Overview of talk

Critical discourse analysis:
- Three approaches to CDA
- Fairclough’s (2001) textual oriented discourse analysis

Corpus linguistics:
- Methods: frequencies, collocates, concordance lines
- The model of five categories of co-selection to describe the extended units of meaning of a lexical item (Sinclair, 1994, 2006)

Three approaches to ‘discourse analysis’

1. the study of language use
2. the study of linguistic structure ‘beyond the sentence’
3. the study of social practices and ideological assumptions that are associated with language and/or communication

(Schiffrin, Tannen, & Hamilton, 2001; cited in Biber, Connor, & Upton, 2007: 1)
1. The study of language in use

Focuses on linguistic form - traditional linguistic constructs, mainly phrasal and clausal syntax.

Focuses on how language structures are used for communication - Why do ‘languages have structural variants with nearly equivalent meanings’?

- *pick up the book* vs. *pick the book up*
- passive voice vs. active voice

(Biber et al., 2007: 1)
2. The study of linguistic structure ‘beyond the sentence’

Focuses on linguistic form - ‘extended sequences of utterances or sentences, and how those ‘texts’ are constructed and organized in systematic ways’ (Biber et al., 2007: 1)

Focuses on how language structures are used for communication
3. The study of social practices and ideological assumptions associated with language and/or communication

Not focus on ‘the description of particular texts or the analysis of language structure and use’

Focuses on:

- Socio-cultural orientation to discourse
- ‘the actions of participants in particular communication events’
- Speech/discourse communities and power and gender

(Biber et al., 2007: 2)
Critical discourse analysis: some definitions

To study ‘the way social power, abuse, dominance, and inequality are enacted, reproduced, and resisted by texts and talk in social and political context’ (van Dijk, 2001)

To reveal ‘the ideological and asymmetrical power structures that inhabit social, political and cultural processes’ (Bhatia, 2013)
Gee’s definitions of ‘discourse’ and ‘Discourse’

‘discourse’ and ‘discourses’ with a lower case d: ‘any stretch of language (spoken, written, signed) which “hangs together” to make sense to some community of people who use that language... [M]aking sense is always a social and variable matter: what makes sense to one community of people may not make sense to another’ (Gee, 1990: 103; 1996)

‘Discourse’ and ‘Discourses’ with an upper case D: ‘a socially accepted association among ways of using language, other symbolic expressions, and artifacts, of thinking, feeling, believing, valuing and acting that can be used to identify oneself as a member of a socially meaningful group or “social network”’ (Gee, 1996, p. 131)

Major theoretical approaches in CDA

Due to varying historical backgrounds, theoretical orientations and research focuses:

- French discourse analysis (Pêcheux, 1982)
- Critical linguistics (Fowler, 1971; Kress & Hodge, 1979)
- Social semiotics (Hodge & Kress, 1991)
- Sociocultural change and change in discourse (Fairclough, 1989, 1992)
- Socio-cognitive studies (van Dijk, 1980, 1993)
- Discourse-historical method (Wodak & Meyer, 2009)
Shared features across different CDA theoretical approaches

- Discourse addresses social problems.
- Power relations are discursive.
- Discourse constitutes society and culture.
- Discourse does ideological work.
- Discourse is historical.
- The link between text and society is mediated.
- Discourse analysis is interpretative and explanatory.
- Discourse is a form of social action.

(Fairclough & Wodak 1997: 271-280)
CDA: “language as discourse and as social practice” (Fairclough, 2001: 21)

- Social practice
  - Discursive practice
  - Text

Explanation of the relationship between interaction and social context

Interpretation of the relationship between text and interaction

Description of text

(Fairclough, 1992)
Critical discourse analysis (Clarke, 2008)

- Analysis of the discourses and genres which are articulated in the production and consumption of the text.
- Analysis of whether the discursive practice reproduces or challenges the existing ‘order of discourse’ and broader social practices & structures.
- Text analysis of linguistic structures.
Fairclough’s (2001) textual oriented discourse analysis highlights “the significance of language in the production, maintenance, and change of social relations of power” and “increase consciousness of how language contributes to the domination of some people by others” (p. 1)
Patterns of word association and meaning

“the word is not the best starting point for a description of meaning, because meaning arises from words in particular combinations” (Sinclair, 2004: 148)

Words do not create meaning in isolation. “You shall know a word by the company it keeps” (Firth, 1957: 11).

