

**YOUNG CHILDREN'S ONLINE AUTHORIZING:
THE TECHNO-SEMIOTIC CO-CONSTRUCTION OF BLOGS**

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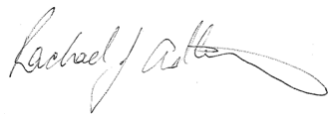
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Abstract

Blogs provide unique authoring affordances for young children. To date, however, research has focused on older children, teenagers and adults as bloggers, and is limited in accounting for the semiotic roles of facilities, such as commenting and tagging. In contrast, this thesis is concerned with the intersection of technological and semiotic affordances of blogs. More specifically, it provides an account of the linguistic nature of blogs as collaborative texts, co-constructed by young blog authors and their audiences.

The study investigated 48 blogs authored by five- to eight-year-old children. The theoretical orientation was systemic functional linguistics (SFL). In accounting for the nature of blog co-construction, techno-semiotic linguistic resources deployed in the dataset were examined in terms of the three metafunctions of SFL – textual, interpersonal and ideational.

The study used a small-scale corpus content analysis to describe the semiotic context of the blogs in the study. Small-scale analysis also determined the techno-semiotic resources deployed across the corpus, especially those used for realising the textual metafunction in blog co-construction. Individual text analyses were also undertaken on comment-active and tag-active blogs, to explicate the use of interactive and evaluative resources in blog co-construction, including analyses of MOOD and NEGOTIATION, as well as synoptic and dynamic APPRAISAL analyses. Individual text analyses also interrogated LOGICO-SEMANTIC RELATIONS as construed with and by tags and blog posts.

It was found blog authors deployed the linguistic resources of NEGOTIATION and APPRAISAL to solicit co-authorship from reader-commenters and collaboratively achieve the social goals of the post-and-comments as text. This included bonding over the topic of posts, building solidarity between the author and readers, co-construing the evaluative stance of the author and collaborating on the text as an instance of genre. The study showed how authors used tags to create complex textual and ideational, logico-semantic interconnections across blogs. Additionally, tagging impacted on instantiation of genre, owing to the realization of simultaneous logical relations afforded by tags.

Existing theory was a productive heuristic for understanding blog co-construction. The theoretical notion of a *locus of authority* was suggested to explain the different levels of authority given to readers as co-authors. Extensions to SFL theory were proposed to expound the techno-semiotic distinctiveness of blogs, including *intermodal NEGOTIATION* between author and reader-commenters and the impact of *reading directionality* on logico-semantic relations between posts. Further, the concept of *modal hybridity* was put forward to account for the realisation of the blog as both written and spoken-like dialogic text.

Implications are drawn for ways in which educators and curriculum developers may take into consideration the techno-semiotic, co-constructive affordances of blogs in learning and teaching in the early years of schooling.

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Chapter 1 Introduction

1.0 Introduction

This study examines the ways in which young school-aged children deploy linguistic resources in the co-construction of blogs and the techno-semiotic distinctiveness of blog co-construction. Chapter 1 describes the motivation and rationale for the study, paying particular attention to young children as online participants, the distinctiveness of Web 2.0 texts and spaces, the theoretical foundation of the study as it relates to techno-semiotic affordances of blogs, and author-reader relationships. The Chapter concludes by presenting the research questions and orientation to the organisation of the thesis.

1.1 Research motivation

The original motivation for exploring the blogs of young school-aged children was my experiences as a primary school teacher specialising in English and Information and Communication Technology (ICT). When teaching students in their first three years of formal education, I discovered first-hand the importance of literacy learning and teaching that placed a high value on children's prior and out-of-school experiences. It was apparent that students had a wide range of out-of-school literacy experiences from which to draw, and for some of these students, this included using technology. The classroom literacy learning experiences I provided to students included computer usage, but they often seemed superficial. I expected students to use computers to word process the narratives they composed on paper, but gave little planned explicit teaching on how to do this, and my teaching was not informed by the affordances that the word processor brought to the task. Further, the experiences my students had with technology in the classroom seemed incongruous with how they were using technology at home. Indeed, some of my students had a much deeper understanding of technology than I did, especially those students who had learned from their parents how to make simple websites and use email to communicate with others.

Since my time in schools using word processors, the technological mediation of texts has evolved considerably, and especially so since the birth of Web 2.0. Otherwise known as the ‘social web’, Web 2.0 has enabled everyday users to become text creators as well as consumers in social, collaborative online spaces such *Twitter* and *YouTube*. Blogs are counted among the many social spaces and texts of Web 2.0, and are part of the everyday text-constructive repertoire of children and their parents. In the adult domain, blogs have become popular social outlets for adults, including, for example, ‘mummy bloggers’. At the same time, the blog is taking its place as a text of power as businesses large and small adopt blogs as their ‘web presence’. It follows then, that if I were to be teaching young children today, the kinds of technologically-mediated texts constructive experiences they would bring to the classroom might include keeping a blog or using other Web 2.0 collaborative spaces. I would need to include the text constructive meaning making, or semiotic, affordances of blogs and other Web 2.0 collaborative spaces in learning experiences.

Now, as a teacher educator and academic, my fascination is with the distinctive and novel ways in which meaning is made in online texts. This study, then, may best be described as motivated by my desire to understand young children’s out-of-school text constructive experiences, as well as the technologically-mediated collaborative potential of Web 2.0 spaces and texts. It is undertaken in order to inform the development of both linguistic theory and curriculum development such that it may account for new collaborative, text-constructive, meaning making possibilities.

1.2 Rationale for the study

Section 1.2 provides a rationale and situates the study in its broad pedagogical, technological and linguistic contextual nexus. First, Section 1.2.1 characterises Web 2.0 as a social space and justifies the selection of blogs as the investigative site for this study. It also draws attention to the value of this study in terms of informing pedagogy. Next, Section 1.2.2 explores the technologically-mediated experiences of young children, and in particular the impact of technology on literacy learning, young children’s access to online environments, participation rates of children as online content creators and the nature of the content being created. This Section also demonstrates the merit of the present study that examines the online content creation

of young school-aged children. Section 1.2.3 positions the study as accounting for the unique semiotic nature of online texts, such as blogs. Following on, Section 1.2.4 introduces the theoretical foundation of the study, Systemic Functional Linguistics (SFL), while Section 1.2.5 describes the impact of the techno-semiotic affordances of blogs, such as comments and tags, on authorship and authority. Finally, Section 1.2.6 articulates the questions underpinning the study.

1.2.1 Changing uses of the Internet

Young people in countries like Australia, the United Kingdom and the United States of America commonly engage in online communication, content creation and publication using social media spaces such as *Facebook* and *Twitter* alongside blogs and wikis (Australian Communications and Media Authority (ACMA), 2009, 2010; Lenhart, Madden, Macgill, & Smith, 2007; Madden, Lenhart, Duggan, Cortesi, & Gasser, 2013; Ofcom, 2014; Taylor & Keeter, 2010). While Berners-Lee (in Laningham, 2006, p. 4) argues that the Internet has always enabled people to create content and connect with one another, changes in the underlying architecture of the Internet have facilitated the shift in *popular* usage from obtaining information, to both producing and consuming. This change, coined *Web 2.0* by O'Reilly (2005), allows non-expert users to *easily* contribute self-created content, including images and video. As a working definition, Herring distinguishes Web 2.0 as:

Web-based platforms that emerged as popular in the first decade of the 21st Century, and that incorporate user-generated content and social interaction, often alongside or in response to structures and/or (multimedia) content provided by the sites themselves.

(Herring, 2013, p. 4)

In practice, Web 2.0 invites "... new techno-social practices ... which often blur the boundaries between the public and the private, the personal and the impersonal, as well as presence and absence" (Gillen & Merchant, 2013). Blogs, and other Web 2.0 texts and spaces, have turned the content consumers of Web 1.0 into content producers, inciting what Jenkins *et al.* refer to as a 'participatory culture' (Jenkins, Clinton, Purushotma, Robinson, & Weigel, 2006; cf. Papacharissi, 2007; Wei, 2009). In addition, the terms Web 2.0 and the 'social web' capture the shift in Internet usage

towards interpersonal endeavours, instead of purely informational ones (Zappavigna, 2012).

The rapidly evolving, or deictic nature (Leu, Kinzer, Coiro, & Cammack, 2004) and capricious popularity of online texts and spaces appears problematic for scholars trying to predict and stay abreast of literacy trends. However, commonalities between Web 2.0 texts provide stability for defining the characteristics of these texts, even if their typography and social purposes differ. On the social web, content is no longer something to be consumed, but created and commented upon. Additionally, Web 2.0 spaces are unique in the meaning making, or *semantic*, opportunities afforded to their users. The broad nature of Web 2.0 is that it is multimodal (Herring, 2013), with spaces and texts incorporating audio, linguistic, spatial, gestural and visual elements (Cope & Kalantzis, 2000) and includes facilities for two-way social interactions (Zappavigna, 2012). Web 2.0 is also unique in its *simultaneity* and *multifunctionality*, which sees textual elements simultaneously visible on different webpages, and simultaneously used for different meaning making purposes. For example, one *YouTube* video or *Flickr* photo album may be embedded concurrently in many different blogs for discrete purposes.

The blog is one of several texts that have emerged as part of Web 2.0. Blogs have been promoted as "... 'push-button publishing for the people', ... [providing] the opportunity for amateur journalism and personalized publishing" (Papacharissi, 2007, p. 21), and leading to their rapid growth in popularity. Weblogs first emerged in 1996 (Herring, Scheidt, Bonus, & Wright, 2004), named as such by Barger in 1997 as a portmanteau of *web* and *log*, pronounced as *wee-blog* by Merholz in 1999 and subsequently shortened to *blog* with the author referred to as a *blogger* (Blood, 2000). Blogs are characterised as online journals that contain entries, or posts, presented in reverse chronological order. As such, a blog is usually created and maintained by an individual person. Like other Web 2.0 texts, blogs often incorporate multimodal content, such as text, image, video and sound. As members of the social web, blog authors make use of social facilities, such as commenting and linking to other blogs to create a community of blogs and bloggers, or a *blogosphere* (Eisenlauer & Hoffman, 2010; Grieve, Biber, Friginal, & Nekrasova, 2010; Herring, Kouper, Scheidt, & Wright, 2004; Huffaker, 2006; Knobel & Lankshear, 2006). Tagging is a feature of

many Web 2.0 texts, used most notably in *Twitter* (Zappavigna, 2012), and blog authors make use of tagging to organise posts and link related posts together.

Personal blogging has increased in popularity amongst adults in recent years (Lenhart, Purcell, Smith, & Zickuhr, 2010), although that which constitutes ‘personal’ has changed over time and subtly new practices have emerged. Miller and Shepherd (2004) note the unique rhetorical form of the personal blog that blends private and public details in order to define the self in a public way, reflecting the general trend since the 1990’s to divulge and devour once-private information. Indeed, recent research captures the persistent sharing of once-private information in public arenas by individuals such as tourist bloggers (Sun, Ryan, & Pan, 2014). Yet, other bloggers move back and forth between private and public spheres quite systematically, such as the *mummy bloggers* who share intimate details of their personal lives at the same time as promoting commercial content for fiscal gain (Horrall, 2014). Still, other bloggers are situated squarely in the public domain, such as small business owners who take advantage of the ease with which web publishing can occur via social media (He & Chen, 2014).

Strikingly, the blog has come to rival the traditional website as a content publication platform on the Internet. Blogging has been taken up by individual bloggers and businesses alike, with much of the global Internet content hosted on one popular platform; *WordPress*. *WordPress* is a software platform that is provided or ‘hosted’ by many service providers, including individuals operating domestic servers at home. As a blogging service, *WordPress* owes its popularity to its clever merging of blog and website functionality, resulting in a platform with which users can create professional-looking spaces that are easy to add content to (on a daily basis) (Mark, 2011) and which encourage audience participation by way of comments and other features. In 2012, it was estimated 60 million sites were running on *WordPress*, representing 17% of all Internet ‘real estate’ (Colao, 2012). By May 2015, *WordPress*’s real estate share had increased to 23.9% (Gelbmann & Delamer, 2015). As *WordPress* is sometimes hosted on domestic servers, it can be difficult to determine global user numbers. However, some startling statistics are known. In 2015, one frequently used *WordPress* service provider, *WordPress.com*, claimed its hosting service comprised 56.1 million new posts and 68.1 million new comments on

18.6 billion pages viewed by 409 million people each month (WordPress, 2015). Certainly, the blog has become firmly fixed as a content sharing Web 2.0 platform for both personal and enterprising purposes. It is because of the blog's rising dominance of the Internet as a content sharing platform, its display of features common to many Web 2.0 texts and spaces, and the capacity to study blogs authored by individual children, that the blog has been selected as the text under examination in this thesis.

Educational institutions grapple with incorporating new technologies, texts and spaces, such as blogs, into classroom literacy learning practice. At the same time, educational policy and curriculum urges the increasing use of ICT in schools in order to produce a technologically literate future workforce. The Australian National Curriculum for English (Australian Curriculum Assessment and Reporting Authority (ACARA), 2015) directs teachers to explicitly teach students how to construct a wide range of text types including new and emerging online texts. However, the move to include online texts in curriculum requires an understanding of how such texts work. Online text construction draws upon modes of meaning in different ways to conventional, paper-based texts (Kress, 2005), and the construction and dissemination of online texts potentially transcends the four walls of the classroom. Indeed, the profound changes to that which constitutes contemporary text construction necessitate "... a social, pedagogical, and semiotic explanation" (Bezemer & Kress, 2008, p. 116).

In this thesis, I explore the intersection of the technological and semiotic affordances of blogs. My broad aim is to:

Construct an account of the techno-semiotic distinctiveness of blogs,
in order to understand the ways in which young children make meaning
as blog authors.

While my focus is blogs authored by young children, what is at stake here is the theorization of some of the significantly different ways of making meaning that Web 2.0 technologies afford.

1.2.2 Young children as online participants

Young children come to school with complex understandings and experiences of literacy that are as diverse as the homes and communities in which children live (Hill, 1997; Hill, Comber, Louden, Rivalland, & Reid, 1998; Louden et al., 2005). The ‘funds of knowledge’ (Moll, Amanti, Neff, & Gonzalez, 1992) young children bring to school with them are not only culturally, but technologically diverse, and may be very different from their teachers’ experiences. Indeed, in describing the ‘techno-literacy’ practices of young children, Marsh (2004, p. 54) argues that the “... multimodal textual competencies and semiotic choices of these ‘toddler netizens’ should be more widely acknowledged within current curriculum frameworks for the early years”. She calls for greater consideration of the ‘emergent literacy’ practices that occur in the pre-school period to be viewed as legitimate aspects of literacy learning, and cautions against assuming that “... early literacy practices are antecedent to the next, more competent, stage ...” of formal education (Marsh, 2004, p. 51). Even though they may be limited by level of competency, the techno-literacy practices of young children before and during the early years of formal education should not be dismissed as mere play. Instead, an exploration of how various meaning making resources are integratively deployed by young children to create online texts must inform early literacy education.

1.2.2.1 Literacy learning in a technologically-mediated world

Young children inhabit social, cultural and literary environments rich in texts and artefacts, both physical, such as books, and less tangible, such as digital media. Children are born into a world of digital technology of an order distinctly different from the past. Print is not the dominant feature of texts, and texts are not only found in books or electronic equivalents. Further, texts are not only encountered through the mediation of family members or school, and literacy learning does not necessarily position the child as novice recipient of text and lessons carefully selected by the parent or school ‘master’ (Carrington, 2005; Marsh, 2013). Instead, literacy learning by the techno-savvy child can occur quite independently of adults through digital media, and at least some of these children are able to produce texts and publish online in a similar manner to an adult.

Young children no longer experience texts as singular artefacts. Individual texts are mirrored across a range of forms, and children are consumers of these textual products of popular culture from a young age (Marsh, 2013). For example, the *Harry Potter* series (Rowling, 1998) is a conventional text mirrored across multimodal realms such as film, the Internet and computer games. Movies are promoted everywhere from television advertisements and children's shows to websites, and accompanying merchandise is unashamedly unrestricted in its breadth. No longer is this paraphernalia limited to lunchbox lids. As an example, the popular television cartoon icon *Dora the Explorer* (Viacom International, n.d.) can be found on linen, clothing, stationery, camping equipment, children's furniture and even toilet seats for toddlers. Following on from the success of the movie *Frozen* (Disney, n.d.), characters could be found displayed in every aisle of the supermarket, gracing the packaging of everything from breakfast cereal and cupcake mix to tissues and toothpaste.

But it is not only storybook characters that are appropriated for other uses. The reverse is also occurring, where childhood artefacts are finding their way into texts. Young devotees of *Sesame Street* can experience *Sesame Street* online (Sesame Workshop, 2015), where they are invited to partake in a wide range of activities including playing games, watching videos and making art. A selection of *Sesame Street* mobile device apps is also available. Toys marketed at 4 – 8 year olds, such as *Hotwheels* cars and *Barbie* dolls, have their own websites (www.hotwheels.com; www.barbie.everythinggirl.com) that allow children to play games, view videos of ads for products, create personalised webspaces and use chat facilities. Online texts such as these websites are interactive and encourage young children to create and share content to a greater or lesser extent. Websites such as *Hotwheels* and *Barbie* allow a limited amount of content creation. However, many webspaces exist that allow children to create webpages that require much higher degrees of user input. The popular virtual world *Club Penguin* (www.clubpenguin.com) invites young children to create penguin avatars and virtual igloos (Disney Canada Inc., n.d.), and again, app versions of these websites are available to download and install on mobile devices. Listing over 5000 blogs written in English, the site *Students of the World* (www.studentsoftheworld.info) enables children to create their own blogs. The child authors make many of the design, layout and content decisions, using a WYSIWIG

(What You See Is What You Get) web editor, similar to a word processor interface and an html editor, through which html code can be written.

1.2.2.2 Access to online environments

There is certainly a wide digital world to which young children have access, and many children are taking part in the online environment. In 2012, nearly 80% of Australian 5 – 8 year olds accessed the Internet; double the number who accessed it only six years prior (Australian Bureau of Statistics (ABS), 2006, 2012). Pre-school age children are also engaging online, with one UK study finding that 38% of 3 – 4 year olds and 69% of 5 – 7 year olds access the Internet using devices such as laptop computers, mobile phone or tablets (Ofcom, 2014). The figure is even higher in countries such as South Korea, where 93% of 3 – 9 year olds access the internet (Jie, 2012).

