

## Chapter 6

### **ANALYSIS OF TEXTS: RESOURCES FOR ALIGNING AND NEGOTIATING WITH THE AUDIENCE**

This chapter continues the analysis of resources deployed by the young activists in the study, focussing on the interpersonal resources which realise the genre identified in Chapter 5. It is largely through the interactions of interactional and evaluative resources at the level of discourse semantics that the young activists are able to persuade their audiences to support the goals of the social affiliations they represent.

#### **6.1 Chilout Ambassadors**

In Chapter 5, I identified a number of genres produced by adolescent refugee activists within the Chilout campaign to release refugees from Immigration Detention Centres. Persuasion was enacted primarily through temporally organised genres oriented towards personal experience, which are characterised here as political testimony. While some political testimonies also enact a hortatory function, this genre was a particularly effective choice for the Ambassadors because it gave them the opportunity to use their powerful speaking position as ‘insiders’ to align their often multiple audiences into a community of sympathy.

While interactional resources are deployed to make explicit the Appeal for action within some political testimonies, the realisation of persuasion is achieved largely through interactions of resources of Appraisal. In Section 6.1.1, I will analyse these evaluative choices made by the Ambassadors in their political testimonies from a synoptic perspective in order to gain a picture of typical distributions of resources and in Section 6.1.2, I will analyse the interactions of Appraisal resources from a dynamic perspective to show how they are used to align audiences across global elements and more local phases of the texts. The analysis in each section will include hortatory and bonding testimonies produced as monologic texts.

### 6.1.1 *A synoptic perspective on Appraisal resources in political testimony*

As can be expected in genres which function to both engage and align their audiences, political testimonies deploy a wide range of evaluative resources. These involve choices from all three systems of Appraisal.

#### 6.1.1.1 ATTITUDE

As can be seen from Table 6.1, both negative and positively loaded values from each of the three semantic systems of ATTITUDE are deployed by the Ambassadors in both hortatory and bonding testimony. Frequencies of values have been calculated on the basis of instances per 10 clauses to ensure consistency across texts.

		ATTITUDE											
Freq/10 ccs		Affect (+ Reaction)				Judgement				Valuation			
Hortatory		+ve INS	+ve INV	-ve INS	-ve INV	+ve INS	+ve INV	-ve INS	-ve INV	+ve INS	+ve INV	-ve INS	-ve INV
▲	HNN	1	1.6	2.5	4.1	.8	5.1	1	2.9	1.6	1.8	2.2	3.7
	HSS1	4.3	.6	2.2	3.9	2	3.3	1.5	1.3	2	1.1	2.4	1.1
	HSZ	4.2	1.3	.9	1.3	.6	4.8	.3	1.7	1.7	1.6	.6	.6
	HEJ	1.2	.4	3.6	2.9	.6	1.3	.4	2.2	1.2	.4	.5	1.1
▼	HST	3.2	.8	2.2	2.2	.6	3.6	.4	.8	1.4	.8	.8	.6
Bonding													
Av Freq		2.8	.9	2.3	2.9	.9	3.6	.7	1.8	1.6	1.1	1.3	1.4

**Table 6.1: Frequency of ATTITUDE resources in political testimony**

Not surprisingly, given the social purpose of political testimony discussed in Chapter 5, it is values of Affect which are the most frequently deployed. In this sense, therefore, this genre resembles the apprenticing autobiographical recount of secondary school history (Coffin 1996:46) as well as narrative in the personal/social domain (Page 2003, Eggins & Slade 1997). However, unlike Autobiographical Recount, there is a strong preference for negative rather than positive values in political testimony to persuade as well as engage the audience. Though less frequently deployed, positive Affect values work to relieve the intense negative emotions. The sharing of feelings through both inscribed and invoked Affect build a relationship of high solidarity, which is essential for getting the audience onside.

Judgement values are also deployed across the texts, however, in this case, the preference is for positive rather than negative values. Positive judgements evaluate the both asylum seekers and, particularly in the case of bonding testimonies, those within the Australian community who have provided support. For example:

Watching people **caring** about me and my future in Australia was the thing that I was waiting for in my whole life (HST).

A significant aspect of selections of Judgement is the preference for invoked over inscribed values, which is typical of more ‘objective’ persuasive discourse (Coffin 2006, Hood 2004, Lee. S, 2006). The few inscribed negative values are directed towards behaviours of the Taliban and authorities in Afghanistan. For example:

The **extremist** groups **persecuted** everybody; the War-lords **changed the country into a blood battle** (HSS1).

On the other hand negative Judgements are rarely targeted directly at Australian authorities. The deployment of inscribed Judgement would certainly risk alienating many within the audience who have supported the governments’ immigration policy.

Both inscribed and invoked Valuation selections are deployed across the texts to justify the decision of refugees to leave their country. Isolated positive Valuation selections are frequently found within phases which invoke negative Judgement and Affect. For example:

I didn’t have **the right to get educated**. In Afghanistan, the country was **destroyed** and girls and women are denied **education, health and employment** outside the home We should have had **freedom** of movement and a measure of **respect** as individual human beings but this was not the case.. (-ve J:prop INV). (HEJ).

Multiple coding of resources can be seen as an attempt to relate to diverse audiences through appeals to pathos, logos and ethos.

Although assumed evaluations, realised through nominalisation, are deployed to some extent across the texts, most values are asserted. The coding of values through more concrete grammatical structures such as adjectivals is typical of recount texts produced in the personal domain, however, asserted values are also

rhetorically significant as they show awareness that shared understandings of values cannot be assumed with the complex audience.

### 6.1.1.2 GRADUATION

Table 6.2 shows the key resources which are used to grade both evaluative and experiential meanings within the five political testimonies.

Freq per 10 cls	GRADUATION				
	Intensification		Quantification	Repetition & Parallelism	Metaphor
	infuse	isolate			
HNN	2.5	2.9	5.3	1.6	1
HSS1	1.1	.6	3.7	1	.1
HSZ	2.8	3.8	4.2	.1	.1
HEJ	2.4	1.1	3.4	.7	.7
HST	2.3	.8	7	.2	.2
Av Freq	2.2	1.9	4.7	.7	.4

**Table 6.2: Frequency of GRADUATION resources in political testimony**

In common with academic persuasive genres such as introductions to academic research papers (Hood 2004), the most significant role played by GRADUATION resources in political testimony is to invoke evaluation of experiential meanings. This is largely achieved through selections of Force:Quantification, which serves to draw attention to the extent of harsh conditions by situating events in specific and often extended temporal and spatial locations. Expressions of extent in time are the most frequently deployed, however, quantifying resources, number and size and extent in space are also found. Graded expressions of quantity are underlined in the examples below:

However, for three years, I held a temporary protection visa (HSS1: Q:extent in time)

So we got into a little leaky fishing boat, more than 100 of us. I was one of 30 children and babies on board (HNN Q:size and number)

Also significant across most texts is the use of GRADUATION (Force:intensification) to amplify values of ATTITUDE which have already been inscribed. These selections serve to increase the emotional investment of the rhetors in the events being related and rhetorically, ‘compel’ the audience towards that interpretation (Hood 2004:121). In this way a tenor relationship of high solidarity is construed.

The following excerpt from HEJ provides examples of intensification realised through infused and isolating resources and through repetition.

It was so (isolating) **horrible** to see her unclothed... Her mum was **shouting** (infused), **screaming** (Infused + repetition) and hitting her head with her hands (HEJ).

Two rhetorically powerful resources of GRADUATION deployed across texts but particularly in HNN are those of lexical metaphor and parallelism. These resources, as noted in Chapter 4 have been long associated with political persuasion (Halmari & Virtanen 2005) but are rarely noted in academic persuasion. Parallelism includes repetition and listing of similar values as well as repetition of grammatical structures. Both types of parallelism are illustrated in the following example

The refugee is a **kneeling** [-ve J:cap] person, **kneeling in front of** the captain of a ship to ask for a reduction of their escape price, **kneeling in front of** the international organization to ask for their fortune...[HEJ]

### 6.1.1.3 ENGAGEMENT

Table 6.3 shows the key resources deployed by the rhetors to enter into dialogue with their audiences by expanding or contracting space for alternative voices.

Freq per 10 cls	ENGAGEMENT		
	Expanding	Contracting	
		disclaim(counter + deny)	proclaim (concur +justify)
HNN	.4	2.3	1.3
HSS1	.5	2.4	.3
HSZ	1.1	1.9	2.3
HEJ	.4	.9	.6
HST	.6	3.4	1.4
Av Freq	.62	2.2	1

**Table 6.3: Frequency of ENGAGEMENT resources in political testimony**

As is evident in Table 6.3, the political testimonies deploy contracting resources to a far greater extent than expanding resources. The most frequently deployed contracting resources are those of disclaim. Counter expectancy is realised primarily through the conjunctions ‘but’ and ‘however’ and is often paired with denial, conceding and even expanding resources. The following example illustrates the use of counter-expectancy in conjunction with expanding resource

of entertain (it seems) to supplant an expectation of rational behaviour and so demonstrate the enormity of the decision to leave Afghanistan.

It seems like a nightmare for ordinary parents, in normal conditions to hand over their child to a smuggler who had links with the extremist people to take me out of the country. But this is the real story most of us have experienced in our lives. (HSS1)

Counter-expectancy, as will be discussed further below, plays a major role in building relationships of oppositional contrast (Macken-Horarik 2003).

The resources of deny are not as frequent, however, they are used strategically across texts to emphatically correct possible expectations and are also implicated in building contrastive relationships. For example:

We were coming to get protection – not detention (HEJ)

Values of proclaim, though also infrequent, are used primarily to provide justification for the behaviours of the asylum seekers, for example:

Because of the very long period of war in Afghanistan, the country was destroyed and (therefore) it was very hard to live there. (HEJ).

or to present evaluations in such a way that a reasonably compassionate audience is compelled to share them, for example:

We have come among you in Australia to seek homes or places where we will be safe from the barbarisms of the accursed foe. How sorrowful will be our or any other refugee's position? How desolate our hearts? [HEJ].

This example illustrates the deployment of rhetorical questions, a highly valued resource for realising rhetorical appeals in public discourse (Halmari & Virtanen 2005, Charteris-Black 2006), though typically considered as too subjective for academic writing (Myers 2007).

Expanding resources, too, are typically more overtly subjective and interactive than those valued in the academic domain. These typically co-occur with 1<sup>st</sup> person pronouns which overtly announce the rhetor's speaking position and work to contract space for dialogic alternatives. For example:

I believe everyone has the right to seek asylum from persecution..(HNN):

How should I explain my separation with my family and how I was put this way and how I took a risky and dangerous trip? (HSS1)

In summary the synoptic perspective on the texts reveals that political testimonies deploy a range of evaluative resources to orient the reader evaluatively and to motivate them to support the goals of the Chilout campaign. While some of these resources are shared with those of persuasive genres in academic domain, others are restricted in use to civic domain contexts where personal and emotional appeals are rhetorically powerful. In the next section I will demonstrate how these resources interact across elements of the texts to build communities of sympathy.

### 6.1.2 *A dynamic perspective on Appraisal interactions across political testimony*

A close analysis of the interaction of evaluative resources across the texts demonstrates their rhetorical role in positioning audiences to take a sympathetic stance towards the refugees and to approve of their release from Immigration Detention Centres. The text HNN, a speech published as a newspaper commentary in a Sydney broadsheet, will be the focus of the analysis because of its prominence within the campaign, however examples from both hortatory and bonding testimonies will also be included. HNN is reproduced as Text 6.1 below, showing the key structural elements from an interpersonal perspective and both referential and evaluative phases within these elements.

<i>Element/ 'ph'</i>	<b>Text: HNN</b>
'preview'	A Young Refugee's plea for a better future
<b>MOTIVATE</b> <i>Identify</i>	I am an 18-year-old female refugee from Bamiyan, Afghanistan. I am in year 12 at Holroyd High School and I am studying for my HSC. I came to Australia in September 2000
<b>Legitimate</b> 'problems'	We left Afghanistan because of civil war, persecution, ethnic cleansing of my people, the Hazara, the dangerous environment and the unfair treatment of girls and women. We children had no educational opportunities at all.  We knew our escape route would involve a lot of danger. We knew we might die of starvation and thirst, or be killed by pirates or storms at sea. We knew our mother might die, because she was pregnant.
'solution'	However we decided to go because we were desperate. Escaping was the only thing we could do to ensure our futures. We were hopeful that we would find safety.
<b>Involve</b> 'EPISODE 1' 'problems'	There were six of us: me, then aged 14, my little sisters, 13 and 3, my little brother, 9, my father and mother. A smuggler hid us in the back of a truck for our escape from Afghanistan to Pakistan. Then we were smuggled to Indonesia where we had to stay in hiding. My mother had to go to hospital to give birth. The rest of us were locked in a terrible flat 24 hours a day, until it was our turn to get on the boat. So we got into a little leaky fishing boat, more than 100 of us. I was one of 30 children and babies on board.

'reaction'	It took us 10 days to get to Australia - 10 days of horror, sadness, no food or drink and so many worries about our future. The only music I heard in my childhood in Bamiyan was the screaming with horror and mothers crying for their children's future and I heard it again on this boat. We were all vomiting. My poor mother with a newborn baby was sick the whole way.
'solutions'	Finally, in September 2000, our boat was guided by the royal Australian navy and landed on Australian land safely.
'reaction'	I was happy because my miserable life was over, and a new horizon with no more death and killing was welcoming us.
'EPISODE 2' 'problems'	But my dream wasn't over, since I found myself in a prison. We arrived the day before the Olympic games started. We were sent to a detention centre in the desert with fences around it. It was scary and we never felt safe because we were in a compound with single men who had been there a long time and had gone crazy.
'reaction'	Refugee children in the detention centre could often be heard crying well past midnight, breaking the quiet of the night. Instead of toys, children's games, birthday parties, going to school, healthy food and not-so-healthy ice-cream and sweets, the children in refugee camps have to grapple with boredom, fever, bronchitis, pneumonia and intestinal diseases. They wander about the camp, eating and drinking whatever is available.
'solutions'	We were in that detention centre for two months, and then we got refugee status and were freed. The Department of Immigration sent us to Launceston in Tasmania.
'reaction'	I liked it there. Everyone was so lovely to us.
'EPISODE 3' 'problems'	But my dad said we had to move to Sydney where there was more work. So now we are in Sydney. We have been waiting nearly four years for Australia to say yes to us.
'solutions'	On Thursday, it happened. We proved that we are still refugees who would be persecuted if we were sent back to Afghanistan.
'Reaction'	We are now permanent residents, and we can't wait to get our Australian citizenship.
<b>APPEAL</b> 'issue'	Today is World Refugee Day, but suffering continues for refugees in Australia. About 8000 proven refugees remain on three-year temporary protection visas, many of which have expired, <u>but still</u> the refugees have no clear idea on their future.
'grounds'	A refugee is a kneeling person, kneeling in front of the captain of a ship to ask for a reduction in his escape price, kneeling to pirates to ask for mercy, kneeling in front of an international organisation to ask for its help, kneeling in front of the police to ask for permission to go to the market, kneeling in front of a foreign delegation to ask to be accepted in their country.
'claim'	Children are our future and they are precious. They should be out of detention centres and be in schools, colleges, TAFEs and universities. Imprisoning them is not protecting Australia; this is disgracing Australia.
'grounds'	As refugees, our only fault is that we left our native homes because of persecution and danger, and sought to find refuge on Australian soil.
'claim'	I believe everyone has the right to seek asylum from persecution, ethnic cleansing, war and danger.
'petition'	I urge the Australian Government and all the concerned, amazing and caring people of Australia to free the children from the detention centres, to give each refugee a permanent visa and let them be clear about their future.
'claim'	Everyone should have equal rights; it doesn't matter if you're a boy or a girl, a woman or a man, or from different backgrounds.

**Text 6.1: HNN elements and phases**

As discussed in Chapter 5, HNN can be seen as unfolding through two embedded genres, a temporally sequenced recount and a rhetorically structured hortatory exposition genre. While the elements within the hortatory exposition do allow the rhetor to make strong logical and emotional appeals and to make her persuasive goal explicit, as with the other political testimonies examined in Chapter 5, it is the appropriated stages of recount as testimony which are vital in aligning the audience to empathy. Through the unfolding of ‘referential’ and ‘evaluative’ phases the text works to engage audiences in both the physical and emotional journey of the rhetor and to thus motivate them to comply with the Appeal.

### 6.1.2.1 Identify element

As was discussed in Chapter 5, the appeals to ethos which are foregrounded in the Identify element are oriented towards establishing authority of the rhetor and building rapport between the rhetor and audience. These orientations are achieved primarily through invoked positive Judgements, which typically attest to the privileged speaking position of the rhetor as a young refugee and as aspiring to academic success. For example:

Appraised element	value
I am an <b>18-year-old, female refugee</b>	+ve J: Normality +ve J: Norm & Prop
I am <b>in year 12 at Holroyd High School and I am studying for my HSC</b>	+ve J: Norm/ & Capacity

*Text 6.2: HNN Judgement values in Identification element*

Although the reading of these values as evaluative is to a great extent dependent on the ideological positioning of the audience, as noted earlier, inter-texts within the Chilout campaign and in the wider media provide guidance on how the experiential declarations should be read. The consistency of the selections across the texts in itself provides evidence of an ongoing dialogue with the Australian public as to the status of the group of asylum seekers the rhetors represent. Of particular significance is the interpersonal work done by the term ‘refugee’, which is used as a prominent identifier by all rhetors and is coded as both positive propriety and normality. Positive propriety, evaluating refugees as ‘innocent’, is flagged by its contrast with prevalent negative inter-textual references within the media to asylum seekers as ‘queue jumpers’ and ‘illegal immigrants’. As with the

other motifs established in this phase, the motif of innocence establishes a prosody which builds throughout subsequent phases of the texts and is vitally important in orienting the audience towards empathy towards refugees and anger towards those who have caused them harm.

Positive normality is also evoked by the identifier of 'refugee'. Within the Affinity group of Chilout, the Ambassadors occupied a privileged 'insider' speaking position on the issues and were seen as 'special' by many groups within the community<sup>1</sup>. Significantly, however, the status of 'other' evoked by the term is balanced by invoked values of ordinariness which establish commonality with the life experiences of a middle class Australian audience. For example, Nura's identification as a high school student, who, in common with thousands of Australian born adolescents is preparing for her final school exam, establishes rapport with the audience and, from a dialogic perspective, heads off criticisms that refugees from the middle east do not fit in to Australian society.

The construction of this complex identity is important in bringing 'anonymous, faceless men, women and children to light and life' (Ozdowski 2004) but also in establishing an authoritative and ideologically powerful status with the audience.

#### **6.1.2.2 Legitimate element**

The Legitimate element functions to justify the decision of the rhetors and their families to leave Afghanistan. As discussed in Chapter 5, this element is particularly important in realising the goal of hortatory testimony through appeals to logos, however it functions to align the audience around shared values and to respond dialogically to claims that the rhetors and their families should not have left their country. This is largely achieved through the interaction of Appraisal values to build attitudinal motifs within 'problems' and 'solutions' phases. The relationships of contrast and confirmation between these motifs as the phases unfold are largely responsible for positioning the audience rhetorically across the Legitimate element.

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<sup>1</sup> The reading of the term 'special' is also confirmed by evidence of many invitations received by the Ambassadors to speak at public forums during the campaign. Their school principal observed in fact that she was kept very busy acting as a secretary to organise their calendars for speaking engagements.

### 6.1.2.2.1 *Establishing an attitudinal motif of danger and safety*

The most prominent attitudinal motif established in the Legitimate element of HNN is of danger. This is realised through repeated selections of both inscribed and invoked negative Valuation: Harm across the ‘problems’ phase. Inscribed values are indicated through boxing.

