

**The Journal of World Languages 2<sup>nd</sup> Symposium**  
*10-11 November 2014*

- Co-organized by: Sun Yat-sen University, Guangzhou and Zhuhai (SYSU)
- The Halliday Centre for Intelligent Applications of Language Studies  
City University of Hong Kong (HCLS, CityU)
- The University of Science and Technology, Beijing (USTB)
- Supported by: Routledge, Taylor & Francis Group
- Journal Editors: Professor HUANG Guowen (SYSU)
- Professor Jonathan J. WEBSTER (HCLS, CITYU)
- Professor HE Wei (USTB)
- Dr Angel GARRALDA ORTEGA (THEI)

## Welcome

Welcome to the *Journal of World Languages* 2<sup>nd</sup> symposium, which is being hosted by the Faculty of Foreign Languages and International Studies (under which are the School of Foreign Languages and the School of International Studies) at Sun Yat-sen University (SYSU), and which will be held on its Guangzhou campus. This year's theme is "World Languages: Studies in form and function". Papers presented at this symposium will be invited to submit to the *Journal of World Languages* for subsequent publication by Routledge, Taylor and Francis.

The *Journal of World Languages* explores the linguistic, communicative and socio-cultural implications of the global spread of major languages and the impact this is having on the world's linguistic mapping. Recognizing that the phenomenon of becoming a world language encompasses a growing number of languages with significant implications for the development of these languages, the *Journal of World Languages* encourages a comparative approach to the study of the roles of education, the media, the economy, etc. in contributing to the growth of a world language.

It is a cross-disciplinary journal whose coverage of the effects of globalization on languages extends coverage to all world languages.

Should you have any inquiries about the journal or the symposium, do not hesitate to contact us at [editorjwl@cityu.edu.hk](mailto:editorjwl@cityu.edu.hk).

We wish you a pleasant and rewarding experience!

Professor HUANG Guowen (SYSU)

Professor Jonathan J. WEBSTER (HCLS, CITYU)

Professor HE Wei (USTB)

Dr Angel GARRALDA ORTEGA (THEI)

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## Symposium Programme (Symposium Day 1)

Date & Time : Monday, 10 November 2014, 10:00 am – 6:00 pm  
Venue : The M.A.K. Halliday Library, School of Foreign Languages,  
Sun Yat-sen University

Time	Event
09:30 – 10:00	Registration
10:00 – 10:30	Opening ceremony
10:30 – 10:40	Photo-taking
10:40 – 11:00	Morning tea
11:00 – 12:00	Professor Kingsley BOLTON (Nanyang Technological University) <i>World Englishes and language worlds</i> Chair: Professor Jonathan WEBSTER
12:00 – 13:00	Professor Andrew MOODY (University of Macau) <i>Globalisation of English in popular music: How the ‘millennial generation’ listens differently</i> Chair: Dr Angel GARRALDA
13:00 – 14:30	Lunch
14:30 – 15:30	Dr Gail FOREY (The Hong Kong Polytechnic University) <i>Disciplinary literacy: the role of multi-semiotic resources and pedagogy</i> Chair: Professor ZHANG Jingyuan
15:30 – 16:00	Afternoon tea
16:00 – 17:00	Dr Angel GARRALDA (Technological and Higher Education Institute of Hong Kong) <i>Understanding language spread: The case of Spanish</i> Chair: Professor Jonathan WEBSTER
17:00 – 18:00	Professor HE Wei (University of Science and Technology, Beijing) <i>“Subject-predicate predicate sentences” in modern Mandarin Chinese: A systemic functional approach</i> Chair: Professor CHANG Chenguang
18:00 – 21:00	Dinner

**Tea:** M.A.K. Halliday Library, School of Foreign Languages, Sun Yat-sen University

**Lunch** (for invited guests): restaurant on campus

**Dinner** (for invited guests): restaurant on campus

## Symposium Programme (Symposium Day 2)

Date & Time : Tuesday, 11 November 2014, 11:00 am – 5:45 pm  
Venue : The M.A.K. Halliday Library, School of Foreign Languages,  
Sun Yat-sen University