Meaning is created by the co-selection of words.
### 30 concordance lines of SARS

<table>
<thead>
<tr>
<th>#</th>
<th>Concordance</th>
<th>Self</th>
<th>Word</th>
<th>w venture</th>
<th>ar</th>
<th>p</th>
<th>e</th>
<th>c</th>
<th>File</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welfare and Food is leading a SARS Experts Committee made</td>
<td>4,344</td>
<td>58%</td>
<td>04%</td>
<td>04% corpus one</td>
<td>25%</td>
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<tr>
<td>2</td>
<td><strong>we will talk about business after SARS but before I address</strong></td>
<td>3,335</td>
<td>51%</td>
<td>09%</td>
<td>09% corpus one</td>
<td>19%</td>
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<tr>
<td>3</td>
<td>opening of the business after SARS conference this</td>
<td>3,183</td>
<td>50%</td>
<td>08%</td>
<td>08% corpus one</td>
<td>18%</td>
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<tr>
<td>4</td>
<td>we have successfully brought SARS epidemic under control</td>
<td>4,058</td>
<td>56%</td>
<td>03%</td>
<td>03% corpus one</td>
<td>23%</td>
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<tr>
<td>5</td>
<td>economy severely affected by SARS third the clean the team</td>
<td>4,139</td>
<td>57%</td>
<td>03%</td>
<td>03% corpus one</td>
<td>24%</td>
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<td></td>
<td></td>
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<tr>
<td>6</td>
<td>staff who are infected by SARS to those who died</td>
<td>1,925</td>
<td>10%</td>
<td>01%</td>
<td>01% corpus one</td>
<td>11%</td>
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<tr>
<td>7</td>
<td>in these quarters the damage SARS has done to our</td>
<td>3,717</td>
<td>54%</td>
<td>01%</td>
<td>01% corpus one</td>
<td>21%</td>
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<tr>
<td>8</td>
<td>er so far we can trace all the er SARS cases back to er a</td>
<td>8,998</td>
<td>50%</td>
<td>00%</td>
<td>00% corpus one</td>
<td>51%</td>
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<tr>
<td>9</td>
<td>mainland China in terms of er SARS now er the third point is</td>
<td>17,086</td>
<td>54%</td>
<td>05%</td>
<td>05% corpus one</td>
<td>96%</td>
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<tr>
<td>10</td>
<td>so in summary er SARS is a highly infectious</td>
<td>7,165</td>
<td>57%</td>
<td>00%</td>
<td>00% corpus one</td>
<td>41%</td>
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<tr>
<td>11</td>
<td>enormous challenge of fighting SARS with effective measures</td>
<td>4,951</td>
<td>52%</td>
<td>08%</td>
<td>08% corpus one</td>
<td>29%</td>
<td></td>
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<tr>
<td>12</td>
<td>doubt that we will recover from SARS because Hong Kong has</td>
<td>2,156</td>
<td>20%</td>
<td>02%</td>
<td>02% corpus one</td>
<td>12%</td>
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<tr>
<td>13</td>
<td>the winter or spring furthermore SARS crisis has brought into</td>
<td>4,288</td>
<td>58%</td>
<td>04%</td>
<td>04% corpus one</td>
<td>25%</td>
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<tr>
<td>14</td>
<td>we suspect the patient has got SARS er usually we start with</td>
<td>11,381</td>
<td>56%</td>
<td>04%</td>
<td>04% corpus one</td>
<td>64%</td>
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<tr>
<td>15</td>
<td>at the same time they also got SARS so we have to be careful</td>
<td>6,032</td>
<td>59%</td>
<td>04%</td>
<td>04% corpus one</td>
<td>35%</td>
<td></td>
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</tr>
<tr>
<td>16</td>
<td>but the patients also have SARS so we need to change</td>
<td>5,974</td>
<td>59%</td>
<td>03%</td>
<td>03% corpus one</td>
<td>34%</td>
<td></td>
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<tr>
<td>17</td>
<td>resilience and vigour if SARS has taught us anything it</td>
<td>5,001</td>
<td>52%</td>
<td>08%</td>
<td>08% corpus one</td>
<td>29%</td>
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<tr>
<td>18</td>
<td>features that we encountered in SARS (. . .) there was an</td>
<td>5,108</td>
<td>53%</td>
<td>09%</td>
<td>09% corpus one</td>
<td>30%</td>
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<tr>
<td>19</td>
<td>part of the standard Hong Kong SARS protocol er ha er given</td>
<td>9,584</td>
<td>54%</td>
<td>04%</td>
<td>04% corpus one</td>
<td>54%</td>
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<tr>
<td>20</td>
<td>task is to eradicate any new SARS cases so that we can</td>
<td>4,070</td>
<td>56%</td>
<td>03%</td>
<td>03% corpus one</td>
<td>23%</td>
<td></td>
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<tr>
<td>21</td>
<td>months of deflation and now SARS certainly this economic</td>
<td>2,265</td>
<td>20%</td>
<td>03%</td>
<td>03% corpus one</td>
<td>13%</td>
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<tr>
<td>22</td>
<td>the radiological progression of SARS and usually by the</td>
<td>6,607</td>
<td>53%</td>
<td>07%</td>
<td>07% corpus one</td>
<td>38%</td>
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<tr>
<td>23</td>
<td>(. . .) there was an outbreak of SARS er at the Prince of</td>
<td>5,115</td>
<td>53%</td>
<td>09%</td>
<td>09% corpus one</td>
<td>30%</td>
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<tr>
<td>24</td>
<td>(. . .) now the high morbidity of SARS is because of</td>
<td>6,884</td>
<td>54%</td>
<td>07%</td>
<td>07% corpus one</td>
<td>38%</td>
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<tr>
<td>25</td>
<td>of interviews on the impact of SARS in Hong Kong the</td>
<td>2,014</td>
<td>17%</td>
<td>01%</td>
<td>01% corpus one</td>
<td>12%</td>
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<tr>
<td>26</td>
<td>an area that er er as a result of SARS er both sides see the</td>
<td>16,933</td>
<td>53%</td>
<td>05%</td>
<td>05% corpus one</td>
<td>95%</td>
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<tr>
<td>27</td>
<td>of the more positive aspect of SARS now we must harness</td>
<td>2,773</td>
<td>31%</td>
<td>05%</td>
<td>05% corpus one</td>
<td>16%</td>
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<tr>
<td>28</td>
<td>apparent during the outbreak of SARS are what are needed to</td>
<td>598</td>
<td>04%</td>
<td>03%</td>
<td>03% corpus one</td>
<td>3%</td>
<td></td>
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<tr>
<td>29</td>
<td>since the outbreak of SARS and these are I believe</td>
<td>457</td>
<td>04%</td>
<td>03%</td>
<td>03% corpus one</td>
<td>3%</td>
<td></td>
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<tr>
<td>30</td>
<td>of course the full impact of SARS will only be reflected in</td>
<td>3,685</td>
<td>54%</td>
<td>01%</td>
<td>01% corpus one</td>
<td>21%</td>
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</tbody>
</table>
There are 24 instances of visa card

