence of some development over the three semesters. It is worth noting that this is not a linear or chronological development. He appears to have developed an identifiable Exposition macro-genre with some variations, as a response to the three tasks. With regard to the use of external sources, there appears to have been a swing from almost none in the FOL essay to a very high percentage in the Phonology essay, and then back to a median point (in relation to the other two essays) in the Kaurna essay. These sources are used in a similar fashion, to provide positive evidence for propositions, in all three essays. The formatting of the references is also similar, apart from no longer using footnotes after the FOL essay, conforming to the writing convention of the Discipline of Linguistics to use intext referencing. The extent and form of dialogistic positioning varies from one essay to another, both in terms of the range of formulations used and their frequency and distribution in the texts. While the Kaurna essay uses the broadest range of formulations, there is frequent use of Pronounce, which is not necessarily an accepted writing convention in Academic texts, the author's voice usually being less explicit through techniques such as passive formulation. The use of nominalisation and presupposition to embed propositions shows some understanding of their dialogistic function. The use of Entertain formulations, particularly those with modal adjuncts of probability appears to indicate an awareness of the speculative nature of the propositions, and an acknowledgement of alternative positions. The texts are highly Factual in their content with a high frequency of External Causality, which is an appropriate response to the nature of the tasks, which involved the integration of historical data. The use of Internal Consequentiality varies, from being mainly expressed using Entertain

formulations in the FOL essay, to an even use of Counter, Endorse and Entertain in the Phonology essay, and then Counter, Pronounce and Distance, and some monoglossic Assertions in the Kurna essay.

The colour-coding of the essays for Engagement and Function (reduced version for comparison following) also shows that there is a high similarity in the frequency and distribution of the Function formulations in the three essays, but the type, frequency and distribution of Engagement formulations shows considerable variation. These observations discussed in this chapter will now be explored in relation to the aims and objectives of the study and their potential implications for future research. The full-sized versions are in the Appendices.

Foundations of Linguistics Colour-coded

ENGAGEMENT KEY

Monoglossic formulations..... no colour coding

Deny **green fill**

Counter **green**

Affirm..... **grey fill**

Concede..... **orange**

Pronounce..... **yellow fill**

Endorse..... **blue fill**

Entertain..... **violet**

Acknowledge..... **red**

Distance..... **pink fill**

FUNCTION KEY

Fact no colour

Other's Cognitive..... **red**

Directives **violet**

External Causality **yellow fill**

Internal Causality **green fill**

Introduction
Text messaging, or SMS (short message service) is a text-based service for mobile phones. In its requirement for brevity and its association with youth culture, it has produced a set of distinctive writing conventions. These conventions have permeated into wider culture where the original brevity is unnecessary, e.g. the Telstra Communic8 advertising campaign. The widespread nature of text messaging leads it to use as a possible catalyst of language change – provided it endures.

Methodology
The writing patterns of text messages are short, with many abbreviations, contractions and shorthand, both due to the limited length of a message and the long-winded process of typing compared to spoken language. Particularly noticeable are the rebus constructions: gr8, 4get, 2day, 2moro and u, ur for you. Also appearing are deleted vowels ("msg" for message, "plz fwd" for please forward) and dropped syllables ("boot" for about, "ic" for okay), along with nonstandard spellings and close approximations with less letters ("gud", "bak", "da", "wif" for "with" and the verbal ending "-ing" frequently becomes "-in").

Analysis
Non-standardization has in the past been a major cause of linguistic change. Modern English formed from Middle English during the non-standard spellings and grammatical liberty of the 16-17th centuries, before the 18th Century's spelling and grammatical reforms. Text messaging likewise is essentially non-standardized, with different spellings between people and even between different messages from the same person, or indeed of the same message – "i keep 4getting & parkin on it" displays both an -ing and an -in. However, while text messaging remains non-standard, its influence is difficult to predict; also, a quick change of technology could render its use obsolete and its long-term influence on language thus negligible – much as the telegraph. Also, while changes in spelling can have an effect on pronunciation in some cases (Middle English *arenare* becoming Modern English *admirable* or *erle* becoming Modern English *herb*), in many cases it does not, and at its current stage text messages are simply coded messages for speech patterns.

Theory
My collected messages did not display significant morphological difference between the conventions of text messages and informal speech – informal obviously being the key word. The nature of messaging means an expression like "do you want" would generally be used in favour of "do you want to", because it uses less characters. This periphrastic form based on shortness of characters, rather than ease of pronunciation, as would be the case in spoken language change. However the morphological formations are initially inspired by existing colloquial conventions; at this stage of development I have found evidence to suggest they are different in text messaging itself. Any consideration of the long-term implications must necessarily be speculative, but some patterns are discernable. The most common form of morphological change is analogy. An example would be the way in which /s/ became the plural morpheme in Modern English, by analogy with its use in the masculine nominative and accusative plural cases in Old English.¹ Unfortunately this is not as regular as other forms of language evolution such as phonological change, and is difficult to predict. When non-phonetic spellings are in use a new analogy could be formed on the basis of the spelling rather than the pronunciation. The spelling of text messages implies a boundary in, for instance, gr8 or 4get, where none exists in great or forget. It could also reinforce existing but largely forgotten boundaries, as in 2day and 2moro. The morphemes "to" and "day" do not logically form into "today", and "morrow" is currently an archaicism outside of "tomorrow". None of these are attested however (nor have I any knowledge of them outside my data). Any development along these lines remains purely speculative. Changes to existing English grammatical morphemes are perhaps the richest, and most verifiable, beginning to language change in text messages. "Thanks" frequently becomes "thnx"; this, to a mind conditioned by spelling, looks like a single morpheme; even though they are both pronounced [θæŋks], the fact – is a separate morpheme is largely lost. "Thnx" could plausibly emerge as a single morpheme in years to come. The lack of an apostrophe in –it (as in haven't, can't, becoming havent, cant) leads to possible evolution into a suffix rather than a contraction of have not or cannot, the final –ing of the present tense, while already a suffix, also shows attention to –in in text messages; although this is a feature of currently existing dialects it is made more prevalent by the text system. There are several limiting factors to text messaging as a catalyst for language change. As previously noted, widespread technological change could diminish the effect of text messaging as quickly as it introduced it. Predictive text, where a dictionary on the phone's memory supplies the word from a list of options, could if widespread remove many of the space-saving conventions of mobile phones – especially if character restrictions were relaxed and phone memory improved. This would not necessarily remove the informal nature of text messaging, just as colloquialisms flourish in speech, but they will no longer necessarily be inspired by the need for brevity.

Conclusion
There is little evidence for high levels of morphological change at the current stage of text messaging, and the transitory nature of the medium makes any broad patterns of change difficult to predict. Widespread change in morphological formation seems unlikely, with a few possible exceptions, which remain speculative. Alteration to existing morphological affixes, based on ease of spelling rather than actual phonetic mutation, is attested in the messages I have collected. However, lasting change inspired by text messaging depends on the longevity of the technological medium.

¹ OED online.
² McMahon p71

Introduction
Text messaging, or SMS (short message service) is a text-based service for mobile phones. In its requirement for brevity and its association with youth culture, it has produced a set of distinctive writing conventions. These conventions have permeated into wider culture where the original brevity is unnecessary, e.g. the Telstra Communic8 advertising campaign. The widespread nature of text messaging leads it to use as a possible catalyst of language change – provided it endures.

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Analysis
Non-standardization has in the past been a major cause of linguistic change. Modern English formed from Middle English during the non-standard spellings and grammatical liberty of the 16-17th centuries, before the 18th Century's spelling and grammatical reforms. Text messaging likewise is essentially non-standardized, with different spellings between people and even between different messages from the same person, or indeed of the same message – "i keep 4getting & parkin on it" displays both an -ing and an -in. However, while text messaging remains non-standard, its influence is difficult to predict; also, a quick change of technology could render its use obsolete and its long-term influence on language thus negligible – much as the telegraph. Also, while changes in spelling can have an effect on pronunciation in some cases (Middle English *arenare* becoming Modern English *admirable* or *erle* becoming Modern English *herb*), in many cases it does not, and at its current stage text messages are simply coded messages for speech patterns.

Theory
My collected messages did not display significant morphological difference between the conventions of text messages and informal speech – informal obviously being the key word. The nature of messaging means an expression like "do you want" would generally be used in favour of "do you want to", because it uses less characters. This periphrastic form based on shortness of characters, rather than ease of pronunciation, as would be the case in spoken language change. However the morphological formations are initially inspired by existing colloquial conventions; at this stage of development I have found evidence to suggest they are different in text messaging itself. Any consideration of the long-term implications must necessarily be speculative, but some patterns are discernable. The most common form of morphological change is analogy. An example would be the way in which /s/ became the plural morpheme in Modern English, by analogy with its use in the masculine nominative and accusative plural cases in Old English.¹ Unfortunately this is not as regular as other forms of language evolution such as phonological change, and is difficult to predict. When non-phonetic spellings are in use a new analogy could be formed on the basis of the spelling rather than the pronunciation. The spelling of text messages implies a boundary in, for instance, gr8 or 4get, where none exists in great or forget. It could also reinforce existing but largely forgotten boundaries, as in 2day and 2moro. The morphemes "to" and "day" do not logically form into "today", and "morrow" is currently an archaicism outside of "tomorrow". None of these are attested however (nor have I any knowledge of them outside my data). Any development along these lines remains purely speculative. Changes to existing English grammatical morphemes are perhaps the richest, and most verifiable, beginning to language change in text messages. "Thanks" frequently becomes "thnx"; this, to a mind conditioned by spelling, looks like a single morpheme; even though they are both pronounced [θæŋks], the fact – is a separate morpheme is largely lost. "Thnx" could plausibly emerge as a single morpheme in years to come. The lack of an apostrophe in –it (as in haven't, can't, becoming havent, cant) leads to possible evolution into a suffix rather than a contraction of have not or cannot, the final –ing of the present tense, while already a suffix, also shows attention to –in in text messages; although this is a feature of currently existing dialects it is made more prevalent by the text system. There are several limiting factors to text messaging as a catalyst for language change. As previously noted, widespread technological change could diminish the effect of text messaging as quickly as it introduced it. Predictive text, where a dictionary on the phone's memory supplies the word from a list of options, could if widespread remove many of the space-saving conventions of mobile phones – especially if character restrictions were relaxed and phone memory improved. This would not necessarily remove the informal nature of text messaging, just as colloquialisms flourish in speech, but they will no longer necessarily be inspired by the need for brevity.

Conclusion
There is little evidence for high levels of morphological change at the current stage of text messaging, and the transitory nature of the medium makes any broad patterns of change difficult to predict. Widespread change in morphological formation seems unlikely, with a few possible exceptions, which remain speculative. Alteration to existing morphological affixes, based on ease of spelling rather than actual phonetic mutation, is attested in the messages I have collected. However, lasting change inspired by text messaging depends on the longevity of the technological medium.

¹ OED online.
² McMahon p71

Figure 11: Function Colour-coded essay – FOL

Figure 12: Engagement Colour-coded essay – FOL

Kaurna Colour-coded

ENGAGEMENT KEY

Monoglossic formulations..... no colour coding

Deny **green fill**

Counter **green**

Affirm..... **grey fill**

Concede..... **orange**

Pronounce..... **yellow fill**

Endorse..... **blue fill**

Entertain..... **violet**

Acknowledge..... **red**

Distance..... **pink fill**

FUNCTION KEY

Fact no colour

Other's Cognitive..... **red**

Directives **violet**

External Causality..... **yellow fill**

Internal Causality **green fill**

Figure 15: Engagement Colour-coded – Kaurna

Introduction

It would be futile to deny that the Kaurna language as spoken in the 20th and 21st centuries is identical to that spoken by the Kaurna people at the time of colonization and earlier. The Kaurna language has been revived from incomplete information and has consequently required many neologisms both in vocabulary and grammar. As these neologisms are coined by first-language English-speakers, it is inevitable that the new coinings will display English influence. Additionally, while the language was recorded while spoken as a first language, it had already begun to be modified by its contact with English. However, as I will argue, this distinction is not sufficient to qualify modern Kaurna as a different language from its traditional counterpart. Rather, the differences should be recognised by the division of the Kaurna language into various periods.

Methodology

There are many different ways of determining the difference between languages. Different languages can be defined according to shared vocabulary or mutual comprehensibility. In the case of Kaurna, it seems inappropriate to classify the language based purely on vocabulary, as we are not dealing with dialectal differences but with historical change, albeit with an enforced hiatus in language use and a current language revival program. The classification should therefore be based more on period than dialect. For the purposes of this essay I will use the terms Traditional, Post-Contact and Modern to define the three stages of the language outlined below. Other possible terms suggest themselves; for instance, Old, Middle and Modern Kaurna, paralleling the terms describing the history of English. These terms were avoided as they suggested too close a link between the two languages. However, I have retained 'Modern Kaurna' to give parity with Modern English. Traditional Kaurna is the pre-contact language. Post-Contact Kaurna is the language as spoken after European colonization; that is, the language as recorded by Tschellmann and Schürmann in the mid-19th century. Modern Kaurna is the language as it is being revived, from the 1980s to the present day. These terms are used within this essay for ease of reference. Any wider use of this (or other) periodisation should be subject to the approval of the Kaurna people.

Analysis

As Kaurna revival is simply an attempt to reconstruct the language as it was spoken in the 19th century, it might be expected that the modern language ought to be identical. In this viewpoint, a linguistic prescriptivism could be utilised, whereby Kaurna spoken in a manner unrecorded by T&S is classed as "incorrect." Whatever the values of this approach (see Prescriptivism, below), this is impractical for two reasons. Firstly, the incomplete information recorded by Tschellmann and Schürmann makes it impossible to use Kaurna in all circumstances it was used in the 19th century. The vocabulary is incomplete and the grammatical information has gaps acknowledged by T&S themselves. (1840: 6, 13, 20). Traditional Kaurna is not completely recorded. Secondly, the language as recorded can, obviously, only document items and concepts of the 19th century. Just as English and the other major world languages have coined neologisms to deal with new inventions and cultural practices, Kaurna has been forced to do the same in its 20th-century revival. Post-Contact Kaurna appears to have been identical, grammatically to Traditional Kaurna, but reflects the additional vocabulary items of the post-contact era. Tschellmann and Schürmann in 1840 recorded a number of Kaurna words invented, presumably by Kaurna people themselves, to deal with introduced objects, usually material items and the associated actions. While this is hardly a complete list of 19th century Kaurna neologisms, it shows several processes: extension of meaning (*bakkalla, pindi*), derivation from nouns (*nakkana, ikana*) and verbs (*kambellamballa, bitiri*) and compounding (*garrlapure*). Nonetheless, while the Kaurna language at this stage was making use of its own resources it was nonetheless changing to suit the needs of speakers while a community of first language speakers still existed. T&S also record loan-words directly from English to Kaurna. These appear to have been noticeably less frequent than new Kaurna coinages, although T&S do not include them in the main dictionary with the exception of *mitiyara* but only in the ...Such borrowings have had limited effect in Modern Kaurna, as this process of word-formation had largely been abandoned. Under the entry for *mani* Amery notes "Kaurna people prefer to use *kanya*," (2003: 21). As well as documenting words for introduced items and animals, Tschellmann and Schürmann themselves contributed to the change by introducing words for Christian concepts. This has influenced subsequent language productions, with terms such as *ira mankolamballa* "saviour" (Amery and Ripney: 44) and the transliteration *Yewva* for Jehovah (Amery and Ripney: 9, 49) being used to create Kaurna funeral rites. Post-Contact Kaurna apparently differed from Traditional Kaurna only in borrowed terminology. Modern Kaurna, however, has other differences, but they are more difficult to detect. As Modern Kaurna is intended as a reconstruction of Kaurna its vocabulary and constructions are heavily drawn from 19th-century sources (mostly Tschellmann and Schürmann). Deviations from traditional forms are therefore difficult to detect as they are unintentional. However, in the area of phonology, there are known areas of uncertainty, and in recorded vocabulary it is possible to detect a subtle change of meaning, which is outlined by English. Tschellmann and Schürmann noted that the Kaurna word *mitiyara* was used to refer to a person included by Amery (1998: 41, 248). But in Schürmann's subsequent work, *Speaks of Kaurna* (1900), *mitiyara* is well understood, albeit not etymologically. The phonetic transcription of *mitiyara* is not consistently represented in T&S. Vowel length or the interdental/alveolar distinction is not noted at all, and while *r*, *rr* and *rrr* are used to represent retroflex consonants, these are not systematic; compare *mitiyara* /*mitiy* with *manol* /*manol* (Amery 1998: 402, 53). It can be seen that T&S did not take the effort to note these differences. Thus, while in some instances the correct phoneme can be inferred from comparison with cognates in related languages or probable Kaurna phonetics, in others the original phoneme is unknown. It is virtually certain that some Kaurna words containing these phonemes are pronounced differently than their traditional counterparts. The phonological problems create another problem facing first-language English speakers learning Kaurna. The interdental/alveolar distinction is not one present in any of these consonants in English phonology. For learners, even Kaurna people, who were not raised speaking a language that

makes similar distinctions, the phonology of Kaurna is likely to become closer to that of English. A number of neologisms have been constructed to allow Kaurna to be used in the 20th and 21st centuries, and generally are marked as such in wordlists, e.g. with the hypothetical asterisk in Warra Kaurna entries such as **kambatti* "stove," (20) **garrkarrilli* "veroplane," (20) and **wypadipaditi* "car," (21). These additions are easily paralleled in any language approaching new technology. English itself did not have many of these words in the 19th century. Neologisms have also been constructed to cover gaps in recorded vocabulary, these are likewise marked. There is a more subtle change in Kaurna vocabulary, however, as existing Kaurna lexical items are applied to newer contexts. As an example, the salutation of the letters to John Howard (Welcome protocols CD, track 22), *Jolnalya* "Dear John," is an anglicism. It is also different to the attested Kaurna letter written by Pipawee at Pilla Woddi, which begins "nginyo taranama" (literally "to my brother in law," translated into German as "to my friend" by Klose), though it is pertinent to note here that there are several ways to address a letter even in English. Modern Kaurna, naturally enough as a language of identity for the Kaurna people, is frequently used to reference reconciliation. This is not a traditional concept, however. For instance, the sentence, "Naitradli nginyawo nurradli," (Welcome protocols CD, track 13). This literally translates "Now let's remove the moral pastime between us" and is used to translate "let's engage in reconciliation." Such a meaning would not have been apparent to a 19th-century Kaurna person, just as the specific meaning of reconciliation would not have been understood by a 19th-century English speaker. Using a particular Kaurna phrase in this way sets a precedent which, while not unbreakable, is likely continue with the use of these words with this specific connotation. This is not necessarily a bad thing but is an instance of a change in connotation and in some cases an extension of meaning. Of special importance to this discussion is the Kaurna number system. Modern Kaurna numbers are not a reconstruction of missing vocabulary but a new creation. As shown on Table 4, Kaurna did not use a base 10 number system, a new system has been deliberately reconstructed to replace a known traditional system. Modern Kaurna does not follow the system recorded by T&S of forming higher numbers by combination as demonstrated in Table 4. The Modern Kaurna system is instead a base 10 number system derived from the attested first-order numbers. While this is a break from Traditional Kaurna it is eminently sensible; the Kaurna people are first language English speakers living in a European culture and the old Kaurna system would be impractical in a modern way of life.

Theory

The differences between Modern and Traditional Kaurna raise an important question, that of prescriptivism in Kaurna. Should the 19th-century records be regarded as the only correct Kaurna or is it permissible to adapt the material, while still claiming to be speaking the Kaurna language? There are two objections to the prescriptivist approach. Firstly, speaking 'perfect' Traditional Kaurna is impossible for the reasons outlined above. Secondly, Modern Kaurna is used for cultural reasons, as a medium for expressing identity, not primarily as a means of communication. Differences between Modern Kaurna and Traditional Kaurna are secondary to the degree to which Kaurna people identify with their language. The heavy involvement of Kaurna people with the language resources produced by Kaurna Warra Piyandi shows this degree of identification. Modern Kaurna has certain verifiable differences from Traditional Kaurna (even if it is generally not clear what the Traditional Kaurna form was), but this does not make it any less the language of the Kaurna people. As a useful analogy, English has accepted significant changes throughout its history and is still considered the same language. While English has been spoken continuously over its entire history it nonetheless has had significant borrowed vocabulary, and significant phonological and grammatical change. English absorbed a significant number of French terms following the occupation of the native speaker's country by the Normans, and also has large borrowings from prestige languages such as Latin and Greek. There is no reason Kaurna cannot be considered the same language even after similar changes.

Conclusion

Traditional Kaurna, as spoken in the 19th century, and Modern Kaurna, spoken in the 20th and 21st, have identifiable differences which we should not be blind to. The reconstruction of Kaurna from 19th-century sources has affected the language. However, the two forms of Kaurna remain closely related and should therefore be considered as different periods of the one language rather than two separate languages.

6.4 Summary

This chapter has used the Engagement framework to analyse the manner in which Tristan has positioned himself, the propositions and expert sources in relation to the argumentation and the putative addressee. It shows a sophisticated and complex manipulation of language choices to achieve a response to the communicative purpose to the assignment tasks. Some similarities have emerged, for example the way in which sources are used to substantiate historical and factual information, and as positive reinforcement for Tristan's argumentation. Interestingly, while the texts remain in the majority highly monoglossic, there was considerable variation in the choice of heteroglossic formulations across the essays. This, and the other features noted in the three analysis chapters (Chapters 4, 5 & 6) will be discussed in the following Chapter.

Chapter 7: Discussion

Overview

The main aim of this study was to investigate dialogistic positioning in undergraduate academic writing. The analysis of the data was realised in relation to this aim, informed by the research questions described in Chapter 1, section 1.3. The findings raise a number of issues with regard to the methodology for analysing dialogistic positioning, the process of managing the subjective for novices in academic discourse and its conventions, and the pedagogical challenges that educators face in dealing with such a complex process.

This chapter will discuss the findings of the study with reference to the thesis objectives, and is presented under the following headings:

- The methodological framework;
- The analysis of communicative purpose;
- Engagement and staging;
- Pedagogical implications and applications, including observations with regard to the literature on ESL dialogistic positioning;
- Future directions.

7.1 The methodological framework

The first objective of the study was to apply the SFL framework to the analysis of dialogistic positioning from the sub-clausal to global textual level. The methodology of the study was based in a systemic functional linguistic conception of text as an object functioning as artefact and specimen (Halliday, 1994: 2-4), and that texts can be analysed under both functions. The application of Genre Theory and Appraisal Theory to the analysis of the texts permitted a multi-layered access to the texts, at both a macro and micro level, and between levels. As the model in Figure 4 shows, the driving force was the communicative purpose of the texts, as this provided

both the stimulus and framework for the student’s response, and indicated the potential for dialogistic positioning.

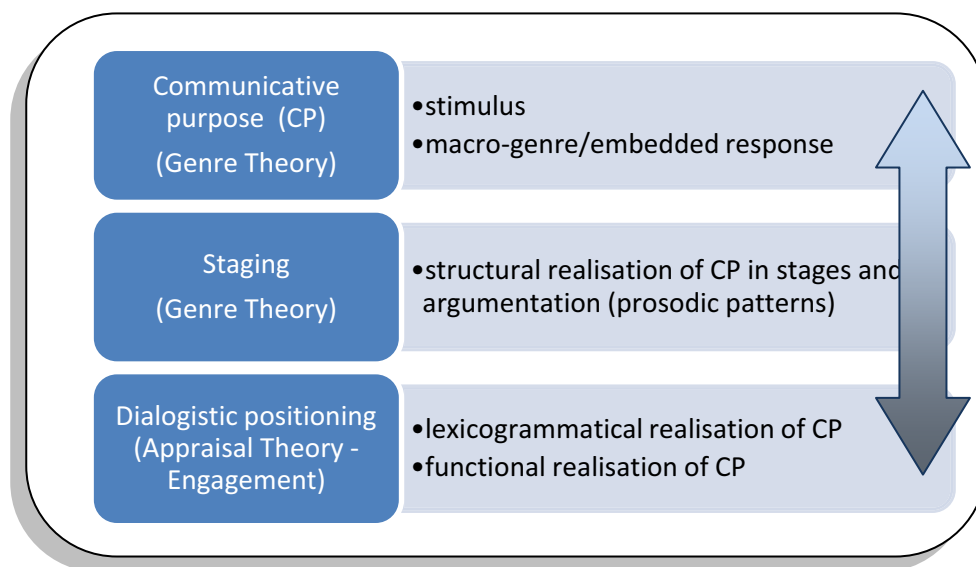


Figure 17: Layered analysis model

Genre Theory provided a framework for analysing each text as artefact, in terms of its unique realisation as a response to a specific communicative purpose (essay task or stimulus) and as specimen to discover what these realisations could tell us about language as system, in this case, written academic discourse in the form of an essay (response). Having described the context for the texts and the potential realisations of the communicative purpose of the task, the next layer of deconstruction, a structural analysis of the texts in terms of their staging and argumentation was undertaken (prosodic features). The identification of the stages in terms of their function in the argumentation of the essay in turn provided a context for the potential dialogistic positioning of the student. The final layer of analysis at a micro lexicogrammatical level was made possible through the application of Appraisal Theory and Engagement to identify which formulations in the text were being used to respond dialogistically to the communicative purpose of the texts, and where in the essays they occurred. The sub-categorisation of the Engagement formulations in terms of their function within the argumentation of the text provided an additional means of describing the manner in which each formulation was being used, to permit a categorisation beyond a general word-class or group.

As a way of representing the data to incorporate this methodology, the Proposition and Summary Tables were developed from the White & Sano (2006) model. The Proposition Table fulfilled its intended function of providing a readable overview of the analysis of complex data. Treating paragraphs separately permitted the retention of the integrity of the original structure of the essay (pre-analysis) and its prosody, while providing a means of analysing the sections of each stage. The system of numbering sentences with an alphabetical sub-division had the advantage of retaining the sense and completeness of the sentence, while being able to separate and examine the individual propositions it contained. This allowed a more fine-grained analysis than a clausal analysis alone, which would have precluded the isolation of presuppositions as a separate item. There was some limitation as to the extent to which propositions were subdivided. While argumentation was important to understand function and dialogistic positioning, the focus of the study was Linguistic, rather than Philosophical, and truth-value was not being measured. An example of this is 4.7a from the Kaurna essay: *...just as English and the other major world languages*. This was treated as one proposition, a monoglossic Presupposition, although it contains assumptions about what constitutes a world language and English within that group.

The Summary Tables were useful as condensed versions of the Proposition table. The choice to colour-code the formulations of these and the full essays, following Hood (2010), permitted an alternative lexico-visual perspective of the frequency and distribution of the elements under analysis.

7.2 The application of the methodology to the texts

7.2.1 The Genre analysis

The application of Genre Theory to analyse the communicative purpose of the tasks, and the staging and argumentation of the responses did not require any modification to accommodate the data. The argumentation and partitioning of the essays conformed to the descriptions of an

Exposition macro-genre with embedded Discussion, following Martin & Rose (2008), with only slight variations between the essays. It permitted a differentiation between the prosodic patterns of the essays, and described the context for the dialogistic positioning of the student. This confirmed White & Sano's (2006:195) observation that 'the consideration of where and how often a speaker employs [various dialogistic formulations] can be applied to develop comparisons of different stages in a given text, [and] different texts'. A discussion of the communicative purpose analysis follows in Section 7.3.

7.2.2 The Engagement analysis

The application of the Engagement framework to the propositions enabled the identification of dialogistic positioning formulations in the texts. The propositions were, on the whole, able to be categorised using the Engagement framework using the definitions in Martin & White (2005). There were, however, some formulations which could have been put into more than one category, depending on their function and the idiosyncratic manner in which they were constructed. Attitudinal adjuncts complicated the classification, in some instances, such as 13.4b in the Phonology essay: *however, the level of recording requires more than* (13.4a) *simply surviving texts in a language* (13.4b). If *simply* was considered as a neutral descriptive term, then the whole sentence could have been classified as a monoglossic Assertion. If *simply* was considered as negative inscribed attitude, then it was more aptly classified as a Presupposition. The clause *it would be futile to deny* (1.1a) in the Kaurna essay is a similar example. The presence of the modal adjunct *would* could have justified a dialogistically expansive Entertain classification but semantically, the inscribed attitudinal token *futile* and the negatively expressed process *deny* were dialogistically contractive. Treating the combination as one verbal group, it was possible to classify it as a Pronounce formulation. The inclusion of functionality as a parameter meant that it could be considered as a Directive, which was also dialogistically contractive, thus the decision to classify it as Pronounce.

Another difficulty was when a modal adjunct was used when citing an expert source in the text. As no quotation marks were used, it was unclear whether Tristan had paraphrased the source and introduced the adjunct, or whether the source had also expressed the proposition with modality. This was a particular feature of the referencing in the Phonology essay, and was not found in the other essays. This is demonstrated in the following example,

The uvular [R], now ubiquitous in French (4.1a) is a comparatively late development in that language (4.1b) which earlier presumably displayed the trill common to the Romance family [Posner, 288]. (4.1c).

The modal adjunct of Probability *presumably* could be Posner's assertion or perhaps it is Tristan's. As it is a citation without a Distancing formulation, the obvious classification of the formulation is as Acknowledge, but there is some argument for an Entertain formulation if the modality is Tristan's. The other problem that this example demonstrates is the difficulty of isolating propositions when there are no quotation marks, but this is dealt with in the discussion which follows on Attribution.

When a source was not cited, but used as evidence, this also posed a problem for classification, such as this example from the Kaurna essay,

its vocabulary and constructions are heavily drawn from from 19th-century sources (8.3b) (mostly Teichelmann and Schürmann). (8.3c).

Teichelmann and Schürmann are identified as one of the sources for the data, but are not actually cited, being an example only. For this reason, the formulation was classified as a monoglossic Assertion rather than an Acknowledge formulation.

