

Transitivity in Linguistics Abstracts Papers of 2nd LLTC by ELESP

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ABSTRACT

In linguistic field, transitivity is widely used to analyze newspaper, short stories, novels or other discourses to construe the ideology of the discourses. This research aims to analyze the transitivity processes in abstracts. The data are obtained from abstract papers submitted in 2nd LLTC held by ELESP Sanata Dharma University. The data are analyzed by using qualitative and quantitative methods since the research provides the descriptive analysis based on the percentage of occurrence of the findings. There are five abstracts chosen randomly from twenty linguistics abstracts. The results show that (1) there are six transitivity processes analyzed; material (62.4%), relational (24.7%), verbal (5.4%), mental (4.3%), behavior (3.2%), existential (1.1%) and (2) there thirteen circumstantial elements with the highest percentage is place (54.4%), and the least are frequency, commutative, and matter (1.3% for each). This research can be the initial state of conducting a research on transitivity process and circumstantial elements in abstracts.

Keywords: *abstract, transitivity*

INTRODUCTION

These days many educational institutions have held various conferences and seminars on language and language teaching fields. Those fields also cover linguistics and literature as parts of language. However, the studies in analyzing the papers or abstracts which have been presented in conferences are not many. For this reason, this paper conducted a research on the abstracts analysis. Moreover, it is only few researches which analyze transitivity in abstracts since the transitivity is commonly used to analyze newspaper like the re-

search of Ong'onda's (2016) and Renström (2012), and literary works (as seen in) Gallardo's research (2006). According to Mehmood, *et al.* (2014) transitivity analysis has been widely used to understand the language of speakers and writers. It analyzes the structure of sentences that are represented by processes, the participants involved in these processes, and the circumstances in which processes and participants are involved. The researchers only focus on the elements of language syntactically instead of the contents of the abstract. The object is abstracts of papers submitted in The 2nd Language

and Language Teaching Conference (LLTC) held by ELESF Sanata Dharma University.

This study itself is a research on the use of Halliday's Systemic Functional Grammar specifically Transitivity in analyzing papers' abstracts of The 2nd Language and Language Teaching Conference held by ELESF Sanata Dharma University. According to Afrianto & Zuhud (2014) SFL views language as a resource for making meaning. The aim of this research is to discover the elements of transitivity which cover Process Type, Participant Functions, and Circumstantial Elements that characterize the papers' abstracts. The researchers have got twenty abstracts which have been categorized in Linguistics field. However, this study analyzed the five abstracts which were chosen randomly for the data. There are fifty sentences from the five abstracts, and the researchers have broken down the sentences into 93 clauses. This study use both qualitative and quanti-

tative methods since the data is presented in percentage according to each elements of transitivity (process type, participant functions, and circumstantial elements). This study also provides the analysis based on the data.

DISCUSSION

Process Types and Participants Function

The linguistics abstracts of papers submitted in The 2nd Language and Language Teaching Conference held by ELESF Sanata Dharma University consist of 50 sentences with 93 clauses. The transitivity analysis of the clauses shows that the dominant process types in the abstracts are material, relational and verbal. The following table displays the distribution of the five process types.

Table 1. Process Types Distribution

NO.	PROCESS TYPES	FREQUENCY	PERCENTAGE
1.	Material	58	62.4
2.	Relational	23	24.7
3.	Verbal	5	5.4
4.	Mental	4	4.3
5.	Behavioral	2	2.2
6.	Existential	1	1.1
Total		92	100.0

Based on the table, the material, relational, and verbal process occur 62.4%, 24.7%, and 5.4 %. The other three process types occur less than 10% in total. Therefore, this section is divided in to four parts; the material process, the relational process, verbal process and the other processes. In each part, there will be also the discussion for participants' functions.

The Material Processes

Eggins (2004) states that all clauses described the processes of doing are called material processes. In the material process, there participants function as Actor and Goal. According to Nguyen (2012: 87), Actor is "the doer of the process" and the Goal is "the person or entity affected by the process". The researchers find that the Actor occurs 24 times (19.7%) and the Goal occurs 36 times (29.5%). There are

other participants involved in this process namely Recipient and Range. Recipient does not occur in the abstracts and Range occurs 10 times (8.2%).