1. Members in retirement investment knowledge, "PRINCIPAL VISA CARD" also entitles cardholders to exclusive investment
2. HSBC Group, since 1992 pursuant to which HSBC provides VISA card and MasterCard settlement services to us and we pay
3. the fee from card issuance. *Successful Principal VISA Card applications made between October 16, 2001 and December
4. turns" and "Value-for-money" - End - PRINCIPAL VISA CARD AWARDS 2-MINUTE FREE CRAZY SHOPPING SPREE TO TOP SPENDERS
5. to issue a Visa Card for Principal and contribute to offer more benefits
6. 6) Cash Advance Charge VISA Infinite/Platinum Card / VISA Card / MasterCard / JCB Card / VISA Business Card / MasterCard
7. Card- HK$100 Late Charge VISA Infinite/Platinum Card / VISA Card / MasterCard / JCB Card / VISA Business Card / MasterCard
8. Card - HK$900 Supplementary Card - HK$400 VISA Card / MasterCard / JCB Card - Gold Card Principal
9. t Fee VISA Infinite/World MasterCard / Platinum Card / VISA Card / MasterCard / JCB Card / VISA Business Card / MasterCard
10. d credit/debit cards such as Bank Union Card, Visa card, MasterCard, JCB card and also supports different
11. 05) Overlimit Fee VISA Infinite / Platinum Card / VISA Card / MasterCard / JCB Card / VISA Business Card / MasterCard
12. up's residential developments and the new SHKP Club VISA card offering a wide range of shopping benefits and other
13. ation from members and the public. The Club's co-brand VISA Card offers members a broad spectrum of shopping benefits.
14. AND THE HONGKONG CHINESE BANK JOINTLY LAUNCH PRINCIPAL VISA CARD Principal Insurance Company (Hong Kong) Limited ("Pr
15. 1d at Wellcome Westwood Superstore. "Principal Visa Card" provides added benefits to Principal pension and MPF
16. ment management services of Principal. "PRINCIPAL VISA CARD" provides members with an array of privileged benefits.
17. ew PRINCIPAL VISA CARD." To apply for "PRINCIPAL VISA CARD", simply visit any of The Chinese Bank Branches or
18. day announced the launch of the brand new "PRINCIPAL VISA CARD". The Card leverages the combined strengths and exper
19. e of all the new benefits of the brand new PRINCIPAL VISA CARD." To apply for "PRINCIPAL VISA CARD", simply visi
20. The Chinese Bank again in issuing our first PRINCIPAL VISA CARD to further extend the relationship. The "PRINCIPAL
21. December 31, 2001 were eligible to enter the "Principal VISA Card Triple Awards" and win HK$200 cash reward and HK$300
22. EE CRAZY SHOPPING SPREE TO TOP SPENDERS "Principal VISA Card Triple Awards*", co-organized by Principal Insurance
23. hieved the highest accumulated spending with Principal Visa Card, were each awarded with the grand prize of a "2-Minut
24. D to further extend the relationship. The "PRINCIPAL VISA CARD" will bring added benefits to our pension and MPF
The model of five categories of co-selection of a lexical item (Sinclair, 1996)