Time	Event
09:30 – 10:30	Editorial Board meeting
10:30 – 11:00	Registration
11:00 – 11:20	Morning tea
11:20 – 12:20	Professor Jonathan WEBSTER (City University of Hong Kong) & Carol L. WEBSTER (Polytechnic University of Hong Kong) <i>A comparative study of Obama's closing statements in the 2012 US presidential debates: lessons learned from a systemic-functional analysis</i> Chair: Professor ZHANG Jingyuan
12:20 – 14:00	Lunch
14:00 – 15:00	Professor Leo CHAN (Lingnan University of Hong Kong) <i>Beyond non-translation and "self-translation": The fate of English as an academic language in China</i> Chair: Professor CHANG Chenguang
15:00 – 15:30	Afternoon tea
15:30 – 16:30	Professor HUANG Guowen (Sun Yat-sen University) <i>A functional linguistics approach to the study of simplified versions of Alice's Adventures in Wonderland</i> Chair: Professor HE Wei
16:30 – 17:30	Roundtable Discussion Chair: Professor Jonathan WEBSTER
17:30 – 17:45	Closing by Professor HUANG Guowen
18:00 – 21:00	Dinner

**Tea:** M.A.K. Halliday Library, School of Foreign Languages, Sun Yat-sen University

**Lunch** (for invited guests): restaurant on campus

**Dinner** (for invited guests): restaurant on campus

## **World Englishes and language worlds**

Professor Kingsley BOLTON  
Nanyang Technological University, Singapore

### *Abstract of paper*

This presentation will survey current approaches to world Englishes (WE), review recent critiques of the world Englishes paradigm and considers the ways in which the theorisation of world Englishes faces new challenges related to the effects of globalization in the Asian region. This it does specifically by examining the sociolinguistic backgrounds and experiences of three groups of young people in Guangzhou, Hong Kong, and Singapore. Following Blommaert's (2010) discussion of the sociolinguistics of globalisation, the lecture also considers whether the notion of 'language worlds' has the theoretical potential to extend our understanding of the field to accommodate transnational perspectives on world Englishes, in an era of immense mobility and rapid sociolinguistic change.

### *About the speaker*

Kingsley BOLTON is Professor of English Linguistics at Nanyang Technological University (NTU) Singapore. In recent years his research has focused on world Englishes, English in the Asian region, and language and globalisation. He is the Co-Editor of the SSCI-indexed journal *World Englishes* (Wiley-Blackwell) and a member of the Editorial Boards of such journals as *Applied Linguistics Review*, *Educational Studies*, *English Today*, *English World-Wide*, and the international book series *Multilingual Education* (Springer). His publications include *Chinese Englishes: A Sociolinguistic History* (Cambridge University Press, 2003), *World Englishes: Critical Concepts in Linguistics* (co-edited with Braj B. Kachru, Routledge, 2006), *Asian Englishes* (with Braj B. Kachru, Routledge, 2007), and *Media, Popular Culture, and The American Century* (with Jan Olsson, John Libbey, 2010).

**Globalisation of English in popular music:  
How the ‘millennial generation’ listens differently**

Professor Andrew MOODY  
University of Macau, Macau

*Abstract of paper*

When English popular music from the United States and England began to find its way into overseas markets — particularly into the emerging markets of a Europe that was reconstructing from World War II — the songs were often translated into local languages to appeal to the European market. This impulse to localise English popular music by translating it into other languages promoted linguistic creativity and even the development of ‘mock languages’ that would imitate English. The trend of translating language of popular music (and, indeed, other forms of popular culture) represents a tendency towards ‘transnationalism’ in the development of a globalised marketplace. Although the ‘transnationalism’ mode still exists and operates in various ways in the current marketplace, it has increasingly been replaced by a mode of ‘globalisation. The impulse to localise English popular music, especially through translation, has been replaced by an impulse to globalise English in popular music. One consequence of this impulse is the permutation of English into popular music in other languages or even the replacement of other languages with English as the preferred language of popular music. A second consequence of the impulse to globalise is the reduction of linguistic complexity in much of English popular music. While both impulses currently operate in popular music culture, globalisation has come to dominate where transnationalism was once the norm.