The material processes which occur in the abstracts related to the activity of the ob-

jects studied in this study and the activity of the study. The distribution of the object in material process is shown in the following table.

Table 2. The Actors of the Material Processes

NO.	ACTORS	FREQUENCY	PERCENTAGE
1.	the activity of the objects studied by the researcher	15	62.5
2.	the activity of the study	9	37.5
Total		24	100.0

The material process in the abstracts mostly shows the activity of the objects studied by the researchers. They represent what the object studied by the researchers actually did as seen in the following sentences.

- (1) Print media **plays** an important role in shaping public attitude, personal views and their perceptions about different issues. (1)
- (2) Identity and literacy range **can change** as the technology develops. (13)
- (3) that as CFL learners **increase** in proficiency, (41b)

As analysed in sentence (1) – (3), the objects studied by the researchers are *print media*, *identity and literacy range*, and *CFL learners*. Therefore, the material processes in those sentences are done by the object studied by the researchers.

In relation to the elements of abstracts, the activity of the objects studied in this paper is in research background.

According to www.adelaide.edu.au, research background is the reasons why the researchers conduct their research. Based on the examples, those reasons are mostly

presented in material process. Therefore, the researchers find that the research background is written in concrete and tangible actions.

The material processes in the abstracts also represent the activity of the study as the Actor like in sentences (4) – (6).

- (4) This research paper aims to **investigate** the representation of women in Pakistani print media, (9a)
- (5) It also **evaluates** their depiction and discrimination on the basis of gender. (10)
- (6) This paper **investigated** the translations of ‘κηνΟ1’ into English, (29a)

From sentences (4) – (6), this study finds out that the Actor is the study (*this research paper, it, and this paper*). The study is doing actions *investigating* and *evaluating*. It means that the sentences are the purpose or aim of the study. Based on www.adelaide.edu.au, the purpose or aim of the study refers to the intention of conducting the research. Therefore, the researchers find that the research of the study can be presented in material process verbs which are concrete and tangible.

Besides, there is another Actor that is not explicitly stated in the abstracts. The Actor is the researchers who conduct the study. After analysing the material processes, the researchers find that the Actor of the material process also refer to the activity of the researchers as seen in sentences (11) – (14).

- (7) The sentences **were retrieved** from the Thai Concordance Database, (31a)
- (8) 60 CFL learners in Australia, **being divided** into a high-proficiency group and a low-proficiency group, (36a)
- (9) and 120 Chinese native speakers **were involved** in the study. (36b)

Based on the sentences (7) – (9), the researchers find that those sentences are passive sentences. In passive sentences, the Actor is usually stated with the preposition

by or is not stated. In sentences (7) – (9), the Actor is not stated but the readers understand that the Actor is the researchers because the activity represented by the ma-

terial processes refers to the researchers. As analysed in sentence (7), someone who retrieved the sentences from the Thai Concordance Database is the researcher. It also applies in other two sentences. When the Actor in sentences (7) – (9) are the researchers, the process of doing refer to the research method. According to www.adelaide.edu.au, the research method is the steps done by the researchers in conducting the research. Therefore, the researchers find that the research method is presented in material process with the researchers as the Actor.

The Relational Processes

The Relational processes occur 23 times (24.7%) which makes it as the second major process of the abstracts. There are two kinds of relational processes namely intensive attributive processes and intensive identifying processes (Eggins, 2004).

Table 3. The Relational Processes Distribution

NO.	RELATIONAL PROCESSES	FREQUENCY	PERCENTAGE
1.	Intensive Identifying Processes	17	73.9%
2.	Intensive Attributive Processes	6	26.1%
Total		23	100.0%

Eggins (2004) also mentioned that intensive identifying processes is about defining that 'x server to define the identity of y' (Eggins, 2004). The researchers find that intensive identifying processes is the dominant relational process which occur in the abstracts. In the processes, the participants' function are mostly as Identified and Identifier (Halliday, 2004). The researchers find that the Identified occur 14 times

(11.5%) and Identifier occur 14 times (11.5%). Therefore, the total number of Identifier and Identified is equal.