Obligatory categories:
1. semantic prosody
2. the core: “invariable, and constitutes the evidence of the occurrence of the lexical item as a whole” (Sinclair, 2004: 141)

Optional categories:
3. semantic preference
4. collocation (Firth, 1951, 1957)
5. colligation (Firth, 1951, 1957)

i.e., the lexical item = semantic prosody + the core (+ semantic preference) (+ collocation) (+ colligation)
Collocation

“the occurrence of two or more words within a short space of each other in a text”, “a maximum of four words intervening” (Sinclair, 1991: 170)

- *cause* co-occurs with *problem(s), damage, death(s), disease, concern, cancer, pain, trouble*
- *seeking* co-occurs with *asylum, help, advice, support, information*
- *applause* co-occurs with *loud, thunderous, rapturous, spontaneous, polite, warm, enthusiastic* (Stubbs, 2001)
Colligation

A word has a colligate when a particular *word class* co-occurs in the vicinity of the word.

e.g., the word *cases* often co-occurs with a quantifier, e.g. *some, many, most, more, both, several*, etc.
Semantic preference

The relation between an individual word/a lexical item and semantically-related words,
Semantic prosody

Semantic prosody expresses the ‘function’ of the lexical item.

The phrasal verb *set in* is typically co-selected with the following: *rot, decay, malaise, despair, ill-will, decadence, impoverishment, infection, prejudice, rigor mortis, bitterness, boredom*, etc. (Sinclair, 1991)

Thus the co-selection of the subjects found with this phrasal verb has created a semantic prosody of ‘unpleasantness’. 
Semantic preference and semantic prosody

Look at the following newspaper extract and see if you can identify an instance of usage which is marked because it seems to contravene the semantic preference and semantic prosody conventionally associated with it.

Extract from an editorial in The Standard dated 19.12.03

It is clear that Hong Kong’s economy is on the path to recovery and we can look forward to considerably better prospects next year.

This good news is compounded by recent surveys of business conditions. A survey conducted by Grant Thornton showed that business confidence had soared in Hong Kong compared with last year and businesses were optimistic with respect to the economy and positive on turnover, profits and business expansion.
703 The adviser's stress may be further compounded by the feeling that the regulations are unfair.

174 High-cost oversupply has been compounded by extremely low demand.

537 These shortcomings are clearly compounded by the difficulty of creating new titles.

937 The Chinese population, for many of whom existing poverty was compounded by the effects of war, were treated with the utmost contempt and ruthlessness.