Appraised expressions	Attitudinal motif realisation
We left Afghanistan because of <b>civil war</b>	<b>Danger</b> -ve Val:Harm (INV)
<b>persecution</b> , <b>ethnic cleansing</b> of my people, the Hazara the <b>dangerous</b> environment and the <b>unfair</b> treatment of girls and women	-ve Val:Harm (INS)
We children had <b>no educational opportunities</b> at all	neg Val: Harm (INV)
we knew our escape route would involve a lot of <b>danger</b> . We knew we might die of <b>starvation</b> and <b>thirst</b> , or be <b>killed by pirates</b> or <b>storms at sea</b> . We knew our mother might die because she was pregnant.	-ve Val: Harm (INS + INV)

**Text 6.3: Valuation Harm across Legitimate element HNN**

According to Martin (2000c:147), Valuation, like other Appreciation values ‘institutionalises feelings as propositions’ and thus avoids either a personal orientation or a focus on people’s behaviours. Selections from this system are used to draw the attention of the audience to evaluations of the conditions in Afghanistan rather than the emotional impact on the participants or the behaviour of the perpetrators.

Also significant in ‘objectifying’ the reasoning in the Legitimate element is the presentation of Valuation selections as assumed rather than asserted values (White 2004). Assumed values, which are realised grammatically as nominalisations (eg. persecution, ethnic cleansing), present the evaluation as if it were shared by the audience and therefore non-contestable. In this way, Nura constructs an audience which is already convinced of the untenable conditions and will more likely accept the ‘solution’ of leaving Afghanistan as logical.

**6.1.2.2.2 Interactions of ATTITUDE with ENGAGEMENT and GRADUATION**

Although the use of assumed ATTITUDE often involves the risk of alienating audiences who are not already aligned to these values, Nura also shows an awareness that the audience may need to be convinced by announcing her ‘argumentative position’ (Verstraete 1998:201) in relation to the audience. This is achieved through ENGAGEMENT Justification, which, in interaction with repeated Valuation selections contracts heteroglossic space. For example:

We left Afghanistan because of civil war, persecution, ethnic cleansing of my people, the Hazara, the dangerous environment and the unfair treatment of girls and women. We children had no educational opportunities at all.

The experiential choices made by Nura to invoke negative Valuation demonstrates familiarity with the values that matter to the middle class Australian audiences (eg. security, health, education, women’s rights). The strong alignment with women’s rights is particularly powerful in building rapport with the audience given that in choosing to wear hajib, moslem women are frequently portrayed within Australia as supporting the suppression of women’s rights<sup>2</sup>.

As is illustrated in the example above, GRADUATION is also implicated in building an attitudinal motif of danger across the Legitimate element. The repeated selections of Valuation form a prosody of intensification across the ‘problems’ phase (Martin 2005:20) which amplifies the dangers of remaining in Afghanistan. This prosodic structure establishes a relationship of opposition (Macken-Horarik 2003b) between the ‘problems’ and following ‘solution’ phase, which deals experientially with the expectations of safety in Australia. The contrastive relationships not only position the audience to evaluate Afghanistan as untenably dangerous but, by contrast, Australia as safe. Thus, even in those texts which are not explicit about their expectations of Australia, the audience is positioned to see it as a logical destination and thus to approve of the decision to seek asylum here.

A significant feature of these oppositional contrasts is the deployment of dialogic resources from the ENGAGEMENT system to acknowledge and adjust alternate

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<sup>2</sup> For example, Australian politician, Bronwyn Bishop was quoted in 2005 as saying that hajib wearing women "can't deal with the choices that freedom offers". Aly 2007

positions which may be held by the audience. Through her use of the conceding resource (We knew..), Nura initially acknowledges the possible negative judgments which the audience may have towards the refugees for leaving their countries. This is followed, however, by the resource of counter-expectancy (ie. However), to replace the possible judgement and to guide the audience rhetorically to approve of the decision to leave.

This rhetorical effect of the oppositional contrast is intensified through the use of grammatical parallelism which amplifies both the concession and the evaluations within the phase. The repeated acknowledgement of alternate positions means that minimal solidarity is lost in re-aligning the audience. For example:

<p><b>'problem'</b> 'dangers of leaving'</p>	<p><u>We knew</u> our escape route would involve a lot of <b>danger</b>. <u>We knew</u> we might die of <b>starvation</b> and <b>thirst</b>, or be killed by pirates or <b>storms at sea</b>. <u>We knew</u> our mother might die, <u>because</u> she was pregnant.</p>
<p><b>'solution'</b></p>	<p><u>However</u> we decided to go <u>because</u> we were <b>desperate</b>. Escaping was the <u>only</u> thing we could do to ensure our <b>futures</b>.</p>

**Text 6.4: HNN Rhetorical pairings in Legitimate element**

While the selections of Valuation in the Legitimate element tend to background the feelings of the rhetor, even in this element Nura does take rhetorical advantage of her status as victim. Valuation: Harm selections invoke negative Affect: unhappiness because they speak to universal human values and orient even unsympathetic audience to an empathetic response. Negative judgements targeted at the Taliban are also invoked throughout this element, however, the choice of assumed Valuation serves to background the agency of the perpetrators of danger and suffering and direct attention to the behaviours as 'reasons'.

In summary, the interaction of Appraisal values across the Legitimate element foreground appeals to logos by evaluating conditions in Afghanistan as untenable and the decision to leave as the only reasonable way out.

### 6.1.2.3 The Involve element

The Involve element of political testimony plays a central role in orienting the audience towards empathy for asylum seekers and anger towards those who have harmed them. As in the Legitimate element, evaluative meanings are realised through complex interactions of ATTITUDE, GRADUATION and ENGAGEMENT which

form oppositional contrasts across ‘problems’ and ‘solutions’ phases. However, as is shown on Text 6.1, appeals to pathos are foregrounded in evaluatively loaded ‘reaction’ phases, which typically follow referential phases.

**6.1.2.3.1 Establishing attitudinal motifs through Inscribed values in ‘reaction’ phases**

‘Reaction’ phases are typically construed through an accumulation of inscribed Affect values, as indicated by boxing in the following excerpt from HNN.

<p>‘EPISODE 1’ ‘Reaction 1’</p>	<p>It took us 10 days to get to Australia - 10 days of <b>horror</b>, <b>sadness</b>, no food or drink and so many <b>worries</b> about our future. Can you believe that a child could die in the middle of the ocean without a drop of water? The only music I heard in my childhood in Bamiyan was the <b>screaming</b> with <b>horror</b> and mothers <b>crying</b> for their children’s future, and I heard it again on this boat. We were all vomiting My poor mother with a newborn baby was sick the whole way.</p>	<p>Misery &amp; fear –ve Aff (INS)</p>
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**Text 6.5: HNN Accumulations of inscribed Affect in ‘reaction’ phase**

Through inscribed Affect, Nura reveals her emotions (and by implication those of the asylum seekers she represents) to the audience, which builds on the identification work done in the previous element to ‘humanise and personalise’ asylum seekers. Positioning the audience to identify with the emotional responses of the events is rhetorically very powerful in motivating support for the campaign.

The importance of inscribed Affect in aligning the audience in bonding testimony is evident in the interaction between one rhetor (HIS) and the interviewer on the Lifematters program. In this text, which is shown as Text 6.6, the rhetor initially evaluates his experience with selections of assumed negative Valuation (danger, unsafety and insecurity), which background emotional appeals. However, the interviewer intervenes to encourage him to rephrase his responses as inscribed Affect values (eg. afraid, nervous, hopeless) to make explicit his emotional responses and to thus establish an empathetic bond with the audience.

'reaction'	<p>...but it was, how can I describe the trip? It was full of <b>danger</b> and <b>unsafety</b> and <b>insecurity</b>.</p> <p>I: Were you <b>afraid</b>?</p> <p>S: I was <b>afraid</b>. I was sick. I was <b>nervous</b>. We all <b>hopeless</b>. We all pray. We all were going to be under the water we were <b>afraid</b> we all were going to die. (But <b>hopefully</b>, just arrive..)</p> <p>I: You were <b>afraid</b> were going to be under the water?</p> <p>S: Yeah, We were <b>afraid</b> we were going to die</p>	<p>fear -ve Val INS -ve Aff INV -ve Aff: INS</p>
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**Text 6.6: HIS moving from invoked to inscribed Affect across 'reaction' phase**

The saturation of the 'reaction' phases with Affect values supports Martin's (2006c:15) contention that interpersonal meanings cannot be seen as 'piggybacking' onto ideational and textual meanings. Indeed, the experiential meanings of the 'reaction' phases in political testimony seem to function solely to provide opportunities for establishing attitudinal motifs and thus actively direct the audience on their emotional journey.

#### 6.1.2.3.2 *Extending attitudinal motifs through Invoked affect*

In addition to inscribed Affect selections, Nura and other rhetors deploy a diverse range of evaluative resources, which invoke ATTITUDE values. Of particular significance are Affect values provoked and flagged through interaction with other Appraisal systems.

In addition to the role of GRADUATION resources in intensifying inscribed values of Affect (eg. horror, screaming, never felt safe), lexical metaphors from this system are strategically selected to provoke emotional responses. For example:

**'a new horizon with no more death and killing was welcoming us'** (HNN:'reaction 1').

Similarly, the metaphor of 'a jail', which is used by a number of rhetors to describe both refugee camps in Pakistan and Australian Detention Centres, provokes negative Affect and builds a motif of insecurity. For example

Being in Pakistan was **like a jail for us** because we were kept in the house **24 hours a day**. So **we couldn't get out of the jail**. It was **surely like a jail** (HST: 'reaction 2')

GRADUATION flags Affect values by scaling upwards both the numbers of people affected in selections (eg. 'we were **all** vomiting' [HNN 'reaction 2']) and amplifying the scope of Affect values in time or space (eg. We are **now** permanent residents [HNN 'reaction' 5])

The interaction of counter-expectancy and GRADUATION: Force is also used to build powerful motifs of negative Affect in HNN. In the excerpt which follows, GRADUATION values are underlined and counter-expectancy is double underlined.

**Instead of toys, children's games, birthday parties, going to school, healthy food and not-so-healthy ice-cream and sweets** the children in refugee camps have to grapple with **boredom, fever, bronchitis, pneumonia and intestinal diseases**. (HSN: 'Reaction 3')

In this example, the list of activities one might expect to make a normal Australian child happy provides a strong contrast with the list of negative emotions and illnesses suffered by the children in the Detention centres.

Similarly, the rhetorical question, 'Can you believe that a child could die in the middle of the ocean without a drop of water?' in HNN engages the audience directly in constructing an image of negative Affect. The question and answer sequence 'how can I describe the trip? It was full of danger and unsafety and insecurity (HSS1) is even more directive. While creating the appearance of interaction with the audience, the immediate answer provided by the rhetor allows no space for a contrary evaluative position.

Finally, as with the 'problems' and 'solution' phases in the Legitimate element, negative and positive values of Affect are **afforded** through experiential selections across the phases. As argued earlier, the age of the rhetors and their experiences on their journey to Australia place them in an ideal speaking location to evoke empathy simply from strategically retelling the 'facts' of their journey. Events such as interactions with smugglers, being locked up, the birth of a sibling invite an empathetic response even from an audience who supports the government's policy on mandatory detention. Such a response is rendered even more likely by strategic interactions with values of Judgement to continue the attitudinal motif of innocence and vulnerability established in the Identify element. In HNN, this is established within the 'setting' phase of the Involve element with the identification of her fellow asylum seekers

There were six of us: **me, then aged 14, my little sisters, 13 and 3, my little brother, 9, my father and mother (HNN)**

Here the amplification of listing family members and their ages flags both positive: propriety and negative: capacity. References to these participants

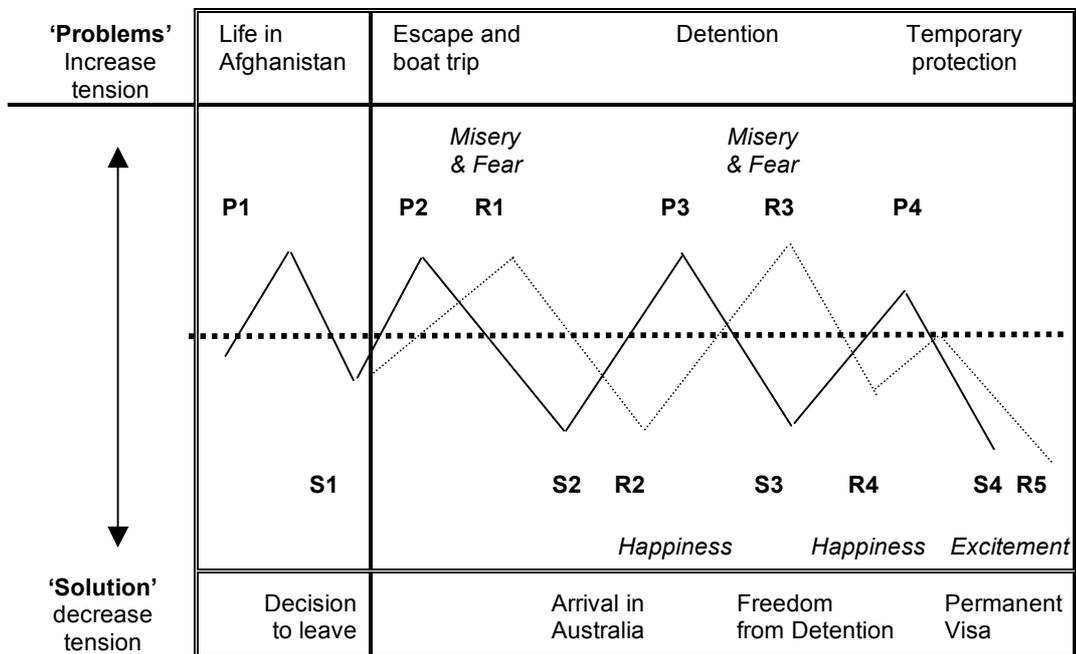
throughout the Involve element through personal pronoun references work rhetorically to continue the prosody of innocence and vulnerability.

The effect of these experiential selections in interaction with the more directly expressed Affect values in orienting the audience towards empathy provides further evidence that appropriating the recount genre is effective for achieving the rhetorical goals of the rhetors.

**6.1.2.3.3 Radiating attitudinal motifs across phases**

While the ‘reactions’ phases described above can be seen as saturated prosodies of Affect (Martin 2006c), the attitudinal motifs are also radiated less intensely across the referential phases of ‘problems’ and ‘solution’. It is the prosodies of Affect which ensure that the audience continues to be emotionally involved in the unfolding events.

Figure 6.1 illustrates the prosodies of Affect across the Involve element of HNN and shows how the ‘surges’ of emotion created in evaluative phases interact with the swings in tension set up by the unfolding of events across referential phases.



————— = building and releasing tension through ‘problems’ and ‘solution’  
 - - - - - = swings in emotion through ‘reaction’ phases

**Figure 6.1: HNN Prosodies of Affect across Involvement element**

As is evident in Figure 6.1, strong contrastive relationships are built across the text through the unfolding of phases. In particular, the negative emotional responses of asylum seekers to the harsh conditions of the journey and detention centres are contrasted with their positive responses to the arrival in Australia and release from detention centres. In HNN a particularly powerful relationship of opposition is construed through experiential selections within a ‘problems’ phase.

We arrived the day before the Olympic Games started. We were sent to a detention centre in the desert with fences around it (HNN)

While the reading of ‘the Olympic Games’ as a Token of positive Affect is not announced within the text, the rhetor here shows great awareness of the cultural value of this event within Australia and particularly of the intensely positive emotions associated with the 2000 Olympic Games, when Australians welcomed athletes and tourists from around the world to the coastal city of Sydney. The contrasting negative Affect value invoked through the description of the asylum seekers being banished to the desert at this time creates a particularly vivid image for this audience and is important in positioning them towards both empathy for the asylum seekers and anger against Australian authorities. As Martin and White (2005:292) argue, attitudes evoked by these apparently neutral statements of fact are often more strongly felt when they need only to be alluded to.

Contrasting evaluative relationships shown above are very important for disrupting prosodic structures and for drawing the attention of the audience to the roller coaster emotional journey endured by the asylum seekers in their quest for security in Australia. The prosodies established within phases are also important for creating ‘meta-relationships’ of contrast and confirmation which ‘redound with configurations elsewhere in the text (Macken-Horarik 2003b:307) to reinforce the motifs and evaluative orientations across the text.

Such metarelations are most apparent between ‘reaction’ phases. For example, the attitudinal motif of fear and worry built within ‘reaction 1’ of HNN (dealing with experiences on the boat to Australia) is confirmed by similar selections of negative Affect within ‘reaction 3’, which deals with the experiences of the rhetor in an Australian Immigration Detention Centre.

'EPISODE 1' 'Reaction 1'	It took us 10 days to get to Australia - 10 days of <b>horror</b> , <b>sadness</b> , no food or drink and so many <b>worries</b> about our future. Can you believe that a child could die in the middle of the ocean without a drop of water? The only music I heard in my childhood in Bamiyan was the <b>screaming</b> with <b>horror</b> and mothers <b>crying</b> for their children's future, and I heard it again on this boat. We were all vomiting My poor mother with a newborn baby was sick the whole way.	Misery & fear -ve Aff (INS)
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EPISODE 2 'reaction 3'	It was <b>scary</b> and we <b>never felt safe</b> because we were in a compound with single men who had been there a long time and had gone crazy. Refugee children in the detention centre could often be heard <b>crying</b> well past midnight, breaking the quiet of the night Instead of toys, children's games, birthday parties, going to school, healthy food and not-so-healthy ice-cream and sweets the children in refugee camps have to grapple with <b>boredom</b> fever, bronchitis, pneumonia and intestinal diseases. They wander about the camp, eating and drinking whatever is available.	Misery & Fear -ve Aff INS
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**Text 6.7: HNN confirming relations across 'reaction' phases**

Through these meta-confirmations, negative values of Affect 'redound' across 'reaction' phases of the text to draw attention to the similarities between the rhetors' experiences in Afghanistan and Australia. The rhetorical function is to orient the audience to shame.

#### **6.1.2.3.4 Building attitudinal motifs of anger in the Involvement element**

As discussed in the previous section, the prosodic realisation of Affect across the Involvement element orients the audience primarily towards empathy for the rhetors and other asylum seekers. While most rhetors demonstrate great care to avoid direct blame of Australian authorities, there is evidence across the texts that the audiences are invited, through invoked negative values of Judgement:propriety, to feel anger towards those responsible for the disappointment, suffering and insecurity experienced by the rhetors on their arrival in Australia. In HNN, negative Judgement is invoked through contrastive relationships with inscribed positive Judgements interacting with GRADUATION and ENGAGEMENT.

HNN 'reaction'	I liked it there. <u>Everyone</u> was so <u>lovely</u> to us	Caring +ve J: prop INS
'problems'	<u>But</u> my dad said we had to move to Sydney where there was more work. So now we are in Sydney. <b>We have been waiting <u>nearly four years</u> for Australia to say yes to us</b>	insecurity invoking blame -ve J: prop INV

**Text 6.8: HNN Judgements invoked through oppositional contrast**

Despite the use of passive voice here to background those responsible, the use of the material processes 'released' and 'given' implies that an agent (ie Australian authorities) was responsible for the delays.

In summary, the strategic selection of experiential and interpersonal meanings throughout both referential and evaluative phases of the Involvement element create a prosody of negative and positive ATTITUDE which is very important in orienting the audience towards empathy and to some extent anger. Rhetorically, both the referential and evaluative phases provide evidence for the developing argument that asylum seekers do not deserve to be locked in Detention Centres, an argument which will be put forward more directly in subsequent elements of hortatory testimonies.

#### 6.1.2.4 Reassure element

The reassure element functions interpersonally to reinforce the positive motifs which have been built across the text and to reassure the audience of the rhetor's suitability as an Australian citizen. Affect values are typically future oriented (ie. inclination) and draw attention to the commitment of asylum seekers to Australia. For example

We are now permanent residents, and we can't wait to get our Australian citizenship (HNN).

Selections of positive Valuation confirm both the rhetors' familiarity with the values that matter to the audience and the alignment of asylum seekers around these values.