The other kind of relational processes, an intensive attributive process, can be expressed by the verb *be* or a synonym. In this kind of relational processes involve Carrier and Attribute, and Possessed and Possessor as the participants. Based on the

analysis, the researchers find that the Carrier occurs 4 times (3.3%) and Attribute occurs 5 times (4.1%).

The relational processes are mostly about the activity of the objects studied by the researchers like in the following sentences.

- (10) as far as the status of women **is** concerned. (2a)
- (11) 'Engdonesian' which **is** the combination of English and Indonesian languages. (18a)
- (12) Treating 'may' and 'might' as such, however, **seems** to overlook all possible meanings of 'κηοN1'. (28)

Based on the sentences (10) – (12), the researchers find that the objects of the study are *the status of women*, *Engdonesian*, and *treating 'may' and 'might'*. The verbs *is concerned*, *is* and *seems* are the activity of *being* that are expressed in the sentences. Therefore, the activity *being* of the objects studied by the researchers is presented by relational processes. In relation to abstracts elements, the activity of the objects studied refers to the research background. In result, the research background can be written in relational process verbs when they present about the activity of *being*.

The relational processes are also about the study like in sentences (13) – (14).

- (13) that research on translation can **be** sources for English grammar books translation revision. (33b)
- (14) This study **is** an effort to explore the features of CFL lexical network knowledge with the help of the word association tests. (34)
- (15) This project **has** significant pedagogical implications for CFL learning and teaching. (42)

The sentences are the research purpose or conclusion. The research purposes are in sentences (13) and (15), and the research conclusion is sentence (15). Based on the

examples, the research purpose and conclusion can be written in relational process verbs when it refers to the activity of *being*.

The researchers also find that there is only a sentence that involves attributive possessive processes. Like in the sentence (15), the participants of this process is Possessor (*this project*) and Possessed (*significant pedagogical implications*)

The Verbal Processes

Eggin (2004) stated that the verbal processes are verbal action processes: saying and all its synonyms. Based on the analysis, the verbal processes occur 5 times (5.4%) and become the third major of the processes in the abstracts. In this processes, there are three participants involved; Sayer, Target, and Verbiage. Based on Eggin (2004), the Sayer is responsible for the verbal processes. Sayer occurs twice (1.6%) in the abstracts. It is also found that all of the Sayers are about the study done by the researchers as seen in sentence (17) – (19).

- (16) The results of the study **suggest**, (32a)
 - (17) The findings of the study **emphasize**, (33a)
 - (18) This topic will **present** a part of a larger study on raising children bilingually in Australia. (44)
- Halliday (2004: 256) stated that the Target "construes the entity that is targeted by the process of saying". In the abstracts, Target occurs once (0.8%) as in the sentence. (19)
- (19) Women related news **are** often **exaggerated**, (7a)

The Verbiage is a noun expressing some kind of verbal behaviour for instance statement, questions, answer, story and the like. The Verbiage occurs thrice. (2.7%).

- (20) The 29 teachers were asked to rate **the translation of 7 Thai sentences consisting of ‘κηοN1’**. (30a)
- (21) At the end of this presentation, **various teaching activities in CFL classroom based on the Word Association Test such as free association, brainstorming and mind mapping** will be suggested. (43)

Sentences (19) – (21) do not have Sayer because they are passive sentences. Therefore, the readers can understand the Sayer as the objects studied, the study or the researchers. However, sentence (20) has the Receiver. It is *women related news* since it is the participant to whom the saying is directed (Zheng, Yang, and Ge, 2014).

