

Chapter 4

ANALYTICAL FRAMEWORK AND RESEARCH DESIGN

This chapter proposes an analytical framework and research design for this study. In Sections 4.1 to 4.3, I provide details of the discourse analytical framework developed from the foundational theories introduced in Chapters 2 and 3. In Section 4.4, I elaborate on the research design described in Chapter 1, outlining the methods used for a principled selection and analysis of text.

Introduction

As argued in Chapter 3, an investigation of the questions which guide this study can be best achieved on the theoretical foundation provided by Systemic Functional Linguistics (SFL) and complementary social semiotic and social theories. SFL, including theories of genre (Martin & Rose in press) and discourse semantics (Iedema 2004, Martin & White 2005), provides a strong foundation to investigate the discursive practices of the adolescent social activists in this study because of its concern that:

Language does not just passively reflect a pre-existing social reality. It is an active agent in constructing that reality (Halliday 1991:17).

and because it provides resources to systematically analyse the relationship between language and that social reality. The researcher is thus able to make informed predictions as to what is likely to be ‘at stake’ in which situations.

The implications of this perspective to the study are twofold. Firstly, it foregrounds the importance of language analysis in an investigation into the ‘social reality’ of adolescent literacy practices. Secondly, it provides a rationale for my endeavour to make visible the semiotic resources used by adolescents engaged in participatory citizenship, and thereby make available these resources to other young people to use in constructing and transforming social reality. Such an endeavour is compatible with the goals of Positive Discourse Analysis (Martin 2004a) and contributes towards the development of a literacy pedagogy to support adolescent critical social literacy practices within and beyond schooling.

While recognising that the boundaries between contexts of culture and situation are not easily defined (Halliday 1991:9), I have here distinguished multiple spaces within context of culture in order to account for the multiple layers of genre identified in the analysis of texts. This reserves context of situation as the immediate situation of the texts, construed and construing by linguistic features at the level of discourse semantics. Typological accounts (eg, system networks) will be provided to highlight points of difference between categories, and topological accounts will be used to situate features within a 'broad semantic space' (White 1998: 22) and draw attention to the 'fuzzy boundaries' between categories.

4.1 Modelling the cultural context of adolescent civic literacy practices

Although current SFL models of culture are primarily oriented to exploring the semiotic realisations of context, the multilayered textual practices within the present study can be best understood if 'external' features are also systematically elaborated. The model of cultural environment discussed below, which gives attention to multiple layers of social groupings, spaces and roles as well as to the socio-political and socio-cultural contexts, will allow for a principled interpretation of the complex genre configurations deployed by the young activists.

4.1.1 *Domains of adolescent literacy practices*

Drawing on frameworks proposed by Macken-Horarik (1996a) and McCormack (1995, 2003) and informed by social and New Social Movement theories (eg. Habermas 1979, Melucci 1989, Maddison & Scalmer 2006), this study understands adolescents' literate lives in terms of four domains which can be viewed from an external (material) and internal (semiotic) perspectives. Table 4.1 presents these domains and outlines their broad communicative goals.

Cultural Domains		Communicative goals
external	internal	
Personal/ social	Humanistic	<ul style="list-style-type: none"> to negotiate social identities and social relations (Eggs and Slade 1997)
Workplace	Technical	<ul style="list-style-type: none"> to access and convey procedural information concerned with 'how to do things' or 'how things are done'.
Academic	Specialised	<ul style="list-style-type: none"> to develop and display knowledge in specialised fields
Civic	Critical and Transformative	<ul style="list-style-type: none"> to debate and negotiate public views and actions to motivate individuals for collective action to build communities of sympathy around common values.

Table 4.1: Cultural domains of adolescent literacy practices

Because of the focus of this study on participations outside formal political processes, I have included here only the 'civic' dimension of Habermas' (1979) 'public' sphere. While social actors within this domain are engaged, through diverse media, in discursive politics within and between these dimensions, I share with Touraine (1989 in Nash 2000:135) the understanding of contemporary social movements as struggling 'in the social realm, not through the state'. Habermas's 'public sphere' will be used in this thesis to refer to the more general political and civic practices, which typically exclude youth.

As can be seen in Table 4.1, the communicative goals of adolescents within the civic domain are multifaceted. While specialised knowledge is vital for construing the audience persuasion necessary to debate and negotiate public views and actions (Moraitis & McCormack 1995:10), I share with Melucci (1989) and others (Bernstein 1990, Maddison & Scalmer 2006) the understanding that specialised knowledge is diverse and may be built through schooling, workplaces and through social interactions within the civic domain. The personal/social domain, too, may be a source of persuasive 'insider' knowledge to social activists who have themselves been victims of the injustices they seek to redress.

In addition to the debate of public views and actions, core business of the civic domain includes building consensus around shared values, both to nourish solidarity and motivate audiences within social movements and to elicit support

from broader audiences. Such goals also involve persuasion and are achieved through deploying interpersonal resources which are sensitive to the positioning of the audience and the relationship between the rhetor and the audience. A repertoire for enacting these goals may also include resources valued for building relationships in the personal/social domain as well as those used by politicians to align audiences around common goals and values in the broader public sphere.

In summary the model of cultural domains proposed here is not hierarchical and acknowledges the contribution of practices within the personal/social domain to the civic and broader public domains. In addition, boundaries between domains are seen as permeable as represented in Figure 4.1.

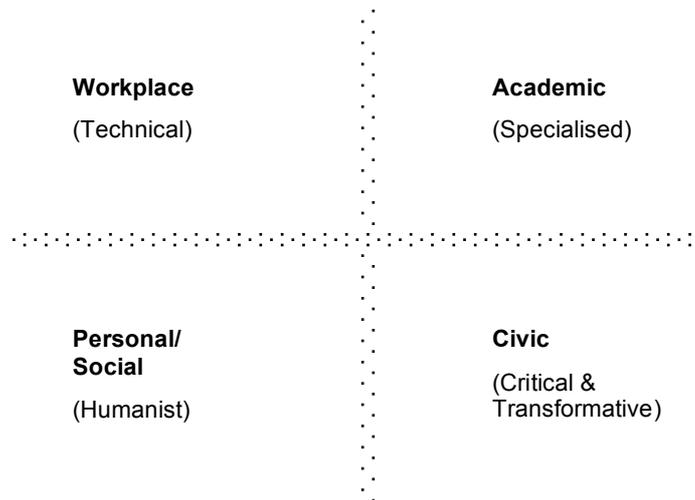


Figure 4.1: Cultural domains of adolescents' lives

4.1.2 Socio-cultural groupings: ideological positioning

Within the civic domain, it is necessary to recognise a number of ways in which adolescents are affiliated in broad socio-cultural or ideological groupings. Socio-cultural orientation, particularly in terms of generation, ethnicity and capacity do effect, in complex ways, the status and speaking position of the young activists in certain situations. Similarly, speaking position is influenced by the prevailing socio-political assumptions and perspectives in the culture. An understanding of these assumptions will allow the analyst to predict, for example, the rhetorical

strategies used across texts to enter into dialogue with an audience who holds different assumptions to the rhetor.

4.1.3 Affinity groups and spaces

In addition to the ideological positioning of rhetors and their audiences, textual practices of adolescents in the civic domain need to be situated in terms of their social groupings. I draw on Gee's (2000c, 2005) concept of social affiliation discussed in Chapter 3, and more particularly to concepts of Affinity group and Affinity space to situate textual practices in this study. An Affinity group is distinguished from discourse community (Swales 1990) by its focus on goals rather than institutions and by the prominence of solidarity and shared bonds. Affinity groups relevant to this study include campaigns or social movements which are both local and grassroots (ie. Chilout) and those which are global in their scope (ie. MakePovertyHistory).

An Affinity space (Gee 2005), while also a social affiliation, acknowledges the distinct influence of the sites or forums on the textual practices of adolescents in the civic sphere. While some Affinity spaces can be seen as forums within affinity groups (eg. the 2004 World Refugee Day rally; MakePovertyHistory website), others are more diverse and the individuals within them cannot easily be represented as members. The TakingITGlobal web site, for example, while affiliated to the youth oriented goals and interests of the United Nations, represents Affinity groups with diverse goals as well as individuals whose participation is not fixed. Situating the literacy practices in this study within the 'sociohistorical networks' (Swales 1990) of Affinity groups, enables their goals and processes to be taken into account when analysing the texts produced by individuals or small groups associated with them.

4.1.4 Social identity

Social relationships between individuals are traditionally examined in SFL theory as a feature of the immediate situational context. However, as Iedema et al (1995:75) note in relation to interpersonally oriented texts in administrative settings, the structure of genres is 'very much determined by the social

relationships the text realises'. For this reason, I include within the broad model of cultural context, the complex ideological or institutional 'role structures' (Halliday 1985: 46) or social identities (Gee 2000c) which are played out by interlocutors within domains and affinity groups. The identity of activist within the civic domain, for example, is one which Martin (1986, 1992a, in press) describes as a 'left antagonist' because activists are interested in changing the status quo and have power to gain (either for themselves or for the affinity group) from the debate. However, young activists are also often called on to enact other social identities, such as building rapport with potentially hostile audiences, promoting the goals of the Affinity group to other young people or motivating already committed affiliates. Playing out these often multiple identities has a great effect on the semiotic choices made.

4.1.5 Summary

Figure 4.2 provides a model of affiliation which will be used to situate the texts in this study within the civic domain. It must be emphasised however, that these affiliations are not fixed and that the texts produced by the adolescents are often multiply situated.

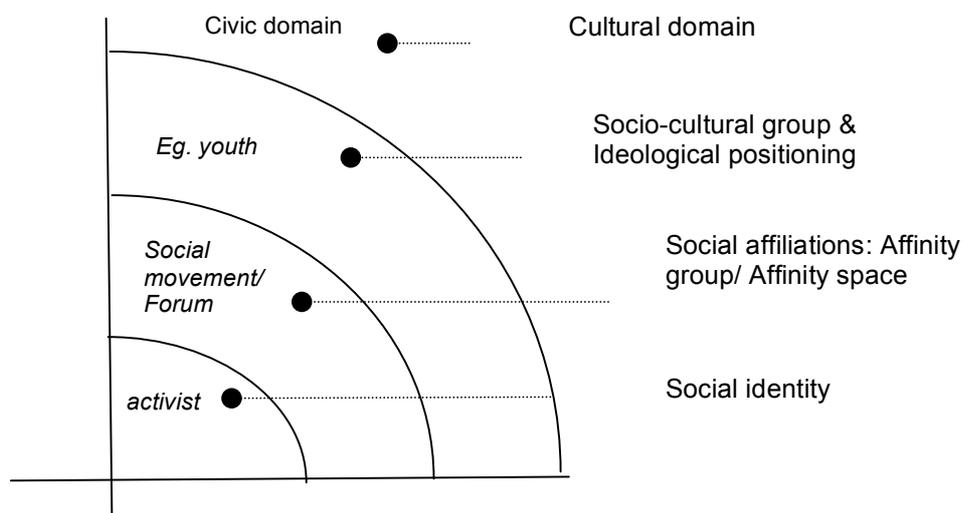


Figure 4.2: Levels of affiliation in the civic domain

4.2 Genre: semiotic construal of culture

Characterising texts in terms of genre is an important first step in interpreting the discursive practices of adolescent activists from an internal perspective and in opening dialogue between school valued and beyond school literacy practices. I follow Martin in proposing genre as ‘a recurrent configuration of meanings (which)... enact the social practices of a given culture’ (Martin & Rose, in press: 9), and recognise the need to take into account the dialogic relationship between language and context when characterising genres. I will begin by explicating the linguistic dimensions of genre which allow me to broadly group the texts in this study and to understand their relations and structures.

To avoid reductionist accounts of genre deployment, linguistic criteria for characterising genres need to include multi-functional perspectives, to take into account the complex intertextual relationships between genres and to be modelled from both a topological and typological perspective.

4.2.1 A multifunctional perspective on genre analysis

In order to account for both the relationship of texts in this study to school sanctioned genres and for the realisation of persuasion at the level of genre, characterising genre from a linguistic perspective will involve consideration of global patterns of both ideational and interpersonal meanings.

From an ideational perspective, genres will be mapped topologically according to the extent to which they are organised temporally or rhetorically. This relationship is shown as the horizontal axis of Figure 4.3 below. From an interpersonal perspective, genres will be mapped according to the role of interactional meanings in structuring the text. While it is recognised that persuasion may be realised indirectly and that evaluative meanings are also important in characterising genre, at this stage the focus will be on the texts as realisations of the purpose of social movements to effect social change. This is most prominently realised by the presence of an element of structure which functions to request or appeal for action from the audience.

The use of both field and tenor dimensions for mapping genres and the most typical genres deployed by the activists in this study are shown on the vertical axis of Figure 4.3 below.

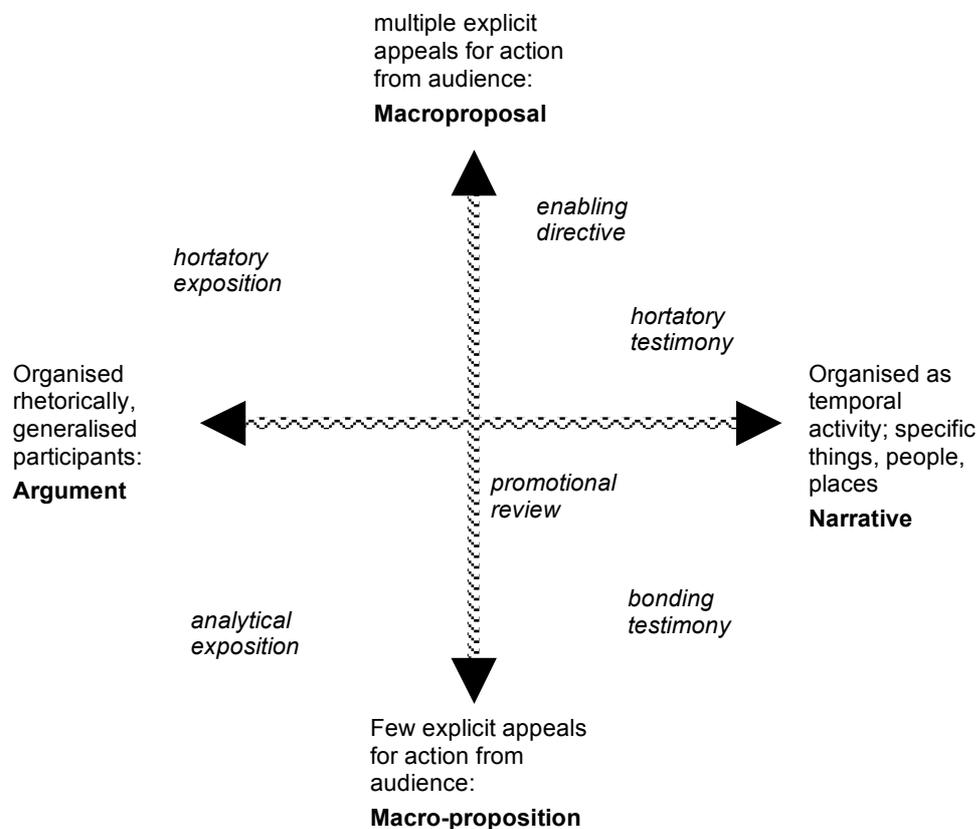


Figure 4.3: Mapping genres from experiential and interpersonal dimensions

The above criteria make it possible to broadly characterise texts according to both their ideational and interpersonal functions. From the perspective of field they can be classified as story or argument according to whether they retell events or develop arguments. Interpersonally they can be classified as Macro-proposals if they are oriented towards achieving action from the audience or as Macro-propositions if oriented towards gaining agreement with opinions.

However, this characterisation cannot be seen as categorical. Firstly, as is evident in the diagram above, boundaries between genres have the potential to be exceedingly fuzzy. One important blurring of boundaries is evident between the categories of exposition. As discussed in Chapter 3, hortatory expositions have been distinguished as a Macro-proposals because of their deployment of proposals requesting action from the audience (ie. commands) and analytical expositions

have been distinguished as Macro-propositions when the proposals within them do not address the audience and are thus opinions (Iedema 2004:178). However, many expositions within the civic domain request action without directly addressing the audience and can be seen to fall between analytical and hortatory types as is illustrated in Example ii) of the following (summarised) Appeal elements.

Types of Exposition	Purpose	Example
Analytical exposition ↑ ↓	To persuade the audience that the writer's position is valid	1. asylum seekers have a right to freedom
	To persuade the audience that a third party must take action.	2. the government should free asylum seekers (and you should vote for the party which will do so)
Hortatory exposition	To persuade the audience to take action	3. Lobby the government to free asylum seekers!

Table 4.2: Relationship of expositions in the civic domain

The recognition of fuzzy boundaries between expositions is particularly important for exploring the complex relationship of persuasive genres in the civic domain with those valued in the academic domain.

4.2.2 The role of genre relations in characterising genres

The first relationship between genres of relevance to this study is that of genre families. From a typological perspective, this is modelled as categories of genres which share specific criteria for resemblance. Genre families relevant to the current study include argument, testimony, promotion and to a lesser extent, directive. Figure 4.4 shows these genre families and genres identified in the study.

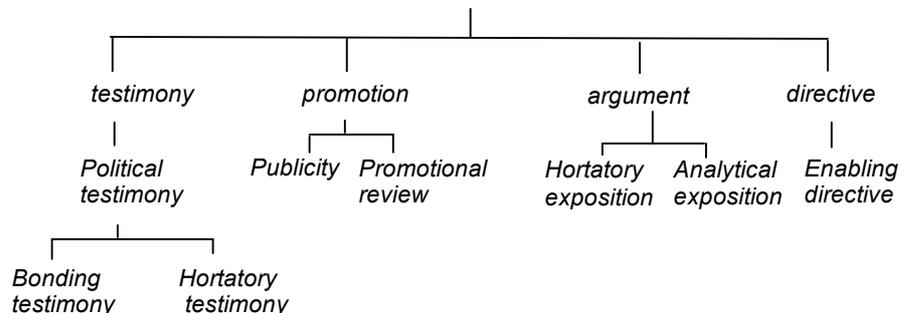


Figure 4.4: Genre families and genres in study

From a topological perspective, similarities between genres can be described in terms of agnation or family resemblances (Martin 2002a). Figure 4.5 illustrates the relationship of two key genre families identified in this study: political testimony and exposition.

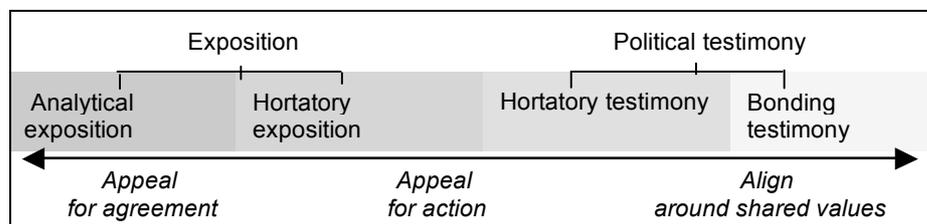


Figure 4.5: Relationship of genres

It is important to note that relationships between genres are not modelled ontogenetically in this study. In contrast to contexts such as secondary school history (Coffin 2006), the valuing of genres is very much dependent on the relationship construed between particular social identities within particular affinity spaces.

Another relevant dimension of genre relations is in terms of size, of how genres combine to realise larger genres (Martin 2006b). Genre theorists recognise only two layers within this hierarchy (genre and macro-genre), however, recognition of more delicate layering is necessary to account for the complex intertextual relationships between texts in this study. Two layers of genre complex are recognised in this study are: mega and macro. However, as is illustrated in Figure 4.6, which illustrates the various intertextual relationships involved in the Chilout campaign, 'rank-shifted' or embedded genres may and do, function as stages within elemental genres.

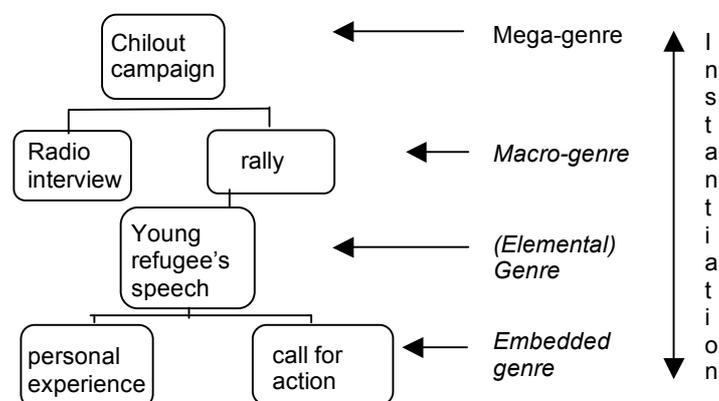


Figure 4.6: Intertextual relationships of genres within Chilout campaign

The positioning of elemental genres within genre complexes is highly significant to the interpretation of persuasion in the texts in the study. For example, as shown on Figure 4.6, individual speeches can be seen as instantiating the persuasion of a rally or campaign and the presence of a banner with an appeal for action (eg. ‘free the refugees’) behind a speaker at a rally will affect the reading of the individual speeches of the speakers, even if those individual speeches have no explicit Appeal element. From the perspective of individuation (Martin in press), the meaning potential of genres produced by individual activists can be seen as extended by affiliation with the ideology of particular social movements. For example, the personal stories of Chilout Ambassadors unfold rhetorically as political testimony to align audiences around the goals and values of the Chilout campaign.

Developing principled linguistic criteria from a multifunctional perspective and taking into account the relationships of genres to the genre complexes in which they are produced will contribute greatly to identifying persuasive resources deployed by the young activists at the level of genre. However, in order to fully account for the readings of the texts as persuasive, it is also necessary to examine more closely the semiotic implications of the contextual configurations examined earlier.

4.2.3: Relating genres to context

Because the meaning of a text and its use are inextricably linked in SFL theoretical perspectives (eg. Iedema 1997:94), the recognition of potentially complex configurations of genre outlined above implies equally complex dimensions of purpose – and, in Halliday’s terms, context of culture. As discussed in Chapter 3, such a model is not typically provided in SFL theoretical descriptions or applications, although even studies which follow Martin in semiotising context typically provide an overview of salient ‘external’ features of culture (eg. Macken-Horarik 2003a, Iedema 2004). A more explicit and delicate description of contextual influences on genre selection, value and reading is particularly important to the present study in order to interpret the complex intertextual relationships of genres produced by the young activists. In this section, therefore, I will revisit the description of the domains, social affiliations and roles from provided in Section 4.1 to further explicate their semiotic dimensions.

4.2.3.1 Relationship of civic domain to genre

In light of the communicative purposes associated with the civic domain discussed in Section 4.1, it is predicted that the genres likely to be ‘at stake’ here are those which persuade the audience, either *to* carry out some social action, *that* some social action (by somebody else) is needed or *that* the position and evaluative stance of the rhetor on an issue is valid.

Significantly, however, genres within the civic domain need to be understood in Bakhtinian terms, as being uttered in relation to other texts. This kind of intertextuality is expressed by McCormack (1990:11) as

Arguing is joining a domain of debate that already exists .. in order to understand a text one must understand how it stands in relation to other texts, how it figures as a position within a debate.

From a semiotic perspective, therefore, the civic domain itself can be seen as a debate or discussion genre complex.

4.2.3.2 Relationship of socio-cultural grouping with genre

Patterns of language use by particular socio-cultural groups at the level of genre have not been systematically studied within applications of SFL theory. However, there is evidence that the ‘restricted codes’ of non-mainstream groups include a preference for genres which are associated with ‘everyday’ uses of language. Following pathways of development modelled within educational contexts (Coffin 2000; Macken-Horarik 1996b), this suggests that genres such as recount would be favoured by these groups. In terms of persuasion, it is predicted that hortatory genres and testimony would be favoured over analytical exposition and challenge.

However, the notion of ‘restricted’ code needs to be treated with care in relation to the texts and social groupings of the activists in this study. It is in fact the ‘marginalised’ socio-cultural positioning as refugee which allows rhetors within this study to appropriate the recount genre for powerful civic work. Likewise, both the socio-cultural and socio-political positioning of the audience effect whether these appropriations are accepted as persuasive genres.

4.2.3.3 Relationship of social affiliation to genre

From a semiotic perspective, social affiliation can be defined as ‘a community of meaning’, which mediates the repertoire of resources an individual mobilises Martin’s (in press). Both Affinity groups and Affinity spaces can be usefully associated with the level of genre I have called mega-genre and macro-genre. In common with domains, these affiliations need to be seen as sites which are inhabited by genres in dialogue with each other. However, because of the relatively solidary relationships expected within affinity groups, ‘one-sided’ jointly constructed expositions rather than ‘multi-sided’ discussions would be predicted at this level. For example the texts of young activists within the affinity space of a rally may contribute as evidence to a larger exposition, which functions to persuade the government to change its policy regarding the detention of refugees. As with socio-cultural groupings, social affiliations need to be seen as potentially extending the meaning potential available to individuals.

4.2.3.4 The relationship of social identity to genre

The purpose of social change typically leads left antagonists to choose hortatory rather than analytical genres (Martin 1985). In terms of genre structure, the inherently unequal power relations which exist between the activist identity and institutional identity they typically appeal to (eg. politicians) often leads to a backgrounding of elements which request action so that the audience may first be aligned.

4.2.3.5 Summarising the relationships

Table 4.3 summarises the relationship of genres in this study to layers of genre complexes and to the socio cultural and social affiliations within the civic domain.

'Layer' of Genre/context	Examples within sites of adolescent activism	Typical Realisation and Purpose
Supra Genre (Domain)	<ul style="list-style-type: none"> • Civic domain 	Discussion - debate on issues from multiple perspectives
Mega-genre (Affinity Group)	<ul style="list-style-type: none"> • Chilout campaign • MakePovertyHistory campaign 	Hortatory exposition: To persuade politicians <i>to</i> take specified action
Macro-genre (Affinity space)	<ul style="list-style-type: none"> • Rally (multiple speeches) • Weblog (multiple entries) • Radio Interview (multiple interviewees) 	<p>Hortatory exposition: To persuade politicians and/or the audience <i>to</i> take action through Appeal +Arguments</p> <p>Analytical exposition: to persuade the audience to agree with a position on an issue</p>
Genre (individual activist)	<ul style="list-style-type: none"> • Young Refugee speech (at rally) • Letter to politician • Weblog entry (TakingItGlobal) 	<p>Political testimony: to persuade politicians and/or the audience <i>to</i> take action through Appeal + Personal Experience</p> <p>Hortatory exposition: To persuade politicians and/or the audience <i>to</i> take action through Appeal +Arguments</p> <p>promotional review: to persuade the audience to take action through evaluation of event</p>
Embedded genres (stages of genre)	<ul style="list-style-type: none"> • Story within rally speech • Clarification within interview response 	<p>Testimony: to give details of personal experience of trauma</p> <p>Report: to give information about one class or type of thing</p>

Table 4.3: The relationship of genre to levels of cultural context

4.2.4 Structuring genres to achieve persuasion

Considerations of genre structuring include the identification of elements which are implicated in achieving the purposes of the genre (Martin 1992b) and consideration of how these elements unfold dynamically to achieve the purpose of the text.