*About the speaker*

Andrew MOODY is Associate Professor of English at the University of Macau where he teaches Sociolinguistics. He has written on the role of English in Asian popular culture in *World Englishes*, *English Today* and in several books, including a collection of essays investigating the role of English in Asian pop cultures, published by Hong Kong University Press.

## **Disciplinary literacy: The role of multi-semiotic resources and pedagogy**

Dr Gail FOREY

The Hong Kong Polytechnic University, Hong Kong

### *Abstract of paper*

Teaching through English is an increasing reality in all educational contexts. In first language contexts, such as Australia, the USA and the UK, teachers are often faced with a high proportion of the class for whom English is an additional language, and in multilingual context such as Hong Kong, teachers are moving from teaching content through Chinese medium of instruction to English medium of instruction. Focusing on two distinct environments, Hong Kong and Australia, we discuss the multi-semiotic pedagogical choices teachers use to shape their students' knowledge of science. We investigate the range and function of the multi-semiotic resources that the teacher draws on to scaffold the learners' understanding. Using video data collected from secondary school science classrooms, we scrutinize the ways in which the teacher provides multiple access points of meaning making. Through an investigation of the complementarity of and the inter-relationship of these different semiotic systems ("modalities"), we are able to model the teacher's potential to provide maximal input. The account of the multi-semiotic resources for the teaching/ learning of science is seen to be integrated and complementary. By demonstrating how science teachers use multi-semiotic potential to make meaning and how they shift in register we are able to translate the findings from the investigation into valuable insights that can inform the practice of teachers, learners and policy makers.

### *About the speaker*

Gail Forey is an Associate at the Hong Kong Polytechnic University. She has two main research interests: workplace communication and language education. She has carried out research and published in the areas of language and the global workplace, offshore outsourcing, call centre communication and language and training. Gail is also involved in research into language education, genre based pedagogy, action research, language and literacy development and language teacher development.



## **Understanding language spread: The case of Spanish**

Dr Angel GARRALDA

Technological and Higher Education Institute of Hong Kong, Hong Kong

### *Abstract of paper*

In this talk I analyze the emergence and consolidation Spanish in connection with two all-important phenomena: nation-building and globalization. Assuming that language growth (both in terms of number of users and in terms of the repertoire of linguistic functions and forms these users may have access to) does not take place in a social vacuum, a theoretical model for studying language spread underpinned by social constructivism and based on Giddens's social structuration model (Giddens, 1984) refined by Sewell (2005) will be outlined. A socio-historical discourse-oriented methodology where language spread is explained as the result of semiotically-mediated social action situated across time-space will be proposed and examples from Spanish history and society will serve to illustrate my analysis.

Keywords: language spread, social constructionism, socio-historical analysis, discourse analysis.

### *About the speaker*

Angel GARRALDA is Associate Professor at the Technological and Higher Education Institute of Hong Kong where he teaches English for Academic Purposes and English for Professional Purposes. His main fields of research have been in discourse analysis, corpus linguistics, world languages, language teaching for specific purposes and nation-building and nationalism.

Dr Garralda is currently editor of the Journal of World Languages and Director of Spanish Chamber of Commerce in Hong Kong.