In relation to abstract elements, sentences (16) and (17) refer to the result of the research. According to www.adelaide.edu.au, research result is the research finding. Therefore, the researchers find that the research result mostly is written in verbal material processes to show the verbal action *saying* of the research result. Sentences (18) and (21) refer to the research conclusion and also show verbal action *saying*. Sentence (19) refers to the research background, and sentence (20) refers to the research method.

The Other Processes

The other processes occur in the abstracts are mental processes (4 or 4.3%), behavioral processes (2 or 2.2%) and existential processes (1 or 1.1%). The following sentences show mental processes which are about the objects studied by the researchers.

- (22) **underestimated**, (7b)
- (23) This can **be seen** from the language used in the internet or the ‘netspeak’. (17)

- (24) what the writer **wants** to say on the blog. (25d)

Based on sentences (22) – (24), all mental processes in the abstracts refer to research background.

Sentences (25) and (26) show behavioral processes which involve Behavior and Behaviour as participants. Based on sentences (25), the Behavior is *there search* and the Behaviour is *recommendations*. The Behavior in sentence (26) is *the presentation* but it does not have the Behaviour.

- (25) In the last, the research **proposes** recommendations on the basis of findings of the study. (12)
- (26) The presentation will **focus** on five parents of non-English-speaking-country origin ... (46a)

There is only a sentence of existential processes which is presented in sentence (27). The Existent of the sentence is *Indonesian words* because it is “the entity or event which is being labelled” (Halliday, 2004: 258).

- (27) that there **are** no Indonesian words to express ... (25c)

After analysing the processes in the abstracts, the researchers also find that there are some clauses that do not have participants if they are not analysed in a sentence. Clauses (26) - (28) show the clauses that do not have any participants.

- (28) underestimated, (7b)
- (29) was adopted for data collection. (35b)
- (30) were found in the Chinese data. (40d)

Clauses (26) – (28) are from different processes; (26) are behavioral processes, (27) and (28) are material processes. Those clauses do not have participants. However, they have participants when they are analyzed in their sentences.

Sentences (29) – (31) are the sentences of the clauses which show that the clauses with their participants. It also represent that there are more than one process in a sentence. In sentence (29), there are relational, mental and mental processes. In sentence (30), there are relational and material processes.

- (31) Women related news **are** often **exaggerated, underestimated** or otherwise **distorted**. (7)
- (32) For instance, while it **is** demonstrated that the CFL mental lexicon **is** also **organized** in a semantic way, very few phonological relations, which were abundant and evident in the EFL mental lexicon, were found in the Chinese data. (40)

Circumstantial Elements

From 50 sentences which have been broken down into 93 clauses, the researchers have found 79 circumstances. The circumstantial elements are realized by adverbial groups or prepositional phrase (Eggins, 2004: 222). According to Eggins (2004), she classifies the circumstantial elements into seven types. They are Extent (duration and distance), Location (time and place),

Manner (means, quality, and comparison), Cause, Accompaniment (reason, purpose, and behalf), Matter and Role. Moreover, Halliday (2004: 261-276) differentiates Circumstances into four types based on their purpose in a clause. Those are enhancing (Extent, Location, Manner, Cause, and Contingency), extending (Accompaniment), elaborating (Role), and projection (Matter, Angle).

In addition, each type/ category has several subcategories, for example, Extent comprises three subcategories: distance, duration, and frequency. Location comprises subcategories: place and time. Manner comprises four subcategories: means, quality, comparison, and degree. Cause comprises reason, purpose, and behalf. Contingency comprises three subcategories: condition, default, and concession. Accompaniment comprises commutative and additive. Role comprises two subcategories: guise and product. Last, Angle comprises sources and viewpoint. Totally, there are 22 circumstantial elements. In this research, the researchers used the circumstantial elements presented by Halliday (2004).