During its infancy, the Internet was optimistically predicted to be the great egalitarian leveller that would transcend socio-economic divides, owing to its relative accessibility and inexpense (Watson, 2006). The socio-economic divide in online access and participation still exists, but the gap is closing. In 2012-13, 96% of Australian households with children under 15 years of age had access to the Internet at home; however, access was still stratified along socio-economic lines, with only 57% of households with the lowest level of income having Internet access (Australian Bureau of Statistics (ABS), 2013). In terms of participation, in the UK 87% of all 5 – 15 year old children go online, but this includes 95% of children in the highest social-economic group and only 78% of the children in the lowest social-economic group (Ofcom, 2014). Interestingly, Ofcom finds no significant difference along socio-economic lines on many measures of technological access and participation, including internet-enabled mobile phones (smart phones) and tablet ownership (Ofcom, 2014). Indeed, it seems the prevalence of Internet-enabled mobile and tablet devices, relatively inexpensive by comparison to computers, has helped to bridge the digital divide, at least in terms of Internet access.

1.2.2.3 *Participation rates of children as online content creators*

As young children grow up, differences in the kinds of online activities undertaken become apparent. One reason for this is that particular activities tend to be done first by most children. Then, as children mature, some of them engage in more participatory and creative activities (Livingstone, Haddon, Görzig, & Ólafsson, 2011), such as using instant messaging, publishing photos, videos or music to share with others, and publishing messages on a website or blog (Livingstone, Haddon, Mascheroni, & Ólafsson, 2014). The idea that some activities are done before others is termed by Livingstone et. al (2011) as a ‘ladder of opportunities’.

Complementing Livingstone et al’s (2014) study of older children, the Australian Bureau of Statistics (ABS) reports on younger children as Internet users in the Australian context. The ABS does not report on participatory activity *per se*, however, it does report Internet usage types, from which participatory activities may be derived. The most popular uses of the Internet for 5 - 14 year olds are playing games and fulfilling school or educational purposes (Australian Bureau of Statistics (ABS), 2012), but, many children also spend time engaging in web-based activities associated with content creation of one form or another. Children between the ages of 9 and 11 engage with social networking sites (20%), chatrooms, forums and instant messaging (9%), and blogs, websites and photo sharing services (4.5%)¹. Unsurprisingly, content sharing and creation participation rates amongst 12 – 14 year old children are even higher – 67% use social network sites, 25% use chat rooms, and 15% create and share content online through blogs and other services. At the other end of the scale, a small but growing body of 5 – 8 year old children visit or use social networking sites (4.4%), forums, chatrooms and instant messaging services (2.4%), and blogs, websites and photo sharing service (1.1%). Interestingly, and perhaps at odds with the notion of the ‘ladder of opportunity’, the fastest growing users of participatory services are the 5 – 8 year old group; as an example, there was a 21% rise in blog, website and photosharing participation rates among 5 – 8 year olds compared with the previous 3 years (Australian Bureau of Statistics (ABS), 2012). It is unclear if these young children and their parents are the first to ride the wave of content creation as the new

¹ The participation figures reported here exclude ABS figures on other activities that may also involve some level of content creation. For example, ‘Listening to music or watching videos or movies’ and ‘Playing online games’ may both involve, for example, rating or commenting by the participant.

norm in this age bracket, if these children will continue to be statistical outliers and the online equivalent of pre-school or out-of-school readers and writers, or if their adoption of a participatory stance is otherwise motivated. Regardless, young children in Australia and throughout the world are engaging in online spaces for the purposes of text construction in increasing numbers, and the nature of the texts they contribute certainly warrants investigation.

1.2.2.4 Large-scale research into the nature of online content creation by children

Some large-scale research examines in more detail the nature of online participation by children. One study by Livingstone, Marsh, Plowman, Ottovordemgentschenfelde & Fletcher-Watson (2014) reveals that, while consumptive online practices dominate for young children (birth – 8 years of age), some children do indeed engage in online multimodal text construction. At the other end of childhood, seminal work by Lenhart & Madden (2005) focused on teens as both content creators and consumers, and found that in America, 57% of adolescent Internet users, or 50% of *all* teenagers, created their own online content. This activity ranged from maintaining blogs and webpages to morphing pre-existing online materials and creating original artistic content. Some of these teens uploaded original work, such as artworks, photos, stories or videos (33%). In total, 19% of teens maintained their own blogs, while 38% read them. By 2007, blog popularity had doubled, but more than half of online teens now created content on social network sites such as *Facebook* and *MySpace* and *YouTube* (Lenhart et al., 2007). Follow up work indicates that teens continue to create and share their own content online but their outlet has shifted away from blogs towards spaces such as *Facebook* (Lenhart et al., 2010) and more recently *Instagram* and *Snapchat* (Lenhart et al., 2015). Interestingly, at the same time that blog usage among American teens has taken a downturn, personal blogging has increased in popularity amongst adults (Lenhart et al., 2010) and, as has been established, across the Internet in general.

In Europe, Svoen (2007) finds that Norwegian teen media creators also abound. Productions range from *PowerPoint* presentations created for school, to film parodies of television for a variety of audiences. These teen creators are *private producers* who limit their audience to themselves or family and friends, *public diary writers* who

maintain personal web pages or blogs, or *exhibitors and knowledge sharers* who use their online spaces to share with and elicit input from a broader audience (Svoen, 2007, pp. 10 - 11). Similarly detailed data on the online authoring habits of Australian children is scant, but what is known is that many are less confident when it comes to these more demanding tasks. According to the most recent PISA data available, just under half of 15 year olds are confident to create a multimedia presentation (with sound, pictures, video) although a further 35% are confident to do this with help. In total, only 37% are confident to construct a web page, with an additional 39% confident to do this with help (2005, p. 114).

Large-scale research on the authoring practices of children and teens sheds light on Internet access and rates of participation in online activities, including content creation and sharing. In addition, the studies outlined above reveal the kinds of content children and teens are creating and sharing and the spaces in which sharing occurs. However, young children are under-represented in large-scale studies, which collectively provide limited illumination of the online authoring habits of children younger than 8 years of age.

1.2.2.5 Small-scale research into the nature of online content creation by children

Small-scale research into young children's digital literacy habits is also scant, particularly in the online environment. A meta-analysis by Olafsson, Livingstone & Haddon (2014) of European research into children's use of online technologies finds that there is a significant research gap in understanding the nature of children's online activity in general and very little research that reports on children younger than 7 years of age. Further, available research is limited in consideration of text construction. Lankshear and Knobel's review of research into new technologies and early childhood literacy reveals a very small corpus of empirical research, much of which was dominated by decoding alphabetic text, with little attention paid to text construction or to promoting "... competence as 'insiders' of practices and discourse communities that extend beyond conventional classroom reading and writing" (Lankshear & Knobel, 2003, p. 77). Merchant (2008, p. 762) finds that "... studies based on a view of literacy as a social practice are few in number", and Burnett's review of research of technology and literacy in early childhood settings highlighted

the need for more research to understand how new technologies are contributing to literacy learning (Burnett, 2010; cf. Burnett & Merchant, 2013). Nevertheless, some small-scale research exists that provides insight into young children's technology-mediated literacy habits, although it typically focuses on offline pursuits.

One study by Marsh (2004) of very young children between the ages of two and a half and four, shows how these children engage with a wide range of techno-literacy artefacts, dominated by television, computer games and mobile phones. This research brings to light emergent digitally-mediated text construction practices amongst young children, including imaginary mobile phone conversations and active participation in television viewing, whereby the children "... produced hybridized texts which reflected a range of elements of their experience and seamlessly integrated media narratives into seminal acts of meaning-making" (Marsh, 2004, p. 56). Another study, by Merchant (2005), examines the spontaneous alphabetic mark-making created with a word processor by young children in a preschool. Merchant's later discussion of digital text construction and young children also centres on "... alphabetic meaning-making practices that are digitally mediated" (2008:752). Recent work by Merchant (2014) explores the use of iPads by very young children (birth – 3 years of age). However, its focus on digital literacy practices only considers young children as consumers of electronic books, and does not account for the ways in which young children might interact with the iPad as a text-constructive medium.

Acknowledging the diversity of early literacy experience is key to effective teaching and learning. Building on what is known and familiar, and making "... links between community knowledge and practice and class knowledge and practice", provides a solid foundation to formal literacy learning (Louden et al., 2005:226). Literacy education must recognise diverse prior literacy learning to both capitalise on this knowledge and empower students, as well as determine gaps in literacy and bridge the social divide to enable all students to succeed in mainstream society (Luke, 1993). A range of research endeavours has shed light on the online habits of children of all ages, but there are significant areas requiring further investigation. In particular, there is a need to learn more about younger children's online authoring practices, particularly by school-aged children up to the age of 8. There is also a significant lack of research focusing on online text production as opposed to consumption. The

present study contributes understandings about the text constructive practices of young school-aged children.

1.2.3 The distinctiveness of Web 2.0 texts and spaces

While there is little research focusing on children's online participative, authoring contributions, engagement in Web 2.0 spaces by adults is a fast growing field of study. Within this field, some attention is paid to the distinctiveness of Web 2.0 texts and spaces, however a detailed understanding of the semiotic nature of texts such as blogs is lacking. In other words, scholars acknowledge that interactions and texts of Web 2.0 are somehow different to those that have come before, but they fall short of describing how these differences manifest through particular uses of *semiotic*, or meaning making, resources such as written language and image. For example, Merchant (2009, p. 109) argues that people engage differently with Web 2.0 spaces in terms of online presence, modification of personal space, user-generated content and social participation.

- *Presence*: Users are encouraged to develop an online active presence. This can be, for example, through the creation of a profile or avatar.
- *Modification*: Users can personalise online spaces to a greater or lesser extent. For example, users can modify a homepage or embed media on a blog, or use content from one service in another (known as 'mashing').
- *User-generated content*: Content in Web 2.0 spaces is generated by users, rather than provided by the service itself. Users can choose to generate content or consume content.
- *Social participation*: Users are invited to participate in Web 2.0 spaces in social ways. Users can comment on and rate items, or list 'favourites'.

Merchant (2009, p. 109) crystalizes the consumer-creator duality of Web 2.0 engagement, whereby "[j]ust as user-generated content makes us both producers and consumers, so with social participation we are simultaneously both performers and audience"; but, as Merchant himself notes, his characterisation "... fall[s] short of providing an account of the kinds of activities and practices involved, the new literacies that are mobilised, or the kinds of learning that occurs" in Web 2.0 spaces.

Focusing now on blogs, some scholars understand the uniqueness of blogs in terms of genre (Blood, 2000; Eisenlauer & Hoffman, 2010; Herring, Scheidt, Wright, & Bonus, 2005; Knobel & Lankshear, 2006; Miller & Shepherd, 2004). A handful of scholars, such as Papacharissi (2007), Liu (2014a) and Domingo, Jewitt and Kress (in press) consider the role of images in blogs; but on the other hand, scholars such as Herring et al. (2004; Herring et al., 2005) actively exclude blogs that are image-centric and do not contain significant amounts of alphabetic text.

The investigative body reviewed here primarily engages with text located in the post as unit of study and uses content analysis to determine blog purpose, largely following the traditions of rhetorical structure and narrative structure theories. While many such scholars acknowledge the emergent features of blogs, such as comments, tagging and the inclusion of multimedia, theorizing about the contribution these make to meaning is lacking. Significantly, in terms of the distinctive features of Web 2.0, namely, user-generation of content and social interaction, such research focuses on the former, and doesn't account for the ways in which the latter is realised. A complementary theoretical approach might reveal detailed understandings about the semantic contributions comments and tagging make to blogs in terms of social interactions. Such an approach might, for example, account for the novel collaborative relationships between author and audience realised through comments and tagging, and the unique rhetorical affordances of these technological features.

1.2.4 Systemic functional linguistics and the techno-semiotic affordances of blogs

Systemic functional linguistics (SFL) is a theory of language based on the work of social semiotic linguist, Michael Halliday. A cornerstone of SFL is Halliday's functional grammar. In developing functional grammar, Halliday's aim was

... to construct a grammar for the purposes of text analysis: one that would make it possible to say sensible and useful things about any text, spoken or written, in modern English.

(Halliday, 1994, p. xv)

I pursue a systemic functional linguistic (SFL) approach to exploring blogs and accounting for their techno-semiotic distinctiveness. In this I take my lead from scholars who, like me, explore the meaning making potential of web-based authoring.

In particular I note the work of scholars such as Djonov (2005b, 2008) and Zhao (2011) who demonstrate the currency and utility of socio-semiotic systemic functional approaches for illuminating meaning making in online texts.

Linguists of the systemic functional tradition view language as a social semiotic (Halliday, 1978). They are interested in understanding “... the quality of texts; why a text means what it does, and why it is valued as it is” (Halliday, 1994, p. xxix), and, more specifically, how people use language in everyday life for social purposes. The systemic linguistic perspective on language rests on four theoretical foundations, as summarised by Eggins (2004, p. 3).

- Language use is functional.
- Its function is to make meanings (i.e., it is semantic).
- These meanings are influenced by the social and cultural context in which they are exchanged.
- The process of using language is a *semiotic* process, a process of making meanings by choosing.

In addition, Eggins (2004) explains that systemic functional linguists ask questions about the functions of language, such as:

How do people use language? and
How is language structured for use?

as well as questions about the semantics of language, such as:

How many different sorts of meanings do we use language to make? and
How is language organized to make meanings?

While SFL is concerned with the ways in which people use language to make meaning, language is understood as one of many semiotic systems (Halliday, 1994). Indeed, SFL principles and analytical approaches have been applied to other semiotic modes, such as image (Kress & van Leeuwen, 2006 [1996]; Painter, Martin, & Unsworth, 2013), art (O'Toole, 1994), sound (Martinec, 2000a; Noad & Unsworth, 2007; van Leeuwen, 1999), gesture and movement (Martinec, 1999, 2000a, 2000b) and space (Ravelli, 2008; Stenglin, 2008b). Although it may be argued communication is “always and inevitably multimodal” (Kress, 2005, p. 5), here, a multimodal text is understood as one that employs more than one mode of meaning, such as a picture book that employs both image and verbiage. SFL approaches have been applied to interactions between modes of meaning in multimodal texts, most

notably between image and verbiage in paper-based texts (Unsworth, 2008), but also in online multimodal environments (Djonov, 2005b, 2008; Zhao, 2011). The scholarly application of SFL to linguistic and non-linguistic modes falls under the broad banner of social semiotics, and extends to study of the interactions between modes in the area of systemic functional multimodal discourse analysis (SF-MDA).

One important tenet of social semiotics is the notion of *affordances* of modes of representation. Affordances are the potentials and limitations of a mode of representation, which are bound to the materiality of the mode (Bezemer & Kress, 2008; Kress, 2004; Kress & Mavers, 2005). For example, speech and writing are materially different, resulting in different affordances. While speech can be written down as text, it is very difficult to write down the intonation of speech, which in itself contains much meaning. Transferring the spoken word to graphic representation results in a reduction of speech meaning. The co-presence of multiple modes of meaning in a text, such as the pairing of image and verbiage in a paper-based text further complicates the notion of affordances (Bezemer & Kress, 2008). If meaning is gained or lost when moving from one mode to another, what happens to meaning when more than one mode is co-deployed? The description of the meaning-making potentials within and between different semiotic modes is one of the great tasks at hand for the social semiotician.

There are many semiotic resources at play in blogs and other Web 2.0 texts, such as image, text, video and sound, and each of these warrants investigative attention, both as individual and combined semiotic resources. However, my interest is in complementing the existing body of knowledge about blog authoring, such as work on the genre of blogs, by understanding the ways in which the take up of the technical facilities of blogs, for example, comments and tags, contribute meaning. As these facilities are oriented towards the use of language, for the most part, my focus is the deployment of linguistic resources in blogs to construe meaning in novel ways.

SFL explains how meanings are made in terms of both semantics and function. This makes SFL an ideal toolkit for the exploration of the techno-semiotic distinctiveness of blogs (how language is organized to make meanings in this new context with unique affordances), while at the same time answering questions about how young

children as bloggers use language to achieve certain functions. To sharpen the investigative focus of this thesis, though, I take the broad distinctive features of Web 2.0, user-created content and social interaction, and use them as my point of difference. In particular, I complement the existing body of research on user-created content and genre, by using the tools of SFL to understand the ways in which linguistic resources are deployed to realise social interactions across the blog.

1.2.4.1 Language as a social semiotic

Distinct from linguistic traditions that focus on cognitive processes, systemic functional linguists view language as a *social* semiotic (Halliday, 1985b). Language is not used by people to “...exchange sounds with each other, nor even to exchange words or sentences...”; rather, “[p]eople interact in order to make meanings” (Eggin, 2004, p. 11). As such, texts are always instances of social exchange. Further, SFL scholars such as Martin and White (2005) see all verbal communication, spoken *and* written, as dialogic. Following Bhaktin (1981 [1975]) and Voloshinov (1973 [1929]), Martin and White note that “... to speak or write is always to reveal the influence of, refer to, or to take up in some way, what has been said/written before [by others], and simultaneously to anticipate the responses of actual, potential or imagined readers/listeners” (Martin & White, 2005, p. 92). As such, SFL locates texts, as both process and product, within the social contexts in which they unfold. Influenced by the work of Malinowski (1923, 1935), SFL recognises the relationship between an instance of text, its *context of situation*, or its situational environment, and the broader *context of culture* in which the text is located (Halliday, 1985b).

This intrinsic relationship between a text and its context is encapsulated in the text’s organised deployment of semiotic resources. In particular, SFL’s model of language describes three features, or contextual variables, for any given exchange of meaning, or *discourse*: *field* (what is happening), *tenor* (who is taking part) and *mode* (what part the language is playing).