4.2.4.1 Elements involved in persuasion

In taking a multi-functional perspective, I follow Iedema et al. (1995) in identifying text elements according to the metafunction which is foregrounded. While persuasion in the civic domain depends to a large extent on foregrounding interpersonal meanings in an explicit or implicit Appeal element, Motivating elements which foreground experiential meanings (eg. reasons) as well as interpersonal meanings (eg. evaluations, authority), also play an important role. This perspective supports the rhetorical theories outlined in Chapter 2, which hold that appeals to logos, pathos and ethos are all implicated in successful persuasion (Kennedy G. 2007). Table 4.4 provides an overview of elements which are drawn upon across the persuasive texts of the young activists in this study and includes the type of rhetorical appeal expected to be foregrounded in each.

Macroproposal	<i>Persuade the reader to act</i> <i>Persuade the reader that action should be taken</i>	
Structural element of text	Function	Foregrounded rhetorical appeal
<i>Appeal</i>	<i>Request action from audience/s</i>	<i>all appeals</i>
<i>Motivate</i>	<i>to motivate the audience to take action</i>	
• <i>Canvass position</i>	<i>Request agreement from audience</i>	<i>logos</i>
• <i>Legitimate</i>	<i>Justify demand for action by appealing to judgement, authority or consequence</i>	<i>logos/ethos</i>
• <i>Enable</i>	<i>facilitate requested action</i>	<i>logos</i>
• <i>Conciliate</i>	<i>to concede lack of authority to appeal</i>	<i>ethos</i>
• <i>Involve</i>	<i>To engage audience emotionally in problem to be addressed</i>	<i>pathos</i>
• <i>Reassure</i>	<i>to reinforce alignment</i>	<i>pathos</i>
• <i>Identify</i>	<i>build rapport and credibility</i>	<i>pathos/ethos</i>

Table 4.4: Elements of text structure from multifunctional perspective

As is shown in Table 4.4, the Appeal¹ element can be distinguished from the experientially oriented Canvass Position according to whether the target audience is expected to undertake the requested action (Appeal) or agree with a position (Canvass). Potential confusion between these two elements exists because, unlike in the academic domain, Canvass elements in the civic domain also typically involve obligation. However, the obligation in the Canvass element typically does not implicate the target audience (eg. Politicians should do something about the mess we are in).

Appeal elements may also be difficult to identify because they are often realised prosodically rather than as a discrete element. While Iedema (2004) uses the concept of ‘trace’ to capture the prosodic realisation of the Command element of directives, interactional prosodies will be captured in this study through the notion of ‘phase’ (Gregory 1995, Rose 2007) and particularly through the interactional phase of ‘petition’. Persuasion is also achieved through evaluative and referential phases (Macken-Horarik 2003b) which are also implicated in organising rhetorical appeals. Some common evaluative and referential phases within the testimonies and hortatory expositions in this study are outlined in Table 4.5.

Testimony phases	Typical lexico-grammatical markers	Characteristic interpersonal focus
Referential 'problem/s'	Conjunction or Marked theme (counter-expectancy) cause logical relations	create and build tension build empathy (pathos) justify actions (logos)
'solution'	Conjunction or Marked theme (counter-expectancy) consequence logical relations	release tension build empathy (pathos) build approval (ethos)
Evaluative 'rapport' 'authority'	Theme: 1 st person singular pronoun Relational processes Present tense	Seek attention build rapport and credibility (ethos)
'reaction'	Theme: 1 st person singular pronoun Explicit attitudinal lexis	Share emotional responses build empathy (pathos)
'comment'	Generalised participants modulation	Share judgments (ethos)

¹ To avoid confusion between the use of the term Appeal, widely used by genre theorists to describe an element of text structure, from the term used by rhetoricians, the former will be capitalised. Canvass Position will also be referred to as Canvass

Hortatory exposition

Interactional 'Petition'	proposals	request action (all appeals)
Referential 'Claim'	modulation	request agreement (logos)
'Grounds'	Cause/consequence logical relations	justify request (logos)

*Table 4.5: Phases typical of testimony and hortatory exposition***4.2.4.2 A dynamic perspective on genre structure**

Also important is a consideration of how elements interact dynamically to achieve persuasion across the text. While a serial perspective on texts is provided in Appendix 2, an orbital perspective is also used to draw attention to the centrality of Appeal elements in realising the 'core business' of social activism. In addition, an interpersonal perspective on text structure is used to illustrate the prosodic realisation of interactional meanings across texts.

4.2.5 Structuring genre complexes to achieve persuasion

As with elemental genres in the study, the perspective taken on structuring genre complexes is primarily experiential. From this perspective it is possible to account for how persuasion is achieved more broadly through staging across layers of text and how the meaning potential of genres produced by young activists is increased through relationships of genre complexing or embedding. The outline of the Macro-genre Text HITZ shown in Table 4.6 demonstrates how elemental commentary and report genres provided by the interviewer and adult mentor add persuasive value to recount genres produced by three young activists within a Macro- genre (this text is provided in full in Appendix 2A).

Macrogenre: Exposition: to persuade the audience <i>that</i> a position is valid (ie the HREOC position on children in Immigration Detention centres)		
Elemental genre and text producer	Recontextualisation as element within Macro-genre	Function within macro-genre
Report (interviewer)	Position	To state position of HREOC findings
Report (principal)	Background	To provide specialized background information
Recount (adolescent rhetor)	Testimony	To provide evidence for position
Recount (adolescent rhetor)	Testimony	To provide evidence for position
Report [embedded] (principal)	Background	To provide specialized background information
Recount (adolescent rhetor)	Testimony	To provide evidence for position
Report (principal)	Background	To provide specialised background information

Table 4.6: Elemental genres recontextualised as macro-genre elements in HITZ

While the recounts of the young activists are the central experiential focus of the interview, the background information on their situation and the contextualisation of their stories in relation to the position of the HREOC report assist these stories to be recontextualised as testimony to provide evidence for that position.

However, elaborating on the perspective advanced by Martin (1992b), elemental genres can also be interpreted from an interpersonal perspective as contributing towards a complex Request or Macro-proposal from the audience. From this perspective, for example, the recounts or testimonies identified in Text HITZ above can be seen as justifying an implicit demand (agree with HREOC findings because..) and the embedded report as functioning to build rapport with the audience.

Interpersonal strategies of amplification, evaluation and repetition across the genre complex (Martin 2006d) are also recognised within this model. While it is not possible to model this realisation across each of the genre-complexes represented in this study, the contribution of prosodically realised demands for action such as slogans, rally cries and images across genres and genre-complexes will be noted.

4.3 Mapping persuasion at the level of discourse

While aspects of the cultural environment influence the way persuasive genres are used and shaped by activists, the realisation of persuasive meanings within texts is largely influenced by the context of situation, and particularly tenor. In order to clearly explicate semiotic resources complicit in ‘getting the reader on side’ it is therefore necessary to have a clear concept of the dimensions of this register variable.

4.3.1 *Tenor*

Martin and White’s (2005) understanding of tenor in terms of the two dimensions of status and solidarity will be used in this study to analyse how complex and multiple roles and relationships are negotiated within and beyond particular social affiliations.

4.3.1.1 **Status**

Following Poynton (1990), I understand status in this study to refer to the relative position of the interactants according to the culture’s social hierarchy and define this variable as the range of relations between the poles of equality and inequality. Sources of either equal or unequal status include the following:

- The degree of **Institutional Control**. I follow Iedema (2004) in recognising one source of status as the degree to which one interactant can be forced to comply with the request or command through some institutionalised rule, law or policy.
- **Social and Ideological Standing**. This source refers to the relative standing of the interactants within the social affiliation or in the wider domain. Within the civic domain, high social standing is established through experience, rank or recognisable position within a particular social affiliation. Within Social Standing I also include markers of **ideological significance**, such as generation, class, ethnic background and gender. The relative status of these groups is highly sensitive to the cultural context and to the field or issue at stake. For example, an adolescent asylum seeker critiquing government policies

concerning refugees may have high status at a rally for refugees but have low status in some other community forums.

- **Media Prominence.** This source refers to ‘the way in which various media construct public figures’ (Martin 1992a: 527). The choice or availability of a particular mode (eg. rally, newspaper op. ed. or web discussion board) may either decrease or increase the prominence of the message, making it available to more or fewer people or people of higher or lower social significance.
- **Authority.** Authority refers to the relative level of expertise or field knowledge which is used to legitimise proposals and propositions. Importantly, expertise in the public domain refers not only to specialised ‘school sanctioned’ knowledge but also to direct personal experience of the issue under discussion. Authority may be gained by quoting or referencing organizations or individuals who are seen as authoritative within social affiliations.

4.3.1.2 Solidarity

Following White (1998) I understand solidarity to refer to:

degrees of compatibility and the possibility of negotiation between the different social positions which operate in any speech community..not simply a measure of the extent of the agreement between social subjectivities, but it is a more general measure of the degree of empathy, sympathy or openness of one social position to another. (White 1998:32)

In this sense, solidarity includes the degree to which interactants are:

- **familiar** with relevant institutional practices and issues of concern
- **aligned** around common values, interests and tastes.

High degrees of solidarity are more likely to occur where interactants share status relationships, particularly in terms of their ideological status.

It is very important in this study to view relationships of both status and solidarity as dynamic – in monologic texts this occurs through the way writers and speakers enter into dialogue across the text with the real or imagined readers and listeners. Aligning audiences involves firstly assessing the range of possible subject positions of the reader/listener and then manoeuvring as many of these readers/listeners as possible towards the position of the writer/speaker.

4.3.1.3 Social role

While social identity at the level of culture determines the broad role within the civic domain in relation to the ‘ideal audience’ (eg. activist to politician), the authors of the texts in this study also enact more ‘situated’ social roles vis a vis their immediate audience. Unlike the relatively hierarchical roles of teacher/student within the academic domain, roles within and between social affiliations in the civic domain are multi-faceted. While these roles often conflate with the goal or purpose of the interaction, their primary influence is on interpersonal language choices –oriented to changing relationships of status to bring about compliance with a request (eg. reversing political policy) and/or with building solidarity (eg. building rapport with an audience). Social role is a broader concept than voice (White 1998, Coffin 2000) or voice role (Hood 2004) as it is construed by both interactive and evaluative meanings. Roles played by the young social activists within or on behalf of their social affiliations and those typically enacted by their audiences are shown in the following table with examples.

Orientation	Addresser	Addressee	Example
Negotiating solidarity (rapport)  Negotiating status (compliance)	<i>Advisor</i>	<i>Apprentice</i>	<i>Long term affiliate of TIG² (Affinity Space) website to inexperienced TIG affiliate</i>
	<i>Promoter</i>	<i>‘Fellow traveller’</i>	<i>Young MPH campaigner to TIGblog audience</i>
	<i>Witness</i>	<i>supporter</i>	<i>Young Chilout campaigner to supportive public</i>
	<i>Commentator</i>	<i>arbiter</i>	<i>Young MPH campaigner to general TIG audience</i>
	<i>Advocate</i>	<i>Mediator</i>	<i>Young MPH campaigner to broad TIG audience</i> <i>Young Chilout campaigner to broad public</i>
	<i>Appellant</i>	<i>custodian</i>	<i>Young Chilout campaigner to politician</i>

Table 4.7: Typical roles of young social activists

² Note here that MPH (MakePovertyHistory) and Chilout, represent Affinity Groups, whereas TIG (TakingITGlobal) is an example of an Affinity Space. As discussed in Section 4.1, these social affiliations have different implications for tenor relationships as Affinity Spaces such as TIG are not bounded by one shared goal.

4.3.2 *Tenor and persuasion in the public domain*

Of central concern in using the framework of tenor provided above is to analyse how young social activists negotiate different relationships of status and solidarity in order to shape and change views and actions within the civic domain. Unlike those who typically demand action in workplace or school settings, activists have no institutional control in that any interactant is free to choose not to comply with the requested action without penalty. This therefore constrains the choice of genres to those which are persuasive rather than controlling. In terms of tenor it means that the unmarked relationship of power is low. However, when speaking as a representative (eg. Chilout Ambassador) for social affiliations, this status is higher due to the increased sources of status (eg media prominence; specialised data). As a consequence, the meaning resources of the individual activists are expanded.

Further complicating tenor relationships are the goals of persuasion in the civic domain. Unlike the more analytical persuasion in the academic domain, shaping and changing public views and actions typically challenges the status quo and calls on those addressed to take action. While institutionalised power can be mobilised by those of voting age through 'the electorate', left protagonists, and particularly those below the age of 18 'have few powerful friends' (Martin 1986:230). Without a high level of institutional control, persuading others to accept a challenge to mainstream positions and/or persuading others to take action, requires very high level of solidarity.

Figure 4.7 outlines the range of relationships of both power and solidarity which need to be negotiated by the young activists in this study.

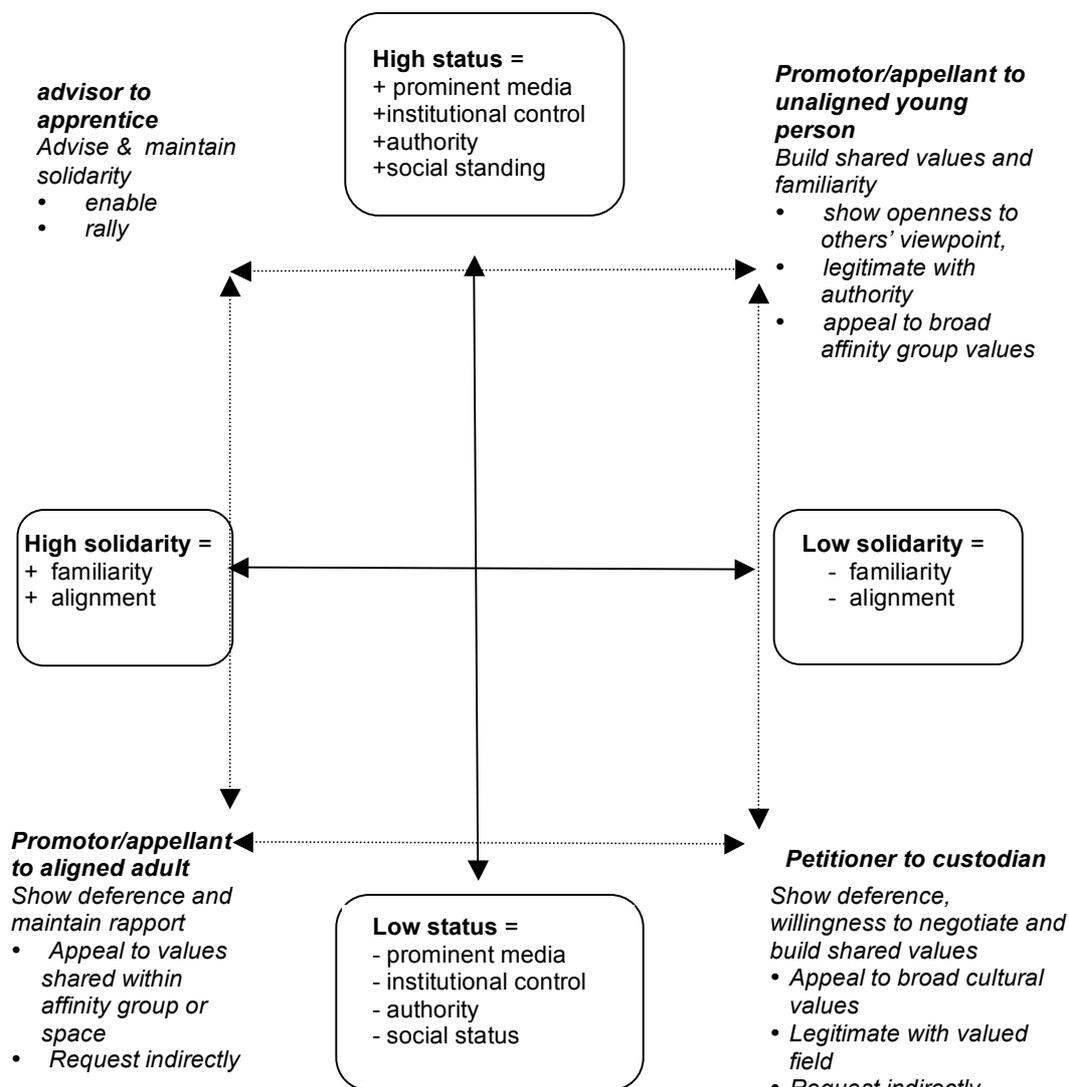


Figure 4.7: Potential roles and relationships of young activists

4.3.3 Realising persuasion through interpersonal resources

As argued in Chapter 3, recent developments for describing the way interactional and evaluative meanings are realised across stretches of text through the systems of Negotiation and Appraisal are particularly useful for analysing how persuasion is realised by the young activists in this study. The frameworks outlined in this section draw particularly on perspectives developed by Iedema (2004) and Martin

and White (2005), however, contributions are also made from other theorists concerned with interpersonal meanings beyond the clause (Hood 2004, 2006; Macken-Horarik 2003a,b; Lee, S. 2006, Stenglin 2004).

4.3.3.1 Interactional resources

Although Martin's model of discourse semantics identifies the system of Negotiation as concerned with interactional resources, to avoid confusion with models of spoken dialogue (eg Martin & Rose 2007), I follow Lee in referring to these in terms of their function (ie. interaction) rather than to the system (ie. Negotiation).

Following Iedema (2004) and Martin (1992b), I recognise the central interactional unit of meaning at the level of discourse as the proposal. As the speech function 'offer' is not represented in this study, the term proposal is synonymous with request or demand for goods and services – (ie. action). Proposals are typically enacted as single clauses but may also be enacted across clause complexes. For example:

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..aid; debt cancellation (BF Pan 6)

Propositions include both statements and questions where it is information and not goods and services (ie. action) which are exchanged.

A number of perspectives on proposals inform the analytical framework developed here. These perspectives, which are shown in the summary Table 4.10, are concerned with the realisation of proposals; the identity of the person or group who is making the request (the addresser) and who is requested to act (the addressee) and the meaning and prominence of the proposal.

4.3.3.1.1 Realisation

Drawing on Halliday (1994), Iedema (2004) and Lee, S. (2006), I recognise the realisation of proposals directly through imperative and indirectly, through interpersonal metaphor. Interpersonal metaphors can be further distinguished as metaphors of mood and metaphors of modulation, which can include what Iedema

refers to as resources for demodulation (eg. passive voice, nominalised request). Table 4.8 provides a gloss of these resources and examples of their deployment in the texts in this study.

Congruent			Examples
Non-Metaphor	imperative		Try and find out as much as possible
Mood Metaphor	modal declarative (obligation)		We must gather local support ..
	Interrogative		Will you be brave enough to take a stand?
	Implied (probability or appraisal)		We cannot rely on politicians It's simple to go out there and do it
Modality metaphor	Explicit subjective		Let's hope they do something positive
	• Projected (1st pers)		Nelson Mandela has called for a generation to be great
	• Projected (3rd pers)		
	Explicit objective		It is time to start pushing for solutions
	Institutionalised source		TIG suggests you need to think Globally!
Demodulation	Passive		Poverty must be addressed
	nominalisation of obligation		It is critical that poverty be eliminated in our lifetime
	and/or requested action		There is a global call to end poverty
incongruent			

Table 4.8: Metaphorical resources for realising proposals

Complicating the categorisation of metaphorical resources is the blurring of boundaries between metaphors of mood and metaphors of modulation and between metaphors of modulation and demodulation. There are few modality metaphors in this study, for example, which do not also deploy passive voice and experiential metaphor to further background the request. From a topological perspective these resources can be mapped from congruent to incongruent as is indicated in Figure 4.8.

4.3.3.1.2 Addresser and addressees

Another aspect of realisation which is of interest in the study concerns the source of the request. Again it is necessary to account for a range of sources, ranging from the subjective 'I' or 'in my opinion' to sources which are generalised or elided by nominalisation or passive. Source realisation has a great influence on the construal of authority. For example, high authority can be construed by eliding

the source through nominalisation (eg. there is a call for action) because it presents the request as already agreed upon, however, more congruent requests sourced to somebody with high status within the social affiliation can also construe high authority (eg. Nelson Mandela..).

Addressee refers to the person or group responsible for complying with a request (what Iedema (2004) terms Commandee in relation to commands). In many of the proposals in the study, it is difficult to distinguish addressees in categorical terms. In general, however, it is possible to distinguish two distinct addressees: ‘Us’ and ‘Them’. ‘Us’ includes the immediate audience and extends to all groups to which the immediate audience may belong (eg. young people, people of Australia, all people, the public). ‘Them’ is generally limited to those with institutional power (e.g politicians, world leaders). This distinction is important to make because it is an important means of establishing solidarity within social affiliations. Again, however, although five categories will be used for coding addressees, a topological perspective reveals that the relationship between the two categories can be expressed in terms of degrees of distance as is shown in Table 4.9.

Immediate audience (Us) 	We (you and me)	It (The 21 st century) calls for a new type of involvement from ... you and from me.
	You	TIG suggests that you need to ‘Think Globally..!’
	Young people	Are the young people of the world that generation?
	All people	It is up to the international public to keep our governments accountable..
Distant audience (Them)	politicians	I beg the government to end the system of temporary visas Governments must put in place urgent and radical changes

Table 4.9: More and less distant addressees

4.3.3.1.3 Semantic distinctions of proposals

Two broad types of proposals directing action are recognised here: directive and assertive. Directive proposals function to request action from the audience– ie. those listening to or reading the texts. Assertive proposals are not directed to the immediate audience but to a group not represented by the audience (ie. politicians). While assertive proposals can be interpreted as opinions about action which should be taken rather than as proposals, in the civic domain, such

proposals also need to be seen as implicating the immediate audience in taking action (ie lobbying politicians).

In addition to this broad semantic distinction, directive proposals can be further distinguished according to their more delicate function. Drawing on perspectives from within SFL (Lassen 2003, Sinclair & Coulter 1975) and from Speech Act theory (Searle 1979, Murcia-Bielsa 2000) this study recognises six semantic functions of direct proposals: directing, instructing, challenging, warning, encouraging and recommending.

While there is not a direct relationship between semantic functions and grammatical realisation, linguistic patterns do assist in coding decisions. Both directive and assertive proposals and criteria used for coding are shown in Table 4.10

Semantic category	Typical realisation	Example
Directive		
• instruct	imperative (enabling)	start locally
• direct	high obligation modal/ nominalised speech act	We must gather local support call for action
• challenge	imperative or interrogative with metaphorical action	Take a step, dive deep, be daring
• encourage	modal probability	You can be that generation
• warn	negative, conditional	the war on terror will not succeed unless the war on poverty is fought and won
• plea	mental affective process, graded	I beg you to release children from detention centres
Assertive	Mood and modality metaphors	We are calling for the government to increase aid

Table 4.10: Semantic distinctions of directive proposals and typical realisations

4.3.3.1.4 Summary

Recognising distinctions in terms of meaning, types of addressee and addresser and realisation of proposals is important to recognise in the texts in this study because it highlights the range of resources deployed by the young activists in persuading their complex audiences to participate in social change. Table 4.11 shows typical patterns of interactional meanings across elements of genre.

Genre	Discourse	
Macroproposal	Level and Semantic type	Realisation
<i>Appeal</i>	<i>Directive (Target audience addressed)</i> <ul style="list-style-type: none"> • <i>Direct</i> • <i>Instruct</i> • <i>Challenge</i> • <i>Suggest</i> • <i>Encourage</i> • <i>Warn</i> 	<i>Congruent</i> <ul style="list-style-type: none"> • <i>Imperative</i> <i>Mood Metaphor</i> <ul style="list-style-type: none"> • <i>modal declarative</i> • <i>Interrogative</i> • <i>Projected (1st pers)</i> • <i>Projected (3rd pers)</i> • <i>Implied</i> <i>Modality metaphor</i> <ul style="list-style-type: none"> • <i>Institutionalised source</i> • <i>Passive</i> • <i>nominalisation of command, action</i>
<i>Motivate elements</i>	<i>Assertive (target audience not addressed)</i>	<i>Mood and Modality metaphors</i>
<i>Facilitate elements</i>	Supporting proposal <i>Directive: instruct</i>	<i>Congruent, mood and modality metaphors</i>

Table 4.11: Typical realisation of interactional elements

4.3.3.2 Persuasion through Appraisal

In Chapter 3, I argued that Appraisal theory (Martin & White 2005; Martin 2000c, White 2003, 2004; Hood 2004, 2006; Macken-Horarik 2003b) offers systems and interpretive frameworks to examine persuasive resources deployed by the young activists in this study beyond the interactional dimension. As will be shown in Chapter 6, the activists in this study deploy a broad range of evaluative resources which allow them to build solidarity with multiple audiences and to align these audiences around shared values. Here I will provide details of how the Appraisal systems will be deployed and, in some cases extended to foreground the contribution of rhetorical resources associated with epideictic discourse.

4.3.3.2.1 ATTITUDE

Coding choices relating to the system of ATTITUDE are outlined here according to relevant criteria outlined in Chapter 3:

1. ATTITUDE Type

Following Martin & White, I draw on three types of ATTITUDE, each of which constitutes a subsystem:

- Affect - feelings
- Judgement - attitudes towards the behaviour of people.
- Appreciation – evaluations of things (natural and semiotic phenomena) in terms of their value or worth.