The result of Circumstantial Elements of transitivity analysis below shows that circumstances can occur in all process types. The researchers identify the circumstances by considering what probe to elicit them as Eggins had suggested in her book (2004: 222). The circumstances characterized in the five linguistics abstracts are as follows

Table 4. Circumstantial Elements Distribution

NO	CIRCUMSTANTIAL	FREQUENCY	PERCENTAGE
1	Place	43	54.4%
2	Means	6	7.6%
3	Time	5	6.3%

4	Quality	5	6.3%
5	Guise	4	5.1%
6	Product	4	5.1%
7	Behalf	3	3.8%
8	Duration	2	2.5%
9	Purpose	2	2.5%
10	Additive	2	2.5%
11	Frequency	1	1.3%
12	Commutative	1	1.3%
13	Matter	1	1.3%
Total		79	100%

The results above showed there are only 13 types used in the clauses. Not all 93 clauses have the circumstantial, there are 28 clauses which do not have any circumstantial, and usually they only have process types. However, there are some clauses have two until three circumstantial elements in each clause.

Place

The biggest percentage of the circumstantial characterized in the abstracts is circumstantial 'place'. The result is more than a half of the total amount of the circumstantial elements. Place includes not only static location in space, but also the source, path, and destination of movement. The researchers classify the 'place' into two groups, the first one is the real place and the second one is the abstract place. Here are the examples of circumstantial in real place.

- (33) Women get less attention **in the print media**, (6a)
- (34) Moreover, insufficient and insensitive language content is used **in national newspapers** (8)

- (35) This can be seen from the language used **in the internet or the 'netspeak**. (Crystal, 2006) (17)
- (36) so that the writer may feel accepted **in the online community** (24a)
- (37) *In many English grammar books*, which were translated for Thai students, (27a)

For the 'abstract' place, a place that cannot be seen physically, the examples are as follows

- (38) and examines the language content **in the coverage of women issues** (9b)
- (39) It also evaluates their depiction and discrimination **on the basis of gender** (10)
- (40) In the last, the research proposes recommendations **on the basis of findings of the study** (12)
- (41) ... who raise their children bilingually, **in English the heritage language or mother tongue**. (45a)

Means

Means itself is part of circumstantial Manner which construes the way in which the process is actualized. According to Halliday (2004) Means refers to the means whereby a process takes place. It is typically expressed by a prepositional phrase with the preposition *by* or *with*

- (42) where as the data is collected **by survey and content analysis of four leading (national) English newspapers** (11b)
- (43) how is the second language identity of the writer (me) manifested seen **through the influence of second language** on the first language as in 'Engdonesian' on the blog? (22d)
- (44) and translated into English, **using the modal auxiliaries** ... (31b)
- (45) that the CFL mental lexicon is also organized **in a semantic way**, very few phonological relations, (40b)

From the examples above, we can see that the circumstantial Means does not necessarily need to be expressed by using preposition *with* because in several clauses they use certain terms which indicate the circumstantial Means, such as *using*, *through*, *the means*.

Time

The circumstantial Time, it includes in Location since it construes the location of the unfolding of the process in space-time: the place where it unfolds or the time when it unfolds (Halliday, 2004). Time includes not only static location in time, but also the temporal analogues of source, path, and destination. In this research, circumstantial Time is in the third rank since it got 6.3%.

- (46) **In the last**, the research proposes recommendations on the basis of findings of the study (12)

- (47) which might be different to **when the writer is offline**. (23c)
- (48) **At the end of this presentation**, various teaching activities in CFL classroom based on the Word Association Test such as free association, brainstorming and mind mapping will be suggested. (43)
- (49) ... who maintain their heritage language **in communicating with their children**. (46b)

Quality

The circumstantial quality in this research has the same percentage like Time. The circumstantial Quality itself includes in Manner Circumstantial. According to Halliday (2004: 268) Quality is typically expressed by an adverbial group with *-ly* and adverb as Head; the interrogative is *how?* or *how ...?* plus appropriate adverb. Less commonly, Quality is realized by a prepositional phrase.