Within bonding testimony, positive Judgement values targeted at the rhetor (and by implication all asylum seekers), are particularly prominent. These reinforce the motifs established in the Identification element to orient the audience towards respect and approval. Invoked Judgements of capacity, tenacity and propriety

interact to orient the audience towards respect for the rhetors' academic efforts, achievements and aspirations within future oriented 'promise' phases as shown in the following excerpt from HEN.

**I will try my best** [+ve J: tenacity INV] **to get good results and get into university to study medical science and be a professor** [+ve J: capacity; propriety INV]. **I would also love to be a politician** [+ve J: capacity; propriety INV]. **I will show to Australia that by accepting me in their country I will repay them back** [+ve J: propriety INV]. **I will contribute to make Australia a better country** [+ve J: capacity; propriety INV].. (HEN: promise phase)

**Text 6.9: HEN 'promise' phase**

The prosodies built across the Reassurance element are important both in building contrasts within the element and in building meta-relationships of confirmation with prosodies in the Legitimation element. In hortatory testimony these are particularly important in motivating the audience to respond to the Appeal which follows. However, even in texts without an explicit Appeal, building solidarity with the audience is dependent on building relationships across the text.

In the bonding testimony HST, lexical cohesion is used to create confirming metarelations of both judgment and valuation and to propogate these values across the text. These relationships between phases are shown on the following figure.

Identification	Reassurance
<p>as some of u know my name is Tamina, I'm an afghan refugee who came to Australia nearly three years ago, <b>I started my education in Australia on November 2001, in intensive English centre. Now I'm studying year 12 and hopefully trying to continue my education in the level I always dreamt of.</b> <b>Reading, writing and speaking in English for me was one of the biggest dreams,</b> even though I'm not that good in my language right now, but I still feel proud and this is encouraging me constantly to continue the way I decided to follow!</p> <p><b>As a child my dream was to be an educated person when I grow up like every other successful people, and be free on what I want to do,</b></p>	<p><b>Having my rights and freedom in Australia brought all my descent dreams back to life.</b> This made me think about whom I really am, what am I really estimating and can do. Living in DC gaye me a negative image through Australian people and what Australia really is, but coming out and watching everything in reality proved me that I was wrong, <b>that freedom is the power which is giving life to all the ones who've lost their hopes.</b></p> <p><b>My education was one of the most important things that I valued in my life, I did whatever I can to reach it, I waited for it for such a long time and now that I got it I will never leave it in one side, but I will hold it in my both hands and take it as a lamp in front of me to walk in the darkness because I always believe that education can help and rescue us at any stage.</b></p>

**Figure 6.2: HST Metarelationships across elements**

In this text it is significant that values of freedom and education are presented in the Identify element in relatively concrete terms, for example, as adjectives in ‘my dream was to be an educated person’ and ‘be free on what I want to do’.

However, in the Reassure element, the values have been abstracted – as nominalisations and in some cases untied from the immediate experiences of the rhetor (eg, ‘freedom is the power which is giving life..’; I always believe that education can help and rescue us at any stage’). In this nominalised form, the values themselves have become participants - agents or Tokens of social change processes. This has the effect not only of reinforcing the importance of the values to the rhetor but in fact of transforming the text from a recount of experience to an argument – an argument which is foreshadowed in the hypertheme of the stage as an argument for freedom.

Having my rights and freedom in Australia brought all my descent dreams back to life. (HST)

Through the use of assumed values of Appreciation: Valuation (freedom, rights, education), the rhetor construes an audience which already shares these values and is thus positioned to comply with the appeal to free other children and their families from Detention centres.

#### **6.1.2.5 Appeal element**

As discussed in Chapter 5, hortatory testimony can be distinguished from bonding testimony by the presence of an explicit request or Appeal element, which is only fully developed as an element in HNN. While Appraisal resources are important in positioning the audience throughout the Appeal element, the strategic deployment of interactional resources is also rhetorically powerful in this text.

Firstly, the backgrounding of the Appeal within the text is strategic as it allows the rhetor to build a strong negotiating position through deployment of Appraisal resources across the elemental testimony genre. This backgrounding also occurs on the level of discourse. The majority of proposals occur as metaphors of mood, which means that the request occurs in the projected clause, after mitigation work has been done at the front of the clause complex. For example.

I urge the Australian Government and all the concerned, amazing and caring people of Australia **to free the children from the detention centres, to give each refugee a permanent visa and let them be clear about their future.** (HNN)

Importantly, deploying projection means that the source of the proposal can be named explicitly as the rhetor (eg. I urge..) through explicit subjective modality. (Martin 1995, Myers, G. 2001). While in the academic domain, accepting personal responsibility is seen as weakening claims made by students and projection is generally used to shift the source of proposals to outside authorities (Lewin et al. 2001:48), these rhetors have built an authoritative speaking position in the civic domain with the moral authority to directly request the government to free children from detention centres.

Nevertheless, as is evident in the ‘petition’ above, Nura shows great deference in relationship to the audience and a consequent awareness of the low status of the appellant role. While the verbal process used by Nura realises high force (ie. I urge), deference is shown through the use of intensified positive Judgement of the audience (eg. **concerned, amazing and caring**). It is interesting too that the hortatory function of Nura’s text is foreshadowed by the editor of the Newspaper commentary with the deferential headline to her text

A young refugee’s **plea** for a better future (HNN).

As is typical of adult interventions, this headline serves to add rhetorical value to the text by constructing the rhetor as relatively powerless and innocent.

### **6.1.3 Conclusion**

The above analysis demonstrates that the young activists in this study have deployed a wide range of interpersonal resources to build an argument for the release of children and their families from Immigration Detention Centres. By drawing on the resources of Appraisal characteristic of narrative genres, the rhetors have been able to align their audiences into communities of sympathy and shared values and build a powerful argument without overtly moralising (Macken-Horarik 2003b). Resources of Negotiation have been used strategically by rhetors largely within ‘core’ Affinity spaces to take advantage of the powerful speaking position constructed through the texts to reinforce the appeals of the wider campaign macro-genres.

## **6.2 MakePovertyHistory**

As with texts produced by the Chilout Ambassadors discussed in the previous section, those produced by the MakePovertyHistory activist, Bonofan, function primarily to persuade the reader to take action. While the young people addressed can be presumed to be aligned around the goals of TIG, their affiliation to the goals of the MakePovertyHistory campaign cannot be assumed. The resulting complex tenor relationships and Bonofan's goal to bring about social change puts considerable pressure on the interpersonal resources he deploys at the level of discourse semantics. Of particular significance is the greater role played by interactional resources in Bonofan's texts. In this section I will examine both interactive and evaluative resources which construct the four social roles of enabling, promoting, exhorting and commenting within the TIG Affinity space. This analysis will demonstrate that, as on the level of genre, an extensive repertoire of discourse semantic resources is deployed to persuade his audience.

### **6.2.1 *Enabling participation***

As discussed in Chapter 5, the relationship of expert-apprentice and close solidarity between Bonofan and his audience in Pan 3 is construed by the genre choice of enabling directive and through the foregrounding of the Command element. While the resources deployed in Pan 3 also reflect this tenor relationship, these choices also suggest that Bonofan does not take for granted either his status as a relatively experienced TIG activist or his solidarity with his fellow TIG affiliates. Tenor relationships are negotiated throughout the text through interactional resources from the Negotiation system and evaluative resources from the Appraisal system. Although resources from these systems will be discussed separately in the following analysis, the rhetorical effects of the interactions of the resources from both systems will also be discussed where relevant. The analysis of Appraisal will combine synoptic and dynamic perspectives.

### 6.2.1.1 Interactional resources in Pan 3

The central interactional unit of meaning at the level of discourse is the proposal, which in Pan 3 realise obligation. Table 6.4 shows the frequency of proposals per 10 clause complexes in Pan 3 as well as details of the semantic function, the lexico-grammatical realisation and the addressees of the proposals.

Pan 3: Frequency of proposals per 10 clauses = 7.7 (24 proposals)					
Function	Freq	Realisation	Freq	Addressee	Freq
Instruct	7.1	Imperative	3.8	You	8.7
Encourage	1.7	Mood Metaphor		Us	.4
Direct	1.3	• Modal Declarative	3.7	general	.8
		• Implied	2.5		
		Modality Metaphor (Projected with Institutionalised Source)	.4		

**Table 6.4: Resources of Negotiation in Pan 03**

As is typical of enabling directives (Eggins & Martin 2002:291), proposals of obligation are central to the realisation of Command and Enabling elements in Pan 3. All are addressed to the reader and can thus be seen as hortatory proposals, functioning to instruct, direct and encourage the reader to act. While these functions and their relatively congruent realisations indicate that Bonofan is assuming a great deal of power, he deploys a number of mitigating resources to both enable the requested action and to persuade the reader to comply.

#### 6.2.1.1.1 Mitigating directing proposals within Command

The Command element of Pan 3 is realised through three proposals, all of which function semantically to direct the audience to carry out one action, expressed most concretely in Proposal 3.

Proposal 1:	TIG suggests that you need to "Think Globally, Act Locally!"	<i>Projected proposal (explicit subjective modality) + modal declarative</i>
Proposal 2:	Global Change begins with positive action within communities."	<i>implied proposal with nominalised action</i>
Proposal 3:	It's true. <b>To create change anywhere, you need to start locally, and at a small level.</b>	<i>modal declarative with justifying clause</i>

**Text 6.10 Pan 3: Directing proposals within Command element**

The prosodic realisation of proposals is very important interpersonally. Not only does it effect an amplification of the Command as discussed in Chapter 5, it allows the most congruent proposal to be prepared for gradually through more abstract proposals, which are explicitly sourced to the institutional authority, TIG. This backgrounding within the element serves to temper the directness of the Command.

The directness of the demands for action is also backgrounded within each of the three proposals, achieved through a range of metaphorical resources. In Proposal 1, both the ‘must-ness’ (Iedema 2004) and the requested action are de-emphasised by being shifted back into the projected clause. Projecting the proposal also allows Bonofan to shift modal responsibility to the authoritative source of TIG and to further temper the force of the proposal through the modulated verb ‘suggests’.

Proposal 2, which is also projected from TIG, is made less direct through the use of nominalisation to construe the requested actions (Global change, positive action) as if they were already in existence (Iedema 2004: 173) and not in need of negotiation. This creates solidarity with the audience by assuming an agreement about the desirability of the action requested.

Proposal 3, though realised more congruently as a declarative modal, is preceded by an enhancing clause, which draws the reader’s attention to the outcome of the action. Like Proposal 1, this proposal de-emphasises the ‘mustness’ and the required action.

The use of interpersonal and experiential metaphor across these directing proposals is very important in persuading the audience to carry out the requested enabling action (ie work the steps). The role of Appraisal in positioning the audience across these opening stages as will be discussed in Section 6.2.1.2.

#### **6.2.1.1.2 *Mitigating instructing proposals within Enablement***

As is shown in Table 6.4, the vast majority of proposals in Pan 3 function to instruct the reader. Instructing proposals are found across the Enablement element and are realised relatively congruently as imperatives and modal declaratives. This suggests that enabling requires little interpersonal work. For example:

Before you even start a project or your own initiative, **you have to** identify your talents, skills, and what it is you want to change. (*Pan 3 implicit subjective modulation*)

**Step up** to a global project, then you might get international communities (such as TIG), international orgs or many other resources involved (*imperative*).

In addition, the audience is addressed directly throughout the text through the personal pronoun 'You'. This pronoun can be seen as realising unequal power because it contracts the space for negotiating the responsibility for carrying out the requested action.

However, within both imperative and modal declarative clauses, there is evidence of mitigating work to align an audience who may be resistant to complying with the action demanded or who may lack confidence in their ability to carry it out. Firstly, Bonofan mitigates a number of instructing proposals through enhancing clauses which function to provide justification for the reader in carrying out the action. These clauses are often realised as marked themes in clause complexes. In the following examples, proposals are underlined and enhancing clauses are italicised:

*To get it up and running, you need to inform people about your project*

*If it's a community project, try and get your local councils, schools, youth groups and local community involved.*

Justifications enable the writer not only to stress the necessity of the action which is called for but also to dispel any objections which may be raised by the reader (Martin 1992b:378). In terms of Appraisal, justifications can be seen as contracting resources as they function interpersonally to head off argument while at the same time showing awareness of a reader for whom justification may be necessary.

Secondly, the frequent use of modal declaratives implicitly individuates Bonofan as the source of the proposals (Martin 1995:11) and helps to de-institutionalise the procedural steps by making them appear more spoken-like and personal. Martin (1995: 32) suggests that strategic use of non-metaphorical modalities is important for persuasion in the civic domain as it lessens the interpersonal distance between the reader and writer and contributes to less 'faceless' persuasion. The personal pronouns (you, we), further personalise the tenor, by making explicit the interaction between Bonofan and the audience.

Finally the choice of metaphorical declarative Mood allows Bonofan to adjust the force of the proposal throughout the text so that lower force modals are used with actions which may be considered more onerous or beyond their local scope. For example:

Then you might get international communities (such as TIG), international organisations or many other resources involved.

#### **6.2.1.1.3 Encouraging proposals across elements**

Encouraging proposals, which function to reassure the addressee of their capacity to carry out the requested action, serve a very important persuasive role across Pan 3. Firstly, the five proposals are positioned strategically across the text to reassure the apprentice activist and temper the more direct instructing proposals. The first two encouraging proposals effect the important transition from legitimating the Command to detailing the sequence of enabling steps to follow. These proposals encourage the audience by opening the possibility of a positive outcome contingent on taking the requested action. As is typical of encouraging proposals, these are implied, realised through modals of probability and dependent clauses of condition, as shown below.

But things can be different *if we choose to make them so*

*Working on the 3 step process of Identify, Learn and Involve* will get you started.

Encouraging proposals within the Enablement stage of the text lighten what could be perceived as a relentless sequence of instructing steps in order to reassure the audience that the action is achievable or to justify the action. These proposals are also implied and realised by modals of possibility and/or ATTITUDE as shown on the examples below:

These steps can be used by anybody to create change (modal median probability)

Once you have your idea, it's simple to go out there and get into motion (+ve  
Appreciation: Composition INS)

#### **6.2.1.2 Resources of Appraisal in Enabling text (Pan 3)**

Resources of Appraisal are deployed across proposals and propositions of Pan 3 to align the audience around values associated with the goal of the text: social activism. Of particular significance are interactions between selections from the

ATTITUDE and ENGAGEMENT systems. A summary of all values is provided in Table 6.5, however a more delicate analysis is provided in Appendix 4B.

Enable	ATTITUDE						GRADUATION		ENGAGEMENT	
72 cls	Affect		Judgement		Appreciation		Force		Expand	Contract
	+ve	-ve	+ve	-ve	+ve	-ve	Int	Quan		
Freq	.4	0	1.8	.6	1.7	.2	.8	1.1	1.5	1.1

**Table 6.5: Summary of Appraisal values in Pan 3**

While ATTITUDE values are not frequently deployed in Pan 3, positive values of Judgment and Valuation are used strategically across the Command and Legitimation elements. These values are invoked through ideational selections of nominalised processes (eg, ‘Global change’, ‘positive action’) or as slogans used to rally TIG affiliates (eg. ‘Think Globally, Act Locally!’). Through these assumed selections, which afford both propriety and social value, Bonofan construes the reader as already sharing the values of the TIG Affinity space and therefore willing to comply with the directives.

The aligning effect of ATTITUDE choices is further achieved through the deployment of personal pronouns as the Target of the evaluations. For example:

**you** need to start locally, and at a small level (+ve J: prop)

many people **our** age don’t know how to take action (-ve J: cap)

The use of 2<sup>nd</sup> person pronoun ‘You’, positions the reader as an ‘insider’ in the Affinity space while the first person ‘inclusive’ pronoun (‘we’, ‘our’) used to reduce the distance between himself and those of his audience who may not feel ready and willing to take action.

The resources of ENGAGEMENT, involving complex pairings of expansion and contraction are also deployed within the Command and Legitimation elements to persuade the reader that the action called for is authorised, justified and achievable. The first of these interactions occurs in the opening proposal, which, through attribution can be seen as expanding space for dialogue:

TIG suggests that you need to "Think Globally, Act Locally!"

From this perspective, attribution represents the proposal as open to negotiation in that it is ‘grounded in the individual subjecthood of but one speaker’ (White

2003:273). The verb ‘suggests’ appears to further expand space for dialogue by presenting the possibility that alternate perspectives may be considered.

However, despite the appearance of negotiation, the shifting of modal responsibility to the high status source of TIG functions ultimately to endorse the proposal and to increase ‘the interpersonal cost for those who would advance some dialogic alternative’ (White 2003: 271). Within the shared Affinity space, TIG functions as a Bonding Icon (Stenglin 2004:406), which, as discussed in Chapter 3, is a symbol of social belonging, often used to rally affiliates and nourish solidarity within social movements (Maddison & Scalmer 2006:80). The rhetorical effect of this Bonding Icon is compounded by the use of slogans (‘Think Globally, Act Locally!’ and ‘Global Change begins with positive action within communities’), which are also ‘symbols of social belonging’ for TIG affiliates. Slogans and other intertextual references functioning as symbolic attributes (Kress & Van Leeuwen 1996) are used by Bonofan across all texts to radiate endorsement across elements and to thus motivate compliance with his proposals. In Pan 3, Bonofan also explicitly declares his alignment with the goals of TIG through the contracting resource of pronoun, which precedes the final hortatory proposal in the Command stage.

It's true. To create change anywhere, you need to start locally, and at a small level.

Contracting resources such as symbolic attributes and pronouncements are highly valued in political and social movement rhetoric (Maddison & Scalmer 2006; Thompson 1996), however, in the academic domain, they are seen as indicating an overtly subjective stance and assumption of authority (Hyland 2005; Ivanic 1998) which does not reflect the hierarchical status relationship of student-marker.

Expanding and contracting pairings also work with negative and positive ATTITUDE values to position the audience across propositions and proposals in the Legitimation element.

It all seems [expanding: entertain] too **hard** [-ve App:comp INS], so we **stop trying happy to complain about the world and how we don't have a say** [-ve J:prop:INV].

**But** [contracting: counter] things can be **different** [+ve App:comp INS], if we choose to make them so [+ve J:prop:INV].

In the opening proposition, the use of entertain (seems) is used to disassociate the audience from the negative response of ‘many people our age’ who do not try ‘to take action’. In the encouraging proposal which follows however, the contracting resource of counter-expectancy (But) is used to present an alternate positive scenario contingent on action by the audience. With this solution, the apprentice TIG member is thus rhetorically aligned to accept Bonofan’s advice in the form of the extended Enablement stage which follows.

Expanding and Contracting pairings are also used to encourage and reassure the reader across propositions of the Enablement stage. In the following pairing, for example, entertain and counter-expectancy interact with resources of GRADUATION (underlined) to firstly downplay the difficulty of the action demanded and then to amplify the resources to help.

These questions may seem (expand: entertain) pretty hard to answer

**But** [contracting: counter] things there are lots of resources out there to help you

Table 6.6 summarises the interactional and evaluative resources deployed by Bonofan to realise and build a relationship of high status and solidarity needed to play a leadership role in the TIG community.