Another difficulty was that adverbial adjuncts, such as *does*, also complicated the classification, as this example from the Phonology essay shows,

While Posner notes that there were few linguistics changes as a consequence of the Revolution (4.5a), she does cite the adoption of [R] for earlier [r] as one of the few examples [Posner, 71]. (4.5b).

In the first example, *does* could justify a classification of Concede if this part of the proposition is Tristan's interpretation. In the absence of a clear differentiation between the two authors, it was classified as Acknowledge, being referenced, with *does* considered as emphatic.

Of particular salience was the difficulty of categorising the formulations in which an external source was referenced. Tristan used three types of academic referencing formats:

- Reference without citation (WOC) – Those references in which there is no quotation, with the source noted in brackets, parentheses or as a footnote, for example, from the Phonology essay,

Furthermore, regional varieties may still display apical trills or flaps [Posner, 288].
(3.2c).

- Reference with citation but no reporting verb (WC) – These references include a quote, in italics or quotation marks, with the source noted in brackets, parentheses or as a footnote, for example, from the Kaurna essay, with the original italics underlined,

and the transliteration Yeowa for Jehovah (Amery and Rigney: 9, 49) being used to create Kaurna funeral rites. (7.2d-e).

- Reference with a reporting verb, with or without quotation marks (RV) – These are references where the student uses a reporting verb to introduce a citation. Sometimes the citation is enclosed in quotation marks, but at other times, there is no such boundary, for example, from the Phonology essay,

In 1897 Hempl recorded three rhotics: front, back and glottal (7.1).

Under the existing Attribution classification framework, all these reference types are classified as Acknowledge (Martin & White, 2005:111-117), but dialogistically, they are functioning quite differently. References without citation (WOC) are attributed through footnotes, author's name and year, and page number, so it could be argued that dialogistically there is no explicit

distancing from or alignment with the source. This is, however, problematic when the boundary of the citation is unclear, there being no quotation marks, and the proposition is embedded in a larger sentence or in a series of propositions. This lack of qualification or mediation in the formulation suggests that dialogistically, the source and/or the content are presented as uncontentious and validated by the author, and by implication the reader. An alternative interpretation is that the absence of a reporting verb could signal an unqualified acceptance of the proposition(s) and the source, thus warranting a classification as a type of Endorse. References with citation without a reporting verb (WC) function in a similar manner. The fact of citing the author, rather than a general paraphrasing would suggest that the student is being more specific in his use of the source, that is, only in relation to an explicit proposition, but as there is no reporting verb or other mediation by the writer, the source and/or propositions are, presented as being uncontentious, and to some extent endorsed by the author.

In both WOC and WC referencing, Tristan is presenting the source as uncontentious and the content having a high truth-value, as there is no qualification or moderation of the proposition(s) cited. It could be argued that they are functioning dialogistically as more contractive than expansive, as they have the effect of limiting the reader's interpretation of the information and/or propositions, by opposing them with an uncontested source. This would suggest a stronger function than Acknowledgement. The student, by presenting the sources and propositions in an unmediated manner, could be described as endorsing them. This is problematic within the Engagement framework, as *Endorse* is described as 'those formulations by which propositions sourced to external sources are constructed by the authorial voice as correct, valid, undeniable or otherwise maximally warrantable. This construal is achieved indirectly by the use of verbal processes or their nominalised equivalents' (Martin & White, 2005:126). As WOC and WC formulations do not include reporting verbs or verbal processes, they are thus necessarily categorised as Acknowledge.

References with a reporting verb with or without citation (RV) function dialogistically in a different manner from the preceding two types. The choice to mediate the proposition and/or source with a reporting verb qualifies or moderates the citation, indicating to some degree alignment or disalignment with the source and/or the truth-value of the propositions. The following is a list of the reporting verbs used by Tristan, classified under the current Attribution framework:

Distance –*claims*

Acknowledge – *records (4), notes (2), fails to record, is defined by, remarked, observed, does cite, translated, was cited by, attributes, suggests, ties in with, recorded by, written by, admits.*

It is apparent that the Acknowledge group contains verbs which function very differently dialogistically. This is compounded by the fact that any decision to classify a verb as ‘contentious’ or ‘uncontentious’ is, problematic, using a semantic value system. This has implications for the manner in which the source or the source’s propositions are constructed. For example, reporting verbs such as *writes, notes, cites, records,* and *observes,* construct the source as being neutral and to some degree factual and uncontentious, and the author as not showing particular alignment or disalignment. Reporting verbs such as *suggests* and *attributes,* however, imply a value judgement by the author with regard to the validity of the content as being somehow doubtful and thus contentious. This could also be interpreted as a degree of disalignment with the source. This disalignment is not as strong as when the reporting verb *claims* is used, but the Attribution framework does not currently offer the possibility of differentiating these degrees of contentiousness. There is some scope to use Graduation to situate such verbs on a cline of high to low Force and Focus, but some of the verbs are difficult to categorise as such, given that their semantic value is not necessarily absolute, but relative to the context.

One explanation for this could be that the development of the Attribution sub-categories was initially a response to the manner in which sources are cited in the written media, in particular,

hard news (White, 1998; Martin & White, 2005). Martin & White (2005:164-184) which has three evaluative keys, but these have been analysed primarily with regard to Attitude, and to some degree Graduation. Apart from the genre of extended essays, exemplified by the *Quarterly Essay*, where sources are explicit, referenced and used to construct durable, complex argumentation, hard news writing is to some extent ephemeral, and written for a general readership and public consumption. The credibility of sources is a stringent requirement, but anonymity is common practice, with the terms ‘spokesperson’ or ‘witness’ replacing individual’s names. This is partly to avoid legal complications, and is often coupled with a more frequent use of Distancing formulations, such as the passive and reporting verbs such as *claims* and *alleges*. This is markedly different from referencing in academic discourse, where it has an epistemological, self-referencing function. Exactitude with regard to formatting, the grafting of one’s work to others’ theorisation or work, and the critical discussion of expert sources are therefore, of paramount importance (Hyland, 2000, 2004b; Swales & Feak, 1998; Hood, 2010).

7.2.3 The functional analysis

The inclusion of function categories with the Engagement formulations in the same table permitted a cross-analysis so that the function of the formulation and or proposition was visible in the immediate and wider context. The addition of Function, as a parameter for discussing lexicogrammatical choices, also allowed more nuance in contextualising the lexicogrammatical items, than relying on a supposed intrinsic semantic value. This raised, however, the problem of potentially aleatory classifications based on subjective interpretations of the data. This is an inherent difficulty with Functional rather than Descriptive analysis, and perhaps in particular, Appraisal analysis, as a word in one context, may have a different rhetorical value and function in another. For example, in the Phonology essay, the word *progress* could have had a positive or negative value, depending on its context and the overall argumentation of the paper. As a counter to this difficulty, an evidence-based, iterative approach (Gevers, 1991) was used when dealing

with functional categorisation. SFL terms and classifications, as identified in the literature, were used to identify and categorise certain lexical items according to their word-class or general function (Halliday, 1994). These were then contextualised as much as possible, to limit potential misinterpretations and inferences about the reasons for Tristan's choices. This resulted in frequent classification and reclassification of certain items during the analysis, as the appearance of other examples with the same or similar formulation used differently in another context put into question the original interpretation.

Two examples of the advantage of having Function as a parameter for analysis were the use of conjunctions and modal adjuncts. Conjunctive adjuncts were a significant and to some extent expected feature of the writing, as the task directives required causal analysis and invited discussion, both of which can be articulated using conjunctions. The Engagement framework allows for some differentiation between those acting as Counters and those which are Concessive, but it became apparent that there was also a need to differentiate between those conjunctions which were functioning in a dialogistic sense and those which were related to Consequentiality, and which type of Consequentiality was being invoked. An example of this was the use of *even* as a Counter in the FOL essay,

Text messaging likewise is essentially non-standardised between people and even between different messages from the same person (3.4a-d).

and in the Phonology Essay,

The historical and continued prestige of French, first as an aristocratic and trading language and even to the present day as a dominant language of the European Union (13a-d).

In the FOL essay, Tristan is emphasising the actual difference between the formulation of messages, so the classification was a Factual function. In the Phonology essay, Tristan seems to be expressing some incredulity with regard to the longevity of French as a dominant language, which would indicate some degree of dialogistic positioning, thus it was categorised as having an Internal Consequentiality function.

Similarly, the classification of those formulations containing modality as Entertain was relatively unproblematic. In Tristan's case, however, it became apparent that there was a need to differentiate between modal adjuncts of Probability and Obligation, and Capacity. In some instances, when the latter functioned with regard to Usuality, there was a potential function categorisation of either Internal Consequentiality or Fact, depending on the degree of dialogistic positioning being expressed with regard to the argumentation. A typical example is the use of *can* in the Phonology essay,

the appearance and spread of the [R] pronunciation in other languages can thus be seen as a result of the long-standing prestige of French in Europe (2.2a-c).

If Tristan literally means that the appearance and spread were historically documented and uncontentious, the statement could conceivably be classified as functioning as Factual and dialogistically contractive, almost as a monoglossic Assertion. If, however, *can* is considered to mean that there are other possible reasons for the appearance and spread of the pronunciation, it is dialogistically expansive, admitting of contentiousness with regard to the proposition, and thus functioning with regard to Internal Consequentiality. In this example, the former interpretation was chosen taking into account Tristan's repeated monoglossic assertions with regard to the causal link between prestige and language change. When there was a possibility of two interpretations or classifications, the general argumentation and context of the formulation were taken into consideration, and a provisional decision was made to permit continued analysis of the texts. This illustrates the previous observation that there is an element of subjectivity in data interpretation under this system, and that classification choices are based on pragmatic considerations.

7.3 The analysis of communicative purpose

The second objective was to explore the relationship between the student's response and the formulation of the task directive(s), using Genre Theory. Two of the tasks, for FOL and Phonology were similar in their structure, being comprised of two questions. The first part of the

question required research with regard to historical processes and/or the collection of data. These findings were then used to inform a response to the second question, which required speculation about future trends (FOL essay) or language change theory (Phonology). The task for the Kaurna essay was different, being essentially a series of reiterations of the same directive and question, which was to argue whether early and revived Kaurna were the same language. This task also involved research into historical processes, but this was implicit and not explicit in the task directives. These differences were reflected in the staging and organisation of the argumentation, but did not produce different macro-genres.

Dialogistically, tasks which require an acknowledgement of contentiousness will produce textual responses with more dialogistic positioning, as the student is choosing to invest more or less in the propositions s/he is asserting, as argued in the literature on Genre as realisation of Communicative purpose (Martin & White, 2005, Martin & Rose, 2007, 2008; Hood, 2010). In the case of the three texts under analysis, the topic questions contained ambiguity or tension on a semantic level, which affected the potential response by the student. This was evidenced by the production of Exposition responses to what presented initially as Discussion questions. It was difficult to ascertain the degree to which Tristan was sensitive to these ambiguities from the data, as he did not explicitly engage with terms which were obviously contentious in the topics, such as 'reclaimed' and 'modern' in the Kaurna essay, or contest the definite article in the FOL and Phonology essays. He was, however, sufficiently sensitive to these elements to choose an alternative response to a Discussion. His marks, being High Credit and Distinctions, suggest that he correctly interpreted the question and appropriate response. This choice of macro-genre is consistent with Woodward-Kron's (2005) observation that students tend to produce Exposition rather than Discussion texts, as even when the directive *discuss* was explicit in the topic, Tristan consistently responded with an Exposition. The only instance in which he engaged to some extent with the potential contentiousness of the topic was in the Kaurna essay, where there is

some discussion of the use of the term ‘modern’ Kaurna, but this was only in relation to his own methodology, not as a general term. The classification of Exposition macro-genre was most clearly justified by the comparison of the Introductions and Conclusion of the essays, where the Thesis indicated a particular stance or argumentation, and the Reiteration of thesis was repeated almost verbatim (Martin & Rose, 2008). This structure and engagement with the topic had a significant impact on the staging and dialogistic positioning of the argumentation and the student’s attendant lexicogrammatical choices. The Discussion in the Theory stage was less a challenge to the stance taken at the beginning of the essay, than an exploration of the validity of some of the evidence to support the initial thesis.

The essays were structured in relation to the general communicative purpose of the task and the component parts of the task. The boundaries for the staging of the essays were based on Tristan’s partitioning through headings, paragraphs and other markers (Martin & Rose, 2007) and each essay followed a comparable staging and sub-staging (in brackets) structure of Introduction [Orientation^Thesis]^Methodology ^ Analysis^Theory^Conclusion [Reiteration of Thesis], with the exception of the Phonology Essay, which did not have an identifiable Methodology stage. A comparison of the three essays with regard to this difference showed that in the FOL essay, Tristan introduced a methodology stage to define the features which would be used to assess the topic assertion, and in the Kaurna essay to explain his method of categorising and naming the periods of Kaurna. In the Phonology essay, he went directly from the Introduction, where he proposed French as the model for the change in pronunciation, into an historical analysis of French pronunciation. There is no obvious explanation for this, particularly as the Phonology and FOL tasks were quite similar in their communicative purpose compared with the Kaurna essay.

The manner in which the argumentation unfolded in the essays was clearly informed by Tristan’s understanding of the communicative purpose of the tasks, as expressed in the order and

requirements of the task directives. Figure 18, Figure 19 and Figure 20 show the prosodic structure of the essays, using the model developed by Martin (2000), extrapolated in Martin & Rose (2008:24-25).

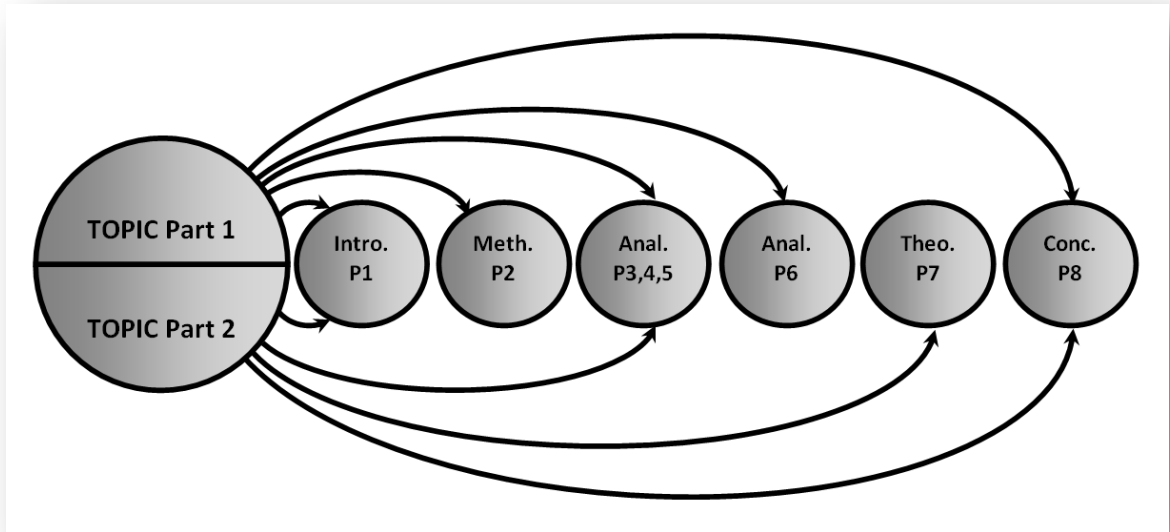


Figure 18: Prosodic structure model – FOL

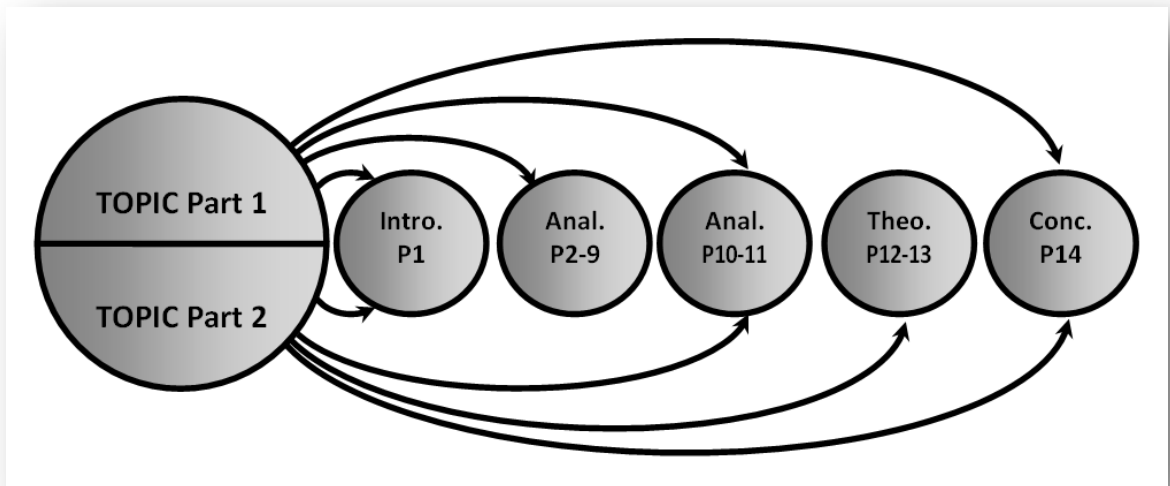


Figure 19: Prosodic structure model – Phonology

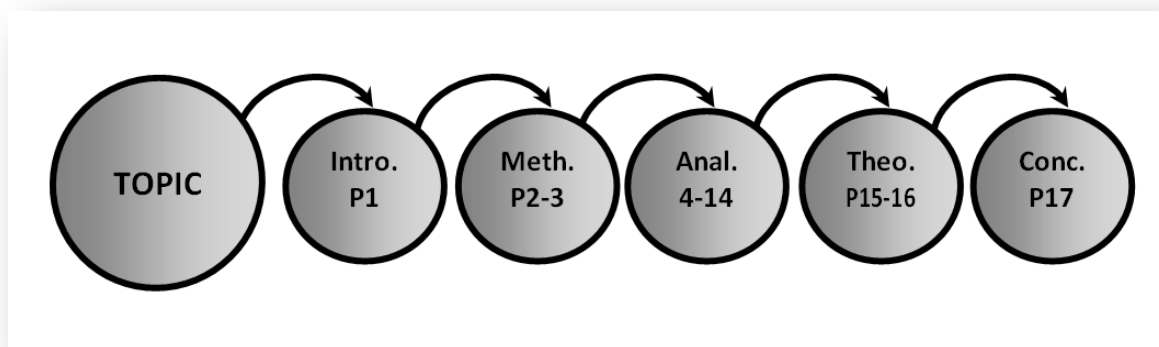


Figure 20: Prosodic structure model – Kaurna

The FOL and Phonology topics comprised two sub-tasks where the second of which was dependent on the data collected in the first. Tristan addressed the two sub-tasks both separately in an alternating fashion in the Analysis and Theory stages, and concurrently in the Introduction and Conclusion. They could be categorised as having a particulate structure with segments in an orbital pattern with some serial elements. Tristan consistently responded to each part of the topic, following the sequence of the task directives, i.e., first an historical analysis of the data, and second the use of that data to inform the thesis regarding the assertion in the topic. The argumentation in the Kaurna essay was structured according to a single task directive, reiterated in several forms, and followed a serial prosodic structure. The staging reflected this, with a larger, two-paragraph methodology section, where the definition of terms was a key function, which framed the response to the topic question. These findings inform the following discussion regarding the third objective of the study, to explore dialogistic positioning in relation to the stages of the text.

7.4 Engagement and staging

The third objective was to explore dialogistic positioning in relation to the staging of the essay. This entailed an analysis of the type and frequency of the dialogistic formulations in each paragraph and stage of the essays. The findings are discussed in two parts. The first part will summarise the type and frequency of the Engagement formulations in the texts, and the second

part will discuss their role in the dialogistic positioning within the argumentation of the text as it is realised through staging.

7.4.1 The type and frequency of Engagement formulations

Monoglossic formulations

Monoglossia was high in all the texts, averaging 78% of the formulations. Of the two types of monoglossic formulations, there was an average ratio of 66% Assertions and 33%

Presuppositions in the three essays, with Presuppositions supporting the argumentation through either the nominalisation of previously-Asserted propositions, or introducing new propositions as nouns. Dialogistically, this reinforced the strength of the propositions, making them appear uncontentious, and virtually unassailable, without a deliberate unpacking by the reader. The analysis confirmed that once a proposition was nominalised, it was treated as factual by Tristan, and there were no further explanations about the validity of those propositions. In this way, Tristan seemed to be responding to the task directives which invited the student to use the historical data established by investigation to inform predictions.

With regard to function, for both Assertions and Presuppositions, the primary function was Factual in all of the essays ranging from 80-87%, This was followed by External Consequentiality, ranging from 9-16%, Internal Consequentiality ranging from 3-5%, and Other's Cognitive, in the Kaurna essay of 1%. The instances of Other's Cognitive were when Tristam referred to Teichelmann and Schürmann, without citing them directly, so these were monoglossic rather than heteroglossic Acknowledge formulations.

Heteroglossic formulations

Heteroglossia was less frequent, averaging 22% across the three texts, with variations between the essays. The following table shows the type, frequency and distribution of the heteroglossic formulations in the three essays.

Table 58: Heteroglossic Engagement Formulations – all three essays

Stage	Dialogistically Contractive Formulations												Dialogistically Expansive Formulations						Grand Total										
	DNY			CNT			AFF			CEDE			PRN			END				Total									
	F	P	K	F	P	K	F	P	K	F	P	K	F	P	K	F	P	K											
Introduction	-	-	-	1	-	-	-	-	-	2	-	-	-	-	-	3	-	-	1	1	1	-	-	-	3	6			
Methodology	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	4	6	
Analysis	-	-	-	2	3	3	1	-	1	-	2	2	-	3	3	-	-	-	15	1	11	1	29	15	1	-	-	62	77
Theory	1	-	-	-	1	3	-	-	-	4	-	-	-	-	1	-	-	-	10	6	3	1	-	-	-	-	2	24	34
Conclusion	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-	2	1	1	-	-	-	-	-	-	4	6
Total per essay	1	-	-	2	5	6	1	-	1	-	2	2	-	8	8	4	4	8	-	-	20	2	29	15	1	-	2	-	-
Grand Total	1			13			2			2			12			2			32	48	48	46	3		97	129			

NB: F=FOL, P=Phonology, K=Kaurna

Heteroglossia was primarily due to the inclusion of Expansive formulations, that is Attribution, in the form of referencing expert sources, and Entertain, the inclusion of modal adjuncts of Obligation, Probability and Capacity. Referencing expert sources is a feature of academic writing, particularly when validating historical analysis and providing definitions, functioning therefore primarily with regard to facts and External Consequentiality. The inclusion of the modal adjuncts of Probability was consistent with the function of establishing Internal and External Consequentiality between historical processes and potential future outcomes. Modal adjuncts of Obligation, however, functioned primarily as Directives to the reader regarding the interpretation of the data or ways of approaching research, having a rhetorical rather than factual role with regard to the argumentation. The Contractive formulations, Counter, Affirm, Deny, Pronounce and Endorse, also functioned primarily with regard to the Internal Consequentiality of the argumentation, being rhetorical rather than Factual.

Dialogistically contractive formulations

Tristan used six types of dialogistically contractive formulations from a potential seven. The most frequent were Counter and Pronounce, 13 and 12 instances respectively which were concentrated in the Analysis and Theory stages, with a slightly higher number in the Analysis stage. The other formulations were Deny (1 instance), Affirm (2 instances), Concede (2 instances), and Endorse (2 instances). There was a similar number of Disclaim and Proclaim formulations, which suggests some even-handedness with regard to the argumentation. Although the Kurna essay has twice the number of contractive formulations of the other two essays there did not appear to be a clear chronological development in their use. Each type of contractive formulation will now be discussed below in terms of its formulation, position in the staging of the text, and its function.

Counters made up the majority of contractive formulations for the Phonology essay (5/7 instances). They were infrequent in the FOL essay (2 instances), with the highest frequency in the Kurna Essay (6 instances). With regard to their function, they were mostly concerned with

Factual (6 instances), External Consequentiality (4) and Internal Consequentiality (3). They took the form of emphatic adverbs (*even* x2, *indeed*, *for*, *itself*, *not*) commenting on the data, and were in the Analysis stage.

Pronounce formulations were only present in the FOL and Kurna essays, with four and eight instances respectively. In the FOL essay, they were found exclusively in the Theory stage, but in the Kurna essay, they were present in all stages except the Theory stage. Their function was different in each of the essays. While both had a function related to Internal Consequentiality, in the FOL essay, the main function was Factual (3) and in the Kurna essay, Directive (5). They took the form of verifactive conjunctive adjuncts (*the fact*, *as previously noted*), first-person formulations where Tristan spoke explicitly to the reader or included the reader in the Directive (*I* x5, *we* x2), and passive formulations (*it would be futile*, *it is pertinent to note*). In the Kurna essay they were particularly used with regard to the methodology and terms of the analysis of the periods of Kurna, and in the FOL essay, they were with regard to the quality and interpretation of the data. The Kurna essay is the only one with Pronounce formulations in the Introduction and Conclusion stages. Coffin & Hewings (2004:166) argue that using Pronounce formulations the writer is not assuming solidarity with the reader and therefore the persuasiveness of the argument text is increased. The use of Pronounce formulations in certain propositions certainly indicated that Tristan had a strong investment in those propositions, but it is difficult to say whether this is more persuasive than the absence of those formulations.

There were two Affirm formulations, one in the FOL and one in the Kurna essay. Both functioned Factually, in the Analysis stage, and took the form of the adverbial adjunct *obviously*. In the FOL essay, this served to emphasise the term *informal*, and in the Kurna essay to emphasise the limitations of the data from the 19th century.

The only two Concede formulations appeared in the Kaurna essay. They were both functioning Factually, referring to the interpretation of the data in the Analysis stage. They took the form of a concessive conjunctive adjunct (*nonetheless*), and an adverbial adjunct of manner (*hardly*).

The only two Endorse formulations appeared in the Phonology essay in the Theory and Conclusion stages. They took the form of *it points to*, *this points to*, functioning with regard to Internal Consequentiality.

Dialogistically expansive formulations

Dialogistically expansive formations were triple the number of dialogistically contractive formulations. Tristan used all three types, but with a majority of Entertain and Acknowledge formulations (96%). Similarly to the contractive formulations, they were concentrated in the Analysis and Theory stages, but with the majority in the Analysis stage. There were four instances of Distance, in the Analysis and Theory stages. There appeared to be some development of the use of expansive formulations between the FOL essay and the Phonology and Kaurna essays, particularly with regard to Attribution. The FOL essay had only two instances of Attribution, whereas this was considerably higher in the Phonology (29) and the Kaurna (15) essays. On the other hand, the Entertain formulations were relatively constant, with between 11 and 19 instances, with the Phonology essay having the lowest number. Each type of expansive formulation will now be discussed below in terms of its formulation, position in the staging of the text, and its function. As these were significant categories with regard to the number of instances in the text, they will be discussed under sub-headings.

Entertain

The Entertain formulations were found in all stages of the essays, but their function and distribution varied from one essay to another. With regard to the distribution and frequency of the modal adjuncts, the FOL and Phonology essays followed a similar pattern. In the FOL essay,

the highest number (12/17 instances) were in the Theory stage, and these were essentially modal adjuncts of Probability (82%). Similarly, in the Phonology essay, the highest number (6/11 instances) were in the Theory stage, with a predominance of modal adjuncts of Probability (64%). Modal adjuncts of Capacity were the next most frequent type, comprising 17% (FOL) and 20% (Phonology). They also had a similar high frequency of Internal and External Consequentiality functions, compared with the other functions. This seems consistent with the task directives for both essays which involved making predictions about language change and language change theory based on previous data showing Consequentiality.

The Kaurna essay was significantly different. In the Kaurna essay, the Analysis stage had the highest number (11/20 instances), with a significant number in the Methodology stage (4/20 instances). They were comprised almost equally of modal adjuncts of Probability and of Obligation, 8/20 and 9/20 instances. Correspondingly, these had a Factual and Directive function. There was one instance of an Other's Cognitive function, in the unattributed phrase, *other possible terms suggest themselves* (3.2a). There are several possible explanations for these results. The inclusion of more Entertain formulations in the Methodology was linked to Tristan's presentation of his terms and their definitions for describing the periods of Kaurna. His increased use of modality seems appropriate. This is a personal framework invented by the student, rather than an existing recognised Linguistic framework, therefore some circumspection and admission of contentiousness could be expected. What is noteworthy, is that three of the four Entertain formulations are Directives, with three modal adjuncts of Obligation and one of Probability. A detailed examination of the formulations shows that the Directives pertain to the reader accepting the appropriateness of the framework (x2), and a proviso that the Kaurna people be consulted for validation of the framework (x1). The Analysis section has a similar number of modal adjuncts of Probability and Obligation, referring principally to Consequentiality, with fewer Factual and even fewer Directive functions. The Theory stage has only modal adjuncts of Obligation, and

takes the form of rhetorical questions to the reader. The Kaurna essay is also differentiated by the inclusion of a modal adjunct of Obligation in the Introduction and the Conclusion, as part of the thesis and reiteration of thesis. It is also the only one with an instance of the use of a rhetorical or expository question, *should the 19th century records be regarded as ...?* (15.2a). This has the dialogistic effect of asking and answering the question on the reader's behalf.

The contrast between the three essays with regard to the choice of Entertain formulation and its function with regard to the argumentation shows sensitivity to the perceived communicative purpose of the task.

Attribution

Attribution was found almost exclusively in the Analysis stage of the essays, with only four instances in the Theory stage of the FOL and Kaurna essays. There does appear to be some chronological development with regard to the frequency of Attribution, as the FOL essay had only two references, whereas the Phonology essay had 29 and the Kaurna essay had 15, but there is not sufficient data to ascertain if this is linear or consistent. Functionally, the citation of expert sources provided definitions and historical examples, as positive evidence for Tristan's propositions. Of the 50 Attribution formulations, 92% were Acknowledge, with 8% Distance. These two types will now be discussed separately.