- The *field of discourse* refers to what is happening, to the nature of the social action that is taking place: what is it that the participants are engaged in, in which the language figures as some essential component?
- The *tenor of discourse* refers to who is taking part, to the nature of the participants, their statuses and roles: what kinds of role relationship obtain among the participants, including permanent and temporary relationships of one kind or another, both the types of speech role that they are taking on in the dialogue and the whole cluster of socially significant relationships in which they are involved?
- The *mode of discourse* refers to what part the language is playing, what it is that the participants are expecting the language to do for them in that situation: the symbolic organisation of the text, the status that it has, and its function in the context, including the channel (is it spoken or written or some combination of the two?) and also the rhetorical mode, what is being achieved by the text in terms of such categories as persuasive, expository, didactic, and the like.

(Halliday, 1985b, p. 12)

A given situation, with its particular configuration of meanings, will be reflected by its configuration of field, tenor and mode. Such a situational configuration of meanings is referred to as a *register*, or “a configuration of meanings that are typically associated with a particular situational configuration of field, mode, and tenor” (Halliday, 1985b, pp. 38-39). Halliday finds that, as a configuration of meanings, a register also includes lexico-grammatical and phonological features that typically realise these meanings, sometimes including indexical features that highlight to the interpreter that a particular text belongs to a particular register.

Three separate, but integrated ways of meaning are expressed within a discourse, which are realised in its linguistic features and relate directly to the field, tenor and mode of the text. The ways of meaning, or *metafunctions* of systemic theory, are the *ideational* (consisting of *experiential* and *logical*), *interpersonal* and *textual* metafunctions. The *ideational* metafunction construes experiences, the *interpersonal* metafunction enacts relationships and the *textual* metafunction acts to organise discourse (Martin & Rose, 2008). The relationship between context and text is one of redundancy, whereby each predicts the other (Halliday, 1985b). The relationship between field, tenor, mode and the metafunctions is expressed in Figure 1.1.

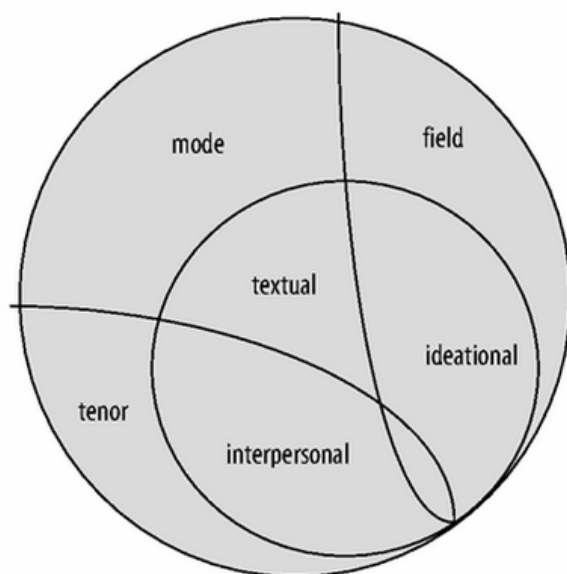


Figure 1-1: The relationship of field, tenor and mode to the linguistic metafunctions

1.2.5 Author-reader relationships in blogs

Turning my attention back to blogs, from an SFL perspective, the blog is one of many different Web 2.0 spaces, or contexts, in which social interactions occur. At the same time, each and every individual blog is a text, or perhaps collection of texts, each of which documents and realises instances of social interaction. The people interacting with one another in a blog are the blog author and the blog readers. Interactions between author and readers are simultaneously realised in terms of ideational, interpersonal and textual metafunctions, and construed through all parts of a blog. However, of interest here are the ways in which interactions are realised through the novel techno-semiotic affordances of the blog, such as comments and tags.

The changing relationship between author and readers arising from changes in texts, is of particular interest to Kress (2005). Kress (2005) argues that a revolution is occurring in representation and communication whereby the dominance of the coupling, or 'constellation', of the mode of writing and medium of book is challenged by the mode of image and medium of screen. Kress (2004) finds that different modes of meaning and media for communication are governed by different logics of organization. He argues that alphabetic and paper-based texts are governed by the logic of time, as evidenced by their linearity, and image and screen-based texts are bound by the logic of space, seen in their non-linear natures. It follows, then, that the

role taken up by the reader depends on the logic of the text being read. For example, a novel asks the reader to “... engage in the semiotic work of imagination, following the given order of words on the line but filling the relatively ‘empty’ words with the reader’s meaning”, whereas a pamphlet containing images and text boxes in various positions asks the reader “... to *design the order of the text* for themselves” (Kress, 2004, p. 114). By offering different reading pathways through the pamphlet, multiple meanings can be made by the reader; a task, by comparison, that is implausible when reading a novel.

Acknowledging Barthes’ (1977) work on the relative power structures between author and reader, Kress (2005) asserts that non-linear, image-rich and screen-based texts promote the *authority* of the reader. The traditional paper-based book compels the reader to follow the order created by the author. The author is in the position of authority and readers adapt their reading to suit the demands made upon them by the author, should they choose to read the author’s text. In contrast, authors of screen-based webpages provide readers with a high degree of choice over reading pathway through the use of hyperlinks. Kress argues that the choice provided by webpages and websites speaks to a decline in the ‘authority’ of authorship. The authority over the construction of the reading path – the way in which the text might unfold, and where it might end – is placed squarely with the text’s consumer, *not* creator. The revolution in the constellation of alphabetic text and book is not just a revolution in the kinds of modes that may be employed in texts and the ways in which these texts might be disseminated, but also in the power relations constructed by new texts and new textual environments.

In terms of changes to authority, the blog has much in common with its online predecessor, the website. Websites and blogs are both screen-based, hyperlinked, multimodal texts that provide readers with a high degree of choice over reading pathways. However, the deployment of a new type of hyperlink in blogs, the *tag*, enables novel meanings to be made between tagged parts of a blog compared with the meaning potential of the hyperlinked website. It follows then, that tags afford new kinds of reading design potential to readers. The difference between tags and hyperlinks is detailed in Sections 2.2.2.2 and 2.2.2.3.

The deployment of another distinctive feature of blogs, *commenting*, mounts a larger challenge to author as authority than tags or hyperlinks, and court a different kind of interactive relationship between the author, the reader and the text. This kind of interaction is seen in the excerpt of the post *E.J. at bat*, between E.J., the blog post author, and his readers (Figure 1.2).

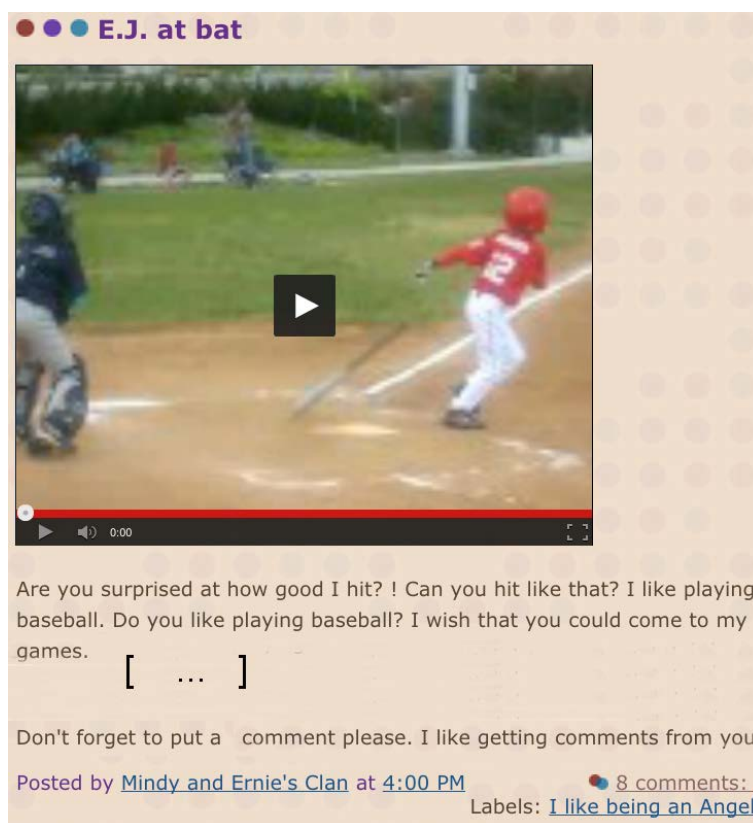


Figure 1-2: Excerpt of the post *E.J. at bat*.
Source: <http://baseballej.blogspot.com.au/2008/05/ej-at-bat.html>

In the post, the blog author, E.J., shares a video of himself playing baseball and asks three questions². Several of E.J.'s readers respond to his questions in the comments.

For example:

- Maria: E.J, I think you're awesome!
- Erin: Wow! You got to second base on one hit! You are amazing!
- Patrick: E.J you are freaking awesome! ... Keep it up!
- Loni-Loo: you were aswome out there
- Lynell: Nice hit E.J. You Rock!

² Some of the alphabetic text of the post is removed for brevity.

E.J. is the sole author of the post, and has authority over its content. At the same time, E.J. invites his readers to contribute as authors via the comments, and some of the readers take up the offer. These reader's contributions are then read along with the original post by future readers. By both inviting reader contribution, and the aforementioned act of enabling readers to design their own reading pathways through the use of tags, authors such as E.J. hand authority to their readers, and, I suggest, engage their readers as contributing authors, or *co-authors* of blogs.

SFL views all texts as dialogic and involving both the author and readers/listeners/viewers real or imagined, and as such, texts instantiate interpersonal relations between author and reader. In the case of blogs by young children, the relations between author and reader may also be familial. Indeed, a cursory glance through the data set reveals several instances of siblings, parents and extended family members engaging as reader-commenters on blogs, including E.J.'s blog shared above. The blog authoring of some young children, then, is situated in a family context and instantiating interpersonal relations between family members.

The blog, as situated in a family context, might be considered a space in which notions of 'family' are co-constructed by blog authors and reader-commenters. Drawing on the work by Bruner (1990, 2004) on how individuals use narratives to construct their reality, Davies (2015) describes the concept of family narratives, in which a family's collective and co-constructed world view may be understood through analysis of individual family members' narratives. The construction of family narratives is seen, for example, in the discursive, often technologically-mediated interactions between family members in the home setting (Nichols, Nixon & Rowsell, 2009), and the curation of family photo albums and narratives that accompany the images (Davies, 2007). Further, family narratives may be construed, or 'displayed' in public arenas (Doucet, 2011). In the online world, the public accrual and display of meanings as family narrative and identity is seen in photo sharing spaces, such as Flickr (Davies, 2007), and also in blogs (Davies, 2009; Lindgren & Sparrman, 2014).

A parallel consideration is the position of children with respect to authority. James and Prout (2003) argue that older, yet still pervasive, sociological and psychological models of children and childhood position children as immature versions of adults, who come into maturity through socialisation by adults. In contrast, James and Prout articulate an emergent sociological paradigm of childhood, in which “Children are and must be seen as active in the construction and determination of their own social lives, the lives of those around them and of the societies in which they live” (2003a, p. 8). This perspective on children complements the systemic functional linguistic perspective that views all instances of text as instances of meaning, irrespective of the age of the author. Aligning both perspectives, then, the child blog authors of the present study are seen as making active decisions about sharing authority with their readership. Further, this study positions the blogs under consideration as texts of interest in their own right, and not simply in contrast with adult blogs or blog authors, as “... childhood and children’s social relationships and cultures are worthy of study in their own right, and not just in respect to their social construction by adults” (James & Prout, 2003b, p. 4).

1.2.6 Research questions

Applying the notion of authority and authorship to blogs reveals that techno-semiotic facilities, such as commenting, can be taken up by blog authors and readers as partners in blog *co-construction*. Blog readers can make authoritative decisions about the reading pathways they take, but, critically, they can also *author the content*. At the same time, blog authors invite co-construction and provide their readers with reading pathway options. From a socio-semiotic perspective, then, my interest is in how co-construction of blogs is achieved through the deployment of linguistic resources of both the blog author and readers as co-authors.

The overarching aim of this thesis is to construct an account of the techno-semiotic distinctiveness of blogs, in order to understand the ways in which young children make meaning as blog authors. I aim to complement existing understandings about blogs by focusing on the semantic contributions the distinctive affordances of the blog make in terms of social interactions between blog author and readers. Specifically, my research focuses on the linguistic co-construction of the blog.

To achieve this overall aim, the thesis addresses the following questions.

1. What is the distinctive techno-semiotic nature of blogs in terms of co-construction?
2. How do young, school-aged children deploy linguistic resources in the co-construction of blogs?

1.3 Organisation of the thesis

The organisation of this study is as follows.

Chapter 1 described the research motivations and introduced the study and key contributing ideas, including young children as online participants, the distinctiveness of Web 2.0 texts and spaces, and author-reader relationships in blogs. It also introduced the theoretical foundation of the study, Systemic Functional Linguistics.

Chapter 2 reviews relevant literature and situates the study in its theoretical context of systemic functional linguistics. It positions the thesis as a study of the techno-semiotic affordances of blogs in terms of co-construction, complementing previous research regarding the social, rhetorical, techno-semiotic and interpersonal aspects of blogging. The chapter also discusses existing SFL theory as it pertains to the explication of co-constructed meaning making in blogs by young children.

Chapter 3 details the methodology for the study. It sets out ethical considerations and the protocols adopted, data collection methods and the analytical approach and frameworks for small-scale corpus and individual text analyses.

Chapter 4 presents the findings of the small-scale corpus analyses of blogs, detailing the semiotic context of blog co-authorship, and the use of tags, navigational gadgets, post rating and commenting for co-authorship. It also makes the principled selection of a small number of blogs for more detailed analysis in Chapters 5 and 6.

Chapter 5 closely analyses select blogs to determine the use of interpersonal resources in soliciting blog co-authorship. Specifically, it articulates how the child author of a blog and his reader co-authors deploy the linguistic resources of NEGOTIATION and APPRAISAL for blog co-construction. Chapter 5 also describes the use of interpersonal resources for the co-construction of extended prose.

Chapter 6 analyses select blogs in terms of the construal of ideational meanings, using existing notions of logico-semantic relations (LSRs) as a heuristic to theorise the realisation of LSRs through the use of tags. The Chapter describes elaboration, extension and enhancement LSRs and their unique realisation through tags, and argues that the novel realisation of LSRs impacts considerably on the co-construction of meaning and genre in blogs.

Chapter 7 summarises the major findings of the study and outlines the study's pedagogical, theoretical and methodological impacts.

Chapter 2 Understanding blog co-construction in a systemic functional landscape

2.0 Introduction

This chapter develops an understanding of blogs as co-constructed texts, reviewing literature related to the linguistic co-construction of blogs. More specifically, Section 2.1 reviews research about the social, rhetorical and techno-semiotic distinctiveness of blogs and blog interactions, especially as it pertains to co-construction of blogs as texts. As this study takes a systemic functional perspective, relevant research in the SFL domain is reviewed in Section 2.2.

2.1 Understanding blogs

The emergence of Web 2.0 has proven a rich and abundant pasture for scholarly activity. Blogs and other Web 2.0 texts and spaces are sites of interest for scholars with theoretical perspectives as diverse as feminism and gender studies (Antunovic & Hardin, 2012; Lövheim, 2011), post-modernism (Stampoulidou & Pantelidis, 2012) and critical discourse studies (L. W. Clarke & Kinne, 2012; Shirazi, 2013), to name a few. Studies consider both the application and function of blogs across all fields of human endeavour, including education (L. W. Clarke & Kinne, 2012; Knobel & Lankshear, 2006; Sayago, Sloan, & Blat, 2011), health (J. N. Clarke & Lang, 2012; Lukač, 2011), business (He & Chen, 2014; Horrall, 2014; Sun et al., 2014), marketing (Stampoulidou & Pantelidis, 2012) and politics (Bahnisch, 2006; Davis, 2011; Eveland Jr & Dylko, 2006; Kopytowska, 2013).

Some research very closely considers the linguistic form of blogs, and it is this body of work that informs the present study. Scholars interested in blogs as instances of language and text have regarded blogs at varying levels, and to differing degrees of delicacy. Early interest in the linguistic nature of blogs was directed at understanding the social and rhetorical distinctiveness of blogs in terms of type (Grieve et al., 2010; Knobel & Lankshear, 2006; Krishnamurthy, 2002; Papacharissi, 2007; Wei, 2009) and genre (Blood, 2000, 2002; Herring, Scheidt, et al., 2004; Herring et al., 2005; Miller & Shepherd, 2004). More recently, and perhaps of greater interest to this study,

scholarly attention has turned to the techno-semiotic affordances of blogs, such as comments and tagging (Eisenlauer & Hoffman, 2010; Myers, 2009; Papacharissi, 2007), and the blog's multimodal makeup (Liu, 2014b; Papacharissi, 2007). Additionally, attention has been paid to the role of language in realising interpersonal relations in blogs, especially in terms of author stance (Myers, 2010; Rahimpour, 2014), persuasion (Humphrey, 2008) and engagement (Myers, 2009). This body of work as it pertains to the present study of the co-construction of blogs, is now reviewed in greater depth. First, Section 2.1.1 reviews literature that characterises blogs in terms of type and genre. Next, Section 2.1.2 describes the technical facilities of blogs before reviewing literature that focuses on these features. Finally, as a foundation for understanding the interpersonal resources involved in blog co-construction, scholarly works that investigate interpersonal interactions in blogs are considered in Section 2.1.3.

2.1.1 The social and rhetorical distinctiveness of blogs

Much of the earliest analysis of the distinctive character of blogs aimed to determine blog types and genre, and serves as a relevant starting point to contextualise the work of this thesis that characterises the blogs of young, school-aged children. The first blog type identified was the 'filter blog'. In describing the original, webpage-based blogs, Blood (2000) noted that blog authors filtered web content as they searched for, compiled and displayed links to websites of interest for their readers. The appearance of do-it-yourself blogging spaces, such as *Pitas* and *Blogger*, ushered in the 'journal-type' blog, with its characteristic frequent posting and increasing interaction amongst bloggers and between bloggers and audiences (Blood, 2000). A third blog type, the knowledge blog, or *k-log* (Blood, 2002), resembled "... hand-written project journals in which a researcher or project group makes observations, [and] records relevant references ... about a particular knowledge domain" (Herring et al., 2005, p. 159).