Tenor	Realisation
<b>Status role:</b> Expert to apprentice – experienced (though young) TIG member, involved activist	<ul style="list-style-type: none"> <li>• Enabling directive genre</li> <li>• Instructing and directing proposals</li> <li>• Congruent proposals: imperative and modal declaratives</li> </ul>
<b>Institutional control:</b> spokesperson for institution of TIG	<ul style="list-style-type: none"> <li>• Projected proposal to shift modal responsibility</li> </ul>
<b>authority</b>	<ul style="list-style-type: none"> <li>• Inclusion of detailed facilitating steps and examples</li> </ul>
<b>prominence</b>	<ul style="list-style-type: none"> <li>• Publication as high profile Pan text</li> </ul>
<b>Solidarity:</b> fellow committed activist with shared values and goals	<ul style="list-style-type: none"> <li>• Positive Evaluations presented as assumed values of Judgement and Appreciation</li> <li>• Encouraging proposals</li> <li>• Contracting values</li> <li>• Backgrounding of proposals through mood met.</li> </ul>

**Table 6.6: Summary of Interpersonal resources in Pan 3**

## 6.2.2 Promoting action

In Chapter 5 I argued that Bonofan's promoting role is realised through a relatively broad range of genres which function experientially as a noticeboard for the MakePovertyHistory campaign. These texts function to build solidarity through familiarising the audience with the goals and activities of campaign organizations and to align the audience into a community of shared values and feelings. This is particularly true of those texts which have been characterised as promotional review which show evidence of the stylised epideictic discourse of political oratory. In this analysis I will focus on how resources from the systems of Negotiation and Appraisal have been deployed across promotional reviews to create and nurture a passion for social action within the MakePovertyHistory Affinity group.

### 6.2.2.1 Interactional resources in promotional reviews

As can be seen in Table 6.7, there are proportionally fewer proposals in promotional reviews than in the enabling text, Pan 3. Nevertheless, these texts draw on a diverse range of negotiation resources.

<b>Review texts:</b> Frequency of proposals per 10 clause complexes = 3.6 (30 proposals)				
<b>Function</b>	<b>freq</b>	<b>Realisation</b>	<b>freq</b>	<b>Main Addressee</b>
Assert	1.0	Modality Met + demodulation	.3	politicians
		Mood Met: modal declarative	.7	
Direct	2.0	Mood Met:		Us (activists) the people
		• Modal declarative (high)	1.7	
		• Implied	.3	
Challenge	4.7	Imperative	1.0	Young/all ppl you (TIG reader) Us (activists) young ppl Us (Young ppl)
		Mood Metaphor:		
		• Implied	1.7	
		• modal declarative	.3	
		Modality met (proj)	.7	
Mod met + demodalisation	1.0			
Encourage	2.3	Imperative	2.3	you

**Table 6.7: Resources of Negotiation in promotional reviews**

The shift towards a promoting role in these texts is evidenced most clearly in the preference for hortatory proposals, which function to direct, encourage and challenge. Hortatory proposals are typically realised less congruently and less directly than those which function to instruct, however, their realisation depends to a large extent on their more delicate semantic function.

### **6.2.2.1.1 Challenging proposals**

Challenging proposals are the most frequently used hortatory proposals and play a significant role in promoting the MPH campaign and inviting the audience to participate in realising its goals. Challenging proposals are often intertextual references from MPH promotional materials. In reviews, they are typically realised as implied proposals or as imperatives with lexical metaphors. For example:

In Nelson Mandela's words "Sometimes it falls upon a generation to be great..." (B50 implied)

Imagine what the voices of the world's people can do. (B5S2: implied)

Take a step, dive deep, be daring. Dare to makepovertyhistory (B5D: Imperative)

While imperatives are generally associated with direct demands realising unequal status relationships, the indeterminacy or metaphorical realisation of the requested action in challenging proposals suggests that the audience is not expected to comply directly with the request but to align around the goals of the MPH campaign. As will be further discussed in Section 6.2.2.2, challenging proposals interact with the Appraisal resources of GRADUATION to make appeals to both ethos and pathos in persuading the audience to participate in the campaign.

### **6.2.2.1.2 Encouraging proposals**

As in enabling texts, encouraging proposals function across reviews to draw attention to the possibility of achieving an outcome and thus promote confidence.

Examples include:

2015 could be the first time in history that the world eliminates poverty. (B5S2)

The elimination of poverty can come about in the same way (through ordinary people daring to step out and make a difference) (B5D)

It just goes to show the world that young people can stand up for what they believe (B5S).

While encouraging proposals are always implied, the requested action can be retrieved either from within the proposal itself or from preceding propositions. As is illustrated in the above examples, encouraging proposals are typically realised through median modals of probability (eg. can), and commonly employ passive voice or nominalisation to obscure the exact nature of the requested action.

Encouraging proposals also interact with positive ATTITUDE values and GRADUATION to align the audience into a community of shared values.

### 6.2.2.1.3 *Directing proposals*

Promotional reviews make use of directing proposals to demand relatively concrete action from the audience. However, directing proposals typically demand political and social action on a national and global scale. For example

No, for the coming years the people of this world must let the politicians, ..., know that we won't stand any longer the injustice of poverty (B5S2)

This decade, we mustn't ignore the opportunity to be known as the generation that eradicated extreme poverty. (B50)

The obligation or 'mustness' of the directing proposals in promotional reviews is typically realised through relatively congruent high force modal declaratives (eg must, have to). Such realisation suggests that Bonofan assumes an unequal relationship of status with his audience. However, closer analysis of the proposals and their environment indicate that it is the dimension of solidarity and not status which is most at risk in these texts. Relationships of high solidarity are marked by more direct proposals and also by amplification. From this perspective, the preference for high force modals can be interpreted as freedom to express the urgency of the situation to aligned addressees. Linguistic evidence for interpreting these proposals as realising relationships of high solidarity can be found in the use of first person plural pronouns (we) as onus of many of the proposals. This not only includes the author in the call to action but also broadens the audience addressed to include groups beyond TIG, such as local activist organizations associated with the MPH campaign (B5D); young people in general (B50) and 'the people of this world' (B5S2).

### 6.2.2.2 **Resources of Appraisal in promotional review**

Resources from all systems of Appraisal are deployed to promote participation in the MakePovertyHistory campaign and build solidarity with the Affinity group. A summary of these values across the four texts is provided in Table 6.8. A more delicate analysis of each text is provided in Appendix 4B.

Promoting review	ATTITUDE					GRADUATION			ENGAGEMENT	
	Affect	Judgement		Val/Comp		Force		Focus	expand	contract
65 cls	+ve	+ve	-ve	+ve	-ve	Int	Quan			
Freq/10 cl	2.4	7.2	.5	5.9	0	5.5	6.6	1	1.5	5.6

**Table 6.8. Summary of Appraisal values in promotional review**

### **ATTITUDE**

As Table 6.8 shows, frequencies of the more overtly emotional values of Affect and Reaction are low in relation to either Judgement or Valuation. This is surprising given the choice of personal recount genre, the focus on emotionally charged experiences and the author's intense desire for others to participate in campaign activities. The backgrounding of emotions can be partly explained by Bonofan's awareness that his role of promoter is an institutional role not a personal role and his concern to build solidarity through experiential knowledge of campaign events.

However, inscribed and invoked Affect and Reaction values are selected strategically at the beginning of the texts to present the events and resources of the campaign in terms which appeal emotionally to young people. In the following examples positive inscribed Affect and Reaction values are highlighted, inscribed values are boxed and Force selections which flag and amplify these values are underlined.

With buses driving from NSW, VIC and QLD, and planes flying in from TAS and SA, **excitement** was high. It didn't take long for **enthusiasm** to kick in upon arrival at the ANU (B5D)

Also the posters, bookmarks and postcards that came too are very cool (B5S2)

Experiential selections are also rhetorically powerful in affording a positive emotional response in the young audience. For example:

After these meetings, **and a dinner consisting of over 100 boxes of Pizza Hut pizza**, (B5D), all action groups gathered for a workshop on how to meet effectively with our politicians

These selections can be seen as a 'subjectification' (Hood 2004:125) of the objective reporting of events to draw attention to the social and aesthetic aspects of the campaign. The young audience is thus positioned to see participation in MPH campaign not only as worthy but also as entertaining.

Bonofan also invites his young audience into participation through positive evaluations of the young participants in campaign activities and of the activities themselves. Of particular significance are values of Judgement (which in the following examples are double coded as propriety and tenacity) afforded through experiential selections of processes associated with social activism. For example:

In Australia, there continues to be a rising number of young people that are **willing to take up the challenge** set forth for our generation (B502)

It just goes to show that young people can **stand up for what they believe** (B5S)

Positive evaluations of both Judgement and Valuation are also flagged through intertextual Bonding Icons in the form of culturally valued campaigns (eg. the abolition of slavery) and prominent campaigners (eg. Martin Luther King). As discussed in Chapter 4, these Bonding Icons are Tokens of positive Judgement and Valuation, and propagate appeals to ethos across the texts

The **abolition of slavery** [+ve Val:INV] came about through ordinary people **daring to step out and make a difference** [+ve J:ten/prop INV]. The **elimination of poverty** [+ve Val INV] can come about the same way. (B5D)

One voice can **change the course of history** [+ve Val/ +ve J: cap INV] for a country. We saw that with **Martin Luther King** [+ve J: cap/prop INV] (B5S2)

These positive values of both Judgement and Valuation build prosodically across the texts to orient the audience to approve of the young participants and the campaign activities they are involved with. The effect is to invite the audience into a shared community which bonds around these social processes and values.

### GRADUATION

Selections of GRADUATION work in interaction with Attitude values across the propositions and proposals of promotional review genres. In propositions selections of Force: Quantification amplify the positive involvement of young people as is shown by underlining in the following examples.

In Australia, there continues to be a rising number of young people that are **willing to take up the challenge** (+ve J:TOK:tenacity + propriety) set forth for our generation. (B502)

These selections also flag positive Valuation in terms of the significance and generalisability of the social action (Hood 2004:125).

In B50, events are further assessed as relevant through the deployment of GRADUATION: Focus. Focus is realised by circumstances, which specify the time and place of events and are typically located in marked theme position. For example:

Today, 24th October 2005, hundreds of young people chose to take a stand against poverty. [B50]

The prominence given to specific locations in time and place provides a sense of immediacy, which suggests that this text is addressed to a present audience for whom the named places have significance.

The rhetorical effect of Force and Focus interactions is also most marked in B50 where selections appear as marked theme across phases of Appeal and Motivation elements. These selections interact with invoked ATTITUDE to create an evaluative prosody which amplifies across the text. This prosody is illustrated in the following 'events' phase of the text.

*Today, 24th October 2005, (Focus) hundreds of young people (Force:number) chose to take a stand against poverty. Today, (Focus) the Oaktree Foundation's "STAND" advocacy campaign took place. In Sydney, Melbourne, Perth, Canberra and Brisbane, (Focus) young people all took a stand [Force: intensity] against poverty, took a stand [Force: intensity+ Force Quantity] to have their voice heard, and took a stand [Force: intensity+ Force Quantity] to see the MDGs put into action. (B50: 'Events' phase)*

**Text 6.11 B50: 'events' phase**

The use of GRADUATION resources to add evaluation to experiential selections is, like the afforded feelings discussed above, an effective strategy in infusing 'objective' meanings with subjectivity and intensifying the involvement of the audience.

In the final Appeal element of B50, similar resources are deployed to align the audience around both past and present communities of social action. Here too repeated marked themes of focus function prosodically to amplify the significance of the MPH campaign by foregrounding the extent of social activism in time and associating the campaign with significant social movements in history.

*The night concluded with a challenge to us all: to accept that poverty is the problem that our generation has to address. In the 60's [Focus] there was the civil rights movement. In the 70's [Focus + Force:repetition] there were the peace demonstrations all around the world [Force] opposing the Vietnam war. This decade [Focus + Force:repetition], we mustn't ignore the opportunity to be known as the generation that eradicated extreme poverty. It is within our grasp. We only need to reach out and grab it.*

**Text 6.12 B50: Appeal element**

It is this prosodic building of amplification and relevance which allows Bonofan to present his proposals directly to the audience towards the end of the text without risking solidarity. Amplification, interacting with the balance of information units created by the grammatical parallelism contributes to the more

stylised political oratory mode of the text. Elements of epideictic discourse can be noted with the audience being called to ‘reconnect with the values the history and the hopes that bind that community together’ (McCormack 2003:2).

Elements of epideictic discourse are also apparent throughout the proposals of B50 and other promotional reviews, particularly those within MPH slogans. In the following example, the urgency and significance of the action called is realised through grammatical parallelism:

“No president, no leader, no king, no emperor.. nobody’s going to change this, except the people!” (B5S2: challenge)

### ENGAGEMENT

ENGAGEMENT resources are also implicated in the persuasive function of promotional review. As with Chilout political testimonies, contracting values are preferred to those which expand space. Of particular significance is the use Bonding Icons, in the form of endorsing quotes from the MPH campaign at textually prominent parts of the text. While Bonding Icons risk excluding those who do not have access to the intertextual elaborations needed to ‘read’ them symbolically (Martin 1986:245), their deployment within the youth oriented Affinity space of TIG considerably reduces this risk. As is illustrated in the excerpt from B5S2 below, the slogan from Lenny Kravitz is used to make the transition from describing and evaluating specific campaign resources to the more direct Appeal for participation. ENGAGEMENT values across these elements are indicated through double underlining and GRADUATION values are underlined.

<p>Endorsement</p>	<p>I have to say I love the youth action guide. ...</p> <hr/> <p>One of the quotes included in the youth guide is one from Lenny Kravitz. "<u>No</u> president, <u>no</u> leader, <u>no</u> king, <u>no</u> emperor... <u>nobody's</u> going to change this, <u>except</u> the people!"</p>
<p>Appeal</p>	<p><u>And it is so true.</u> <u>No</u> politician is going to change this. <u>Only</u> the voice of <u>6 billion people</u> will. The UN Millennium +5 Summit met, and it was <u>basically</u> a failure. <u>If we are to meet the Millennium Development Goals by 2015</u>, the people <u>must</u> raise their voice. <u>Not just</u> for a one off event, such as Live8. <u>No</u>, for the coming years the people of this world <u>must</u> let the politicians, <u>our representatives for their various governments</u>, that we <u>won't</u> stand up <u>any longer</u> to the injustice of poverty...</p>

**Text 6.13: Interactions of GRADUATION and ENGAGEMENT across B5S2**

It is significant here that the ENGAGEMENT and GRADUATION values within the quotation are carried over to Bonofan's voice in the Appeal element. While the intensity of emotion and the urgency of the appeal are unlikely to be persuasive in the personal or academic domain, Bonofan's affiliation with the campaign extends his individual repertoire of interpersonal meanings.

Table 6.9 summarises the interactional and evaluative resources deployed by Bonofan in promoting reviews to encourage and challenge his audience to participate in the anti-poverty campaign.

Tenor	Realisation
<b>Status role:</b> experienced activist to general young interested public	<ul style="list-style-type: none"> <li>• Choice of promotional review genre</li> </ul>
<b>Institutional control:</b> none	<ul style="list-style-type: none"> <li>• Low frequency of proposals to direct and instruct</li> <li>• Few proposals addressed directly to audience</li> <li>• High status sources</li> </ul>
<b>Authority;</b> first hand experience of events described	<ul style="list-style-type: none"> <li>• Inclusion of detailed descriptions</li> </ul>
<b>Prominence:</b> relatively low prominence within TIGblog -	<ul style="list-style-type: none"> <li>• Publication within personal TIGBlog</li> </ul>
<b>Solidarity:</b> fellow young person with shared values	<ul style="list-style-type: none"> <li>• Positive Evaluations presented as inscribed Affect and reaction &amp; invoked Judgement and Appreciation</li> <li>• GRADUATION Force and Focus to rally audience and align audience into community</li> <li>• Congruent proposals: imperative and modal declaratives to encourage and challenge</li> <li>• Contracting values such as Deny, Counter Expectancy and Endorsing Bonding Icons</li> </ul>

**Table 6.9: Summary of interpersonal resources in promotional reviews**

### 6.2.3 Exhorting action

In Chapter 5 three texts, B5J, Pan 5 and Pan 6 were distinguished as functioning to exhort the reader to participate in addressing global poverty. At the level of genre evidence was also found of a movement from exhorting to critically evaluating action. An analysis of discourse features of the texts reveals a similar pattern. Evidence of hortatory and analytical persuasion can be found in all texts through interactional and evaluative resources (see Appendix 3 and 4B). These moves put at risk relationships of solidarity far more than enabling or promoting participation and necessitate more interpersonal work to negotiate alignment. As on the level of genre, however, the two Pan texts demonstrate a more critical

orientation than B5J and thus deploy of a greater range of interpersonal resources. For this reason, only these texts will be included in the following analysis.

### 6.2.3.1 Interactional resources in hortatory expositions

An analysis of the resources of Negotiation across the two Pan texts allows us to distinguish more delicately the function of proposals within both Appeal and Thesis elements and to describe the grammatical resources deployed both to exhort the audience to action and to assert Bonofan's opinion. Table 6.10 provides an overview of the most frequently deployed interactional resources.

<b>Hortatory texts:</b> Frequency of proposals per 10 clause complexes= 48/122				
<b>Function</b>	<b>freq</b>	<b>Realisation</b>	<b>freq</b>	<b>Addressee</b>
Direct	3.8	Modality Metaphor + Demodulation	1.7	Young people/ All people
		Mood Metaphor: • Implied • Modal declarative	1.1 .5	
Assert	3.6	Modality Metaphor + Demodulation	1.7	politicians
		Mood metaphor • implied (interrog)	.8	
		• implied (decl) • projected	.7 .6	
Challenge	1.5	Modality Metaphor + Demodulation Mood metaphor • implied (interrog) • implied (decl)	.5 .7..2	We/ You (young ppl)

**Table 6.10: Resources of Negotiation in hortatory expositions**

As can be seen in Table 6.10, the interactional resources deployed in hortatory texts are distinct from promotional texts, both in terms of semantic function and grammatical realisation. Like promoting texts, hortatory texts deploy challenging proposals to rally the audience around the goals of the MPH campaign. However, in Pan 5 and 6, it is directing and asserting proposals which play the most significant role in persuading the audience.

#### 6.2.3.1.1 Directing proposals

Directing proposals, which dominate the final stage of Pan 5 and Pan 6, call on the audience to participate in political action on a global scale. For example:

Since the United Nation's conception it has been calling for increased youth participation **in global decision making** (Pan 5).

Many of the directing proposals in these texts can be further distinguished as renovating proposals in that they call on the audience to take action which involves changes to current political action (Iedema 1997:91) and as such imply a critique of mainstream politics.

What I do wish for, however, is the realisation that the 21st Century calls for **a new type of politics** (Pan 6)

We can not rely on politicians to **change** the problem (Pan 5)

Both the demand for a change of action (including mental action) and the associated challenge to the status quo inherent in renovating proposals put both relationships of status and solidarity further at risk than those deployed in promoting texts. In addition, in the more prominent mode of Panorama, Bonofan cannot assume already existing relationships of solidarity which would be predicted in his relationship with TIGBlog readers. Bonofan's response to these contextual pressures is evident in a range of metaphorical resources both to realise the obligation inherent in these proposals and to mitigate that obligation.

#### 6.2.3.1.2 *Asserting proposals*

Proposals which do not order the audience of the text into action but which canvass a view (ie. asserting proposals) are rhetorically very powerful in legitimating the demands for action and demonstrating a critical stance in hortatory texts. These proposals, which dominate the first half of both Pan 5 and Pan 6, work with resources of Appraisal to provide important legitimation for the hortatory proposals which accumulate towards the end of the texts.

In asserting proposals, it is politicians rather than the audience who are called on to carry out the action. While the addressee is often not named explicitly within the proposal, in most cases it can be identified from co-text as is demonstrated in the Thesis of Pan 6:

However, in the area of international politics, red tape seems to trip many a politician up, while lobby groups and the public are left standing, waiting for definitive action, while receiving watered-down pledges and communiqués which amount to, well, not much. Or rather, nothing that the international public wants, or in fact needs. I realise that this is a generalisation. **However, in my opinion, it is time to stop advocating political correct solutions, and is time to start pushing for right and effective solutions to international problems**

A  
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s  
s  
e  
e



**Text 6.14 Pan 6: Identifying addressee of proposals through co-text**

While all proposals contribute to the overall evaluative function of the text because they imply ‘a negative evaluation of the way things are and a positive evaluation of the way things could be’ (Martin 1992b:363), this is particularly true of asserting proposals. As is illustrated in this example, a number of these proposals can be described as ‘reactive’ because they function to proscribe action (Iedema (1997:88-89). Reactive proposals, (eg. stop advocating) create a contrast with the proactive proposals addressed to the audience, further construing an audience which is dissatisfied with the goals and achievements of politicians.