473 The service remains in a pit of despair compounded by underfunding and the closure of specialist resources such as Peper Harrow.

128 This group's inferior class position is linked to their families' origins as immigrants, and is compounded by poor incomes and racism.

155 The drying up of remittance flows was compounded by the rising cost of oil imports, and the loss of earnings stemming from the trade embargo on Iraq and Kuwait.

39 Disapproval of the government was compounded by its lack of clarity over plans to rebuild the mosque.

126 Uncertainty and scientific dispute is compounded by the fact that radioactive contamination is different from many other types of pollution.

(examples from British National Corpus)
compound:
verb [T often passive] (WORSEN)

To make a problem or difficult situation worse
(Cambridge Dictionaries online)
Marked semantic prosody

If any subject of *set in* does not conform to the semantic prosody of unpleasantness, e.g., *happiness set in, love set in, interest set in* are marked

→ marked semantic prosody
Cheng, W. & Ho, J. (2014). Brainwashing or nurturing positive values: Competing voices in Hong Kong’s national education debate. *Journal of Pragmatics, 74, 1-14.*
Introduction

In Hong Kong, in the Policy Address 2010-2011, the government announced an education reform to strengthen the national identity of Hong Kong people.

- ‘Moral and Civic Education’ would be replaced by ‘Moral and National Education’ (MNE) to ‘strengthen national education’
Introduction

**Reaction:** Fierce controversies in different sectors of the community, including education institutions, pressure groups, civic organizations, and the entertainment industry

A series of protests in 2012, e.g.
- a march involving more than 9,000 protestors from 21 civic organizations
- a boycott of schools by more than 8,000 students
- an occupation of Tamar Park outside the Hong Kong Government headquarters by hunger strikers for more than three days
Introduction

The cumulative effect of these events resulted in the government announcing:

- the commencement of the MNE subject in schools would be indefinitely postponed in October 2012
- However, will not withdraw MNE, schools are ‘free to decide independently’ whether they will teach the course or not (SCMP, 8 October 2012)
Objective of study

To better understand the MNE incident:

- By comparing different linguistic features (a description of lexical items and metaphors) of the media reports and government press releases on MNE:
  - To find out how they describe the incident and represent the reaction and attitude of different groups and stakeholders in Hong Kong
corpus linguistics + critical discourse analysis
Metaphors play different roles in various kinds of discourse, primarily:

- conveying ideologies
- conveying information
- filling lexical gaps
- decoration and hyperbole
- expressing emotional attitudes

(Goatly, 2011)
Conceptual Metaphor Theory (Lakoff & Johnson, 1980)

The directional conceptual mapping from the source domain (the more concrete elements) onto the target domain (a more abstract concept):

- **Source domain**: the conceptual domain from which we draw metaphorical expressions (e.g., love is a *journey*).
- **Target domain**: the conceptual domain that we try to understand (e.g., *love* is a journey)
May and October 2012: To capture the entire development of events from the introduction of the MNE to its postponement

<table>
<thead>
<tr>
<th>Corpus</th>
<th>Publications</th>
<th>Number of articles</th>
<th>Number of words (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hong Kong News Reports</td>
<td>South China Morning Post, The Standard</td>
<td>2,610</td>
<td>1,174,919 (82.7%)</td>
</tr>
<tr>
<td>HKNews</td>
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<tr>
<td>Hong Kong Government</td>
<td>Hong Kong</td>
<td>379</td>
<td>245,474 (17.3%)</td>
</tr>
<tr>
<td>Press Releases Corpus</td>
<td>Government press releases</td>
<td></td>
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<tr>
<td>HKGov</td>
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</tbody>
</table>
Data analysis procedure

- Searched for ‘national education’ in HKNews and HKGov, using *ConcGram 1.0* (Greaves, 2009) → **frequency of occurrence**

- Searched for lexical collocates of ‘national education’ in HKNews and HKGov → **meaning**

- Compared concordance lines of ‘national education’ in HKNews and HKGov → **semantic preference** and **semantic prosody**
Findings

national education

- HKNews (N=538; 0.0457%)
- HKGov (N=87; 0.035%)
Collocates of *national education* in HKNews