More delicate classification distinguished blog types from one another as more blog types emerged. Krishnamurthy (2002) used a topological depiction to classify blogs across two dimensions: individual versus community and personal versus topical. He identified blog types in the four resulting quadrants: online diaries (Personal/Individual), support group (Community/Personal), enhanced column (Individual/Topical) and collaborative content creation (Community/Topical). Knobel

and Lankshear (2006) took a complementary typological approach to blogs, noting four main blog types, each with several sub-types; *journaling blogs* (including personal, corporate, audible and photo blogs), *links with commentary blogs* (community blogs, news filters, personal and targeted), *link/commentary and journal hybrid blogs* (personal, community, media and group blogs) and *meta-blogs* (link-based aggregators, indices and portals).

The classification of blog types, however, has not been without debate. One contentious issue is the common perception that blogs engender a form of alterative journalism. Both Papacharissi (2007) and Wei (2009) question the notion of blog as independent journalism. Papacharissi finds that the average blog resembles a personal diary more than the "... independent journalism ideal" (2007, p. 35), concurring with Herring *et al.*, who note that "... blog authors, journalists and scholars alike exaggerate the extent to which blogs are interlined, interactive and oriented towards external events" (Herring, Scheidt, et al., 2004, p. 1). Further, Myers claims that "... while [blogs] are proudly independent of mainstream media, they are not independent of prevailing ideologies and institutionally organised campaigns" (2010, p. 264).

Scholars in the field of genre studies, particularly those of the Rhetorical Genre Studies tradition, also provide accounts of blogs and other web-based texts. Unsurprisingly, these researchers find that many online texts reflect antecedent paper-media genres (Herring et al., 2005), while other texts appear to be emerging genres, or hybrids (Miller & Shepherd, 2004). Some web-based texts are even thought of as unique. For example, Dillon and Gushrowski (2000) identified the typical structure of the personal homepage and declared it the first uniquely digital genre; a statement with which Herring *et al.* (2005) concurred. Indeed, early blog genre researchers noted the unique structural features of the entire blog (e.g., Blood, 2000, 2002), blog home page and posts (Herring et al., 2005) in their typification of the blog as genre. Miller and Shepherd (2004) in their initial work determined that the blog is generically unique with respect to its formal features and the typified social action it performs, although they suggested even at this relatively early stage that the blog was possibly evolving into several genres and "... meeting different exigencies for different rhetors" (Miller & Shepherd, 2004, p. 9).

Noting the widespread opinion of blogs as fundamentally different from the kinds of texts that preceded them (much like other suddenly-popular technologically-mediated texts), Herring, Scheidt, Bonus and Wright (2004; Herring et al., 2005) identified and quantified the distinctive characteristics of the blog, situated with respect to paper-based and other online genres. Starting from Miller's perspective of genre as "typified rhetorical action based in recurrent situations" (1984, p. 159) they concluded that "... blogs are neither unique nor reproduced entirely from offline genres, but rather constitute a hybrid genre that draws from multiple sources, including other Internet genres" (Herring, Scheidt, et al., 2004, p. 2). However, Herring (2013) later noted that, given the blog's resemblance to offline genres, it is more aptly described as an *adapted* genre, following Crowston and Williams' (2000) definition of web-based genres as either *emergent* genres that are truly distinctive (such as the home page), or *reproduced* versions of familiar off-line genres including those that have *adapted* to advantage of the technological affordances of the web.

Miller and Shepherd (2004) considered blog genre development in terms of its semantic content, formal features and pragmatic action. They argued that the blog provides the "... unusual opportunity to study the evolution ... [and] development of a new genre" (2004, p. 8). In order to study the new genre of blog, Miller and Shepherd determined its ancestors, finding that blogs have multiple generic ancestors, depending on blog type and function: the log, anthology, clipping service, *Wunderkammer* and museum (for its catalogue function); the pamphlet, editorial and opining column (for its commentary function); the journal and diary (for its diary function). Miller and Shepherd resolved that the blog is unique in its form, blending private and public details for the purpose of defining ones' private self in a public manner, reflecting the general trend since the 1990's to divulge and devour once-private information.

Complementing rhetorical analysis (Miller & Shepherd, 2004) and content analysis (Herring, Scheidt, et al., 2004; Herring, Scheidt, Kouper, & Wright, 2006) Grieve, Biber, Friginal and Nekrasova (2010) examine blogs to identify linguistically, as opposed to functionally, distinct text types. They identify two primary blog types: personal blogs and thematic blogs. Both types are conversational and personal in linguistic style, but personal blogs contain content pertaining to authors' lives,

whereas thematic blogs provide impersonal or informational content. A third type, the expert blog, was defined: like the thematic blog, the expert blog provided information, but not in a conversational style. In this, it resembled traditional expository writing.

Focussing on narrative, Eisenlauer and Hoffman (2010) determine a scheme of *weblog narrativity*, in which they position what they deem the four widely used blog genres: *Internet diary*, *friendship blog*, *career blog* and *corporate blog*. Eisenlauer and Hoffman also describe the very rare *distributed* narrative, in which fragments of the narrative exist in many different places online (including in blogs), and possibly even off-line. Important to this thesis, Eisenlauer and Hoffman argue that online narratives are fluid in their structure and open to alteration by the blogger and the reader. Having said this, they find that blog narratives still possess relatively fixed structures, even though the reader can navigate through the blog in a non-linear fashion using tags. Importantly, Eisenlauer and Hoffman note that the traditional forms are enhanced by the addition of technological features, such as counters, links and email addresses. The role of techno-semiotic resources, such as tags, is taken up in more detail in Section 2.1.2.

Situating and understanding blogs in terms of genre and type is an informative foundation to this study. However, whilst acknowledging unique blog features, such as reader interactivity, multimedia usage and new ways of navigating, studies such as those discussed above typically limit analysis to text located in the blog post and articulate distinctiveness in terms of user purpose. Noting the methodological underpinnings of the studies reported above, the present study is complementary in its systemic functional linguistic approach. Further, identifying the analytical limitations of the aforementioned studies reveals the ways in which the present study is unique in its approach. The present study complements and advances understandings of blogs as in two ways. First, I explore the techno-semiotic navigational and interactional potentials of the blog as opportunities for blog co-construction between blog author and readers, explicating how this pertains to the instantiation of genre. Second, I determine the ways in which young blog authors deploy linguistic resources when using commenting and tagging to foster and engender co-construction.

2.1.2 Techno-semiotic resources in blogs

Alongside research that focuses on the content of blog posts, such as much of the work pertaining to genre described in Section 2.1.1, the distinctive technological and semiotic features of blogs have attracted a small measure of scholarly interest. The technological and semiotic resources of blogs are discussed in turn in Sections 2.1.2.1 and 2.1.2.2, and the influence of techno-semiotic resources on the interactive co-authored meaning making potential of blogs is considered in Section 2.1.2.3. First, though, a brief overview of the technological facilities of blogs, commenting and tagging, is provided here as a point of reference.

Leveraging the technology at the heart of Web 2.0 spaces and texts, blogs provide unique features with which the blog author may present content and interact with readers. First, blogs provide an easy means to publish multimodal content, including video, image, text and sound. This is achieved through posting, which is a relatively simple process akin to word processing. Second, blogs allow for a high degree of interaction between the author and the reader (or between readers) through interactive features, such as a reader commenting function (Myers, 2010; Wei, 2009) and the ability to rate posts. Finally, blog authors *tag* posts, which allows the author and reader alike to sort and search blog posts. In short, the tag serves as both a label for the post and a hyperlink to a collection of all similarly labelled posts.

Below, Figure 2.1 shows a typical blog homepage. It depicts common anatomical parts of a blog post: from top to bottom the post includes the post date, title, the post content or ‘body’, the post author and time stamp, a link to comments and tags. In this case, the tags ‘Alice’ and ‘art’ are called *labels*. In addition, Figure 2.1 shows blocks of links or information that are typically displayed at all times when perusing the blog. These blocks are referred to as ‘gadgets’ (also know as ‘widgets’), and in the example include a display of information about the author, a list of links to other blogs (‘My favourite links’) and a blog archive. The blog archive is a common gadget that acts as a navigational panel by providing access to all blog posts, indexed by date of publication.

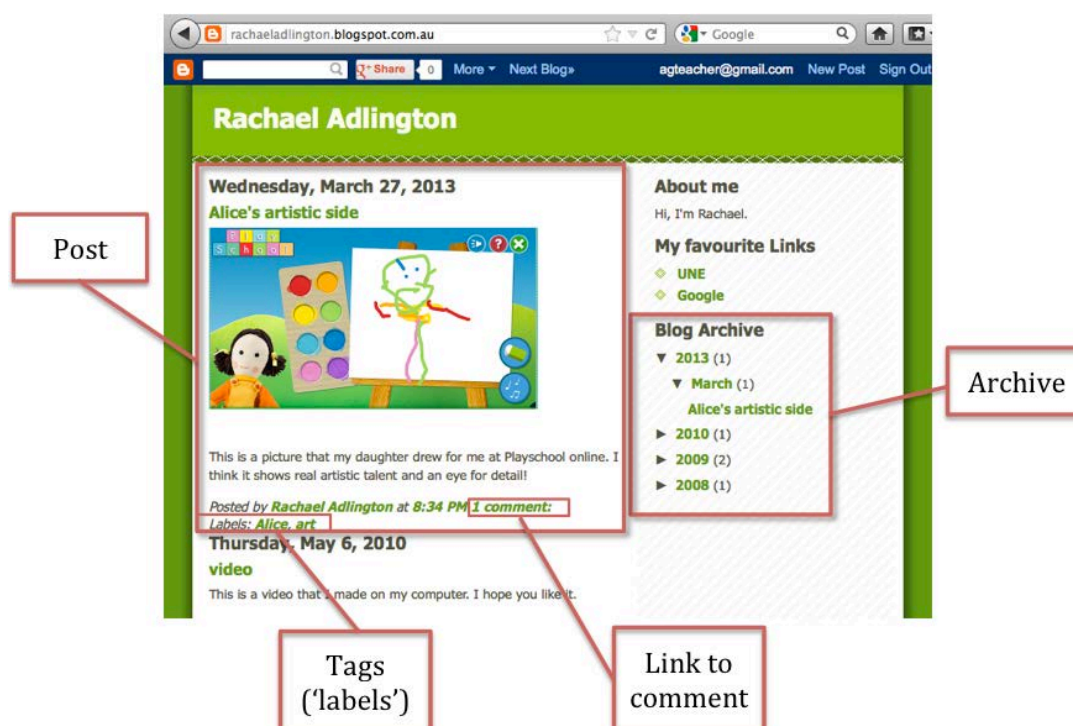


Figure 2-1: Blog homepage, showing post, tags, comment link and gadgets

2.1.2.1 Technological resources

Some scholarly activity that focuses on the distinctiveness of blogs in terms of type additionally considers the blog's technological distinctiveness. Papacharissi (2007) provides an enhanced description of blog type by surveying a range of features across the blog, including post content, the use and manipulation of blog template, feedback mechanisms, and user manipulation devices. Eisenlauer and Hoffman (2010) concentrate on the content of posts as they describe narrative types found in blogs. However, they move beyond the post to describe features of blogs that are exploited by blog authors to create non-linear, interactive and even co-authored experiences. Eisenlauer and Hoffman (2010) and Papacharissi (2007) make integrated examinations of blogs that consider the interactions between blog elements and features, not just the blog home page and all of its components, or the post. Interestingly, and in contrast to earlier work (see Miller & Shepherd, 2004, Section 2.1.1), Miller and Shepherd reconsider the blog's generic evolution in light of its technological features, and determine that “[t]he blog, it seems clear now, is a technology, a medium, a constellation of affordances – and **not a genre**” in itself (2009, p. 283, original italics, emphasis added).

2.1.2.2 *Semiotic resources*

While it is perhaps easy to identify the technologically distinctive features of blogs, it is less straightforward to determine their novel meaning making potential. Indeed, Herring (2013) warns of the ease with which technological and semantic novelty may be confused. She argues that the uptake and incorporation of technological affordances in online spaces and texts may be considered as novel and ‘emergent’, as opposed to ‘reconfigured’ versions of existing phenomena, only when they do not reproduce earlier discursive practices. For example, Herring demonstrates how resharing content or ‘retweeting’ in Twitter, often thought of as a novel exchange, is actually a reconfiguration of the antecedent practice of quoting in asynchronous messaging systems. On the other hand, Herring (2013, p. 15) argues that the “... democratic and anarchic ...” collaborative text production seen in Wikipedia is distinctive as an online discursive process, despite the obvious resemblance of the product to print-based encyclopaedias. Of interest to this study, the merging of semiotic systems to enact “‘conversational’ exchanges” (Herring, 2013, p. 16) is also noted as an emergent rather than reconfigured discursive practice.

Written language (or alphabetic text) persists as the dominant mode of meaning making in online environments such as blogs. However, the semantic roles alphabetic text plays are novel in the technologically mediated multimodal context of blogging, and its relative dominance is lessened. The technological ease with which multimodal content can be added to blogs is a core feature of the techno-semiotic nature of blogs, and contributes greatly to the reduced importance of alphabetic text in this context. While many scholars engaging with blogs acknowledge the multimodal complexity of blogs (including several researchers of blog genre noted in Section 2.1.1), a handful of researchers actively focus on the evolving role of written language as one of several semiotic resources deployed in blogs. Papacharissi, for instance, documents, among other things, the design of blogs in terms of innovation, interactivity and ‘vividness’, and observes the “... degree to which the home page presented a sensorially rich environment” (Papacharissi, 2007, p. 26) . She codes her corpus for the presence of graphics, amount of text and attempt at creating a Graphical User Interface between blog host and user.

Paying considerable attention to use of the semiotic resources of language and image beyond the blog post, Liu (2014a) analyses the organizational features of the blog as a genre. Of particular interest here, Liu notes the technological capacity of the blog to ‘reformulate’ (2014a, p. 124) units and segments; a notion that is taken up again in Sections 2.2.2.3 and 2.2.2.4. For example, a blog post might be viewed on the blog home page, and at the same time form part of the blog archive. Liu asserts that the technological features of the blog are part of what defines the blog generically, and sees the addition of such features as providing readers with navigational options and the capacity to interact with the blog author. Domingo, Jewitt and Kress (in press) maintain a focus on alphabetic text, however it is in the context of discussing the changing nature of writing as but one semiotic resource in blogs. They highlight the diminishing space afforded to alphabetic text in preference to image in blogs, and argue that the multimodal nature and technological facility of blogs engender changing power relations between authors and readers. Complementing this work, Myers (2009) details the role of hyperlinks in blog posts, describing the meaning making functions of both hyperlinked alphabetic text and hyperlinked multimedia such as embedded YouTube videos. The focus of the present study is the linguistic co-construction of blogs. However, as the research discussed in this Section indicates, in order to explicate the deployment of language resources for collaboration, the study must account for the novel roles that language plays, especially as situated in a multimodal context.

2.1.2.3 Techno-semiotic resources for co-authoring interactions

Many techno-semiotic resources used in blogs provide the means through which authoring interactions between reader, author and blog might occur, including the use of commenting, tagging and navigational widgets. As an overview, Eisenlauer and Hoffman (2010, p. 103) describe three levels of interactivity made possible in online environments.

First degree interactivity (Cognition): the traditional model of one-sided print communication. Here readers interfere with the text merely on a cognitive plane

Second degree interactivity (Selection): users can manipulate the online text by following preordained reading options (e.g. through clicking hyperlinks, using search engines, typing in website addresses manually).

Third degree interactivity (Participation): users may create personal text by contributing and/or uploading content online. They might additionally extend and comment other people's content by publishing new content in predefined places.

Eisenlauer and Hoffman's degrees of interaction describe relationships between readers and texts or authors and texts, and do not really consider relationships between readers and authors. However, viewed through the lens of Kress (2005, cf. Section 1.2.5), the levels of interactivity can be seen as handing increasing authority to the reader. First degree interactivity reinforces the author as authority over the content and reading pathway of texts. Online texts allow for second degree interactivity through the inclusion of hyperlinks and so on, which facilitate the authorship of reading pathways by the reader. Online texts that include the means for third degree interactivity pass even more authority to the reader, allowing the reader co-authorship and co-authority of other people's content, as well as complete authorship and authority of his or her own content. Blogs provide opportunities for second and third degree interactivity. They provide the means for readers to design their own reading experience (second degree interactivity). In this, they blur the boundary between the blog author and reader in a similar way to hyperlinked websites. Beyond this, blogs allow authors to create personal texts by uploading content and allow readers to comment on blogs as co-authors (third degree interactivity).

Eisenlauer and Hoffman's perspective on interaction between readers and texts illuminates some ways in which reader and author experiences have evolved alongside web-based texts. All three degrees of interactivity may be observed in contemporary online texts, however Web 2.0 provides the facility for third degree interaction that wasn't readily possible in Web 1.0 texts. Certainly, the blogs explored here are examples of third degree interactivity in action, although Eisenlauer and Hoffman's description of third degree interactivity is now a little outdated as it does not account for the affordances of database technology in contemporary usage, such as tagging.

Overlaying a functional semiotic perspective, Eisenlauer and Hoffman's consideration of reader-text interactivity might be best described as a focus on the compositional affordances of online texts, articulating ways in which readers and writers position or structure existing or newly created content. Conversely, the focus here is the construal of the relationship between author and reader, and therefore, the construal of the interpersonal metafunction. The present study necessarily considers the role of textual 'glue' in blogs; however, it is in the context of how the textual metafunction acts in concert with interpersonal and ideational metafunctions in construing relationships. Section 2.1.3 further explores interpersonal aspects of blogging, and Section 2.2 details relevant SFL theories about the interpersonal and ideational metafunction.

The scholarly consideration of the technological affordances of blogs provide a solid foundation for exploration in this thesis of the distinctive techno-semiotic nature of co-constructed blogs, and how techno-semiotic resources are deployed in blog co-construction. Two themes emerge from this Section that are further explored in the study, complementing and building upon existing blog research and ideas. First, the changing nature of writing is explored in terms of the novel, co-constructive relationship between authors and readers. Second, the role of a particular type of hyperlink - the tag - is analysed in terms of its facilitation of co-construction. A focus on the techno-semiotic deployment of linguistic resources is maintained in both cases. However, as language is but one of many semiotic resources found in blogs, this study at times considers the meaning-making role of language in concert with the deployment of image or other resources. An overview of the activity of social semioticians in the field of multimodality is given in Section 2.2.3.