Asserting proposals are evidence of an analytical orientation in hortatory texts. These texts legitimate by evaluating current and often abstract measures to solve problems. The texts are thus similar to analytical expositions valued in the school context and draw on resources valued in that context. However, the realisation of both asserting and directing proposals gives evidence of a more complex relationship of status and solidarity than those which students are encouraged to establish with their audiences in the academic domain (Martin 1995).

While directing and asserting proposals can be distinguished by different addressees, both semantic functions are realised by a range of metaphorical resources. In the next section I will examine the realisation of these interactive resources across the texts, focussing on the rhetorical effect in persuading the reader to comply with his request for social action.

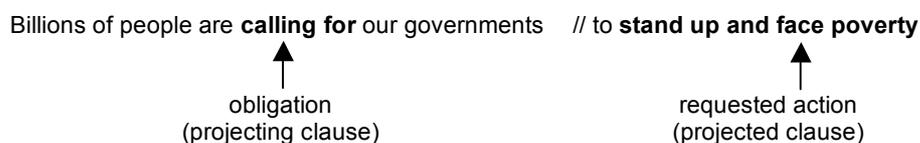
#### **6.2.3.1.3 Realisation of proposals**

As Table 6.10 shows, a range of interpersonal metaphors are deployed to realise the proposals of hortatory exposition. These include more congruently realised mood metaphors, as well as those blended with metaphors of modality and experiential metaphor. The mood metaphors most prominent across both hortatory and asserting proposals are modulated indicative clauses, those realised implicitly through modalisation or appraisal and those which occur within projected clauses as if they were reported.

For example:

- a. It means that the world needs to wake up and pay attention to the worldwide plight of poverty (*Pan 5 assert: modulated indicative: declarative*)
- b. Will you be brave enough to stand up and take a stance? (*Pan 5 challenge: modulated indicative: interrogative*)
- c. We cannot rely on politicians to change the problem (*Pan 5 direct: implied indicative declarative*)
- d. Is it really that hard for a government to pledge 0.7% of its GNI to international aid and development programs? (*Pan 6: assert: implied indicative interrogative*)
- e. Billions of people are calling for our governments to stand up and face poverty (*Pan 5: assert projected*)

In addition to mood metaphors, a large proportion of proposals employ metaphors of modality to dislocate the must-ness of the proposal from the requested action and realising it as a proposition in its own right (Halliday and Matthiessen 2004: 624). This results in a blending of metaphors as shown in Figure 6.3.



**Figure 6.3: Blending of Mood metaphor and metaphor of modality in Pan 5**

Modality metaphors can be realised subjectively by explicitly constructing the speaker as the source of the obligation, for example:

What I do wish for, however, is the realisation that the 21st Century calls for a new type of politics (*Pan 6: subjective modality metaphor*)

or objectively, by disassociating the source from the speaker. For example:

We have a responsibility to step up to the plate (*Pan 5: Objective modality metaphor*)

According to Iedema (2004:162), the blending of metaphors ‘broadens the number of options available to proposers’ and makes the demands harder to argue against’. This is particularly true when demodulating resources such as experiential metaphor, generalisation and passive voice are used as they

frequently are in the proposals of hortatory texts. In the following examples, demodulating resources are indicated by double underlining.

- a. There is a global call for an end to poverty (Pan 5: asserting – objective modality metaphor nominalised mustness + nominalised action)
- b. Only a collective action from all people will move towards the eradication of poverty (Pan 5: directing – objective modality; nominalised action)

As discussed in Chapter 3, Interpersonal and experiential metaphors are typically deployed by those in lower status positions and in relationships of greater social distance with their addressee (Halliday & Matthiessen 2004:631). According to Iedema et al (1995:157), the more incongruently an addressee is realised grammatically, the more polite<sup>3</sup> the construction'. As discussed above, Bonofan's age, social role and lack of institutional power make politeness essential to realising his persuasive purposes in these texts, however, as evidenced in the examples above, the deployment of subjective and objective modulation as well as more and less congruent realisations realise a complex relationship of solidarity and to some extent of status. In the following section I will examine both objective and subjective realisation of proposals in terms of how they allow Bonofan to both negotiate compliance and build solidarity within the MPH community.

### ***Objective realisations of proposals***

Through the deployment of objective modality metaphors and experiential metaphor, Bonofan is able to negotiate compliance in two ways. He is able to background and obscure specific elements of the proposal to make it less direct and he is able to present elements as naturalised or already negotiated.

Just as the Appeal for Action stages of Pan 5 and 6 are backgrounded by being realised towards the end of the text after interpersonal authorising and mitigating work has been done, dislocating the obligation from the requested action allows for the requested action (underlined in the examples below) to be pushed out of the verb group into the following clause or group. This strategy is particularly effective in mitigating requested action which involves a change or challenge to the status quo.

---

<sup>3</sup> Iedema et al note that 'polite' here is taken to mean 'politically concessive'

- a. Since the United Nation's conception it has been calling for / increased youth participation in global decision making.(Pan 5)
- b. The 21<sup>st</sup> century calls for a new type of involvement from you and from me (Pan 6)
- c. However, in my opinion, it is time // to stop advocating political correct solutions, // and is time // to start pushing for right and effective solutions to international problems. (Pan 6)

As is evident in the above examples, metaphorical realisations also allow the onus or group responsible for the action to be de-emphasised or obscured. This strategy depersonalises the request and, particularly when experiential metaphor or passive voice is deployed, leads to ambiguity as to the addressee and therefore function of the proposal. This leaves the audience a great deal of space in accepting responsibility and again allows Bonofan to avoid confronting his audience directly.

In addition to its role in obscuring the requested action and onus of the proposal, experiential metaphor is deployed to naturalise the requested actions by presenting them as entities rather than processes. Nominalised processes are highlighted in the following examples:

Only **a collective action** from all people will move towards the eradication of poverty (Pan 5).

In the "Beirut declaration," GCAP demands four things, which the developed and developing world must take into account. They are: • **Public accountability, just governance and the fulfillment of human rights** • **Trade justice** • **A major increase in the quantity and quality of aid and financing for development** • **Debt cancellation** (Pan 6).

By nominalising processes in this way, the requested action is presented as an already packaged goal which is already shared by Bonofan and his audience and not something which needs to be further negotiation. According to Iedema et al. (1995:214), 'construing a process as a thing gives it autonomy, and backgrounds all the ideological details and political manoeuvrings that lie at the bottom of it'. This strategy constructs a tenor relationship of high solidarity because it implies 'a shared, unspoken, implicit understanding of certain relevant features of the context' (Bernstein 1971:14).

At the same time however, because the details of the action are not grounded in space and time, the audience is given a great deal of discretion as to how to

interpret them. Complying with the request for action may be interpreted as agreeing with a vision statement rather than agreeing to particular action. The ambiguity created by nominalisation has been associated with communicative strategies adopted by charismatic political leaders in that it ‘allows consensus building around those values without necessarily achieving consensus around their meaning’ (Fiol et al. 1999: 463). Directive proposals of this type are agnate to challenging proposals which frequently present the action as a lexical metaphor.

In addition to nominalising the requested action, Bonofan also frequently construes the obligation as an entity.

There is a global call for an end to poverty (Pan 5)

And in Pan 5 the obligation itself

We have a **responsibility** to step up to the plate (Pan 5)

The proposals are thus presented as ‘objectified’ propositions which are very difficult for the audience to negotiate with. According to Iedema et al. (1995:133), such use of nominalisation backgrounds the entire interactive nature of the proposal and presents ‘musts’ as states of affairs rather than processes which need to be negotiated.

Dislocating the ‘obligation or ‘mustness’ of the proposal from the action requested also opens the potential to vary the source of the proposal in a way which is not possible in imperative and more congruent mood metaphors such as modal declaratives. In the latter, modal responsibility for the demand lies implicitly with the author, however, metaphorical realisations allow Bonofan to ‘report’ the proposals so that they are sourced explicitly to a source other than the author. As in promoting texts, this strategy is also used in challenging and encouraging proposals in hortatory texts to draw on the status of individuals whose authority and status is acknowledged across the broad community. For example:

**Nelson Mandela** said that “it sometimes falls upon a generation to be great..” (Pan 6).

In directing and asserting proposals, sources are more generalised - typically authoritative institutions or generalised groups and ‘objective’ unspecified authorities. These sources are highlighted in the examples below.

- a. In the "Beirut declaration," **GCAP** demands four things, which the developed and developing world must take into account....(*Pan 6: authoritative institution*)
- b. **Billions of people** are calling for our governments to stand up and face poverty. (*Pan 5: Generalised source*)
- c. However, **it is a proven fact that** IF mothers of these children were provided with proper education on basic hygiene and sanitation the child would have lived beyond the age of five. (*Pan 5: objective authority*)

Strategies such as institutionalising the source of proposals and nominalising processes is associated with highly abstract administrative language (Iedema 1997:95) and with successful persuasion in academic contexts (Lee, S. 2006). Significantly, however, these metaphorical strategies are balanced by others which explicitly subjectify and personalise the proposals in a way which is distinctive of persuasion in civic and political discourse (Martin 1995, Halmari 2005).

### ***Subjective realisations of proposals***

As with objective realisations, three key strategies are deployed to personalise the interactions across hortatory texts. These involve interactions between explicit subjective modalities, interrogative realisations of proposals and personal pronouns.

Unlike the more congruent implicit subjective modulation employed in promotional texts, a number of core proposals in hortatory texts are explicitly sourced to Bonofan. These resources allow Bonofan to explicitly individuate himself as source (highlighted) for both directing and asserting proposals.

**What I do wish for**, however, is the realisation that the 21st Century calls for a new type of politics. (*Pan 6: core directing proposal*)

However, **in my opinion**, it is time to stop advocating political correct solutions, and time to start and is time to start pushing for right and effective solutions to international problems. (*Pan 6: core asserting proposal*)

Making the subjective authorial voice explicit in this way is rhetorically powerful in the civic domain if the speaker has already established credibility or ethos. As noted in Chapter 5, ethos is built at the level of genre through the inclusion of legitimating and conciliation elements. At the level of discourse semantics, ethos

is developed through the sourcing of proposals to 'reputable' voices throughout the text and, in Pan 6, through strategically placed concessions aimed to reassure the audience and display humility.

No, I'm not calling for a "worldwide revolution," or for some revolutionary generation to be raised up on order to enact change themselves. No. What I wish for is...(Pan 6)

**As a 17 year old, I never know if I should be commenting on social issues that i see around me.** Sure, I know that many encourage the participation of youth in various levels of decision-making, policy formulation and such, **but sometimes i still feel as if I need to know more, or experience more, before I can comment on society and politics.** But then again, who makes anyone else more 'qualified,' to use a better term, than another person? (Pan 6)

While the rhetorical effect of these concessions will be discussed in more detail in Section 6.2.3.2, it is significant that in these concessions, explicit subjective modalities are used to 'play down' rather than 'play up' Bonofan's authority. In addition to subjectively realised metaphors of modality, Bonofan deploys a number of proposals realised as questions in Pan 5. For example:

Will **you** be brave enough to (Pan 5)

Will **you** step up and be the change (Pan 5)

Questions are inherently personalising because they demand a response from the audience and thus bring the author and audience into direct relationship. As with the explicit subjective realisations in Pan 6, however, these proposals come at the end of the text after a great deal of work has been done building authority and solidarity with the audience. As is also shown in these examples, personal pronouns are used not only to individuate the source of the proposal but to make explicit the intended onus or group asked to take responsibility for the action. Other examples of this use of pronouns in both texts are:

(The 21<sup>st</sup> century)..calls for a new type of involvement from the average citizen, **from you and from me** (Pan 6).

**We** have a responsibility to step up to the plate (Pan 5)

These pronouns refer to the immediate exclusive audience of TIG readers, however, co-textual reference also indicates that a broader audience of young people and the general public in the world beyond-the-text (Coffin & Mayor 2004) is included as onus. In most cases, Bonofan includes himself explicitly as

responsible through the ‘inclusive’ first person plural pronoun ‘we’ (or ‘us’, ‘our generation’, etc..). The use of second person pronoun, ‘you’, represents a more direct unmitigated form of address, which personalises the address but which could be seen as confronting. However, again, this form is used only towards the end of the texts, when the audience has already been aligned into inclusive collectives. The dialogic role of pronouns in contracting space for alternative voices will be further discussed in Section 6.2.3.2

#### **6.2.3.1.4 *Realising proposals dynamically across the text***

In addition to the synoptic perspective on resources presented above, the positioning of the audience to comply with proposals in Pan 5 and 6 needs to be viewed from a dynamic perspective. Unlike promotional reviews, the proposals in hortatory texts include explicit critical evaluation of mainstream political action and call on the reader to participate in a changed politics. This risks alienating an audience which is not already aligned around renovating action.

Bonofan’s response to this interpersonal pressure is to gradually shift the type of proposal and the onus for the action in order to build authority and solidarity with his immediate audience before directly exhorting action from them. Figure 6.5 illustrates the dynamic shift across both texts.

Interpers' element & proposal function	Modal responsibility (Onus)	Examples
<p><b>Thesis</b> <i>asserting proposals</i> to align audience around need for change</p> <p style="text-align: center;">↓</p> <p><b>Appeal</b> <i>directing proposals</i> demanding action from audience)</p>	<p><b>Unnamed</b> (not retrievable in text)</p> <p><b>politicians</b> (implied through co-text)</p> <p><b>World</b></p> <p><b>International public</b></p> <p><b>Our generation</b></p> <p><b>Young People</b></p> <p><b>We</b></p> <p><b>You and me</b></p> <p><b>You</b></p>	<p>If mothers of these children were provided with proper education..the child would have lived (Pan 5)</p> <p>In my opinion it is time <b>(for politicians)</b> to stop advocating political correct solutions .. (Pan 6)</p> <p><b>The world</b> needs to wake up (Pan 5)</p> <p>GCap demands four things which <b>the developed and developing world</b> must take into account (Pan 6)</p> <p>Nelson Mandela said that "it sometimes falls upon <b>a generation</b> to be great.." (Pan 6).</p> <p>(The UN) has been calling for increased <b>youth participation</b> .. (Pan 5)</p> <p><b>We</b> have a responsibility to step up to the plate and tackle the issue .. (Pan 5)</p> <p>The 21<sup>st</sup> century calls for a new type of involvement <b>from you and from me</b> (Pan 6)</p> <p>Will <b>you</b> step up and be the change (Pan 5)</p>

Figure 6.5: Dynamic realisation of onus across the text in Pan 5 and 6

As this figure illustrates, the preference for modality metaphors and demodulation resources in asserting proposals at the beginning of the texts help Bonofan to obscure the onus and thus avoid offering direct criticism of high status politicians. However, as he builds a relationship of both authority and solidarity with his audience, he moves not only to directing proposals but to a more inclusive and ultimately specific onus of the immediate audience. The use of the second person pronoun, 'you', represents a more direct unmitigated form of address in the final directive proposals of both texts, which, from a dialogic perspective allows little space for negotiating modal responsibility. However, this form is only used only towards the end of Pan 5 and 6, when the audience has already been aligned into inclusive collectives. The rhetorical effect of personal pronouns in aligning the audience can be more fully appreciated when the interaction of these resources with those of ATTITUDE and GRADUATION are taken into account. These interactions will be further discussed in the following section.

### 6.2.3.2 Resources of Appraisal in hortatory exposition

While the hortatory function of Pan 5 and 6 is enacted most directly through proposals and particularly directing proposals, the evaluative resources of Appraisal also play a vital role in positioning the audience to comply with the requested action. The aligning work provided through these resources is particularly important in these hortatory texts where the risk of alienating the audience is increased both by the critical stance taken towards mainstream political action.

As can be seen in the table below, the overall frequency of Appraisal selections across the two hortatory texts is similar to those in promotional reviews. Also similar is the preference for invoked rather than inscribed ATTITUDE values and the high frequency of GRADUATION and Contracting ENGAGEMENT selections. This suggests that, in his exhorting role, Bonofan has responded to the constraints of his relatively low status through subjectifying experiential selections rather than through explicit evaluation.

However hortatory texts differ significantly from promotional texts in the types of ATTITUDE selected, as well as in the loading and realisation of these selections. It is these distinct ATTITUDE choices, in interaction with the high frequency of asserting proposals noted above, which construe the more analytical and critical orientation of hortatory texts.

Exhorting review	ATTITUDE					GRADUATION			ENGAGEMENT	
	Aff: des	Judgement		Valuation		Force		Focus	expand	Contract
102 cls	+ve	+ve	-ve	+ve	-ve	Int	Quan			
Freq/10 cl	.3	3.6	5	5.9	3.3	5	5.7	1.6	3.1	6.6

*Table 6.11: Summary of Appraisal values in hortatory exposition*

#### 6.2.3.2.1 ATTITUDE

One distinctive feature of hortatory texts is the preference for Judgement and Valuation over Affect and Reaction. While ‘stirring readers emotions’ (Martin 1985:47), has been recognised as an important persuasive strategy of hortatory expositions and of epideictic discourse in general (McCormack 1993), emotions are rarely expressed explicitly in these texts. This can to some degree be explained by the pressure to appear objective in critiquing mainstream political

action and by the effect of interpersonal relations of the more prominent mode of the Panorama forum.

However, the relatively high level of both invoked Judgement and Valuation across the texts indicates that emotions are not excluded from the texts but are instead institutionalised (Martin and Rose 2007: 67-69) as in ‘Hard’ news stories in media contexts (White 2004) and academic essays at both secondary and tertiary levels (Coffin 2006; Lee, S. 2006; Hood 2004).

Of particular interest here are references to the issue of poverty across the texts. Problems encountered by people in poverty are referred to in the texts, however, it is typically the situation and the behaviours of people in response to poverty which are evaluated rather than the victims’ emotional responses. The following excerpts are coded to show both invoked (highlighted) and inscribed values (boxed) as well as the Targets of the evaluation (small caps).

**THE WORLD needs to wake up and pay attention** [-ve J: prop INV] to the worldwide **plight** [-ve Val INS] of poverty (Pan 5)

Does THE EU AND THE USA **need to continue with its trade policies, which are crippling** [-ve Val INV] **many developing countries** [-ve J: prop INV]. (Pan 6)

Selections of intensified words such as ‘plight’ and ‘crippling’ certainly evoke sympathy for the victims of poverty. However, the negative Judgement which is invoked through a proposal addressed to those responsible for their suffering orients the audience towards emotions of disapproval and even outrage rather than pity. This orientation is strategic in hortatory the audience to comply with the Appeal.

The evaluative orientation of hortatory texts can be further distinguished from promoting texts by the loading of ATTITUDE. Evaluations of the target audience (ie young TIG affiliates) are typically positive, if provisional and build an attitudinal motif of tenacity, capacity and propriety as shown in Text 6.15.

Appeal 'petition'	Will YOU be <b>brave</b> enough <b>to stand up and take a stance.</b>	+ve tenacity
'justify'	WE are the generation that <b>can finally eradicate poverty.</b> WE have a responsibility <b>to step up to the plate and tackle the issue head on</b> WE <b>can't escape</b> it.	+ve capacity +ve tenacity +ve propriety
'petition'	Will YOU <b>step up</b> and <b>be the change</b>	+ve tenacity

**Text 6.15 Pan 5: Invoked Judgements across Appeal element**

As this example shows, interactions between ATTITUDE values and GRADUATION resources such as lexical metaphor and repetition function to amplify positive values and propagate them across the Appeal element. These interactions, as with those in promoting texts, give evidence of epideictic rhetoric associated with building solidarity in public discourse.