**“Subject-Predicate predicate sentences” in modern Mandarin Chinese:  
A systemic functional approach**

Professor HE Wei  
University of Science and Technology, Beijing, China

*Abstract of the paper*

This study investigates “subject-predicate predicate sentences” in modern mandarin Chinese from a systemic functional approach with the aim to answer three questions: (1) what is/are the functional syntactic structure(s) of the sentences in question? And (2) what is/are the semantic motivations of the structure(s)? The investigation of both preliminary questions means the examination of the essence of the linguistic phenomena highlighted in this paper, which reveals that in modern mandarin Chinese, there are not so many types of “sentences” manifesting the syntactic structure of “subject 1 + subject 2-predicate 2 predicate 1” as proposed in the Chinese linguistic field up to now. After reviewing previous researches and specifying systemic functional linguistic description principles, the study analyzes and discusses the generally-acknowledged seven types of the “sentences” one by one, closely observing two basic principles: (1) language is multi-functional; and (2) semantic functions are taken to be decisive in assigning a syntactic element label to a syntactic unit. The detailed analysis and discussion show that the type with “subject 1” and “subject 2” manifesting a whole-and-part relationship and the type with “subjects” being predicated by “subject 2” are the “sentences” demonstrating the syntactic structure of “subject 1 + subject 2-predicate 2 predicate 1”. The other five types, including those characterized by “subject 1” or “subject 2” being the “patient” of “predicate 2”, “subject 1” being the “agent” of “predicate 2”, “subject 1” as a prepositional group without an overt preposition, “subject 1” and “object 2” referring to the same thing, and “subject 1” and “subject 2” manifesting a whole-and-part relationship and meanwhile “subject 1” and “object 2” being the “agent” and “patient” of “predicate 2”, cannot be taken to be the “subject-predicate predicate sentences”.

**Keywords:** “subject-predicate predicate sentences” in modern mandarin Chinese; Systemic Functional Grammar; syntactic structure; semantic motivation

*About the speaker*

HE Wei is a professor of linguistics and PhD supervisor in the School of Foreign Studies (SFS) at the University of Science and Technology Beijing (USTB). She is also currently the deputy dean of the SFS, director of the Centre for Functional Linguistics and a member of the Academic Committee of USTB. In 2003, she received her PhD degree in linguistics from SunYat-sen University; from 2006 to 2007, she was a visiting scholar at Cardiff University; and in 2007, she received a post-doctorate research certificate from Beijing Normal University. She is editor of the Journal of USTB and the Journal of World Languages, and an editorial board member of the Annual Review of Functional Linguistics and Functional Linguistics. Her research interests are in Systemic Functional Linguistics, Discourse Analysis, Functional Syntax, Functional Semantics and Translation. Among her publications are fifty papers, three monographs, three textbooks and others.

**A comparative study of Obama's closing statements in the  
2012 US presidential debates: lessons learned from a systemic-functional analysis**

Professor Jonathan WEBSTER  
City University of Hong Kong, Hong Kong

&

Miss Carol L. Webster  
Post-graduate student, Hong Kong Polytechnic University

*Abstract of paper*

The paper will present a comparative study of Obama's presidential debates, in particular, the first and third debates with Mitt Romney in 2012. Obama was considered to have done poorly in the first debate, but very well in the third debate. A systemic-functional analysis of Obama's closing statements in these two debates reveals the lexicogrammatical and rhetorical choices which contribute to the functional and aesthetic value of Obama's debate performance.

*About the speakers*

Jonathan WEBSTER received his PhD from the State University of New York at Buffalo in Linguistics. Prior to coming to Hong Kong in 1987, he taught at the National University of Singapore in the Department of English Language and Literature. His research interests include text linguistics, computational lexicography, and example-based machine translation. Research and Teaching Interests Text Linguistics Computational Lexicography Example-based Machine Translation. His recent publications include *Understanding Verbal Art: A Functional Linguistic Approach* (Springer, 2014), *Text Linguistics: The How and Why of Meaning* (Equinox, 2014), *Collected Works of Braj Kachru*, Vols. 1-3 (Bloomsbury, 2014), *Halliday in the 21<sup>st</sup> Century: Collected Works of M.A.K. Halliday*, Vol. 11 (Bloomsbury, 2014) and *The Bloomsbury Companion to M.A.K. Halliday* (Bloomsbury, 2014).

He is currently the Managing Editor of WORD, Founding Editor of Linguistics and the Human Sciences and Founding Co-editor of Journal of World Languages.