2.1.3 Interpersonal aspects of blogging: stance, author voice and persuasion

Some scholarly attention has been paid to the broadly interpersonal aspects of blogging, and in particular, notions of author stance, persuasion and author voice in blogs. This field of research proves illuminating for the present study as it considers the ways in which blog authors interact with and engage their readers on some level through the deployment of linguistic resources. Scholars in the realm of communications and media have shown particular interest in blogs as political instruments (Bahnisch, 2006; Davis, 2011; Eveland Jr & Dylko, 2006; Walker, 2006),

which necessarily considers the presentation of stance and the persuasive devices used by authors. The notions of persuasion and stance taking (or expressing attitude) in blogs (politically motivated or otherwise) have also been investigated by scholars working in the fields of discourse studies (Myers, 2009, 2010), critical discourse studies (Deocampo, 2014; Kopytowska, 2013; Riboni, 2015) and systemic functional linguistics more broadly (Humphrey, 2008; Liu, 2014b).

Stance taking in blogs is a line of enquiry taken up by Myers (2010) and also Rahimpour (2014). Using keyword and concordance corpus discourse analytics, Myers determines the distinctive linguistic patternings blog authors and commenters deploy to communicate stance in blogs when compared with other forms of written language. He concludes that the driver for this difference is the need for authors to secure attention as a "... rhetorical response to [the] crowdedness..." of blogs (Myers, 2010, p. 273). In the related field of critical discourse studies, stance taking is understood as expressing attitude. Complementing the corpus-based work of Myers, Deocampo (2014) analyses the attitude expressed by blog commenters in response to a single blog post, using the systemic functional linguistics analytical tools of APPRAISAL. Deocampo identifies ways in which commenters use the linguistic resources of ATTITUDE (such as affect, judgement and appreciation) to express evaluations, align themselves politically and create alliances of solidarity with one another. Humphrey's (2008) explanation of the ways in which adolescent blog authors take persuasive political action also harnesses the analytical tools of APPRAISAL.

Focusing on the realisation of blog author voice, Liu (2014b) uses APPRAISAL to inform interpersonal understandings of blogs. Liu addresses the gap between the characterisation of blogs as personal or individual expressions and "... understanding how such 'personal' or 'individualized' expressions actually work" (2014b, p. 121). He makes visible and explicit the ways in which linguistic resources are used by three bloggers in construing their respective personal voices as author. Further, Liu considers the use of image as a semiotic resource that combines with linguistic resources in expressing author voice, again using APPRAISAL as his analytical reference point. Both Deocampo (2014) and Liu's (2014b) use of APPRAISAL to reveal the construal of author-reader relations informs the analytical work of this thesis, and is further considered in Section 2.2.1. Of equal interest here, though, is Liu's

exploration of the range of semiotic decisions authors make in keen and conscious consideration of their audiences. Critically, Liu calls for further study to account for the “dialogic and conscious negotiation” (2014b, p. 136) of author and reader in the construal of author voice through the use of techno-semiotic resources of commenting and hyperlinks.

The use of linguistic resources for audience engagement is another investigative area that sheds light on the interactions between blog authors and readers. Much work on blog audience engagement has been done by Myers (2009), who maintains that one measure of a successful blog is an engaged and responsive audience. According to Myers, blog authors use a range of linguistic tactics in their posts to engage their audience as readers. More direct tactics include explicit mention of the intended audience and the use of pronouns such as ‘you’ and ‘we’ to build solidarity. Another direct tactic identified by Myers is the use of directives and questions that may, for example, call readers to action, or demand a reply by way of commenting. An example of using both questions and directives to elicit audience engagement and comment was seen in the post *E.J. at bat* (Section 1.2.5). A less direct tactic for audience engagement is one-sided enactment of conversations, in which the blog author may project imagined parts of conversations into posts on behalf of the reader. Other even less direct tactics include the use of ‘politeness’ to soften criticism, and ‘implicature’ in flouting conversational maxims (for example, the flouting of quality or truthfulness for ironic or witty effect).

Blog authors also use hyperlinks to engage interpersonally with their audience. Myers (2009) finds that blog authors engage readers by including hyperlinks that create intrigue or mystery, present a puzzle or display imagination, wit or irony. Hyperlinks are also used as persuasive devices to provide supporting evidence, call readers to action or acknowledge sources of information. These rhetorical effects may be realised through the linguistic resources of the text of the hyperlink (as displayed in the blog post) and the content displayed when the hyperlink is clicked, or both. Myers’ taxonomy of the function of links in blog posts provides a salient baseline of the ways in which blog authors (and potentially reader commenters) use links to engage on an interpersonal level with readers. However, by Myers’ acknowledgement, his account is limited to hyperlinks in posts and comments, and does not account for

the techno-semiotically distinctive contribution of tags, links in gadgets or the “... automatic links on a blog ... [which] make for interesting variations on the intertextuality of a blog” (Myers, 2009, p. 46).

This thesis builds on scholarly examination of the interpersonal aspects of blogging, particularly those used to realise persuasion, stance taking, author voice and audience engagement. In terms of analytical units, the body of work discussed above focuses on the linguistic and other semiotic resources deployed by reader commenters (Deocampo, 2014), blog authors (Liu, 2014b) or both (Myers, 2009, 2010). However, the deployment of resources by blog authors and reader commenters are considered in relative isolation from one other. In contrast, the account of blogs presented here analyses the reciprocal interactions between blog authors and commenters in the co-construction of blogs. The systemic functional linguistics systems of NEGOTIATION and APPRAISAL are used to account for the deployment of linguistic resources by blog author and commenter alike. Further, this thesis answers Liu’s call to action by accounting for the linguistic construal of co-construction realised through the use of both comments and tags.

2.1.4 Dialogism and intertextuality

Fundamental to the notions of author stance and voice, as discussed in Section 2.1.3, is the understanding that texts are always and inevitably dialogic. Text dialogism was first put forward by Bahktin, who argued that all utterances, even written texts, occur

... against a backdrop of other concrete utterances on the same theme, a background made up of contradictory opinions, points of view and value judgements ... pregnant with responses and objections (Bahktin, 1981 [1975], p. 281)

Dialogism is a perspective that not only acknowledges that the text of a speaker or writer comes into being in the context of the texts that have come before, but also “... leads us to attend to the anticipatory aspect of the text – to the signals speakers/writers provide as to how they expect those they address to respond to the current proposition” (Martin & White, 2005, p. 93). In the Web 2.0 context, then, a dialogic perspective views blog authoring as a space for consideration of the ‘backdrop of

utterances' which inform the writing of posts, as well as the ways in which authors signal their expectations regarding reader response. Further, a dialogic understanding of blogs must also take into account the capacity for the readers of the blogs to respond in substance to the author's expectations by, for example, leaving a comment on a post.

Dialogism has been a widely influential foundation for linguistic pursuits, including Systemic Function theorisation of APPRAISAL by Martin (e.g., Martin & White, 2005), further discussed in Section 2.2.1.2, and the work of Kristeva (1986), Fairclough (2003), Martin (2007) and others on intertextuality. The term *intertextuality* is used to describe the relationship of one text to another, and is helpful for characterising the relations of texts seen between and within blogs. Put simply, Fairclough (2003, p. 39) describes intertextuality as "... the presence of actual elements of other texts within a text", either through direct quote or summary.

Intertextuality, then, brings the voices of others into play in a text, and blog authors do this in a number of ways. Myers (2009, p. 29) defines many kinds of intertextual relations in blogs, such as those between two blogs as well as "...what they link to, what they link with, and what they do with these links". One example in blogs is the embedding of a *YouTube* video in a post. Here, embedding might be considered a direct quote of sorts, as the video is viewable within the post.

Intertextuality, however, is not limited to direct quotes or summaries. Fairclough notes that intertextual relations may take more or less subtle forms, and a text may be "... full of snatches of other texts, which may be explicitly demarcated or merged in, and which the text may assimilate, contradict, ironically echo, and so forth" (1992, p. 84). Focusing on responses to political articles, Deocampo (2014) describes the intertextual relations seen in the comments of a blog, in which the commenters make direct and implied references to other texts when putting forward their own evaluative positions, as well as referring to each other's comments. On a brighter note, Myers (2009, p. 38) finds that intertextuality realised through hyperlinks in blogs gives the means by which to create wit and irony, which Myers argues is novel in comparison with "non-interactive written genres".

The present study will complement Deocampo's and Myers' work on hyperlinks and comments, by explicating the dialogism and intertextuality of co-authored blogs as construed by tags, posts and comments.

2.2 Systemic Functional Linguistics

In Chapter 1, I provided an overview of the key principles of SFL theory, which is the rich and deep theoretical toolkit from which I draw for the present exploration of the co-construction of blogs. However, the particular interest of this study more strongly implicates certain systems of SF theory, incorporating systemic functional linguistics and social semiotics. Section 2.2 draws attention to the systemic functional notions and systems that are most apposite for explaining the techno-semiotic nature of blogs and how blogs are co-constructed through the deployment of linguistic resources. To maintain focus on the techno-semiotic resources of blogs, explanations of the technological features of blogs are provided alongside discussions of the SF systems and understandings at stake. Illustrations arising from the corpus are provided as needed.

First, the interaction between authors and readers and how they relate to the co-construction of blogs are considered in Section 2.2.1. In particular, theoretical understandings of NEGOTIATION and APPRAISAL as they may be applied to blogs are discussed. Next, SF theoretical notions pertaining to the unfolding of texts are described. Much like hyperlinks in websites, the deployment of tags enables distinctive, non-linear ways for blogs to 'unfold' as they are read. Blog authors who use tags enter into a co-constructive authoring relationship as they provide choice over reading path to their readers (cf. Domingo et al., in press). The SF concept at stake here is *logogenesis*, which is used to model the unfolding of meaning over time and is introduced in Section 2.2.2. Finally, social semiotic notions of multimodality are defined. While this thesis is primarily concerned with the deployment of linguistic resources in blogs, the multimodal context of blogging impacts on the semantic role of linguistic resources, as established in Section 2.1.2. Language in this context is but one semiotic resource, and the study of language in the present study at times considers the meaning making of language in combination with other resources. Multimodality is considered from a systemic functional, or social semiotic theoretical perspective in Section 2.2.3.

2.2.1 Author-reader interactions: the interpersonal metafunction

The key concern of the present study is how young children deploy linguistic resources in realising blog co-construction, particularly through the use of the techno-semiotically distinctive affordances of the blog, such as tags, discussed in Section 2.2.2, and commenting, addressed here. In common sense terms, the commenting section on a blog post provides the facility by which readers may do just that - comment. Whether they pertain to the substance of the post, other comments or something unrelated, comments form part of the reading material of the post. At the same time, though, both comments and blog posts construe relationships between blog author and readers as co-authors (as well as relationships between these parties and other readers). From a social semiotic perspective, such interactions may be understood as realising the interpersonal metafunction of texts.

According to Halliday, the interpersonal perspective sees language as action, as it is through language that we enact "... our personal and social relationships with the other people around us" (Halliday & Matthiessen, 2004, p. 29). Early work in interpersonal meaning focused on language for interactions in dialogue, resulting in understandings of speech function and exchange structure (Egins & Slade, 1997; Halliday, 1984; Martin, 1992a) and clause-level grammars of MOOD and MODALITY (Halliday, 1994).

Following on, the interpersonal language of extended texts was explored, necessarily moving beyond the clause to a whole-text, lexically-oriented perspective and producing systems of APPRAISAL (Martin, 2000). Located at the level of discourse semantics, APPRAISAL complements notions of language for interaction with language for evaluation, in particular the expression of feelings, judgements about behaviour and the evaluation of things (Martin & White, 2005), and describes "... the means by which [writers and speakers] more indirectly activate evaluative stances and position readers [and] listeners to supply their own assessments" (Martin & White, 2005, p. 2). As the present study is concerned with how young blog authors recruit readers as co-authors, of interest is SFL's attention to interactions between authors and readers realised through NEGOTIATION, as well as the construal of social relations of status, authority and solidarity through APPRAISAL.

2.2.1.1 NEGOTIATION: *interactional meanings*

According to Martin & Rose, “Negotiation is concerned with interaction as an exchange between speakers; how speakers adopt and assign roles to each other in dialogue, and how moves are organized in relation to one another” (2007, p. 219). Through NEGOTIATION, basic speech functions are realised grammatically by MOOD and interactions between individuals play out as moves in exchanges or exchange complexes. Speech function, MOOD and NEGOTIATION are formalised in system networks, which are drawn upon to examine and explain the interactions between authors and readers in the blogs under investigation here.

There are three basic parameters at play in NEGOTIATION (Martin & Rose, 2007). The first parameter, “... what it is we are negotiating” (Martin & Rose, 2007, p. 223), is divided into information and goods-and-services. So, for example, one person might obtain directions from another person (negotiating information), or ask to be taken somewhere (negotiating goods-and-services). The second parameter is that of “... the complimentary of initiating and responding moves in dialogue” (Martin & Rose, 2007, p. 223). To continue with the example above, the person obtaining directions will *initiate* an exchange by asking someone how to get somewhere, and then the person providing directions will *respond* by giving directions (or providing a different response). The third parameter is concerned with the nature of the interaction in terms of giving and demanding, and varies depending on whether information or goods-and-services are being negotiated. Four permutations are possible from these variables. First, if someone is *giving* information, a *statement* is provided. Alternatively, if someone is *giving* goods-and-services, an *offer* is made. Second, if someone is *demanding* information, a *question* is asked. Alternatively, if some is *demanding* goods-and-services, a *command* is issued. Each of the four permutations are initiating moves, and have corresponding responses; statement - acknowledgement, offer - acceptance, question - answer, and command - compliance. Together the initiating and responding moves comprise the eight basic speech acts. A summary and examples of the eight basic speech functions is provided in Table 2.1 (adapted from Eggins, 2004, p. 147).

Table 2-1: Basic speech acts

Speech act	Speech function and example	Unmarked MOOD in clause
Giving information	Statement I went to the park.	declarative MOOD
	Acknowledgement Did you?	elliptical declarative MOOD
Demanding information	Question How do I get to the park?	interrogative MOOD
	Answer Go down the street and turn left.	elliptical declarative MOOD
Giving goods-and-services	Offer Would you like to go to the park?	modulated interrogative MOOD
	Acceptance Yes.	minor clause
Demanding goods-and-services	Command Take me to the park.	imperative MOOD
	Compliance OK.	minor clause

Additionally, grammatical metaphors are commonly used where power differences exist between interactants, and manifest as indirect ways of expressing particular speech functions, especially commands. The reason they are used is “... because it can be difficult to ask people to do things for us, especially if they have more power or status than we do ... we need ways to express commands that are less direct and more polite and respectful” (Humphrey, Droga, & Feez, 2012). For example, a child blog author might phrase a demand for goods and services from an adult audience not as a command, but as a question. A clause with the grammatical structure of a declarative may have the meaning of an imperative. In this, an addressee ‘projects’ a command “... as if it was a report of what the speakers says” (Halliday & Matthiessen, 2004, p. 627). An interpersonal projection occurs in a clause complex where the speaker as ‘projector’ is Subject accompanied by simple present verbs of sensing or saying, such as *I think*, *I say*, and *I urge*. The projected imperative forms the remainder of the complex (Halliday & Matthiessen, 2004). For example, the following declarative has the meaning of an imperative:

I urge you to sit down!

I argue that NEGOTIATION takes place between blog authors and readers in a similar fashion to face-to-face dialogue, whereby the text of posts and comments construe ‘moves’ akin to moves in dialogue. For example, the author makes an initiating move by posing a question such as the ones posed by E.J in Section 1.2.5, shown again in Figure 2.2.

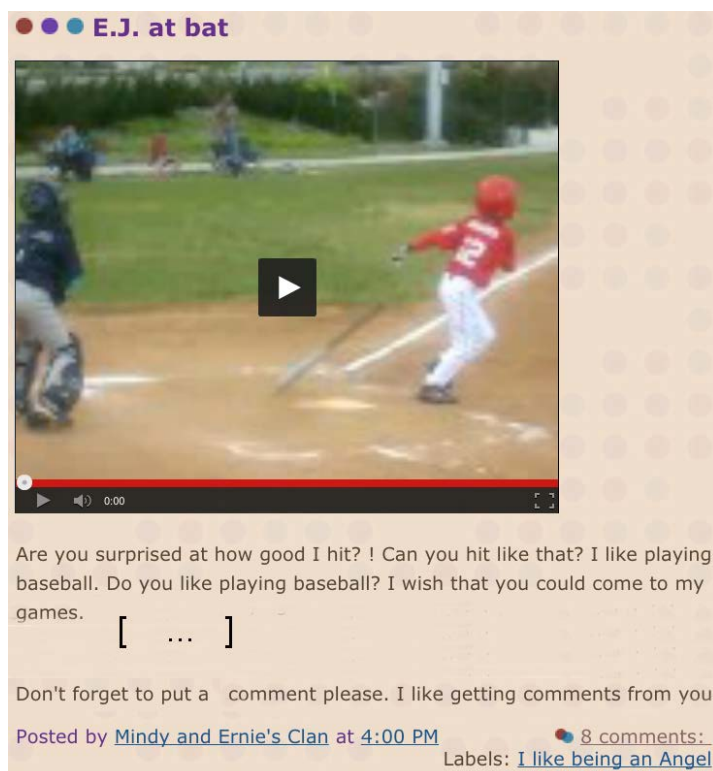


Figure 2-2: Excerpt of the post *E.J. at bat*.
Source: <http://baseball-j.blogspot.com.au/2008/05/ej-at-bat.html>

Readers make the next move and reply to the question in comments, as some did to the first of E.J.’s questions. By initiating dialogue the blog author solicits a response from his readership and co-authoring is achieved. Indeed, readers take on a dual role and are best described as *reader-commenters*. The contribution resources of NEGOTIATION make to realising the co-authoring relationship and co-construction of blogs is pursued as a line of enquiry in Chapter 5.