Distance

There were three instances and two types of Distance formulations in the three essays. The small number of these formulations compared with Acknowledge indicates that Tristan is using citation predominantly with a positive value. The first was the use of scare quotes, in the examples below from the FOL and Kaurna essays respectively.

- before the 18th century's spelling and grammatical "reforms" (3.3c-d).
- *the only "correct" Kaurna* (15.2b).

In both of these examples, there is no attribution, so it is unclear whether these are terms that Tristan has found in the literature or whether he is using the terms ironically himself. In either case, they seem to have a dialogistic effect of treating the terms or concepts as somehow contentious.

The second type is the use of a reporting verb which indicates that the proposition or source is not proven. This example is from the Kurna essay.

while still claiming to be speaking the Kurna language (15.2d) .

Dialogistically, the verb claim shows that Tristan is disaligning from the proposition, treating it as contentious, questioning its validity. Clearly contentious or Distancing formulations are a tiny minority. While undergraduates are required to show some discernment with regard to the quality of sources, they are not expected to make profound value judgements concerning established experts in the discipline, and it has been observed that even among experts in a discipline, negative judgements are rare in journal articles (White, 2004; Magrill & St Clair, 1990; Petric, 2007).

Acknowledge

As Table 55 shows, Acknowledge formulations were virtually equal in number to Entertain formulations. They were found almost exclusively in the Analysis stage, with one instance in the FOL essay, in the Theory stage. Acknowledge was used principally to validate definitions and historical examples or 'facts', having an Other's Cognitive (Evidence) function. Acknowledge formulations were usually articulated with a monoglossic Assertion or Presupposition offering evidence for the proposition, for example, in the Kurna essay,

Firstly, the incomplete information (4.3c) recorded by Teichelmann and Schürmann (4.3d)

There were frequent instances where a single reference was given for two or more propositions, without citation, for example, from the Phonology essay,

Such prestige goes back at least to the Middle Ages, where it is related both to conquests and to trading strength, as well as simple populations density and its central location in Europe [Ostler, 407-8]. (2.3a-d)

These formulations raised the question of whether all the propositions were attributed to the source in the same order or whether the student had juxtaposed them, and to what extent they had been paraphrased or linked by Tristan.

The Acknowledge evidence was in the majority of instances positive, supporting propositions, or neutral, supporting historical 'facts', with very little negative Acknowledge evidence. The main examples of negative evidence were in the Kaurna essay, where Tristan argued that the lack of a complete lexicon was a problem in reconstructing Kaurna and comparing it with Modern Kaurna. This confirms Pascual & Unger's (2010) assertion that a high frequency of expansive heteroglossic formulations suggests that authors tend to invite, rather than challenge their colleagues' view.

7.4.2 Dialogistic positioning and staging

The Engagement analysis showed that the texts were highly monoglossic, with a general range from 71-100%, and the average percentage of monoglossia was +/- 70% across all the stages of all the essays, taking into account some paragraphs in which it was as low as 30%. The choice of heteroglossic formulations varied across stages and from one essay to another, but there were some discernible patterns, which will be discussed below. The following table is an overview of the staging, sections within staging, where applicable, function and type of Engagement formulation of each of the essays. The stages are essentially the same, but some differentiation of the content in the Introduction and Conclusion were added to allow a comparison of the Thesis and Reiteration of thesis. These sub-stage sections were the Orientation and Thesis in the Introduction, and the Summary of argumentation, Reiteration of thesis and other Observations in the Conclusion. The total figure for these two stages was also given.

Table 59: Percentage of formulations per section or stage – all three essays

Stage	FOL										Phonology										Kaurna									
	Engagement					Function					Engagement					Function					Engagement					Function				
	MG	HGC	HGE	F	OC	D	CE	CI	MG	HGC	HGE	F	OC	D	CE	CI	MG	HGC	HGE	F	OC	D	CE	CI						
Introduction	92	-	8	69	-	-	23	8	86	7	7	86	-	-	10	4	79	14	7	50	-	14	29	7						
Orientation	100	-	-	87	-	-	13	-	82	4	4	82	-	-	4	4	91	9	-	55	-	-	36	9						
Thesis	80	-	20	40	-	-	40	20	100	-	-	67	-	-	-	33	66	17	17	34	-	66	-	-						
Methodology	100	-	-	85	-	-	15	-	-	-	-	-	-	-	-	-	74	9	17	74	-	9	-	17						
Analysis	76	8	16	76	4	-	16	4	58	6	36	60	32	-	7	1	73	7	20	66	13	3	15	3						
Theory	77	7	16	65	1	-	18	16	72	7	21	53	-	4	35	8	71	11	18	56	13	-	18	13						
Conclusion	88	-	22	55	-	-	33	12	86	7	7	66	-	-	22	22	76	12	12	62	-	26	12	-						
Summary	72	-	28	72	-	-	-	28	66	17	17	66	-	-	44	-	100	-	-	-	-	-	100	-						
Reiteration of thesis	100	-	-	50	-	-	50	-	100	-	-	75	-	-	-	25	76	12	12	62	-	38	-	-						
Observations	-	-	-	-	-	-	-	-	100	-	-	33	-	-	34	33	-	-	-	-	-	-	-	-						

KEY

MG Monoglossic formulations
HGC Dialogically contractive heteroglossic formulations
HE Dialogically expansive heteroglossic formulations
F Factual/Capacity

OC Other's Cognitive
D Directive/Obligation
CE Consequentiality External

There was a general correlation between the frequency and distribution of dialogistic formulations and the staging of the essays, and this was related to the communicative purpose of the text (Hood, 2010; White & Sano, 2006; Pascual & Unger, 2010, Martin & Rose, 2008). Each stage will now be discussed.

The Introduction stage, where Tristan was orienting the reader and establishing a thesis leading to an Exposition macro-genre, and explaining terms and methods of analysis respectively, was highly monoglossic with a high Factual function. This was realised with a predominance of Assertions, containing Presuppositions, mainly in the form of nominalisations. The two instances of dialogistically contractive formulations were a Counter in the Phonology essay, *even to the present day* (1.3c), and two Pronounce in the Kaurna essay, the opening statement *it would be futile to deny* (1.1a), and *However, as I will argue* (1.5a). Strategically, the Counter aligns the reader with Tristan in a common incredulity, but the Pronounce formulations mark a separation with the reader, as Tristan silences alternative opinions with a directive in the first instance, and in the second, explicitly identifying himself in the text. Each of the essays has one Entertain formulation in the Thesis, being one modal adjunct of Obligation and two of Probability. The adjuncts of Probability are to be expected given that the task required speculation about future change and thus have a consequentiality function, but the adjunct of Obligation has a Directive function in the Kaurna essay, reinforcing the Pronounce formulation.

The Methodology stage, which was not included in the Phonology essay, had no heteroglossic formulations in the FOL essay, while there were six heteroglossic formulations in the Kaurna essay. These were comprised of two Pronounce Formulations and four Entertain formulations. In both essays, the high monoglossia was consistent with a strongly Factual function, with definitions and criteria for the analysis. Two of the Entertain formulations were Probability adjuncts with regard to Consequentiality, which was consistent with the task directive, and the

other two were obligation adjuncts functioning as Directives, again reinforcing the Pronounce formulations.

The Analysis stage, with the exception of the FOL essay, which had almost no referencing, had the lowest percentage of monoglossia, but this was still at 60-76%, consistent with the Factual function of the stage, where propositions were mainly with regard to historical processes and lexical examples. Heteroglossia was mostly in the form of Attribution, with a smaller percentage of Entertain formulations. The former had an Other's Cognitive function, supporting the factual content, and the latter had an External Causality function, with the majority of modal adjuncts of Probability, usually expressing contentiousness previously cited in the citations. This stage also had the highest percentage of dialogistically contractive formulations, being Counters (x8), Pronounce (x3), Concede (x2), and Affirm (x2). The Kaurna essay had the greatest variety of formulations, with all three types, whereas the FOL essay had only two Counters and one Affirm, and the Phonology essay had only three Counters. The use of Pronounce in the Kaurna essay was again with a Directive function towards the reader, while the Counters in each essay tended to show alignment with the readers indicating incredulity or adding emphasis. The Concedes and Affirms were with regard to the validity of the historical data, referring to its incompleteness, which, while not being sufficiently consistent to warrant an embedded Discussion, acknowledged a degree of contentiousness with regard to some of the 'factual' historical data being presented.

The Theory stage had a different composition, with only three Attribution formulations, two of which were Distance. Entertain formulations were the most frequent, with the highest modal adjuncts being those of Probability, consistent with the argumentation in which Tristan was weighing the data from the Analysis stage to make predictions about future trends. This, coupled with Pronounce and Counter formulations, resulted in the categorisation of this as being an

embedded Discussion. In contrast to the previous use of formulations, the FOL essay had the highest level of heteroglossia, with 12 Entertain formulations and four Pronounce, whereas the Kaurna essay was more monoglossic having 8 heteroglossic formulations, mostly Counters and Entertain. The Phonology essay was similar with six Entertain, one Counter and one Endorse. The most frequent function was Factual, with historical data and examples being debated. In the Kaurna and FOL essays, the Theory stage served as a forum for commenting on the incompleteness of the data and, particularly in the Kaurna essay, potential contentiousness with regard to the choice of terms in the Methodology stage. For both these essays, there was a high percentage of the External Consequentiality function. This was consistent with the communicative purpose of the task, where more dialogistic positioning was being required to acknowledging contentiousness, while developing the argumentation of the essay.

The Conclusion had a very high percentage of monoglossic formulations, ranging from 76-88%, as Tristan reiterated the thesis and strongly positioned himself in relation to it. Interestingly, functionally, the Conclusion differed from the Introduction, with 55-66% of the formulations having a Factual function, followed by a high number of Consequentiality formulations. Again, the Kaurna essay was the only essay with Directives, being 26% of the formulations, double that of External Consequentiality. Within the Conclusion, the Reiteration of thesis was 100% monoglossic in the FOL and Phonology essays and 76% in the Kaurna essay. The Observation in the Phonology essay was also 100% monoglossic.

The Engagement analysis, with the addition of function, shows that Tristan had a similar generic response to the tasks, but varied the degree and distribution of dialogistic positioning formulations in individual essays from stage to stage. The FOL essay had almost no Attribution, and this raised questions about the putative addressee. Voloshinov and Bakhtin's theorisation (as extrapolated in Martin & White, 2005) tends to construct the putative addressee as an external

reader, but it could be argued that the student/writer is also an addressee. In an essay such as the FOL essay, expert sources do not form part of the putative addressees, as the Attribution is the OED, and one lexical example. This makes the text to some extent an internal dialogue and outside the dialogistic academic discourse conventions. This was to some extent mitigated by the use of Entertain formulations, to allow a degree of dialogic expansiveness, but this was generalised. An alternative strategy which showed strong dialogistic positioning was through the use of Pronounce formulations and Directives, such as in the Kaurna essay. Perhaps the most neutral in terms of showing strong investment in propositions was the Phonology essay, where almost every proposition in the Analysis, and to some extent the Theory stage, was a citation of an expert source.

7.5 Pedagogical considerations and applications

The preceding discussion has brought into focus some of the complexity of producing academic texts with regard to dialogistic positioning. Understanding that it is a process involving interactive steps and layers of meaning and function raises important questions about teaching this aspect of academic literacy. One of the difficulties is that the process of identifying and responding to the communicative purpose of a task is not linear in its development. For example, when Tristan was asked about how he went about responding to the task, he said that he had learnt how to write essays from his correspondence course (he was home-schooled) and collaborative writing with his father, so he based his analysis of the task descriptions on this experience. He said that he approached most assignments, irrespective of the discipline, in ‘a similar sort of way’, rarely consulting or asking tutors, ‘as you start to get an idea about what the tutor wants.’

The analysis of the essay topics in terms of their communicative purpose demonstrated that topics which appear to have explicit, unequivocal directives may, on closer examination contain semantic tensions and ambiguities which may invite a range of legitimate and appropriate

responses (Hyland, 2002). This may not be problematic in itself, if the pedagogical objective is to encourage students to choose from several potential genre responses. If, however, the pedagogical objective is to move students away from the relative facility of Exposition genre(s) to the more complex genres of Discussion and Challenge (Woodward-Kron, 2005), the formulation of the topic may need to be re-examined. It could be argued that part of the apprenticeship into academic discourse is that students learn to differentiate and interpret the topic to give the 'correct' answer with typical questions, which have been set by academics over generations. This is an old argument which depends heavily on an intuitive transmission of learning rather than a model which deconstructs and makes explicit the underlying constructs of academic discourse such as in SFL, which has a commitment to a pedagogy which attempts to demystify writing processes through the identification of lexicogrammatical and discourse features. This latter approach is not necessarily prescriptive with regard to topic formulation, for once the underlying constructs have been identified, and a methodology is available for responding, the student will be able to make an informed choice about responding in an appropriate manner.

Following the SFL model, one way of approaching dialogistic positioning is through the explicit identification and teaching of the features of texts to equip students to understand the potential effect of certain lexicogrammatical and structural choices. The proposition table could be a tool to use with students to this end, with the objective that in analysing how other students and expert sources position themselves dialogistically, they will gain an understanding of the process and its realisation. When asked about dialogistic positioning, and referencing in particular, Tristan saw references as 'a way of proving or backing up what you are saying.' Theories were used 'to get higher marks, not to pass.' He believed that in Linguistics 'the data [was] the primary source and 'only [used] references when [he] needed to justify the results in another way.' This also applied to what he called 'style'. He said that '[he] consciously looks at content

but picks up style subconsciously...getting vocabulary from wider reading...and trying to write in the style of the textbooks or readings.’

Anecdotally, in October 2010, some of the research for this study was presented to students in a workshop as part of the Language & Meaning undergraduate course introducing SFL. The reasons for this were that the topic for the fortnight was Appraisal, and that some of the students had been part of my initial case study group and had enquired as to how the research was progressing. The students were introduced to the Engagement framework, with examples and definitions from Martin & White (2005), and were then given an exercise where they had an essay (one of those of the study) with the Engagement formulations identified, but not classified. As a group exercise, they were to try to classify them and explain their criteria for classification. The discussion that followed was enthusiastic and somewhat heated, as students argued for their classification over another. Interestingly, they showed a particular sensitivity to the semantic value of the reporting verbs, arguing that *suggests* and *states* were different and should not be classified together. While this was only a one-off exercise, it demonstrated that students are capable of engaging with the area of dialogistic positioning and are sensitive to the subtleties of particular formulations.

Students may not show the same enthusiasm for analysing their own writing, particularly when this is a strongly intuitive process for them. When Tristan was asked if he would like to see some of the analysis of his own work or attend presentations about the study, he was reticent, arguing that in the process of ‘dissecting the frog’, the frog might be killed, and he did not want to risk becoming blocked with his writing. Some of the students in the interviews expressed similar fears about modifying or examining their writing processes too closely, while others, particularly those who had already been exposed to a formulaic and deconstructive method for essay writing

and correction at school were more curious to better understand in the hope of improving their style.

Even these small examples demonstrate that there is potential to use the findings of the study to inform the debate around dialogistic positioning and generate pedagogical approaches which move students beyond seeing references as an antidote to plagiarism and fulfilling a numerical task requirement. The explicit teaching of dialogistic positioning using real textual examples accompanied by a scaffolded reconstruction process, in the same way that Genre is now taught, could move this complex and essential aspect of academic writing from an intuitive process to one in which the student is making informed choices. Indeed, the teaching of genre and dialogistic positioning as part of a broader discourse semantics framework, using the layered approach described in Figure 4, would allow students to conceptualise text from the the macro and micro level as a response to the semantic ramifications of task directives.

7.6 Future directions

The previous sections have discussed the findings of the study in the light of the aims and objectives of the study. This section offers reflections on areas for future research and collaboration with regard to some of the issues which have been identified.

One area is the degree of prescriptivism with regard to the types of genre responses expected of students in relation to a given task. The genre and communicative purpose analysis showed that there can be a gap between the type of response the educator ostensibly seeks and the potential responses of the student, which may, legitimately take the form of other genres. In Tristan's case, he was not penalised for an Exposition response, so does this indicate that while some directives, such as *discuss*, are explicit in the topic, there is a tacit understanding that this may be interpreted by the student in a number of ways. This has implications for transparency when moderating and

marking students' assignments. One solution is to review the terms and formulations used in task directives to avoid semantic tensions which could result in a variety of responses. Another is to accept that part of the apprenticeship into academic literacy is learning how to deal with ambiguities, but that this is explicitly explored with students so that they have the means to identify it and choose an appropriate textual response. This is of particular relevance when there is a heterogeneous demographic of undergraduate students, and common semantic understandings cannot be assumed.

The question of whether students will tend to opt for Exposition genres rather than Discussion where there is the possibility of either being appropriate responses is also of salience. It may be that it appears easier to the student to take a position and justify it, rather than to engage with the more complex task of weighing, comparing and justifying several positions. Sociocultural factors could be relevant, for example in the case of NNSE students (Lea & Street, 2006; Mickan et al, 2000; Mickan 2003) where the pedagogy in their home country is based on the assumption of a right and wrong answer. Students could consider that discussion is less important than choosing the 'correct' positioning. Further data from student interviews could give some insight as to how conscious this process is. If part of academic literacy is to master several genre types, then a framework such as discourse semantics may be one way to equip students and help them develop confidence in managing these other responses to tasks. Specialised classes for NNSE students could begin with analysing the genres of their home country, moving on to analysing and comparing these with the new genres that they encounter. This could be developed into a general positive cross-cultural inclass exercise for all students, irrespective of their backgrounds, to show that while texts are informed by different social constructs and assumptions, these can be deconstructed, identified and mastered.

There are several areas of research which could be undertaken as an extension of this study, to deepen understanding of dialogistic positioning. The choice of a qualitative rather quantitative study was justified by the amount of material for analysis and the degree of variation between

the essays, even when tasks of a similar length and type were compared. It would be of interest to undertake a similar project to the original proposal which was to compare essays from ten case study students responding to the same tasks and perform a quantitative and selected qualitative analysis of particular dialogistic features. This may offer data to determine whether the tendencies and choices identified in Tristan's writing in this study were similar to those of other students, including NNSE students.

Another broadening of the scope of the study could be the comparison of other essay topics in the Discipline of Linguistics which could invite other responses, such as Exposition and Challenge, to see if the students were adapting the staging and argumentation of the responses and if so, in which areas and to what degree. Such a comparison could also provide data to see if the types and distribution of Engagement formulations was similar or varied with different task directives. This could also be further broadened to include similar essays from other Disciplines, particularly in the Humanities and Social Sciences, to provide data to compare with regard to staging and correlations between staging and the choice of Engagement formulations. It is possible that an Exposition genre might be more dialogically contractive than a Discussion genre, as a position is taken from the beginning and then argued, whereas in a Discussion, the formulations may be more dialogically expansive, as several viewpoints are being taken into account.

It would also be of interest to analyse the readings from the course, and other courses if future studies with a broader Disciplinary scope were undertaken, as described above. Mapping the distribution and type of Engagement formulations and their function in model texts in the discourse of the Discipline such as journal articles and text books could provide further data and insights as to whether there are patterns to dialogistic positioning within disciplines and which differentiate them. This has been undertaken to some extent in corpus studies by Biber, (2007)

and Hyland & Tse (2005), but the findings have a general theoretical rather than pedagogic application.

From a theoretical perspective, SFL provided tools which permitted a layered analysis of the data, from the macro to the micro level. The decision to restrict the study to one of the three frameworks available in Appraisal was driven by the focus of the study on dialogistic positioning, particularly with regard to other voices in the text. It would be of interest to complete this analysis with an Attitude and Graduation analysis of the same data to see the degree to which dialogistic positioning was also affected by these factors.

The questions raised with regard to the classification of Attribution formulations would benefit from discussion and debate in the SFL community, with the advantage of analysis from other studies, to determine whether and how to create sub-categories which could accommodate the specificities of academic attribution. Other questions concerning dialogistic positioning could also be addressed, such as the definition of what constitutes a putative addressee when there is, as in the case of Tristan, evidence that both an internal and external dialogue are taking place.

7.7 Conclusion

This study has responded to the stated aims and objectives established at the outset. It has shown that a layered SFL methodology incorporating Genre Theory and Appraisal Theory offer the possibility of investigating dialogistic positioning on a macro- and microtextual level, and that a qualitative study allows the possibility of a nuanced and detailed analysis of the data. It has demonstrated that there is a relationship between the communicative purpose of the task and the staging and degree of dialogistic positioning in the student's response. It has shown that the addition of function as a parameter offers the possibility of cross-checking the evaluative weight of lexicogrammatical items beyond a fixed semantic value. It has confirmed that although

dialogistic positioning is a complex and challenging academic skill, Tristan was able to demonstrate a sophisticated and strategic use of the resources to achieve his textual aims.

The study has perhaps raised more questions for further reflection on how to adapt the existing theoretical frameworks for analysis to accommodate new and different data. Further investigation of the relationship between task directives and responses warrants investigation, to discover the reasons why students choose certain genres in preference to others, and whether and how these choices can be expanded to include other academic genres. Subjectivity and objectivity with regard to the analysis process itself, when dealing with evaluative data, is another area which merits discussion and development.

The study has shown that the management of subjectivity is a pervasive and multi-faceted process and that understanding its expression in academic writing as dialogistic positioning can inform and expand the theorisation of the interpersonal metafunction in the broader SFL framework.

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Appendix 1: Foundations of Linguistics – Original Essay

Introduction

Text messaging, or SMS (short message service) is a text-based service for mobile phones. In its requirement for brevity and its association with youth culture it has produced a set of distinctive writing conventions. These conventions have permeated into wider culture where the original brevity is unnecessary, e.g. the Telstra Communic8 advertising campaign. The widespread nature of text messaging leads it to use as a possible catalyst of language change – provided it endures.

Features of SMS

The writing patterns of text messages are short, with many abbreviations, contractions and shorthand, both due to the limited length of a message and the long-winded process of typing compared to spoken language. Particularly noticeable are the rebus constructions: gr8, 4get, 2day, 2moro and u, ur for you, your. Also appearing are deleted vowels (“msg” for message, “plz fwd” for please forward) and dropped syllables (“bout” for about, “k” for okay), along with nonstandard spellings and close approximations with less letters (“gud,” “bak,” “da” for “the,” “wif” for “with” and the verbal ending “-ing” frequently becomes “-in”).

SMS and language change

Non-standardization has in the past been a major cause of linguistic change. Modern English formed from Middle English during the non-standard spellings and grammatical liberty of the 16th-17th centuries, before the 18th Century’s spelling and grammatical “reforms.” Text messaging likewise is essentially non-standardized, with different spellings between people and even between different messages from the same person, or indeed the same message – “i keep 4getting & parkin on it” displays both an –ing and an –in. However, while text messaging remains non-standard, its influence is difficult to predict; also, a quick change of technology could render its use obsolete and its long-term influence on language thus negligible – much as the telegraph. Also, while changes in spelling can have an effect on pronunciation in some cases

(Middle English *aventure* becoming Modern English *adventure* or *erbe* becoming Modern English *herb*³), in many cases it does not, and at its current stage text messages are simply coded messages for speech patterns.

Morphological Implications

My collected messages did not display significant morphological difference between the conventions of text messages and informal speech – informal obviously being the key word. The nature of messaging means an expression like “do you wana” would generally be used in favour of “do you want to” because it uses less characters. This perpetuates forms based on shortness of characters, rather than ease of pronunciation as would be the case in spoken language change. However the morphological formations are initially inspired by existing colloquial conventions; at this stage of development I have found nothing to suggest they are different in text messaging itself. Any consideration of the long-term implications must necessarily be speculation; but some patterns are discernable.

The most common form of morphological change is analogy. An example would be the way in which /-s/ became the plural morpheme in Modern English, by analogy with its use in the masculine nominative and accusative plural cases in Old English.⁴ Unfortunately this is not as regular as other forms of language evolution such as phonological change, and is difficult to predict. When non-phonetic spellings are in use a new analogy could be formed on the basis of the spelling rather than the pronunciation. The spelling of text messages implies a boundary in, for instance, *gr8* or *4get*, where none exists in *great* or *forget*. It could also reinforce existing but largely forgotten boundaries, as in *2day* and *2moro*. The morphemes “to” and “day” do not logically form into “today,” and “morrow” is currently an archaicism outside of “tomorrow.”

³ OED online.

⁴ McMahon p71

None of these are attested however (nor have I any knowledge of them outside my data). Any development along these lines remains purely speculative.

Changes to existing English grammatical morphemes are perhaps the richest, and most verifiable, beginning to language change in text messages. “Thanks” frequently becomes “thanx;” this, to a mind conditioned by spelling, looks like a single morpheme; even though they are both pronounced [θæŋks], the fact –s is a separate morpheme is largely lost. “Thanx” could plausibly emerge as a single morpheme in years to come. The lack of an apostrophe in –nt (as in haven’t, can’t, becoming havent, cant) leads to possible evolution into a suffix rather than a contraction of have not or cannot. the final –ing of the present tense, while already a suffix, also shows alteration to –in in text messages; although this is a feature of currently existing dialects it is made more prevalent by the text system.

Threats to SMS-inspired change

There are several limiting factors to text messaging as a catalyst to language change. As previously noted, widespread technological change could eliminate the effect of text messaging as quickly as it introduced it. Predictive text, where a dictionary on the phone’s memory supplies the word from a list of options, could if widespread remove many of the space-saving conventions of mobile phones – especially if character restrictions were relaxed and phone memory improved. This would not necessarily remove the informal nature of text messaging, just as colloquialisms flourish in speech, but they will no longer necessarily be inspired by the need for brevity.

Conclusion

There is little evidence for high levels of morphological change at the current stage of text messaging, and the transitory nature of the medium makes any broad patterns of change difficult to predict. Widespread change in morphological formation seems unlikely, with a few possible

exceptions which remain speculative. Alteration to existing morphological affixes, based on ease of spelling rather than actual phonetic mutation, is attested in the messages I have collected. However, lasting change inspired by text messaging depends on the longevity of the technological medium.

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McMahon, April Understanding Language Change Cambridge University Press 1994

Appendix 2: Foundations of Linguistics – Working Copy of the Essay

Introduction

P1

Text messaging, or SMS (short message service) is a text-based service for mobile phones. In its requirement for brevity and its association with youth culture it has produced a set of distinctive writing conventions. These conventions have permeated into wider culture where the original brevity is unnecessary, e.g. the Telstra Communic8 advertising campaign. The widespread nature of text messaging leads it to use as a possible catalyst of language change – provided it endures.

Features of SMS

P2

The writing patterns of text messages are short, with many abbreviations, contractions and shorthand, both due to the limited length of a message and the long-winded process of typing compared to spoken language. Particularly noticeable are the rebus constructions: gr8, 4get, 2day, 2moro and u, ur for you, your. Also appearing are deleted vowels (“msg” for message, “plz fwd” for please forward) and dropped syllables (“bout” for about, “k” for okay), along with nonstandard spellings and close approximations with less letters (“gud,” “bak,” “da” for “the,” “wif” for “with” and the verbal ending “-ing” frequently becomes “-in”).

SMS and language change

P3

Non-standardization has in the past been a major cause of linguistic change. Modern English formed from Middle English during the non-standard spellings and grammatical liberty of the 16th-17th centuries, before the 18th Century’s spelling and grammatical “reforms.” Text messaging likewise is essentially non-standardized, with different spellings between people and even between different messages from the same person, or indeed the same message – “i keep 4getting & parkin on it” displays both an –ing and an –in. However, while text messaging

remains non-standard, its influence is difficult to predict; also, a quick change of technology could render its use obsolete and its long-term influence on language thus negligible – much as the telegraph. Also, while changes in spelling can have an effect on pronunciation in some cases (Middle English *aventure* becoming Modern English *adventure* or *erbe* becoming Modern English *herb*⁵), in many cases it does not, and at its current stage text messages are simply coded messages for speech patterns.

Morphological Implications

P4

My collected messages did not display significant morphological difference between the conventions of text messages and informal speech – informal obviously being the key word. The nature of messaging means an expression like “do you wana” would generally be used in favour of “do you want to” because it uses less characters. This perpetuates forms based on shortness of characters, rather than ease of pronunciation as would be the case in spoken language change. However the morphological formations are initially inspired by existing colloquial conventions; at this stage of development I have found nothing to suggest they are different in text messaging itself. Any consideration of the long-term implications must necessarily be speculation; but some patterns are discernable.

P5

The most common form of morphological change is analogy. An example would the way in which /-s/ became the plural morpheme in Modern English, by analogy with its use in the masculine nominative and accusative plural cases in Old English.⁶ Unfortunately this is not as regular as other forms of language evolution such as phonological change, and is difficult to predict. When non-phonetic spellings are in use a new analogy could be formed on the basis of

⁵ OED online.

⁶ McMahon p71

the spelling rather than the pronunciation. The spelling of text messages implies a boundary in, for instance, gr8 or 4get, where none exists in great or forget. It could also reinforce existing but largely forgotten boundaries, as in 2day and 2moro. The morphemes “to” and “day” do not logically form into “today,” and “morrow” is currently an archaicism outside of “tomorrow.” None of these are attested however (nor have I any knowledge of them outside my data). Any development along these lines remains purely speculative.

P6

Changes to existing English grammatical morphemes are perhaps the richest, and most verifiable, beginning to language change in text messages. “Thanks” frequently becomes “thanx;” this, to a mind conditioned by spelling, looks like a single morpheme; even though they are both pronounced [θæŋks], the fact –s is a separate morpheme is largely lost. “Thanx” could plausibly emerge as a single morpheme in years to come. The lack of an apostrophe in –nt (as in haven’t, can’t, becoming havent, cant) leads to possible evolution into a suffix rather than a contraction of have not or cannot. the final –ing of the present tense, while already a suffix, also shows alteration to –in in text messages; although this is a feature of currently existing dialects it is made more prevalent by the text system.