Carol L. WEBSTER is a post-graduate student at Hong Kong Polytechnic University.

**Beyond non-translation and “self-translation”:  
The fate of English as an academic language in China**

Professor Leo Tak-hung CHAN  
Lingnan University of Hong Kong, Hong Kong

*Abstract of paper*

Academic research is always circumscribed by language, and in the humanities—in particular, history, literature and philosophy—one wonders how such a thing as universal knowledge can be transmitted beyond language. How does a world in which English is the academic *lingua franca* impact the humanities scholar? It has been pointed out that even science is far from the universal, neutral discourse that it is often assumed to be. Still, in the case of the humanities, being more context-restricted and “personal,” the linguistic medium deployed becomes a lot more crucial. In this case, the form of discourse, in other words, is inextricably related to the content, and the particular (humanities) is pitted against the universal (sciences). While both forms of knowledge cannot be transmitted except through language, the importance of the linguistic medium, written as well as spoken, is understandably more of an issue in the humanities. How does the humanities scholar survive in a world in which the prevalent and accepted language of academic is English, and not one’s mother tongue? And how does translation enter this picture?

Until a not too distant past, researchers in the sciences could easily publish in their own languages. Not only did they prefer to write in their mother tongues, but a certain national prestige, when breakthrough was achieved, could be derived from their work. With the advent of English as the only international *lingua franca*, with some arguing that it is best suited to the presentation of scientific findings, it means that many non-Anglophone scientists will have no choice but learn to present their research in an acquired language. Actually, however, with the trend toward increased use of English in scientific publications, this issue becomes very much a translation problem. One sees science researchers not adept at using the global language compelled to choose between: (1) writing in a language that is “borrowed” and (2) having their work translated. Both are forms of translation—by oneself and by someone else—that pre-empt the equally viable mode of non-translation, that is, refusing to translate. If the situation is a troubling one for the sciences, obviously it can only be much more so for the humanities.

The difficulties of publishing in a foreign language are most acute, as shown by recent studies of Chinese scientists writing in English. Second-language writing on the part of non-native speakers is fraught with problems even when it is on the sciences, often understood as knowledge of a universal nature. Scientific writings produced in English by Chinese researchers have been denounced for their rampant plagiarism. Yet the fact that the writers themselves do not regard the textual practice they have adopted as plagiaristic, but simply “language re-use,” has been borne out by the empirical study of John Flowerdew and Yongyan Li. Scott C. Montgomery, on the other hand, lists the oddities found in such writing: (1) delay of the main argument till the latter half of an article; (2) frequent references to well-known researchers; (3) unwillingness to criticize peers; and (4) use of outdated secondary material. While all four are negative traits, only the last two can be directly related to research

habit and quality. The first two actually pertain to the discursive style—interventions from the native-language publications which occur when one writes in an acquired language, as much as they can be attributed to Chinese research culture. Briefly stated, Chinese authors are very much prone to giving excessive citations, and when they fail to cite but borrow a point, the act is invariably interpreted as plagiarizing. Flowerdew is among those few who are sympathetic and alert to the possibility that these writers may not have received adequate training in language, or have not responded well to such training.

If such is the case with those who publish in the sciences, how much more so this is with those writing in the humanities. The humanities are, after all, “the language thing.” They are different from the sciences in that expression is as important as—if not more important than—content. The concept of the “two cultures,” into which intellectual life is irrevocably split (according to C.P. Snow’s famed 1959 lecture), is still applicable today: while science is objective and thus can be somewhat “international,” research in the humanistic disciplines is closely bound up with individual and cultural norms. For the latter, agendas are set, not by an enormous English-speaking research community, but also by national scholarly communities using local languages. The international community touted by advocates of English as the global language of scholarship is simply “imagined,” as Benedict Anderson would say.