While I also follow Martin & White in recognising more delicate ATTITUDE types within each of these sub-systems, some adjustments to this system are necessary to capture the distinctions of relevance to the texts in my study. Firstly, to capture the broad distinction of values as either expressions of personal feeling or institutionalised assessments of behaviours, events and social values, I have interpreted Appreciation: Reaction as a covert value of Affect (Bednarek 2007) and not accounted for its more objective role in describing emotions in terms of emotionally producing phenomena. For example:

'my **miserable** life' [HSN];

'after waiting nearly four **awful** years' (HEJ)

Similarly, certain values of negative capacity and negative normality have been coded as covert values of Affect when their meaning does not imply a negative evaluation of their behaviour. For example:

'I was so **sick**' [HEJ]

'My **poor** mother with a new born baby' [HSN]

Within the Affect system, I have further conflated the categories of Happiness, Security and Satisfaction as these values frequently conflate in the texts in the study. Affect: desire (eg. What I **wish** for is..) is retained as a separate category in order to account for it's future oriented role in expressing subjective orientations of obligation.

While all values of Judgement are coded, the interaction between values of Social Sanction and Social Esteem make the distinctions between these broad categories difficult to maintain. For example, many of the Chilout ambassadors introduce themselves to their audiences as 'refugees'. In this context, refugee is read as both

positive Social Esteem: normality (ie. ‘special’) and as positive Social Sanction: propriety (ie. ‘innocent’).

Finally, the sub-category of Valuation is used instead of Appreciation to name the system concerned with the evaluation of phenomena other than people’s behaviour. I follow White (1998) in recognising a distinction between values assessing harm or benefit (eg. dangerous) and those assessing significance (eg. important).

Choices of ATTITUDE type which are distinguished are shown in Figure 4.8

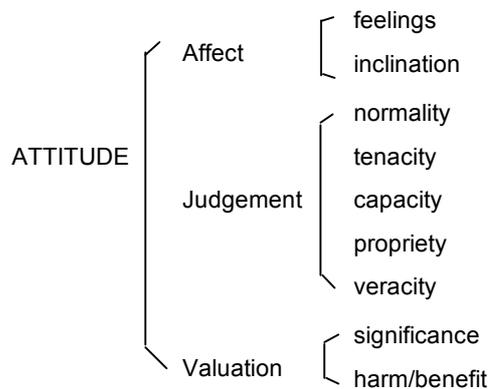


Figure 4.8: Choices of Attitude type relevant to the study

2. Double coding and conflation of meaning

Despite the conflation of values within the ATTITUDE system described above, I recognise that at times values have been selected to be read from more than one perspective. This is particularly the case when negative expressions of feeling (ie. Affect) or negative assessments of conditions (ie Valuation) position the audience towards negative evaluations of those responsible (ie Judgement). In these cases, double or multiple coding of the values is necessary. Where one value is more prominent, the less prominent value is coded as an Invoked value (see Inscribed and Invoked mode below).

3. Positive and Negative Loading

Feelings, judgements and valuations can be coded in terms of whether they are positive or negative. In this study negative values include those which are formed through negation (eg. Not happy) or through the meaning of the term (eg. Sad).

4. Inscribed and Invoked Mode

Two basic modes of ATTITUDE are recognised. Inscribed (INS) values are those which are explicitly encoded in the lexis. These are indicated through coloured highlighting in Appendices and are bolded and boxed in Chapter 6 as shown in the following example:

People in the detention centre were getting really **depressed** (-ve Aff: INS)

Invoked (INV) values are those which are not overtly stated within the text but ‘rely on implication and on inferences drawn by the reader/listener’ (White 2004:6) to activate evaluative responses. Coding of invoked values is facilitated by a range of contextual and linguistic mechanisms or ‘triggers’ which activate positive or negative attitude with more or less evaluative work done by the reader. These triggers and the resulting evaluative position is shown on Table 4.12.

Most evaluative work done by text / least dependent on reading position			
	I	Inscribed attitudinal terms	I was nervous . We were all hopeless [-ve Aff INS]
	N	Covert attitudinal terms	I was sick . My miserable life [-ve Aff INV]
	V	Provoked by lexical metaphor	Being in Pakistan was like a jail for us [-ve Val:Harm/-ve Aff]
	O	Flagged by <u>Graduation</u> / <u>Engagement</u> values	So we got into a little leaky fishing boat, <u>more than 100 of us</u> . [-ve Val: Harm]
	K	or oppositional contrasts	We arrived the day before the Olympic Games started. We were sent to a detention centre in the desert with fences around it [-ve Val Harm/-ve J:prop)
E	Afforded by factual triggers and shared cultural values (eg. within affinity group)	I am in year 12 at Holroyd High school and I am studying for my HSC [+ve Jud:normality/capacity]	
D			
Least evaluative work done by text / most dependent on reading position			

Table 4.12: Evaluative mechanisms: Adapted from White 2004:8

As indicated in these examples, reading position is vital to interpreting attitudinal meanings. It is therefore important to acknowledge that my reading position is one of a middle class, middle aged female academic who is actively supportive of the aims of both Chilout and MakePovertyHistory campaigns.

One area which needs to be clarified in determining the type of invoked ATTITUDE is the status of Bonding Icons, which, as discussed in Chapter 3, evoke ‘powerful feelings of unity and affiliation’ (Stenglin 2004: 410). Rally cries, slogans and

references to people and institutions of high status within social affiliations can be seen as functioning in the similar way to metaphors and images in provoking ATTITUDE values. Bonding Icons depend less on reading position because of the interpretive guidance given through intertextual referencing within the affiliation and wider civic domain. Bonding Icons work rhetorically to ‘colour’ meanings across large segments of text and are thus a powerful persuasive resource.

5. Asserted v assumed evaluation

An important distinction is made between evaluations which are presented as at issue or asserted by the author and those which are assumed or ‘given’ (White 2004:6). Assumed values are distinguished by their grammatical realisation as nominalised values and may be inscribed or invoked values. In the following example, the negative evaluation of both ‘the war on terror’ and ‘the war on poverty’ are assumed already to be shared by the audience and not open to negotiation.

The war on terror will not succeed unless the war on poverty is fought and won (Pan 6)

6. Evident v provisional

In addition to the distinction between realis (feeling) and irrealis (inclination) values described above in terms of Affect, I distinguish in this study between values which are evident and those which are provisional (White 2007).

Provisional values are typically those which are dependent on compliance with the proposal and are thus highly valued by the appraiser. For example:

The 21st century is crying out for a generation which will **step up to the plate** [+ve
J:propriety INV provisional]

4.3.3.2.2 GRADUATION

The systems of GRADUATION, also offer an important set of resources for persuasion in the texts of the adolescent activists in this study. GRADUATION allows for values of ATTITUDE as well as for non-attitudinal or experiential meanings to be scaled or amplified according to two dimensions: Force and Focus. While drawing on dimensions identified by Martin & White (2005) and Hood (2004), I

have adapted their model slightly to account for meanings amplified through textual resources such as grammatical parallelism and distinguished only those dimensions which are most relevant to the texts in the study. Figure 4.9 outlines the resources within these subsystems of GRADUATION (which are coded in the study through underlining). These resources will be further discussed below.

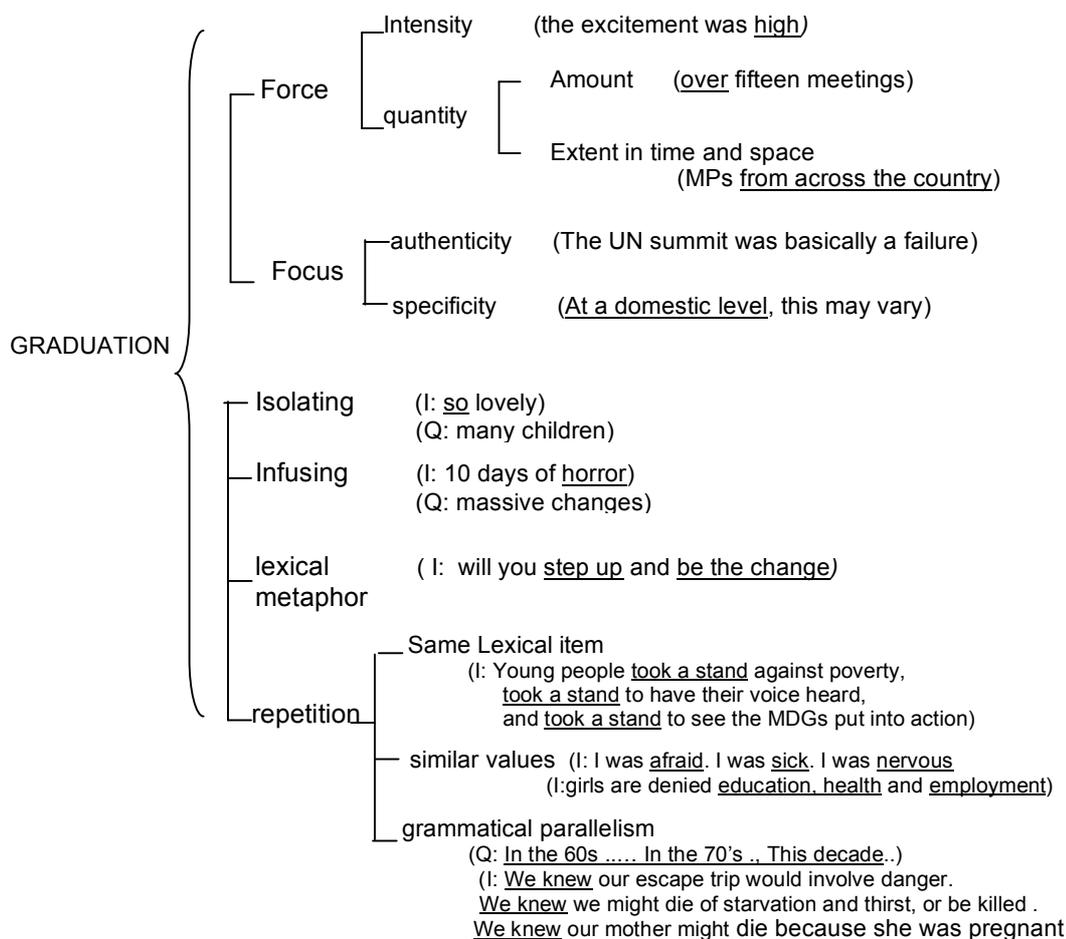


Figure 4.9: Graduation values

Scaling is most frequently achieved through the subsystem of Force, which, as shown on Figure 4.9, allows for scaling in terms of intensity and amount. As values are rarely scaled downwards in this study, all choices within this subsystem are seen to have rhetorical effect of scaling up.

Force

Where Force is used to amplify attitudinal values, it has the rhetorical effect of aligning the audience by construing the writer/speaker as ‘maximally committed

to the value position being advanced' (Martin & White 2005:172). However, where it is used to add intensity or quantity to experiential meanings, it has the effect of 'flagging' values of ATTITUDE as shown in Table 4.12 above. For example, choices of Force: amount and extent in the following statement signal a positive appraisal of the young people's tenacity.

These young people **attended over 15 meetings with senators and over 30 meetings with MPs from across the country**. [+ve J: tenacity INV] (B5D)

Following Martin & White (2005), I recognise the basic modes of intensification and quantification as isolating and infusing, however, in this study, lexical metaphor and repetition are also significant modes for building a sense of urgency through amplifying meanings of intensity and, in the case of grammatical parallelism, also of quantity. As discussed in Chapter 2, grammatical parallelism has long been associated with adding weight and emotional energy to arguments in political oratory (Partington 2003:215).

Repetition functions to scale values across a range of grammatical units within and across clauses as is shown in the examples in Figure 4.9. Where it is used across clause complexes, it has the effect of spreading or radiating attitudinal values across larger chunks of text as will be discussed further below.

Focus

Though not as common as Force, Focus is used strategically across texts in the study to sharpen or soften the boundaries of categories. Of particular significance are choices of specificity which, according to Hood (2004:100) may 'function to construe a positive value of relevance'

Today, 24th October 2005, hundreds of young people chose to take a stand against poverty (B502)

In Sydney, approximately 150 young people gathered in Darling Harbour (B502)

As is evident in these examples, specifying events in terms of time and place adds precision and positions the reader to interpret the events as significant. This rhetorical effect is particularly notable when focus choices are positioned as Marked theme of clauses as they frequently are in the texts in this study.

4.3.3.2.3 *ENGAGEMENT*

Following Martin & White (2005), I recognise a basic distinction within ENGAGEMENT between Monogloss and Heterogloss. While monogloss is associated with information texts which take solidarity as a given (Martin & White 2005), the resources of heterogloss are deployed in texts to negotiate positions with diverse audiences. These are, in the Bakhtinian sense, dialogic, because they respond to other voices which have gone before or which are anticipated.

Resources of Heterogloss (which are indicated by double underlining in the study) can be further subdivided into those which expand space for heteroglossic diversity and those which contract space. A map of the subsystems of most relevance to examining evaluative positioning in the texts in this study is shown in Figure 4.10

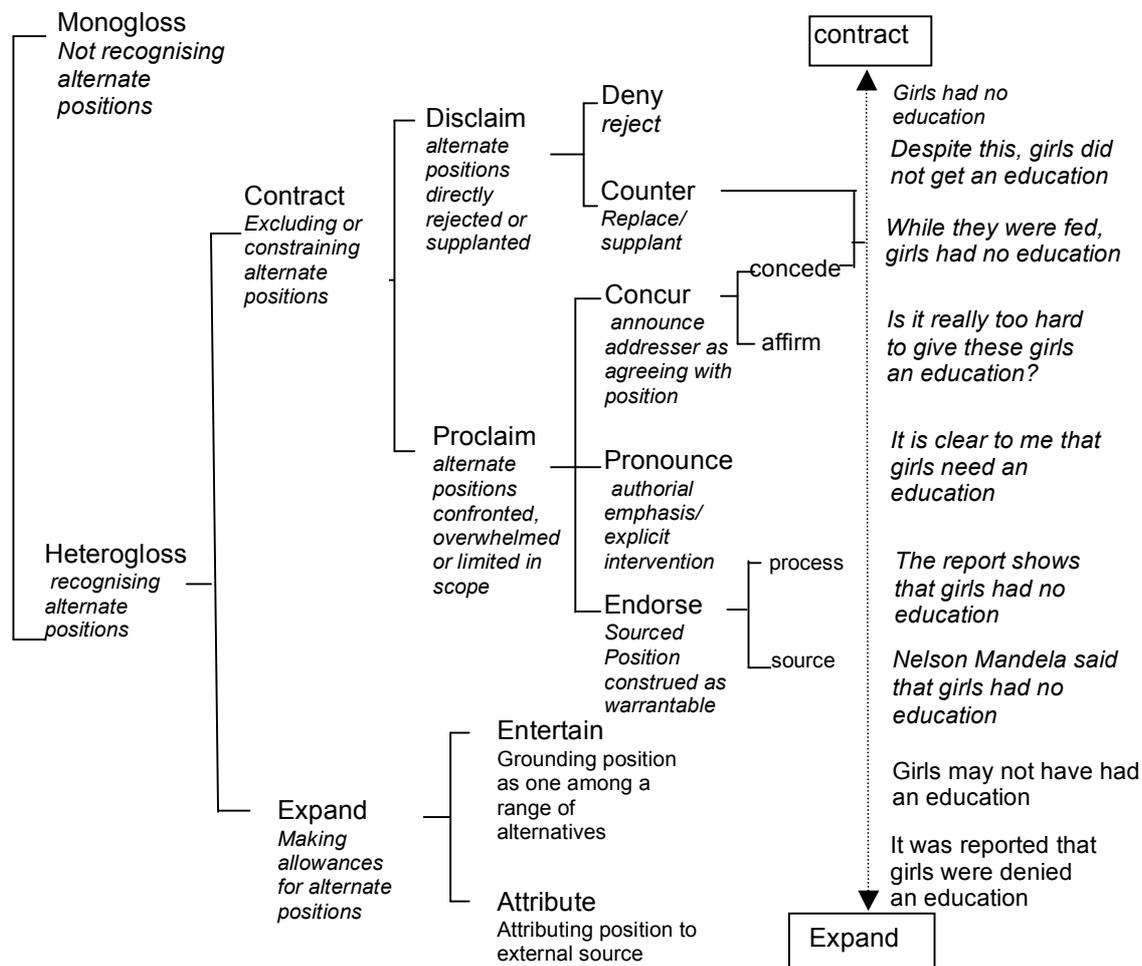


Figure 4.10: Mapping of choices of ENGAGEMENT (based on Martin & White 2005)

Expanding resources, which draw on the resources of projection (attribute) and modality (entertain), are most at risk in contexts where solidarity can not be assumed and a range of perspectives need to be voiced (eg. academic persuasion). Relatively few expanding resources are deployed in the present study.

Contracting resources are most at risk when the persuasion involves issues in which the writer is heavily invested or when a degree of solidarity can be assumed (eg. within Affinity groups). From a topological perspective, however, as shown on Figure 4.10, the resources can be described as on a continuum from more contracting to more expanding.

A topological perspective is particularly important when accounting for ‘rhetorical pairings’ such as those involving concede and counter selections. For example:

Realise that this is a generalization (*concur:concede*). However, in my opinion it is time to stop advocating political correct solutions (*counter*) (Pan 6)

In these circumstances, because the concurrence can be seen as reluctant (Martin & White 2005:149), it is the counter move which has more rhetorical force. When coding for quantification purposes, these pairings have been coded simply as counter expectancy.

While descriptions of ENGAGEMENT, like those of ATTITUDE and GRADUATION, have stabilised to some extent in recent years, two areas relevant to the texts in this study are not fully accounted for in the model above. These include the use of personal pronouns in aligning the audience and the dialogic effect of sourcing utterances to high status sources or Bonding Icons (Stenglin 2004: 406).

Personal Pronouns

Following Miller (2004: 148), I recognise the need to include personal pronouns within the framework of ENGAGEMENT because of the consensus assumed by their use. The use of 1st person plural pronoun ‘we’ by the rhetors in this study indicates that it is being used dialogically to ‘overtly announce the addresser as agreeing with.. some projected dialogical partner’ (Martin & White 2005:148) and therefore as *proclaim:concur*.

Similarly, the 2nd person pronoun ‘You’ functions to explicitly identify the reader as belonging to the particular affinity group addressed and is also included as a value of *concur*.

However, as work in pragmatic theory shows, a range of rhetorical functions of personal pronouns need to be taken into account (eg Partington 2003). While first person plural pronouns typically function to contract space for dialogue, Table 4.13 illustrates that they can be seen topologically as construing an audience more or less exclusively.

More Contracting	Range of inclusion	Examples from texts
	I + immediate group	We loved staying in Tasmania
	I + Affinity group (excluding 'other' affinity group)	we and all other asylum seekers risk our lives to get out
	I + socio-cultural grouping	We are the generation that can finally eradicate poverty
Less Contracting		

Table 4.13: A topological perspective on pronoun use

Endorsing sources and quotes

While earlier I recognised Bonding Icons as provoking positive values by the direction given by intertexts in interpreting them evaluatively, their role in construing warrantability and restricting space for disagreement also needs to be accounted for. In this sense, Bonding Icons include not only the sources of utterances (eg. Bono, Nelson Mandela, the UN) but also utterances themselves, such as slogans, images and quotes projected by these people and institutions. Semiotic symbols which serve a solidarity and rallying function within campaigns against poverty such as MakePovertyHistory include:

‘Every three seconds a child dies in poverty’ (Quote by U2 lead singer, Bono in advertisements as ‘face’ of MakePovertyHistory campaign)

‘Sometimes it falls upon a generation to be great. You can be that great generation’ (Nelson Mandela speech at Trafalgar Square 2005)

MakePovertyHistory (White wrist band with logo)

In this study, therefore, references to culturally valued people and institutions as well as recognisable utterances such as these are viewed as Bonding Icons. Their role in suppressing and challenging ‘disagreements by prospective respondents’ (White 2001: Pt 4:5) will be accounted for by including them as (authoritative) sources within the system of endorse, as is indicated in Figure 4.10. However, it is important to recognise that the reach of Bonding Icons may extend across whole texts (for example when a slogan such as MakePovertyHistory introduces a text). To account for the potential of Bonding Icons and other resources of Appraisal resources across longer stretches of text, it is necessary to include in an analytical

framework, resources which realise evaluative meanings prosodically across texts. These resources will be discussed in the following section.

4.3.3.2.4 *Prosodic realisation of evaluative meanings*

Following Martin (2006d), I recognise that evaluative meanings may be spread across phases of texts through three prosodic structures. These prosodies result in the establishment of attitudinal motifs within phases of the text as are shown in the examples below. In all examples, all values of ATTITUDE are highlighted and inscribed values are boxed. Graded values are underlined.

- **Saturation**, according to Martin (2006d) occurs when ‘the same interpersonal meaning is realised repeatedly, colouring in the domain of the prosody as a whole’.

<i>phase</i>	<i>Text excerpt [HS1]</i>	<i>attitudinal motif</i>
‘Solutions’	My father sent me out with the hope to get me to safety , security and a future	hope of security +ve Val/+ve Aff

Table 4.14: Saturation prosody within solutions phase of HS1

- **Domination** structures are recognised as those where saturated sections form a ‘peak of prominence’ (Martin (2006d:15), which retrospectively or prospectively colour experiential meanings with Attitudinal value. For example, in the following sequence from HEJ, the rhetor’s feelings, expressed by inscribed Affect give significance, retrospectively to the events in the previous ‘solution’ phase.

‘Solution’	<u>At last</u> she gave birth to the child. I heard a baby crying. I saw my new baby brother.	
‘Reaction’	I felt so <u>alone</u> for not sharing that happiness with my relatives in Afghanistan.	

Table 4.15: HEJ Domination prosody scoping back from ‘Reaction’ phase

Structures of domination can also be created through interpersonal themes across clauses.

- **Intensification** ‘involves focussing on a specific interpersonal meaning and stretching it out’ (Martin 2006d:15). This can occur through grammatical parallelism across clause complexes or through repetition of

words and/or values on the group level. In the following example, this prosody is built through the parallel selections of marked themes of location in time and place as well as the repetition of the process ‘took a stand’.

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

Relationships of contrast and confirmation

Also rhetorically important for aligning audiences across texts is the strategy of redounding phases of evaluatively loaded phases, which Macken-Horarik (2003b:307) refers to as meta-relationships. The excerpt below illustrates a contrastive metarelationship between ‘problems’ and ‘solutions’ phases of a text which position the audience evaluatively to approve of the actions of the father.

Phase	HSS1: Legitimation Stage	Motifs
‘Problems’	When I was in Afghanistan my life turned dark I lost my older brother to the war by extremist groups There was no peace at all and my life was in danger	Loss -ve Affect
‘Solutions’	My father sent me out with the hope to get me to safety, security and a future	hope of security +ve Val/+ve Aff

Table 4.16: Contrastive relationships across phases

4.3.3.3 Summary of Interpersonal resources

The frameworks of evaluative and interactional resources described above allow for a systematic analysis of persuasive resources in the texts in this study and to relate them, in a principled way, to the contexts in which the texts are located. The model of cultural environment developed here allows me to incorporate theoretical perspectives which provide great insight into the discursive practices of the civic domain. This model allows me to more fully account for the multi-layered textual practices of texts within particular social affiliations. Multi-functional perspectives on genre allow for persuasion to be more fully described at the level of text structure and for the patterns of interpersonal meanings at the level of genre to be related to those at different strata. The models of tenor and associated interpersonal discourse semantic resources allow for complex roles and

relationships between rhetors and their audiences to be more fully accounted for within and across texts. In particular, the modelling of Appraisal systems has allowed for the incorporation of strategies identified within rhetorical theories as central to effective persuasion and thus allow for insights from this rich tradition to be drawn on.

4.4 Research Design

In this section I will provide further details of the research approach and methodology employed in the study as well as a description of the process of research and the data selected for analysis.

4.4.1 *Research approach and perspectives*

As outlined in Chapter 1, the study deploys an emerging discourse or text analytical approach known as Positive Discourse Analysis (Martin 2004a). Positive Discourse Analysis, which is oriented towards investigating and making visible semiotic resources which are used to enact transformative social action, is underpinned by a broadly interpretive research paradigm (Cohen, Manion & Morrison 2000). This paradigm rests on the assumption that knowledge is socially constructed and that research is an attempt to understand the practices and meanings of people in the cultural and social contexts within which they live rather than seeking causes for their practices (126). As such it is compatible with social theories of language such as systemic functional linguistics.

The interpretive paradigm also allows for a flexibility which is vital in an area which is as neglected as adolescent literacy and lends itself to an exploratory study of the practices of young people in the context in which they are working. On the basis of such research, more descriptive and explanatory studies could be built (Neuman 2000).

At this point it is necessary to acknowledge the danger inherent in the interpretive paradigm of ignoring the power of external social and ideological forces in shaping behaviours such as literacy practices (Bernstein 1993 in Cohen et al. 2000). The proposed project in no way seeks to diminish the significance of these forces in determining 'what counts' as critical social literacy for adolescents. The

study aims not merely to understand the literacy practices of adolescents but, as with critical educational research (Cohen et al. 2000:28) and Critical Discourse Analysis (Fairclough 1995), to contribute towards transforming situations by redressing perceptions which have marginalised adolescents and making explicit resources which may allow the interests and concerns of young people to be more powerfully heard (Martin 2000a). Seeking ways to operationalise constructs such as Context of Culture and Context of Situation to make explicit the political and ideological contexts of these practices is a central consideration in developing a research design.

The choice of PDA frames all stages of the research process, including the selection of data. However, because of the ‘submerged’ nature of the adolescent critical social literacy practices beyond schooling, research methods such as online searches, written and online surveys and key informant interviews were necessary to assist with identifying sites and selecting texts for closer analysis.

4.4.2 Qualitative and quantitative analysis

While increasingly, resources are available for making a quantitative analysis of linguistic resources enabling large scale text analyses (O’Halloran & Judd 2001; O’Donnell 1995), the depth of analysis necessary to understand how persuasion is realised across texts and the small number of texts involved in this study foreground the use of qualitative analysis in this study. The insights provided by a detailed study of individual texts and the ability to examine how interactions of language features across texts build towards persuasion is a particular advantage of a qualitative approach.

However, the recent development of non automated corpus annotation software for Appraisal analysis (White 1998) has made it possible to quantify preferences of Appraisal values and their realisations across the data. It thus provides a useful ‘way in’ to the interpretive analysis of evaluative meanings in the texts. To complement this analysis, a manual count has also been conducted of relevant interactional meanings of all texts as well as of values which were not accessible through the software. The full analyses of texts are displayed in full in

Appendices 2, 3 and 4 and tables displaying frequencies of interpersonal features within selected texts are provided where relevant in Chapter 6.