2.2.1.2 APPRAISAL: *evaluative meanings*

APPRAISAL is concerned with the ways in which social relations are construed. Power relations of status and solidarity are realised through the deployment of APPRAISAL resources. Using the analytical tools of APPRAISAL, much scholarly activity has focused on sites of unequal power relations, making visible the discourses, for example, of workplaces and schools (Iedemma, 1995; Iedemma, Feez, & White, 1994; Martin, 2001). The systems of APPRAISAL, as developed by Martin (e.g., Martin & White, 2005), account for the interpersonal meanings in texts by attending to “... three axes along which the speaker’s/writer’s intersubjective stance may vary” (Martin & White, 2005, p. 1). First, the system of ATTITUDE maps feelings and values

towards things and people as construed in texts. ATTITUDE incorporates the three semantic areas of Affect, Judgement and Appreciation. Affect pertains to positive and negative emotions as experienced by people, including those of un/Happiness, in/Security, dis/Inclination and dis/Satisfaction. Judgement describes "... attitudes towards behaviour, which we admire, criticise, raise or condemn" (Martin & White, 2005, p. 42) with regards to social esteem (Normality, Capacity and Tenacity) and social sanction (Veracity and Propriety). Appreciation concerns the evaluation of semiotic and natural phenomena in terms of composition, valuation, and reaction (Martin & White, 2005, p. 43), the latter of which has been recently re-modelled as impact and quality (Ngo & Unsworth, 2015). Next, ENGAGEMENT is the system of linguistic resources used by writers/speakers to construe value positions as well as strengthen or lessen their alignment towards the evaluative stance being advanced, by either Expanding or Contracting the dialogic space in which alternative evaluations might be expressed. Finally, the resources of GRADUATION are used to upscale or downscale expressions involving both ATTITUDINAL and ENGAGEMENT resources, in terms of Focus and Force.

Regarding online texts, Zappavigna (2012) makes much progress in understanding the deployment of evaluative linguistic resources in online spaces. Her work focuses on *Twitter*, an online micro-blogging space. Zappavigna uses APPRAISAL to understand how affiliation is created between *Twitter* users who post short text messages, or 'tweets'. She pays particular attention to the technological features of *Twitter*, including emoticons, link sharing and hashtags, and how they are deployed by users of *Twitter* to realise affiliation.

A handful of scholars interested in blogs as an investigative site use APPRAISAL as an analytical tool. Using the tools of NEGOTIATION, APPRAISAL and genre theory, Humphrey (2008) explores the blog as one of several texts through which adolescent activists enact social change by deploying the linguistic resources of persuasion. With the ultimate aim of identifying the factors that impact on the success of 'A-list' personal bloggers, Liu (2014b) uses APPRAISAL to determine how blog authors deploy semiotic resources in posts to express personal voice, including the construal of evaluative stance and building of solidarity for the purposes of readership recruitment. Of interest to the discussion here is Liu's observation that an acute awareness of

audience was evident in blog posts, including a “conscious negotiation” (Liu, 2014b, p. 136) between authors and potential censors in the Chinese blogging context of the study. In light of this, Liu acknowledges comments as a site of analytical interest, but one that he is yet to pursue. Similarly, Sutherland and Adenhorff’s APPRAISAL analysis of the “... lived experiences of women in South Africa...” (2015, p. 406) as represented in three online texts includes a blog post as a site for investigation, but does not account for the evaluative expressions of the readership in comments.

On the other hand, Deocampo (2014) uses APPRAISAL as an analytical tool to determine the evaluative stance expressed by commenters in response to a politically motivated news article published as a blog post. Here, commenters mobilize linguistic resources to construe their respective points of view and build solidarity with each other around the topic of the post. The study does not consider the deployment of APPRAISAL resources by the post author. However, Deocampo notes the intertextual relationships between comments and particular aspects of the post, as well as the use of references to other source materials by commenters to support evaluations.

Studies concerning linguistic resources from an interpersonal perspective have, for the most part, considered either dialogue or monologic written texts. However, online texts, such as blogs, blur traditional boundaries between author and reader. Construction of written text in an online environment is not necessarily monologic. Indeed, texts such as blogs include the technological feature of commenting that invites two-way interactions between author and reader. From an SFL interpersonally-oriented viewpoint, written texts are *always* interactive, but the capacity for co-authorship in blogs repositions readers as co-authors, and such a change in role and status needs addressing. The blog-based studies described above focus on either posts or comments, setting aside the interpretation of interactions between blog author and readers that commenting affords. The present study builds on existing understandings of the interpersonal metafunction in blogs as realised in either posts or comments by exploring the interplay of meanings expressed in both. In particular, this study makes visible how interpersonal resources are deployed for blog co-construction. In this, though, the distinct affordances of the blog as a written text necessitate a rethink of the approach taken to account for the realisation of the interpersonal metafunction; one that draws upon understandings of dialogue *and* monologue, interactive *and*

evaluative resources. As such, analysis will be undertaken employing existing notions of NEGOTIATION and APPRAISAL.

2.2.1.3 *Prosody of interpersonal meanings*

Interpersonal meaning is structured prosodically, whereby realisation “... spreads out across a structure, colouring the unit as a whole ...” (Martin, 1994, p. 31). Prosody is seen at work at the clause level, for example, in the rising and falling tone of spoken language, in which expression is continuous (as opposed to particulate or periodic) and with less-defined boundaries (Halliday & Matthiessen, 2004). Originally modelled as amplification (Martin, 1992b, 1994; Poynton, 1985), similar expression of interpersonal meaning occurs across extended texts, realised through the semiotic resources of APPRAISAL, and in particular, ATTITUDE. The prosodic interactions of evaluative resources, in concert with experiential and interpersonal meanings, work together in written texts to align the reader to the point of view of the author (Macken-Horarik, 2003). Prosody in blog posts, therefore, is an important part of the ways in which blog authors position their readers as co-constructors.

To capture the ‘fuzzy-edged’ prosody of texts, Macken-Horarik (2003) suggests an intermediary semantic unit between generic stage and clause. In SFL, stages in a genre are ‘obligatory steps’, each with a particular function that works towards attaining the overall social purpose of an instance of text (Rose & Martin, 2012). The unit of *phase* sits between stage and clause as a ‘chunk’ of semantically-related text components. Phases are described by Gregory (1988, p. 318; see also Gregory & Malcolm, 1981), from whom Macken-Horarik takes her lead, as “... stretches of discourse in which there is a significant measure of consistency and congruity in what is being selected from the three metafunctional resources of the language”.

Transitions between phases are marked by shifts in linguistic choices realising metafunctions. Phases have been characterised in a variety of text types, including narratives by Macken-Horarik (2003), in which phases are marked by shifts in experiential meaning, character or narrative voice, character consciousness (i.e., shifting between internal and external perspectives on a character’s consciousness), and between patterns of APPRAISAL. Complementing descriptions of school-based genres and generic staging, Rose and Martin describe phases within stages of texts,

including texts of informing genres (explanation and report), engaging genres (recount and narrative) and genres of evaluation (exposition and discussion)(Martin & Rose, 2012, 2013; Rose, 2007, 2010; Rose & Martin, 2012). Characterisations of school-based genres are a helpful starting point to analysing phases in the blog posts in this study and understanding the realisation of genres in the blogs of the young, school-aged authors. However, the analysis of blog posts in terms of phases must also account for the semiotic contribution of comments, and the consequent non-linear nature of blog co-construction.

2.2.2 Unfolding meanings over time: ideational and textual metafunctions

The techno-semiotic affordances of blogs create novel opportunities for meaning making. One such affordance is the use of tags. Tagging is described in detail in Sections 2.2.2.2 and 2.2.2.3, but a concise explanation is provided here as an introduction. Blog posts are presented in reverse chronological order by default. This means that one post follows another by virtue of when it was written, and consecutive posts might not be related in terms of content. In other words, posts that are related to each other might be spread throughout the blog. In contrast, tags link related posts together, so that these posts may be easily located, collated and read one after another. When blog authors use tags, readers have the choice of (at least) two ways to encounter the same related posts; first, by reading all posts as presented in reverse chronological order, which will ultimately result in reading related posts, and second, by reading related posts that are linked together through the use of tags. It follows, then, that using tags impacts on how meanings unfold over time across a blog. Systemic functional linguists model the creation and unfolding of meanings over time in terms of semogenesis, with logogenesis concerned with the unfolding of meaning in a text. Complementing studies of logogenesis in linear texts, social semioticians have explored the ways in which meanings unfold over time in non-linear multimodal texts, such as images and websites, most notably in terms of hypermodality and traversals. As the present study considers the deployment of linguistic resources in a novel non-linear environment, both logogenesis, and hypermodality and traversals are examined in turn in Sections 2.2.2.1 and 2.2.2.2.

2.2.2.1 Logogenesis

In SFL terms, the creation of meanings over time is modelled as *semogenesis*.

Halliday and Matthiessen (1999, pp. 17 - 18) identified three types of semogenetic processes.

1. Phylogenesis – the evolution of the human species' meaning potential.
2. Ontogenesis – the development of an individual's meaning potential.
3. Logogenesis – the unfolding of meaning in a text.

Each of the semogenetic processes provides the environment for the next to occur, and the material from which the previous is constructed. In concrete terms, the semiotic systems of the human species provide the environment for an individual's semiotic systems to emerge, from which textual meanings emerge. Conversely, an individual's meaning potential is built out of texts, and the "... meaning potential of the species is constructed out of (finite) instances of individual 'meaners'" (Halliday & Matthiessen, 1999). The way in which a text may unfold in a particular instance (instantiation) is constrained by the text creator's ontogenetic development, which in turn is constrained by his or her culture's phylogenetic positioning.

SFL and social semiotic research regarding ontogenesis extends from protolanguage and early childhood language development (Derewianka, 1995; Ferrari, 2012; Halliday, 2004; Kress, 1997; Painter, 2001; Torr, 1997) through to school years literacy development (Christie & Derewianka, 2008; Coffin, 2006; Lemke, 1990; Schleppegrell, 2004; Williams, 2004). Phylogenesis has also been studied extensively, particularly regarding the evolution of texts within a register or genre. For example, Halliday and Martin (1993) explore scientific English as a register from an historical perspective, starting with the writings of Chaucer in 1391. Among other registers and genres, the phylogenesis of news reporting has been considered by researchers such as Nanri (1993), and, focusing on online newspapers, Knox (2010). Phylogenetic research has also been extended to semiotic spaces, for example museums, by scholars such as Stenglin (2008a).

Web-based texts such as blogs provide non-linear means to move within and between posts. Of particular interest to the present study, then, is logogenesis. Matthiessen, concerned with the ways in which meaning potential emerges from individual acts of

meaning and vice versa, emphasises that the “... *acts of meaning* that make up a text unfolding in time instantiate a *meaning potential*” (2009, p. 207). Viewing language as both system and instance, Matthiessen positions logogenesis (and ontogenesis) as occupying regions along a cline of instantiation, whereby system/potential is positioned at one end and text/instance at the other. From his generative perspective, texts unfold at the instance pole as “... ongoing selections from the system – instantiations of options in the meaning potential of language ...” (2009, p. 209). Put simply, logogenesis is the generation of text that occurs as choices are made by the text constructor, each of which impacts on the availability of subsequent options from which to select.

Describing and depicting the logogenesis of texts is one challenge for SFL and social semiotics. Logogenesis has been visited with the twin aims of analysing specific texts, and providing tools for the purposes of modelling the unfolding of texts in general. In his seminal work, Martin (1985) defined the difference between a synoptic (static) and dynamic perspective on text, and argued that both are necessary in order to account comprehensively for discourse structures. Since then, researchers have approached and applied dynamic modelling of logogenesis in many ways including to establish dynamically oriented linguistic models of conversation interactions (Fawcett, van der Mije, & van Wissen, 1988; O'Donnell & Sefton, 1995; Ventola, 1987); to explore the value of dynamic approaches to text semantics for both text-generative and text-analytical purposes (Lemke, 1991); to examine the potential of a computational, algorithmic approach to dynamic network modelling of texts (Bateman, 1989); and, to use computers to facilitate a quantitative approach to dynamic modelling (Matthiessen, 2009). However, the synoptic and dynamic modelling of logogenesis described so far only accounts for linear written and verbal language-based texts. The non-linear unfolding of multimodal and online texts has stimulated fresh approaches to modelling logogenesis by social semioticians, including the theorisation of hypermodality and traversals, discussed in the following Section, 2.2.2.2.

2.2.2.2 *Hypermodality and traversals*

Logogenesis is the unfolding of meaning in a text as it is encountered through time. However, the way in which a text unfolds is highly dependent on its context as construed through medium and mode. Put simply, a *mode* is a resource for representing meaning, such as image, alphabetic text, speech and sound. Modes of representation are realised by way of a *medium* of dissemination or communication. A multimodal text, therefore, is one that utilizes more than one mode, and includes texts as diverse as picture books (combining image and verbiage), movies (combining sound, speech, gesture, and image) and online texts, such as websites and blogs (combining image, verbiage, video and sometimes sound). Kress argues that communication is “always and inevitably multimodal” (2005, p. 5), even when one mode appears to dominate or stand alone. Written text (verbiage) on a page, for example, may be considered multimodal because it involves making choices about language, and also about font and layout.

The unfolding of a spoken monologue occurs in a necessarily linear sequence. In other words, the listener cannot experience the mode of spoken language delivered through the medium of a monologue as ‘non-linear’. However, regarding linearity of printed language, Lemke (2002) asserts that even the most linear *looking* print-only texts are not truly linear as spoken monologue is, arguing that for printed texts to be read in an absolutely linear fashion, words would need to be presented one at a time. Reading might occur in a more or less linear fashion in alphabetic ‘print-only’ texts, depending on the kind of reading the text invites. For example, a print-only novel invites the reader to read from ‘cover-to-cover’ while a print-only textbook may invite the reader to read different sections or chapters of interest out of sequence. Further, some print-only texts deploy resources such as headings and sub-headings, footnotes and sidenotes, and differences in typeface, using and creating visual salience to draw the reader’s attention, which invites less linear reading to occur. The inclusion of non-print semiotic resources, such as images in a textbook, compounds the likelihood, and desirability, of non-linear reading of the text. Indeed, Unsworth (2008) questions the appropriateness of the term ‘logogenesis’ to describe the unfolding of multimodal texts, suggesting that term *logo/pictogenesis* would be a reasonable alternative for texts that combine image and verbiage.

In online texts, the combination of hypertextuality and multimodality expressed by Lemke as *hypermodality*, results in fundamentally different reading pathways or trajectories through web-based texts, and a multiplication of new kinds of meanings that can be made. Focusing on hypertext, "...links make hypertexts *multisequential*" (Lemke, 2002, p. 300, emphasis added); links create multiple pathways, or *traversals* (Lemke, 2002), through a hypertext. Lemke argues that the difference between printed and web-based texts is not one of the difference between the technology of books and screens, as "... one could use the technology of hypertext to simulate a book in [many] respects" (2002, p. 301). Instead, hypertexts are distinctive in their absence of default reading pathway "... to return to, or against which we should be reading the content of an excursus ... [as] there is only excursus – trajectories and loops on different scales without a single unifying narrative or sequential development of a thesis" (Lemke, 2002, p. 301).

Hypertexts may not prescribe a default reading path, but this is not to say that suggested reading paths do not exist or that meaning-making relationships are not construed along traversals. Certainly, Djonov (2005a) finds that websites deploy resources such as colour and icon images in order to orient users and signal the grouping of ideationally similar content, thus mapping suggested reading pathways. Rather, hypertexts downplay the emphasis on a default reading pathway that is found in other print-based texts, and have the capacity to eliminate it altogether (although, Djonov's work suggests that the complete elimination of default reading paths may result in user disorientation). Blogs by their very nature *do* present a default reading path; posts are presented in chronological order, mirroring the antecedent genre of the journal. However, the default reading path is not the only reading path; tags provide alternatives. Further, the default reading path may in itself invite divergence. For example, a post may contain a hyperlink to a webpage outside the confines of the blog, or a hyperlink to another blog post that is not next in the chronological sequence (Myers, 2009).

Lemke argues that the semantic affordances of hypertexts are somewhat analogous to semantic affordances of large-scale print-based texts. Meanings can be made across paragraphs and chapters in a book that may be different to the meanings made within a single paragraph or book; so too can meanings be made in hypertexts along

traversals. Also, Lemke asserts extended cohesion chains (Halliday & Hasan, 1976), “... which are based on relations of similarity of units across extended text, work equally well in hypertext” (2002, p. 306). However, he finds the kinds of meanings that can be readily made across hypertext traversals are different to those in extended print-based texts, as hierarchy is less easily defined. Hypertexts lend themselves to cumulative meanings, akin to those made over the course of a novel, but that mounting an argument or coercing reader agreement are not as easy to achieve. Hypertexts also go beyond that which is afforded by printed texts as their interrelated nature potentially better reflects the complexity of issues under discussion, providing facility for multiple perspectives and authorship.

In determining the meanings made across longer sequences of *lexias* (in this case, hyperlinked webpages), Lemke proposes different kinds of relations construed between linked pairs of hypertext *lexias*. Merging his own work (Lemke, 1983, 1995) with the work of Halliday (1994), Hasan (Halliday & Hasan, 1976), Mann & Thompson (1986) and Martin (1992a) on linguistic metafunctions, Lemke (2002, p. 308) proposes three semiotically inclusive metafunctions to describe hypermodal relations: presentational, orientational and organizational (aligning with the ideational, interpersonal and textual linguistic metafunctions respectively).

Lemke’s work on hypertext semantics may be useful in accounting for relations in blogs. On the face of it, blog authors employ hyperlinks in the form of tags to move between posts. It follows, then, that the post may be considered the primary *lexia* of the blog, just as the webpage is the primary *lexia* of the website (or websites, as the case may be in a longer traversal sequence). On the other hand, Lemke’s hypertext semantics are founded on binary relations of hypertext *lexias* – the result of moving from one webpage to one (and only one) other. Indeed, Lemke finds the binary relations in Halliday’s model of Expansion and Projection key in its capacity to extend to hypertext semantics, as “[the binary relations] can make local linkages of meaning without depending on the existence of larger structures (e.g. genre structures or extended arguments) that conflict with the openness of hypertext to alternative traversals” (2002, p. 307). Certainly, for blogs, binary relations between post *lexias* may occur between pairs of posts; for example, consecutive posts or two posts related with the same tag. However, other, non-binary relations exist between groups of posts

that are also realised by clicking on hyperlinked tags. These are not necessarily easily described using Lemke's model of hypermodality.