In contrast to these positive evaluations of potential activists, those appraising politicians and politics invoke predominantly negative Judgements. Positive evaluations are made but are typically countered by negative evaluations in subsequent phases to form an oppositional contrast. For example:

'outcome'	In 2000, 189 countries, under the United Nations Millennium Declaration, <b>agreed to eradicate extreme poverty by 2015</b> . In addition to this promise THE LEADERS OF THESE COUNTRIES <b>pledged to increase Official Development Assistance (ODA) to 0.7% of their country's Gross National Income (GNI)</b> .	propriety +ve J:prop (provisional)
'problems'	So far, <b>NO COUNTRY has met their commitments</b> AUSTRALIA is currently at 0.28% GNI and <b>it doesn't look like that figure will increase any time soon</b>	impropriety -ve J: prop

**Text 6.16 Pan 6: oppositional contrast targeted at politicians**

Similarly, oppositions are used across propositions of Pan 6 to contrast ineffective mainstream politicians with the 'new' politics of activists.

'comment' <i>positive</i>	To me, the <b>real</b> politics of our time seems to be played out by the public; by lobby groups, action groups, opinion articles in established newspapers, through the media and through the general public voice.	+ve J:cap (activists)
<i>negative</i>	Politicians, on the other hand, <b>have found themselves tangled in bureaucratic red tape, forced to shake hands, commit to various projects, but rarely follow through.</b>	-ve capacity politicians

**Text 6.17 Pan 6: oppositional contrasts between activists and politicians**

These oppositions and the ATTITUDE values which realise them are rhetorically significant for aligning the audience around values of positive action and so motivating compliance with the Appeal.

Another significant feature of the realisation of attitude values in hortatory expositions is the relatively high frequency of assumed values of ATTITUDE, which are realised through nominalisation. For example:

**Political correct dealings** often lead to **inadequate responses to pressing problems**

Assumed values work rhetorically to position the reader as already aligned with Bonofan's positive or negative evaluations so that this alignment can be used as the basis for persuading the audience to act. However, assumed values are generally only used when Bonofan has worked on building arguments through asserted values. For example, in Pan 5, all propositions throughout the opening Legitimation element deploy asserted values to spell out to the audience the nature of the problem and to build attitudinal motif of negative Valuation and Judgment. For example

The water **isn't safe** [-ve Val INS] to drink and **it is usually many kilometres away** [-ve Val &-ve J:prop INV]

It is only when a great deal of concrete evidence of the problem has been provided that Bonofan assumes alignment and moves the argument forward to a proposal.

For example

It means that the world needs to wake up and pay attention to **the worldwide plight of poverty** [-ve Val INV]

The move from asserted to assumed values is rhetorically powerful because it indicates Bonofan's awareness of and response to an audience who may not already share his evaluative stance.

#### **6.2.3.2.2 GRADUATION**

As Table 6.11 shows, GRADUATION works across hortatory texts to flag and amplify evaluations. The most frequent resources within asserting and hortatory proposals are those of Force: intensity. These are realised through high force modal operatives such as 'needs to' and 'must', and in Pan 6, through intensified values of Affect:desire. For example:

'(the 21st century) is **crying for** help, and **crying out for** a generation that will step up to the plate' (Pan 6)

As this example illustrates, lexical metaphors are also deployed to intensify the action requested.

As with promotional reviews, intensifying choices are important for revealing to the audience the strength of Bonofan's feelings about the action needed and thus adding urgency to the proposals. However, Bonofan also shows awareness of and response to his relatively weak speaking position by projecting high force proposals from institutional sources such as GCAP and the UN. For example:

In the "Beirut declaration," GCAP demands four things, which the developed and developing world must take into account.

In contrast, demands for action which individuate Bonofan as the source of the demand are mental processes and, in Pan 6, realised by a low force mental: affective process,

What I do wish for, however, is the realisation that the 21st Century calls for a new type of politics.

Viewed dynamically, the interaction of the resources of GRADUATION and Negotiation build a prosody of obligation across the texts. This is largely achieved through the accumulation of proposals within Appeal and Thesis elements, which not only amplify the demands but create an interpersonally dominant 'nub' of that element (Martin 2006c). Because these elements typically occur in the textually prominent position of Macro-New, the obligation radiates across the texts, encouraging the audience to retrospectively interpret the invoked evaluations as motivating the Appeal .

Repetition of particular lexical and grammatical units also amplify the urgency of proposals. In the Appeal element from Pan 5 shown below, for example, the repetition of personal pronouns (highlighted) and of lexical metaphors (underlined) amplify the modal responsibility across the Appeal element and functions to invite audience involvement in a similar way to that noted in promotional texts.

Will **you** be brave enough to stand up and take a stance? **We** are the generation that can finally eradicate poverty. **We** have a responsibility to step up to the plate and tackle the issue head on. **We** can't escape it. Will **you** step up and be the change?  
(Pan 5: Appeal)

Grammatical parallelism too is frequently deployed to build amplified prosodies across elements. In the following example from Pan 6, not only are individual lexical and grammatical units repeated but whole clause structures. Here all

instances of GRADUATION are underlined; and signals of grammatical parallelism are highlighted.

What I do wish for, however, is the realisation that the 21st Century **calls for** a new type of politics. It **calls for** a new type of involvement from the average citizen, from you and from me. It **calls for** an involvement that will heal the scars that the world has from the 20th century, where the most people die in war than in any other time period preceding it in human history. It is **criying for** help, and **criying out for** a generation that will step up to the plate...(Pan 6 Appeal)

The use of GRADUATION in this way, as in promotional texts, realises the epideictic rhetoric associated with rallying the audience to action and, as was discussed in Chapter 2, is a highly valued rhetorical strategy of political discourse.

Within propositions, values of quantification are more frequently deployed than those of intensity. These selections are used predominantly to flag and amplify the problem of poverty as well as the significance of responses.

Worldwide [Focus], 208 million [Force:Quantity number] young people live on less than US \$1 a day [Force:Quantity number] (Pan 5)

To me [Focus] the real [Focus] politics of our time seems to be played out by the public; by lobby groups, action groups, opinion articles in established newspapers, through the media and through the general public voice [Force: Quantity:number] (Pan 6)

As both these examples show, values of Focus also interact with values of Force: Quantification to specify the extent of values and to flag relevance. As with Promotional reviews, resources of Focus are typically realised through circumstances in Marked theme position.

GRADUATION values such as these are significant because as in academic discourse, they do not overtly announce the subjectivity of the evaluations and appear to merely report the ‘facts’. This strategy is important to making the logical appeals on which the legitimation of these texts is based.

### 6.2.3.2.3 ENGAGEMENT

Table 6.11 shows that hortatory texts, like other texts in this study, show a preference for Contracting over Expanding resources. However, the range of dialogic resources is far greater in hortatory texts, reflecting that greater sensitivity to the possible positions of the audience is needed to challenge the status quo and direct the audience to action. Here I will focus on the contribution

of Contracting resources, however, the rhetorical interaction of these resources with those which expand space for dialogue will also be considered.

**Endorsing** selection of Bonding Icons, such as slogans and high profile people and institutions build solidarity by making it difficult for the audience to reject proposals and evaluations attributed to them. As is illustrated in the following excerpt, endorsing choices placed strategically at the beginning of the Legitimation element of Pan 5 calls the MakePovertyHistory community to mind and radiates authority across the monoglossic assertions which follow.

Every 3 seconds, a child dies from hunger. This phrase, popularized by the MakePovertyHistory campaign along with the Live8 concerts, shows the world what state it is in. Worldwide, 208 million young people live on less than US\$1 a day, and a further 515 million live on less than US\$2 a day. 85% of young people live in developing countries and most of them live in rural areas where poverty and diseases like HIV/AIDS and malaria cause havoc. ....(Pan 5)

Disclaim selections of **deny** and **counter expectancy** also contract space for dialogue by recognising but excluding claims which may be identified by the audience. In the following excerpt from Pan 6, Bonofan draws on these resources several times to replace negative judgements of his capacity for political commentary which might be expected from the audience. He thus builds evaluative contrasts, which effectively manoeuvre the audience into accepting his appeal for ethos.

As a 17 year old, I never know if I should be commenting on social issues that I see around me. Sure, I know that many encourage the participation of youth in various levels of decision-making, policy formulation and such, but sometimes I still feel as if I need to know more, or experience more, before I can comment on society and politics. But then again, who makes anyone else more 'qualified,' to use a better term, than another person? (Pan 6)

As this excerpt also illustrates, counter resources often work in conjunction with concessions (eg. Sure, ..) and with expanding resources (eg. I know) to allow greater space for the alternative viewpoint to be expressed. This strategy is used to mitigate the negative evaluations of mainstream politics in the thesis statement in Pan 6:

I realise that this is a generalization [concede]. However [counter] in my opinion [expand], it is time to stop advocating political correct solutions.

The pairing of concession or expanding resources with counter expectancy, shows Bonofan's awareness of the contentiousness of his evaluative stance and the risk such evaluations pose to both his authority to speak and to solidarity with the audience. The greater space opened for alternate viewpoints means that there is less risk in alienating the audience when the subsequent contrary point of view is presented. Concede + counter pairings are very powerful in building arguments in academic persuasive writing because they give the appearance of objectivity and balance while at the same time position the reader towards the view of the author. However, by the use of explicit subjective modality (ie. I realise; in my opinion, I know), Bonofan takes full responsibility for his evaluative stance and is thus much more 'up front' in his persuasion.

**Concurring** resources of rhetorical questions also function to contract space in hortatory texts. These resources present the requested action as so apparent that compliance can be taken for granted (Martin & White 2005:148). For example:

Is it really that hard for a government to pledge 0.7% of its GNI to international aid and development programs? Does the EU and the USA need to continue with its trade policies, which are crippling many developing countries? Will a relaxation on unfair trade policies really hurt these developed countries economies to the extent where they will lose vast amounts of money? (Pan 6)

In a number of cases, Bonofan further contracts space for any dissenting voice by following the rhetorical question with either a monoglossic asserted response which closes completely the space for negotiation.

So where do young people fit in all of this? Everywhere. (Pan 5)

Are these demands too much? No (Pan 6)

Contracting rhetorical questions and monoglossic declarations also have the potential to alienate audiences which are not already inclined to comply with the action, however, these rhetorical questions are typically only used after Bonding Icons have already developed solidarity through endorsing the action required. For example:

Nelson Mandela has called for a generation to be great. Which generation is going to respond? Our generation is.

Personal pronouns can also be interpreted from a dialogic perspective as contracting resources. Bonofan uses 1<sup>st</sup> and 2<sup>nd</sup> person personal pronouns

strategically in both texts to present himself and his audience as ‘a collective characterised by shared values’ (Harvey 2004: 253). These exclusive pronouns interact with positive and negative Judgment values to align the reader across the text both towards sharing a sense of responsibility for addressing poverty and against approving mainstream political action.

As noted in Chapter 2, the use of contracting resources such as slogans, personal pronouns and rhetorical questions are highly valued resources for persuading the audience to action within the civic and political domains (Maddison & Scalmer 2006, Halmari & Virtanen 2005, Martin & White 2005). Within the Affinity space of TIG, they are used to motivate audiences to action by aligning them around the common goals and values of MakePovertyHistory.

In summary, the resources of Negotiation and Appraisal discussed above demonstrate the complex nature of exhorting social action from one’s peers, even within an Affinity space where some degree of shared values can be assumed. Bonofan’s extensive repertoire of interpersonal resources allows him to manoeuvre around his lack of status to not only encourage his peers to participate in the anti-poverty campaign but to critique powerful status quo political responses. These resources are summarised in Table 6.12.

Tenor	Realisation
<b>Status role:</b> experienced activist to general young interested public	<ul style="list-style-type: none"> <li>• Choice of hortatory exposition</li> </ul>
<b>Institutional control:</b> none	<ul style="list-style-type: none"> <li>• Low frequency of proposals to direct and instruct</li> <li>• Few proposals addressed directly to audience</li> <li>• High status sources</li> </ul>
<b>Authority:</b> ‘factual’ data provided through campaign material	<ul style="list-style-type: none"> <li>• Monoglossic</li> <li>• statistics</li> </ul>
<b>Prominence:</b> high prominence	<ul style="list-style-type: none"> <li>• Publication as high profile Pan text</li> </ul>
<b>Solidarity:</b> fellow young person – shared values cannot be assumed in relation to perspectives on politicians and political action	<ul style="list-style-type: none"> <li>• Positive and Negative Evaluations presented as invoked Judgement and Appreciation</li> <li>• GRADUATION Force and Focus to rally audience and bond audience into community</li> <li>• Congruent and Incongruent proposals: modal declaratives to encourage and challenge – modality metaphors and demodulating resources to institutionalise proposals</li> <li>• Contracting values such as counter expectancy, Bonding Icons, justify and rhetorical questions</li> <li>• Wider repertoire of expand/counter couplings to acknowledge contentiousness of claims</li> </ul>

**Table 6.12: Summary of Interpersonal resources in exhorting texts**

## 6.2.4 Commenting on action

The final broad social role enacted within Bonofan's civic domain literacy practices is that of social commentator. This role, as has been identified above, is apparent throughout his texts and in hortatory texts in particular, his evaluation of current political action to address poverty provides essential legitimation for persuading the audience to participate in social movements such as MakePovertyHistory. However, in the four texts identified within the commentator group, evaluation is the dominant purpose. As discussed in Chapter 5, only one of these texts demonstrates the development of legitimating arguments shown in Pan 5 and Pan 6 despite evidence of 'expert' field knowledge. This indicates, like promoting texts, the influence of the more spontaneous and intimate TIGblog mode.

### 6.2.4.1 Interactional resources in commentary texts

As is apparent in Table 6.13, interactional resources are not as prominent in commentary texts as they are in hortatory ones. With the exception of B501, the proportion of proposals to propositions is low in commentary texts and the majority of proposals function to assert an opinion rather than to exhort action from the audience.

<b>Commentary texts:</b> Frequency of clause complexes with proposals 16 /61 = 2.6				
Function Proposal	Freq	Realisation	Freq	Addressee
Assert	1.3	Mood metaphor • Implied • modal declarative Modality Met + demodulation	.3 .7 .3	politicians
Direct	.8	Mood metaphor • Modal declarative (high) • Implied	.7 .2	all people
Challenge	.3	Mood metaphor:Implied Modality met + demodulation	.2 .2	all people
Warn	.2	Mood Met: modal declarative	.2	all people

**Table 6.13: Interactional resources in commenting texts**

The relatively low proportion of proposals across the texts is evidence of the blurring of boundaries between interactional and evaluative resources discussed in

Chapter 4. In B501 for example, asserting proposals express Bonofan's opinions of actions which should be taken by politicians:

At this meeting, leaders have to put it on their agenda to make the rules governing international trade fairer for all. (B501)

However, in other texts, and particularly B5D2, the use of past tense changes the speech function from proposal to proposition, which reports action taken rather than obligation.

The world called for a sure commitment to the Millenium Development Goals as more than a set of aspirational goals (B5D2)

#### **6.2.4.1.1 Function of proposals**

As noted above, the majority of proposals in commentary texts are asserting. These are all proactive, demanding positive action and in some cases change from politicians. For example

If the MDGs are to have a place in society, governments worldwide must put in place urgent and radical changes that recognise the importance of the MDGs [B501]

Asserting differences realise the more prominent analytical function of the texts and, as will be further discussed in the following section, often imply dissatisfaction with present situation.

Directing proposals are typically not addressed directly to the audience as potential activists but to those already committed to anti poverty campaigns.

But this cannot spell the end for GCAP nor the worldwide movement against poverty [B5D2]

The makepovertyhistory campaign must continue [B5D1]

It can be argued in fact that these proposals too function to assert Bonofan's opinion as a more objective outside to the campaign rather than to exhort his audience to join him as an active participant.

#### **6.2.4.1.2 Realisation of proposals**

Unlike hortatory texts, commentary texts do not deploy personalising resources such as personal pronouns, interrogative or explicit subjective modality to build solidarity with the audience. This too indicates a more 'objective' voice and perhaps less investment in directly exhorting action from the immediate audience.

As can be seen on Table 6.13, the majority of both analytical and hortatory proposals deploy interpersonal metaphors of Mood and Modality and most also deploy demodulating resources such as experiential metaphor and passive voice.

There is much to be done if the MDG's are to be met [B5D1: *Metaphor of modality & passive*],

The challenge now is to keep the G8 countries accountable on their commitments throughout 2006 and beyond [B5D2: *Metaphor of modality & experiential metaphor*].

These realisations further obscure the onus of the requested action and give the audience a great deal of space for interpreting them.

The backgrounding of modal responsibility – both in terms of source and onus and the use of both interpersonal and experiential metaphor leads to what Iedema 1997:95 terms ‘the suppression of interpersonal meaning’ which naturalises the point of view and presents it as a truth or certainty.

Metaphorisation also leads to a suppression of obligation within a number of proposals which again makes retrieval of the proposal ambiguous. In Example b. above, a more congruent unpacking reveals two proposals, one addressing the audience and one addressing politicians.

(You must) keep G8 countries accountable

(G8 countries must) keep accountable on your commitments

A similar ambiguity is evident in B501 with a number of layers of obligation embedded within one proposal. The incongruent and congruent realization of obligation within this proposal is shown below:

Appeal for action	Congruent realisation	Onus
Whether that is through the implementation of the MDGs, or through the voice of the international community demanding governments to change their policies toward debt relief, international aid and trade, poverty must be addressed.	Politicians must implement MDGs	politicians
	The International community must demand [[governments change their policies]]	audience
	Governments must change their policies	politicians

**Text 6.16**     **B501: Layers of obligation within proposals**

These two examples suggest that Bonofan does not as sharply distinguish the onus of proposals as he does in hortatory texts. In complex proposals such as these, politicians and activists share responsibility for action.

#### 6.2.4.2 Appraisal

A range of resources from the Appraisal system are used by Bonofan in commentary texts to evaluate political responses to global poverty. As is evidenced in Table 6.14, however, evaluative resources are used far less frequently than in hortatory texts. These patterns suggest that while persuasion is a significant function of the texts, there is far less ‘at stake’ interpersonally.

Commentary texts	ATTITUDE type					GRADUATION			ENGAGEMENT	
	Aff:des	Judgement		Valuation		Force		Focus	Expand	Contract
112 cls	+ve	+ve	-ve	+ve	-ve	Int	Quan			
FREQ/10 cl	.5	3.3	1.1	3.8	2.1	2.8	3.3	1.6	1.3	2.1

*Table 6.14: Summary of appraisal values in commentary texts*

##### 6.2.4.2.1 ATTITUDE

In common with hortatory texts, commentary texts show a preference for Judgement and Valuation over Affect and Reaction. In these texts, however, it is Valuation which is more prominent than Judgement. Significantly, too, almost all Judgment values are targeted at politicians and institutions rather than at young people’s potential behaviour.

The move from Judgement to Valuation represents a further institutionalising of evaluation. The type of Valuation chosen is also significant. In addition to assessments of the problems of poverty and the effectiveness of political responses as were found in hortatory texts, values in commentary texts are of significance, relevance and importance rather than benefit and harm. These selections lead to the construal of a far more neutral evaluative stance.

But the international community must ask the question, will the MDGs have a **relevant** [+ve Val:/INS] place in society next year? [B501]

Makepovertyhistory, originally a one year campaign, is **stretching on into 2006 and beyond** and **will continue to pressure global leaders**... [+ve Val:/INV] [B5D2]

#### 6.2.4.2.2 GRADUATION

GRADUATION values are significantly less frequent in commentary texts than in hortatory or promoting texts. Significantly, there are fewer lexical metaphors and repetition of either lexical items or grammatical structures. As a result, there is less immediate and urgent involvement of the audience and proposals are presented as more considered. As with academic persuasion, Force: quantification is used to fine tune interpretations and bring a sense of precision to the ‘facts’ being reported rather than to dramatise events and rouse the audience to action. However, Force intensification, interacts with values of ATTITUDE across elements of the texts to draw attention to lack of action taken by politicians to urgent situations. In the following excerpt from B5D2 for example, the negative evaluation of the behaviour of politicians is intensified in light of the urgency of the call for action (crying). The role of GRADUATION:force in creating this prosody is indicated by underlining.