4.4.3 The research process

The study consisted of three stages. The first stage involved a broad survey of adolescent participatory citizenship, and a collection of texts associated with their engagement in what I have termed critical social literacies (Walton 1996). As outlined in Chapter 1, products of these practices share the goal of effecting social change. The second stage involved classification of texts in addition to a rich description of their contexts. The third stage was a detailed analysis of a principled selection of texts and their contexts in order to examine the deployment of semiotic resources used to persuade the various and multiple audiences.

4.4.3.1 Stage 1: Broad survey and collection of texts

The initial search of possible sites of adolescent engagement beyond the curriculum was framed by criteria developed primarily from the PDA orientation of the study, ie. evidence of ‘practitioners acting upon the world in order to transform it’ (Caldas-Coultard & Coultard 1996:xi). The focus on adolescents who did not have the right to participate formally in political decisions through voting³.

The survey involved the use of ethnographic methods including participant observation, informal interview and questionnaire. A wide variety of media was employed, including internet search engines, political and youth oriented magazines and newspapers as well as telephone and email contact with youth workers, political organizers and teachers.

As a participant observer of online and face to face discursive activities such as rallies and meetings, I was able to build knowledge of the literacy practices which were valued within particular social affiliations and to more reliably recognise texts which could be selected as models of the practices of the particular campaign. This was particularly important in non-school contexts where

³ In most cases this was because the participants were under the age of 18. However, in two cases, participants were 18 but had not yet been accepted as Australian citizens

feedback from teachers and particular assessment criteria could not be used as a guide of ‘successful’ engagement.

While a great deal of evidence was found of critical social literacies, the data was delimited greatly by the decision to focus only on the texts of young people who were in the later years of secondary schooling and, for ethical reasons who could be contacted to give permission for their texts to be included in the study. For ethical reasons, this delimitation extended to texts considered by their publication on open websites and media publications to be ‘in the public domain’. A further delimiting factor was the focus on verbal texts, a selection decision which was made because of the limited tools available for analysis of interpersonal meanings in multimodal contexts⁴.

Young people who, with informed assent and consent of parent or guardian, agreed to participate in the study were given a questionnaire (see Appendix 5) which asked them to identify the nature of their discursive political activity, in spoken as well as written mode. Those who identified relevant practices were informally interviewed to ascertain the availability of data, the issues of interest as well as the modes of delivery and audiences addressed. Again, selection of texts was delimited by the decision to focus on texts and activities which were produced in support of two social movements or campaigns for social action. These were: an Australian grassroots campaign, *Chilout*, whose goal was the release of children and their families from Immigration Detention Centres and the global anti-poverty campaign *MakePovertyHistory*. This decision was made because it allowed for:

- consistency of field across a number of texts
- the role of the mediation of social affiliations to be included
- texts produced by different socio-cultural groups to be represented
- texts with a range of purposes, modes and tenor relations to be included.

Also important was evidence that the producers of texts had a degree of social status within the social affiliations in which texts were produced (eg. most were invited or featured speakers or writers in public or selective forums).

⁴ However, continuing research of interpersonal meanings in multimodal contexts (Economou 2007; Macken-Horarik 2004; Martin, Painter & Unsworth 2007) holds great promise for broadening the scope of texts in future studies.

In order to provide a rich description of the context of these texts, I also collected texts of co-campaigners as well as information about the socio-political context, the aims, activities and achievements of the campaigns (see Appendix 1). Key informers, such as adult mediators were also informally interviewed where possible. Of particular value to the project was the school principal of the Afghani refugee students who represented the *Chilout* campaign as ‘Ambassadors’. This informant was not only well informed as to the goals of the campaign and the particular activities of the participants, but was a powerful mediating force in building trust with the students and their families. As will be discussed in Chapter 5, the principal also played a key role in jointly constructing radio interview responses and thus expanding the repertoire of meanings available to the rhetors.

4.4.3.2 Stage 2: Classification of texts for principled selection

The primary purpose of this stage was to classify texts in order to make a principled selection for detailed analysis of semiotic resources. This selection was only necessary with the data from the *MakePovertyHistory* campaign as one participant had provided over 200 texts.

The methodology employed at this stage was a form of data analysis known as content analysis (Neuman, 2000). Content analysis involves formulating categories ‘to produce a quantitative description of the symbolic content in a text’ (Neuman 2000:293). The categories developed to classify the texts were largely related to SFL register variables and included defined and measurable variables. Table 4.17 provides details of these variables and how they were coded.

	Variables					
Field (F)	Central issue of campaign (1)	Issue related to campaign (2)	non-campaign issue (3)	Personal topic or concern (4)		
Tenor (T)	Addressed to Co-participant in affinity group or space (1)	Addressed to Public (2)	Addressed to arbiter of action (3)			
Mode (M)	Blog (1)	Non-Blog web based text (2)	Speech (3)	Interview (4)	Public print media (5)	Letter (6)
	Authorial voice (1)	Containing hyperlinks (2)	Primarily quoted or link (3)			
Length (if authorial)(L)	Under 200 words (1)	Over 200 words (2)				

Table 4.17: criteria for content analysis

In selecting texts, limits were only necessary for Field, Length and Voice variables where only those coded as '1' were selected. All available Mode and Tenor variables were included. Because criteria from SFL were used to develop criteria for content analysis, this methodology also allowed for patterns of features of particular interest to be noted in order to inform later interpretation.

4.4.3.3 Stage 3: Detailed analysis of data

As outlined in Chapter 1, thirteen texts from the Chilout Affinity group were included for close analysis and fourteen texts were selected from Bonofan's corpus within interacting social affiliations TakingITGlobal and MakePovertyHistory.

Texts were analysed at the level of genre (see Appendix 2) and discourse semantics (Appendix 3-4) deploying resources from the analytical framework described in Sections 4.1-4.3.

4.4.4 Issues for study

The specific context of a study of adolescent social literacy practices beyond the context of schooling raises a number of issues. Firstly, the complex nature of tenor relationships in the public domain makes it difficult to establish 'what counts' as successful persuasion. Not only are the institutional demands and expectations on texts in the public domain less defined than those of academic and workplace domains, but issues of power and status related to tenor may be complicated. In light of my extensive experience working in the academic domain where tenor relationships are typically hierarchic, considerations of complex and often multiple tenor relationships demand a degree of 'unlearning'.

Another important issue for the study relates to its internal and external reliability. Some researchers have expressed concern that the subjective nature and naturalistic setting of qualitative research inquiry makes it very difficult for independent researchers to come to similar conclusions using this methodology (external reliability). Also problematic is the extent to which other researchers would be consistent in matching the same data and constructs (internal reliability). Reliability is certainly an issue for the research, particularly in light of the

‘subjective’ nature of coding implicit and indirect interpersonal meanings. However, as Hood (2004:62) argues, ‘the tradeoff’ is complexity and detail and importantly, an understanding of the role of language in construing social and political engagement . With the understanding of text as an instance of the system of meaning and the theoretical tools developed from the resources of SFL, it is possible to offer a great deal to an understanding of how language works.

4.4.5 *Principal ethical issues*

The principal ethical issues involved in the proposed research project relate to informed consent, privacy and communication of results. Informed consent and privacy are issues where the young people involved were working in politically sensitive areas and where communication is in forums which straddle the public and personal domain, such as Weblogs. While other texts produced in other forums such as rallies, newspaper or published books were more publicly available for analysis, the same sensitivities, as well as the need for contextual information, required that I seek informed consent. All participants were reassured that the aim of the research was to describe resources which may be useful for others wishing to engage actively with issues in the community and they and their parents gave consent and enthusiastic support for the project.

While a number of the participants in the study are now well known social activists because of their role in the campaigns, I have in this study sought to preserve their anonymity by coding texts according to features such as the campaign and forum rather than by individual names. Where names are mentioned in interviews and texts, they have been changed. However, in some cases anonymity was difficult to preserve fully because of the personal nature of the texts and intricate connection between the social identity of the activists and the value of the texts. All participants were made aware of these issues and expressed support for the integrity of the texts (and therefore personal information) to be maintained where necessary.

On completion of the study, a report was prepared for all participants, communicating the main findings of the study and focussing on making explicit the nature of persuasion in the contexts in which they were working. In addition,

participants were offered support for their academic literacy development throughout the project. While few participants took up this offer, I understand that academic literacy support was provided through other affiliations within their school community.

4.4.6 Conclusion

In this chapter I have presented the research design followed in this study to conduct a discourse analysis of texts produced by young activists in persuading their various audiences to enact social change. Theoretical resources offered by Systemic Functional Linguistics have been drawn on to develop an analytical framework for the research process. This framework focuses on interpersonal resources as central to the enactment of persuasion within the particular social affiliations studied here. Resources offered by compatible theories of other semiotic (Perelman 1970) and social theories (eg. Bernstein 1990, Gee 2000c, 2005) have been incorporated within this framework in order to better account for the discursive practices of adolescents within particular social affiliations of the civic domain.

In the next chapter I will begin the close analysis of texts, focussing in Chapter 5 on resources at the level of genre and in Chapter 6 on interactional and evaluative resources at the level of discourse semantics.

Chapter 5

ANALYSIS OF TEXTS: CONTEXT AND GENRE

This chapter begins the close analysis of texts produced by individuals and small groups of adolescent activists within two Affinity groups: *Chilout* and *MakePovertyHistory* (MPH). This analysis will enable me to address the research questions:

- How can we characterise the social affiliations in which adolescents engage in critical social literacy practices beyond schooling?
- How do we characterise the nature of the genres produced by adolescents to persuade their audiences to support the goals of their social affiliations.

As I argued in Chapter 4, in order to make visible the often submerged rhetorical power of the genres deployed by the young activists, it will be necessary to examine how they are situated within multi-layered cultural contexts and to characterise the genres from an interpersonally oriented perspective.

5.1 *Chilout* Ambassadors

Introduction

The thirteen texts included in this analysis are produced by adolescent activists concerned with the mandatory detention of refugee children by the Australian government. These young activists are all Afghani refugees and most are former detainees in Australian Immigration Detention Centres (IDCs). They were invited by *Chilout* campaign organisers to become ‘Ambassadors’ in 2002, a role they played until the immediate goals of the campaign were achieved in 2005.

Table 5.1 elaborates on the overview of texts provided in Chapter 1. All texts were produced within a six month period from June to December 2004.

Mode and Affinity space	Text	Audience	Details of production and reception
Letter 11.03.04	HLH	Federal Minister for Immigration	Written to be presented to Minister at meeting with Chilout ambassadors
Newspaper Commentary <i>Opinion page</i> 16.06.04	HNN1	General public	Published as 'A Young refugee's plea for a better future' Sydney Morning Herald Opinion page. This letter received numerous responses from the public, including a prize winning essay from a primary aged student (see Appendix 1)
Speeches: <i>Amnesty International rally, Town Hall Sydney.</i> 10.06. 2004	HSN ¹ HSS2	Immediate audience: approx 1,000 Target audience: general public and politicians	Rally to mark passing of HREOC deadline for release of children from detention. Speakers included: reps of political parties; religious leaders, media personalities and lobbyists
<i>World refugee Day Rally</i> Hyde Park Sydney 20.06.04	HSS1 HSZ2	Immediate audience: approx 3000, Target audience: general public and politicians	rally to recognise World Refugee Day. Speakers included: reps of political parties; media personalities, writers, lobbyists and adult refugees.
<i>Fairfield district education office</i>	HSZ	Immediate and target audience: local politicians, teachers and students	Speech to accept 'Fairfield Student of Week' award.
<i>Conference Key note address</i> Nov 2004	HST	Immediate audience: QCROSS Conference attendees	Queensland Council of Social Services conference. Keynote speech for 'The Challenges: Why Values Matter'
Radio interviews <i>Lifematters</i> June 10 2004	HIN HIT HIS (HILM)	Immediate audience: Radio interviewer Target audience: General public	National public radio daily interview program about social change and daily life. The focus of the interview was on the 'experiences in detention centre and transition to schooling'
<i>JJJ 'Hack' interview</i> Oct 7 2004	HITZ (HIJJJ)	Immediate audience: Radio interviewer Target audience: General (young) public	Current affairs program targeted to the interests of young people. Following overthrow of Family Court decision to release children into foster care
Essays <i>Essay competition</i> Surrealistic Nightmare 2004	HEJ	Immediate audience: Judges of competition Target audience: general public	Awarded third prize (16-20 yr olds) in national essay writing competition sponsored by organization Australians Against Racism.
Weblogs A tear way precious than a diamond Oct 2004	HWZ	Immediate and target audience: (young) weblog readers	Entry on personal weblog. Zahra was invited to participate in a forum at the NSW Writer's Festival in 2005 due to her role as a 'blogger'.

Table 5.1: Chilout Ambassadors' Texts

¹ The transcript of this speech was not made available to the researcher, however, the speech was published as a newspaper commentary (HNN) one week after the rally.

5.1.1 Situating the texts in their contexts

Both the broad cultural context and more immediate context of situation of the Chilout Ambassadors' texts are vital for interpreting the semiotic resources deployed. In particular, this 'external' perspective alerts the discourse analyst to the complex roles and relationships between the young rhetors² and their multiple and multi-layered audiences and the consequent interpersonal burden carried by their texts.

5.1.1.1 Context of culture

5.1.1.1.1 Cultural domain

All of the texts produced by the Chilout Ambassadors can be seen as situated within the civic domain, a domain which is enacted largely through audience persuasion (Moraitis & McCormack 1995:10) and which is characterised by multiple roles and relationships. The insider experience of the rhetors as refugees and detainees of IDCs, which constitutes the field of the texts leads to considerable blurring of boundaries between the civic and personal/social domain.

5.1.1.1.2 Ideology

The socio-political context described in Chapter 1 had a significant impact on how the texts of the Chilout Ambassadors were both constructed and interpreted. Of particular significance were the complex responses to the asylum seekers within the community at the time the texts were produced. On the one hand, asylum seekers continued to be perceived by many in the community as 'illegal immigrants' or 'queue jumpers' - at best economic migrants but certainly not bona fide refugees. This was despite a great deal of publicly available evidence of untenable conditions both in Afghanistan and in refugee camps in neighbouring countries (eg. Taylor 2001).

At the same time, however, the period from 2002-2004 was one of growing sympathy by many within the community towards the detainees following the release of stories of detainees to the media and outrage towards the Australian

² The term 'rhetor' is used both to account for the multiple modes of text production and to foreground the public and persuasive roles played by the young activists.

government following evidence that the actions of asylum seekers had been misrepresented by media and politicians in what has come to be known as the ‘children-overboard’ affair (Macken-Horarik 2003a). This response was intensified following the release of the Human Rights and Equal Opportunities Commission’s report into Children in Immigration Detention in April of that year (HREOC 2004). According to the Human Rights Commissioner, Dr Sev Ozdowski:

‘the report gave a human face to refugee issues.. It brought anonymous, faceless men, women and children to light and to life and helped sway public attitudes and opinions’ (Ozdowski 2004).

In light of this environment, the socio-cultural positioning of the young rhetors as adolescent, Muslim, refugees resulted in a complex speaking position in relation to their audiences. These dimensions are non-mainstream within the broad Australian community and associated with lower status positions. On the other hand, the ‘insider’ status of their socio-cultural positioning afforded a powerful speaking position in relation to the issues under debate.

5.1.1.1.3 Social affiliations and identities

The lobby group, Chilout, can be seen as a loosely bounded Affinity group (Gee 2000c) whose diverse participants were united around the common goal of persuading the federal government to change its policy in relation to the mandatory detention of children and their families within IDCs. An important strategy in achieving the goal was to break down perceptions of asylum seekers as, for example: queue jumpers, illegal, lacking gratitude, not genuine refugees and badly behaved³ and to give refugees a ‘younger voice’ (Stephens 2004). The goals of Chilout were directly supported by a network of ‘core’ Affinity groups such as Amnesty International and Rural Australians against Racism (RAR) as well as by sympathetic ‘non-core’ Affinity groups concerned with broader social issues (eg. The Queensland Council of Social Services - QCOSS).

Affinity spaces in which the Chilout Ambassadors produced texts conflated to a large extent with the forums in which the discursive activities of core and non-core Affinity groups were enacted. Core Affinity spaces included political rallies,

³ A publication entitled ‘Debunking the Myths about Asylum Seekers’ produced by the Edmund Rice Centre for Justice and Community Education (see Appendix 1) is included on the web pages of a large number of refugee support organizations.

reports, meetings with politicians, radio interviews, newspaper opinion pages and social activist publications. Non-Core affinity spaces included a QCOSS conference workshop on the topic of ‘Values: Why they matter’ where one Chilout Ambassador was invited to participate). One text, HWZ was produced as a personal weblog which was recontextualised as a civic domain space when the rhetor was invited to speak, as a refugee ‘blogger’, at the NSW Writers’ Festival in 2005. The relationship of core and non-core Affinity groups and spaces to the texts of the individual Ambassadors is shown in Figure 5.1.

Significantly, a number of the texts of the Ambassadors were accompanied by texts from adult ‘expert witnesses’ providing specialist medical, ethical and political arguments to support the goals of the campaign (see Appendix 1A). The individual texts included as radio interviews were also accompanied by interviews with adult activists and/or educators who contributed specialised information and arguments and were often involved in jointly constructing the texts. These complex interactions in the production of meaning suggest that Chilout operated as a New Social Movement (Melucci 1989) in focussing both on the achievement of its external goals and on the empowerment and nourishment of its affiliates.

Within all of the Affinity spaces, the young refugees enacted a social identity as Chilout Ambassadors. This identity involved roles of witness, advocate and, most centrally, as ‘bonding’ agent, to ‘show the human face of refugees’ (Ozdowski 2004). The role foregrounded within individual texts could be predicted by whether the social affiliation was core or non core. For example, when invited to speak as a Chilout Ambassador at a meeting organised by the Chilout campaign with politicians, it would be predicted that the rhetors would foreground their roles as witness and advocate. However, when invited to represent refugee adolescents more broadly at a QCOSS conference, the role of aligning with the audience around common values would be expected to be prominent.

Nevertheless, the increasingly prominent social identity of the rhetors did position audiences of both core and non-core Affinity spaces to interpret the overall purposes of texts as persuasive. Figure 5.1 illustrates the relationship of the texts produced within the layers of social affiliation.

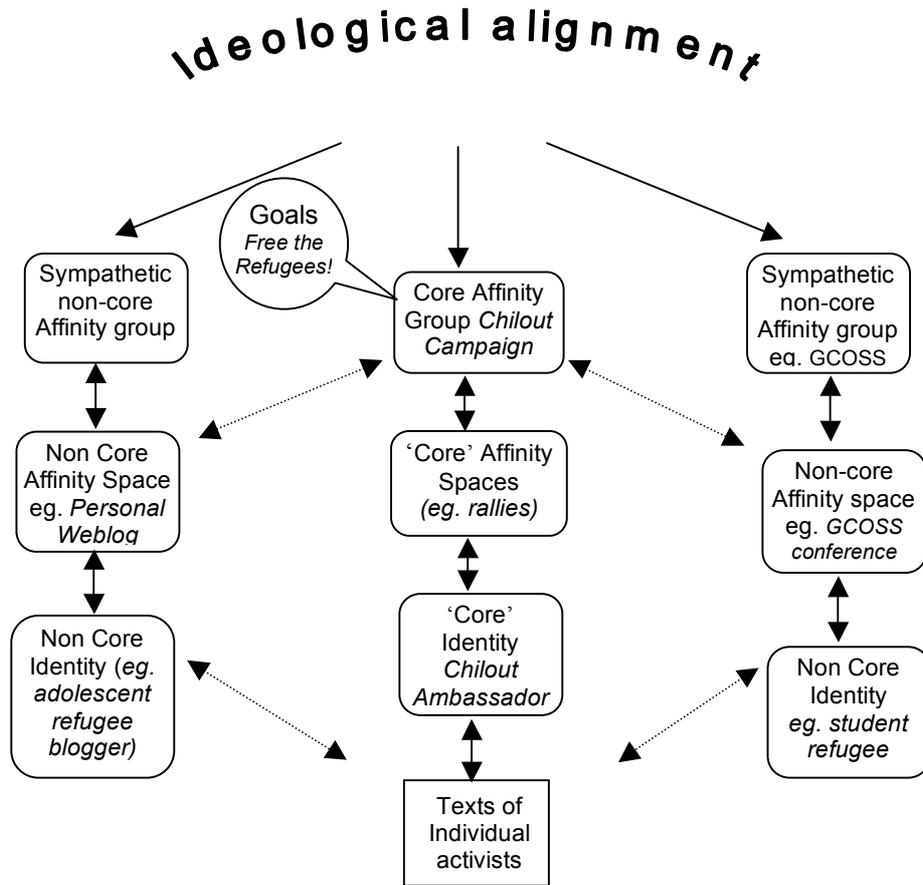


Figure 5.1: Relationships of texts to social affiliations

Figure 5.2 illustrates how the key relationships shown in Figure 5.1 are instantiated within the specific forums associated with the Chilout campaign. Shaded spaces represent those Affinity spaces which enact the ‘core’ business of the campaign. However, as the topological representation illustrates, there is a great deal of fuzziness between core and non core spaces.

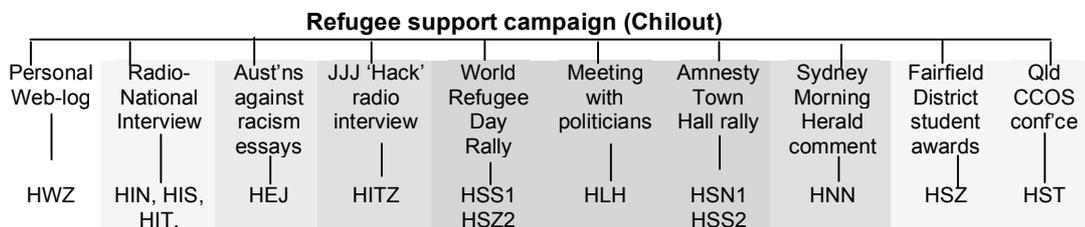


Figure 5.2: Situating texts within Affinity spaces

5.1.1.2 Context of situation

The issue of refugees and in particular of Australia's mandatory detention policy can be considered the central business of all texts produced by the Chilout Ambassadors. However, in texts produced within non-core Affinity spaces, other fields are also prominent. This is evident in the introduction to the interview on the national public radio program, Lifematters (HILM). After summarising the findings of a Human Rights and Equal Opportunities commission report that children in Detention Centres had been denied education, the radio host frames the field of the interview as follows:

So to talk about their experiences of detention and the transition to schooling in Australia, it's my great pleasure to welcome T, SR and NW ..

It can be predicted from the insider status of the rhetors that the knowledge valued in this field would be that which is relevant to personal experience rather than specialized formal education. However, given the relatively long term participation of the rhetors as Ambassadors within the Chilout Affinity group, some knowledge of the generalised experiences of refugees and of immigration policies might also be expected.

While the majority of texts are spoken, the mode of the texts can be best thought of as on a continuum (Hammond 1990) with the 'private public' texts of the personal weblog at the more 'spoken', spontaneous pole and the more prominent newspaper commentary on the 'written', edited pole. These variations in mode will be expected to have a large impact of the way meanings are organised as text. The impact of mode and field choices will be further addressed in terms of how they impact upon tenor relationships of power and solidarity to persuade audiences.

5.1.1.2.1 Tenor

As discussed in Chapter 4, persuasion depends to a large extent on the tenor relationships of status and solidarity which are established between interactants. In their role as Chilout Ambassadors, the young activists have relatively high status through their ideological standing as refugees and as children, and, in most cases, through the relatively prominent mode of address (eg. on the 'Op-Ed' page of a high circulation newspaper). Their status was also high due to the authority of

first hand experience and their alignment with institutions and speakers of high social standing in the community. However, despite this, as lobbyists, the activists had no institutional control to ensure that their requests were complied with and, in relation to some sections of their audience, their authority was limited by their age, lack of specialised knowledge of the broader issues in the refugee debate and in some cases lack of fluency in English. In this context, therefore, it would be expected that an audience would need to be ‘won over’ before any appeal for action was made.

Solidarity was also at risk in relation to this potentially hostile audience. Solidarity involves aligning the audience into shared communities of values so that the appeal for action has more chance of being complied with. This alignment was complex for the young activists, firstly because building a case for social change entailed a critique of political policies arguably valued by a majority of Australians and secondly, the credibility of the rhetors as ‘insiders’ depended upon their ideological standing of difference.

Also significant to tenor is the multi-layered nature of the audience to whom the texts were addressed. The immediate audience of most texts in the corpus (eg. rally attendees; judges of lobby group sponsored writing competitions; radio interviewers) could be assumed to be at least partially sympathetic to the goals of releasing children from detention centres and already aligned around shared values. However, as is evident in Chilout press releases (www.chilout.org/pressreleases), the campaign strategy was to attract a large supportive immediate audience to rallies and similar forums in order to reach a broader audience through media prominence. It is this broader audience, which included politicians and the Australian voting public, which can be seen as the target audience. Unlike the immediate audience, the target audience *did* need to be persuaded, not only TO use their political power to effect the desired social change but also THAT asylum seekers should be accepted at all.

5.1.1.3 Summary of contextual features

In summary, therefore, the texts in this study were produced in a complex and multi-layered context. The analysis of context has allowed the analyst to situate all the texts within a broadly defined civic domain and within a loosely bound

Affinity group with clearly persuasive goals and ‘insider’ social identities. This motivates a text analysis which is oriented towards exploring how the semiotic choices realise persuasive goals. However, the recognition of factors such as the complex ideological positioning of the rhetors; the blurred boundaries between domains; the participation of the rhetors within core and non-core Affinity spaces and the complex roles and relationships with multiple audiences also orients the analyst to the wide range of semiotic choices which will be needed to achieve their rhetorical goals.

5.1.2 Analysis of texts

The features of context outlined above provide a general picture of the discursive politics enacted by adolescent refugee activists in this study and provide contextual evidence for interpreting the genres broadly as persuasive. The analysis of the texts themselves provides linguistic evidence of this persuasion at the level of genre, revealing how the texts are structured to motivate a complex audience to take action. While a detailed analysis of persuasive features at the level of discourse will be undertaken in Chapter 6, in this chapter I will introduce broader patterns of linguistic features which enable genres to be characterised.