<table>
<thead>
<tr>
<th>Four groups of collocates of <em>national education</em></th>
<th>Collocates of <em>national education</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A verb in news reporting</td>
<td><em>said</em> (1.87%)</td>
</tr>
<tr>
<td>2. The reporting of opposing voices</td>
<td><em>against</em> (1.80%), <em>controversial</em> (0.81%)</td>
</tr>
<tr>
<td>3. The introduction of the MNE subject</td>
<td><em>curriculum</em> (1.32%), <em>subject</em> (1.13%), <em>introduction</em> (1.03%), <em>national education</em> (0.81%)</td>
</tr>
<tr>
<td>4. Different stakeholders or parties involved in the incident</td>
<td><em>schools</em> (1.71%), <em>centre</em> (Hong Kong National Education Services Centre) (0.87%), <em>government</em> (0.87%), <em>parents</em> (0.77%)</td>
</tr>
</tbody>
</table>
Lexical collocates of *national education* in HKGov

<table>
<thead>
<tr>
<th>Three groups of collocates of <em>national education</em></th>
<th>Collocates of <em>national education</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The process and practice regarding the MNE subject</td>
<td>moral (13.15%), subject (6.88%), curriculum (2.29%), grant (1.99%), support (1.99%), initiation (1.68%), guide (1.68%), MNE (1.38%), implement (1.22%), education (1.07%), implementation (1.07%)</td>
</tr>
<tr>
<td>2. The parties involved</td>
<td>committee (1.07%), government (0.76%)</td>
</tr>
<tr>
<td>3. The related policy</td>
<td>policy (0.923%)</td>
</tr>
</tbody>
</table>
Analysis of concordance lines of national education (HKNews)

Fig. 1. National education (HKNews)

1. was booed as she covered the protest against national education outside the Admiralty government offices. Scholarism convenor Joshua
2. she said. Looking back at the heated row over national education, Wu said the moment she really felt worried was when students started to
3. work", he says. On the hot-button issue of national education, Ma doubts the need for separate lessons, and draws instead on culture.
4. for producing a handbook for the controversial national education curriculum which critics say is heavily biased towards the mainland.
5. Public outrage over the government's national education subject - scrapped at the last minute by Chief Executive Leung Chun-ying
6. producing biased materials for the controversial national education curriculum. Other committee members include Beijing-loyalist trade unioni
7. with government funding by the pro-Beijing National Education Services Centre and National Education Centre, did not offer a balanced
8. against the introduction of mainland-praising national education in schools this year. Police said 18,000 people started the march at 3pm fro
9. to rival the official "brainwashing" course of national education. Eva Chan Sick-chi, the convenor of the concern group, said many parents w
Analysis of **semantic preference** and **semantic prosody** can reflect the **topical concerns** and **attitudes** of different groups of people regarding a public event that has important social, educational and political implications.
# national education in HKNews

<table>
<thead>
<tr>
<th>Co-occurring words</th>
<th>Semantic prosody and semantic preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>the protest against national education, the heated row over national education, the problem is national education, the hot-button issue of national education, the official &quot;brainwashing&quot; course of national education, the introduction of mainland-praising national education</td>
<td>Negative public attitudes and actions</td>
</tr>
<tr>
<td>to push for national education, refusal to scrap the national education, (not) to back down on the introduction of national education</td>
<td>Defensive government actions</td>
</tr>
<tr>
<td>parents and pupils against* national education, teachers and students have voiced opposition to national education, and 61 per cent of parents were against making national education, for a union proposal that teachers protest over national education, and 10,000 complaints for claiming opponents of national education</td>
<td>Assertive behaviours of schools, students and parents</td>
</tr>
</tbody>
</table>

(* Often a word bears both semantic preference and semantic prosody.)
# Use of metaphors in HKNews

<table>
<thead>
<tr>
<th>Semantic prosody and semantic preference (\text{the/national education})</th>
<th>Metaphor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Negative public attitudes and actions</strong></td>
<td>WATER, FIGHT</td>
</tr>
<tr>
<td><strong>Defensive government actions</strong></td>
<td>FIGHT</td>
</tr>
<tr>
<td><strong>Assertive behaviours of schools, students and parents</strong></td>
<td>MISSILE, WAR</td>
</tr>
</tbody>
</table>
Negative public attitudes and actions

\[ \text{WATER} \]