- (50) and gender related issues aren't covered **properly**. (6a)
- (51) Besides, the scope of literacy itself is not **merely** about conventional writing (O'Brien, 2005) (15)
- (52) that was **individually** published on 24 February 2008. (20a)
- (53) This topic will present a part of a larger study on raising children **bilingually** in Australia. (44)

As we can see from the examples above, mostly Circumstantial of Quality is expressed by the use of *-ly* to show the adverbial group. In the abstracts the researcher did not find the Circumstantial Element of distance, comparison, degree, reason, condition, default, concession, source, and viewpoint.

From the top four circumstantial elements above, the result shows that Circumstantial Location and Manner are mostly presented

throughout the abstract which this study has analyzed. Related to the abstract writing, mostly the use of Circumstantial of Quality and Means (Manner) is used in research method since the writers of the abstracts presented the methods of data collection and data analysis. Besides, the circumstantial of Location (time & place) is mostly used in part of research background since the abstract writers presented the background information related the research they conducted. The researcher found the least use of circumstantial elements in the research result.

CONCLUSION AND SUGGESTION

After analysing the abstracts, this study has two findings; transitivity processes and circumstantial elements. Out of six transitivity processes, this study concludes that the material processes are the most dominant process type in the abstracts (62.4%). Therefore, the dominant participants are Actor and Goal. There are two types of actors found in materials processes; the activity of the objects studied by the researcher (62.5%) and the activity of the study (37.5%). The second highest percentage is relational processes (24.7%) which consists of two kinds of processes namely intensive identifying processes (73.9%) and intensive attributive processes (26.1%). The least percentage is existential processes (1.1%).

The circumstantial of place has the biggest occurrence out of all of the circumstantial elements (54.4%). The places that the researchers find are the real and abstract place. The second circumstantial element is means (7.6%). The least frequencies of circumstantial elements are frequency, commutative and matter (1.3% for each).

However, further research is needed to complete and revise the findings. In addition, further researchers might analyze the

transitivity elements in abstract elements; research background, purpose, method, and result. Thus, this research can be the reference for further researchers who conduct a research on Halliday's transitivity with the same or different objects.

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APPENDIX (List of Sentences)
Representation of Women in Pakistani Print Media

1. Print media plays an important role in shaping public attitude, personal views and their perceptions about different issues.
2. (a) The Pakistani society is experiencing mixed trends (b) as far as the status of women is concerned.
3. The Constitution of Pakistan gives assurances of gender equality.
4. (a) However, the situation contradicts in real (b) where majority of Pakistani women are dominated by men in every walk of life.
5. (a) Print Media of Pakistan also depicts this gender biased approach (b) and represents a stereotypical portrayal of women.
6. (a) Women get less attention in the print media (b) and gender related issues aren't covered properly.
7. (a) Women related news are often exaggerated, (b) underestimated (c) or otherwise distorted.
8. Moreover, insufficient and insensitive language content is used in national newspapers.
9. (a) This research paper aims to investigate the representation of women in Pakistani print media (b) and examines the language content in the coverage of women issues.
10. It also evaluates their depiction and discrimination on the basis of gender.
11. (a) The sample of the study is taken from public and private universities and organizations (b) where as the data is collected by survey and content analysis of four leading (national) English newspapers.
12. In the last, the research proposes recommendations on the basis of findings of the study.

Second Language Literacy and Its Impact on the Writer's Identity

13. Identity and literacy range can change as the technology develops (Lotherington, 2007).
14. This means that everybody can express different identity depending on the situation they are in.
15. Besides, the scope of literacy itself is not merely about conventional writing (O'Brien, 2005).
16. (a) It becomes broader to multi-literacies (b) as technology areas are considered to be the means to mediate literacy development (c) which would influence the identity formation or identity act.
17. This can be seen from the language used in the internet or the (Crystal, 2006).
18. (a) 'Engdonesian' which is the combination of English and Indonesian languages (b) as one of the 'netspeaks' is chosen to be analysed in this paper.
19. (a) The 'Engdonesian' which may perform certain role to express (b) the users' online identity is the real sample of English as a second language effect on Indonesian as the first language.
20. (a) The data containing 'Engdonesian' was taken from the writer's blog or personal online journal on Friendster site (b) that was individually published on 24 February 2008.
21. Two questions are formulated in this study.
22. (a) They are (b) (1) how does English as the second language influence Indonesian as the first language (c) as in 'Engdonesian' appeared on the blog? (d) (2) how is the second language identity of the writer (me) manifested seen through the influence of

second language on the first language as in 'Engdonesian' on the blog?