Threats to SMS-inspired change

P7

There are several limiting factors to text messaging as a catalyst to language change. As previously noted, widespread technological change could eliminate the effect of text messaging as quickly as it introduced it. Predictive text, where a dictionary on the phone’s memory supplies the word from a list of options, could if widespread remove many of the space-saving conventions of mobile phones – especially if character restrictions were relaxed and phone memory improved. This would not necessarily remove the informal nature of text messaging,

just as colloquialisms flourish in speech, but they will no longer necessarily be inspired by the need for brevity.

Conclusion

P8

There is little evidence for high levels of morphological change at the current stage of text messaging, and the transitory nature of the medium makes any broad patterns of change difficult to predict. Widespread change in morphological formation seems unlikely, with a few possible exceptions which remain speculative. Alteration to existing morphological affixes, based on ease of spelling rather than actual phonetic mutation, is attested in the messages I have collected. However, lasting change inspired by text messaging depends on the longevity of the technological medium.

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Appendix 3: Foundations of Linguistics – Proposition Analysis

FOL ESSAY

TASK: Investigate the morphological processes evident in SMS text-messaging. What effect might SMS text-messaging have on English in years to come?

PROPOSITION ANALYSIS

Key: Nominalisations/presuppositions – underlined; Processes – bold; Attitudinal and evaluative tokens – italics; Positive (+ve), Negative (-ve), Neutral (neu)

Engagement formulations: Entertain [ENT], Counter [CNT], Acknowledge [ACK], Distance [DST], Affirm [AFF], Deny [DNY]

External and internal consequentiality follow the same principles as those for conjunctions in (Unsworth, 1997; Halliday & Hasan, 1976; Martin 1992, Halliday & Martin, 1993), i.e. External consequentiality is concerned with the logical relations among activity sequences in the material world, while internal consequentiality is concerned with the rhetorical organization of the text itself and the logical relations among textual sequences.

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
1.1	Introduction [heading] Text messaging, or SMS (short message service) is a text-based service for mobile phones.	MG Assertion – fact	X						
1.2a	<u>In its requirement for brevity</u>	MG Presupposition – fact	X						
1.2b	and <u>its association</u> with youth culture	MG Presupposition – fact	X						
1.2c	it has produced a set of writing conventions.	MG Assertion of consequence						X	
1.3a	<u>These conventions</u>	MG Presupposition – fact	X						
1.3b	have permeated into wider culture	MG Assertion – fact	X						
1.4a	where <u>the original brevity</u>	MG Presupposition – fact	X						
1.4b	is unnecessary , e.g. the Telstra Communic8 advertising campaign.	MG Assertion fact with attitudinal token	X		Unnecessary (neu)				
1.5a	<u>The widespread nature of text messaging</u>	MG Presupposition – fact	X						
1.5b	leads it	MG Assertion of consequence						X	
1.6a	to use	MG Assertion – fact	X						
1.6b	as a <i>possible</i> catalyst of language change	HG – possible [ENT]							X
1.7	– <i>provided it endures</i> .	MG Assertion of consequence						X	
13			9	-	1	-	-	3	1

No.	Proposition	Monoglossic/Heteroglossic Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
2.1a	Proposition Features of SMS [heading] The writing patterns of text messages are short,	MG Assertion – fact	X						
2.1b	with many abbreviations,	MG Assertion – fact	X						
2.1c	contractions	MG Assertion – fact	X						
2.1d	and shorthand,	MG Assertion – fact	X						
2.2a	both due to	MG Assertion – fact					X		
2.2b	the <u>limited length of a message</u>	MG Presupposition – fact	X						
2.2c	and the <u>long-winded</u> process of typing	MG Presupposition – fact				Long-winded (-ve)		X	
2.2d	<u>compared to spoken language.</u>	MG Assertion – fact	X						
2.3	<u>Particularly noticeable</u> are the rebus constructions: gr8, 4get, 2day, 2moro and u, ur for you, your.	MG Assertion of fact	X			Particularly noticeable (neu)			
2.4a	Also appearing are <u>deleted vowels</u> (“msg” for message, “plz fwd” for please forward)	MG Assertion – fact	X						
2.4b	and <u>dropped syllables</u> (“bout” for about, “k” for okay),	MG Assertion – fact	X						
2.4c	along with <u>nonstandard spellings</u>	MG Assertion – fact	X						
2.4d	and close approximations with less letters (“gud”, “bak”, “da” for “the”, “wif” for “with” and the verbal ending “-ing” frequently becomes “-in”).	MG Assertion – fact	X						
13			11	-	2	-	-	2	-

No.	Proposition	Monoglossic/Heteroglossic Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
3.1	Proposition SMS and language change [heading] Non-standardization has in the past been a major cause of linguistic change.	MG Assertion of consequence			Major (neu)			X	
3.2	Modern English formed from Middle English	MG Assertion – fact	X						
3.3a	during the non-standard spellings	MG Presupposition – fact	X		Non-standard (neu)				
3.3b	and grammatical liberty of the 16 th -17 th centuries,	MG Presupposition – fact	X			Liberty (+ve)			
3.3c	before the 18 th Century's spelling and grammatical	MG Presupposition – fact	X						
3.3d	“reforms.”	HG – “reforms” [DST]						X	
3.4a	Text messaging likewise is essentially non-standardized.	MG Assertion – fact	X		Non-standardized (neu)				
3.4b	with different spellings between people	MG Assertion – fact	X						
3.4c	and even	HG – even [CNT]	X			Even (neu)			
3.4d	between different messages from the same person,	MG Assertion – fact	X						
3.4e	or indeed	HG – indeed [CNT]	X			Indeed (neu)			
3.4f	the same message –	MG Assertion – fact	X						
3.5	“i keep dgetting & parkin on it” displays both an –ing and an –in.	MG Assertion – fact	X						
3.6a	However, while text messaging remains non-standard,	MG Presupposition – fact	X						
3.6b	its influence is difficult to predict;	MG Assertion of consequence			Difficult (-ve)				X
3.7a	also, a quick change of technology could render its use obsolete	HG – could render [ENT]			Obsolete (neu)			X	
3.7b	and its long-term influence on language thus negligible	MG Assertion of consequence			Negligible (neu)			X	
3.7c	– much as the telegraph.[was]	MG Assertion – fact	X						
3.8a	Also, while changes in spelling can have an effect on pronunciation in some cases	HG – can have [ENT]	X						
3.8b	(Middle English <i>aventure</i> becoming Modern English <i>adventure</i> .)	MG Assertion – fact	X						
3.8c	or erbe becoming Modern English herb)	MG Assertion – fact	X						
3.8cc	[FNI OED online.]	HG – Footnote [ACK]		X (neu)					
3.8d	in many cases it does not	MG Assertion – fact	X						
3.9a	and at its current stage	MG Presupposition – fact	X						
3.9b	text messages are simply coded messages for speech patterns.	MG Assertion – fact	X		Simply (-ve)				
25			19	1	8	3	-	4	1

No.	Proposition	Monoglossic/Heteroglossic Analysis	Factual (includes ability)	Other's cognitive + evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed Significant (neu)	Invoked		External (factual)	Internal (rhetorical)
4.1a	Proposition Morphological Implications [heading] My collected messages did not display significant morphological difference	MG Assertion – fact	X						
4.1b	between <u>the conventions of text messages</u>	MG Presupposition – fact	X						
4.1c	and <u>informal speech</u>	MG Presupposition – fact	X						
4.2	– in formal obviously being the key word.	HG – <i>obviously</i> [AFF]	X			?Key?			
4.3a	<u>The nature of messaging</u>	MG Presupposition – fact	X						
4.3b	means	MG Assertion – fact	X						
4.3c	an expression like “do you wana” would generally be used in favour of “do you want to”	HG – <i>would generally be used</i> [ENT]	X						
4.4a	because	MG Assertion of consequence					X		
4.4b	it uses less characters.	MG Assertion – fact	X						
4.5a	This perpetuates forms	MG Assertion of consequence					X		
4.5b	based on <u>shortness of characters</u> ,	MG Presupposition – fact	X						
4.5c	rather than <u>ease of pronunciation</u>	MG Presupposition – fact	X						
4.6a	as would be	HG – <i>would be</i> [ENT]							X
4.6b	the case in spoken language change.	MG Presupposition – fact	X						
4.7a	However the morphological formations are initially inspired by	MG Assertion of consequence					X		
4.7b	<u>existing colloquial conventions</u> ;	MG Presupposition – fact	X						
4.8a	at this stage of <u>development</u>	MG Presupposition – fact	X						
4.8b	I have found	HG – <i>I have found</i> [PRN]							X
4.8c	nothing to suggest they are different in text messaging itself.	HG – nothing to suggest [DNY]	X						
4.9a	Any consideration of <u>the long-term implications</u>	MG Presupposition – fact	X						
4.9b	must necessarily be speculation ;	HG – <i>must be</i> [ENT]				Speculation (-ve)			X
4.10	but some patterns are discernable.	MG Assertion – fact	X						
22			16	-		1	-	3	3

No.	Proposition	Monoglossic/Heteroglossic Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
5.1a	The most common form of morphological change is analogy.	MG Assertion – fact	X						
5.2a	An example would [be] the way in which	HG – <i>would be</i> [ENT]	X						
5.3a	/-s/ became the plural morpheme in Modern English,	MG Assertion – fact	X						
5.3b	by analogy with its use in the masculine nominative and accusative plural cases in Old English ² .	MG Assertion – fact	X						
5.3bb	[FN2 <i>McMahon p71</i>]	HG – Footnote [ACK]		X					
5.4a	<i>Unfortunately</i> this is not as regular as other forms of language evolution	MG Assertion – fact	X			Unfortunately (-ve)			
5.4b	such as <u>phonological change</u> ,	MG Presupposition – fact	X						
5.5	and is <i>difficult</i> to predict.	MG Assertion of consequence				Difficult (-ve)		X	
5.6a	When non-phonetic spellings are in use	MG Assertion – fact	X						
5.6b	a new analogy could be formed	HG – <i>could be formed</i> [ENT]							
5.6c	on the basis of the spelling rather than the pronunciation	MG Assertion – fact	X					X	
5.7a	The <u>spelling of text messages</u>	MG Presupposition – fact	X						
5.7b	implies a boundary in, for instance, gr8 or 4get,	MG Assertion – fact	X						
5.8	where none exists in great or forget.	MG Assertion – fact	X						
5.9a	It could also reinforce	HG – <i>could reinforce</i> [ENT]							
5.9b	existing but <i>largely</i> forgotten boundaries, as in 2day and 2moro.	MG Presupposition – fact	X				forgotten (-ve)	X	
5.10	The morphemes “to” and “day” do not logically form into “today”,	MG Assertion – fact	X			Not logically (-ve)			
5.11	and “morrow” is currently an archaicism outside of “tomorrow.”	MG Assertion – fact	X						
5.12a	None of these are attested however	MG Assertion – fact	X						
5.12b	(nor have I any knowledge of them outside my data).	HG – <i>nor have I any knowledge of them</i> [PRN]							X
5.13	Any development along these lines remains purely speculative .	MG Assertion of consequence				Speculative (-ve)			X
21			15	1	4	1	-	3	2

No.	Proposition	Monoglossic/Heteroglossic Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
6.1a	Changes to existing English grammatical morphemes are <i>perhaps</i> <u>the richest</u> .	HG – <i>perhaps</i> [ENT]	X						
6.1b		MG Presupposition – fact with attitudinal token	X		The richest (+ve);				
6.1c	and <u>most verifiable</u> .	MG Presupposition – fact with attitudinal token	X		Most verifiable (+ve)				
6.1d	beginning to language change in text messages.	MG Assertion of consequence					X		
6.2	“Thanks” frequently becomes “thanx;”	MG Assertion – fact	X						
6.3a	<u>this</u> , to a <u>mind</u> conditioned by spelling.	MG Presupposition – fact	X						
6.3b	looks like a single morpheme;	MG Assertion – fact	X						
6.4a	even though they are both pronounced [θæŋks],	MG Assertion – fact	X						
6.4b	<u>the fact</u>	HG – <i>the fact</i> [PRN]	X						
6.4c	–s is a separate morpheme	MG Assertion – fact	X						
6.4d	is largely <i>lost</i> .	MG Assertion – fact	X			Lost (-ve)			
6.5	“Thanx” could plausible emerge as a single morpheme in years to come.	HG – <i>could</i> [ENT]			Plausible (+ve)				X
6.6a	The lack of an apostrophe in –nt (as in haven’t, can’t, becoming havent, cant) leads to	MG Assertion of consequence					X		
6.6b	<i>possible</i> evolution into a suffix	HG – <i>possible</i> [ENT]							X
6.6c	<i>rather than</i> a contraction of have not or cannot.	MG Assertion of consequence							X
6.7a	the final –ing of the present tense, while already a suffix,	MG Assertion – fact	X						
6.7b	<i>also</i> shows alteration to –in in text messages;	MG Assertion – fact	X						
6.8a	although this is	MG Assertion – fact	X						
6.8b	a feature of <u>currently existing dialects</u>	MG Presupposition – fact	X						
6.8c	it is made more prevalent	MG Assertion of consequence					X		
6.8d	by <u>the text system</u> .	MG Presupposition – fact	X						
21			15	-	3	1	-	3	3

No.	Proposition	Monoglossic/Heteroglossic Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
7.1a	Proposition Threats to SMS-inspired change [heading] There are several limiting factors to text messaging	MG Assertion – fact	X						
7.1b	as a <u>catalyst</u> <u>top language change</u> .	MG Presupposition – fact						X	
7.2a	As previously noted,	HG – <i>as previously noted</i> [PRN]						X	
7.2b	widespread technological change could eliminate	HG – <i>could</i> [ENT]					X		
7.2c	<u>the effect of text messaging</u>	MG Presupposition – fact	X						
7.2d	as quickly as it introduced it.	MG Assertion of consequence					X		
7.3a	Predictive text, where a dictionary on the phone's memory supplies the word from a list of options,	MG Assertion – fact	X						
7.3b	could [...]	HG – <i>could</i> [ENT] <i>remove</i>					X		
7.3c	if widespread	MG Assertion of consequence					X		
7.3d	... remove many of <u>the space-saving conventions of mobile phones</u> – <u>especially</u> if	MG Presupposition – fact	X						
7.4a		MG Assertion of consequence;							X
7.4b	character restrictions were relaxed	MG Assertion of consequence					X		
7.4c	and <u>phone memory improved</u> .	MG Assertion of consequence					X		
7.5a	This would not necessarily remove	HG – <i>would not</i> [ENT] <i>necessarily remove</i>							X
7.5b	<u>the informal nature of text messaging</u> ,	MG Presupposition – fact	X						
7.5c	just as	MG Assertion – fact	X						
7.5d	<u>colloquialisms flourish</u> in speech,	MG Assertion – fact	X						
7.6a	but they will no longer <i>necessarily</i> be inspired	MG Assertion of consequence							X
7.6b	by <u>the need for brevity</u> .	MG Presupposition	X						
19			8	-	-	-	-	6	5

No.	Proposition Conclusion [heading]	Monoglossic/Heteroglossic Analysis	Factual (includes ability)	Other's cognitive + evidence -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
8.1a	There is <i>little</i> evidence for high levels of morphological change	MG Assertion – fact	X		Little (-ve)				
8.1b	at the current stage of text messaging,	MG Presupposition – fact	X						
8.2a	and the transitory nature of the medium	MG Presupposition – fact	X						
8.2b	makes any broad patterns of change <i>difficult</i> to predict.	MG Assertion of consequence			Difficult (-ve)				X
8.3a	Widespread change in morphological formation seems unlikely,	HG – seems [ENT]							X
8.3b	with a few <i>possible</i> exceptions	HG – <i>possible</i> [ENT]							X
8.3c	which remain <i>speculative</i> .	MG Assertion of fact with attitudinal token	X		Speculative (-ve)				
8.4	Alteration to existing morphological affixes, based on ease of spelling rather than actual phonetic mutation, is attested in the messages I have collected.	MG Assertion – fact	X						
8.5	However, lasting change inspired by text messaging depends on the longevity of the technological medium.	MG Assertion of consequence						X	
9			5	-	3	-	-	1	3

Appendix 4: Foundations of Linguistics – Summary Table

FOL Summary Tables – Engagement formulations and function

Stage1: Introduction

Paragraph 1

Proposition		1.1	1.2a	1.2b	1.2c	1.3a	1.3b	1.4a	1.4b	1.5a	1.5b	1.6a	1.6b	1.7	TOTALS	
Function		F	F	F	CE	F	F	F	F	F	CE	F	CE	CE	7	12
MG	ASSERT														7	12
	PRESUP														5	
HG Contractive															0	0
HG Expansive	ENT														1	1
Total: 13														92% MG		

Stage 2: Methodology

Paragraph 2: Features of SMS

Proposition		2.1a	2.1b	2.1c	2.1d	2.2a	2.2b	2.2c	2.2d	2.3	2.4a	2.4b	2.4c	2.4d	TOTALS	
Function		F	F	F	F	CE	F	CE	F	F	F	F	F	F	11	13
MG	ASSERT														11	13
	PRESUP														2	
HG Contractive															0	
HG Expansive															0	0
Total: 13														100% MG		

Stage 3: Analysis

Paragraph 3: SMS and Language Change

Proposition		3.1	3.2	3.3a	3.3b	3.3c	3.3d	3.4a	3.4b	3.4c	3.4d	3.4e	3.4f	3.5	3.6a	3.6b	3.7a	3.7b	3.7c	3.8a	3.8b	3.8c	3.8cc	3.8d	3.9a	3.9b	TOTALS		
Function		CE	F	F	F	F	CE	F	F	F	F	F	F	F	F	CI	CE	CE	F	F	F	F	OC	F	F	F		14	19
MG	ASSERT																											14	19
	PRESUP																											5	
HG Contractive	CNT																											2	2
HG Expansive	ENT																											2	4
	ACK																											1	
	DST																											1	
Total: 25																									76% MG				

Stage 4: Theory

Paragraph 4: Morphological Implications (1)

Proposition		4.1a	4.1b	4.1c	4.2	4.3a	4.3b	4.3c	4.4a	4.4b	4.5a	4.5b	4.5c	4.6a	4.6b	4.7a	4.7b	4.8a	4.8b	4.8c	4.9a	4.9b	4.10	TOTALS		
Function		F	F	F	F	F	F	F	CE	F	CE	F	F	CI	F	CE	F	F	F	F	F	CI	F			
MG	ASSERT	F																							7	16
	PRESUP		F	F								F	F		F		F	F							9	
HG Contractive	AFF				F																				1	2
	DNY																				F				1	
HG Expansive	ENT							F						F									F		4	4
																							Total: 22	72% MG		

Paragraph 5: Morphological Implications (2)

Proposition		5.1	5.2	5.3a	5.3b	5.3bb	5.4a	5.4b	5.5	5.6a	5.6b	5.6c	5.7a	5.7b	5.8	5.9a	5.9b	5.10	5.11	5.12a	5.12b	5.13	TOTALS		
Function		F	F	F	F	OC	F	F	CI	F	CE	F	F	F	F	CE	F	F	F	F	F	CE			
MG	ASSERT	F		F	F		F		F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	13	16
	PRESUP																	F						3	
HG Contractive																								0	0
HG Expansive	ENT		F								F											F		4	5
	ACK					F																		1	
																							Total: 21	76% MG	

Paragraph 6: Morphological Implications (3)

Proposition		6.1a	6.1b	6.1c	6.1d	6.2	6.3a	6.3b	6.4a	6.4b	6.4c	6.4d	6.5	6.6a	6.6b	6.6c	6.7a	6.7b	6.8a	6.8b	6.8c	6.8d	TOTALS		
Function		F	F	F	CI	F	F	F	F	F	F	F	CE	CE	CE	CI	F	F	F	F	CE	F			
MG	ASSERT	F			F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	12	17
	PRESUP		F	F																				5	
HG Contractive	PRN									F														1	1
HG Expansive	ENT	F											F		F									3	3
																							Total: 21	80% MG	

Paragraph 7: Threats to SMS-inspired change

Proposition		7.1a	7.1b	7.2a	7.2b	7.2c	7.2d	7.3a	7.3b	7.3c	7.4a	7.4b	7.4c	7.5a	7.5b	7.5c	7.5d	7.6a	7.6b	TOTALS		
Function		F	CI	F	CE	F	CE	CE	CE	F	CI	CE	CE	CI	F	F	F	CI	F			
MG	ASSERT	F																			9	14
	PRESUP		F			F									F						5	
HG Contractive	DNY			F																	1	1
HG Expansive	ENT				F								F								3	3
																				Total: 18	77% MG	

Stage 5: Conclusion
Paragraph 8

Proposition		8.1a	8.1b	8.2a	8.2b	8.3a	8.3b	8.3c	8.4	8.5	TOTALS	
Function		F	F	F	CI	CI	F	F	F	CE		
MG	ASSERT										5	7
	PRESUP										2	
HG Contractive	DNY										0	0
HG Expansive	ENT										2	2
Total: 9											77% MG	

Appendix 5: Foundations of Linguistics – Engagement Colour-coded

Introduction

Text messaging, or SMS (short message service) is a text-based service for mobile phones. In its requirement for brevity and its association with youth culture it has produced a set of distinctive writing conventions. These conventions have permeated into wider culture where the original brevity is unnecessary, e.g. the Telstra Communic8 advertising campaign. The widespread nature of text messaging leads it to use **as a possible catalyst of language change** – provided it endures.

Methodology

The writing patterns of text messages are short, with many abbreviations, contractions and shorthand, both due to the limited length of a message and the long-winded process of typing compared to spoken language. Particularly noticeable are the rebus constructions: gr8, 4get, 2day, 2moro and u, ur for you, your. Also appearing are deleted vowels (“msg” for message, “plz fwd” for please forward) and dropped syllables (“bout” for about, “k” for okay), along with nonstandard spellings and close approximations with less letters (“gud”, “bak”, “da” for “the”, “wif” for “with” and the verbal ending “-ing” frequently becomes “-in”).

Analysis

Non-standardization has in the past been a major cause of linguistic change. Modern English formed from Middle English during the non-standard spellings **and grammatical liberty of the 16th-17th centuries**, before the 18th Century’s spelling and grammatical **“reforms.”** Text messaging likewise is essentially non-standardized, with different spellings between people **and even** between different messages from the same person, **or indeed** the same message – “i keep 4getting & parkin on it” displays both an –ing and an –in. However, while text messaging remains non-standard, its influence is difficult to predict; **also, a quick change of technology could render its use obsolete** and its long-term influence on language thus negligible – much as

the telegraph. **Also, while changes in spelling can have an effect on pronunciation in some cases** (Middle English *aventure* becoming Modern English *adventure* **or erbe becoming Modern English herb**⁷), in many cases it does not, and at its current stage text messages are simply coded messages for speech patterns.

Theory

My collected messages did not display significant morphological difference between the conventions of text messages and informal speech – **informal obviously being the key word**. The nature of messaging means **an expression like “do you wana” would generally be used in favour of “do you want to”** because it uses less characters. This perpetuates forms based on shortness of characters, rather than ease of pronunciation **as would be** the case in spoken language change. However the morphological formations are initially inspired by existing colloquial conventions; at this stage of development **I have found nothing to suggest** they are different in text messaging itself. Any consideration of the long-term implications **must necessarily be speculation**; but some patterns are discernable. The most common form of morphological change is analogy. **An example would the way in which** /-s/ became the plural morpheme in Modern English, by analogy with its use in the masculine nominative and accusative plural cases in Old English.⁸ Unfortunately this is not as regular as other forms of language evolution such as phonological change, and is difficult to predict. When non-phonetic spellings are in use a new analogy could be formed on the basis of the spelling rather than the pronunciation. The spelling of text messages implies a boundary in, for instance, gr8 or 4get, where none exists in great or forget. **It could also reinforce** existing but largely forgotten boundaries, as in 2day and 2moro. The morphemes “to” and “day” do not logically form into “today”, and “morrow” is currently an archaicism outside of “tomorrow.” None of these are attested however **(nor have I any knowledge of them outside my data)**. Any development along

⁷ OED online.

⁸ McMahan p71

these lines remains purely speculative. **Changes to existing English grammatical morphemes are perhaps** the richest, and most verifiable, beginning to language change in text messages. “Thanks” frequently becomes “thanx;” this, to a mind conditioned by spelling, looks like a single morpheme; even though they are both pronounced [θæŋks], **the fact** –s is a separate morpheme is largely lost. **“Thanx” could plausible emerge as a single morpheme in years to come.** The lack of an apostrophe in –nt (as in haven’t, can’t, becoming havent, cant) leads to **possible evolution into a suffix** rather than a contraction of have not or cannot. the final –ing of the present tense, while already a suffix, also shows alteration to –in in text messages; although this is a feature of currently existing dialects it is made more prevalent by the text system. There are several limiting factors to text messaging as a catalyst top language change. **As previously noted, widespread technological change could eliminate** the effect of text messaging as quickly as it introduced it. Predictive text, where a dictionary on the phone’s memory supplies the word from a list of options, **could** if widespread **remove many of the space-saving conventions of mobile phones** – especially if character restrictions were relaxed and phone memory improved. **This would not necessarily remove** the informal nature of text messaging, just as colloquialisms flourish in speech, but they will no longer necessarily be inspired by the need for brevity.

Conclusion

There is little evidence for high levels of morphological change at the current stage of text messaging, and the transitory nature of the medium makes any broad patterns of change difficult to predict. **Widespread change in morphological formation seems unlikely, with a few possible exceptions** which remain speculative. Alteration to existing morphological affixes, based on ease of spelling rather than actual phonetic mutation, is attested in the messages I have collected. However, lasting change inspired by text messaging depends on the longevity of the technological medium.

KEY

Monoglossic formulations	no colour coding
Deny	green fill
Counter.....	green
Affirm	grey fill
Concede	orange
Pronounce	yellow fill
Endorse	blue fill
Entertain.....	violet
Acknowledge	red
Distance	pink fill

Appendix 6: Foundations of Linguistics – Function Colour-coded

Introduction

Text messaging, or SMS (short message service) is a text-based service for mobile phones. In its requirement for brevity and its association with youth culture **it has produced a set of distinctive writing conventions**. These conventions have permeated into wider culture where the original brevity is unnecessary, e.g. the Telstra Communic8 advertising campaign. The widespread nature of text messaging **leads it to use as a possible catalyst of language change** – **provided it endures**.

Methodology

The writing patterns of text messages are short, with many abbreviations, contractions and shorthand, **both due to** the limited length of a message **and the long-winded process of typing** compared to spoken language. Particularly noticeable are the rebus constructions: gr8, 4get, 2day, 2moro and u, ur for you, your. Also appearing are deleted vowels (“msg” for message, “plz fwd” for please forward) and dropped syllables (“bout” for about, “k” for okay), along with nonstandard spellings and close approximations with less letters (“gud”, “bak”, “da” for “the”, “wif” for “with” and the verbal ending “-ing” frequently becomes “-in”).

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(Middle English *aventure* becoming Modern English *adventure* **or erbe becoming Modern English herb**⁹), in many cases it does not, and at its current stage text messages are simply coded messages for speech patterns.

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My collected messages did not display significant morphological difference between the conventions of text messages and informal speech – informal obviously being the key word. The nature of messaging means an expression like “do you wana” would generally be used in favour of “do you want to” **because** it uses less characters. **This perpetuates forms** based on shortness of characters, rather than ease of pronunciation **as would be** the case in spoken language change. **However the morphological formations are initially inspired by** existing colloquial conventions; at this stage of development **I have found** nothing to suggest they are different in text messaging itself. Any consideration of the long-term implications **must necessarily be speculation**; but some patterns are discernable. The most common form of morphological change is analogy. An example would be the way in which /-s/ became the plural morpheme in Modern English, by analogy with its use in the masculine nominative and accusative plural cases in Old English.¹⁰ Unfortunately this is not as regular as other forms of language evolution such as phonological change, **and is difficult to predict**. When non-phonetic spellings are in use **a new analogy could be formed** on the basis of the spelling rather than the pronunciation. The spelling of text messages implies a boundary in, for instance, gr8 or 4get, where none exists in great or forget. **It could also reinforce** existing but largely forgotten boundaries, as in 2day and 2moro. The morphemes “to” and “day” do not logically form into “today”, and “morrow” is currently an archaicism outside of “tomorrow.” None of these are attested however (**nor have I any knowledge of them outside my data**). **Any development along these lines remains purely speculative**. Changes to existing English grammatical morphemes are perhaps the richest, and

⁹ OED online.

¹⁰ McMahan p71

most verifiable, beginning to language change in text messages. “Thanks” frequently becomes “thanx;” this, to a mind conditioned by spelling, looks like a single morpheme; even though they are both pronounced [θæŋks], the fact –s is a separate morpheme is largely lost. “Thanx” could plausible emerge as a single morpheme in years to come. The lack of an apostrophe in –nt (as in haven’t, can’t, becoming havent, cant) leads to possible evolution into a suffix rather than a contraction of have not or cannot. the final –ing of the present tense, while already a suffix, also shows alteration to –in in text messages; although this is a feature of currently existing dialects it is made more prevalent by the text system. There are several limiting factors to text messaging as a catalyst top language change. As previously noted, widespread technological change could eliminate the effect of text messaging as quickly as it introduced it. Predictive text, where a dictionary on the phone’s memory supplies the word from a list of options, could if widespread remove many of the space-saving conventions of mobile phones – especially if character restrictions were relaxed and phone memory improved. This would not necessarily remove the informal nature of text messaging, just as colloquialisms flourish in speech, but they will no longer necessarily be inspired by the need for brevity.