With GCAP crying out for global leaders to truly make a difference, the world looked to the WTO meeting in Hong Kong. Again the leaders of the world barely whispered.

#### 6.2.4.2.3 ENGAGEMENT

ENGAGEMENT values are far fewer across commentary texts than in exhorting and promoting texts. With less focus on calling the audience to action, there is less dialogic work to do in these texts. Significantly, the texts deploy few expanding values, which are used in academic persuasion to assess degrees of probability and to quote and paraphrase the views of experts. In these texts Bonofan does not expect resistance to his authority to evaluate the behaviour of politicians from the audience and the positions are presented as largely monoglossic. This can be explained by the fact that it is the actions of politicians (them) rather than of young people (us) which are under scrutiny. Expanding resources which are used are predominantly expository questions which, as discussed in Chapter 5, are used to draw the audience’s attention to the evaluative focus on the texts. For example:

Will Australia keep its promise? (B5S1)

Contracting resources are more frequent, particularly resources of counter-expectancy. These resources work with resources of attitude and graduation to create evaluative contrasts, which, as is illustrated in the final stage of B5D2,

orient the audience towards a negative assessment of current action and, indirectly, involve the audience in the final appeal. The role of counter-expectancy is indicated by double underlining.

So what was the year of 2005 like? It was a year of **progress** while also being a year of **doubt** and **disappointments**. It was a year in which the world **roared**, but the politicians only **whispered** in return. The world must continue to **roar** if it is to truly makepovertyhistory.

While the audience is not addressed as directly in commenting texts, and evaluations are presented as more objective, the resources of Appraisal do interact across these texts to align the audience around the goals of the campaign.

In summary, Bonofan deploys the resources of Negotiation and Appraisal to make a significant shift in commentary texts from motivating and rallying his audiences directly to more analytical persuasion through evaluating the events and actions of politicians. With less pressure placed upon the audience with proposals for action, there is less aligning work to do and thus fewer dialogic resources needed.

### **6.2.5 Conclusion**

The analysis of interpersonal resources in this section demonstrates that Bonofan, like the Chilout Ambassadors, has developed an extensive repertoire of resources to enact his multiple roles as social activist within the interacting affiliations of MakePovertyHistory and TakingITGlobal. Like the Chilout activists, Bonofan has used his speaking position within these affiliations to align his audiences into communities of sympathy and to thus motivate them to take action. The persuasive goals and complex tenor relationships involved within these affiliations require interactional and evaluative resources which blur boundaries between the civic, personal/social and academic domains.

Despite these similarities, however, the particular social roles and relationships available to the activists have construed a great deal of variation in the discourse semantic resources deployed. While Bonofan exploits his alignment with the institutionally powerful MakePovertyHistory campaign and his shared affinity with fellow TIG members to deploy the rallying Bonding Icons and exhorting proposals, the Chilout activists exploit their powerful status as 'insiders' to persuade through empathy building interactions of evaluative resources.

## Chapter 7

### DISCUSSION AND EDUCATIONAL IMPLICATIONS

This chapter summarises the major findings of the study both at the level of context and text. The implications of the research for the development of a civic literacy pedagogy are discussed and emerging issues warranting further investigation are outlined. Finally, the contributions made by the study to both social semiotic and educational theories are reviewed.

#### Introduction

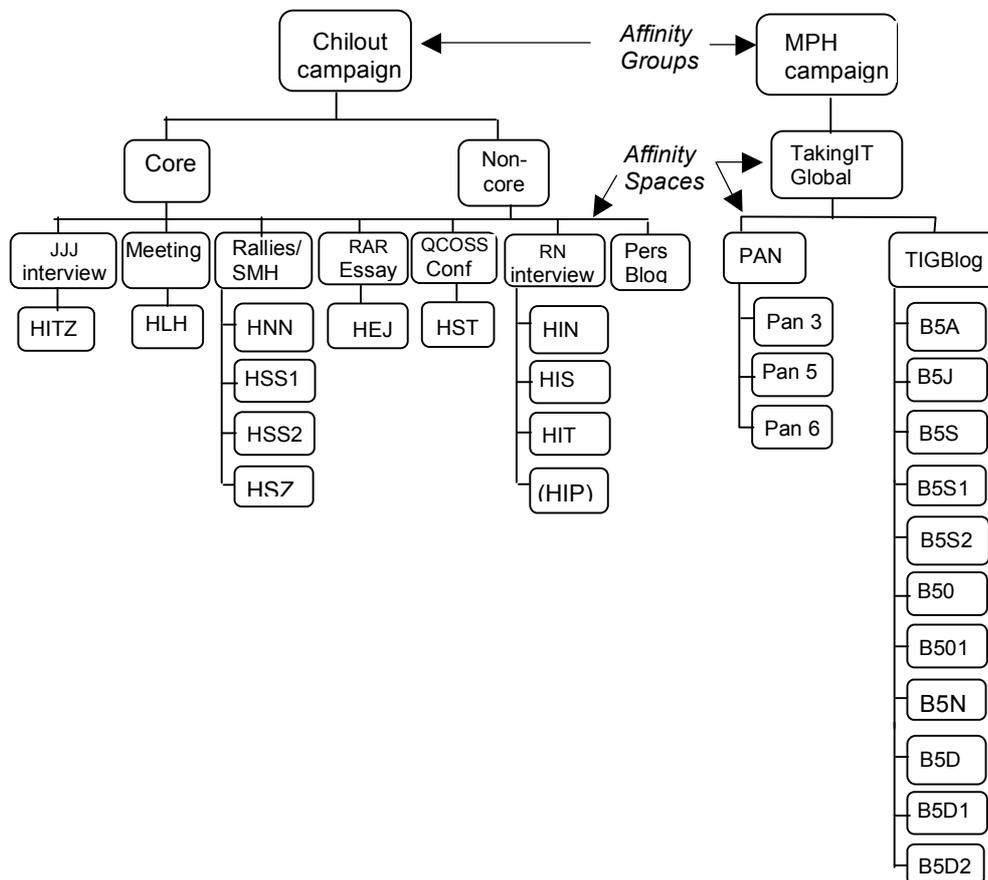
The primary motivation for this thesis is pedagogic. Informed by the concerns of literacy and citizenship educators, the thesis seeks to contribute towards a visible ‘civic’ literacy pedagogy, which will support the development of adolescent literacies for critical social and community engagement. The research is based on the premise that understandings of how language makes meaning is fundamental to resourcing young people for their role as participatory citizens.

A further motivation for the research is to contribute towards shifting adolescent literacy research ‘up front and centre stage’ (Alvermann et al. 1998) and particularly towards exploring and celebrating the practices adolescents engage in to act upon the world in order to transform it (Caldas-Coulthard & Coulthard 1996:xi). The research is therefore located within the emerging methodology of Positive Discourse Analysis (Martin 2004a). This methodology is informed by interpersonal orientations towards genre and discourse semantics developed within Systemic Functional Linguistics (Martin 1992a, Martin & White 2005, Iedema 2004) and by social and socio-political theories oriented towards examining the often submerged roles adolescents play in ‘forming, maintaining and changing their communities’ (White & Wyn 2004:88). It is hoped that findings from this study may form a basis for fruitful dialogue across these disciplines.

## 7.1 Summary of Findings

### 7.1.1 Context

The initial analysis of the critical social literacy practices and particularly of the persuasive resources deployed by the adolescents in this study involved situating their texts within a broad contextual space. Using the model of cultural context described in Chapter 4, data of the relevant social movements and forums in which the texts were enacted were analysed (see Appendix 1) and the texts situated within complex and often interacting social affiliations within the civic domain (see Figure 7.1).



**Figure 7.1: Location of texts within social affiliations**

Although the concerns of the social identities within these affiliations were found to be diverse, they can broadly be characterised in terms of ‘forming, maintaining and changing their communities’ (Holdsworthy 2001).

Contexts of situation were found to be equally complex. While consistency of field was controlled to a large extent in the process of text selection, the multiple and often interacting social affiliations involved more and less prominent modes and involved multiple audiences, in more and less hierarchical and solidary relationships with the producers of the texts. Although political action was explicitly requested within a number of the texts, few were addressed directly to politicians or to institutions responsible for the action. Unlike the relatively hierarchical roles and relationships modelled in the academic domain, civic domain tenor relationships were found to be complex and multi-dimensional.

Significantly, all texts were found to be valued within their particular social affiliations and in some cases within the broader public domain. This suggests that the boundaries of the civic domain are permeable and that adolescent critical social literacy practices are not distinct from those of adult (voting) citizens.

These findings are supported by studies of adolescent ‘situated’ literacies (Alvermann 2002, 2006; Gee 2000a, 2005; Guzzetti & Gamboa 2004, McGregor 2000) which have found that the literacy practices of adolescents beyond schooling are ‘multi-layered, shifting and relational’ (Alvermann et al. 1998:xvii) and by adult literacy theorists who argue that ‘no social occasion should be circumscribed or defined within a single form of life’ (McCormack 1991:1).

Similarly, participatory citizenship and New Social Movement theorists argue that contemporary social movements tend to be loosely organised in often ‘submerged’ networks (Melucci 1989), and are oriented more towards building solidarity and changing public views than more formally defined institutions such as the state (Nash 2000).

### **7.1.2 Text**

Modelling the cultural context of the texts according to layers of social affiliations within the civic domain has also enabled them to be characterised in semiotic terms as individual genres and as genre complexes. Despite the significant variation in the particular social identities of the rhetors, genres were found to share the broad goals of motivating, exhorting and enabling others to enact social change. The genre complexes can be characterised broadly as persuasive and,

from an interpersonal perspective, as complexes of macro-proposals (Martin 2001b:303). Findings of the rhetorical purposes at the level of genre complex has had a significant influence on interpretations of the semiotic resources deployed in the individual texts.

Analysis of the linguistic resources deployed by the young activists has found that the complex persuasive goals, social identities, roles and relationships in the civic domain necessitate the mobilisation of an extensive repertoire of interpersonal resources at the level of genre and discourse semantics. In the next section, I will summarise and interpret the major findings of this analysis, which has been informed by semiotic models which privilege an interpersonal orientation to the analysis of persuasive texts (Martin 2001b:303). As the relationship of individual texts to the multilayered contexts is crucial to the interpretation of the resources, I will organise the discussion according to the particular social affiliations, including the social identities and tenor roles of the rhetors.

#### **7.1.2.1 Chilout campaign**

While the semiotic resources deployed at the level of genre complex are beyond the scope of this study, textual evidence of core Chilout Affinity spaces such as rallies indicates that these spaces constituted macro hortatory expositions. The goal of these genres was to persuade the Australian Government to release children from Immigration Detention Centres (IDCs) and was achieved through stages of Appeal (eg. prominent banners with slogans such as 'Free the Refugees!') and Arguments, providing legitimation from various perspectives as to why refugees should not be detained. The choice of individual genre was influenced not only by the overall goal of the campaign, but also by the social identity and subsequent speaking position of the rhetors. The social identity of the young Chilout Ambassadors, representing multiple socio-cultural positions (ie. refugee, child, asylum seeker) as well as their experience as former detainees of IDCs provided them with an ideal speaking position as 'insider' witnesses in the campaign. Taking up this speaking position made available to them a range of genres to align the (voting) public into sympathy for the goals of the campaign and enabled them to mobilise resources which, in this context, were far more powerful rhetorically than those taken up to directly petition the audience. These

genres have been termed political testimonies and include both hortatory and bonding testimonies.

#### **7.1.2.1.1 Political testimony**

The political testimony genre, deployed by all Chilout Ambassadors, can be related to the testimony genres increasingly recognised by rhetorical and social movement theorists for their role in persuading audiences 'to take immediate political action' (Jehenson 1995:133). From the perspective of structure, political testimony can be seen as agnate to the narrative genre - autobiographical recount, which plays an apprenticing role in academic discourse but draws on language patterns which are primarily associated with the personal/social domain (Macken-Horarik 1996a:246). The use of recount structure is significant rhetorically as it allows the rhetors to take their audiences on an emotional journey, which is resolved by their release from IDCs and acceptance as permanent Australian residents. Political testimony can in fact be seen as appropriating the stages of autobiographical recount for rhetorical purposes. Interpersonally oriented elements, which involve, reassure and build identification with audiences, function to build solidarity and, in the case of hortatory testimony, work with legitimating elements to motivate compliance with a central Appeal element.

In addition to their temporal organization and focus on specific participants and processes, political testimony also shares with personal and autobiographical recount the overt expression of emotion (Page 2003, Eggins & Slade 1997, Coffin 2006). However, the analysis of evaluative resources across generic elements and more delicate phases of political testimonies reveals a carefully orchestrated unfolding of both personal and institutionalised emotion to 'win over' a potentially hostile Australian public. In rhetorical terms, persuasive appeals of ethos, pathos and to some extent, logos work throughout the 'story' to orient audiences evaluatively. Appeals to ethos, foregrounding objectifying invoked Judgement values, are deployed to construe a powerful and complex speaking position for the rhetors - both as authoritative, innocent and vulnerable witness and as 'one of us' teenagers sharing the aspirations and frustrations of other young Australians. For example:

I am an 18-year-old female refugee from Bamiyan, Afghanistan. I am in year 12 at Holroyd High School and I am studying for my HSC (HNN Identification).

This rhetorical appeal begins the process of 'getting the reader onside' and builds an interpretative platform for orienting the audience through the unfolding elements. Overt expressions of emotion are deployed throughout these elements, realised as inscribed and often intensified prosodies of Affect. However, these typically accumulate as evaluative 'reaction' phases and follow the more dispassionate, experientially oriented 'problems' and 'solutions' phases, which 'let events speak for themselves' (Martin & Rose in press: 44). In this way the rhetors not only make powerful appeals to pathos, but also leave the audience interpretative work to do.

Nevertheless, even within the more dispassionate phases, the rhetors intervene to orient the audience into empathy. This is most marked in the strategic use of metarelations of contrast (Macken-Horarik 2003b:307). For example:

We arrived the day before the Olympic games started. We were sent to a detention centre in the desert with fences around it. (HNN: Involvement)

Rather than suppressing heteroglossic resources, which Coffin (2000:405) argues is typical of narrative forms, such selections give evidence of the dialogic nature of testimony. As Felman (in Kennedy, R. 2004:50) notes:

to testify..before an audience of readers or spectators – is more than simply to report a fact or an event or to relate what has been lived, recorded and remembered. Memory is conjured here essentially to address another, to impress upon a listener, to appeal to a community.

Such contrasts, often explicitly flagged through the contracting resources of counter-expectancy, are used throughout the texts to confront the expectations of the audience with the reality of the experiences and treatment of the refugees. The rhetors thus show awareness of an audience who may be hostile to the disembodied 'illegal immigrant' or 'queue jumper' and may support government interventions, but who will not easily resist being angered by violations to universal values such as the rights of children to freedom, fun and health and the rights of pregnant mothers to protection. Personal feelings and experiences thus become communal – the 'we', initially representing immediate family and fellow refugees, extends to include the Australian public who are aligned with 'us' against forces who would violate shared values.

These emotional appeals work with those of ethos and in the Legimate element, logos, to align the audience into a *senses communis*, which McCormack (2003:2) associates with the epideictic discourse used in the civic domain ‘to negotiate and come to agreement on a way forward’. Appeal elements, central to hortatory testimony, are heavily mitigated through Mood metaphor and tempered verbal and mental processes. For example:

**I hope** that the policy on refugees will change, because refugees’ rights are human rights. **I hope** that we will achieve equal rights about everything such as women’s rights.  
(HEJ: Appeal)

While making the subjective authorial voice explicit in this way ‘puts the speaker’s authority to assess at risk’ (Martin 1995:11), the individuated voice of the rhetors in political testimony is rhetorically powerful because of the work already done across the text to build solidarity and authority. Addressed to an aligned audience, ‘I’ becomes a powerful speaking position from which to persuade the audience to act.

Political testimony has been shown in this study to be a significant rhetorical form within the civic domain, particularly for those who are victims of the injustice they seek to redress. The appropriation of the more accessible autobiographical recount allows these rhetors to use their speaking position to foreground the personal and moral dimension of the refugee issue and thus complement the statistical or abstracted evidence provided in the accompanying expository texts of the campaign. These testimonies, like others produced within the campaign ‘brought anonymous, faceless men, women and children to light and to life and helped sway public attitudes and opinions’ (Ozdowski 2004).

### **7.1.2.2 MakePovertyHistory Campaign**

As discussed in Chapter 5, Bonofan’s literacy practices in the civic domain are situated at the intersection of two social affiliations. The MakePovertyHistory (MPH) campaign like Chilout, can be seen from a semiotic perspective as a complex hortatory exposition, lobbying for political change through public appeal. Its persuasive purposes are instantiated in macro and elemental genres within rallies, concerts and online Affinity spaces and its authority is built on globally recognised public figures from politics and the arts rather than on the

voices of those represented (ie. those who are or have been in poverty).

TakingITGlobal (TIG) can also be represented as persuasive genre complex which aims to inform as well as to inspire and motivate young people to participate in the civic domain. The goals of both these affiliations contribute to Bonofan's social identity as young activist.

Unlike the Chilout Ambassadors, Bonofan does not have the speaking position of insider in terms of the issue of poverty. However, as a long term, committed and active participant in these intersecting social affiliations, he has developed an authoritative speaking position to construe multiple social roles. Genre families most prominent in his repertoire include temporally organised enabling directive and promotional review as well as rhetorically organised exposition.

#### **7.1.2.2.1 *Enabling and promoting genres***

Although only one enabling text is included in the corpus, (Pan 3), the text is significant in that it construes a leadership role within the TIG Affinity space. Pan 3 is a directive genre, characterised by a high frequency of instructing proposals realised congruently as imperatives. In common with directives in the technical domain, these resources construe a tenor relationship of 'commanding down' (Iedema 2004). However, particularly within the central Command element, hortatory proposals, which are realised by mitigated projected and implied proposals, construe a typical civic domain relationship which does not take compliance for granted. Similarly, complex interactions of evaluative resources across the Command and Legitimate elements work rhetorically to align the reader around the values of Affinity space. The enabling role construed by these resources gives evidence of the broader role of contemporary social movements in focussing individual activities into collective ones (Eyerman 2006:42).

Also significant are the response genres deployed by Bonofan to promote the activities and resources of the MakePovertyHistory campaign. These texts are characterised by a focus on temporal unfolding of events and emotive, personalised reactions to these events. For example:

Hey hey all!!

Well, today at 11 am I headed into Darling Harbour for Sydney's events for the 2nd global White Band Day for the makepovertyhistory campaign. And what a day it was!  
(B5S)

The relationship of solidarity construed by such texts, however, functions rhetorically within the civic domain to attract the young audience to the social affiliation and to encourage participation. This purpose is realised implicitly through dialogic contraction and amplified evaluation, which interact to evoke a positive response to the social affiliation and to align the young audience around its goals and outcomes. For example:

**It just goes to show** (contract:endorse) that young people **can stand up for what they believe** (+ve J: cap/prop) (B5S)

The presence of an Appeal element in some promotional reviews, functioning to motivate participation brings the texts into an agnate relationship with hortatory genres.

While the scope of social influence of Bonofan's promoting texts is limited by the relative lack of prominence and the immediacy of events described, as with enabling texts, they serve an important role in building a community of activists. The more subjective interactive and evaluative resources are mobilised to persuade an audience who may be attracted to the social as well as ethical and moral dimensions of the campaign.

#### ***7.1.2.2.2 Expository genres***

Although the majority of rhetorically organised texts produced by Bonofan are oriented towards persuading his audience to support the MPH campaign, the analysis of semiotic resources reveals a blurring of boundaries between hortatory and analytical exposition.