Given the linguistic options open to non-Anglophone scholars, one can speak of three categories of academic writings: (1) untranslated publications in languages other than English, to which Anglophones can have no access; (2) research translated into English by someone who serves as a mediator between the original text and the readers of the translation; and (3) research communicated in English, although the primary materials in another language have actually undergone some kind of translation by the author concerned. In terms of volume, the first category is produced by non-Anglophones. The second is by nature collaborative, with a monolingual author being helped by a bilingual translator. The third involves a bilingual author who also plays the role of a translator—as a “self-translator,” whose special mode of existence is the subject of the present paper. Specific reference will be made to the shifting importance he has assumed in Chinese scholarship in the last decade and, more generally, to the challenges faced by all non-Anglophone humanities scholars in attempting to publish in English.

#### *About the speaker*

CHAN Tak-hung, Leo (B.A. in English, University of Hong Kong; M.A. in East Asian [Japan/Korea/China] Studies, and Ph.D. in Chinese, Indiana University) is Professor and Head of the Department of Translation, Lingnan University. He was Assistant Inspector of Schools in Hong Kong in the 1980s, and later taught at the City Polytechnic of Hong Kong, Indiana University, Georgetown University, and the University of Maryland. He was a Postdoctoral Fellow at the Center for Chinese Studies, University of Michigan, USA (1991-92) and a Visiting Professor at Kwansei Gakuin University, Japan (spring 2014).

Besides articles in journals like *Harvard Journal of Asiatic Studies*, *Comparative Literature Studies*, *TTR*, *Asian Folklore Studies*, *META*, *Babel*, and *The Translator*, Professor Chan has published three annotated bibliographies on translated twentieth-century fiction, drama and poetry. His scholarly books include: *Readers, Reading and Reception of Translated Prose Fiction in Chinese: Novel Encounters* (St. Jerome Publishing, 2010), *Twentieth-Century*

*Chinese Translation Theory: Modes, Issues and Debates* (John Benjamins, 2004), *One into Many: Translation and the Dissemination of Classical Chinese Literature* (Rodopi Editions, 2003), *Masterpieces in Western Translation Theory* (co-edited; City University of HK Press, 2000), and *The Discourse on Foxes and Ghosts: Ji Yun and Eighteenth-century Literati Storytelling* (University of Hawaii Press, 1998). He co-edited *Confluences: Translation Research in Chinese and Asian Contexts and Transformations: New Translation Research in China* (in Chinese) in 2011. His "Japanization and the Chinese 'Madman': Triangulating Takeuchi Yoshimi's Philosophy of Translation" is slated to appear in *Translation Studies* in 2015. He is a contributor to chapters in *Research Methods in Translation and Interpreting* and *A World Atlas of Translation* (forthcoming).

Professor CHAN is President of the Hong Kong Translation Society, Chief Editor of *Translation Quarterly*, Founding Editor of *Journal of Modern Literature in Chinese*, Executive Council Member of the Translators' Association of China, Advisory Board Member of *TTR* and *Asia-Pacific Journal of Translation and Intercultural Studies*, Advisory Member of the Committee for the Translation of the Five Classics (a Confucius Institute project), and Director of Research and Publication of the Association of Asian Translation Industries. He is on the editorial boards of the Bloomsbury monograph series "Literature, Cultures, Translation" and a number of international journals. He is a former Member of the FIT Translation Standards Committee, Chief Moderator of the FDEC (Translation) Examinations of the UK Institute of Linguists, and First Vice-President of the Asian Studies Association of Hong Kong. He has published on translation topics related to four languages: Chinese, English, Japanese and French. His current research interests are: reception issues in translation, adaptation studies, translation and Global English, and Sino-Japanese translation.

## **A Functional Linguistics Approach to the Study of Simplified Versions of *Alice's Adventures in Wonderland***

Professor HUANG Guowen  
Sun Yat-sen University, Guangzhou, China

### *Abstract of paper*

There are a large number of well-known literary writings which have corresponding simplified or adapted versions in the market, mainly designed for different groups of readers, and Lewis Carroll's *Alice's Adventures in Wonderland* is one of such writings. The paper attempts to conduct functional linguistics analyses of the beginning paragraphs of some of the simplified versions of this well-known novel, with the aim of showing how linguistic analysis can help the reader to better understand the underlying meanings of such re-writings.