Conclusion

There is little evidence for high levels of morphological change at the current stage of text messaging, and the transitory nature of the medium makes any broad patterns of change difficult to predict. Widespread change in morphological formation seems unlikely, with a few possible exceptions which remain speculative. Alteration to existing morphological affixes, based on ease of spelling rather than actual phonetic mutation, is attested in the messages I have collected. However, lasting change inspired by text messaging depends on the longevity of the technological medium.

KEY

Fact no colour
Other's Cognitive red
External Causality yellow fill
Internal Causality..... green fill

Appendix 7: Phonology – Original Essay

Introduction

Many European languages have historically pronounced an apical /r/ phoneme; however a “back” or uvular pronunciation of the phoneme has spread throughout much of Northern Europe. The uvular pronunciation, most associated with standard French, is generally most prevalent in the present day in prestige forms of language and educated speech. The historical and continued prestige of French, first as an aristocratic and trading language and even to the present day as a dominant language of the European Union, is a likely factor in the spread of this pronunciation as prestigious. The sociolinguistic aspect of this shift has important implications for a theory of language change, as an indicator of the subjective, non-mechanical nature of the processes described by such a theory.

French

French is an important language to investigate as it is through most of France that the uvular pronunciation is most common and spread through greater levels of society, as opposed to being a marker of educated speech [Trudgill, 58]. The appearance and spread of the [R] pronunciation in other languages can thus be seen as a result of the long-standing prestige of French in Europe. Such prestige goes back at least to the Middle Ages, where it is related both to conquests and to trading strength, as well as simple populations density and its central location in Europe [Ostler, 407-8]. French was also the fashionable language of European courts in the sixteenth century and continued to hold status as the language of diplomacy until the end of the First World War [Ostler, 410-12], and by the latter half of the 20th century was the *de facto* first language of the European Union, with serious challenge from English only [Henrikson].

The long-standing prestige of the French language is significant as the uvular pronunciation of /r/ is most associated with standard French pronunciation. Actual pronunciation of French /r/ can vary between dorsal, uvular, velar and pharyngeal in place of articulation, and between a trill and

a fricative in manner. Furthermore, regional varieties may still display apical trills or flaps [Posner, 288].

The uvular [R], now ubiquitous in French is a comparatively late development in that language which earlier presumably displayed the trill common to the Romance family [Posner, 288]. The precise circumstances of its development are disputed but it has been traced to the area of Paris in the 18th century, possibly as a lazy pronunciation [Fox & Wood, 49]. It was originally known as the “Parisian r” and was not a prestige form, described as lazy or effeminate [Posner, 290]. Usage in the language of the capital gave prestige to this pronunciation by the period of the French Revolution, with the first clear description being made in the nineteenth century [Posner, 288, 290]. While Posner notes that there were few linguistic changes as a consequence of the Revolution, she does cite the adoption of [R] for earlier [r] as one of the few examples [Posner, 71].

Despite its use throughout much of France its usage in 20th-century French is still not universal in all social settings. In central and south-western France the usage is not general but usual in educated speech; in some locales even this usage is intermittent [Trudgill, 58]. This pattern of use corresponds to an area culturally distinct from Paris since ancient times, where Roman culture was stronger than Frankish and more linguistically influential. This linguistic division persisted into the twentieth century [Posner, 88].

German

German pronunciation of the /r/ phoneme as a uvular as opposed to an apical can be plotted through the course of the 20th century, from being a common though not necessarily prestigious pronunciation in the late 19th century through to a marker of educated speech in the late 20th. It is perhaps in Germany we see the clearest indication of the rising prestige of the uvular pronunciation.

In 1897 Hempl recorded three rhotics: front, back and glottal. Front is defined by Hempl as trilled and back as uvular. The trilled [r] was in use throughout the country, and associated with prestigious and standardised use; as he notes, “actors and singers employ it” [146]. Even at this date, however, he recorded the trill as rapidly losing ground to the uvular variety [Hempl 146]. Glottal pronunciation of /r/ was recorded as a dialect form, mostly in Mecklenburg, Pomerania, and Saxony [147]. Nonetheless the trilled [r] was already sufficiently uncommon that Hempl remarked the English learner should learn the glottal or uvular pronunciation “unless he intends to go on the stage” [Hempl, 147].

By 1965 Waterman observed that although apical [r] was “recognised as 'correct' ” [Waterman 196] it had generally fallen into disuse in actual speech. Uvular [R] was cited as “the most frequently used trill in German” [Waterman 196].

In 1983, Trudgill recorded that while [R] was recorded through most of Germany, it was found in general use in the vicinity of large urban centres such as Berlin, Cologne and Stuttgart; throughout the rest of the country it was exhibited only as a marker of educated speech [Trudgill, 58-9]. Trudgill attributes the spread of [R] to jumping from one urban centre. However, Wells suggests there may be an older [R] in German based on sound change. In Old High German /ai/ monophthongises before velar sounds and /r/, suggesting a back pronunciation. Wells admits, nonetheless, that the French influence may have assisted the spread of such a pronunciation [Wells, 273].

Scandinavian Languages

The largest areas of uvular pronunciation are through France and French-speaking countries such as Belgium and Switzerland, and in Germany. In the smaller European countries, while prevalent in some parts of Holland, it is mainly a feature of Scandinavian languages. The uvular pronunciation of /r/ is in general use throughout most of Denmark and the southern areas of Norway and Sweden [Trudgill, 58]. Trudgill ties this in with the theory of the back pronunciation jumping between urban centres, in this case Copenhagen, Kristiansand and Oslo. It has, however, spread further through Denmark than Norway or Sweden.

The Scandinavian languages are not well-documented in English and the development of the prestige of [R] is harder to trace. However, Trudgill's data is interesting in light of the relationship of the Danish language with the European Union. French has become, with English, the dominant language of the European Union and Danish, though an official language of the EU, is marginalised by larger, more prestigious languages [Henrikson]. Denmark, wherein the French pronunciation [R] is widespread, joined what was to become the European Union in 1973. In contrast Sweden in 1995 and Norway is not a member state, although it is geographically and linguistically close to other members. It is perhaps significant that it is where Denmark borders Sweden and Norway that the [R] pronunciation is strongest in those two countries.

Theory

The implications for the alterations in the pronunciation of the /r/ phoneme are an important case study for any theory of language change. The change from [r] to [R] shows a considerable change in place of articulation for a single phoneme. Another shift, such as from [R] to another uvular, could render the source unrecognisable, especially if the apical [r] also changed in sister languages. Similarly the reasons for the change would quickly become incomprehensible if not recorded. Theories of language change therefore need to take into account social factors at some points, rather than being simply mechanical theories of phonetic mutation.

This points to the weakness in historical linguistics in languages which have only recently been recorded. Were the languages of Europe unwritten, such alterations as the pronunciation of /r/ could become totally inexplicable in the course of only a few generations. This is already the case of languages only documented in comparatively recent times, such as those of Australia or the Pacific. However, the level of recording requires more than simply surviving texts in a language. The alteration of the /r/ phoneme also shows a change that is unmarked in spelling in all languages involved. While not affecting the theory of language change, this is relevant to actually chronicling the history of a language, as without sound recordings or in-depth records of pronunciation this change would go largely unnoticed. Even if deduced through comparative linguistics such an alteration would remain unplaced in time.

Conclusion

The spread of the uvular pronunciation, originating from 18th-century Paris, is linked closely to the growing prestige of the pronunciation. Although the pronunciation may have been present in other languages, it was not necessarily common or prestigious. The implications for this on a theory of language change are considerable, as it provides an example of a change for which the reasons could not be discovered simply as a result of the comparative historical method. It also points to the possible flaws of any reconstruction without written evidence, or indeed without detailed evidence of pronunciation.

Citations

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Appendix 8: Phonology – Working Copy of the Essay

Introduction

P1

Many European languages have historically pronounced an apical /r/ phoneme; however a “back” or uvular pronunciation of the phoneme has spread throughout much of Northern Europe. The uvular pronunciation, most associated with standard French, is generally most prevalent in the present day in prestige forms of language and educated speech. The historical and continued prestige of French, first as an aristocratic and trading language and even to the present day as a dominant language of the European Union, is a likely factor in the spread of this pronunciation as prestigious. The sociolinguistic aspect of this shift has important implications for a theory of language change, as an indicator of the subjective, non-mechanical nature of the processes described by such a theory.

French

P2

French is an important language to investigate as it is through most of France that the uvular pronunciation is most common and spread through greater levels of society, as opposed to being a marker of educated speech [Trudgill, 58]. The appearance and spread of the [R] pronunciation in other languages can thus be seen as a result of the long-standing prestige of French in Europe. Such prestige goes back at least to the Middle Ages, where it is related both to conquests and to trading strength, as well as simple populations density and its central location in Europe [Ostler, 407-8]. French was also the fashionable language of European courts in the sixteenth century and continued to hold status as the language of diplomacy until the end of the First World War [Ostler, 410-12], and by the latter half of the 20th century was the *de facto* first language of the European Union, with serious challenge from English only [Henrikson].

P3

The long-standing prestige of the French language is significant as the uvular pronunciation of /r/ is most associated with standard French pronunciation. Actual pronunciation of French /r/ can vary between dorsal, uvular, velar and pharyngeal in place of articulation, and between a trill and a fricative in manner. Furthermore, regional varieties may still display apical trills or flaps [Posner, 288].

P4

The uvular [R], now ubiquitous in French is a comparatively late development in that language which earlier presumably displayed the trill common to the Romance family [Posner, 288]. The precise circumstances of its development are disputed but it has been traced to the area of Paris in the 18th century, possibly as a lazy pronunciation [Fox & Wood, 49]. It was originally known as the “Parisian r” and was not a prestige form, described as lazy or effeminate [Posner, 290]. Usage in the language of the capital gave prestige to this pronunciation by the period of the French Revolution, with the first clear description being made in the nineteenth century [Posner, 288, 290]. While Posner notes that there were few linguistic changes as a consequence of the Revolution, she does cite the adoption of [R] for earlier [r] as one of the few examples [Posner, 71].

P5

Despite its use throughout much of France its usage in 20th-century French is still not universal in all social settings. In central and south-western France the usage is not general but usual in educated speech; in some locales even this usage is intermittent [Trudgill, 58]. This pattern of use corresponds to an area culturally distinct from Paris since ancient times, where Roman culture was stronger than Frankish and more linguistically influential. This linguistic division persisted into the twentieth century [Posner, 88].

German

P6

German pronunciation of the /r/ phoneme as a uvular as opposed to an apical can be plotted through the course of the 20th century, from being a common though not necessarily prestigious pronunciation in the late 19th century through to a marker of educated speech in the late 20th. It is perhaps in Germany we see the clearest indication of the rising prestige of the uvular pronunciation.

P7

In 1897 Hempl recorded three rhotics: front, back and glottal. Front is defined by Hempl as trilled and back as uvular. The trilled [r] was in use throughout the country, and associated with prestigious and standardised use; as he notes, “actors and singers employ it” [146]. Even at this date, however, he recorded the trill as rapidly losing ground to the uvular variety [Hempl 146]. Glottal pronunciation of /r/ was recorded as a dialect form, mostly in Mecklenburg, Pomerania, and Saxony [147]. Nonetheless the trilled [r] was already sufficiently uncommon that Hempl remarked the English learner should learn the glottal or uvular pronunciation “unless he intends to go on the stage” [Hempl, 147].

P8

By 1965 Waterman observed that although apical [r] was “recognised as 'correct' ” [Waterman 196] it had generally fallen into disuse in actual speech. Uvular [R] was cited as “the most frequently used trill in German” [Waterman 196].

P9

In 1983, Trudgill recorded that while [R] was recorded through most of Germany, it was found in general use in the vicinity of large urban centres such as Berlin, Cologne and Stuttgart; throughout the rest of the country it was exhibited only as a marker of educated speech [Trudgill,

58-9]. Trudgill attributes the spread of [R] to jumping from one urban centre. However, Wells suggests there may be an older [R] in German based on sound change. In Old High German /ai/ monophthongises before velar sounds and /r/, suggesting a back pronunciation. Wells admits, nonetheless, that the French influence may have assisted the spread of such a pronunciation [Wells, 273].

Scandinavian Languages

P10

The largest areas of uvular pronunciation are through France and French-speaking countries such as Belgium and Switzerland, and in Germany. In the smaller European countries, while prevalent in some parts of Holland, it is mainly a feature of Scandinavian languages. The uvular pronunciation of /r/ is in general use throughout most of Denmark and the southern areas of Norway and Sweden [Trudgill, 58]. Trudgill ties this in with the theory of the back pronunciation jumping between urban centres, in this case Copenhagen, Kristiansand and Oslo. It has, however, spread further through Denmark than Norway or Sweden.

P11

The Scandinavian languages are not well-documented in English and the development of the prestige of [R] is harder to trace. However, Trudgill's data is interesting in light of the relationship of the Danish language with the European Union. French has become, with English, the dominant language of the European Union and Danish, though an official language of the EU, is marginalised by larger, more prestigious languages [Henrikson]. Denmark, wherein the French pronunciation [R] is widespread, joined what was to become the European Union in 1973. In contrast Sweden in 1995 and Norway is not a member state, although it is geographically and linguistically close to other members. It is perhaps significant that it is where Denmark borders Sweden and Norway that the [R] pronunciation is strongest in those two countries.

Theory

P12

The implications for the alterations in the pronunciation of the /r/ phoneme an important case study for any theory of language change. The change from [r] to [R] shows a considerable change in place of articulation for a single phoneme. Another shift, such as from [R] to another uvular, could render the source unrecognisable, especially if the apical [r] also changed in sister languages. Similarly the reasons for the change would quickly become incomprehensible if not recorded. Theories of language change therefore need to take into account social factors at some points, rather than being simply mechanical theories of phonetic mutation.

P13

This points to the weakness in historical linguistics in languages which have only recently been recorded. Were the languages of Europe unwritten, such alterations as the pronunciation of /r/ could become totally inexplicable in the course of only a few generations. This is already the case of languages only documented in comparatively recent times, such as those of Australia or the Pacific. However, the level of recording requires more than simply surviving texts in a language. The alteration of the /r/ phoneme also shows a change that is unmarked in spelling in all languages involved. While not affecting the theory of language change, this is relevant to actually chronicling the history of a language, as without sound recordings or in-depth records of pronunciation this change would go largely unnoticed. Even if deduced through comparative linguistics such an alteration would remain unplaced in time.

Conclusion

P14

The spread of the uvular pronunciation, originating from 18th-century Paris, is linked closely to the growing prestige of the pronunciation. Although the pronunciation may have been present in other languages, it was not necessarily common or prestigious. The implications for this on a

theory of language change are considerable, as it provides an example of a change for which the reasons could not be discovered simply as a result of the comparative historical method. It also points to the possible flaws of any reconstruction without written evidence, or indeed without detailed evidence of pronunciation.

Citations

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Appendix 9: Phonology – Proposition Analysis

PHONOLOGY ESSAY

TASK: Discuss the replacement of apical /R/ by uvular /r/ in at least three major European languages. What can one learn from this for a theory of language change?

PROPOSITION ANALYSIS

Key: Nominalisations/presuppositions – underlined; Processes – bold; Attitudinal and evaluative tokens – italics; Positive (+ve), Negative (-ve), Neutral (neu)

Engagement formulations italicised: Entertain [ENT], Counter [CNT], Acknowledge [ACK], Distance [DST], Affirm [AFF], Deny [DNY]

External and internal consequentiality follow the same principles as those for conjunctions in (Unsworth, 1997; Halliday & Hasan, 1976; Martin 1992, Halliday & Martin, 1993), i.e. External consequentiality is concerned with the logical relations among activity sequences in the material world, while internal consequentiality is concerned with the rhetorical organization of the text itself and the logical relations among textual sequences.

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
1.1a	Introduction [heading] Many European languages have historically pronounced an apical /t/ phoneme;	MG Assertion – fact	X						
1.1b	however a “back” or uvular pronunciation of the phoneme has spread throughout much of Northern Europe.	MG Assertion – fact	X						
1.2a	The uvular pronunciation, most associated with standard French,	MG Presupposition – fact	X						
1.2b	is generally most prevalent in the present day in prestige forms of language and educated speech.	MG Assertion – fact <i>Generally</i> – statement of fact	X						
1.3a	The historical and continued prestige of French,	MG Presupposition – fact	X						
1.3b	first as an aristocratic and trading language	MG Assertion – fact	X						
1.3c	and <i>even</i> to the present day	HG – <i>even</i> [CNT]			Even (-ve)				X
1.3d	as a dominant language of the European Union,	MG Assertion – fact	X						
1.3e	is	MG Assertion – fact	X						
1.3f	a <i>likely</i> factor in	HG – <i>likely</i> [ENT]					X		
1.3g	the spread of this pronunciation as prestigious,	MG Presupposition – fact	X						
1.4a	The sociolinguistic aspect of this shift	MG Presupposition – fact	X						
1.4b	has important implications for a theory of language change,	MG Assertion of consequence				Important (+ve)			X
1.4c	as an indicator of <u>the subjective, non-mechanical nature of the processes described by such a theory.</u>	MG Presupposition – fact	X			Subjective (-ve/+ve, neu?)			
14			12		3		1	2	

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed Important (+ve)	Invoked		External (factual)	Internal (rhetorical)
2.1a	Proposition French [heading] French is an <i>important</i> language to investigate	MG Assertion – fact	X		Important (+ve)				
2.1b	as it is through most of France	MG Assertion – fact	X						
2.1c	that the uvular pronunciation is most common	MG Assertion – fact	X						
2.1d	and spread through greater levels of society,	MG Assertion – fact	X						
2.1e	as opposed to being a marker of educated speech [Trudgill, 58]	HG – [ACK]		X +ve					
2.2a	The appearance and spread of the [R] pronunciation in other languages	MG Presupposition – fact	X						
2.2b	can thus be seen	HG – <i>can</i> [ENT]	X						X?
2.2c	as a result of the long-standing prestige of French in Europe.	MG Assertion of consequence					X		
2.3a	Such <u>prestige</u>	MG Presupposition – fact	X						
2.3b	goes back at least to the Middle Ages,	MG Assertion – fact	X						
2.3c	where it is related both to conquests and to trading strength,	MG Assertion – fact	X						
2.3d	as well as simple populations density and its central location in Europe [Ostler, 407-8].	HG – [ACK]		X +ve					
2.4a	French was also the fashionable language of European courts in the sixteenth century	MG Assertion – fact	X						
2.4b	and continued to hold status as the language of diplomacy until the end of the First World War [Ostler, 410-12]	HG – [ACK]		X +ve					-
2.4c	and by the latter half of the 20 th century was the <i>de facto</i> first language of the European Union, with serious challenge from English only [Henrikson].	HG – [ACK]		X +ve					
15			9	4	1		1	1	1

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
3.1a	The long-standing <u>prestige of the French language</u> is significant	MG Presupposition – fact	X						
3.1b		MG Assertion – fact	X		Significant (+ve)				
3.1c	as the uvular pronunciation of /r/ is most associated with standard French pronunciation.	MG Assertion – fact	X						
3.2a	Actual pronunciation of French /r/ can vary between dorsal, uvular, velar and pharyngeal in place of articulation,	MG Assertion – fact <i>Can</i> – ability/capacity	X						
3.2b	and between a trill and a fricative in manner.	MG Assertion – fact	X						
3.2c	Furthermore, regional varieties may still display apical trills or flaps [<i>Posner, 288</i>].	HG – [ACK] <i>may</i> ? Entertain. ? Who is entertaining here?		X neu					
6			5	1		1			

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
4.1a	The uvular [R], now ubiquitous in French	MG Presupposition – fact	X						
4.1b	is a comparatively late development in that language	MG Assertion – fact	X						
4.1c	which earlier presumably displayed the trill common to the Romance family [Posner, 288].	HG – [ACK] <i>presumably?</i> Entertain.?Who is entertaining here?		X neu					
4.2a	The precise circumstances of its development are disputed	MG Assertion – fact	X						
4.2b	but it has been traced to the area of Paris in the 18 th century,	MG Assertion – fact	X						
4.2c	possibly as a lazy pronunciation [Fox & Wood, 49].	HG – [ACK] <i>possibly?</i> Entertain.?Who is entertaining here?		X neu					
4.3a	It was originally known as the “Parisian r”	MG Assertion – fact	X						
4.3b	and was not a prestige form,	MG Assertion – fact	X						
4.3c	described as lazy or effeminate [Posner, 290].	HG – [ACK]		X neu					
4.4a	Usage in the language of the capital gave prestige to this pronunciation by the period of the French Revolution,	MG Assertion – fact	X						
4.4b	with the first clear description being made in the nineteenth century [Posner, 288, 290].	HG – [ACK]		X +ve					
4.5a	While <i>Posner notes</i> that there were few linguistic changes as a consequence of the Revolution,	HG – [ACK]		X -ve					
4.5b	she does cite the adoption of [R] for earlier [r] as one of the few examples [Posner, 71].	HG – [ACK] <i>Does? Concede? Who is conceding?</i>		X +ve					Does (? +/–)
13			7	6					1

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
5.1a	Despite its use throughout much of France	MG Presupposition – fact	X						
5.1b	its usage in 20th-century	MG Presupposition – fact	X						
5.1c	French is still not universal in all social settings.	MG Assertion – fact <i>Still</i> – emphasis	X						
5.2a	In central and south-western France the usage is not general but usual in educated speech;	MG Assertion – fact	X						
5.2b	in some locales <i>even</i> this usage is intermittent [<i>Trudgill, 58</i>].	HG – [ACK] <i>Even</i> – emphasis		X					
5.3a	This pattern of use	MG Presupposition – fact	X						
5.3b	corresponds to an area culturally distinct from Paris since ancient times,	MG Assertion – fact	X						
5.3c	where Roman culture was stronger than Frankish and more linguistically influential.	MG Assertion – fact	X						
5.3d	This linguistic division persisted into the twentieth century [Posner, 88].	HG – [ACK]		X					
9			7	2					1?

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
6.1a	German [heading] German pronunciation of the /r/ phoneme as a uvular as opposed to an apical can be plotted through the course of the 20 th century	MG Assertion – fact	X						
6.1b	from being a common though not necessarily prestigious pronunciation in the late 19 th century,	MG Presupposition – fact	X						
6.1c	through to a marker of educated speech in the late 20 th .	MG Presupposition – fact	X						
6.2a	It is <i>perhaps</i> in Germany we see	HG – <i>perhaps</i> [ENT]							
6.2b	the <i>clearest</i> indication	MG Presupposition – fact	X			Clearer (+ve)		X	
6.2c	of the rising <i>prestige</i> [sic] of the uvular pronunciation.	MG Presupposition – fact	X						
6			5			1		1	

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
7.1	Proposition In 1897 <i>Hempl recorded</i> three rhotics: front, back and glottal.	HG – [ACK]		X					
7.2	Front is defined by <i>Hempl</i> as trilled and back as uvular.	HG – [ACK]		X					
7.3a	The trilled [r] was in use throughout the country,	MG Assertion – fact	X						
7.3b	and associated with prestigious and standardised use;	MG Assertion – fact	X						
7.3c	as <i>he notes</i> , “actors and singers employ it” [146].	HG – [ACK]		X					
7.4a	<i>Even</i> at this date, however,	HG – <i>even</i> [CNT]	X						
7.4b	<i>he recorded</i> the trill as rapidly losing ground to the uvular variety [<i>Hempl 146</i>].	HG – [ACK]		X					
7.5a	Glottal pronunciation of /r/ was recorded as a dialect form, mostly in Mecklenburg, Pomerania, and Saxony [147].	HG – [ACK]		X					
7.5b	<i>Nonetheless</i> the trilled [r] was already sufficiently uncommon	HG – <i>nonetheless</i> [CNT]							X
7.5c	that <i>Hempl remarked</i> the English learner should learn the glottal or uvular pronunciation “unless he intends to go on the stage” [<i>Hempl, 147</i>].	HG – [ACK]		X					
10			3	6				1	1

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
8.1a	By 1965 <i>Waterman</i> <i>observed</i> that although apical [r] was “recognised as ‘correct’ “ [Waterman 196]	HG – [ACK]		X					
8.1b	<i>it had</i> generally fallen into disuse in actual speech.	MG Assertion – Fact	X						
8.2	Uvular [R] <i>was cited</i> as “the most frequently used trill in German” [Waterman 196].	HG – [ACK]		X					
3			1	2					

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
9.1a	In 1983, <i>Trudgill recorded</i> that while [R] was recorded through most of Germany, it was found in general use in the vicinity of large urban centres such as Berlin, Cologne and Stuttgart;	HG – [ACK]		X					
9.1b	throughout the rest of the country it was exhibited only as a marker of educated speech [<i>Trudgill, 58-9</i>].	HG – [ACK]		X					
9.2	<i>Trudgill attributes</i> the spread of [R] to jumping from one urban centre.	HG – [ACK]		X					
9.3	However, <i>Wells suggests</i> there may be an older [R] in German based on sound change.	HG – [ACK] <i>may ? Entertain.?Who is entertaining here?</i>		X					
9.4	In Old High German /ai/ monophthongises before velar sounds and /r/, suggesting a back pronunciation.	MG Assertion – Fact	X						
9.5	<i>Wells admits</i> , nonetheless, that the French influence may have assisted the spread of such a pronunciation [<i>Wells, 273</i>].	HG – [ACK] <i>may ? Entertain.?Who is entertaining here?</i>		X					
6			1	5					

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
10.1	Scandinavian Languages [heading] The largest areas of uvular pronunciation are through France and French-speaking countries such as Belgium and Switzerland, and in Germany.	MG Assertion – Fact	X						
10.2a	In the smaller European countries, <u>while</u> prevalent in some parts of <u>Holland</u> ,	MG Presupposition – fact	X						
10.2b	it is mainly a feature of Scandinavian languages.	MG Assertion – Fact	X		Mainly (neu)				
10.3	The uvular pronunciation of /r/ is in general use throughout most of Denmark and the southern areas of Norway and Sweden [Trudgill, 58].	HG – [ACK]		X					
10.4	<i>Trudgill</i> ties this in with the theory of the back pronunciation jumping between urban centres, in this case Copenhagen, Kristiansand and Oslo.	HG – [ACK]		X					
10.5	It has , <i>however</i> , spread further through Denmark than Norway or Sweden.	HG – <i>however</i> [CNT]						X	
6			3	2				1	

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
11.1a	The Scandinavian languages are not well-documented in English	MG Assertion – Fact	X		Inscribed	not well-documented (-ve)			
11.1b	and the development of the prestige of [R]	MG Presupposition – fact	X						
11.1c	is harder to race [sic].	MG Assertion – Fact	X						
11.2a	However, Trudgill's data is interesting	MG Assertion – Fact	X		Inscribed	Interesting (+ve)			
11.2b	in light of the relationship of the Danish language with the European Union.	MG Presupposition – fact	X						
11.3a	French has become, with English, the dominant language of the European Union	MG Assertion – Fact	X						
11.3b	and Danish, though an official language of the EU, is marginalised by larger, more prestigious languages [Henrikson].	HG – [ACK]		X					
11.4a	Denmark, wherein the French pronunciation [R] is widespread,	MG Assertion – Fact	X						
11.4b	joined what was to become the European Union in 1973.	MG Assertion – Fact	X						
11.5a	In contrast Sweden in 1995 and Norway is not a member state,	MG Assertion – Fact	X						
11.5b	although it is geographically and linguistically close to other members.	MG Assertion – Fact	X						
11.6a	It is perhaps significant	HG – perhaps [ENT]			Inscribed	Significant (+ve)			X
11.6b	that it is where Denmark borders Sweden and Norway	MG Assertion – Fact	X						
11.6c	that the [R] pronunciation is strongest in those two countries.	MG Assertion – Fact						X	
14			11	1		3		1	1

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
12.1a	Proposition Theory[heading] The implications for the alterations in the pronunciation of the /r/ phoneme	MG Presupposition – fact	X						
12.1b	an <i>important</i> case study for any theory of language change.	MG Assertion – Fact	X						
12.2a	The change from [r] to [R] shows a <i>considerable</i> change in place of articulation for a single phoneme.	MG Assertion – Fact					X		
12.2b		<i>HG – for</i> [CNT]			Considerable (neu)		X		
12.3a	Another shift, such as from [R] to another uvular, <i>could render</i> the source unrecognisable, <i>especially</i> if the apical [r] also changed in sister languages.	HG – <i>could</i> [ENT]					X		
12.3b		MG Assertion of Causality			Especially (neu)		X		
12.4	Similarly the reasons for the change <i>would</i> quickly become incomprehensible if not recorded.	HG – <i>would</i> [ENT]					X		
12.5a	Theories of language change therefore <i>need to take into account</i> social factors at some points,	HG – <i>need to</i> [ENT]					X		
12.5b	rather than being	MG Assertion – Fact	X						
12.5c	<i>simply</i> mechanical theories of phonetic mutation.	MG Presupposition – fact	X		Simply (-ve)				
10			4		3		1	5	

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative)		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
13.1a	This points to	HG points to [END] or							X
13.1b	<i>the weakness</i> in historical linguistics in languages which have only recently been recorded.	MG Presupposition – fact	X		the weakness (-ve)				
13.2a	Were the languages of Europe unwritten ,	MG Assertion of Consequence						X	
13.2b	such alterations as the pronunciation of /r/	MG Presupposition – fact	X						
13.2c	could become totally inexplicable in the course of only a few generations.	HG – <i>could</i> [ENT]						X	
13.3	This is already the case of languages only documented in comparatively recent times, such as those of Australia or the Pacific.	MG Assertion – fact	X						
13.4a	However, the level of recording requires more than	MG Assertion – fact	X						
13.4b	<i>simply</i> surviving texts in a language.	MG Presupposition – fact	X		Simply (-ve)				
13.5a	The alteration of the /r/ phoneme also shows a change	MG Assertion – fact	X						
13.5b	that is unmarked in spelling in all languages involved.	MG Assertion – fact	X						
13.6a	While not affecting the theory of language change,	MG Assertion – fact	X						
13.6b	this is relevant to <i>actually</i> chronicling the history of a language,	MG Assertion – fact	X		Relevant (+ve) Actually (+ve)				
13.6c	as without sound recordings or in-depth records of pronunciation	MG Presupposition – consequence						X	
13.6d	this change	MG Presupposition – fact	X						
13.6e	would go largely unnoticed.	HG – <i>would</i> [ENT]			Largely unnoticed (-ve)			X	
13.7a	Even if deduced through comparative linguistics	MG Assertion of consequence							X
13.7b	such an alteration	MG Presupposition – fact	X						
13.7c	would remain unplaced in time.	HG – <i>would</i> [ENT]						X	
18			11		5			5	2