Genres in which the hortatory purpose dominates are structured around a central Appeal element realised by a range of hortatory proposals addressed directly and indirectly to the target audience of young people. Significantly, while these proposals do accumulate within relatively discrete elements, the Appeal is also realised prosodically across the text. Prosodies of interactional resources amplify the Appeals, contributing to an evaluative stance of urgency. Like the Chilout activists in political testimonies, Bonofan deploys projection to background the requested action of these proposals and to make explicit the source of the proposal. While he too individuates himself as the source of proposals, this tends to happen in situations where the proposal has first been endorsed by sources

acknowledged as high status within the social affiliation (and indeed across the civic domain). For example:

**Nelson Mandela** said that "it sometimes falls upon a generation to be great." **He** also said that that generation can be us. No, I'm not calling for a "worldwide revolution," or for some revolutionary generation to be raised up in order to enact change themselves. No. **What I do wish for**, however, is the realisation that the 21st Century calls for a new type of politics....[Pan 6: *Appeal element*]

Shifting modal responsibility for proposals to such sources serves not only to add weight to requests, but suppresses those who may challenge the requested action.

Legitimising arguments can also be seen from an interpersonal perspective as motivating the target audience to act. This is achieved largely through rhetorical appeals to logos, structured as phases of 'problems' of current political action and 'solutions' of youth involvement. Institutionalised evaluative resources of invoked Judgement and Valuation dominate these elements.

However, all of the genres characterised as hortatory exposition and certainly those which have been characterised as commentary, also deploy resources which realise an analytical and critical orientation. At the level of genre, this orientation is evident in the presence of elements which function interpersonally to persuade the audience that Bonofan's opinions are valid. This function is realised by asserting proposals, which canvass opinions of actions politicians should take. These are realised objectively through both interpersonal and experiential metaphors. For example:

There is a global call for an end to poverty (*Pan 5: asserting – objective modality metaphor nominalised obligation + nominalised action*)

Such realisations obscure the onus and source and present the proposal as a non-negotiable proposition. Unlike in the Chilout texts, evidence of the suffering of victims of poverty is provided as generalised statistics rather than in terms of their emotional impact. For example:

Worldwide, 208 million young people live on less than US\$1 a day, and a further 515 million live on less than US\$2 a day. 85% of young people live in developing countries and most of them live in rural areas where poverty and diseases like HIV/AIDS and malaria cause havoc (Pan 5).

While the focus on generalised experiences and objective modalities foreground deliberative discourse, the analysis of interactional and evaluative resources

associated with the highly stylised, evocative and emotional epideictic discourse, which in Appraisal terms can be seen as an evaluative key. Epideixis functions across expository and promotional genres to realise the broader community building social identity assumed by Bonofan as a participant and promoter of the TIG Affinity space. Features of this discourse across these genres will be summarised in the following section.

#### **7.1.2.2.3 *Rhetorical interactions for constructing epideixis across genres***

As discussed in Chapter 2, semiotic resources which have been associated with epideixis include, lexical metaphor, personal address, amplification and expressions of emotion.

The high profile sources such as Nelson Mandela and Bono used across genres not only build the status necessary to request action from the audience, but, also function as symbolic attributes or Bonding Icons (Stenglin 2004:406) to build solidarity and rally audiences to action. The role of quotations from these sources as well as slogans and images associated with the MakePovertyHistory campaign have also been noted by New Social Movement theorists (Maddison & Scalmer 2006, Eyerman 2006) for their role in attracting and bonding new participants to movements.

Proposals realised as imperatives or interrogatives, which are often built around metaphorical action, also play a symbolic role in aligning the audience around the challenges of the campaign and encouraging participation. For example:

Take a step, dive deep, be daring. Dare to make poverty history (B5D: Challenging).

An associated finding across proposals and propositions is the use of personal pronouns to build solidarity by establishing a ‘we’ group (Partington 2003). Included in the inner circle of Bonofan’s ‘we’ group is the immediate audience of TIG affiliates and young people and at times also the general global public. Significantly, the ‘we’ group is almost always the target of positive or provisionally positive judgements.

We are indeed the first generation that **can eradicate poverty** [+ve J: cap INV]. (B5J)

No, for the coming years the people of this world must let the politicians, our representatives for their various governments, that we **won’t stand up any longer to the injustice of poverty** [+ve J: prop INV] (B5S2).

This ‘we’ group is often further bonded by the exclusion of politicians who are frequently the targets of negative judgements. Contrasting relations across phases draw attention to the distinctions between these two groups and increase the cost of any who do not align as ‘us’.

<p>The politics I see played out by many of the politicians involved in government is not the politics that i see when I look at the world's movements against injustice. That politics is a 'politics' that has <b>passion</b> and <b>energy</b>, and <b>an unbreakable will</b> behind it. <b>It transcends the boundaries between the Left and Right, and resonates with the core of humanity.</b></p>	<p>+ve Judgement tenacity, propriety (social movements)</p>
<p><u>Yet, it seems</u> as if <u>many</u> governments are <b>fearful</b> of enacting change. (Pan 6)</p>	<p>-ve Judgement tenacity(politicians)</p>

**Text 7.1: Relationships of contrast in Pan 6**

Finally, the resources of GRADUATION are deployed across genres in ways which transcend school sanctioned practices but which have long been noted in rhetorical studies as a feature of stylised political oratory (Cockcroft & Cockcroft 1992, Partington 2003). Of particular significance is the resource of lexico-syntactic, or grammatical parallelism, which Partington (2003:214) maintains is ‘the single most striking rhetorical device’ to be found in political addresses to the media. In Bonofan’s hortatory and promotional genres, this feature is used at both group and clause complex level to radiate ATTITUDE values across stretches of text so that the significance of events is amplified in preparation for an Appeal. For example:

In the 60's there was the civil rights movement. In the 70s there were the peace demonstrations all around the world. This decade we mustn't ignore the opportunity to be known as the generation that eradicated extreme poverty. (B50)

In summary, the epideictic resources deployed across genres are oriented towards the construal of solidarity around the values of social affiliations and towards motivating audiences to participate in achieving the goals of these affiliations.

### **7.1.2.3 Characterising persuasion in the civic domain**

The diverse repertoire of resources deployed by activists across the social affiliations in this study make it difficult to characterise effective persuasion in the civic domain in ways which have been possible in the academic domain. While genres in the academic domain have been found to vary considerably in response

to field (Veel 2006), there is a great deal of consistency in descriptions of mature persuasion across discipline areas (Coffin 2006, Hood 2004, Lee, S. 2006, Martin 1995, 2002a; Myers 2001). As discussed in Chapter 2, such a repertoire has typically included analytical exposition and discourse semantic resources such as explicit objective modalities (Martin 1995), institutionalised and assumed evaluative resources and heteroglossically expanding resources such as attribution (Hyland 2005). However, the complex social identities and the roles and relationships available within the civic domain make such generalisations impossible. Both the community building and promoter roles of activists in civic domain affiliations mobilise epideictic resources and blur the boundaries with roles enacted by leaders in political and broader public domains (Halmari & Virtanen 2005, Harvey 2004, Martin 2002d, Partington 2003). However, other roles (eg. appellant, advisor, witness) also blur the boundaries with academic and/or personal/social domains. In common with academic domains, institutionalised and assumed values of ATTITUDE are preferred across genres in Legitimate elements and objective modalities are preferred in Canvass opinion or Thesis elements of expository texts. However, resources typical of the personal/social domain such as recount, specific first person participants and inscribed Affect are also frequently selected across the affiliations. While Coffin (2000:405) suggests that overt expression of emotion makes texts more open to scrutiny and may ultimately fail to persuade in academic discourse, in the civic domain such rhetorical strategies have the potential to transform conflict, particularly in situations where bonds between the audience and rhetors are least strong (Schwarze 2006:39). The persuasive power of explicit subjective modalities in the civic domain has also been acknowledged, even in expository texts addressed directly to those who hold institutional control (Martin 1995).

In short, the analysis of texts in this study, supported by studies from Schwarze (2006), Martin (1995) and others (eg. Jehenson 1995, Schaffer & Smith 2004) suggest that characterising persuasion in the civic domain is only possible when multiple contextual considerations such as ideological positioning, social affiliation, social identity and the particular roles and relationships with the audience are taken into account. While an extensive reservoir of resources has been found across the texts in this study, the repertoire required by individuals

will depend upon the speaking position which is opened up within particular contexts.

## **7.2 Pedagogic implications**

The above discussion of persuasive resources required for effective persuasion in the civic domain has raised a great many issues for the development of a civic literacy pedagogy. Not least is the difficulty of developing curricula which can meet the needs of individuals and social groups with divergent concerns and social identities such as those of the participants in this study. How, for example, can such a pedagogy meet the needs of young advocates like Bonofan in developing a semiotic repertoire to build social affiliations and critique status quo political action and at the same time meet the needs of insider activists, who, like the Chilout Ambassadors, seek to take advantage of their social identity to align potentially hostile audiences and exhort action? How can it be developed to meet the needs of young people like Vanessa Chang (Martin 1995) who choose to appeal for change directly to those with institutional control? And how can a civic literacy pedagogy extend the range of social identities and speaking positions available to adolescents?

One obvious response to such questions is that a civic literacy pedagogy needs to include a broad range of resources and to develop ontogenetic pathways which enable young people to engage directly with, and perhaps subvert the discourses of power (Coffin 2000, Humphrey 1996, Macken-Horarik 1996b). Such an endeavour brings this pedagogy into relationship with genre pedagogies, which aim to develop an elaborate coding orientation (Bernstein 1990: 20), marked by control of genres such as exposition and interpersonal features such as objective modalities (Martin 1999a). However, as this study has demonstrated, powerful discursive interventions by young people do not necessarily depend on linguistically defined pathways. As discussed in Chapter 2, legitimate engagement of young people can extend beyond 'government-defined modes of behaviour and activity' (White & Wyn 2004:90). Adopting a genre pedagogy to support the development of civic literacies therefore risks limiting the conception of civic literacy to the one dimensional role relationship of appellant/custodian and does not account for the important role of contemporary social movements in building

solidarity and changing public views in civic society (Nash 2000:144). Moreover, such a pedagogy runs the risk of communicating the message that effective political engagement occurs only after students have built control of genres requiring an extensive apprenticeship process, a message which resonates with the notion that adolescents are ‘future’ rather than actualised citizens (Harris et al 2007:20).

Certainly a civic literacy pedagogy would need to include modelling of expository texts which deploy both objective and subjective modalities to build reasoned arguments (Martin 1995, Moraitis & McCormack 1995). However, for students to engage with the ‘shifting clusters of organisations, networks, communities’ (Whittier 2002:289) which characterise contemporary social movements, a pedagogy would also need to include models of temporally and rhetorically organised texts deploying interactional and evaluative resources to nourish social affiliations and align non-affiliates into communities of feeling. Such modelling would need to be firmly grounded in a model of context such as that developed in Chapter 4 in order to build understandings of:

- the relationship between individual genres and the multilayered genre complexes which semiotically construe the civic domain
- the semiotic opportunities and constraints associated with particular social identities, social affiliations and ideological positions within the civic domain
- the relationship between contextually constrained semiotic choices in the civic domain and those in agnate domains of adolescents lives
- the variability of tenor roles and relationships within the civic domain and the relationship of tenor to the semiotic resources deployed across texts to persuade.

To develop a critical orientation to discourse in the civic and broader public domain, deconstruction of the discourse features of a range of texts could draw attention to the use of similar resources in texts we might champion as in those we may demonise (Martin 2004:4) and the importance of considering both the ‘speaking positions’ adolescents from different socio-cultural groups may enter

into as producers of texts and the range of ‘reading’ positions available to audiences in the civic domain.

A critical orientation would also need to consider perspectives regarding the contested status of subjective experience in the civic and broader public domain, including charges that the melodramatic frame established by genres such as testimony lead to oversimplification and reification of issues (Anker 2005). Consideration of the exploitation of emotion by activists, politicians, spin doctors and advertisers for political and commercial purposes is also necessary as is a broader discussion of the role of epideixis in the public domain. Such discussion would include the exploitation by extremist political actors who have used epideixis to marshal blame in the community (McCormack 2003) and the association of epideixis with passive forms of participation (McKenzie 2000).

However, a critical perspective needs to be balanced by an examination of the positive role attributed to epideixis as providing a basis for decision making (Perelman 1970) and the use of epideixis by marginalised groups to build community and mobilise others to action (McCormack 2003). A discussion of the roles played by political testimony and other narrative genres in local and global social movements such as feminism, indigenous rights and reconciliation may open up possibilities of similar engagement from different socio-cultural groups

### ***7.2.1 Issues for a civic literacy pedagogy***

Importantly, a civic literacy pedagogy cannot allow itself to colonise the texts and affiliations inhabited by young people in their out of school literate lives. While boundaries between domains have been found in this study to be fuzzy, they must be acknowledged and the often submerged practices adolescents pursue in their personal/social and civic domains cannot be coopted as homework tasks for the sake of building bridges between domains. Teachers do need to celebrate critical social literacy practices beyond schooling, to make links between school and beyond school practices and to contribute where possible to the further development of semiotic resources to nourish social affiliations in the civic domain. However, they need also to acknowledge the limitations of literacy pedagogies situated solely within the academic domain. In particular they need to

acknowledge that semiotic resources which enable the co-patterning of epideictic resources to rally affiliates or the strategic interplay of personalised and institutionalised emotion to align potentially hostile audiences are unlikely to be developed within institutions preparing students to meet the demands of secondary and tertiary learning.

While the mediation of texts has not been the focus of this study, there is considerable evidence in the data that the construction of the texts was supported in different ways within the particular social affiliations. Direct mediation is most apparent in the jointly-constructed interviews of the Chilout ambassadors. As was discussed in Chapter 5, interventions from adult affiliates can be seen as scaffolding a relationship of solidarity between the rhetors and their audiences in these texts. For example:

What your listeners won't know is that Sayed, for example, had never been to school of any kind when he came to us and in the four years that he has been with us he has learned not only to speak English fluently and to be able to face up to a radio interview but to read and write to a high level and it might be of interest to people to know the subjects that these young people are undertaking after such a very small time in Australia and such relatively small period of formal education....

***Text 7.2 HILM: intervention of adult affiliate***

As is evident in the underlined sections above, the adults typically make explicit the purpose of their contributions to address the perceived concerns of the listener and thus make visible for the ambassadors cultural values which need to be taken into account to build rhetorical force in political testimony.

Such direct personalised mediation is not apparent in Bonofan's texts, however, he does make extensive use of the hyperlinks provided through the TIG Affinity spaces to build his repertoire of slogans and rally cries from models provided by Bonding Icons and to incorporate specialised knowledge to support his critiques of political action. In the excerpt from Pan 6 below, Bonofan deploys semiotic resources of interpersonal and experiential metaphor to incorporate this knowledge into his texts (bold sections), however, these are not allowed to dominate the epideictic force of his rhetoric. For example:

For 2006 and beyond, it is up to the international public to keep our governments accountable, and let them know how we want them to tackle issues such as poverty. **The Global Call to Action Against Poverty recently renewed their call for the eradication of extreme poverty by 2015 in a recent international planning meeting in Beirut. In the "Beirut declaration," GCAP demands four things, which the developed and developing world must take into account. They are: • Public accountability, just governance and the fulfilment of human rights • Trade justice • A major increase in the quantity and quality of aid and financing for development • Debt cancellation.** Are these demands too much? No. Can the world afford it? Yes. Is there enough political will in our governments to enact the changes needed? Not yet. ...

***Text 7.3 Incorporation of specialised and abstract language in Pan 6***

Evidence of the cooperative discursive activity within social affiliations supports arguments from participatory citizenship researchers that full or maximal participation of adolescents involves collaboration with adults (White & Wyn 2004:91) and from Bernstein (1990:111) who acknowledges the role of other institutions, including 'counter-hegemonic sites' in developing elaborated codes. According to Bernstein:

Education is the official State agency for the location and general distribution of elaborated codes and their modalities of reproduction, which selectively create, position, and evaluate official pedagogic subjects. It is equally important to point out that oppositional restricted and elaborated codes may be generated both in school and at work, and that oppositional elaborated codes arise out of agencies of defence, challenge, opposition (trade unions, political parties, and counter-hegemonic sites: Moore, 1984; Holland, 1985)

Further investigations of the interactions between adults and adolescents within such affiliations and the role of these interactions in extending the repertoire available to adolescents may inform pedagogic models (eg. Callaghan & Rothery 1988, Hammond 2001) developed from the work of Vygotsky (1978), Halliday (1978) and Painter (1984) and contribute to the development of civic literacy pedagogies within and beyond schooling.

### **7.3 Theoretical and methodological contributions**

In the exploration of the persuasive resources deployed by adolescents in the civic domain, this study has opened or extended dialogue with a range of theoretical and methodological perspectives. As is evident in the discussion above, the investigation has brought to light common concerns across disciplines such as SFL, genre and emancipatory literacy pedagogies, Situated and New literacies,

New Rhetorics, Youth Studies, Civics and Citizenship Education, New Social Movements and Sociology. In making these shared concerns visible, it is hoped that common ground can be established for future transdisciplinary studies, whereby social and education theories may benefit from the tools available within compatible social semiotic perspectives and social semiotic research can in turn be further enriched by the insights of practices and processes of participatory citizens in contexts beyond schooling.

Within social semiotic perspectives too, it is hoped that further dialogue between theories of Appraisal and rhetorical theories may enable the dialogic function of resources which have long been identified with successful persuasion in the public domain to be better understood. The study has identified a number of ways in which symbolic attributes such as slogans, rally cries and references to prominent social figures and institutions are used to construe both status and solidarity within particular social affiliations. In recognition of the powerful role these resources play in engaging in 'ideological colloquy' (Voloshinov 1995:139 in Martin & White 2005:93), I have included them as endorsing resources within the Appraisal sub-system of ENGAGEMENT, however the relationship between these verbal endorsements and the visual and material Bonding Icons identified by Stenglin (2004) need to be further explored. In particular, the role of Bonding Icons to mitigate proposals across elements and whole texts needs further exploration. Similarly, while personal pronouns have found a place in this study as contracting resources, the frequency with which they are used in many of the texts in this study makes them difficult to include in quantifying coding systems and their relationship to other contracting resources is problematic. The role of grammatical parallelism in stirring readers emotions also warrants further study. While included in this study as resources of GRADUATION, which function to invoke ATTITUDE values, the interactions of these resources with marked themes radiate prosodies across micro and macro phases of text and clearly contribute to the rallying function of epideictic discourse.

From a pedagogic perspective, the investigation of literacy practices beyond schooling has broadened the scope of educational linguistics, particularly to focus on areas of more complex genres and tenor relationships. The study has built on understandings of spheres and domains of literacy developed by McCormack

(1993) and Macken-Horarik (1996a) to relate school literacy practices to those of adolescents beyond schooling. The civic domain, which is distinguished in this study as a discourse space within McCormack's public domain has been a particularly useful theoretical concept to broadly situate the literacy practices of the participatory citizens in the study. In its orientation towards building solidarity and changing public views, the civic domain is associated with more complex social affiliations and relationships of tenor than the academic domain. In contrast with the ontogenic perspective of literacy provided by research within the academic domain, the model presented here recognises that social identities within the civic domain need to mobilise resources from all domains to achieve their purposes. In exploring the fuzzy boundaries between domains, the study recognises new genres, formed through appropriations of genres already familiar to the young rhetors but which have been interpersonalised for the persuasive purposes of the civic domain. Further exploration of the resources deployed within other social affiliations in this domain and particularly the multimodal resources associated with dramatic, musical and artistic performances would greatly enrich the characterisations presented here.

Finally, the deployment of Positive Discourse Analysis as a methodology for the exploration of adolescent literacy practices has broadened the focus of discourse analysis within Sydney school SFL studies. While maintaining a commitment to making visible the resources which enable access to the language of power within academic and technical domains, and recognising the importance of deconstructive activity to expose abuses of power, PDA has enabled me to make visible semiotic resources used by adolescents in their efforts to redistribute that power.

## **7.4 Conclusion**

In conclusion this study makes significant contributions to both pedagogy and linguistic theory and methodology. In identifying the interactions of semiotic resources deployed by young activities as they go about nurturing affiliations and motivating public action, it makes visible and celebrates adolescent literacies for critical social and community engagement.

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