At this point, it is helpful to understand the mechanics of tags, and how they differ from hyperlinks. Consider the blog in Figure 2.3. This made-up blog represents one way in which posts are tagged as found in the corpus. This blog includes two posts, titled *Alice's artistic side* and *video*.³ The post *Alice's artistic side* is *poly-tagged* (i.e., includes more than one tag) with two tags: 'art' and 'Alice'. In this example, the tags are referred to in the blogging environment as 'labels'. Clicking on 'art' collates the two posts from the entire blog *co-tagged* with 'art' (*Alice's artistic side* and *video*) on a new page. Figure 2.3 depicts this resulting composite page. Note the URL and header towards the top of the page that indicates it is the result of a search of posts with the label 'art'. A tag tells the reader something about a post (or posts), and in this example 'art' tells the reader how the two posts are related to each other; they both include art (or, perhaps, information about art). One of the posts, *Alice's artistic side*, has a second tag, 'Alice'. It tells the reader that the post is also about Alice.

³The image and video in the posts have been removed to shorten the length of Figure 2.3. They are replaced with the words [image] and [video] to indicate their respective positions.

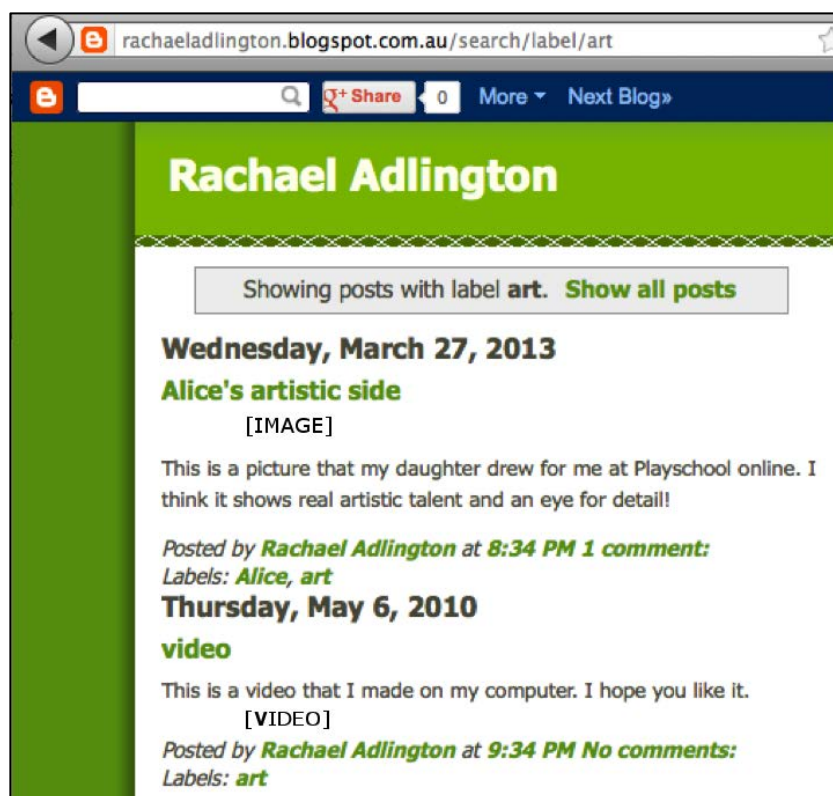


Figure 2-3: Composite blog page showing two posts tagged with 'art' (images removed)

Comparing tags with their predecessor, the hyperlink, sheds light on the distinctiveness of tagging. Up until recently, most websites were founded upon a file and folder system – the Internet technology of the time, and *static* websites continue to adhere to this technology. Users move from one page to the next by clicking a hyperlink. Website navigation is limited by this technology, such that it is not possible to simultaneously visit two webpages via one hyperlink (cf. Djonov 2005). Even though the Internet is often thought of as non-linear, it is not free from linearity; navigational design of webpages restricts hyperlink options, and clicking a hyperlink on a webpage results in lineal movement to one *and only one* new webpage. The capacity for the user to make successive decisions when moving between multiple webpages creates a sense of non-linear progression through a website, resulting in what Djonov more accurately describes as the traditional website's “multilinear nature” (2008, p. 223).

Dynamic online texts and spaces use database technology to create unique user experiences based on user input. This technology is not new; web browsers, such as *Google*, have always used it. However, an explosion in its application accompanied

the rise of Web 2.0. Baldry and Thibault (2006) provide a train timetable example of the difference between static and dynamic websites. The static website presents the user with a timetable of all trains and times for all possible journeys, while the dynamic website customizes a timetable based on details provided by the user regarding travel requirements (e.g., place of departure, destination and time of travel).⁴ Baldry and Thibault recognize the potential of database-driven online spaces. However, in describing texts that are ontogenetically positioned between websites and Web 2.0, their discussion does not adequately account for relations realised through hyperlinked tags.

Blogs, dynamic websites and other contemporary online texts still use hyperlinks for navigation, and in doing so, they construe semiotic relations between and within pages (Djonov 2008). However, database technology allows hyperlinks to construe relations *differently* and push texts beyond the bounds of multilinear navigation. One realisation of database technology is the use of tags. Many Web 2.0 technologies and environments incorporate tags, which are used to label or categorise ‘items’ found within the environment. Once tagged, these items may be sorted and searched. The nature of tagged items are as varied as the environments in which they are found, but they include images in image sharing environments such as *Flickr*, the portions of text in *Twitter* known as tweets, and blog posts. *Twitter*, a popular social media service, is known for its use of *hashtags* (a type of tag) through which the plethora of *Twitter* microposts, or *tweets*, may be searched. Users add a hashtag to their tweets “... to label the meaning they express ... [and] ... mark [their] discourse so that it can be found by others”, resulting in what Zappavigna calls “*searchable talk*” (2012, p. 1). A blog author tags posts in a similar fashion; the hyperlink tag (variably known as a ‘label’ or ‘category’) is displayed at the top or bottom of the post. Clicking one post’s tag triggers a search of the entire blog, resulting in a composite display of all *co-tagged* posts (i.e., those that use the same tag) in chronological order on one page. Navigationally, clicking a hyperlink tag on one post results in simultaneous movement to *multiple* other posts. This is in stark contrast to clicking hyperlinks on a

⁴ An example of a dynamic train timetable webpage is the *Translink* journey planner: <http://jp.translink.com.au/travel-information/journey-planner/-22036555>. Train timetables are also available in a static form from *Translink*, for example: <http://translink.com.au/sites/default/files/assets/timetables/140120-gold-coast-airport.pdf>

traditional webpage, which results in movement to one and *only one* new webpage, as mentioned above.

Notions of logogenesis, hypermedia and traversals in websites are useful starting points for explicating the techno-semiotic affordances of blogs. The present study will build upon these understandings by exploring the distinctive non-linear context of blogs, and the significant impact of tags on meaning making opportunities for readers as co-authors.

2.2.2.3 Textual relations across online texts

Another complementary theoretical concept of interest arising from SF theory is the notion of organizational relations, specifically between parts of online texts. In SFL, relations such as these implicate the textual metafunction. Organizational relations are relevant to the present study because of the unique semiotic affordances tags bring to bear on blogs in general, understood here in the context of blog co-construction. Tags perform an organizational function by grouping and linking like posts together (realising the textual metafunction), alongside telling the reader something about those posts (realising the ideational metafunction, as is described in 2.2.2.4).

Many scholars in the broad field of linguistically oriented blog research, such as those noted in Section 2.1, allude to the unique semiotic properties of tags but do not account for their organizational function. On the other hand, a few scholars in the realm of social semiotics consider the textual affordances of hyperlinked web-based texts. Lemke (2002) approaches the notion of textual relations across online texts by analogising linguistic metafunctions to account for any and all semiotics, as touched upon in Section 2.2.2.2. Foregrounding Lemke's (2002) notion of *hypermodality*, or the multiplicative meaning making potential of interactions between hypertextuality and multimodality, Djonov (2005a, 2008) describes the conceptual structure of websites through a Systemic Functional – Multimedia Discourse Analysis (SF-MDA) lens. In particular, she explored textual relations within and between pages by developing a hierarchy of themes within a website, as well as a system of HYPERTEXTUAL DISTANCE RELATIONS. These are now considered in more depth to determine the extent to which they might be applied to blogs.

Djonov (2008) reconceptualises conventional notions of website hierarchy by drawing on Halliday's original concepts of hierarchy of periodicity and Theme (Halliday, 2002 [1979]), Martin's (1992a) concept of hyper-Theme and macro-Theme and Thibault's (2009) application of hierarchy of periodicity to interpret the interplay between ideational and textual meanings on multimodal print-based pages. Notions of Theme, hyper-Theme and macro-Theme are briefly rehearsed here.

The textual metafunction provides the means by which a text holds together, organizing "... ideational and interpersonal meaning, as coherent and relevant text" (Martin, 1994, p. 32). At both the clause and extended discourse levels, textual meanings are structured in a wave-like, periodic pattern with two peaks of textual prominence. In clauses, the first peak (Theme) orients the text to its field, and the last peak (New) presents new information related to the field (Halliday, 2002 [1979]). Following on from Halliday, who notes the similarities between clauses and texts (2002 [1981/1982]), Martin (1994) models metafunctional realisations beyond the clause complex. In extended discourse, the textual metafunction construes increasing waves of prominence (Martin, 1994). The *hyper-Theme* is the next wave above the Theme, and predicts ensuing patterns of clausal Themes, while the *hyper-New* consolidates newly presented information. Further, the *macro-Theme* predicts a whole text's hyper-Themes, and the *macro-New* summarises its hyper-News, or key points. Still higher levels of Theme are labeled macro-Themeⁱ, macro-Themeⁱⁱ, and so on.

Traditionally, notions of website hierarchy and organization focus on the grouping or containment of webpages into sections, the use of hyperlinks in connecting webpages, or the number of steps needed to find information. However, they neglect to account for the functional organization of websites or the roles multimodality and hypertextuality play in realising functional similarities and differences. Djonov's work extends hyper-Themes and macro-Themes for a systemic functional view on website hierarchy, reconciling traditional notions to account for functional organization and hypermodality.

A website typically consists of a homepage and website sections, sub-sections and so on; the start of each section is marked by its own main page, and is made up of individual webpages, or *nodes*. Djonov determines that a website's homepage

functions as its highest level macro-Theme (macro-Themeⁿ) because it “... offer[s] user[s] access to the website’s admin sections and orients them to the website by allowing them to predict how the website is organized and what information and activities it has to offer” (Djonov, 2008, p. 221). The function is achieved through the deployment of a range of resources used as links to other sections, such as icons and titles. Similarly, as the main page of each website section (and subsection) functions as the highest-level Theme for that section, it serves as that section’s macro-Theme. Macro-Themes are found down to the level of webpage, at which point hyper-Themes may emerge, once Themes are determined (to which Djonov’s work does not extend) (Figure 2.4).

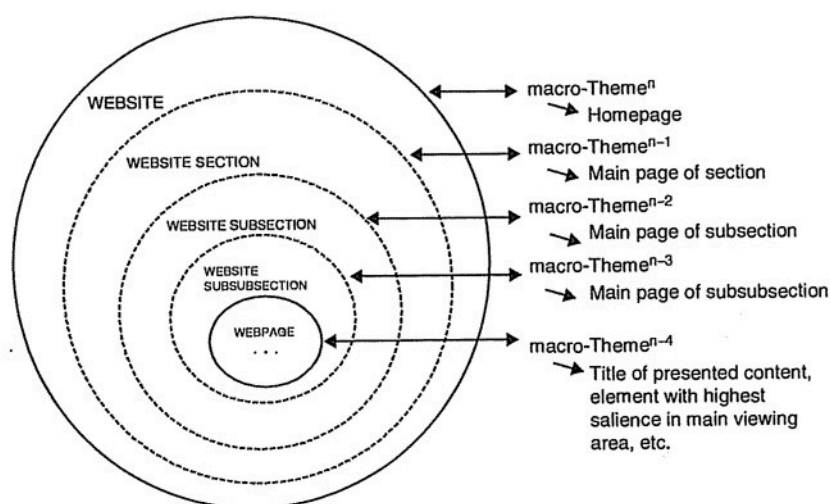


Figure 2-4: Djonov's (2008) hierarchy of themes within a website

To further explicate relations between webpages, Djonov developed a system of HYPERTEXTUAL DISTANCE RELATIONS. This system articulates “... the potential of hypertextual relations originating from a website to transcend, reveal or obscure the website’s hierarchical structure” (2008, p. 223). In this, Djonov describes the relationships between ‘nodes’ of a website (including, but not limited to, individual webpages), realised by the website visitor through the act of clicking on hyperlinks. Djonov’s system (Figure 2.5) posits that hyperlinks within a website either take users to another page within the website’s hierarchy (*hierarchical*), or take users outside of the website (*non-hierarchical*) to either another website (*inter-website*) or an application other than the web browser (*inter-application*). Then, hyperlink

navigation between nodes within a website is either *vertical* (describing subordinate relations within a section), or *horizontal* (describing relations between sections). *Vertical* and *horizontal* relation subtypes are described with greater levels of delicacy, depending on the type and direction of the relation.

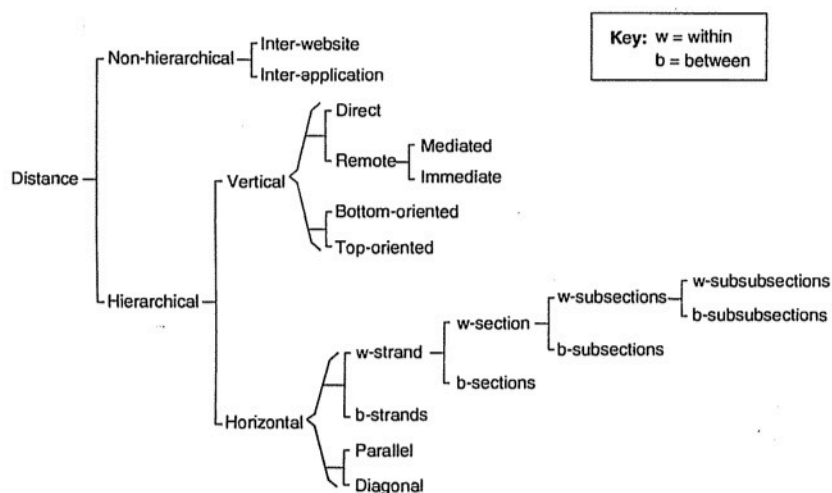


Figure 2-5: Djonov's (2008) system of HYPERTEXTUAL DISTANCE RELATIONS

On the face of it, blogs share some navigational characteristics with websites; both websites and blogs are non-linear in their presentation of materials, both have a homepage, and both contain semiotic nodes ('webpages' and 'posts' respectively), linked together by hyperlinks, or tags in the case of blogs. It is reasonable, then, to suggest that Djonov's hierarchy of themes within websites and system of HYPERTEXTUAL DISTANCE RELATIONS might apply to blogs. However, blogs are fundamentally different in the technology upon which they are founded, and this difference means the reader may navigate a blog in a different, non-hierarchical, manner. Further, Thematic relations in blogs cannot be explained in the same manner as websites, because blogs do not have a fixed Thematic structure; a notion which will now be unpacked.

Returning to the example blog in Figure 2.1 as a point of reference, the archive gadget certainly provides a fixed navigational structure seen in Figure 2.6. The blog archive arranges links to all posts by date; in this case, by month and year. However, this is an arbitrary delineation that in and of itself does not reflect higher order levels of Theme

borne out by the posts contained within. In other words, the two posts located in the month of August 2009 are not necessarily related to one another by Theme. Further, the archive delineation of ‘months’ does not predict the content of posts contained within. Rather, the blog archive is a purely practical mechanism that allows the reader to peruse a reduced number of posts (e.g. posts from January), rather than all posts ever written.



Figure 2-6: Blog archive gadget

The archive does not express higher order Thematic relations in blogs, but this is not to say that higher order relations do not exist. Blogs *do* express Thematic hierarchy, but in a different way to websites; and, this difference is not easily accounted for using Djonov’s model of website hierarchy. The difference is illustrated here by contrasting the example blog (Figure 2.1) to a fictitious website. Imagine a website that contains a section titled ‘art’, consisting of two pages. According to Djonov’s model, the hierarchical relation between the website section and its pages is one of macro-Theme. Similarly, the example blog displays analogous Thematic relations; it also includes two posts that are related by the higher level Theme of ‘art’ (reproduced in Figure 2.7). Further, the relation seen between the two posts, and the ‘art’ tag that they share arguably expresses higher level or macro-Theme.

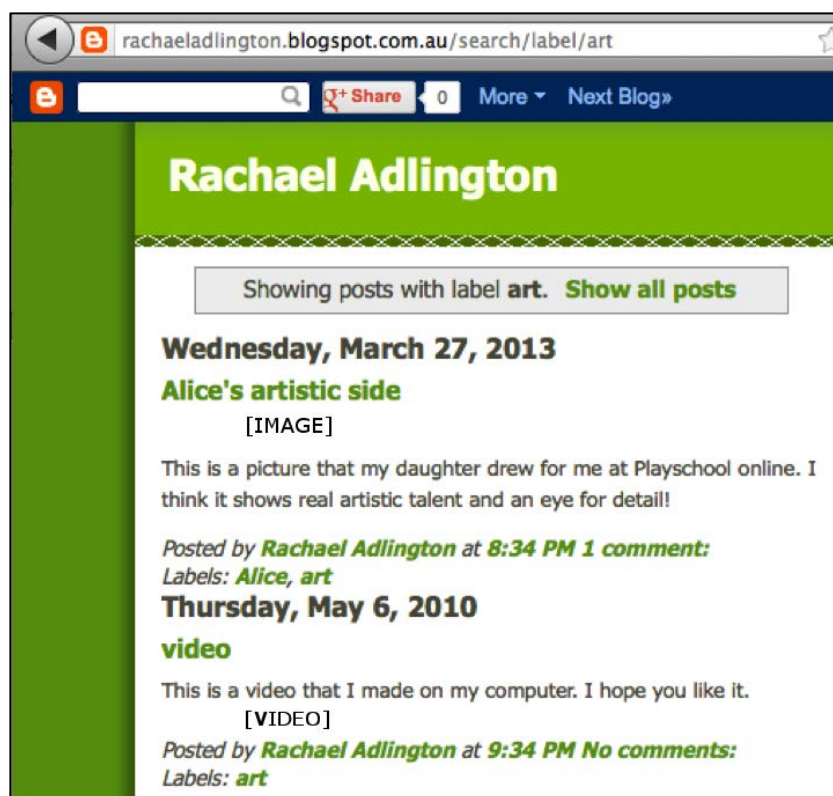


Figure 2-7: Composite blog page showing two posts tagged with 'art' (images removed)

Relations between posts in a blog are very changeable, however, compared with the relative stability of relations between pages on websites. This presents two obstacles for the application of Djonov's website hierarchy to blogs. First, Thematic relations in blogs change rapidly over time as new posts are added and blogs are reconstructed to accommodate this change. This obstacle is not insurmountable in terms of applying Djonov's website hierarchy. The website hierarchy might, for example, be used to model the Thematic relations in a blog at particular points in time. However, the hierarchy is not designed with modelling over time in mind. Pivotal, though, is the obstacle presented by the fact that tags can construe multiple different relations as they present and re-present the same posts in varying combinations.