5.1.2.1 *Intertextual positioning of genres*

The multi-layered cultural context of the Chilout texts outlined above is reflected in complex genre configurations. As discussed in Chapter 4, the civic domain can be characterised semiotically as a complex discussion genre, which includes debate on multiple issues from multiple perspectives. Although an analysis of the rhetorical realisation of the larger debate on issues related to the detention of asylum seekers and of the Chilout campaign is beyond the scope of this study, the expressed goal of the campaign to persuade the government to change its policy, suggests that the campaign itself functioned generically as a macro-proposal, or request (Martin 1992b), and more specifically, as a hortatory exposition.

The instantiation of the Chilout campaign macro-proposal as numerous smaller persuasive texts (eg. speeches, interviews, commentaries) within Affinity spaces adds a further level of complexity to the genre configurations. Core Affinity

spaces such as rallies are realised as macro-proposals centering around an Appeal for action⁴ but they are typically further instantiated as smaller elemental persuasive genres (eg. the testimonies and hortatory expositions of the Chilout Ambassadors as well as other persuasive genres produced by politicians, experts and celebrities).

The relationship of the genres produced by individual activists within genre complexes and their relationship to the cultural context is shown in Figure 5.3.

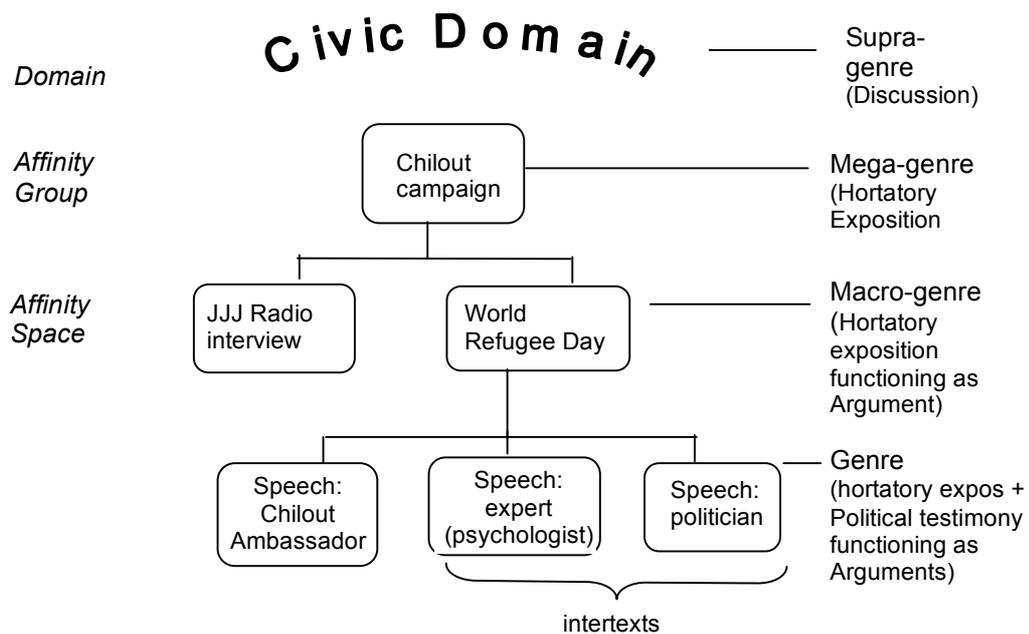


Figure 5.3: The position of elemental genres within Chilout genre-complexes

The intertextual relationship of the elemental genres of the Chilout Ambassadors to the larger macro and mega genres and to the more explicitly expository elemental genres of adult rhetors can be seen as positioning the audience to ‘read’ the Ambassadors’ texts as persuasive, even when the Appeal is not foregrounded. While this audience positioning is likely to be stronger in core Affinity spaces, the prominence of the Chilout campaign, and indeed the Chilout Ambassadors, in the civic domain during 2004 made it likely that the Appeal of the Mega-genre would also have a powerful rhetorical effect in the texts produced in non-core Affinity spaces.

⁴ For example, slogans such as ‘Free the Refugees⁴.’ ‘End Detention Now’; were displayed on posters and banners at a number of the rallies attended by the rhetors as well as logos on websites and press releases.

5.1.2.2 *Genre and genre families*

The contextual and intertextual evidence above allow for a characterisation of the texts produced by Chilout Ambassadors as broadly persuasive. However, analysis of these structures and linguistic features reveals that the realisation of persuasion varies greatly. From an ontogenetic perspective (Martin 2001b, Coffin 2000), it can be argued that this variation is determined largely by the repertoire of linguistic resources available to the Ambassadors. However, from the perspective of theorists interested in the complex ways in which audiences are aligned and persuaded in the civic domain (McCormack 1995, 2003; Schwarze 2006, Martin 2004a), the variation can also be seen as a response to the opportunities offered to social identities within particular social affiliations.

As discussed in Chapter 4, grouping texts into broad genre families and individual genres can be achieved by identifying the configurations of both ideational and interpersonal meanings⁵. From the perspective of field, which is the dimension typically foregrounded in educational contexts, the texts can be grouped into narrative or expository genre families according to whether they deal with specific or generalised events and people and whether they are organised rhetorically or as activity sequences (Grabe 2002; Martin 2002a). The following excerpts from two of the Ambassadors' texts have been annotated to illustrate the variation.

<p>temporal organization</p> <p><i>specific things people and places</i></p>	<p>My journey to Australia started when <i>my father's situation</i> was in its worst band, and we had to leave <i>my country</i> or die, so u know what was the choice. Without saying bye to any of <i>my friends, family</i> and <i>neighbours</i> or informing any of them we decided to leave Afghanistan in night time to <i>Pakistan</i>. After 4 several days in the way we finally were in Pakistan, finding people who can speak my language in there was hard for us who knew no one there, but <i>my father finally</i> managed to find someone who could guide us, he informed <i>my father</i> about the situation in Pakistan and encouraged him on going overseas.</p>
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Text 5.1: HST showing field dimensions of narrative genre family

⁵ While textual meanings also contribute to genre, they are not considered here for determining genre.

rhetorical organization **The topic that I want to discuss with you** is about the *people in detention centres*. I do not understand why you keep them in *detention centres*, but if you think about it, I am sure that *a terrorist* will find a much, much easier way to come to Australia and attack this beautiful country of God. This explains why *people* that come on their unsafe and therefore unpleasant boats to Australia aren't terrorists.

generalised participants **The other reason** why these *people* risk their sweet life to seek refuge in this country is because of *the terrorists* that attacked their country. ...

Text 5.2: HLH showing field dimensions of exposition

The relative variation in the field of the Ambassadors' texts is illustrated from a topological perspective in Figure 5.4.

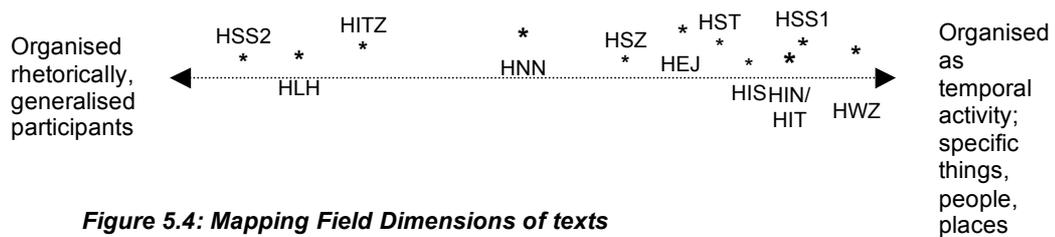


Figure 5.4: Mapping Field Dimensions of texts

Despite the blurring of boundaries between temporally and rhetorically organised texts, mapping the texts according to field does allow for the genres to be broadly characterised as either exposition or narrative and for structural and linguistic patterns of the texts to be described. This is particularly important for educators concerned to make visible to adolescents the relationship between semiotic resources deployed in academic and civic domains.

As is evident in Figure 5.4, only three of the texts are characterised as exposition. These can be further characterised as hortatory exposition, functioning to persuade the audience to enact social change. To some extent the choice of hortatory exposition by the Ambassadors can be seen as limiting the rhetorical potential of their texts. Firstly, as Macken-Horarik (1996b) and others (Martin 1995) argue, rhetorically organised exposition requires more specialised and generalised field knowledge than temporally organised narrative and far more pressure is placed on interactional resources. As 2nd phase ESL learners, the

Ambassadors have limited experience producing this genre and their texts show evidence of the ‘spoken-like’ organisation associated with immature exposition. Secondly, and perhaps more importantly, the features of context outlined above mitigate against the deployment of hortatory exposition. In particular this genre does not allow the Ambassadors to speak from the powerful ‘insider’ position which is afforded by narrative and personal experience in considerably less valuable in building identification and motivating action. The following excerpt from H1TZ illustrates the difficulties of the individual rhetors in constructing the field and their subsequent dependence on the interventions of their Chilout mentor to ensure identification with the audience. The intervention is highlighted.

- I: Z, why do you think children should be released from Immigration Detention Centres?
- Z: I think it's just common sense that children, or anyone, don't belong in Detention Centres because when they come to this country or any country they seek asylum too. They want a better future and when they go to that country, they take their dignity and their skills and stuff to that country, to contribute there.
- Alana: Just on.. both the girls said ‘a better life’. By that they don’t mean ‘a better life with more Play Station’ or you know...**
- T&Z (chorus): Oh no
- A: (interrupting), Girls the people listening mightn’t know. You mean you’re fleeing from sure death**
- T: Better life for us means better education. Better life means
- Z: (Interrupting) Shelter
- T: being respected in a safe area, an area where people can respect you and know what is your value. That’s a better life.

Text 5.3: H1TZ

Similar limitations are evident in the construction of tenor relationships. The use of imperative mood to request action from the audience in HSS2, for example, assumes a tenor relationship of higher status and/or closer solidarity with the audience than is warranted by the contextual evidence and thus appears strident and oppositional.

Please go away and give a moment's thought to what it would be like to live under these circumstances (HSS2 Reminder)

As is evident in the analysis of the structural and linguistic features of the hortatory expositions in Appendix 2A, the texts are quite easily recognised by literacy educators as less successful examples of a well established and well recognised elemental exposition modelled in primary and early secondary curriculum areas (eg. Callaghan & Rothery 1988, Rothery 1994) and do not warrant further analysis. Rather the analysis of texts in the next section focuses on texts which construe distinct and as yet unrecognised contexts in educational research and which represent powerful responses by the Ambassadors to the opportunities presented within the Chilout Affinity group.

5.1.2.3 *Enacting persuasion through narrative*

As is illustrated in Figure 5.4, the largest proportion of texts produced by Chilout Ambassadors can be characterised as narrative because of their temporal organisation and focus on specific things, people and places. Like autobiographical recounts, which are typically used in the academic domain to apprentice students into the curriculum area of history (Coffin 2006), the Ambassadors' texts are built around a sequence of events in the activists' lives as refugees. From this perspective, the typical stages of the texts and the functions of these stages can be represented as:

- Orientation: introducing the narrator and setting (and greeting)
- Background⁶: describing the lives of narrators and their families prior to beginning their journey to Australia
- Record of events: retelling and evaluating significant events of:
 - the journey to Australia
 - time spent in Immigration Detention Centres
- Reorientation: Describing present (happy) situation and future aspirations

These stages are illustrated on Text 5.4 (HSS1).

⁶ In including the Background stage at the end of the text, HSS1 is not typical of most of the political testimonies in this study, which include this stage towards the beginning

<i>Orientation</i>	<p>In the name of God the most merciful and compassionate. Good morning ladies and gentlemen. My name is Sayed Reza. I am honored to be given the opportunity to speak here and I am thankful to the organizers. At the start I would like to say that I am a refugee from Afghanistan and I left my country in 2000. I was only 14 years old. Since then I have not had contact with my family and I do not know really what is going on in Afghanistan where are they live in Afghanistan are they alive or dead. I hear this bad news all the time about my homeland. I am worried about my family that I left behind.</p>
<i>Record of Events</i>	<p>It was a very bitter moment when I left all my family behind but sometimes there are things that one has to do for his survival. When I was in Afghanistan my life turned dark. I lost my older brother to the war by extremist groups. The extremist groups persecuted everybody; the War-lords changed the country into a blood battle. There was no peace at all and my life was in danger. My father sent me out with the hope to get me to safety, security and a future. 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.</p> <p>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, this is another long, long and sad story. But what I can say is that the trip was full of danger unsafely and insecurity. I could see moments that I felt I would die. Finally our boat arrived in Australian waters. Where I was hoping to be safe and welcomed.</p> <p>We knocked on Australian door, hoping to find safety and security. I was hoping to be among people who have a very good reputation in generosity and humanity. It is the first time in my life I am coming to understand what peace and security are here in Australia. I have realized the value of a human when I see all these people who looked after me it is the first time that I can study and I can learn.</p> <p>However for three years I held a temporary protection visa that put me in limbo. Luckily I have now been given permanent residence. But I feel for those who are on temporary visas, because their lives are tortured by uncertainty and fear. I beg the government to end the system of temporary visas. I feel a great deal of responsibility to contribute to Australia in the future if I am given a chance. I owe a lot to all of you for your thoughts and sympathy. This is not something I would be able to do in my own country of origin where democratic rights are not upheld.</p>
<i>Background</i>	<p>Unfortunately, Afghanistan is still not a country where people can speak freely and openly and without fear of persecution. I, like many, of my fellow country men and women have suffered from many years of war and political unrest for many years Afghanistan was ruled by a fanatical and extremist group. They ruled in the name of Islam but their cruel and bloody ways had nothing to do with the teachings of our holy prophet, Mohammad. During this terrible time many people in Afghanistan lost all hope to have a better life and future for themselves and their children. People lost every thing - their livelihood, their homes, and even their loved ones. Many had to flee and go into hiding. This happened to my family. We lived from day to day not knowing what would become of us.</p>
<i>Re-Orientation/Resolution</i>	<p>Fortunately for me the door of Australia opened. Australians heard my cry for refuge and with open hands delivered me from the terror of my oppressors. As you are listening to me, I extend my gratitude to you for recognizing my plight, and the plight of my countrymen and women, and for giving us shelter. Unlike the country I left behind Australia is a country which upholds and values human right- the rights to peace, compassion and freedom.</p> <p>During my time in Australia I have enjoyed the opportunity of an education. Because of the war I was never able to go to school. Now I am a student at Holroyd High School. All my teachers have shown much dedication towards me and I thank them. Now that I am a permanent resident I can look forward to the future without fear. I hope others on temporary visas will be shown the same mercy.</p>

Text 5.4 HSS1: Speech delivered at World Refugee Day Rally

The recognition of features associated with autobiographical recount is significant to educators concerned to make links between the genres deployed by adolescents in their academic and civic domain practices. However, as Rothery and Stenglin (1997) note, ‘it is not the field knowledge that determines generic construction but the social purpose the field knowledge will serve’ (239). In characterising these texts as genres therefore, it is necessary to consider the texts from the perspective of their role within genre complexes which construe the campaign.

From an intertextual and contextual perspective, the texts can be seen broadly as testimonies, which have appropriated structural and linguistic features of narrative for rhetorical use. Like legal testimonies, the texts function to ‘witness justice or truth’ (Martin & Rose in press:44) and allow the voice of victims of injustice to be heard in the civic domain. However, the texts are more overtly persuasive than the testimonies identified by Martin & Rose. In this sense they can be distinguished as political testimony, which, like the ‘testimonio’ of Latin American activists, function to make ‘an outside world join the cause for which the group is fighting and writing’ (Jeherson 1995). As political testimony, they are told from the perspective of both marginalised victim of injustice and advocate for change.

Political testimony can be distinguished from autobiographical recounts by their focus on communal socio-political conditions and actions rather than on the psychological growth of individuals (Jeherson 1995). In the excerpt from HSZ below, for example, the events are recounted in the first person, however, ‘I’ and ‘we’ represent entire social categories (ie. asylum seekers, girls) and not just the individual rhetor and her families.

When the war started in Afghanistan about 25 years ago, **we** tried as hard as **we** could not to leave our country. However, there was no choice, **we** had to leave – leave everything behind. War was not the only reason that **we** had to leave our country for; **we** left our country also because of the limited opportunities for education for girls. Girls weren’t allowed to go to school. They kept **us** (girls) inside the house because they thought that **we** were suppose to be staying at home and doing the house work ...

Text 5.5: Excerpt from HSZ showing ‘communal’ personal pronouns

From an interpersonal perspective, a great deal of variation is evident in the linguistic realisations of the texts. Four of the texts (HNN, HSS1, HEJ, and HSZ) deploy interactional resources of obligation (ie. modulation), and can, to varying

extents, be seen as Macro-proposals (Martin 1992b). Modulation is highlighted across the final elements of HNN.

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. 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. I believe everyone **has the right** to seek asylum from persecution, ethnic cleansing, war and danger.

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. 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 5.6: Excerpt from HNN showing modulation

In order to capture the more overtly persuasive role of these four political testimonies, they will be further classified as **hortatory testimonies**.

However, even the five political testimonies which do not overtly announce the persuasive purposes through interactional resources do work rhetorically to position their audiences. This is achieved largely through the use of evaluative resources which present experiences in such a way as to align the audience into 'communing sympathies' (Martin & White 2005:211) and thereby motivate them to support the Chiloote goals. In the following excerpt from HST, expressions of emotion (ie. Affect) are highlighted.

Days passed and we were all **hopeless** about my father who was **all alone** in his **sad lonely** journey, while we couldn't do anything about. I was in a stage that started to destroy all **the hopes that I built in my heart,** '

Text 5.7: Excerpt from HST showing expressions of emotion

Expressions of emotion such as these bring these political testimonies into an agnate relationship with personal recount. This genre is used primarily in the personal/social domain to entertain audiences and to 'create solidarity among members of a culture or subculture' (Rothery & Stenglin 1997:239). To distinguish the role of these political testimonies in aligning their audiences and showing 'the human face of refugees', they will be more delicately identified as **bonding testimonies**.

Figure 5.5 illustrates the more complex map of genre relations which emerges when interactional and evaluative dimensions of tenor are mapped onto the dimensions of field shown in Figure 5.4.

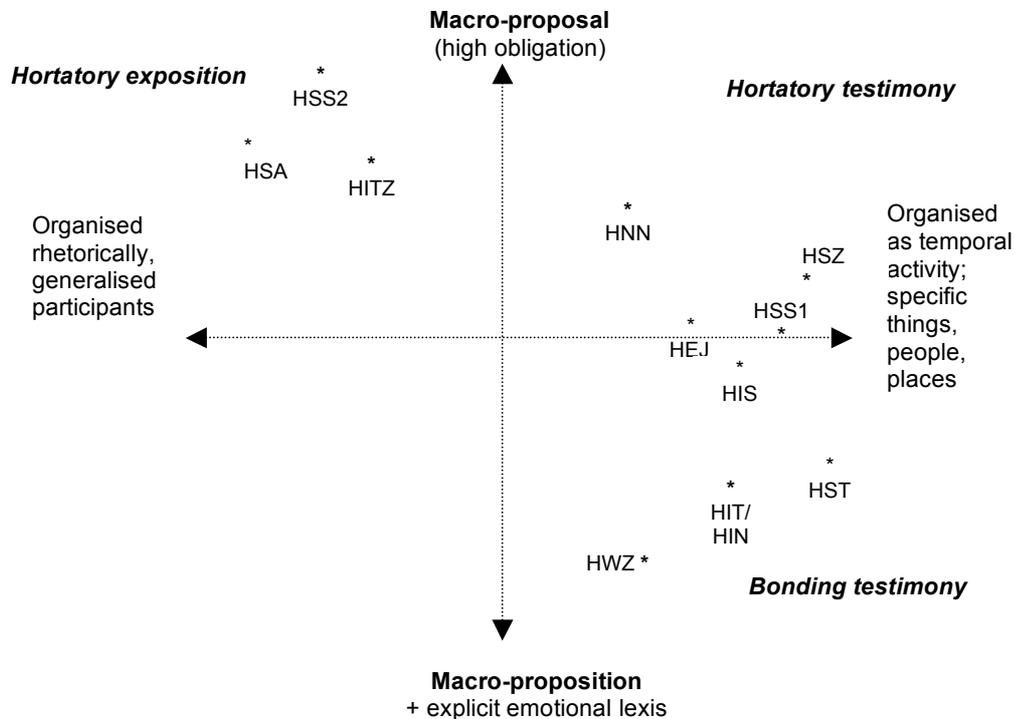


Figure 5.5: Mapping Field and Tenor Dimensions of texts

In the following section I will analyse structural features firstly of texts which foreground the goal of persuading the target audience to take action (hortatory testimony) and secondly, of those which foreground the goal of aligning multiple audiences around shared values (bonding testimony).

5.1.2.3.1 Rhetorical structure of hortatory testimony

Central to achieving the goal of hortatory testimony is an Appeal element, typically an appeal for action from the government. In HSS1, the Appeal is realised explicitly in the middle of the text:

I beg the government to end the system of temporary visas [HSS1]

And reinforced at the end:

I hope others on temporary visas will be shown the same mercy (HSS1).

As is evident in this excerpt, the Appeal, though central, is not always realised as a discrete stage within hortatory testimony and can in fact be overlooked in a

constituent analysis of experiential meanings such as that of HSS1 shown as Text 5.4. Modelling the structuring of hortatory testimony from an orbital perspective, however, illustrates the centrality of the Appeal stage with supporting satellites functioning to motivate compliance. Although the orbital model focuses on the experiential contribution to text structure, it does allow for the centrality of the Appeal to be recognised and, as discussed in Chapter 4, can be adapted to show prosodic interpersonal contributions (Iedema 1997). Motivating elements within hortatory testimony are not always realised discretely, however, they do conflate to a large extent with the experiential stages of the appropriated autobiographical recount.

Figure 5.6 illustrates the relationship of these elements. The contribution role of each elements to the persuasive goal of the genre will be more fully explicated below.

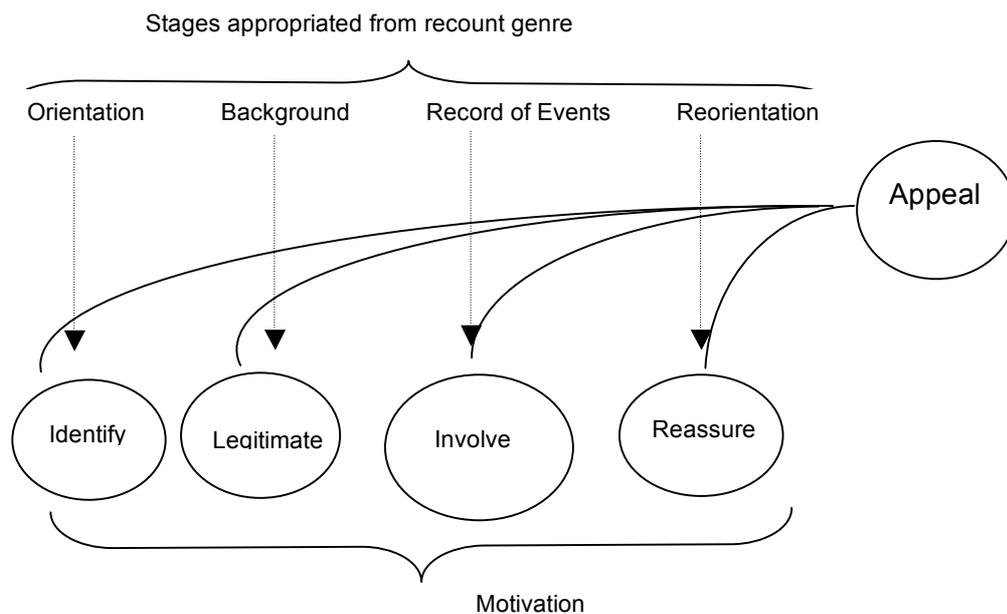


Figure 5.6: Orbital structure of hortatory testimony

The Appeal element

The Appeal element of hortatory testimony realises a request for action. The action requested is typically to free children and their parents from Immigration Detention Centres, however, this is often expressed in more or less specific terms. There is a great deal of variation in the realisation of Appeal elements across the texts. Some are realised prosodically throughout the text as in HSS1, others are realised as one or more proposals towards the end of the text. The Appeal element of HNN is in fact realised as an embedded elemental hortatory exposition with its own internal structure. This element is shown as Text 5.8 below.

Appeal	Today is World Refugee Day, but suffering continues for refugees in Australia.
<i>Issue</i>	About 8000 proven refugees remain on three-year temporary protection visas, many of which have expired, but still the refugees have no clear idea on their future.
<i>Legitimate Appeal</i>	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. 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. 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.
<i>Petition</i>	I believe everyone has the right to seek asylum from persecution, ethnic cleansing, war and danger. 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. 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 5.8: HNN Appeal element realised as embedded hortatory exposition

The extended Appeal element of HNN gives evidence of the role of political testimony in interpreting as well as retelling events. It is here that the rhetor's role as social advocate takes over from her role as witness.

Motivating elements

In addition to the central Appeal element, hortatory testimonies have a number of supporting elements which function to motivate the audience to take action. Motivation depends on appealing to the audience from a number of perspectives,

which, as discussed in Chapter 2, are recognised in rhetorical studies as appeals to ethos, pathos and logos (Halmari 2005). While these rhetorical appeals are realised across texts, it is possible to discern a movement across hortatory testimony from motivating elements which foreground ethos, to those which foreground logos and then pathos.

The **Identify** element, which appropriates the recount stage of Orientation, can be seen from an interpersonal perspective as establishing the credibility of the rhetor in terms of ‘what matters’ to the largely middle class western audience. In this sense it is the appeal to ethos which is foregrounded, primarily through making explicit to the audience the relevant dimensions of status. For example, most of the rhetors declare their social identity both as refugee and student.

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: Identity element].

This move can be seen as a complex bid for credibility on the basis of ideological standing, authority as an insider and social standing.

The significance of educational attainment on building status is explicitly drawn attention to in an interjection by the Ambassadors’ school principal (HIP) during the radio interview in which she participated. The highlighted segments indicate her awareness of the importance of identifying with the audience.

What your listeners won’t know is that Samir, 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 after such relatively small period of formal education.

Text 5.9 HIP: - Establishing the credibility of the rhetor

The **Legitimate** element, which experientially provides Background information about the lives of the young people prior to their journey, can also be seen from an interpersonal perspective as a response to public perceptions of asylum seekers as economic refugees or queue jumpers. Events and conditions within Afghanistan are recontextualised as evidence to support the status of refugee and appeals to logos, in the form of reasons for leaving, are foregrounded.

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 [HNN Legitimation element].