23. (a) The analysis shows (b) that English influence on the first language is to express the writer's online second language identity (c) which might be different to when the writer is offline.
24. (a) English was inserted on Indonesian writing on the blog (b) so that the writer may feel accepted in the online community.
25. (a) That is because the alterations of language as on the code-switching (b) and the reverse transfer may not mean (c) that there are no Indonesian words to express (d) what the writer wants to say on the blog.
26. (a) Therefore, the Indonesian language containing English influence as in codeswitching and backward transfer was employed (b) so that it would be more blog-friendly.

The translation of 'κην¹' into English modal auxiliaries: An implication for English grammar textbook revision

27. (a) In many English grammar books, which were translated for Thai students, (b) the modal auxiliaries 'may' and 'might' have always been treated as the only relevant form of the preverbal modal auxiliary 'κην¹'.
28. Treating 'may' and 'might' as such, however, seems to overlook all possible meanings of 'κην¹'.
29. (a) This paper investigated the translations of 'κην¹' into English (b) by Thai-speaking teachers, who teach English to undergraduate students.
30. (a) The 29 teachers were asked to rate the translation of 7 Thai sentences consisting of 'κην¹', (b) which indicate different meanings.

31. (a) The sentences were retrieved from the Thai Concordance Database, (b) and translated into English, using the modal auxiliaries (c) that indicate certain meaning.
32. (a) The results of the study suggest (b) that 'κην¹' should be translated to different modal auxiliaries (c) depending on the meanings it indicates.
33. (a) The findings of the study emphasize (b) that research on translation can be sources for English grammar books translation revision.

Lexical networks and vocabulary acquisition in Chinese as a foreign language

34. This study is an effort to explore the features of CFL lexical network knowledge with the help of the word association tests.
35. (a) A productive word association test, which requires both Chinese native speakers and Chinese L2 learners to produce responses related to the stimulus words, (b) was adopted for data collection.
36. (a) 60 CFL learners in Australia, being divided into a high-proficiency group and a low-proficiency group, (b) and 120 Chinese native speakers were involved in the study.
37. The Chinese native speakers were included to provide baseline data.
38. The response data across the three groups were compared.
39. Some similarities as well as differences in the organization of EFL mental lexicon and CFL mental lexicon have emerged.
40. (a) For instance, while it is demonstrated (b) that the CFL mental lexicon is also organized in a semantic way, very few phonological relations, (c) which were abundant and evident in the EFL mental lexicon, (d) were found in the Chinese data.

41. (a) It is also found (b) that as CFL learners increase in proficiency, (c) the organization of their lexical network develops towards approximation of the native speaker pattern.
42. This project has significant pedagogical implications for CFL learning and teaching.
43. At the end of this presentation, various teaching activities in CFL classroom based on the Word Association Test such as free association, brainstorming and mind mapping will be suggested.

3.

Bilingualism in the Family and How Children Learn from Their Siblings

44. This topic will present a part of a larger study on raising children bilingually in Australia.
45. (a) The study looks at seven parents living in Melbourne Australia (b) who raise their children bilingually, in English the heritage language or mother tongue.
46. (a) The presentation will focus on five parents of non-English-speaking-country origin (b) who maintain their heritage language in communicating with their children.
47. (a) It explores (b) how parents implement communication strategies as well as the impact of sibling relationships and influences in relation to the development of the second language.
48. Under the constructivist paradigm, the study provides an understanding of the phenomena from the parents' perspectives.
49. (a) The findings show (b) that assistance is given by older siblings to the younger ones in the process of language acquisition, in the form of word meanings and sentence construction. Similar help is sought from parents and also from cousins.