**Keywords** -- Lewis Carroll; simplified; linguistic analysis; text; *Alice's Adventures in Wonderland*

### *About the speaker*

HUANG Guowen is a Changjiang Chair Professor (certified by the Ministry of Education of the People's Republic of China). He studied English at the Guangzhou Institute of Foreign Languages (now Guangdong University of Foreign Studies) from 1974-1977, where he received his MA in Linguistics and Applied Linguistics in 1986. He went to Britain in 1988 as a research student. He received his first PhD in Applied Linguistics (University of Edinburgh, UK) in 1992 and his second PhD in Systemic Functional Linguistics (University of Wales, Cardiff, UK) in 1996. He worked as a Research Associate at the University of Newcastle upon Tyne, UK, during 1992-1994. He was a Fulbright Scholar at Stanford University in 2004-2005. He is a professor of functional linguistics at the School of Foreign Languages, Sun Yat-sen University, China and Director of Functional Linguistics Institute at the same university. He also serves as the Dean of the Faculty of Foreign Languages and International Studies, Sun Yat-sen University and as Editor-in-chief of the Journal *Foreign Languages in China* (bimonthly) published by the Higher Education Press, China. From 2011-2014 he was Chair of the Executive Committee of the International Systemic Functional Linguistics Association and since 2003 he has been Chair of China Association of Functional Linguistics. He publishes extensively both in China and abroad and serves/served as an editorial/advisory committee member for several journals, including *Linguistics and the Human Sciences* (Equinox), *Journal of Applied Linguistics* (Equinox), and *Social Semiotics* (Carfax). He is also a member of the Editorial Board of the Monograph Series *Discussions in Functional Approaches to Language* (Equinox). Professor Huang and Professor Chang Chenguang edit a number of book/journal series, including the Journal *Functional Linguistics* (Springer). And together with Professor Jonathan Webster, Professor He Wei and Dr Angel Garralda Ortega, Professor Huang is a co-editor of Journal of World Languages (Routledge). His research interests include Systemic Functional Linguistics, Discourse Analysis, Applied Linguistics and Translation Studies.

## **Other Information**

### **Registration and Information Desk**

Information desk locates outside The M.A.K. Halliday Library, for the following services:

- General Inquiry
- Symposium registration
- Technical assistance
- Photocopying
- Symposium notification (including any possible programme changes etc.)

Please do not hesitate to contact our staff at the information desk in any case you seek for assistance.

### **Access to Wifi on Campus**

Free Wifi can be accessed within the campus.

**Accommodation** (check in: 9.11.2014; check out: 12.11.2014)

Rosedale Hotel & Suites, Guangzhou, 348 Jiang Nan Da Road Central, Guangzhou, China  
广州珀丽酒店, 中国广州市江南大道中 348 号

### **Refreshment**

Located at the M.A.K. Halliday Library

- Day 1: 10:40 – 11:00, 15:30 – 16:00
- Day 2 11:00 – 11:20, 15:00 – 15:30

### **Lunch**

SYSU kindly invites all invited speakers/journal members to campus restaurant for lunch at 13:00 – 14:30 (Day 1) and 12:30 – 14:00 (Day 2).

### **Dinner**

Welcoming Buffet Dinner (Sunday, 9 November 2014 at 6:30 pm) at Rosedale Hotel & Suites

SYSU kindly invites all invited speakers/journal members to campus restaurant for dinner at 18:00 – 21:00 (Day 1) and 18:00 – 21:00 (Day 2).



## Contacts

- 1      *Journal of World Languages* (Second Symposium)  
URL: [http://hallidaycentre.cityu.edu.hk/jwl/07\\_02\\_symposium.aspx](http://hallidaycentre.cityu.edu.hk/jwl/07_02_symposium.aspx)
  
- 2      *Journal of World Languages* (General Inquiry and Submission)  
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