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
14.1a	Proposition Conclusion [heading] [The spread of the uvular pronunciation, originating from 18th-century Paris, is linked closely to	MG Presupposition – fact	X						
14.1b	is linked closely to	MG Assertion of consequence					X		
14.1c	the growing prestige of the pronunciation.	MG Presupposition – fact	X						
14.2a	Although the pronunciation may have been present in other languages,	HG – <i>may</i> [ENT]	X						
14.2b	it was not necessarily common or prestigious.	MG Assertion – fact	X						
14.3a	The implications for this on a theory of language change are considerable ,	MG Assertion of consequence			Considerable (neu)				X
14.3b	as it provides an example of a change	MG Assertion – fact	X						
14.3c	for which the reasons could not be discovered	MG Assertion of ability/capacity	X						
14.3d	simply as a result of the comparative historical method.	MG Presupposition – fact	X						
14.4a	It also points to	HG- points to [END]							X
14.4b	the possible flaws of any reconstruction without written evidence	MG Presupposition of consequence			Possible (neu)			X	
14.4c	or indeed without detailed evidence of pronunciation.	MG Assertion – fact	X						
12			8		2	2		2	2

Appendix 10: Phonology – Summary Table

Phonology Summary Tables – Engagement formulations and function

Stage 1: Introduction

Paragraph 1

Proposition		1.1a	1.1b	1.2a	1.2b	1.3a	1.3b	1.3c	1.3d	1.3e	1.3f	1.3g	1.4a	1.4b	1.4c	TOTALS	
Function		F	F	F	F	F	F	Cl	F	F	CE	F	F	Cl	F		
MG	ASSERT															7	12
	PRESUP															5	
HG Contractive	CNT															1	2
HG Expansive	ENT															1	
															Total: 14	85% MG	

No Stage 2

Stage 3: Analysis

Paragraph 2: French

Proposition		2.1a	2.1b	2.1c	2.1d	2.1e	2.2a	2.2b	2.2c	2.3a	2.3b	2.3c	2.3d	2.4a	2.4b	2.4c	TOTALS	
Function		F	F	F	F	OC	F	F	CE	F	F	F	OC	F	OC	OC		
MG	ASSERT																8	10
	PRESUP																2	
HG Contractive																	0	0
HG Expansive	ENT																1	5
	ACK																4	
																	Total: 15	66% MG

Paragraph 3: French

Proposition		3.1a	3.1b	3.1c	3.2a	3.2b	3.2c	TOTALS	
Function		F	A	F	F	F	OC		
MG	ASSERT							4	5
	PRESUP							1	
HG Contractive								0	
HG Expansive	ACK							1	1
								Total: 6	83% MG

Paragraph 4: French

Proposition		4.1a	4.1b	4.1c	4.2a	4.2b	4.2c	4.3a	4.3b	4.3c	4.4a	4.4b	4.5a	4.5b	TOTALS	
Function		F	F	OC	F	F	OC	F	F	OC	F	F	OC	OC		
MG	ASSERT														6	7
	PRESUP														1	
HG Contractive															0	6
HG Expansive	ACK														6	
														Total: 13	53% MG	

Paragraph 5: French

Proposition		5.1a	5.1b	5.1c	5.2a	5.2b	5.3a	5.3b	5.3c	5.3d	TOTALS	
Function		F	F	F	F	OC	F	F	F	OC		
MG	ASSERT										4	7
	PRESUP										3	
HG Contractive											0	2
HG Expansive	ACK										2	
											Total: 9	77% MG

Paragraph 6: German

Proposition		6.1a	6.1b	6.1c	6.2a	6.2b	6.2c	TOTALS	
Function		F	F	F	CE	F	F		
MG	ASSERT							1	5
	PRESUP							4	
HG Contractive								0	1
HG Expansive	ENT							1	
								Total: 6	83% MG

Paragraph 7: German

Proposition		7.1	7.2	7.3a	7.3b	7.3c	7.4a	7.4b	7.5a	7.5b	7.5c	TOTALS	
Function		OC	OC	F	F	OC	F	OC	OC	CE	OC		
MG	ASSERT											2	2
	PRESUP											0	
HG Contractive	CNT											2	8
HG Expansive	ACK											6	
											Total: 10	20% MG	

Paragraph 8: German

Proposition		8.1a	8.1b	8.2	TOTALS	
Function		OC	F	OC		
MG	ASSERT				1	1
	PRESUP				0	
HG Contractive					0	2
HG Expansive	ACK				2	
					Total: 3	33% MG

Paragraph 9: German

Proposition		9.1a	9.1b	9.2	9.3	9.4	9.5	TOTALS	
Function		OC	OC	OC	OC	F	OC		
MG	ASSERT							1	1
	PRESUP							0	
HG Contractive								0	5
HG Expansive	ACK							5	
								Total: 6	16% MG

Paragraph 10: The Scandinavian Languages

Proposition		10.1	10.2a	10.2b	10.3	10.4	10.5	TOTALS	
Function		F	F	F	OC	OC	CE		
MG	ASSERT							2	3
	PRESUP							1	
HG Contractive	CNT/DNY							1	3
HG Expansive	ACK							2	
								Total: 6	50% MG

Paragraph 11: The Scandinavian Languages

Proposition		11.1a	11.1b	11.1c	11.2a	11.2b	11.3a	11.3b	11.4a	11.4b	11.5a	11.5b	11.6a	11.6b	11.6c	TOTALS	
Function		F	F	F	F	F	F	OC	F	F	F	F	F	F	CE		
MG	ASSERT															10	12
	PRESUP															2	
HG Contractive																0	2
HG Expansive	ENT															1	
	ACK															1	
															Total: 14	85% MG	

Stage 4: Theory

Paragraph 12: Theory

Proposition		12.1a	12.1b	12.2	12.3a	12.3b	12.4	12.5a	12.5b	12.5c	TOTALS	
Function		F	F	CE	CE	CE	CE	D	F	F		
MG	ASSERT										3	5
	PRESUP										2	
HG Contractive	CNT										1	4
HG Expansive	ENT										3	
Total: 9											55% MG	

Paragraph 13: Theory

Proposition		13.1a	13.1b	13.2a	13.2b	13.2c	13.3	13.4a	13.4b	13.5a	13.5b	13.6a	13.6b	13.6c	13.6d	13.6e	13.7a	13.7b	13.7c	TOTALS		
Function		CI	F	CE	F	CE	F	F	F	F	F	F	F	CE	F	CE	CI	F	CE			
MG	ASSERT																				8	14
	PRESUP																				6	
HG Contractive	END ?																				1	4
HG Expansive	ENT																				3	
Total: 18																					77% MG	

Stage 5: Conclusion

Paragraph 14

Proposition		14.1a	14.1b	14.1c	14.2a	14.2b	14.2c	14.3a	14.3b	14.3c	14.3d	14.4a	14.4b	14.4c	TOTALS	
Function		F	CE	F	CE	F	F	CI	F	F	F	CI	CE	F		
MG	ASSERT														7	11
	PRESUP														4	
HG Contractive	CNT														1	2
HG Expansive	ENT													1		
Total: 13															84%	

Appendix 11: Phonology – Engagement Colour-coded

Introduction

Many European languages have historically pronounced an apical /r/ phoneme; however a “back” or uvular pronunciation of the phoneme has spread throughout much of Northern Europe. The uvular pronunciation, most associated with standard French, is generally most prevalent in the present day in prestige forms of language and educated speech. The historical and continued prestige of French, first as an aristocratic and trading language **and even to the present day** as a dominant language of the European Union, is **a likely factor** in the spread of this pronunciation as prestigious. The sociolinguistic aspect of this shift has important implications for a theory of language change, as an indicator of the subjective, non-mechanical nature of the processes described by such a theory.

Analysis

French is an important language to investigate as it is through most of France that the uvular pronunciation is most common and spread through greater levels of society, **as opposed to being a marker of educated speech [Trudgill, 58]**. The appearance and spread of the [R] pronunciation in other languages **can thus be seen** as a result of the long-standing prestige of French in Europe. Such prestige goes back at least to the Middle Ages, where it is related both to conquests and to trading strength, **as well as simple populations density and its central location in Europe [Ostler, 407-8]**. French was also the fashionable language of European courts in the sixteenth century **and continued to hold status as the language of diplomacy until the end of the First World War [Ostler, 410-12], and by the latter half of the 20th century was the *de facto* first language of the European Union, with serious challenge from English only [Henrikson]**. The long-standing prestige of the French language is significant as the uvular pronunciation of /r/ is most associated with standard French pronunciation. Actual pronunciation of French /r/ can vary between dorsal, uvular, velar and pharyngeal in place of

articulation, and between a trill and a fricative in manner. Furthermore, **regional varieties may still display apical trills or flaps [Posner, 288]**. The uvular [R], now ubiquitous in French is a comparatively late development in that language **which earlier presumably displayed the trill common to the Romance family [Posner, 288]**. The precise circumstances of its development are disputed but it has been traced to the area of Paris in the 18th century, **possibly as a lazy pronunciation [Fox & Wood, 49]**. It was originally known as the “Parisian r” and was not a prestige form, **described as lazy or effeminate [Posner, 290]**. Usage in the language of the capital gave prestige to this pronunciation by the period of the French Revolution, **with the first clear description being made in the nineteenth century [Posner, 288, 290]**. **While Posner notes that there were few linguistic changes as a consequence of the Revolution, she does cite the adoption of [R] for earlier [r] as one of the few examples [Posner, 71]**. Despite its use throughout much of France its usage in 20th-century French is still not universal in all social settings. In central and south-western France the usage is not general but usual in educated speech; **in some locales even this usage is intermittent [Trudgill, 58]**. This pattern of use corresponds to an area culturally distinct from Paris since ancient times, where Roman culture was stronger than Frankish and more linguistically influential. **This linguistic division persisted into the twentieth century [Posner, 88]**. German pronunciation of the /r/ phoneme as a uvular as opposed to an apical can be plotted through the course of the 20th century, from being a common though not necessarily prestigious pronunciation in the late 19th century through to a marker of educated speech in the late 20th. **It is perhaps in Germany we see the clearest indication of the rising rprestige of the uvular pronunciation. In 1897 Hempl recorded three rhotics: front, back and glottal. Front is defined by Hempl as trilled and back as uvular.** The trilled [r] was in use throughout the country, and associated with prestigious and standardised use; **as he notes, “actors and singers employ it” [146]. Even at this date, however, he recorded the trill as rapidly losing ground to the uvular variety [Hempl 146]. Glottal pronunciation of /r/ was recorded as a dialect form, mostly in Mecklenburg,**

Pomerania, and Saxony [147]. Nonetheless the trilled [r] was already sufficiently uncommon that Hempl remarked the English learner should learn the glottal or uvular pronunciation “unless he intends to go on the stage” [Hempl, 147]. By 1965 Waterman observed that although apical [r] was “recognised as ‘correct’ “ [Waterman 196] it had generally fallen into disuse in actual speech. Uvular [R] was cited as “the most frequently used trill in German” [Waterman 196]. In 1983, Trudgill recorded that while [R] was recorded through most of Germany, it was found in general use in the vicinity of large urban centres such as Berlin, Cologne and Stuttgart; throughout the rest of the country it was exhibited only as a marker of educated speech [Trudgill, 58-9]. Trudgill attributes the spread of [R] to jumping from one urban centre. However, Wells suggests there may be an older [R] in German based on sound change. In Old High German /ai/ monophthongises before velar sounds and /r/, suggesting a back pronunciation. Wells admits, nonetheless, that the French influence may have assisted the spread of such a pronunciation [Wells, 273].

The largest areas of uvular pronunciation are through France and French-speaking countries such as Belgium and Switzerland, and in Germany. In the smaller European countries, while prevalent in some parts of Holland, it is mainly a feature of Scandinavian languages. **The uvular pronunciation of /r/ is in general use throughout most of Denmark and the southern areas of Norway and Sweden [Trudgill, 58]. Trudgill ties this in with the theory of the back pronunciation jumping between urban centres, in this case Copenhagen, Kristiansand and Oslo. It has, however, spread further through Denmark than Norway or Sweden.** The Scandinavian languages are not well-documented in English and the development of the prestige of [R] is harder to trace. However, Trudgill’s data is interesting in light of the relationship of the Danish language with the European Union. French has become, with English, the dominant language of the European Union **and Danish, though an official language of the EU, is marginalised by larger, more prestigious languages [Henrikson].** Denmark, wherein the French pronunciation [R] is widespread, joined what was to become the European Union in

1973. In contrast Sweden in 1995 and Norway is not a member state, although it is geographically and linguistically close to other members. **It is perhaps significant** that it is where Denmark borders Sweden and Norway that the [R] pronunciation is strongest in those two countries.

Theory

The implications for the alterations in the pronunciation of the /r/ phoneme an important case study for any theory of language change. The change from [r] to [R] shows a considerable change in place of articulation **for a single phoneme**. **Another shift, such as from [R] to another uvular, could render the source unrecognisable**, especially if the apical [r] also changed in sister languages. **Similarly the reasons for the change would quickly become incomprehensible if not recorded. Theories of language change therefore need to take into account social factors at some points**, rather than being simply mechanical theories of phonetic mutation. **This points to** the weakness in historical linguistics in languages which have only recently been recorded. Were the languages of Europe unwritten, such alterations as the pronunciation of /r/ **could become totally inexplicable in the course of only a few generations**. This is already the case of languages only documented in comparatively recent times, such as those of Australia or the Pacific. However, the level of recording requires more than simply surviving texts in a language. The alteration of the /r/ phoneme also shows a change that is unmarked in spelling in all languages involved. While not affecting the theory of language change, this is relevant to actually chronicling the history of a language, as without sound recordings or in-depth records of pronunciation this change **would go largely unnoticed**. Even if deduced through comparative linguistics such an alteration **would remain unplaced in time**.

Conclusion

The spread of the uvular pronunciation, originating from 18th-century Paris, is linked closely to the growing prestige of the pronunciation. **Although the pronunciation may have been present**

in other languages, it was not necessarily common or prestigious. The implications for this on a theory of language change are considerable, as it provides an example of a change for which the reasons could not be discovered simply as a result of the comparative historical method. It also points to the possible flaws of any reconstruction without written evidence, or indeed without detailed evidence of pronunciation.

KEY

Monoglossic formulations	no colour coding
Deny	green fill
Counter.....	green
Affirm	grey fill
Concede	orange
Pronounce	yellow fill
Endorse	blue fill
Entertain.....	violet
Acknowledge	red
Distance	pink fill

Appendix 12: Phonology - Function Colour-coded

Introduction

Many European languages have historically pronounced an apical /r/ phoneme; however a “back” or uvular pronunciation of the phoneme has spread throughout much of Northern Europe. The uvular pronunciation, most associated with standard French, is generally most prevalent in the present day in prestige forms of language and educated speech. The historical and continued prestige of French, first as an aristocratic and trading language **and even to the present day** as a dominant language of the European Union, is **a likely factor** in the spread of this pronunciation as prestigious. The sociolinguistic aspect of this shift **has important implications for a theory of language change**, as an indicator of the subjective, non-mechanical nature of the processes described by such a theory.

Analysis

French is an important language to investigate as it is through most of France that the uvular pronunciation is most common and spread through greater levels of society, **as opposed to being a marker of educated speech [Trudgill, 58]**. The appearance and spread of the [R] pronunciation in other languages can thus be seen **as a result of the long-standing prestige of French in Europe**. Such prestige goes back at least to the Middle Ages, where it is related both to conquests and to trading strength, **as well as simple populations density and its central location in Europe [Ostler, 407-8]**. French was also the fashionable language of European courts in the sixteenth century **and continued to hold status as the language of diplomacy until the end of the First World War [Ostler, 410-12], and by the latter half of the 20th century was the de facto first language of the European Union, with serious challenge from English only [Henrikson]**. The long-standing prestige of the French language is significant as the uvular pronunciation of /r/ is most associated with standard French pronunciation. Actual pronunciation of French /r/ can vary between dorsal, uvular, velar and pharyngeal in place of

articulation, and between a trill and a fricative in manner. Furthermore, **regional varieties may still display apical trills or flaps [Posner, 288]**. The uvular [R], now ubiquitous in French is a comparatively late development in that language **which earlier presumably displayed the trill common to the Romance family [Posner, 288]**. The precise circumstances of its development are disputed but it has been traced to the area of Paris in the 18th century, **possibly as a lazy pronunciation [Fox & Wood, 49]**. It was originally known as the “Parisian r” and was not a prestige form, **described as lazy or effeminate [Posner, 290]**. Usage in the language of the capital gave prestige to this pronunciation by the period of the French Revolution, **with the first clear description being made in the nineteenth century [Posner, 288, 290]**. **While Posner notes that there were few linguistic changes as a consequence of the Revolution, she does cite the adoption of [R] for earlier [r] as one of the few examples [Posner, 71]**. Despite its use throughout much of France its usage in 20th-century French is still not universal in all social settings. In central and south-western France the usage is not general but usual in educated speech; **in some locales even this usage is intermittent [Trudgill, 58]**. This pattern of use corresponds to an area culturally distinct from Paris since ancient times, where Roman culture was stronger than Frankish and more linguistically influential. **This linguistic division persisted into the twentieth century [Posner, 88]**. German pronunciation of the /r/ phoneme as a uvular as opposed to an apical can be plotted through the course of the 20th century, from being a common though not necessarily prestigious pronunciation in the late 19th century through to a marker of educated speech in the late 20th. **It is perhaps in Germany we see** the clearest indication of the rising rprestige of the uvular pronunciation. **In 1897 Hempl recorded three rhotics: front, back and glottal. Front is defined by Hempl as trilled and back as uvular.** The trilled [r] was in use throughout the country, and associated with prestigious and standardised use; **as he notes, “actors and singers employ it” [146]**. Even at this date, however, **he recorded the trill as rapidly losing ground to the uvular variety [Hempl 146]**. **Glottal pronunciation of /r/ was recorded as a dialect form, mostly in Mecklenburg, Pomerania,**

and Saxony [147]. Nonetheless the trilled [r] was already sufficiently uncommon that Hempl remarked the English learner should learn the glottal or uvular pronunciation “unless he intends to go on the stage” [Hempl, 147]. By 1965 Waterman observed that although apical [r] was “recognised as ‘correct’ “ [Waterman 196] it had generally fallen into disuse in actual speech. Uvular [R] was cited as “the most frequently used trill in German” [Waterman 196]. In 1983, Trudgill recorded that while [R] was recorded through most of Germany, it was found in general use in the vicinity of large urban centres such as Berlin, Cologne and Stuttgart; throughout the rest of the country it was exhibited only as a marker of educated speech [Trudgill, 58-9]. Trudgill attributes the spread of [R] to jumping from one urban centre. However, Wells suggests there may be an older [R] in German based on sound change. In Old High German /ai/ monophthongises before velar sounds and /r/, suggesting a back pronunciation. Wells admits, nonetheless, that the French influence may have assisted the spread of such a pronunciation [Wells, 273]. The largest areas of uvular pronunciation are through France and French-speaking countries such as Belgium and Switzerland, and in Germany. In the smaller European countries, while prevalent in some parts of Holland, it is mainly a feature of Scandinavian languages. The uvular pronunciation of /r/ is in general use throughout most of Denmark and the southern areas of Norway and Sweden [Trudgill, 58]. Trudgill ties this in with the theory of the back pronunciation jumping between urban centres, in this case Copenhagen, Kristiansand and Oslo. It has, however, spread further through Denmark than Norway or Sweden. The Scandinavian languages are not well-documented in English and the development of the prestige of [R] is harder to trace. However, Trudgill’s data is interesting in light of the relationship of the Danish language with the European Union. French has become, with English, the dominant language of the European Union and Danish, though an official language of the EU, is marginalised by larger, more prestigious languages [Henrikson]. Denmark, wherein the French pronunciation [R] is widespread, joined what was to become the European Union in 1973. In contrast Sweden in 1995

and Norway is not a member state, although it is geographically and linguistically close to other members. **It is perhaps significant** that it is where Denmark borders Sweden and Norway **that the [R] pronunciation is strongest in those two countries.**

Theory

The implications for the alterations in the pronunciation of the /r/ phoneme an important case study for any theory of language change. **The change from [r] to [R] shows a considerable change in place of articulation for a single phoneme. Another shift, such as from [R] to another uvular, could render the source unrecognisable, especially if the apical [r] also changed in sister languages. Similarly the reasons for the change would quickly become incomprehensible if not recorded. Theories of language change therefore need to take into account social factors at some points,** rather than being simply mechanical theories of phonetic mutation. **This points to the weakness in historical linguistics in languages which have only recently been recorded. Were the languages of Europe unwritten, such alterations as the pronunciation of /r/ could become totally inexplicable in the course of only a few generations.** This is already the case of languages only documented in comparatively recent times, such as those of Australia or the Pacific. However, the level of recording requires more than simply surviving texts in a language. The alteration of the /r/ phoneme also shows a change that is unmarked in spelling in all languages involved. While not affecting the theory of language change, this is relevant to actually chronicling the history of a language, **as without sound recordings or in-depth records of pronunciation this change would go largely unnoticed. Even if deduced through comparative linguistics such an alteration would remain unplaced in time.**

Conclusion

The spread of the uvular pronunciation, originating from 18th-century Paris, **is linked closely to the growing prestige of the pronunciation. Although the pronunciation may have been present in other languages, it was not necessarily common or prestigious. The implications for this on a**

theory of language change are considerable, as it provides an example of a change for which the reasons could not be discovered simply as a result of the comparative historical method. It also points to the possible flaws of any reconstruction without written evidence, or indeed without detailed evidence of pronunciation.

KEY

Fact no colour
Other's Cognitive red
Directives..... violet
External Causality yellow fill
Internal Causality..... green fill

Appendix 13: Kaurna – Original Essay

Introduction

It would be futile to deny that the Kaurna language as spoken in the 20th and 21st centuries is identical to that spoken by the Kaurna people at the time of colonization and earlier. The Kaurna language has been revived from incomplete information and has consequently required many neologisms both in vocabulary and grammar. As these neologisms are coined by first-language English-speakers it is inevitable that the new coinings will display English influence.

Additionally, while the language was recorded while spoken as a first language, it had already begun to be modified by its contact with English. However, as I will argue, this distinction is not sufficient to qualify modern Kaurna as a different language from its traditional counterpart.

Rather, the differences should be recognised by the division of the Kaurna language into various periods.

Suggested Kaurna Classification

There are many different ways of determining the difference between languages. Different languages can be defined according to shared vocabulary or mutual comprehensibility. In the case of Kaurna, it seems inappropriate to classify the language based purely on vocabulary, as we are not dealing with dialectical differences but with historical change, albeit with an enforced hiatus in language use and a current language revival program. The classification should therefore be based more on period than dialect.

For the purposes of this essay I will use the terms Traditional, Post-Contact and Modern to define the three stages of the language outlined below. Other possible terms suggest themselves; for instance, Old, Middle and Modern Kaurna, paralleling the terms describing the history of English. These terms were avoided as they suggested too close a link between the two languages. However, I have retained “Modern Kaurna” to give parity with Modern English. Traditional

Kaurna is the pre-contact language. Post-Contact Kaurna is the language as spoken after European colonization; that is, the language as recorded by Teichelmann and Schürmann in the mid-19th century. Modern Kaurna is the language as it is being revived, from the 1980s to the present day. These terms are used within this essay for ease of reference. Any wider use of this (or other) periodisation should be subject to the approval of the Kaurna people.

Differences from Traditional Kaurna

As Kaurna revival is simply an attempt to reconstruct the language as it was spoken in the 19th Century, it might be expected that the modern language ought to be identical. In this viewpoint a linguistic prescriptivism could be utilised, whereby Kaurna spoken in a manner unrecorded by T&S is classed as “incorrect.” Whatever the values or dangers of this approach (see Prescriptivism, below), this is impractical for two reasons. Firstly, the incomplete information recorded by Teichelmann and Schürmann makes it impossible to use Kaurna in all circumstances it was used in the 19th Century. The vocabulary is incomplete and the grammatical information has gaps acknowledged by T&S themselves, (1840: 6, 13, 20). Traditional Kaurna is not completely recorded. Secondly, the language as recorded can, obviously, only document items and concepts of the 19th century. Just as English and the other major world languages have coined neologisms to deal with new inventions and cultural practises, Kaurna has been forced to do the same in its 20th-century revival.

Post Contact Kaurna

Post Contact Kaurna appears to have been identical grammatically to Traditional Kaurna, but reflects the additional vocabulary items of the post-contact era. Teichelmann and Schürmann in 1840 recorded a number of Kaurna words invented, presumably by Kaurna people themselves, to deal with introduced objects, usually material items and the associated actions.

Table 1: Post Contact Neologisms

Word	Meaning	Derivation
<i>Bakkadla</i>	Salt	Hoarfrost
<i>Biltitti</i>	Scissors	<i>Biltendi</i> , to cut
<i>Kamballamballa</i>	Cook, baker	<i>Kambandi</i> , to roast/boil
<i>Kappi</i>	Tobacco	<i>Kappendi</i> , to vomit
<i>Mukartiana</i>	Hat	<i>Mukarta</i> , head
<i>Nukkeana</i>	Handkerchief	<i>Nukke</i> , mucus
<i>Pindi</i>	European	Grave
<i>Pindi nanto</i>	Pony	<i>Nanto</i> , female kangaroo
<i>Parndapure</i>	Gun, musket	<i>Parnda</i> limestone + <i>pure</i> stone
<i>Tikiana</i>	Waistcoat	<i>Tiki</i> , side, region of ribs
<i>Tindo</i>	Watch	Day, sun

While this is hardly a complete list of 19th century Kurna neologisms, it shows several processes: extension of meaning (*bakkadla*, *pindi*), derivation from nouns (*nukkeana*, *tikiana*) and verbs (*kamballamballa*, *biltitti*) and compounding (*pardapure*). Nonetheless, while the Kurna language at this stage was making use of its own resources it was nonetheless changing to suit the needs of speakers while a community of first language speakers still existed.

T&S also record loan-words directly from English to Kurna. These appear to have been noticeably less frequent than new Kurna coinages, although T&S do not include them in the main dictionary (with the exception of *mutyerta*) but only in the

Table 2: Post Contact Borrowings

Word	Meaning
Birkitti	Biscuit (67)
Bukketi	Bucket (69)
Mani	Money (66)
Mutyerta	My shirt (26)
Paper	Letter (67)
Tammeaku	Axe (Tomahawk) (70)

Such borrowings have had limited effect in Modern Kurna, as this process of word-formation had largely been abandoned. Under the entry for *mani* Amery notes “Kurna people prefer to use *kanya*,” (2003: 21).

As well as documenting words for introduced items and animals, Teichelmann and Schürmann themselves contributed to the change by introducing words for Christian concepts. This has influenced subsequent language productions, with terms such as *tira mankolonakola* “saviour” (Amery and Rigney: 44) and the transliteration *Yeowa* for Jehovah (Amery and Rigney: 9, 49) being used to create Kurna funeral rites.

Modern Kurna

Post Contact Kurna apparently differed from Traditional Kurna only in borrowed terminology. Modern Kurna, however, has other differences, but they are more difficult to detect. As Modern Kurna is intended as a reconstruction of Kurna its vocabulary and constructions are heavily drawn from 19th-century sources (mostly Teichelmann and Schürmann). Deviations from traditional forms are therefore difficult to detect as they are unintentional. However, in the area of phonology, there are known areas of uncertainty, and in reconstructed vocabulary it is possible to detect a subtle change of meaning which is influenced by English.

Phonology

Teichelmann and Schürmann failed to record phonological distinctions in Kaurna expected from related languages such as Nukunu (Amery 1998: vol1, 238). Based on Nukunu data we would expect Kaurna to distinguish vowel length as well as interdental, alveolar and retroflex /l/, /n/ and /t/ as phonemic. None of these are consistently represented in T&S. Vowel length or the interdental/alveolar distinction is not recorded at all, and while *rl*, *rn* and *rt* are used to represent retroflex consonants these are not systematic: compare *minno* /miŋu/ with *marni* /maŋi/ (Amery 1998: vol2, 53). It can be assumed T&S did not recognise the differences between these sounds. Thus, while in some instances the correct phoneme can be inferred from comparison with cognates in related languages or probable Kaurna phonotactics, in others the original phoneme is unknown. It is virtually certain that some Kaurna words containing these phonemes are pronounced differently than their traditional counterparts.

The phonological problems create another problem facing first-language English speakers learning Kaurna. The interdental/alveolar/retroflex distinction is not one present in any of these consonants in English phonology. For learners, even Kaurna people, who were not raised speaking a language that makes similar distinctions, the phonology of Kaurna is likely to become closer to that of English.

Vocabulary

A number of neologisms have been constructed to allow Kaurna to be used in the 20th and 21st centuries, and generally are marked as such in wordlists, e.g. with the hypothetical asterisk in *Warra Kaurna* entries such as **kambatti* “stove,” (20) **karrikarritti* “aeroplane,” (20) and **padnipadnitti* “car” (21). These additions to the language are easily paralleled in any language approaching new technology; English itself did not have many of these words in the 19th century. Neologisms have also been constructed to cover gaps in recorded vocabulary; these are likewise

marked. There is a more subtle change in Kurna vocabulary, however, as existing Kurna lexical items are applied to newer contexts.