As is evident in this text, the reasoning provided by the rhetors typically rests on grounds of threats to security and also on threats to educational opportunity and freedom (especially for women). The choice of these factors shows awareness of the need to justify actions according to values held by the Western target audience.

In common with temporally sequenced events stages in recounts, this element unfolds through phases of ‘problems’ and ‘solutions’. The ‘problems’ phase deals experientially with the untenable conditions in Afghanistan and the ‘solutions’ phase deals with the decision to leave and in some cases with the aspirations of the rhetors and their families. These phases and the more delicate ‘micro-phases’ of are illustrated in HNN below:

‘Problems’ ‘conditions in Afghanistan’	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.
‘dangers of leaving’	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’ ‘decision to leave’	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.

Text 5.10: HNN Phases and microphases of Legitimate element

The unfolding of these phases functions rhetorically to engage the audience by arousing tension and concern through the ‘problems’ and releasing that tension with the ‘solution’ of escaping (Rose 2007). Through increasing and releasing tension, the audience is positioned to approve of the decision to leave Afghanistan. This positioning is crucial in building the argument for the release of asylum seekers from detention centres because it validates their identity as refugees and counters perceptions that leaving was an easy decision.

The Legitimate element is typically realised through generalized and abstract participants and processes. Information is often organized rhetorically and logico-semantic relations of enhancement are used to realise the appeals to logoi. In some texts, Macro and hyper themes are also used to foreshadow the reasoning. The Legitimate element of HSZ has been annotated below to show these features.

MACRO- THEME	TODAY I AM GOING TO TALK ABOUT MY PERSONAL EXPERIENCES WHILE TRAVELLING TO COME TO AUSTRALIA AND WHAT ACTUALLY CAUSED US TO LEAVE OUR COUNTRY	enhancement (cause)
hyper- theme	<u>War</u> was not the only reason that we had to leave our country for; we left our country also because of the <u>limited opportunities for education</u> for girls. Girls weren't allowed to go to <i>school</i> . They kept us (girls) inside <i>the house</i> because they thought that we were supposed to be staying at home and doing the housework as a <i>housewife</i> ..	<u>abstraction</u> <i>generalised participants</i>

Text 5.11: HSZ Linguistic realisation of Legitimation element

The **Involve** element, which is by far the most extended stage of these texts, deals experientially with the significant episodes of the refugees' journey to Australia and the time spent in Immigration Detention Centres. Interpersonally, this stage is significant in aligning the audience rhetorically through appeals to pathos.

Typically appeals to pathos are made indirectly in hortatory testimony. However, considerable rhetorical work is done through recreating the events of the journey to evoke feelings in the audience indirectly. As with 'events' stages in recount and other narrative genres, the Involve element typically moves through a sequence of referential 'problems' and 'solution' phases which move the action forward by swings of expectancy from phase to phase' (Rose 2007:5). Typically the 'problem' phases deal experientially with events such as life under the Taliban in Afghanistan, the dangerous journey by boat to Australia and time in Immigration Detention Centres, while 'solutions' involves escaping Afghanistan, arriving in Australia and being granted permanent residency. In some texts, this phasing begins within the Legitimate element and unfolds across the Involve element. The phases typically combine to form EPISODES as illustrated on Figure 5.7.

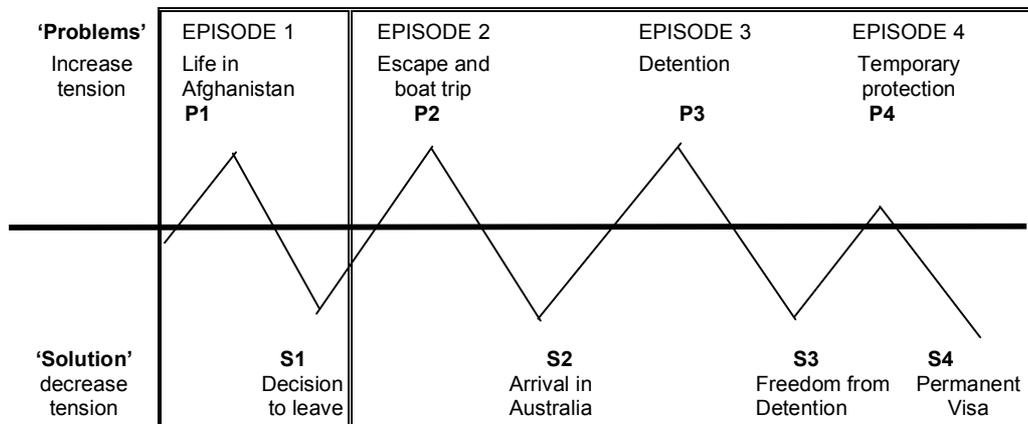


Figure 5.7: Building and releasing tension through problems and solutions phases

These phases functions rhetorically to engage the audience by arousing tension and concern through the ‘problems’ phases and releasing that tension with ‘solutions’. The audience is thereby positioned emotionally to approve the actions of refugees more generally and thus motivated to take action.

Also important in involving the audience emotionally are evaluative phases which suspend the action in order to intrude the feelings or comments of the participants (Macken-Horarik 2003b:300). The most significant of these interpersonally loaded phases are ‘reaction’ phases, which, as illustrated in Text 5.12, are interspersed with referential phases throughout the Involve element.

‘EPISODE 1’ ‘Problems’	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? This is another long, long and sad story. But what I can say is that the trip was full of danger unsafely and insecurity. I could see moments that I felt I would die.
‘Solution’	Finally our boat arrived in Australian waters. Where I was hoping to be safe and welcomed. We knocked on Australian door, hoping to find safety and security. I was hoping to be among people who have a very good reputation in generosity and humanity.
‘Reaction’	It is the first time in my life I am coming to understand what peace and security are here in Australia. I have realized the value of a human when I see all these people who looked after me it is the first time that I can study and I can learn.
EPISODE 2 ‘Problems’	However for three years I held a temporary protection visa that put me in limbo.
‘Solution’	Luckily I have now been given permanent residence.

Text 5.12: HSS1: Unfolding of Involvement element through phases

The interaction of referential and evaluative phases throughout the Involve element works rhetorically to involve the audience in both the physical and emotional journey of the rhetor and other asylum seekers and to thus motivate them to comply with the forthcoming Appeal. In Chapter 6, I will examine how the resources of Appraisal are deployed to involve and position audiences across these phases.

The final Motivate element of hortatory testimony, the **Reassure** element, functions experientially to re-establish the timing of events to the here and now. However, this element also has a number of complex interpersonal functions, reinforcing the alignments and rhetorical appeals made in earlier elements. One important function is to release tension by bringing both the physical and emotional journey of the rhetor to a happy ending in a ‘solution’ phase. The intensified positive emotions associated with the present and future offer reassurance to the audience that the difficulties and suffering encountered by the refugees are not insurmountable. For example:

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

Evaluative phases of ‘reflection’ reinforce the appeals to logos in the Legitimate element by drawing attention to the contrast between Australia and Afghanistan. For example:

Unlike the country I left behind, Australia is a country which upholds and values human rights, the right to peace, compassion and freedom (HSS1).

As in the Legitimate element, the appeal to logos is marked by a shift to generalized and abstract experiences, emotions and values (eg. human rights, the right to peace).

Reinforcements of appeals to ethos are also made through an evaluative phase of ‘acknowledgement’, which positively evaluates particular or generalized Australians, and through a ‘promise’ phase, which foreshadows the rhetor’s future social contribution to Australia. These phases, which are illustrated in Text 5.13, function to build solidarity with the audience by re-aligning the audience around values presented in the Identify element.

'acknowledgement'	Now I'm in year 10 at Holroyd High School. I really like to go school without any distractions to my studies. One person who I admire a lot is my principle Ms Dorothy Hoddinott, who was always been there to help me at different times with a lot of things in my school life.
'promise'	Sometimes I wish I could go back to my country to visit my grandma's family and the poor people who I really want to help because we are the fortunate ones who came here and now are able to earn money, study, work and help our country's poor people. We are the future of our country.

Text 5.13: HSZ Evaluative phases in Reassurance element

In HNN, the Reassure element serves as an important transition to the more generalized Appeal element. The relief and reassurance that the suffering is over for the individual participants in the story is contrasted with the ongoing unresolved suffering of others in detention.

We are now permanent residents and we can't wait to get our Australian citizenship. Today is World Refugee Day, but suffering continues for refugees in Australia (HNN).

In summary therefore, while direct evidence of persuasion in the form of an Appeal is central to hortatory testimony, other elements are also vital in achieving the persuasive goals of the texts. This is done through aligning the reader into shared communities of values and experiences and in motivating compliance with the request through appeals to ethos, logos and pathos.

In chapter 6, the analysis of patterns of global interpersonal meanings discussed above will be complemented by an analysis of the interactions of linguistic resources at a local level, focussing on how solidarity and status in relation to both the immediate and target audience are construed.

5.1.2.3.2 Rhetorical structure of bonding testimony

As shown in Table 5.1, the five texts characterised as bonding testimonies were produced in Affinity spaces which were not directly related to the Chilout campaign and can be seen as socially rather than politically oriented⁷. The Affinity spaces can be seen as oriented towards building solidarity between asylum seekers and the mainstream audience rather than appealing for social

⁷ For example, the QCOS conference aimed to take 'the politics out of social policy in Queensland' (QCOS 2003/4) Two Aboriginal women speakers in addition to Tamina delivered opening or key-note sessions. ABC National radio station promotes Lifematters as 'a unique daily interview program about social change and day-to-day life' with a focus on 'personal stories which will move and inspire you' as well as information from 'the main people behind our social policies'. (www.abc.net.au/rn/lifematters/about)

change. While Zahra's weblog functions as a forum for her overtly political agenda, the prominence of personal experiences, thoughts and feelings of the author also foreground its solidarity building function.

Despite the different contextual configurations, however, the agnate relationship of bonding testimonies to hortatory testimonies is demonstrated in the similarity of their structure. Like hortatory testimonies, bonding testimonies typically appropriate the experiential stages of recounts for interpersonal purposes.

However, in bonding testimonies, these stages work towards achieving the overall goal of building solidarity rather than of motivating the audience to comply with a request. Text HST has been annotated to show the structure of the text from an experiential and interpersonal perspective. Due to the length of this text, some details have been omitted from the Record or Events/ Involve element. The full text is provided in Appendix 2A.

	ELEMENT/phs	<i>Text HST</i>
ORIENTATION	IDENTIFICATION 'authority'	Dearest friends' good morning! It is a pleasure for me to be here with u today, as some of u know my name is Tamina, I'm an Afghan refugee who came to Australia nearly three years ago, 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.
	'rapport'	Reading, writing and speaking in English for me was one of the biggest dreams, 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!
BACKGROUND	LEGITIMATION 'problems'	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, for my bad luck the year I was going to go to school the Taliban got the control In my country and I had to stay home and not go to school! Even though I was very young, I was thinking that I won't have the bright future that I was hoping for, and therefore my job was to cry day and night and bed my parents to find a solution for my problem,
	'solutions'	there was when my father's friend came to Afghanistan and as result that his wife was a teacher, she decided to teach me and some of my friends who were our neighbours, and that was when I first started my education.
	'problems'	My problems started when Taliban banned education for the girls in Afghanistan! There was when we had to study in secret way in which no one knew about it, I loved studying but I was full of fear when we were starting our listens everyday in early mornings, we continued our education about 5 years and that's how I know a bit about my language, culture and etc.
RECORD OF EVENTS	INVOLVEMENT 'problems'	My journey to Australia started when my father's situation was in its worst band,
	'solutions'	After 4 several days in the way we finally were in Pakistan,
	'problems'	As a result we didn't have all the money that is needed to go overseas with my father we finally had to let him come to Australia in his own,
	'reaction'	Days passed and we were all hopeless about my father ...
	'solution'	but one day finally after nearly one year we heard that my father is in good health and he is wanting us to come to him in Australia, so we started to come to Australia and my father send some money that helped us all get in Australia.
	'problems'	In the second week of being in Australia I started to feel lost again,
	'reaction'	I was hopeless towards everything, until one day it was our turn to get out of there,
REORIENTATION/EVALUATION	REASSURANCE 'reflection'	Having my rights and freedom in Australia brought all my descent dreams back to life. This made me think about whom I really am, what am I really estimating and can do. Living in DC gave 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, that freedom is the power which is giving life to all the ones who've lost their hopes.
	'promise'	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.
	'gratitude'	Watching people caring about me and my future in Australia was the think that I was waiting for it in whole my life, I didn't know how I really got it, but I know that if I didn't have the support from my family and friends, I would never ever going to be in this stage that I'm standing in here now.
	'promise'	I think them each one by one, and I promises them that I'll do my best to let their dreams become true and help them as much as I can, because I think caring about people is the least but one of the most important thing that people can do for each other.
	'reflection'	Each of us value different things in this world, and each of them has the most greatest points in it, the things that I value in my life are the things that make my friends happy not only for some seconds, but for the life time and as long as I can, I hope I can continue my education and be the one who I was always dreaming, to be able on making my dreams become true one by one with helping my friends in the ways they wanted.

Text 5.14: HST showing experiential and interpersonal elements

Text HST shows that, with the important exception of an Appeal, the elements within bonding testimony serve similar interpersonal functions to those within hortatory testimony, with the exception that they are oriented towards building solidarity with the audience rather than motivating compliance with a request. The orbital model of text structure has been adapted in Figure 5.8 to illustrate the relationship with experientially oriented recount stages and the contribution of interpersonal meanings to the structure of bonding testimony.

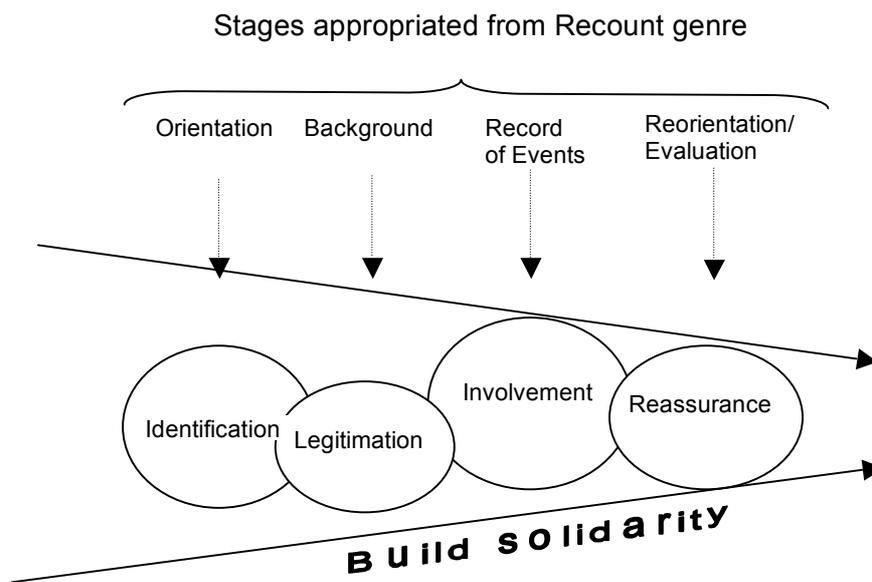


Figure 5.8: Elements of bonding testimony from interpersonal perspective

In addition to the difference in their overall rhetorical function, bonding testimonies can also be distinguished from hortatory testimonies by the greater focus on Identify and Reassure elements at the expense of Legitimate and a greater blurring of boundaries between all elements. Not surprisingly it is appeals to pathos and ethos rather than logos which are foregrounded.

Identify

In common with other political testimonies, bonding testimonies typically open with an element which introduces the rhetor and builds identification with the audience. For example:

hey pplz how's every 1 I hope every 1 is gir8 and having fun as usual..(HSW)

In the spoken interview macrogenre, this stage is constructed primarily by the interviewer:

I: So to talk about their experiences in detention and the transition to schooling in Australia, it's my great pleasure to welcome Tamina, Samir and Nura. These are three Afghani refugees now living in Sydney and they're all attending the same local high school.

Nura/Tamina: 'Gday'

I: (laughing) 'Gday'

Text 5.15 HITN: Macrogenre Identification

While this element also functions to establish the good character of the rhetor in terms of status, the dimension of tenor which is most at risk is solidarity. Rapport (Clark, Drew & Pinch 2003) is established largely through familiarity and by projecting personality traits such as friendliness and humility. Despite great variation in the realisation of the Identify element in response to differences in mode and tenor, typical realisations include the use familiar greetings and the elaboration of details of the rhetors' feelings and attitudes.

In HST, identification with attitudes valued within the Affinity space are developed by sharing feelings of humility and of pride in her achievements within the Australian school system.

Reading, writing and speaking in English for me was one of the biggest dreams, 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! 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,

Text 5.16 HST: Excerpt from Identify element

Legitimate

The Legitimation element is not prominent in bonding testimony. Typically justification of refugee status is not foregrounded, suggesting that the audience construed by the texts is one which is already convinced of the status of asylum seekers as refugees. Where the element is present, its function is realised in far more personal and concrete terms than in hortatory testimonies. In HST, for example legitimation is presented in terms of personal problems or bad luck for the rhetor rather than as abstract conditions involving generalised groups within the country:

My problems started when Taliban banned education for the girls in Afghanistan! There was when we had to study in secret way in which no one knew about it, I loved studying

but I was full of fear when we were starting our listens everyday in early mornings, we continued our education about 5 years and that's how I know a bit about my language, culture and etc.

Text 5.17: HST Legitimate element

Rhetorically, the lack of reasoning in the Legitimate element suggests here that it is appeals to pathos rather than appeals to logos which are foregrounded. This provides further evidence that this element is not oriented towards motivating action as it is in hortatory testimony.

Involve

Like hortatory testimony, the most elaborated stage of bonding testimony is the Involve element, which functions interpersonally to invite the audience to empathise with the ups and downs of the refugees throughout their journey. Appeals to pathos are foregrounded in this stage through the unfolding 'problems' and 'solution' phases and through more direct expressions of feelings and attitudes in 'reaction' phases. For example:

Days passed and we were hopeless about my father who was all alone in his sad lonely journey, while we couldn't do anything. I was in a stage that started to destroy all the hopes that I had built in my heart [HST 'reaction' phase]

Importantly, however, other interpersonally oriented phases of 'comment' and 'reflection' are interspersed throughout the action of bonding testimony. The rhetors are here not as concerned with motivating the audience to act through sharing the roller coaster journey to freedom from detention but on sharing their reflections and interpretations of the journey. In the interview this is largely achieved through joint construction with the principal and interviewer, however, in HST, Tamina responds to the goal of the GCOSS Affinity space and frequently reflects upon the values she has learned through the events of the journey.

Having my rights and freedom in Australia brought all my descent dreams back to life. This made me think about whom I really am, what am I really estimating and can do. Living in DC gave 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, that freedom is the power which is giving life to all the ones who've lost their hopes.

Text 5.18: HST 'reflection' phase

It is largely through her ability to reflect and interpret events that HST is able to independently achieve its rhetorical purposes without the scaffolding provided by mentors, or by inter- texts within Chilout Affinity spaces.

Reassure

The Reassure element of bonding testimony functions in a very similar way to that within hortatory testimony, reinforcing the positive connections established in the Identify element and the shared values established there. In most texts this element foregrounds appeals to ethos and the audience is aligned around values shared by the rhetors and audience (eg. education). In the interview macro-genre, a significant role of Reassure is assumed by the interviewer and principal. In the following excerpt, for example, the Reassure element begun within an interaction between Nura and the interviewer is continued by the principal.

- Int: Oh, I see. You speak very good English Did you learn English in Afghanistan?
- N: No
- I: Oh (sharp intake of breath)...Dorothy, how rapid is the acquisition of English in your experience?.....
- D: It has to be rapid, If they are going to come into the school system, they really have to concentrate and focus on learning English and a lot of the children that are coming to us have not had very much formal English That's why it's called an IEC It's because the learning of English is intensive and it's meant to get them school ready in three to four terms only
- I: and do the majority achieve that?
- D: Yes, absolutely
- I: and do the majority tend to be older in the classrooms
- D: No you'll find that these three students are within the age range for their cohort. Nura is 17, Samir is 17 I think and Tamina is 17 too

Text 5.19: HINT Reassurance element

The interpretive role played by both the interviewer and principal is significant to the construction of meaning. The principal is here able to provide more specialised knowledge and generalise from Nura's personal experience to those of all refugee students. In this sense the social affiliations in which the texts are produced can be seen as adding meaning potential to the repertoire of the individual rhetors.

As with hortatory testimony, bonding testimony typically unfolds through evaluative phases of 'reflection', 'promise' and 'acknowledgement'. These phases

tend to be more elaborated in bonding testimony, particularly the ‘reflection’ phase, which functions to interpret the significance of events and reinforce shared values. These functions are illustrated most explicitly in HIT which is jointly constructed with the interviewer.

HIT ‘reflection’	<p>I: You spoke at the launch of the report of the HREOC report and you said that you had learnt three things were terribly important, freedom of speech, being allowed to be yourself. Why did you choose these three things?</p> <p>T: Because these are the three things which women and most of all people in Afghanistan don’t have and I think in having these they couldn’t have the chance of being in my situation so I could have the three of these to show those people even the ones that aren’t in my country that they can have all the rights and they can do something with those rights. They are not here only to have their chance to live. By being alive, they want to help other people too.</p> <p>I: As a girl, could you imagine going back to Afghanistan. I’m just thinking. You’ve enjoyed Aussie freedom. What’s that like for you?</p> <p>T: Being freedom is like being alive for me. If you took it away from me I know how for other people to go back</p>
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Text 5.20: HST ‘reflection’ phase

In summary therefore, the five texts identified as bonding testimonies can be seen to persuade the reader through building a relationship of solidarity with the audience, rather than through a direct Appeal. The persuasive function of the genre is achieved primarily through building rapport with the audience.

5.1.3 Conclusion

In summary, therefore, while an experiential perspective on the genres deployed by the Chilout Ambassadors allows us to distinguish them as exposition and narrative genres and to relate them to genres deployed within schooling, the perspective provided by their intertextual relationships within the civic domain and by an analysis of interpersonal resources allows for the rhetorical purposes of all texts to be characterised and for their linguistic patterns to be made visible. Figure 5.9 outlines the grouping of the texts deployed by the young Ambassadors into three agnate genres and relates these genres to their Affinity spaces.

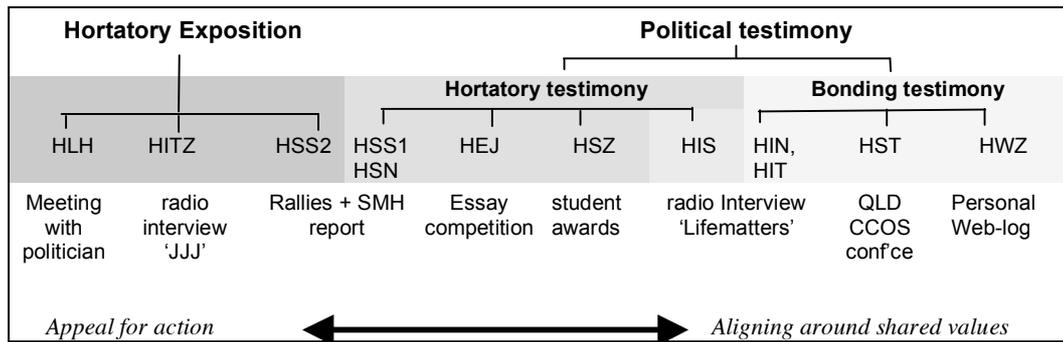


Figure 5.9: Relationship of young refugees texts from a topological and typological perspective

While the Chilout Ambassadors are still developing control of the full range of genres needed to engage in the civic domain, the above analysis indicates that the young activists have developed a repertoire of resources which enabled them to participate effectively across Affinity spaces of the Chilout campaign to persuade their audiences. In particular, by appropriating the resources of narrative genres, the activists were able to exploit their powerful speaking position as insider victims to build solidarity with their audiences and to ‘help sway public attitudes and opinions’ (Ozdowski 2004).

5.2 *MakePovertyHistory*

The fourteen texts from the *MakePovertyHistory* (hereafter MPH) campaign were produced by one activist, who writes under the pen-name of BoNoFan (hereafter Bonofan). The choice of texts from one activist allows for an exploration of the multiple roles enacted by one engaged adolescent and for the individual repertoire of persuasive resources to be made visible. Table 5.2 elaborates on the overview of selected texts provided in Chapter 1.

Forum/ Mode	Texts	Targetted Audience	Details of Publication
Online Magazine articles	Pan 03: Creating Change Pan 05: Call to Action Pan 06: Politics of a new generation	Apprentice TIG affiliates	<i>TIG Panorama</i> published 2003- 2006
Weblog written text (+ images, hyperlinks)	B5A: MPH-UN World Summit '06 B5J: G8 – The Gleneagles Communique B5S: 2 nd White Band Day B5S1: Will Australia keep its promise? B5S2: Voices against poverty B5O: Just Stand B501: Are the MDGs dead? B5N: MPH – Our Generation's Challenge 1 B5D: MPH – Our Generation's Challenge 2 B5D1: Make PovertyHistory 2006 B5D2: 2006 – The Year that Was	TIGblog 'friends'	<i>TIGblog</i> entries July – Dec 2005

Table 5.2: Bonofan's selected *MakePovertyHistory* texts

These texts were selected from a corpus of 350 texts produced by Bonofan across a range of forums and modes within the TakingITGlobal (TIG) Affinity space over a four year period.

5.2.1 Situating the texts in their contexts

5.2.1.1 *Context of culture*

The selected texts can be seen as situated within two overlapping social affiliations within the civic domain of Bonofan's literacy practices. As postings on the TIG website, they can be seen as situated within, and indeed as creating, an online Affinity space. While the concerns and goals of individual users of this space are diverse, affinity is sought through its broad aim to 'inspire, inform,

involve' young people in relation to issues of concern to local and global communities (www.takingitglobal.org). This aim suggests that both the 'rational-critical' discourse traditionally associated with debate of public issues (Habermas (1979 in Colhoun 1992:7) and the epideictic discourse, which 'calls on the audience to reconnect with the values, the history and the hopes that bind that community together into a fellowship of humanity' (McCormack 1993:2) will be central. As a committed, long term and celebrated⁸ member of this Affinity space, it is expected that Bonofan's literacy practices would be influenced by and contribute towards realising these broad aims and values and thereby construct a social identity of 'community builder' within the space.