The large number of protesters is described as *sea*, as in *A sea of anti-national education protesters dressed in black were at Tamar last night and called for a mass boycott of classes* (*The Standard*, 4 September 2012)

The root analogy *QUANTITY IS WATER* *(METALUDE, 2002)*, showing that Tamar Park was full of a large quantity of protestors
Negative public attitudes and actions

(public fury over the introduction of national education threatens to spill over into Sunday’s elections) (The Standard, 6 September 2012)

→ ‘the arousal of anger’
→ ‘the effect and spread of the anger on the elections’
Negative public attitudes and actions

\(\rightarrow\) FIGHT

- FIGHT metaphors, e.g. \textit{war} and \textit{fighting}, to conceptualize the toughness of the protesters, e.g.
  - \textit{School activists wage war on national education}
  - \textit{National education fight goes on}
  - \textit{a replica of the Goddess of Democracy statue was erected outside the government headquarters in Admiralty last night by protesters fighting against national education}
Negative public attitudes and actions

\[-\rightarrow\] FIGHT

COMPETITION IS WAR/VIOLENCE:
- ‘the struggle between the government and the public is fierce’ (p. 7)

ACTIVITY IS FIGHTING
- ‘the protesters worked hard to achieve their aim of scrapping the MNE subject’ (p. 7)
Assertive behaviours of schools, students and parents <-> MISSILE

MISSILE: the school is described as a *launch pad* and the national education is described as a *rocket or missile*, e.g.,

- Flight attendant Peggy Chan Yuen-yee said she had been unaware the school was a *launch pad for national education*, and *The argument between the parents and the Education Bureau (SCMP, 4 September 2012).*
Assertive behaviours of schools, students and parents <-> WAR

WAR

to describe the argument between parents and the Education Bureau, Hong Kong Government, as seen in *a war of words broke out between concerned parents and the Education Bureau over the plan* (*SCMP*, 26 July 2012)
**Critical discourse analysis**

- **Use of metaphors in news reporting by SCMP and The Standard**
  - To ‘reflect emotional attitudes and produce a hyperbolic effect in texts’ (p. 7) (Goatly, 2007)
  - To reflect the stance of most readers and their toughness in opposing the introduction of MNE
  - To build common ground with their readers:
    - the frequency and range of metaphors are related to ‘the degree of intellectual and emotional involvement of journalists and readers alike’ (Burnes, 2011: 2174)
    - SCMP viewed as pro-Beijing and criticized as self-censoring
### national education in HKGov

<table>
<thead>
<tr>
<th>Co-occurring words</th>
<th>Semantic prosody and semantic preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Initiation of Moral and National Education subject</em></td>
<td>Promoting the MNE subject</td>
</tr>
<tr>
<td>• <em>decide to offer the Moral and National Education subject</em></td>
<td></td>
</tr>
<tr>
<td>• <em>Curriculum Guide of Moral and National Education subject</em></td>
<td></td>
</tr>
<tr>
<td>• <em>schools could choose to introduce the Moral and National Education subject</em></td>
<td></td>
</tr>
<tr>
<td>• <em>Moral and National Education Support Grant of $530,000</em></td>
<td></td>
</tr>
</tbody>
</table>
Critical discourse analysis

The purpose of the press release is to enhance the public understanding of the process of implementing MNE.

- Opinions on the launching of national education or responses to the protesters are rather scarce in the press release.
- Metaphors used to express emotional attitudes and hyperbole were not found.
Conclusion

A contrast between the public criticism of the ‘pro-Beijing’ MNE subject and the government’s response.

The media:

- Portray the biased objectives in the MNE syllabus and the anger and immense efforts of the protesters through using:
  - negative collocates e.g. brainwashing and mainland-praising, and
  - FIGHT metaphors to describe the debate between public, schools, parents and the Hong Kong government.
Conclusion

Hong Kong Government press releases:

- use a positive tone to highlight the potential impact of MNE on the development of young generation
- an absence of use of any metaphors to deal with the promotion of MNE
References


METALUDE (Metaphor at Lingnan University, Department of English)
   http://www.ln.edu.hk/lle/cwd03/Lnproject_chi/internal/database.html, retrieved 2 January 2013