As an example, the salutation of the letters to John Howard (Welcome protocols CD, track 22), *Johnalya*, “Dear John,” is an anglicisation. It is also different to the attested Kurna letter written by Pitpauwe at Pilta Wodli, which begins “ngaityo taruanna” (literally “to my brother in law,” translated into German as “to my friend” by Klose), though it is pertinent to note here that there are several ways to address a letter even in English.

Modern Kurna, naturally enough as a language of identity for the Kurna people, is frequently used to reference reconciliation. This is not a traditional concept, however. For instance, the sentence, “Nattadlu nguyanga murradlu,” (Welcome protocols CD, track 13). This literally translates “Now let's remove the moral pustule between us” and is used to translate “let's engage in reconciliation.” Such a meaning would not have been apparent to a 19th-Century Kurna person, just as the specific meaning of reconciliation would not have been understood by a 19th-century English speaker.

Table 3: Modern Semantic Change

Word	T&S meaning	Context
<i>Tampendi</i>	To know, recognise, be acquainted with	“we recognise our ancestor, Tjilbruke” (Track 7)
<i>Martendi</i>	To embrace, clasp, presumably literally	“we embrace his knowledge” (Track 7)
<i>Birku</i>	Troop of men	Nation (Track 10)
<i>Yammaiamma</i>	Native doctor; sorcerer	Teacher (Track 13)

Using a particular Kurna phrase in this way sets a precedent which, while not unbreakable, is likely continue with the use of these words with this specific connotation. This is not necessarily

a bad thing but is an instance of a change in connotation and in some cases an extension of meaning.

Of special importance to this discussion is the Kurna number system. Modern Kurna numbers are not a reconstruction of missing vocabulary but a new creation. As shown on Table 4, Kurna did not use a base 10 number system, a new system has been deliberately reconstructed to replace a known traditional system. Modern Kurna does not follow the system recorded by T&S of forming higher numbers by combination as demonstrated in Table 4.

Table 4: Traditional Kurna Numbers

Number	Kurna term (T&S)	Derivation
1	<i>kuma</i>	Simple term
2	<i>purlaitye</i>	Simple term
3	<i>marnkutye</i>	Simple term
4	<i>Yerrabulla</i>	dual of <i>yerra</i> “both”, ie twice two
5	<i>yerrabula kuma</i>	four-one
6	<i>yerrabula purlaitye</i>	four-two

The Modern Kurna system is instead a base 10 number system derived from the attested birth-order names. While this is a break from Traditional Kurna it is eminently sensible; the Kurna people are first language English speakers living in a European culture and the old Kurna system would be impractical in a modern way of life. Nonetheless, it does form a difference from the traditional language.

Prescriptivism

The differences between Modern and Traditional Kurna raise an important question, that of prescriptivism in Kurna. Should the 19th-century records be regarded as the only “correct” Kurna, or is it permissible to adapt the material while still claiming to be speaking the Kurna language?

There are two objections to the prescriptivist approach. Firstly, speaking “perfect” Traditional Kurna is impossible for the reasons outlined above. Secondly, Modern Kurna is used for cultural reasons, as a medium for expressing identity, not primarily as a means of communication. Differences between Modern Kurna and Traditional Kurna are secondary to the degree to which Kurna people identify with their language. The heavy involvement of Kurna people with the language resources produced by Kurna Warra Pityandi shows this degree of identification. Modern Kurna has certain verifiable differences from Traditional Kurna (even if it is generally not clear what the Traditional Kurna form was), but this does not make it any less the language of the Kurna people. As a useful analogy, English has accepted significant changes throughout its history and is still considered the same language. While English has been spoken continuously over its entire history it nonetheless has had significant borrowed vocabulary, and significant phonological and grammatical change. English absorbed a significant number of French terms following the occupation of the native speaker's country by the Normans, and also has large borrowings from prestige languages such as Latin and Greek. There is no reason Kurna cannot be considered the same language even after similar changes.

Conclusion

Traditional Kurna, as spoken in the 19th Century, and Modern Kurna, spoken in the 20th and 21st, have identifiable differences which we should not be blind to. The reconstruction of Kurna from 19th-century sources has affected the language. However, the two forms of Kurna remain

closely related and should therefore be considered as different periods of the one language rather than two separate languages.

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Appendix 14: Kaurna – Working Copy of the Essay

Introduction

P1

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<i>Pindi</i>	European	Grave
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<i>Birku</i>	Troop of men	Nation (Track 10)
<i>Yammaiamma</i>	Native doctor; sorcerer	Teacher (Track 13)

Using a particular Kaurna phrase in this way sets a precedent which, while not unbreakable, is likely continue with the use of these words with this specific connotation. This is not necessarily a bad thing but is an instance of a change in connotation and in some cases an extension of meaning.

P14

Of special importance to this discussion is the Kaurna number system. Modern Kaurna numbers are not a reconstruction of missing vocabulary but a new creation. As shown on Table 4, Kaurna did not use a base 10 number system, a new system has been deliberately reconstructed to replace a known traditional system. Modern Kaurna does not follow the system recorded by T&S of forming higher numbers by combination as demonstrated in Table 4.

Table 4: Traditional Kurna Numbers

Number	Kurna term (T&S)	Derivation
1	<i>kuma</i>	Simple term
2	<i>purlaitye</i>	Simple term
3	<i>marnkutye</i>	Simple term
4	<i>Yerrabulla</i>	dual of <i>yerra</i> “both”, ie twice two
5	<i>yerrabula kuma</i>	four-one
6	<i>yerrabula purlaitye</i>	four-two

The Modern Kurna system is instead a base 10 number system derived from the attested birth-order names. While this is a break from Traditional Kurna it is eminently sensible; the Kurna people are first language English speakers living in a European culture and the old Kurna system would be impractical in a modern way of life. Nonetheless, it does form a difference from the traditional language.

Prescriptivism

P15

The differences between Modern and Traditional Kurna raise an important question, that of prescriptivism in Kurna. Should the 19th-century records be regarded as the only “correct” Kurna, or is it permissible to adapt the material while still claiming to be speaking the Kurna language?

P16

There are two objections to the prescriptivist approach. Firstly, speaking “perfect” Traditional Kurna is impossible for the reasons outlined above. Secondly, Modern Kurna is used for cultural reasons, as a medium for expressing identity, not primarily as a means of communication. Differences between Modern Kurna and Traditional Kurna are secondary to

the degree to which Kurna people identify with their language. The heavy involvement of Kurna people with the language resources produced by Kurna Warra Pintyandi shows this degree of identification. Modern Kurna has certain verifiable differences from Traditional Kurna (even if it is generally not clear what the Traditional Kurna form was), but this does not make it any less the language of the Kurna people. As a useful analogy, English has accepted significant changes throughout its history and is still considered the same language. While English has been spoken continuously over its entire history it nonetheless has had significant borrowed vocabulary, and significant phonological and grammatical change. English absorbed a significant number of French terms following the occupation of the native speaker's country by the Normans, and also has large borrowings from prestige languages such as Latin and Greek. There is no reason Kurna cannot be considered the same language even after similar changes.

Conclusion

P17

Traditional Kurna, as spoken in the 19th Century, and Modern Kurna, spoken in the 20th and 21st, have identifiable differences which we should not be blind to. The reconstruction of Kurna from 19th-century sources has affected the language. However, the two forms of Kurna remain closely related and should therefore be considered as different periods of the one language rather than two separate languages.

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Appendix 15: Kaurna – Proposition Analysis

KAURNA ESSAY

TASK: *What is the nature of 'reclaimed' or 'modern' Kaurna relative to the Kaurna language as it was spoken in the middle of the nineteenth century? Are they the same language? Discuss.*

PROPOSITION ANALYSIS

Key: Nominalisations/presuppositions – underlined; Processes – bold; Attitudinal and evaluative tokens – italics; Positive (+ve), Negative (-ve), Neutral (neu)
Engagement formulations italicised: Entertain [ENT], Counter [CNT], Acknowledge [ACK], Distance [DST], Affirm [AFF], Deny [DNY], Pronounce [PRN]
 External and internal consequentiality follow the same principles as those for conjunctions in (Unsworth, 1997; Halliday & Hasan, 1976; Martin 1992, Halliday & Martin, 1993), i.e. External consequentiality is concerned with the logical relations among activity sequences in the material world, while internal consequentiality is concerned with the rhetorical organization of the text itself and the logical relations among textual sequences.

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
1.1a	Introduction [heading] <i>It would be futile to deny</i> [PRN]	HG – <i>would be futile to deny</i> [PRN]				Futile(-ve)	X		
1.1b	the Kaurna language in the 20 th and 21 st centuries is identical to that spoken by the Kaurna people at the time of colonization and earlier.	MG Assertion – fact	X			Identical (-ve)			
1.2a	The Kaurna language has been revived from <i>incomplete</i> information	MG Assertion – fact	X			Incomplete (-ve)			
1.2b	and has consequently required	MG Assertion of Consequence							
1.2c	many neologisms both in vocabulary and grammar.	MG Presupposition – fact	X					X	
1.3a	As these neologisms are coined by first-language English-speakers	MG Presupposition – fact	X						
1.3b	it is inevitable	MG Assertion of Consequence				Inevitable (neu)		X	
1.3c	that the new coinings will display English influence.	MG Assertion of Consequence						X	
1.4a	Additionally, while the language was recorded while spoken as a first language,	MG Assertion – fact	X						
1.4b	it had already begun to be modified by its contact with English.	MG Assertion of Consequence						X	
1.5a	However, as <i>I will argue</i> ,	HG – I [PRN]							X
1.5b	this distinction is not sufficient	MG Assertion – fact	X			Not sufficient (-ve)			
1.5c	to qualify modern Kaurna as a different language from its traditional counterpart.	MG Assertion – fact	X						
1.6	Rather, the differences should be recognised by the division of the Kaurna language into various periods.	HG – <i>should</i> [ENT]					X		
14			7		5		2	4	1

No.	Proposition Suggested Kaurna Classification [heading] There are many different ways of determining the difference between languages.	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
2.1		MG Assertion – fact	X						
2.2	Different languages can be defined according to shared vocabulary or mutual comprehensibility.	MG Assertion – fact <i>Can</i> =ability	X						
2.3a	In the case of Kaurna, it <i>seems inappropriate</i>	HG – <i>seems</i> [ENT]	X		Inappropriate (-ve)				X
2.3b	to classify the language based <i>purely</i> on vocabulary	MG Assertion – fact	X		Purely (-ve)				
2.3c	as we are not dealing with dialectical differences	MG Assertion – fact	X						
2.3d	but with historical change,	MG Assertion – fact	X						
2.3e	albeit with an enforced hiatus in language use and a current language revival program.	MG Presupposition – fact	X						
2.4	The classification <i>should</i> therefore be based more on period than dialect.	HG – <i>should</i> [ENT]					X		
8			7	-	2	-	1	--	-

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
3.1a	For the purposes of this essay <i>I will use</i> the terms Traditional, Post-Contact and Modern to define the three stages of the language outlined below	HG – I [PRN]							X
3.1b		MG Presupposition	X						
3.2a	Other <i>possible</i> terms suggest themselves	HG – <i>possible</i> [ENT]		X		Possible (neu)			
3.2b	for instance, Old, Middle and Modern Kaurna, paralleling the terms describing the history of English.	MG Presupposition	X						
3.3a	These terms were avoided	MG Assertion – fact	X						
3.3b	as they suggested too close a link between the two languages.	MG Assertion – fact	X			too close a link (-ve)			
3.4a	However, I have retained “Modern Kaurna”	HG – I [PRN]							X
3.4b	to give parity with Modern English.	MG Presupposition	X						X
3.5	Traditional Kaurna is the pre-contact language.	MG Assertion – fact	X						
3.6a	Post-Contact Kaurna is the language as spoken after European colonization	MG Assertion – fact	X						
3.6b	that is, the language as recorded by Teichelmann and Schürmann in the mid-19 th century.	MG Assertion – fact	X						
3.7a	Modern Kaurna is the language	MG Assertion – fact	X						
3.7b	as it is being revived , from the 1980s to the present day.	MG Assertion – fact	X						
3.8	These terms are used within this essay for ease of reference.	MG Assertion – fact	X						
3.9	Any wider use of this (or other) periodisation should be subject to the approval of the Kaurna people.	HG – should [ENT]						X	
15			11	1	2	-	1	-	3

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
4.1a	Proposition Differences from Traditional Kaurna [heading] As Kaurna revival is <i>simply</i> an attempt to reconstruct the language	MG Assertion – fact	X		Simply (-ve)				
4.1b	as it was spoken in the 19 th Century.	MG Presupposition – fact	X						
4.1c	it might be expected	HG – <i>might</i> [ENT]					X		
4.1d	that the modern language ought to be identical.	HG – <i>ought</i> [ENT]			Identical (+ve)?		X		
4.2a	In this viewpoint a linguistic prescriptivism	MG Presupposition – fact	X						
4.2b	could be utilised.	HG – <i>could</i> [ENT]	X						
4.2c	whereby Kaurna spoken in a manner unrecorded by T&S is classed as “ <i>incorrect</i> .”	MG Assertion – fact			Incorrect (-ve)		X		
4.3a	Whatever the values or dangers of this approach (see Prescriptivism, below)	MG Presupposition – fact	X			value dangers			
4.3b	this is impractical for two reasons.	MG Assertion – fact	X		Impractical (-ve)				
4.3c	Firstly, the incomplete information.	MG Presupposition – fact	X		Incomplete (-ve)				
4.3d	recorded by <i>Teichmann and Schürmann</i>	HG – <i>recorded</i> [ACK]		X (neu)					
4.3e	makes it impossible to use Kaurna	MG Assertion – fact <i>To make impossible</i> =capacity/ability						X	
4.3f	in all circumstances it was used in the 19 th Century.	MG Presupposition – fact	X					X	
4.4a	The vocabulary is incomplete	MG Assertion – fact	X		Incomplete (-ve)				
4.4b	and the grammatical information has gaps	MG Assertion – fact	X						
4.4c	acknowledged by T&S themselves, (1840: 6, 13, 20).	HG – <i>acknowledged</i> [ACK] or <i>is this, with themselves a Concession?</i>		X (+ve)					
4.5	Traditional Kaurna is not completely recorded.	MG Assertion – fact	X		Not completely (-ve)				
4.6a	Secondly, the language as recorded can ,	MG Assertion – fact <i>can</i> =capacity/ability	X						
4.6b	<i>obviously</i> , only document items and concepts of the 19 th century.	HG – <i>obviously</i> [AFF]	X						
4.7a	Just as English and the other major world languages	MG Presupposition – fact	X						
4.7b	have coined neologisms	MG Assertion – fact	X						
4.7c	to deal with new inventions and cultural practises,	MG Assertion of Consequence						X	
4.7d	Kaurna has been forced to do the same	MG Assertion – fact	X						
4.7e	in its 20th-century revival.	MG Presupposition – fact	X						
24			16	2	7	2?	-	6	-

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
5.1a	Post Contact Kaurna [heading] Post Contact Kaurna appears to have been identical grammatically to Traditional Kaurna,	MG Assertion – fact	X						
5.1b	but reflects	MG Assertion – fact	X						
5.1c	<u>the additional</u> vocabulary items of the <u>post-contact era</u> .	MG Presupposition – fact	X						
5.2a	<i>Teichelmann and Schürmann</i> in 1840 recorded a number of Kaurna words	HG – <i>Teichelmann and Schürmann</i> [ACK] MG Presupposition		X (neu)					
5.2b	<u>invented</u> , presumably by Kaurna people <u>themselves</u> ,		X						
5.2c	to deal with introduced objects, usually material items and the associated actions.	MG Assertion – fact	X						
5.3a	While this is <i>hardly</i> a complete list of 19 th century Kaurna neologisms,	HG – <i>hardly</i> – [CEDE]	X		hardly (-ve)				
5.3b	it shows several processes: extension of meaning (<i>bakkadla, pindi</i>), derivation from nouns (<i>nukkeana, tikiana</i>) and verbs (<i>kamballamballa, bilititi</i>) and compounding (<i>pardapure</i>).	MG Assertion – fact	X						
5.4a	Nonetheless, while the Kaurna language at this stage was making use of its own resources	MG Assertion – fact	X						
5.4b	it was nonetheless changing to suit the needs of speakers	MG Assertion of Consequence						X	
5.4c	while a community of first language speakers still existed .	MG Assertion – fact	X	-	1		-	1	-
11			9	1	-	-	-	1	-

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
6.1	T&S also record loan-words directly from English to Kaurna.	HG – <i>record</i> [ACK]		X (neu)					
6.2a	These appear to have been noticeably less frequent than new Kaurna coinages,	MG Assertion – fact	X		noticeably less frequent (-ve)				
6.2b	although T&S do not include them in the main dictionary (with the exception of <i>mutyerta</i>)	HG – T&S <i>do not include</i> [ACK]		X (-ve)					
6.2c	but only in the ...	Unfinished sentence							
6.3a	Such borrowings have had limited effect in Modern Kaurna	MG Assertion – fact						X	
6.3b	as <u>this process of word-formation had largely been abandoned</u>	MG Presupposition – fact	X						
6.4	Under the entry for <i>mani Amery notes</i> “Kaurna people prefer to use <i>kanya</i> ”, (2003: 21).	HG – <i>Amery notes</i> [ACK]		X (neu)					
7			2	3	2	-	-	1	-

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
7.1a	As well as documenting words for introduced items and animals,	MG Presupposition – fact	X						
7.1b	<i>Teichelmann</i> and <i>Schürmann</i> themselves contributed to the change	MG Assertion – fact	X						
7.1c	by introducing words for Christian concepts.	MG Assertion – fact	X						
7.2a	<u>This</u>	MG Presupposition – fact	X						
7.2b	has influenced subsequent language [sic] productions,	MG Assertion of consequence						X	
7.2c	with terms such as <i>tira mankolonakola</i> “saviour” (<i>Amery and Rigney</i> : 44)	HG – <i>Amery and Rigney</i> [ACK]		X (neu)					
7.2d	and the transliteration <i>Yeowa</i> for Jehovah (<i>Amery and Rigney</i> : 9, 49)	HG – <i>Amery and Rigney</i> [ACK]		X (neu)					
7.2e	<u>being used to create Kaurna funeral rites.</u>	MG Presupposition – fact	X						
8			5	2	-	-	-	1	-

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
8.1a	Modern Kaurna [heading] Post Contact Kaurna <i>apparently</i> differed from Traditional Kaurna	HG – <i>apparently</i> [ENT]	X						
8.1b	<i>only</i> in borrowed terminology.	MG Assertion – fact	X			Only (+ve)			
8.2a	Modern Kaurna, however, has other differences,	MG Assertion – fact	X						
8.2b	but they are more difficult to detect.	MG Assertion – fact	X						
8.3a	As Modern Kaurna is intended as a reconstruction of Kaurna	MG Assertion – fact	X						
8.3b	its vocabulary and constructions are heavily drawn from 19th-century sources	MG Assertion – fact	X						
8.3c	(mostly <i>Teichelmann and Schürmann</i>).	MG Assertion of fact ? Acknowledge or fact?	X?	X (neu)					
8.4a	Deviations from traditional forms are therefore <i>difficult</i> to detect	MG Assertion of consequence			Difficult (-ve)				X
8.4b	as they are <i>unintentional</i> .	MG Assertion of consequence			Unintentional (neu)			X	
8.5a	However, in the area of phonology, there are known areas of uncertainty,	MG Assertion – fact	X						
8.5b	and in <u>reconstructed</u> vocabulary	MG Presupposition – fact	X						
8.5c	it is possible to detect a subtle change of meaning	MG Assertion – fact <i>Possible</i> = capacity?	X			Possible (+ve)			
8.5d	which is influenced by English.	MG Assertion of consequence						X	
13			9	1	3	1	-	2	1

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
9.1a	Proposition [heading] Teichelmann and Schürmann failed to record phonological distinctions in Kaurna	MG Assertion – fact	X						
9.1b	expected from related languages such as Nukunu (Amery 1998: vol1, 238).	HG – [ACK]		X (+ve)					
9.2a	Based on Nukunu data <i>we would expect</i> Kaurna to distinguish vowel length	HG – <i>we would expect</i> – [PRN]					X		
9.2b	as well as interdental, alveolar and retroflex /l/, /n/ and /t/ as phonemic.	MG Assertion – fact	X						
9.3	None of these are consistently represented in T&S.	MG Assertion – fact	X						
9.4a	Vowel length or the interdental/alveolar distinction is not recorded at all,	MG Assertion – fact	X						
9.4b	and while <i>rl</i> , <i>m</i> and <i>rt</i> are used to represent retroflex consonants	MG Assertion – fact	X						
9.4c	these are not systematic : compare <i>minno</i> /miŋu/ with <i>marni</i> /maŋi/ (Amery 1998: vol2, 53).	HG – [ACK]		X (-ve)					
9.5	It can be assumed T&S did not recognise the differences between these sounds.	HG – <i>It can be assumed</i> [ENT]					X		
9.6a	Thus, while in some instances the correct phoneme can be inferred from comparison with cognates in related languages	MG Assertion – fact Can=ability						X	
9.6b	or <u>probable</u> Kaurna phonotactics,	MG Presupposition – fact	X						
9.6c	in others the <u>original</u> phoneme is unknown .	MG Assertion – fact						X	
9.7	It is virtually certain that some Kaurna words containing these phonemes are pronounced differently than their traditional counterparts.	HG – <i>It is virtually certain</i> [ENT]	X			virtually (neu)			
13			7	2	1	-	2	2	-

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
10.1a	The phonological problems create another problem	MG Assertion of Consequence						X	
10.1b	facing first-language <u>English speakers</u> learning Kaurna.	MG Presupposition – fact	X						
10.2a	The interdental/alveolar/ retroflex distinction	MG Presupposition – fact	X						
10.2b	is not one present in any of these consonants in English phonology.	MG Assertion – fact	X						
10.3a	For learners, <i>even</i> Kaurna people,	HG – <i>even</i> [CNT]			Even (-ve)				X
10.3b	who were not raised speaking a <u>language</u> that makes similar distinctions,	MG Presupposition – fact	X						
10.3c	the phonology of Kaurna <i>is likely</i> to become closer to that of English.	HG – <i>likely</i> [ENT]						X	
7			4	-	1	-	-	2	1

No.	Proposition [heading]	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
11.1a	Vocabulary [heading] A number of neologisms have been constructed	MG Assertion – fact	X						
11.1b	to allow Kaurna to be used in the 20 th and 21 st centuries,	MG Assertion of Consequence					X		
11.1c	and generally are marked as such in wordlists,	MG Assertion – fact	X						
11.1d	e.g. with the hypothetical asterisk in <i>Warra Kaurna</i> entries such as * <i>kambatti</i> “stove”, (20) * <i>karrikarritti</i> “aeroplane”, (20) and * <i>padnipadnitti</i> “car” (21).	HG – 21(FN) [ACK]		X (neu)					
11.2a	These additions to the language are easily paralleled in any language approaching new technology;	MG Assertion – fact	X						
11.2b	English <i>itself</i> did not have many of these words in the 19 th century.	HG – <i>itself</i> [CNT]	X						
11.3a	Neologisms have also been constructed to cover gaps in recorded vocabulary;	MG Assertion of Consequence						X	
11.3b	these are likewise marked.	MG Assertion – fact	X						
11.4a	There is a more subtle change in Kaurna vocabulary, however,	MG Assertion – fact	X						
11.4b	as existing Kaurna lexical items are applied to newer contexts.	MG Assertion – fact	X						
10			7	1	-	-	-	2	-

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
12.1a	As an example, the salutation of the letters to John Howard (<i>Welcome protocols CD, track 22</i>)	HG – ACK		X (neu)					
12.1b	<i>Johnalya</i> , “Dear John”, is an anglicisation.	MG Assertion – fact	X						
12.2a	It is also different to the attested Kaurna letter	MG Assertion – fact	X						
12.2b	written by <i>Pitpauwe</i> at Pilita Wodli,	HG – ACK		X (neu)					
12.2c	which begins “ngaityo taruanna” (literally “to my brother in law”,	MG Assertion – fact	X						
12.2d	translated into German as “to my friend” by <i>Klose</i> ,	HG – <i>Klose</i> [ACK]		X (neu)					
12.2e	though <i>it is pertinent to note</i> here	HG – it is pertinent to note [PRN] MG Assertion – fact			Pertinent (+ve)		X		
12.2f	that there are several ways to address a letter		X						
12.2g	<i>even</i> in English.	HG – even [CNT]	X		Even (+ve)				
9			5	3	-	-	1	-	-

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked naturally enough (+ve)		External (factual)	Internal (rhetorical)
13.1a	Modern Kaurna, naturally enough as a language of identity for the Kaurna people	MG Presupposition – fact	X						
13.1b	is frequently used to reference reconciliation.	MG Assertion – fact <i>Frequently=usuality</i>	X						
13.2	This is not a traditional concept, however.	MG Assertion – fact	X		Traditional (+ve)				
13.3	For instance, the sentence, “Nattadlu nguyanga murradlu”, (<i>Welcome protocols CD, track 13</i>).	HG – ACK		X (neu)					
13.4a	This literally translates “Now let’s remove the moral pustule between us”	MG Assertion – fact	X						
13.4b	and is used to translate “let’s engage in reconciliation.”	MG Assertion – fact	X						
13.5a	Such a meaning would not have been apparent to a 19th-Century Kaurna person,	HG – <i>would not</i> [ENT]	X						
13.5b	just as the specific meaning of reconciliation would not have been understood by a 19th-century English speaker.	HG – <i>would not</i> [ENT]	X						
13.6a	Using a particular Kaurna phrase in this way sets a precedent which,	MG Assertion – fact	X						
13.6b	while not unbreakable,	MG Assertion – fact	X						
13.6c	is likely continue	HG – likely [ENT]						X	
13.6d	with the use of these words with this specific connotation.	MG Presupposition – fact	X						
13.7a	This is not necessarily a bad thing	HG – <i>not necessarily a bad thing</i> [PRN]					X		
13.7b	but is an instance of a change in connotation	MG Assertion – fact	X						
13.7c	and in some cases an extension of meaning.	MG Assertion – fact	X						
15			12	1	1	1	1	1	-

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
14.1	Of <i>special importance</i> to this discussion is the Kaurna number system.	MG Assertion – fact			special importance (+ve)				X
14.2	Modern Kaurna numbers are not a reconstruction of missing vocabulary but a new creation.	MG Assertion – fact	X						
14.3a	As shown on Table 4, Kaurna did not use a base 10 number system,	MG Assertion – fact	X						
14.3b	a new system has been deliberately reconstructed to replace	MG Assertion – fact	X		deliberately (-ve)				
14.3c	a <u>known traditional system</u>	MG Presupposition – fact	X						
14.4	Modern Kaurna does not follow the system recorded by T&S of forming higher numbers by combination as demonstrated in Table 4.	MG Assertion – fact NB The table is not acknowledged	X						
14.5a	The Modern Kaurna system is instead a base 10 number system	MG Assertion – fact	X						
14.5b	derived from the attested birth-order names	MG Assertion of Consequence						X	
14.6a	While this is a break from Traditional Kaurna	MG Assertion – fact	X				a break (-ve)		
14.6b	it is eminently sensible	MG Assertion – fact			eminently sensible (+ve)				X
14.6c	the Kaurna people are first language English speakers living in a European culture,	MG Assertion – fact	X						
14.6d	and the old Kaurna system would be impractical in a modern way of life.	HG – <i>would be</i> [ENT]	X		impractical				
14.6e	Nonetheless, it does form a difference from the traditional language.	HG – <i>does</i> [CEDE]	X		difference (-ve)				
13			10		5	1	-	1	2

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/ -evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
15.1a	Prescriptivism [heading] The differences between Modern and Traditional Kaurna	MG Presupposition	X						
15.1b	raise an <i>important</i> question, that of prescriptivism in Kaurna.	MG Assertion of Consequence			Important (+ve)				X
15.2a	Should the 19th-century records <i>be regarded</i> as	HG – <i>should</i> [ENT] Rhetorical/expository question					X		
15.2b	the only “ <i>correct</i> ” Kaurna,	HG – “ <i>correct</i> ” [DST]		X (-ve)	Correct (-ve)				
15.2c	or <i>is it permissible</i> to adapt the material	HG – <i>is it permissible</i> [ENT] Rhetorical/expository question					X		
15.2d	while still <i>claiming to be speaking</i> the Kaurna language?	HG – <i>claiming</i> [DST]							X
6			1	1	2	-	2	-	2

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/ advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
16.1	There are two objections to the prescriptivist approach.	MG Assertion – fact	X						
16.2a	Firstly, speaking “perfect” Traditional Kaurna is impossible for the reasons outlined above.	HG – “perfect” [DST] MG Assertion – fact	X	X (-ve)	Perfect (-ve) Impossible (neu)				
16.2b									
16.3a	Secondly, Modern Kaurna is used for cultural reasons, as a medium for expressing identity.	MG Assertion – fact					X		
16.3b		MG Presupposition – fact					X		
16.3c	not primarily as a means of communication.	HG – not [CNT]					X		
16.4	Differences between Modern Kaurna and Traditional Kaurna are secondary to the degree to which Kaurna people identify with their language.	MG Assertion – fact	X		Secondary (-ve)				
16.5a	The heavy involvement of Kaurna people with the language resources produced by Kaurna Warra Pityandi shows this degree of identification.	MG Presupposition – fact	X						
16.5b		MG Assertion – fact	X						
16.6a	Modern Kaurna has certain verifiable differences from Traditional Kaurna	MG Assertion – fact	X		verifiable differences (neu)				
16.6b	(even if it is generally not clear what the Traditional Kaurna form was),	HG – even [CNT]			Not clear (-ve)		X		
16.6c	but this does not make it any less the language of the Kaurna people.	MG Assertion – fact	X						
16.7a	As a useful analogy, English has accepted significant changes throughout its history	MG Assertion – fact	X		Useful (+ve)	accepted significant changes (+ve)			
16.7b	and is still considered the same language.	MG Assertion – fact	X						
16.8a	While English has been spoken continuously over its entire history	MG Assertion – fact	X						
16.8b	it nonetheless has had significant borrowed vocabulary, and significant phonological and grammatical change.	MG Assertion – fact	X		Significant (+ve) Significant (+ve)				
16.8c		MG Assertion – fact	X						
16.9a	English absorbed a significant number of French terms following the occupation of the native speaker's country by the Normans	MG Assertion – fact	X				X		
16.9b	and also has large borrowings from prestige languages such as Latin and Greek.	MG Presupposition of Consequence MG Assertion – fact	X						
16.10	There is no reason Kaurna cannot be considered the same language even after similar changes.	MG Assertion -fact HG even – [CNT]	X						
16.11a									
16.11b									X
22			15	1	8	1	5	1	1