In addition to his social identity within the TIG Affinity space, all but one of the texts construct an identity of activist within the Affinity group of the MakePovertyHistory campaign. The primary goal of this campaign is to lobby world leaders to end global poverty and in particular to meet their promises in key areas. These goals are articulated in the MPH manifesto (makepovertyhistory.org/whatwewant) as follows:

MAKEPOVERTYHISTORY urges the government and international decision makers to rise to the challenge of 2005. We are calling for urgent and meaningful policy change on three critical and inextricably linked areas: **trade, debt** and **aid**.

While this campaign can be seen as inviting direct social action, foregrounding the role of the civic domain in engaging people in critique and transformation, MPH processes also focus on building a community of activists, particularly among young people. The campaign has been largely enacted through a range of celebratory events such as concerts, musical compositions, slogans and other semiotic symbols, with prominent international citizens and celebrities acting as spokespeople with high media prominence. Of particular significance here is the influence of the Irish musician, Bono, lead singer of the band U2, from whom Bonofan takes his TIG pen-name and Nelson Mandela, whose speech at the launch of the MPH campaign in February 2005 (see Appendix 1), has greatly influenced Bonofan's discourse. The celebratory nature of Mandela's call to the young people of Great Britain, encapsulated in the words:

⁸ During all of 2005, Bonofan was the featured Australian participant on the TakingITGlobal website. As such his photograph and hyperlinks to his profile details were shown on the Australian homepage.

Sometimes it falls upon a generation to be great. You can be that great generation (Nelson Mandela 2005).

can also be seen as instantiating epideictic discourse as can the songs, slogans and other semiotic symbols of the campaign.

Figure 5.10 illustrates how the broad social purposes of these two elements of the cultural context may be expected to influence an interpretation of Bonofan's texts at the level of genre.

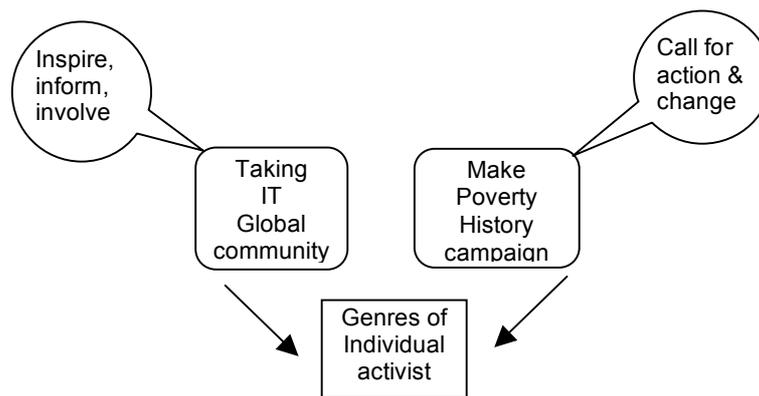


Figure 5.10: The influence of social affiliation on genre interpretation

The shifting networks and diverse discourse forms which shape both TakingITGlobal and MakePovertyHistory indicate that these social affiliations, like Chilout, are New Social Movements (Melucci 1989), which provide opportunities for participants to interact with new roles, relationships and meanings (Maddison & Scalmer 2006:81) and through the affiliation, to expand the repertoire of meanings available to Bonofan.

5.2.1.2 Context of situation

While the issue of global poverty provides a relatively consistent field across Bonofan's texts, the mode of delivery as well as the roles and relationship assumed with the audience also have a great influence. As shown in Table 5.2, texts selected for analysis are taken from two forums within the TIG website. Those selected by the publishers of the online magazine, Panorama, are typically towards the 'written', organised and reflective end of the mode continuum (Hammond 1990), which places them into close relationship with academic

essays. In contrast, the forum TIGblog, ‘an online space to reflect on events, talk about your travels, comment on the news, or just chat about your day!’ (www.takingitglobal.org/connections/tigblogs), invites texts concerned with immediate events, less distant in space and time and more intimate than Panorama texts. These features of mode, with the more ‘everyday’ nature of field suggest agnation with registers of the personal/expressive domain.

In the blurring of boundaries between the personal/social and civic domains, Bonofan’s TIGBlogs share a great deal with other cultural productions noted by New Social Movement theorists as representative of adolescent discursive politics. Like Fanzines they function as ‘a kind of collective, public and interactive journal from the war zone’ (Harris 2000: 285) and provide further illustration of the multi-layered and multi-modal dimensions of the civic domain.

5.2.1.2.1 Tenor

Like the Chilout texts examined in Section 5.1, the target audience of both Pan and TIGblog texts is complex. On the one hand, the audience construed by the TIG website is one which is relatively equal in terms of power and close in terms of solidarity. These relationships are constructed primarily through the lack of apparent hierarchical structure in the community, the focus on the participation of young people and the shared interest of participants for both global issues and the use of technology for communication. Within these delimitations, however, there is evidence that Bonofan enjoys a relatively high status and solidarity, especially with fellow members of the Australian site. As a long term and active member of the community, he has relatively long list of affiliated ‘friends’ and project involvement and, for over twelve months, was a ‘featured member’ on the Australian homepage. This status and his commitment to realising the goals of MPH lead him to enact leadership roles of giving advice, promoting campaign events, exhorting participation and critiquing current political action.

Despite this leadership role, however, Bonofan’s relationship with his audience is complicated by his role of activist and more specifically of his emerging role as ‘left protagonist’ (Martin 1985) in the issue of addressing global poverty. This broad role, according to Martin, is one which attempts to resolve issues by challenging the power of those who control the means of production (35-36) – in

Bonofan's case, politicians and world leaders. In both challenging status quo methods for addressing world poverty and in calling on young people to join in that challenge, Bonofan puts at risk both his status within the TIG community and relationships of solidarity with fellow members. While his TIG audience can be assumed to be supportive of youth engagement in political discourse, neither their commitment to the goals of anti-poverty campaigns nor their willingness to challenge the status quo can be assumed. Unlike an employer, parent or teacher, Bonofan has no institutional control over his audience and cannot impose penalties or rewards to ensure his appeals for action are complied with. This lack of institutional status puts a great deal of pressure on other dimensions of status and solidarity in 'getting the reader onside' and consequently on the persuasive resources within his semiotic repertoire.

5.2.1.3 *Summary of contextual features*

In summary, therefore, features of the broad context of the communities to which Bonofan is affiliated and the specific contexts in which the texts were produced contribute greatly to an interpretation of the texts, both in terms of the genres which are chosen and the particular discourse semantic resources deployed. In the following section I will examine the texts from the perspective of the language resources deployed at the level of genre, focussing on how these choices represent Bonofan's response to the contextual pressures and opportunities described above.

5.2.2 *Analysis of texts*

The features described in the previous section provide contextual evidence that the fourteen texts will contribute towards achieving the broad civic domain purpose of persuasion (McCormack, 1995). In this section I will examine linguistic features of the selected Panorama and TIGBlog texts in order to provide evidence of the realisation of persuasion at the level of genre.

5.2.2.1 *Position of texts within genre complexes*

As with the Chilout campaign, the MPH campaign can be seen as a persuasive mega-genre which functions to persuade world leaders to change policy on trade,

debt and aid. From this perspective, both the macro-genres and elemental genres which constitute them can be seen as layered stages through which the larger mega genre achieves its purpose. For example, Bonofan’s TIGblog texts combine as a stage within the larger campaign to persuade the immediate TIGblog audience to participate in the campaign and individual TIGblogs function as more delicate stages to motivate participation.

The layered relationship between the levels of genre within the MPH campaign is further complicated by the fact that the TIG Affinity space can also be seen as a mega-genre, functioning to ‘inspire, inform and involve’ young people. From this perspective, Bonofan’s individual genres and TIGBlog macro-genres also function as stages to achieve its persuasive goal. The complex and multilayered relationship of Bonofan’s individual texts to larger units of meaning is illustrated on Figure 5.11.

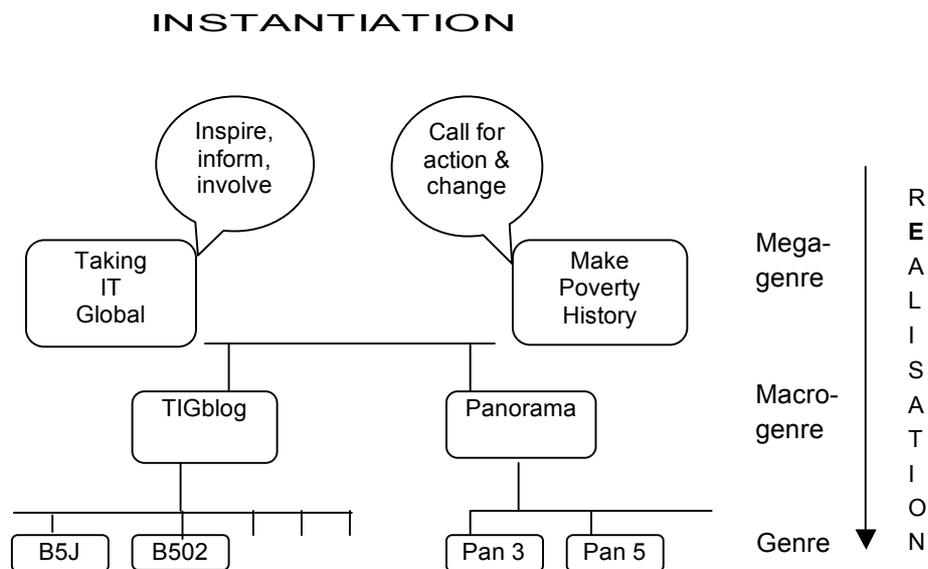


Figure 5.11: Relationship of Bonofan’s texts within larger texts

From an interpersonal perspective, the individual genres and macro-genres contribute towards the purposes of the mega-genre through the prosodically realised calls for action or proposals (eg. take action; get involved; address poverty) and the evaluative elements which align the audience around the shared values of the campaign. Both the proposals and rapport with the audience are thereby amplified across the genre complexes through structural elements at the

level of genre as well as through a variety of implicit and explicit linguistic features at the level of discourse.

5.2.2.1.1 Genres and genre families

As with Chilout texts, these texts can be grouped from an experiential perspective according to the whether they deal with specific or generalised events and people and whether they are organised rhetorically or as activity sequences. Figure 5.12 provides a preliminary mapping of the variation in field relations evident within the texts from a topological perspective.

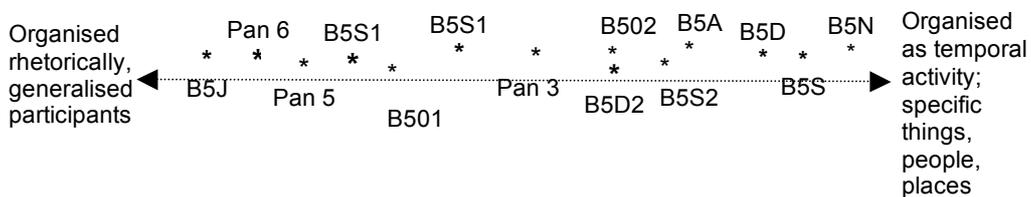


Figure 5.12: Mapping Field Dimensions of texts

This analysis of meanings across the texts indicates that, as with Chilout activists, there is a great deal of variation in texts across this experiential dimension. Temporally realised texts are typically those which recount the past or future local campaign events in which Bonofan is a participant, however, there is wide variation in how specifically the things, people and places are realised. This variation can be seen in the following excerpts from two TIGblogs which deal with the same event. Participants are highlighted.

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)

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

An examination of the texts from an interpersonal perspective reveals further complexities in terms of the function of the texts. As discussed in Chapter 4, persuasive genres (or Macro-proposals) can be identified most explicitly at the level of genre by the presence of interactional elements and particularly by the

presence of an Appeal element, requesting action or agreement. An analysis of interactional elements in Bonofan's texts and their distribution across the texts indicates that there is considerable variation in terms of the type of persuasion at the level of genre. The dominant function of most genres is to request the audience directly to act. For example:

TIG suggests that you need to "Think Globally, Act Locally! Global Change begins with positive action within communities." It's true. To create change anywhere, you need to start locally, and at a small level.

However, some also function to request the audience to agree with an opinion about action requested from others (ie politicians). For example:

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.

These interactional dimensions map onto the experiential dimensions to reveal a more complex picture of genre emerges, as illustrated on Figure 5.13.

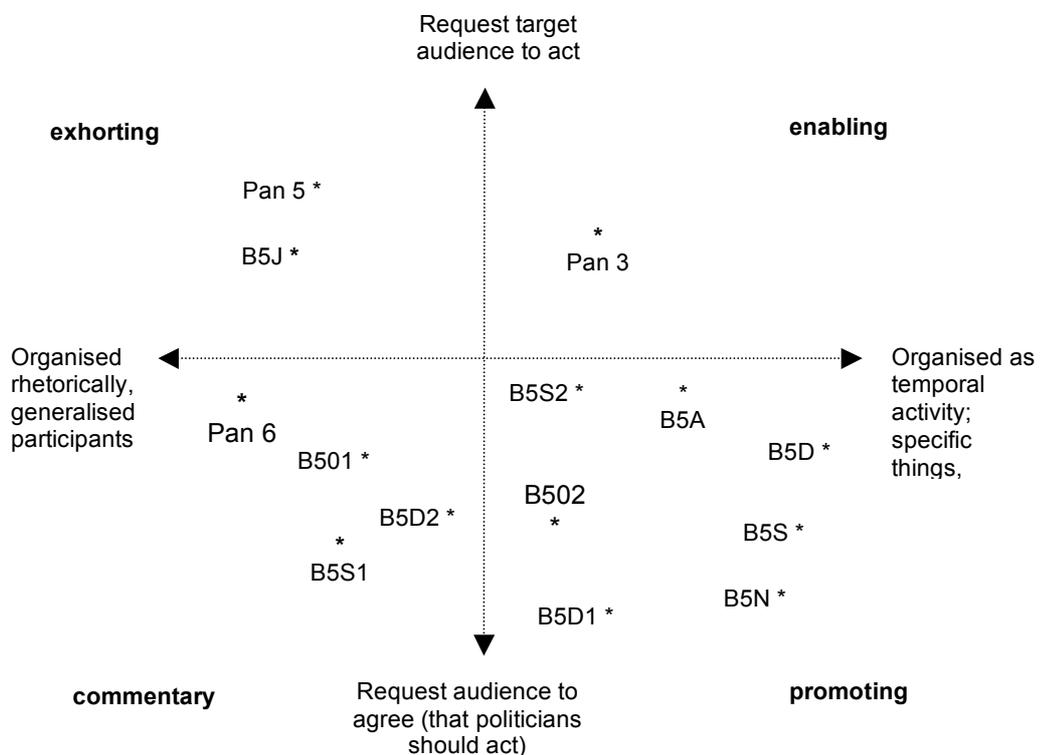


Figure 5.13: Mapping Field and Tenor Dimensions of MakePovertyHistory texts

The topological perspective shown in Figure 5.13 gives linguistic evidence of four loosely bound genre families, which cluster around similar ideational and interpersonal features. These genre families conflate with the four leadership roles enacted by Bonofan as an MPH activist within the TIG Affinity space (ie. enabling, promoting, exhorting and commenting).

5.2.2.2 Characterising enabling genres

While only one enabling text is found in Bonofan's corpus of texts (Pan 3), this text offers significant insight into the resources deployed to enact his leadership role of apprenticing other TIG participants into taking action. The selection of the text for publication in the online magazine, Panorama gives it prominence and thus a degree of social status for the writer. The TIG readership predicts a relationship of solidarity, though familiarity with TIG values cannot be assumed.

Pan 3 can be characterised as a directive (Iedema 1997) and more particularly, as an enabling directive (Eggin and Martin 2002:291). Enabling directives are agnate to procedures, which are used in school, workplace and everyday domains to tell people what to do to achieve a goal. Pan 3 can be seen from an interpersonal perspective as a Macro-proposal (Martin 1992b), which functions to effect compliance (Iedema et al.1995:58) and in the civic domain 'to persuade readers to comply with a directive' (Martin & Eggin 2002:290). While lack of institutional control limits the use of directives in the civic domain, this text enacts the internal goal of contemporary social movements of nurturing and developing affiliation. Despite his own lack of control, Bonofan draws on the authority of TIG to apprentice inexperienced activists.

From an interpersonal perspective the text unfolds as a Command, followed by supporting elements functioning to motivate and enable compliance. It is these supporting elements which interpersonalise its structure to enact the persuasive purpose of the text. The text has been annotated below to show its experiential and interpersonal structuring. Some details which do not affect this illustration have been omitted, however, the text is reproduced in full in Appendix 2A.

Elements		Pan 3: Creating Change Published on: Apr 24, 2003
Stgs	Interpersonal orientation	Procedure / Enabling Directive
Goal	Preview	Creating Change
P r o c e d u r e s S t e p s	Command	TIG suggests that you need to "Think Globally, Act Locally! Global Change begins with positive action within communities." It's true. To create change anywhere, you need to start locally, and at a small level.
	Legitimate 1	even then, many people our age don't know how to take action. It all seems so hard, so we stop trying, happy to complain about the world and how we don't have a say. But things can be different, if we choose to make them so.
	Enable	Working on the 3 step process of "Identify, Learn and Involve" will get you started.
	'direct'	IDENTIFY
	'specify'	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.
	'facilitate'	To do this, all you need to do is get a piece of paper and write down answers to these three questions. As an example; you're a good skateboarder who is concerned about theft and property damage at your local skate park. Combining your skills and interests, you may decide that lockers should be installed at your local skate parks.
	'direct'	LEARN
	'specify'	Once you have your idea, it's simple to go out there and get into motion. But before you do, you need to learn a bit about your future project.
	'facilitate'	Try and find out as much as possible, it can't hurt to know a lot about a certain subject. The more you know the more chance you have got to be successful in your project you have started. Some questions you might like to find answers for include; These questions may seem pretty hard to answer, but there are lots of resources out there to help you. Take TIG as an example! In terms of the skate park example you may find that:
	'direct'	INVOLVE
'specify'	Here's where you get to really put your project into motion. To get it up and running, you need to inform people about your project, get them involved, and, in most cases, get some funding.	
'facilitate'	Spreading the word can sometimes feel like a bit of a "sales campaign," because, in reality, it is. you're trying to sell people your idea, so start locally, with people who will directly see benefit from it, moving onto people with a common interest. Step up to a global project, then you might get international communities (such as TIG), international orgs or many other resources involved. People/groups you may approach for the skate park example;	
Reassure	NOTE: The examples in this article has been written based on Australian "places recreation" but anybody can use this as a basis for Creating Change	
Greet	Peace Besty	

Text 5.20: Pan 3 Text structure

5.2.2.2.1 Orbital structure of enabling directives

Despite the interpersonal function of elements in Pan 3, the centrality of the Command element makes the dominant overall structure one of experiential orbitality (Iedema 1997:87-8) with a nucleus and enhancing satellites. Within the Enablement stage, a serial structure is dominant with each step dependent upon the preceding one. The relationship of these satellites to the Command nucleus in Pan 3 is represented in Fig 5.14.

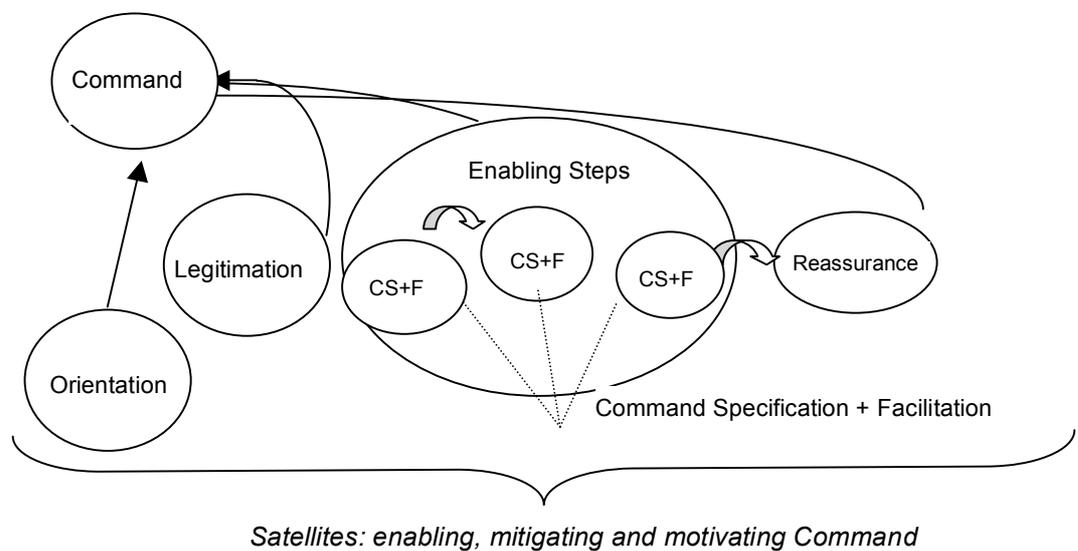


Figure 5.14: Orbital structure of Pan 3 (after Iedema 1997)

As illustrated on Figure 5.14, the Command element of Pan 3 has been foregrounded at the level of genre. According to Iedema et al. (1995:95), the structure of directives ‘is very much determined by the social relationships the text realises’. In this sense, foregrounding the Command construes a leadership role for Bonofan. This leadership role is also evident in the extended Enable element, which incorporates a series of direct procedural steps typically given by an expert to an apprentice. Each step specifies the action to be taken and then provides facilitating advice and specific examples. The layout of this element, with headings and bullet points further supports the reader’s access to the information. Interpersonally, the text works to develop the familiarity of the

reader with the institutional demands of TIG and thus scaffold the development of social activism.

The enabling function is achieved through more delicate phases, which follow the directing proposal within each step and function to specify, facilitate and exemplify the action required. These phases are marked on the excerpt below.

<i>'direct'</i>	IDENTIFY
<i>'specify'</i>	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.
<i>'facillitate'</i>	To do this, all you need to do is get a piece of paper and write down answers to these three questions.....(questions)
<i>'exemplify'</i>	As an example; you're a good skateboarder who is concerned about theft and property damage at your local skate park. Combining your skills and interests, you may decide that lockers should be installed at your local skate parks.

Text 5.21: Pan 3 - Phases within enabling steps

The assumption of unequal status relationships evidenced in this structure could potentially be problematic for relationships of solidarity between Bonofan and his reader, especially given his age and lack of formal institutional control. According to Eggins (1994:314) such assumptions have the potential to distance rather than align readers. While for 'apprentice' readers, solidarity is not greatly at risk in Pan 3, there is also textual evidence that Bonofan does not take the compliance of readers for granted. A strong rhetorical appeal to ethos is evident in the sourcing of the Command and Enabling information to 'outside' authorities . Appeals to logic are also foregrounded with a Legitimate element, which puts forward both the negative consequences of not complying with the desired action and the positive consequences for those who do:

Even then, many people our age don't know how to take action. It all seems too hard, so we stop trying, happy to complain about the world and how we don't have a say. But things can be different if we choose to make them so [Pan 3: Legitimate element].

Finally, the stage of Reassurance also shows Bonofan's awareness of a reader who may need to be persuaded to comply with the requested action. This stage functions not only to reinforce the reader's confidence in taking action but to connect them to a more general community of young people interested in creating change. Discourse semantic resources used to negotiate compliance and build solidarity with the reader will be further explored in Chapter 6.

5.2.2.3 Characterising promoting genres

The diverse range of texts which are characterised as promotional genres have a significant role to play in Bonofan's political goals and leadership role in both the TIG and MakePovertyHistory affiliations. In their function of publicising and reviewing events and resources of the campaign, the texts can be seen as agnate to enabling texts, however, also evident is an emerging epideictic discourse (McCormack 2003), associated with building community and reconnecting audiences with "the values, the history and the hopes that bind that community together" (2).

Significantly, all promoting texts are produced on Bonofan's TIGBlog. This has a number of implications for the genres deployed and the tenor relationships established. As discussed in Section 5.2.1, Bonofan's TIGBlog lies on the boundary of public and the personal/self expressive domains of literacy, however, the central concern of all promoting texts with the MakePovertyHistory campaign foregrounds the political purposes and relationships of the civic domain.

Promoting texts can be seen as encouraging participation in the affinity group by creating a community noticeboard, functioning to put fellow members of the TIGblog community in touch with information and resources and to familiarise them with specific campaign events. The immediacy and direct involvement of BF in those events create an expectation that solidarity will be the tenor element most 'at risk' in these texts.

However some promotional texts can also be seen as achieving their function through more overtly celebrating youth involvement – building identification with the audience around shared values in order to make more explicit appeal to the audience. While solidarity is vital, the more foregrounded hortatory purpose of these texts also puts relationships of power at risk. From a topological perspective as is illustrated on Figure 5.15, the borders between these sub-genres and between promotional and agnate genres are not distinct, although interactional resources at the level of genre show evidence of a movement across these texts from directing action to persuading action.

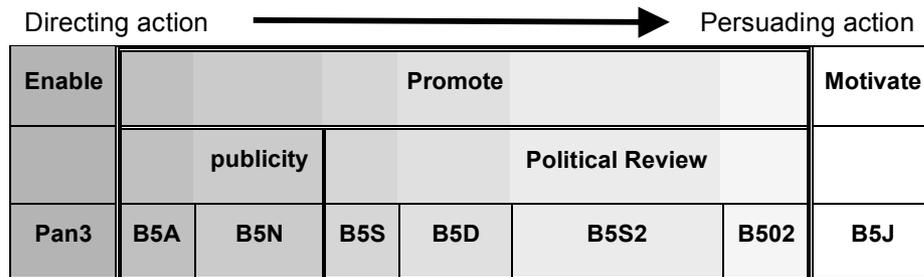


Figure 5.15: Relationship of promotional genres and agnate genres

From an experiential perspective, all texts assigned as promotional are agnate to factual recount texts because of their focus on specific events and participants and temporally unfolding events. However, as with the political testimonies used by Chilout activists described in the previous section, Bonofan can here be seen as appropriating the recount genre to promote political activism and more specifically youth involvement in the MPH campaign. As Rothery and Stenglin (1997:239) argue, recounts are often used ‘to create a sense of solidarity among members of a culture or subculture’. By retelling events in a personal and evaluative way, Bonofan actively builds solidarity with his readers in order to align them into a community of anti-poverty activists. The following analysis focuses on those genres characterised as political reviews in order to demonstrate how Bonofan shifts the interpersonal focus of the recount genre towards persuasion in order to promote a position and solicit action.

5.2.2.3.1 Political review genres

Although the experiential focus on retelling events tends to foreground the serial structure of political reviews, the presence of a clear hortatory element, which functions to persuade the reader *to* participate in the anti-poverty campaign draws attention to the interpersonal function of the texts. From this perspective, the Events stage can be seen as motivating the reader to participate through examples of positively assessed youth participation. The Appeal element accumulates towards the end of the text but is often foreshadowed in the title and builds prosodically through ‘petition’ phases across the text. B50 has been annotated below to show how interpersonal elements map onto appropriated recount stages

Stages	Elements & 'phases'	
Orient	Preview 'petition'	Just Stand
	Involve 'praise' 'petition'	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. In Nelson Mandela's words, " Sometimes it falls upon a generation to be great. You can be that great generation. "
Record of Events	Motivate 'praise'	Today, 24th October 2005, hundreds of young people chose to take a stand against poverty. Today, the Oaktree Foundation's "STAND" advocacy campaign took place. In Sydney, Melbourne, Perth, Canberra and Brisbane, young people all took a stand against poverty, took a stand to have their voice heard, and took a stand to see the MDGs put into action. In Sydney, approximately 150 young people gathered in Darling Harbour to hear 8 young school students talk about the eight Millennium Development Goals and why they are so important. After that, we all stood in silence for 8 minutes, in light (which turned out to be the light emitted from mobile phones, unfortunately we weren't allowed to use candles), to mark recognition of the eight MDGs.
	Appeal 'challenge'	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 there was the civil rights movement. In the 70's there were the peace demonstrations all around the world opposing the Vietnam war.
Re-orient	'petition'	This decade, 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 5.22: B50- Experiential and Interpersonal elements of structure

As is illustrated on B50, the hortatory function of these texts is evidenced by a defined **Appeal** element. The elaboration of this element indicates not only the urgency of the action required and Bonofan's commitment to social action but, from a dialogic perspective, construes a reader who will respond to high energy political rallying. The positioning of the Appeal at the end of the text is also important in dialoguing with the reader. By backgrounding the Appeal stage, Bonofan is able to prepare the reader for his demands for action through the motivating and bonding work of the previous elements.

Elements which motivate compliance to the Appeal can be distinguished from those in hortatory exposition because of their focus on praising specific examples of positive action rather than through logical argumentation. The **Involve** element typically functions to foreground the evaluative focus of the text. While in B50, the evaluation is of youth participation, in other texts, readers are oriented in terms of the evaluative impact of the campaign event or resource. For example:

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)

Motivate elements align the reader into the campaign through evaluating the products or events associated with the campaign. Prosodically realised 'praise' phases throughout this element are indicative of the epideictic key established to build a positive image of the enactment of youth activism within a local and immediate context. Such an image is designed to align the reader into a community of young activists and to motivate compliance with the Appeal. Significantly, assessments are made not only of the political outcomes of the campaign but also of the social and aesthetic dimensions. From a rhetorical perspective, these assessments can be seen as appeals to pathos, which for TIG readers, are powerful aligning strategies.

5.2.2.3.2 Relationship of structural elements in political reviews

As with Pan 3, an orbital perspective on the structure of political reviews can best account for the relationship of dependency between elements. From this perspective, the Appeal functions as a Nucleus with the motivating elements exemplifying Satellites. The repeated 'petition' phases throughout the texts also build a prosody of persuasion which builds towards the more discrete Appeal element. Figure 5.16 illustrates the orbital and prosodic structure of B50.

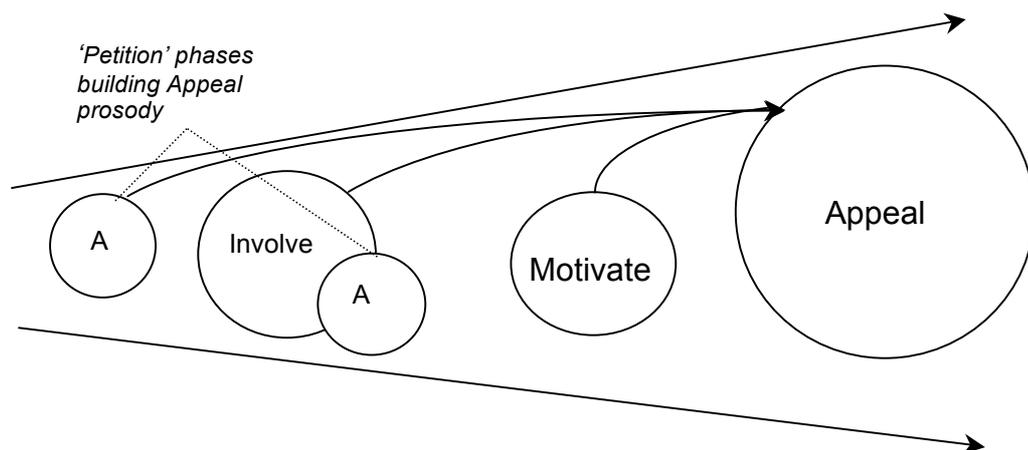


Figure 5.16: B50 Multifunctional perspective on text structure

In conclusion, political reviews function persuasively through positively evaluation and direct invitation into communities of shared goals. In this sense they represent a move in Bonofan’s leadership role from enabling participation in social action to promoting participation. Such a move requires a shift from the enactment of power to building solidarity. Resources deployed to achieve this on the level of discourse semantics will be examined in Chapter 6.

5.2.2.4 *Characterising hortatory genres*

Three of Bonofan’s texts foreground his social role of exhorting fellow TIG readers to participate in addressing global poverty. From a topological perspective, the texts can be seen as agnate to the promotional genres discussed earlier and to genres which function to comment on political action. In common with political reviews, they function to rally the audience to action, however, the motivation for complying with this appeal takes the form of critique of current political action.

Further distinguishing the texts from promotional genres is the construction of the audience in far broader and often more ambiguous terms. In these texts the onus of the social action is often expressed in abstract and generalised terms including not only young people but ‘the average citizen worldwide’ and ‘a collective action from all people’. The relationship between Bonofan’s exhorting texts and those with agnate functions is illustrated in Figure 5.17.

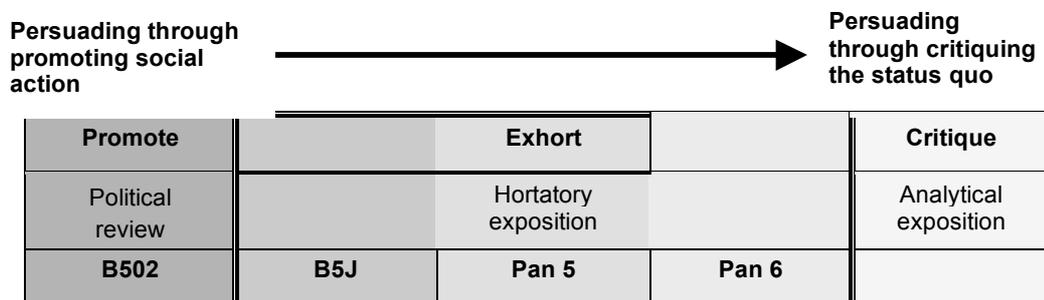


Figure 5.17: Relationship of motivating genres to agnate genres

Significantly two of the three texts assigned as exhorting are published written Panorama texts. The more prominent mode of this forum results in a less intimate relationship with the reader and has a significant influence on the structure of the texts. More important to determining structure, however, is the role of these texts in realising the external goals of the MakePovertyHistory campaign - ie to challenge the status quo. In advocating change to the current political action regarding global poverty, BF assumes the role of 'left protagonist' (Martin 1986:232), a role which has 'few powerful friends' (230). To a far greater extent than in enabling or promoting genres, this social purpose places at risk both relationships of status and solidarity.

In their rhetorical organization and focus on generalised participants, these exhorting texts can be characterised as expositions (Martin 1985) and more delicately, as hortatory exposition because of their purpose in persuading the reader *to* act. Hortatory exposition according to Martin (1986:232) is the favoured genre for social activists because it functions interactively to 'evoke rebellion' (248). Like directives, hortatory exposition is a type of Macro-proposal, however, with a lower degree of institutional authority, it can be seen as having 'undergone interpersonalisation' (Iedema 1997:92). Hortatory exposition is also agnate to analytical exposition, which is valued across secondary and tertiary curriculum areas to demonstrate understandings of issues by persuading the reader *that* the writer's position is valid.

5.2.2.4.1 Structure of hortatory texts

Bonofan's hortatory texts typically achieve their social purpose through an Appeal and Legitimizing elements. As with political reviews, the Appeal element is often realised prosodically through the text as 'petition' phases. Pan 5 has been annotated below to illustrate this structure.

Element/'phase'	Text: Pan 5
Orient <i>orient to appeal</i>	Call to action
Legitimate 'problem' <i>identify negative consequences of not taking required action</i>	<p>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.</p> <p>Worldwide, many young girls don't make it past the fifth grade. Instead, they have to fetch water for their family. The water isn't safe to drink and it is usually many kilometers away from where they live.</p> <p>In some areas of the world many children do not live until their sixth birthday. Child mortality is at an all time high and continues to increase. 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.</p>
Appeal 'petition' <i>specify action required</i>	What does this all mean? It means that the world needs to wake up and pay attention to the worldwide plight of poverty. We can not rely on politicians to change the problem. Only a collective action from all people will move towards the eradication of poverty.
Legitimate 'problem' <i>Negative judgement of political action</i>	In 2000, 189 countries, under the United Nations Millennium Declaration, agreed to eradicate extreme poverty by 2015. In addition to this promise the leaders of these countries pledged to increase Official Development Assistance (ODA) to 0.7% of their country's Gross National Income (GNI). So far, no country has met their commitments. Australia is currently at 0.28% GNI and it doesn't look like that figure will increase any time soon.
Appeal 'petition' <i>specify action required</i>	So where do young people fit in all of this? Everywhere. Young people are increasingly being recognized as important factors within global development. Since the United Nation's conception it has been calling for increased youth participation in global decision making.
Legitimate 'problem' <i>Neg judgement of political action</i>	Unfortunately, many countries have overlooked the call. Only a small number of countries send youth delegates to the United Nation's General Assembly and at many international events young people are often brushed aside.
Legitimate 'solution' <i>opportunities for involvement</i>	Times are changing. At the World Summit of Sustainable Development in 2002 the WSSD Youth Caucus was the largest that had ever attended a global summit. Young people were allowed to speak at the plenary sessions; it was a victory for youth participation.
Recommend 'opinion' <i>canvass position on action required</i>	It cannot stop there. There is a global call for an end to poverty. Billions of people are calling for our governments to stand up and face poverty. Colin Powell said that the war on terror will not succeed unless the war on poverty is fought and won. Every day, thousands die needlessly.
Appeal 'petition' <i>Specify action required</i>	<p>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.</p> <p>Will you step up and be the change?</p>

Text 5.23: Pan 5 structure

The dominant hortatory function of these texts is evidenced by an Appeal element which typically accumulates towards the end of the text but which is built prosodically across the text. The foregrounding of Legitimate elements in both Pan 5 and Pan 6 construes a reader who needs to be convinced before complying with the Appeal. B5J, produced within the more solidary space of Bonofan's personal TIGBlog, foregrounds the Appeal element and thus constructs a reader who needs less interpersonal work.

As evidence of their analytical function, exhorting genres also include a **Recommend** element, which functions to canvass the writer's opinions on action which should be taken by others (ie politicians). For example:

To truly make poverty history, world leaders must go further at 2 crucial summits later in the year, the UN Millenium Development Goals summit in September and the World Trade Organisation talks in December (B5J).

In Pan 5, there is considerable blurring between the Recommend and Appeal elements. Although it is only governments who are called on directly to act, the general nature of the action requested does not exclude the reader from its range.

It cannot stop there. There is a global call for an end to poverty. Billions of people are calling for our governments to stand up and face poverty. Colin Powell said that the war on terror will not succeed unless the war on poverty is fought and won. Every day, thousands die needlessly (Pan 5).

Motivation to comply with the Appeal is provided by a **Legitimate** element which functions to realise appeals to logos. This element supports both the Appeal and Recommend by drawing attention to the negative consequences of not taking action and/or by negatively evaluating the actions of political leaders. Legitimate elements typically unfold through a referential phase, which outlines the current situation or problem followed by an evaluative phase which comments on the meaning or significance. Phases of the Legitimate element of B5J are shown on Text 5.24 below.

Legitimate 'preview'	After Live8, the G8 met to discuss poverty in Africa. The Gleneagles Communique outlines the G8's response to Live8 and international pressure to forgive debt.
'outcomes'	The G8 have forgiven debt to the worlds 18 poorest countries, but many do not consider this to be enough. Annex II of the Communique outlines how much each of the members of the G8, including the EU, has pledged to give toward helping the development of Africa. The MDG's outlined a 0.7% of a countries GDP to be the amount in which a country contributes to development and aid. The EU has pledged to reach this by2015, along with Germany. France has pledged to reach the 0.7% target by 2012, and the UK has pledged to reach the target by 2013. The US, however, has pledged different amounts. It "proposes to double aid to Sub-Saharan Africa between 2004 and 2010. It has launched the Millenium Challenge Account, with the aimof providing \$5 billion a year, the \$15 billion Emergency Plan for AIDS Relief, an initiative to address Humanitarian Emergencies in Africa of more that \$2 billion in 2005, and a new \$1.2 billion malaria initiative."
'evaluative comment'	While this is a fantastic start, the US has refused to commit to a percentage of their GDP. Canada and Japan have also not outlined how much of their GDP will be reached in the Communique. Russia has "cancelled and committed to cancel \$11.3billion worth of debts owed by African countries."

Text 5.24: B5J - phases in Legitimate element

In both B5J and Pan 5, embedded elemental report genres are drawn on to present the data of 'outcomes' or 'problems' phases. From an interpersonal perspective, this data is very important for building a relationship of solidarity and power with the reader. By introducing specialised 'factual' field knowledge to the reader, Bonofan demonstrates that he is not only addressing those readers already aligned with campaigns such as MakePovertyHistory but is prepared to make these understandings explicit. The overt focus on experiential meanings with generalised participants and statistical data also provides authority and the appearance of objectivity to give weight to the Appeal which follows.

In Pan 6, some specialised data giving details of government responses are included, however, these are not elaborated on and do not generally form discrete stages. Legitimations in this text are realised prosodically across the text and focus on negative judgements of political leaders and positive judgments of social movements. For example:

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 passion and energy, and an unbreakable will behind it. It transcends the boundaries between the Left and Right, and resonates with the core of humanity. Yet, it seems as if many governments are fearful of enacting change (Pan 6)

In this text, Bonofan assumes that the reader has more familiarity with the problems of poverty and the details of political responses. Motivation for complying, therefore, focuses on comparing ‘mainstream’ political inaction with the responses of social movements such as MakePovertyHistory. Both the assumption of shared knowledge and the comparison construe the reader as already aligned with the values of MakePovertyHistory. Evaluative resources for construing this relationship will be examined in Chapter 6.

Other optional elements of structure also play a persuasive role in the text. An **Orient** stage typically functions to orient the reader to both the experiential and interpersonal focus of the text and in Pan 5, to signal the function of the text as a macroproposal. In Pan 06, a **conciliate** element functions interpersonally concede Bonofan’s lack of authority to make social commentary.

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)

By foregrounding his lack of authority, Bonofan constructs a reader who may doubt a 17 year old’s right to make social comment but heads off this criticism by defending his ‘qualifications’. The dialogic resources deployed in concessions of this type will also be examined further in Chapter 6.

5.2.2.4.2 Relationship of structural elements

As with promotional and enabling genres, the structure of exhorting genres shows the influence of all metafunctional contributions (Iedema 1997:81). In common with analytical media commentaries (Iedema, Feez & White 1994), the texts show evidence of serial structure through the interdependence of legitimating arguments, which accumulate justification for the Recommend element and to some extent, for the final Appeal. From an orbital perspective, the dominant position of the Appeal element indicates that it functions as a Nucleus with other elements functioning as legitimating Satellites. In Pan 5 and Pan 6 the textual contribution to structure is also evident with ‘petition’ phases realising the Appeal forming ‘crests’ of meaning (Iedema 1997:87) which, in Pan 5 are predicted in the

macro-theme ‘Call to Action’. Both orbital and periodic structures of Pan 5 are illustrated in Figure 5.18.

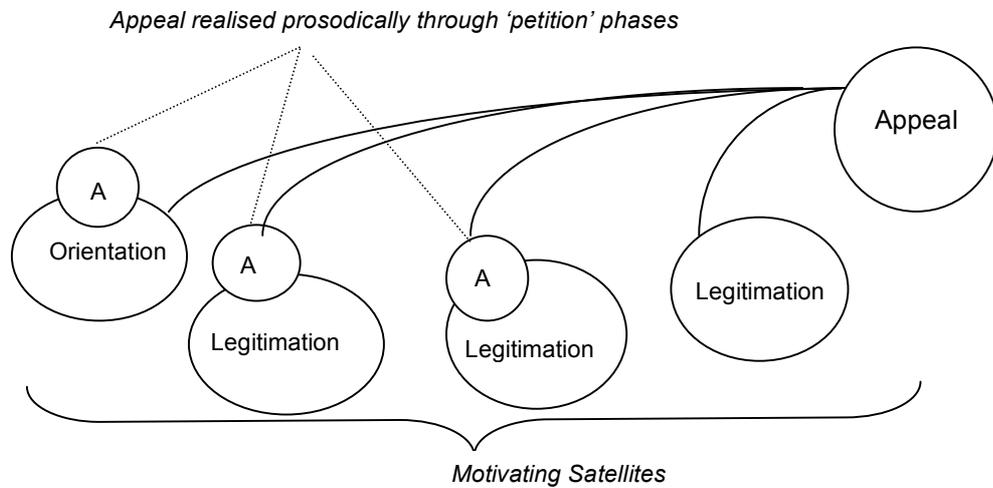


Figure 5.18: Pan 5 - Orbital structure (following Iedema 1997)

As is illustrated in Pan 5, persuasion is also realised prosodically in exhorting genres through ‘petition’ phases across the text. This prosody amplifies the request for action from the reader. In Pan 05 and Pan 06 the repetition of petitions is accompanied by a move from incongruent to congruent realisations of requests and also a move from more generalised and impersonal participants to those which are directed more specifically at the reader (eg. the world – youth - you). Figure 5.19 illustrates the prosodic structuring of Pan 5.

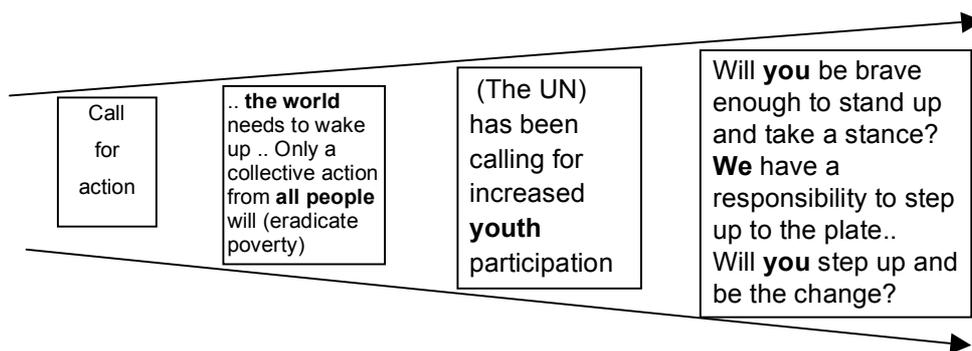


Figure 5.19: Prosodic structure of Pan 5

The above analysis of genre and structure shows how in exhorting texts, Bonofan works persuasively at the whole text level to construct an appeal to his reader to act. This is achieved through backgrounding the Appeal and foregrounding a critical analysis of present political activity. These strategies at the level of genre

interact with strategies at the level of discourse semantics which will be explored further in Chapter 6.

5.2.2.5 Characterising commentary genres

In common with hortatory texts, the four texts which foreground Bonofan's role as social commentator focus on global events relating to the MakePovertyHistory campaign and include an Appeal element. However, the primary purpose of these texts is to persuade the reader *that* Bonofan's judgement on mainstream political responses to poverty are valid. These texts are not generally as developed as Bonofan's more prominent exhorting texts, however, they provide useful insights into the enactment of his developing role as social commentator.

Each of the four texts share features with opinion based genres such as discussion, analytical exposition and journalistic commentary. However, with the exception of B5D2, they are not typically organised around Arguments, which support a central Position or Thesis. This lack of argument development can largely be accounted for by their location on Bonofan's TIGBlog. As I argued earlier, the TIGblog functions primarily as a community noticeboard with comments and opinions provided more spontaneously than in the more formal reflective mode of the Panorama magazine. For this reason the texts can be characterised as evaluative comment, a genre which functions to comment on political activity and recommend action for the future.

5.2.2.5.1 Structure of evaluative comment

While there is considerable variation in the unfolding of the four commentary texts, the common social purpose is realised in common elements of structure. The most obvious shared feature is the foregrounding of the analytical and evaluative focus in the title. Typically, this is enacted through a question or summative comment, which works as a Macro-theme to orient the reader to the issue. For example:

Are the MDG's Dead? (B501)

Will Australia keep its promise? (B5S1)

2005: The Year That Was. (B5D2).

While the overall organization of the texts vary (eg, temporal or classification), the rhetorical function of the texts is realised prosodically through alternating referential and evaluative phases, which constitute an Evaluation element. The unfolding of evaluation through these phases is shown in the following excerpt from B5D1.

Legitimate 'outcome'	2005 Outcomes <i>Aid</i> -Global annual increase in aid by 2010, compared to 2004: US\$48 billion -Commitment by the Australian Government to aid increase by 2010: A\$4 billion
'comment'	welcomed, but still short of the MDG targets.
'outcome'	<i>Debt</i> - Promised cancellation of debts owed by worlds poorest 18 countries (with 20 more on in the pipeline): 200 percent <i>Trade</i> - Poor countries power to decide on pace and extent of market liberalisation of agricultural trade reforms at home was recognised in final WTO declaration
'comment'	but we still need to see final WTO agreement for detail.
'outcome'	- The WTO meeting failed to deliver the trade justice deal needed in 2005 to make poverty history.
'comment'	The intransigence of rich countries means the agreement reached is far from just for the poor of the world.
'outcome'	<i>HIV/AIDS</i> date has been set when all AIDS patients will have access to near universal lifesaving medicine
'comment'	('as far as possible').
Recommend	There is much to be done if the MDG's are to be met,
Appeal	and the makepovertyhistory campaign must continue.

Text 5.25 B5D1: Unfolding of Evaluation element through phases

As is shown on Text 5.25, in most cases evaluative phases build a prosody across the text which accumulates as a Recommend element towards the end of the text. This structural pattern of prosodically realised evaluation through comment or deduction phases is typical of mature discussion genres in the academic domain (eg. Coffin 1996). Significantly, however, the recommend element is often followed by an Appeal which requests action, albeit indirectly, from the reader. These elements of B501 are shown in Text 5.26.

Recommend	It is critical that poverty be eliminated in our lifetime. Whether that is through the implementation of the MDGs, or through the voice of the international community <i>demanding</i> governments to change their policies toward debt relief, international aid and trade, poverty <i>must</i> be addressed.
Appeal	The MDGs may fail, but the international community cannot afford to let the opportunity that has fallen upon us, the opportunity to eliminate extreme poverty, pass. (B501)

Text 5.32: B501 Recommendation and Appeal elements

While in other respects, commentary texts can be seen as similar to the analytical discussion genres deployed in the academic domain, the Appeal element, which is addressed to the reader brings the texts into an agnate relationship with hortatory texts. The blurring of the boundary between analytical and hortatory purposes and the resulting complexity of interaction with the reader is particularly evident in B5D2. Figure 5.20 illustrates the prosodic unfolding of an Appeal element requesting action from the reader (as a MPH affiliate) across the text and Figure 5.21 shows a simultaneous prosodic realisation of a Recommend element, requesting action from politicians.

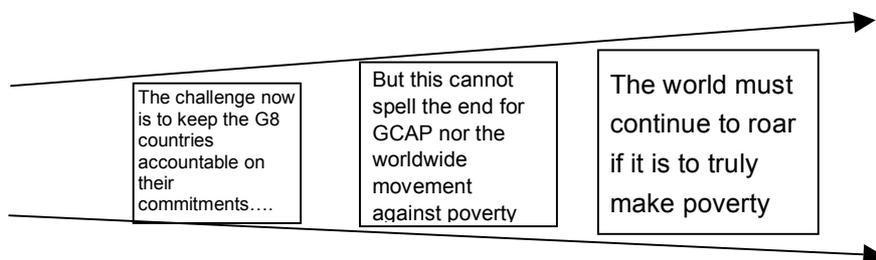


Figure 5.20: B5D2 - prosodic unfolding of Appeal

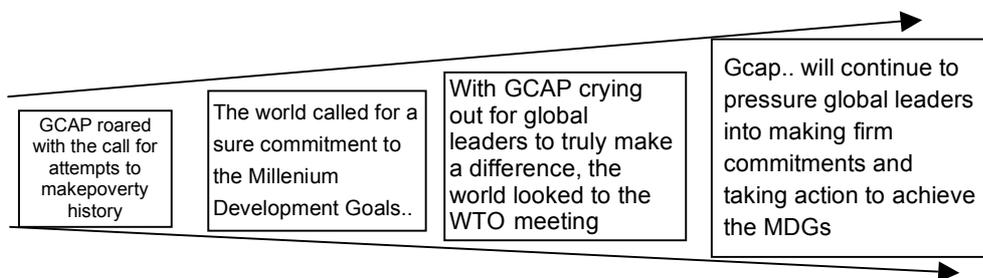


Figure 5.21: B5D2 - prosodic unfolding of Recommendation

5.2.3 Conclusion

The analysis of genres deployed by Bonofan in realising multiple roles within the interacting social affiliations of MakePovertyHistory and TakingITGlobal give evidence of an extensive repertoire of persuasive resources on the level of genre. Bonofan's explicit affiliation with the MakePovertyHistory campaign orients the audience to interpret all the texts as persuading the audience to participate in realising the goals of the campaign. At the same time, however, Bonofan's multiple social roles within the TIG Affinity space are enacted through choices of genre which are oriented both towards aligning the audience into community as well as persuading the audience to act. While genres deployed by both Bonofan and the Chilout activists draw on experiential structures of academic genres, these civic domain genres respond to and construe contexts in which interpersonal considerations have a prominent role in structuring the texts.