No.	Proposition	Monoglossic (MG) / Heteroglossic (HG) Analysis	Factual (includes ability)	Other's cognitive + evidence/-evidence	Attitudinal (evaluative) +ve/-ve/neu		Directives (obligation) command/advise	Consequentiality (cause and effect)	
					Inscribed	Invoked		External (factual)	Internal (rhetorical)
17.1a	Conclusion [heading] Traditional Kaurna, as spoken in the 19 th Century, and Modern Kaurna, spoken in the 20 th and 21 st ,	MG Presupposition – fact	X						
17.1b	have identifiable differences	MG Presupposition – fact	X						
17.1c	which <i>we should not be blind to</i>	MG Assertion – fact	X						
17.1d		HG – we should not be blind to [PRN]					X		
17.2	The reconstruction of Kaurna from 19 th -century sources has affected the language.	MG Assertion of Consequence							
17.3a	However, the two forms of Kaurna	MG Presupposition – fact	X						
17.3b	remain closely related	MG Assertion – fact	X						
17.3c	and should therefore <i>be considered</i> as different periods of the one language rather than two separate languages.	HG <i>should be</i> [ENT]					X		
8			5	-	-	1	2	1	-

Appendix 16: Kaurna – Summary Table

Kaurna Summary Tables – Engagement formulations and function

Stage 1: Introduction

Paragraph 1

Proposition		1.1a	1.1b	1.2a	1.2b	1.2c	1.3a	1.3b	1.3c	1.4a	1.4b	1.5a	1.5b	1.5c	1.6	TOTALS	
Function		D	F	F	CE	F	F	CE	CE	F	CE	CI	F	F	D		
MG	ASSERT															9	11
	PRESUP															2	
HG Contractive	PRN															2	3
HG Expansive	ENT															1	
															TOTAL: 14	78% MG	

Stage 2: Methodology

Paragraph 2: Suggested Kaurna Classification

Proposition		2.1	2.2	2.3a	2.3b	2.3c	2.3d	2.3e	2.4	TOTALS	
Function		F	F	F	F	F	F	F	F		
MG	ASSERT									5	6
	PRESUP									1	
HG Contractive										-	2
HG Expansive	ENT									2	
										TOTAL: 8	75% MG

Paragraph 3: Suggested Kaurna Classification

Proposition		3.1a	3.1b	3.2a	3.2b	3.3a	3.3b	3.4a	3.4b	3.5	3.6a	3.6b	3.7a	3.7b	3.8	3.9	TOTALS	
Function		CI	F	F	F	F	F	CI	F	F	F	F	F	F	F	D		
MG	ASSERT																9	12
	PRESUP																3	
HG Contractive	PRN																2	3
HG Expansive	ENT																1	
																TOTAL: 15	80% MG	

Stage 3: Analysis

Paragraph 4: Differences from Traditional Kaurna

Proposition		4.1a	4.1b	4.1c	4.1d	4.2a	4.2b	4.2c	4.3a	4.3b	4.3c	4.3d	4.3e	4.3f	4.4a	4.4b	4.4c	4.5	4.6a	4.6b	4.7a	4.7b	4.7c	4.7d	4.7e	TOTALS		
Function		F	F	F	CE	F	F	CE	F	F	F	OC	F	F	F	F	OC	F	F	F	F	F	CE	F	F			
MG	ASSERT																										10	17
	PRESUP																										7	
HG Contractive	AFF																										1	7
HG Expansive	ENT																										3	
	ACK																										2	
	DST																										1	
																										TOTAL	L: 24	70% MG

Paragraph 5: Post Contact Kaurna

Proposition		5.1a	5.1b	5.1c	5.2a	5.2b	5.2c	5.3a	5.3b	5.4a	5.4b	5.4c	TOTALS		
Function		F	F	F	OC	F	F	F	F	F	CE	F			
MG	ASSERT													7	9
	PRESUP													2	
HG Contractive	CCEDE													1	2
HG Expansive	ACK													1	
													TOTAL: 11	82% MG	

Paragraph 6: Post Contact Kaurna

Proposition		6.1	6.2a	6.2b	6.2c	6.3a	6.3b	6.4	TOTALS		
Function		OC	F	OC		CE	F	OC			
MG	ASSERT									2	3
	PRESUP									1	
HG Contractive										-	3
HG Expansive	ACK									3	
										Total: 6	50% MG

Paragraph 7: Post Contact Kaurna

Proposition		7.1a	7.1b	7.1c	7.2a	7.2b	7.2c	7.2d	7.2e	TOTALS		
Function		F	OC	F	F	CE	OC	OC	F			
MG	ASSERT										2	5
	PRESUP										3	
HG Contractive											-	3
HG Expansive	ACK										3	
											Total: 8	62% MG

Paragraph 8: Modern Kaurna

Proposition		8.1a	8.1b	8.2a	8.2b	8.3a	8.3b	8.3c	8.4a	8.4b	8.5a	8.5b	8.5c	8.5d	TOTALS	
Function		F	F	F	F	F	F	OC	CI	CE	F	F	F	CE		
MG	ASSERT														10	12
	PRESUP														2	
HG Contractive															-	1
HG Expansive	ACK														1	
														Total: 13	92% MG	

Paragraph 9: Phonology

Proposition		9.1a	9.1b	9.2a	9.2b	9.3	9.4a	9.4b	9.4c	9.5	9.6a	9.6b	9.6c	9.7	TOTALS	
Function		F	OC	D	F	F	F	F	OC	D	F	F	F	F		
MG	ASSERT														7	8
	PRESUP														1	
HG Contractive	PRN														2	5
HG Expansive	ENT														1	
	ACK														2	
														Total: 13	61% MG	

Paragraph 10: Phonology

Proposition		10.1a	10.1b	10.2a	10.2b	10.3a	10.3b	10.3c	TOTALS	
Function		CE	F	F	F	F	F	CE		
MG	ASSERT								2	5
	PRESUP								3	
HG Contractive	CNT								1	2
HG Expansive	ENT								1	
									Total: 7	71% MG

Paragraph 11: Vocabulary

Proposition		11.1a	11.1b	11.1c	11.1d	11.2a	11.2b	11.3a	11.3b	11.4a	11.4b	TOTALS	
Function		F	CE	F	OC	F	F	CE	F	F	F		
MG	ASSERT											8	8
	PRESUP											-	
HG Contractive	CNT											1	2
HG Expansive	ACK											1	
												Total: 10	80% MG

Paragraph 12: Vocabulary

Proposition		12.1a	12.1b	12.2a	12.2b	12.2c	12.2d	12.2e	12.2f	12.2g	TOTALS	
Function		OC	F	F	OC	F	OC	D	F	F		
MG	ASSERT										4	4
	PRESUP										-	
HG Contractive	PRN										1	5
	CNT										1	
HG Expansive	ACK										3	
Total: 9											44% MG	

Paragraph 13: Vocabulary

Proposition		13.1a	13.1b	13.2	13.3	13.4a	13.4b	13.5a	13.5b	13.6a	13.6b	13.6c	13.6d	13.7a	13.7b	13.7c	TOTALS	
Function		F	F	F	OC	F	F	F	F	F	F	CE	F	D	F	F		
MG	ASSERT																8	10
	PRESUP																2	
HG Contractive	PRN																1	5
HG Expansive	ENT																3	
	ACK																1	
Total: 15																	66% MG	

Paragraph 14: Vocabulary

Proposition		14.1	14.2	14.3a	14.3b	14.3c	14.4	14.5a	14.5b	14.6a	14.6b	14.6c	14.6d	14.6e	TOTALS	
Function		F/CI	F	F	F	F	F	F	CE	F	F	F	F	F		
MG	ASSERT														10	11
	PRESUP														1	
HG Contractive	CCUDE														1	2
HG Expansive	ENT													1		
Total: 13															84% MG	

Stage 4: Theory:

Paragraph 15: Prescriptivism

Proposition		15.1a	15.1b	15.2a	15.2b	15.2c	15.2d	TOTALS	
Function		F	CI	D	OC	D	CI		
MG	ASSERT							1	2
	PRESUP							1	
HG Contractive								-	4
HG Expansive	ENT							2	
	DST							2	
Total: 7								40% MG	

Paragraph 16: Prescriptivism

Proposition		16.1	16.2a	16.2b	16.3a	16.3b	16.3c	16.4	16.5a	16.5b	16.6a	16.6b	16.6c	16.7a	16.7b	16.8a	16.8b	16.8c	16.9a	16.9b	16.10	16.11a	16.11b	TOTALS	
Function		F	OC	F	CE	CE	CE	F	F	F	F	CE	F/CE	F	F	F	F	F	F	CE	F	F	CI		
MG	ASSERT																							15	18
	PRESUP																								
HG Contractive	CNT																							3	4
HG Expansive	DST																							1	
																							Total:	22	81% MG

Stage 5: Conclusion

Paragraph 17

Proposition		17.1a	17.1b	17.1c	17.1d	17.2	17.3a	17.3b	17.3c	TOTALS	
Function		F	F	F	D	CE	F	F	D		
MG	ASSERT									3	6
	PRESUP									3	
HG Contractive	PRN									1	2
HG Expansive	ENT									1	
										Total: 8	75% MG

Appendix 17: Kaurna – Engagement Colour-coded

Introduction

It would be futile to deny that the Kaurna language as spoken in the 20th and 21st centuries is identical to that spoken by the Kaurna people at the time of colonization and earlier. The Kaurna language has been revived from incomplete information and has consequently required many neologisms both in vocabulary and grammar. As these neologisms are coined by first-language English-speakers it is inevitable that the new coinings will display English influence.

Additionally, while the language was recorded while spoken as a first language, it had already begun to be modified by its contact with English. However, as I will argue, this distinction is not sufficient to qualify modern Kaurna as a different language from its traditional counterpart.

Rather, the differences should be recognised by the division of the Kaurna language into various periods.

Methodology

There are many different ways of determining the difference between languages. Different languages can be defined according to shared vocabulary or mutual comprehensibility. In the case of Kaurna, it seems inappropriate to classify the language based purely on vocabulary, as we are not dealing with dialectical differences but with historical change, albeit with an enforced hiatus in language use and a current language revival program. The classification should

therefore be based more on period than dialect. For the purposes of this essay I will use the terms Traditional, Post-Contact and Modern to define the three stages of the language outlined below.

Other possible terms suggest themselves; for instance, Old, Middle and Modern Kaurna, paralleling the terms describing the history of English. These terms were avoided as they suggested too close a link between the two languages. However, I have retained “Modern Kaurna” to give parity with Modern English. Traditional Kaurna is the pre-contact language.

Post-Contact Kaurna is the language as spoken after European colonization; that is, the language

as recorded by Teichelmann and Schürmann in the mid-19th century. Modern Kaurna is the language as it is being revived, from the 1980s to the present day. These terms are used within this essay for ease of reference. [Any wider use of this \(or other\) periodisation should be subject to the approval of the Kaurna people.](#)

Analysis

As Kaurna revival is simply an attempt to reconstruct the language as it was spoken in the 19th Century, [it might be expected that the modern language ought to be identical.](#) In this viewpoint a linguistic prescriptivism [could be utilised](#), whereby Kaurna spoken in a manner unrecorded by T&S is classed as “incorrect.” Whatever the values or dangers of this approach (see Prescriptivism, below), this is impractical for two reasons. Firstly, the incomplete information [recorded by Teichelmann and Schürmann](#) makes it impossible to use Kaurna in all circumstances it was used in the 19th Century. The vocabulary is incomplete and the grammatical information has gaps acknowledged by T&S themselves, (1840: 6, 13, 20). Traditional Kaurna is not completely recorded. Secondly, the language as recorded can, [obviously, only document items and concepts of the 19th century.](#) Just as English and the other major world languages have coined neologisms to deal with new inventions and cultural practises, Kaurna has been forced to do the same in its 20th-century revival. Post Contact Kaurna appears to have been identical grammatically to Traditional Kaurna, but reflects the additional vocabulary items of the post-contact era. [Teichelmann and Schürmann in 1840 recorded a number of Kaurna words](#) invented, presumably by Kaurna people themselves, to deal with introduced objects, usually material items and the associated actions. [While this is hardly a complete list of 19th century Kaurna neologisms](#), it shows several processes: extension of meaning (*bakkadla*, *pindi*), derivation from nouns (*nukkeana*, *tikiana*) and verbs (*kamballamballa*, *biltitti*) and compounding (*pardapure*). Nonetheless, while the Kaurna language at this stage was making use of its own resources it was nonetheless changing to suit the needs of speakers while a community of first language speakers still existed. [T&S also record loan-words directly from English to Kaurna.](#) These appear to have

been noticeably less frequent than new Kaurna coinages, although T&S do not include them in the main dictionary (with the exception of *mutyerta*) but only in the ...Such borrowings have had limited effect in Modern Kaurna, as this process of word-formation had largely been abandoned. Under the entry for *mani* Amery notes “Kaurna people prefer to use *kanya*”, (2003: 21). As well as documenting words for introduced items and animals, Teichelmann and Schürmann themselves contributed to the change by introducing words for Christian concepts. This has influenced subsequent language productions, with terms such as *tira mankolonakola* “saviour” (Amery and Rigney: 44) and the transliteration *Yeowa* for Jehovah (Amery and Rigney: 9, 49) being used to create Kaurna funeral rites. Post Contact Kaurna apparently differed from Traditional Kaurna only in borrowed terminology. Modern Kaurna, however, has other differences, but they are more difficult to detect. As Modern Kaurna is intended as a reconstruction of Kaurna its vocabulary and constructions are heavily drawn from 19th-century sources (mostly Teichelmann and Schürmann). Deviations from traditional forms are therefore difficult to detect as they are unintentional. However, in the area of phonology, there are known areas of uncertainty, and in reconstructed vocabulary it is possible to detect a subtle change of meaning which is influenced by English. Teichelmann and Schürmann failed to record phonological distinctions in Kaurna expected from related languages such as Nukunu (Amery 1998: vol1, 238). Based on Nukunu data we would expect Kaurna to distinguish vowel length as well as interdental, alveolar and retroflex /l/, /n/ and /t/ as phonemic. None of these are consistently represented in T&S. Vowel length or the interdental/alveolar distinction is not recorded at all, and while *rl*, *rn* and *rt* are used to represent retroflex consonants these are not systematic: compare *minno* /miŋu/ with *marni* /maŋi/ (Amery 1998: vol2, 53). It can be assumed T&S did not recognise the differences between these sounds. Thus, while in some instances the correct phoneme can be inferred from comparison with cognates in related languages or probable Kaurna phonotactics, in others the original phoneme is unknown. It is virtually certain that some Kaurna words containing these phonemes are pronounced differently than their traditional

counterparts. The phonological problems create another problem facing first-language English speakers learning Kurna. The interdental/alveolar/retroflex distinction is not one present in any of these consonants in English phonology. For learners, even Kurna people, who were not raised speaking a language that makes similar distinctions, the phonology of Kurna is likely to become closer to that of English. A number of neologisms have been constructed to allow Kurna to be used in the 20th and 21st centuries, and generally are marked as such in wordlists, e.g. with the hypothetical asterisk in Warra Kurna entries such as *kambatti “stove”, (20) *karrikarritti “aeroplane”, (20) and *padnipadnitti “car” (21). These additions to the language are easily paralleled in any language approaching new technology; English itself did not have many of these words in the 19th century. Neologisms have also been constructed to cover gaps in recorded vocabulary; these are likewise marked. There is a more subtle change in Kurna vocabulary, however, as existing Kurna lexical items are applied to newer contexts. As an example, the salutation of the letters to John Howard (Welcome protocols CD, track 22), *Johnalya*, “Dear John”, is an anglicisation. It is also different to the attested Kurna letter written by Pitpauwe at Pilta Wodli, which begins “ngaityo taruanna” (literally “to my brother in law”, translated into German as “to my friend” by Klose), though it is pertinent to note here that there are several ways to address a letter even in English. Modern Kurna, naturally enough as a language of identity for the Kurna people, is frequently used to reference reconciliation. This is not a traditional concept, however. For instance, the sentence, “Nattadlu nguyanga murradlu”, (Welcome protocols CD, track 13). This literally translates “Now let’s remove the moral pustule between us” and is used to translate “let’s engage in reconciliation.” Such a meaning would not have been apparent to a 19th-Century Kurna person, just as the specific meaning of reconciliation would not have been understood by a 19th-century English speaker. Using a particular Kurna phrase in this way sets a precedent which, while not unbreakable, is likely to continue with the use of these words with this specific connotation. This is not necessarily a bad thing but is an instance of a change in connotation and in some cases an extension of meaning.

Of special importance to this discussion is the Kaurna number system. Modern Kaurna numbers are not a reconstruction of missing vocabulary but a new creation. As shown on Table 4, Kaurna did not use a base 10 number system, a new system has been deliberately reconstructed to replace a known traditional system. Modern Kaurna does not follow the system recorded by T&S of forming higher numbers by combination as demonstrated in Table 4. The Modern Kaurna system is instead a base 10 number system derived from the attested birth-order names. While this is a break from Traditional Kaurna it is eminently sensible; the Kaurna people are first language English speakers living in a European culture and **the old Kaurna system would be impractical in a modern way of life. Nonetheless, it does form a difference from the traditional language.**

Theory

The differences between Modern and Traditional Kaurna raise an important question, that of prescriptivism in Kaurna. **Should the 19th-century records be regarded as the only “correct” Kaurna, or is it permissible to adapt the material while still claiming to be speaking the Kaurna language?** There are two objections to the prescriptivist approach. Firstly, **speaking “perfect” Traditional Kaurna** is impossible for the reasons outlined above. Secondly, Modern Kaurna is used for cultural reasons, as a medium for expressing identity, **not primarily as a means of communication.** Differences between Modern Kaurna and Traditional Kaurna are secondary to the degree to which Kaurna people identify with their language. The heavy involvement of Kaurna people with the language resources produced by Kaurna Warra Pityandi shows this degree of identification. Modern Kaurna has certain verifiable differences from Traditional Kaurna **(even if it is generally not clear what the Traditional Kaurna form was),** but this does not make it any less the language of the Kaurna people. As a useful analogy, English has accepted significant changes throughout its history and is still considered the same language. While English has been spoken continuously over its entire history it nonetheless has had significant borrowed vocabulary, and significant phonological and grammatical change.

English absorbed a significant number of French terms following the occupation of the native speaker's country by the Normans, and also has large borrowings from prestige languages such as Latin and Greek. There is no reason Kaurna cannot be considered the same language **even after similar changes.**

Conclusion

Traditional Kaurna, as spoken in the 19th Century, and Modern Kaurna, spoken in the 20th and 21st, have identifiable differences **which we should not be blind to.** The reconstruction of Kaurna from 19th-century sources has affected the language. However, the two forms of Kaurna remain closely related and **should therefore be considered as different periods of the one language rather than two separate languages.**

KEY

Monoglossic formulations	no colour coding
Deny	green fill
Counter.....	green
Affirm	grey fill
Concede	orange
Pronounce	yellow fill
Endorse	blue fill
Entertain.....	violet
Acknowledge	red
Distance	pink fill

Appendix 18: Kaurna – Function Colour-coded

Introduction

It would be futile to deny that the Kaurna language as spoken in the 20th and 21st centuries is identical to that spoken by the Kaurna people at the time of colonization and earlier. **The Kaurna language has been revived from incomplete information** and has consequently required many neologisms both in vocabulary and grammar. As these neologisms are coined by first-language English-speakers **it is inevitable that the new coinings will display English influence.** Additionally, while the language was recorded while spoken as a first language, **it had already begun to be modified by its contact with English.** **However, as I will argue,** this distinction is not sufficient to qualify modern Kaurna as a different language from its traditional counterpart. **Rather, the differences should be recognised by the division of the Kaurna language into various periods.**

Methodology

There are many different ways of determining the difference between languages. Different languages can be defined according to shared vocabulary or mutual comprehensibility. **In the case of Kaurna, it seems inappropriate** to classify the language based purely on vocabulary, as we are not dealing with dialectical differences but with historical change, albeit with an enforced hiatus in language use and a current language revival program. **The classification should therefore be based more on period than dialect.** **For the purposes of this essay I will use the terms Traditional, Post-Contact and Modern** to define the three stages of the language outlined below. **Other possible terms suggest themselves;** for instance, Old, Middle and Modern Kaurna, paralleling the terms describing the history of English. These terms were avoided as they suggested too close a link between the two languages. **However, I have retained “Modern Kaurna” to give parity with Modern English.** Traditional Kaurna is the pre-contact language. Post-Contact Kaurna is the language as spoken after European colonization; that is, the language

as recorded by Teichelmann and Schürmann in the mid-19th century. Modern Kurna is the language as it is being revived, from the 1980s to the present day. These terms are used within this essay for ease of reference. **Any wider use of this (or other) periodisation should be subject to the approval of the Kurna people.**

Analysis

As Kurna revival is simply an attempt to reconstruct the language as it was spoken in the 19th Century, **it might be expected that the modern language ought to be identical.** In this viewpoint a linguistic prescriptivism could be utilised, **whereby Kurna spoken in a manner unrecorded by T&S is classed as “incorrect.”** Whatever the values or dangers of this approach (see Prescriptivism, below), this is impractical for two reasons. Firstly, the incomplete information **recorded by Teichelmann and Schürmann** **makes it impossible to use Kurna in all circumstances it was used in the 19th Century.** The vocabulary is incomplete and the grammatical information has gaps **acknowledged by T&S themselves, (1840: 6, 13, 20).** Traditional Kurna is not completely recorded. Secondly, the language as recorded can, obviously, only document items and concepts of the 19th century. Just as English and the other major world languages have coined neologisms **to deal with new inventions and cultural practises,** Kurna has been forced to do the same in its 20th-century revival. Post Contact Kurna appears to have been identical grammatically to Traditional Kurna, but reflects the additional vocabulary items of the post-contact era. **Teichelmann and Schürmann in 1840 recorded a number of Kurna words** invented, presumably by Kurna people themselves, to deal with introduced objects, usually material items and the associated actions. While this is hardly a complete list of 19th century Kurna neologisms, it shows several processes: extension of meaning (*bakkadla*, *pindi*), derivation from nouns (*nukkeana*, *tikiana*) and verbs (*kamballamballa*, *biltitti*) and compounding (*pardapure*). Nonetheless, while the Kurna language at this stage was making use of its own resources **it was nonetheless changing to suit the needs of speakers** while a community of first language speakers still existed. **T&S also record loan-words directly from English to**

Kaurna. These appear to have been noticeably less frequent than new Kaurna coinages, although **T&S do not include them in the main dictionary (with the exception of *mutyerta*)** but only in the ...**Such borrowings have had limited effect in Modern Kaurna,** as this process of word-formation had largely been abandoned. **Under the entry for *mani* Amery notes “Kaurna people prefer to use *kanya*”, (2003: 21).** As well as documenting words for introduced items and animals, Teichelmann and Schürmann themselves contributed to the change by introducing words for Christian concepts. **This has influenced subsequent language productions, with terms such as *tira mankolonakola* “saviour” (Amery and Rigney: 44) and the transliteration *Yeowa* for Jehovah (Amery and Rigney: 9, 49)** being used to create Kaurna funeral rites. Post Contact Kaurna apparently differed from Traditional Kaurna only in borrowed terminology. Modern Kaurna, however, has other differences, but they are more difficult to detect. As Modern Kaurna is intended as a reconstruction of Kaurna its vocabulary and constructions are heavily drawn from 19th-century sources (mostly Teichelmann and Schürmann). **Deviations from traditional forms are therefore difficult to detect as they are unintentional.** However, in the area of phonology, there are known areas of uncertainty, and in reconstructed vocabulary it is possible to detect a subtle change of meaning **which is influenced by** English. Teichelmann and Schürmann failed to record phonological distinctions in Kaurna **expected from related languages such as Nukunu (Amery 1998: vol1, 238).** **Based on Nukunu data we would expect Kaurna to distinguish vowel length** as well as interdental, alveolar and retroflex /l/, /n/ and /t/ as phonemic. None of these are consistently represented in T&S. Vowel length or the interdental/alveolar distinction is not recorded at all, and while *rl*, *rn* and *rt* are used to represent retroflex consonants **these are not systematic: compare *minno* /miŋu/ with *marni* /maŋi/ (Amery 1998: vol2, 53).** **It can be assumed T&S did not recognise the differences between these sounds.** **Thus, while in some instances the correct phoneme can be inferred from comparison with cognates in related languages or probable Kaurna phonotactics,** in others the original phoneme is unknown. It is virtually certain that some Kaurna words containing these

phonemes are pronounced differently than their traditional counterparts. The phonological problems create another problem facing first-language English speakers learning Kaurna. The interdental/alveolar/retroflex distinction is not one present in any of these consonants in English phonology. For learners, even Kaurna people, who were not raised speaking a language that makes similar distinctions, the phonology of Kaurna is likely to become closer to that of English. A number of neologisms have been constructed to allow Kaurna to be used in the 20th and 21st centuries, and generally are marked as such in wordlists, e.g. with the hypothetical asterisk in Warra Kaurna entries such as **kambatti* “stove”, (20) **karrikarritti* “aeroplane”, (20) and **padnipadnitti* “car” (21). These additions to the language are easily paralleled in any language approaching new technology; English itself did not have many of these words in the 19th century. Neologisms have also been constructed to cover gaps in recorded vocabulary; these are likewise marked. There is a more subtle change in Kaurna vocabulary, however, as existing Kaurna lexical items are applied to newer contexts. As an example, the salutation of the letters to John Howard (Welcome protocols CD, track 22), *Johnalya*, “Dear John”, is an anglicisation. It is also different to the attested Kaurna letter written by Pitpauwe at Pilta Wodli, which begins “ngaityo taruanna” (literally “to my brother in law”, translated into German as “to my friend” by Klose), though it is pertinent to note here that there are several ways to address a letter even in English. Modern Kaurna, naturally enough as a language of identity for the Kaurna people, is frequently used to reference reconciliation. This is not a traditional concept, however. For instance, the sentence, “Nattadlu nguyanga murradlu”, (Welcome protocols CD, track 13). This literally translates “Now let’s remove the moral pustule between us” and is used to translate “let’s engage in reconciliation.” Such a meaning would not have been apparent to a 19th-Century Kaurna person, just as the specific meaning of reconciliation would not have been understood by a 19th-century English speaker. Using a particular Kaurna phrase in this way sets a precedent which, while not unbreakable, is likely continue with the use of these words with this specific connotation. This is not necessarily a bad thing but is an instance of a change in

connotation and in some cases an extension of meaning. **Of special importance to this discussion is the Kurna number system.** Modern Kurna numbers are not a reconstruction of missing vocabulary but a new creation. As shown on Table 4, Kurna did not use a base 10 number system, a new system has been deliberately reconstructed to replace a known traditional system. Modern Kurna does not follow the system recorded by T&S of forming higher numbers by combination as demonstrated in Table 4. The Modern Kurna system is instead a base 10 number system **derived from the attested birth-order names.** While this is a break from Traditional Kurna **it is eminently sensible;** the Kurna people are first language English speakers living in a European culture and the old Kurna system would be impractical in a modern way of life. Nonetheless, it does form a difference from the traditional language.

Theory

The differences between Modern and Traditional Kurna **raise an important question, that of prescriptivism in Kurna. Should the 19th-century records be regarded as** the only “correct” Kurna, **or is it permissible to adapt the material while still claiming to be speaking the Kurna language?** There are two objections to the prescriptivist approach. Firstly, speaking “perfect” Traditional Kurna is impossible for the reasons outlined above. **Secondly, Modern Kurna is used for cultural reasons, as a medium for expressing identity, not primarily as a means of communication.** Differences between Modern Kurna and Traditional Kurna are secondary to the degree to which Kurna people identify with their language. The heavy involvement of Kurna people with the language resources produced by Kurna Warra Pityandi shows this degree of identification. Modern Kurna has certain verifiable differences from Traditional Kurna **(even if it is generally not clear what the Traditional Kurna form was),** but this does not make it any less the language of the Kurna people. As a useful analogy, English has accepted significant changes throughout its history and is still considered the same language. While English has been spoken continuously over its entire history it nonetheless has had significant borrowed vocabulary, and significant phonological and grammatical change. English

absorbed a significant number of French terms following the occupation of the native speaker's country by the Normans, and also has large borrowings from prestige languages such as Latin and Greek. There is no reason Kaurna cannot be considered the same language even after similar changes.

Conclusion

Traditional Kaurna, as spoken in the 19th Century, and Modern Kaurna, spoken in the 20th and 21st, have identifiable differences which we should not be blind to. The reconstruction of Kaurna from 19th-century sources has affected the language. However, the two forms of Kaurna remain closely related and should therefore be considered as different periods of the one language rather than two separate languages.

KEY

Fact no colour
Other's Cognitive red
Directives..... violet
External Causality yellow fill
Internal Causality..... green fill