Another fictitious blog is used here to succinctly demonstrate the construal of multiple relations through the deployment of tags. This blog provides a very simplified view of the kinds of tagging relations that a cursory glance through the blog corpus in this study reveals. This blog contains three posts, each of which is tagged with one or two tags. By way of generalization, Figure 2.8 graphically depicts the ways in which these posts are tagged, and may be searched and collated or (re)presented for reading.

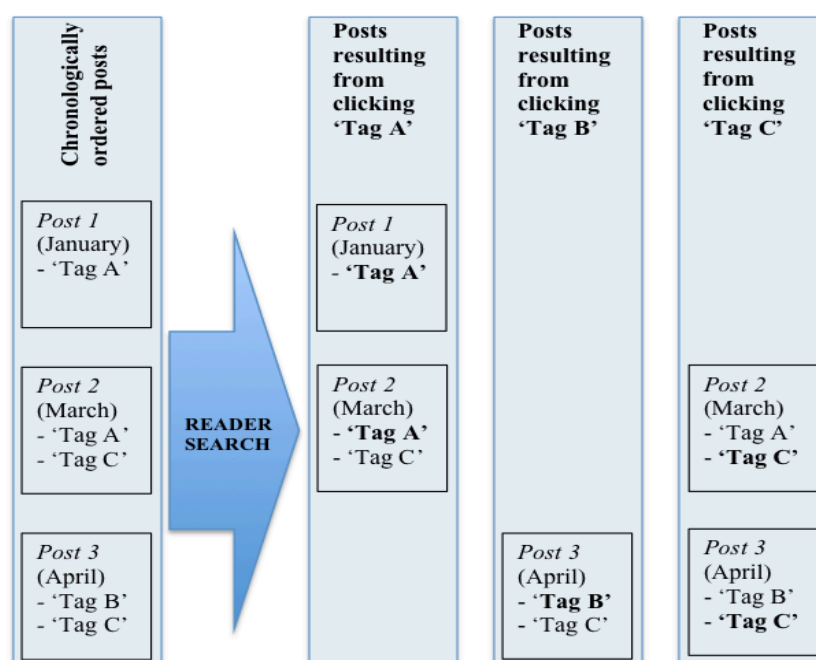


Figure 2-8: Graphical depiction of post tagging, searching and (re)presenting

The left hand column shows the three blog posts in chronological order. The three columns to the right of the 'reader search' arrow are the result of clicking on each of the tags in Posts 1, 2 and 3.

- When 'Tag A' is clicked, *Post 1* and *Post 2* are displayed.
- When 'Tag B' is clicked, *Post 3* is displayed.
- When 'Tag C' is clicked, *Post 2* and *Post 3* are displayed.

In this example, *Post 1* is related to *Post 2*. At the same time, *Post 2* is also related to *Post 3*. To be clear, *Post 1* and *Post 3* are not related to each other, at least not according to the tags used here. In other words, *Post 1* and *Post 2* have something in common, but it is different to that which *Post 2* and *Post 3* have in common. The tags in use are construing two different relations as they present and re-present the same posts in different combinations.

Djonov's system of HYPERTEXTUAL DISTANCE RELATIONS and hierarchy of Themes explains relations between nodes in websites, and might be fruitfully deployed to understand similar relations in blogs. However, the application of these tools to blogs is limited owing to the blog's technological distinctiveness. The present study will

build upon Djonov's work by modelling relations between posts in blogs. In particular, the study will make visible the techno-semiotic affordances of tags and how they contribute to the co-construction of blogs.

2.2.2.4 LOGICO-SEMANTIC RELATIONS in online texts

A third complementary theoretical concept of interest arising from SF theory pertains to the ideational metafunction in texts. In SFL, the ideational metafunction is concerned with how texts represent experience, or "... sequences of activities, the people and things involved in them, and their associated places and qualities, and how these elements are built up and related to each other as a text unfolds" (Martin & Rose, 2007, p. 73). Theorisation of the ideational metafunction accounts for experiential meanings and logical relations at the clausal level (Halliday, 1985a; Halliday & Matthiessen, 2004) and also across extended discourse (Martin, 1994). A brief understanding of both experiential meanings and logical relations is established here, before honing in on the value of using LOGICO-SEMANTIC RELATIONS in particular to explicate co-construction of blogs.

Halliday and Matthiessen describe the semantic clausal structure of experiential meaning as a *figure* of "... happening, sensing, saying, being or having" (1995, p. 170) made from parts, or a *part-to-whole constituency* relation. As an experiential flow of events, a clause must include a *process*, which is typically and closely accompanied by one or more *participants*, and more distantly accompanied by *circumstances*. Alternatively, as a structure concerned with the *relationship* between the parts, Martin argues that an orbital nucleus and satellite representation is more appropriate with "... with a process and closely related participant at the [nucleus or] centre, circumstantial [satellite] relations towards the periphery, and other participant [satellite] relations in between" (Martin, 1994, p. 31).

LOGICO-SEMANTIC RELATIONS (LSRs) describe the different types of logical relations between clauses in clause complexes (Halliday, 1985, 2004). They are grouped into relations of *expansion* and *projection*, the first of which may be applied to the relation between blog posts and tags. At the clause level, expansion occurs when "... the secondary clause expands the primary clause, by (a) elaborating it, (b) extending it or (c) enhancing it", whereas projection relations occur when "... the secondary clause is

projected through the primary clause, which instates it as (a) a locution or (b) an idea” (Halliday, 2004, p. 377). Halliday (2006) describes logical relations as non-constituency-based *part-to-part* relations, the naming of which both distinguishes it from and relates it to the part-to-whole constituency relation of experiential meaning. Martin (1994), however, finds the use of ‘part’ ill-fitting as the structure it names does not, overall, describe a ‘whole’. Rather, logical segments are related such that one segment arises from the previous. Complementing his experiential orbital or nuclear relation, Martin terms these particulate structures as *serial*, realising *multi-nuclear* relations.

One point of interest here is the relationship between textual meaning, as explored in Section 2.2.2.3, and ideational meaning in extended discourses. Across whole texts, “... textual meaning packages interpersonal as well as ideational meaning” (Martin & Rose, 2008, p. 28), and this interaction between textual and ideational meaning is borne out in logical relations. SFL scholars have used clausal notions of LSRs to illuminate relations between larger text portions found in textbooks (Bezemer & Kress 2009), websites (Djonov 2005, 2008) and other extended discourses (Martin 1994; Martin & Rose 2003). Indeed, the close connection between the textual and ideational metafunctions in terms of LOGICO-SEMANTIC RELATIONS is reflected by Djonov’s complementary investigations of Theme, examined in Section 2.2.2.3, and LSRs in websites. Further exploration of the realization of LSRs in blogs is appropriate here, which will in turn shed light on how tags contribute to the co-construction of blogs.

Halliday’s clause-level system of LSRs is a foundation and productive heuristic for understanding LSRs in blogs, and relations construed through tagging are explored in this study using an inter-clausal lens, where apposite. Understandings of LSRs in whole texts are also used as a basis for reasoning about the ways in which tags create meanings across the extended discourses of blogs. Specifically, this study draws upon Martin’s (1994) application of SFL to whole or ‘big texts’. Following on from Halliday, who notes the similarities between clauses and texts (2002 [1981/1982]), Martin (1994) models metafunctional realisations beyond the clause complex. Of particular interest to the discussion is Martin’s attention to the realisation of LSRs across print-based whole texts. Martin finds that while many of Halliday’s clausal

notions of LSRs apply to whole texts, there are some significant points of difference, particularly regarding dependency relations between text segments. Blogs share characteristics with print-based extended discourses, and I therefore analogise Martin's whole text LSRs to blogs in the present study. However, there are also differences in the ways in which blogs construe meaning compared with print-based texts, so I also consider Djonov's (2005) framework of LOGICO-SEMANTIC RELATIONS in websites, particularly her application of the framework to relations between hyperlinked pages. It must be noted though, as established above, relations realised between hyperlinked webpages and those obtained using tags are different, and Djonov's framework is limited in its capacity to account for LSRs realised by tags in blogs. Nevertheless, I draw upon her work where appropriate.

The realisation of experiential meanings in blogs is a worthwhile academic pursuit, and might consider, for example, the construal of participants, processes and circumstances within individual posts and across groups of posts functioning as 'wholes'. However, an account of this kind of meaning would emphasise the similarity of blogs to antecedent texts, and do little to make visible the blog's distinctiveness. The focus here is on *techno*-semiotic affordances of blogs, and this focus more strongly implicates LOGICO-SEMANTIC RELATIONS between parts of the blog (i.e., posts) as construed by tags.

The first goal of the present study is to provide an account of the distinctive techno-semiotic nature of blogs in terms of co-construction. Given the novelty of meaning making afforded by tags in blogs, even in relation to hyperlinked webpages, the primary work of the study of tags is the theorisation of LOGICO-SEMANTIC RELATIONS as construed by and with tags. The investigative site for doing this is the blogs of young authors. Once established, understandings of how LSRs obtain within and between tags and posts can then be used to make visible the distinctive affordances of tags in terms of blog co-construction.

2.2.3 Framing the concept of multimodality in online texts

As discussed in Chapter 1, the multimodal nature of blogs is one of the defining features of blogs and other Web 2.0 texts and spaces, alongside technological facilities such as commenting and tagging and the ease at which they may be authored. While this thesis is primarily concerned with the deployment of linguistic resources in blogs, the role linguistic resources plays is distinctive in the multimodal context of blogging, as established in Section 2.1.2. The consideration of language in this context is as but one semiotic resource, and the study of language in the present study at times considers the meaning making of language in combination with other resources. It is appropriate, then, to frame the concept of multimodality using a systemic functional, or social semiotic theoretical perspective.

There has been a recent and rapid evolution of texts. Comparisons of textbooks from the early, mid and late 20th Century show that images in printed texts have become more physically dominant on the page over this time, as well as carrying more of the meaning (Baldry & Thibault, 2006). Images have also become more dominant in environmental texts. Changes to the ways in which language is presented on the printed page have afforded new meaning making opportunities, with seemingly minor alterations, such as greater variation in font and the use of bullet points, expanding the meaning potential of alphabetic text (Kress, 2003). Texts have also moved from page to screen, accompanied by a change in their logic – from a logic governed by time to a logic governed by space, impacting on both text production and consumption (Kress, 2003, 2005).

Kress (2005) argues that a revolution is occurring in representation and communication whereby the dominance of the coupling, or “constellation”, of the mode of writing and medium of book is challenged by the mode of image and medium of screen. While the increasing dominance of image began well before the Internet, seen on billboards and in textbooks alike (Lemke, 1998), the use of digital media to create texts has dramatically increased the capacity for meaning makers to enact choice over specific modes and media, especially in Web 2.0 texts, where video and sound are incorporated with ease.

The use of multimodal meaning making resources in emerging screen-based texts demands a rethink of the traditional, primarily alphabetic view of texts and what it means to be literate. The notion of *multiliteracies* has emerged to account for texts that combine multiple modes of meaning, each with their own peculiar literacy demands and affordances (New London Group, 2000; Unsworth, 2001, 2008). One feature of multimodal texts is that the meaning making resources, such as image, text and sound, work separately and also together to create meaning (Unsworth, 2008). The inclusion of resources such as video, audio, and even smell (Gosain & Sajwan, 2014) and touch (Villaverde, Raimúndez, & Barreiro, 2012) in online texts, as well as the new ways of combining traditional resources such as print and image, necessitate the reconceptualization of literacy, and literacy learning and teaching.

Prior to the advent of Web 2.0, increasing levels of multimodality sparked scholarly interest in the capacity of SFL to account for meaning making in texts where linguistic modes of representation are no longer dominant. Multimodal social semiotics builds upon SFL principles to account for all modes of meaning. Indeed, such undertakings are imperative, as

If the communicative capacities and concomitant social capital of these multimodal, multimedia texts are to be understood and made accessible through education, then they need to be conceptualized in social semiotic terms, which entails the development of a metalanguage that enables mediation of such understanding and accessibility through pedagogic practices.

(Unsworth, 2008, p. 403)

Beginning with the seminal work of O'Toole (1994) and Kress and van Leeuwen (2006 [1996]), social semiotics has so far considered diverse modes such as gesture and movement (Martinec, 1999, 2000a, 2000b), sound and music (Noad & Unsworth, 2007; van Leeuwen, 1999), visual image (Kress & van Leeuwen, 2006 [1996]; O'Toole, 1994), mathematical symbolism and imagery (O'Toole, 1994) and three-dimensional form and spaces (O'Toole, 1994; Ravelli, 2000, 2008; Stenglin, 2008b). Relations *between* semiotic resources, such as image and text, have also been investigated (Martinec, 1999; O'Halloran, 2008; Unsworth, 2008). O'Halloran (2009) notes that investigations have also occurred across a range of media, including printed text, videos and websites.

In the online world, Lemke's notion of hypermodality accounts for both the hypertextual and multimodal nature of online texts, the former of which was discussed in Section 2.2.2.2. Generalizing Halliday's (1978) linguistic metafunctions, Lemke's (1998, 2002) framework theorised that meaning making occurs across three semiotic metafunctions: *presentational*, *orientational* and *organizational* (corresponding with Halliday's *ideational*, *interpersonal* and *textual* linguistic metafunctions). In creating a framework that accounts for interactions both within and *between* semiotic resource systems, such as linguistic and visual systems, Lemke argued that the co-deployment of resources from multiple semiotic systems in multimedia texts results in a *multiplying* of the number of possible meanings that can be made. This is because:

- 1) each semiotic can contribute componentially to each functional aspect of meaning ...
- 2) each [semiotic] can internally cross-modulate meanings across functional aspects ...; and
- 3) functionally specialised meaning resources in one semiotic combine with those for a different function in another semiotic to modulate any aspect of the meaning of the joint construction.

(Lemke, 1998, p. 92)

Social semiotic understandings of multimodality, especially as they pertain to web-based texts, provide a solid foundation to the present study that locates its primarily linguistic endeavour within the multimodal context of blogging.

2.3 Conclusion

Perspectives on the social and rhetorical distinctiveness of blogs and the deployment of techno-semiotic resources, particularly by scholars in the broad field of genre studies, provide a valuable point of reference for the present study's exploration of the techno-semiotic distinctiveness of blogs and how this is taken up by authors and readers in blog co-construction. Scholars of critical discourse, systemic functional and communications studies share additional perspectives on the interpersonal aspects of blogging, and situate this study as complementing existing understandings of the relationship between blog author and readership. Additionally, SFL and social semiotic understandings of textual, ideational and interpersonal meanings, particularly

as they pertain to logogenetically distinctive online and multimodal texts, contribute productive theoretical foundations for the explication of the techno-semiotic co-construction of blogs.

Chapter 3 Methodology

3.0 Introduction

This Chapter details the methodological approach to data collection and analysis for the present study. First, ethical considerations are discussed as they pertain to research in online environments involving children in Section 3.1 *Ethical Considerations*. Next, Section 3.2 *Data collection: sampling frame and Internet search*, describes how members of the blog corpus were identified. A rationale for and description of the two-prong analytical approach used is given in Section 3.3 *Analytical approach*, followed by a more detailed explanation of the small-scale text analyses and individual text analyses undertaken, found in Sections 3.4 *Small-scale corpus analyses* and 3.5 *Individual text analyses* respectively.

3.1 Ethical considerations

Research that uses the Internet pushes many ethical boundaries and challenges traditional models of ethical research. While it is important to consider ethics in any research and many issues pertinent to offline studies hold true for their online counterparts, the shift to the online realm has necessitated fresh thinking on what it means to act in an ethical manner. The Association of Internet Researchers (AoIR) Ethics Working Committee (Ess, 2002; Markham & Buchanan, 2012) describes three points of tension for online research: the guiding concept of research on human subjects; notions of personhood; and definitions of privacy. These points of consideration impact on decision-making throughout the inquiry process, including research planning, design, conduct, publication and dissemination. The AoIR's general ethical recommendations are founded on guiding principles, including: the consideration of the people involved in the production of data (even when those people are not immediately apparent); harm minimization; balancing the rights of the subjects with the social benefits of research; and, of utmost importance to the present study, the proportional obligation of the researcher to protect the people involved in the study. In other words, the AoIR maintains that “[t]he greater the vulnerability of the community/author/participant, the greater the obligation of the researcher to protect the community/author/participant” (Markham & Buchanan, 2012, p. 4),

although ethical expectations vary between fields of endeavour and scholarly discipline. The determination of human subjects, notions of personhood and definitions of privacy are treated in turn in Sections 3.1.1, 3.1.2 and 3.1.3 respectively, using the three points of tension as a framework. Section 3.1.4 describes the steps I take in acting ethically in this study.

3.1.1 Human subjects

The determination of whether or not research involves human subjects, and therefore requires ethical review, has its origin in bio-medical research and is broadly maintained as a yardstick for social research (Markham & Buchanan, 2012). However, the notion of what constitutes a ‘human subject’ has long been a matter for debate, and in an online context, underpinning research endeavours with concerns for harm, vulnerability and privacy may better serve to protect individuals than definitions of humans as subjects (Markham & Buchanan, 2012).

Blog-related research varies considerably in its approach to interactions between researchers, texts and human authors and, as such, a range of ethical approaches is evident across the field. Blog research from rhetorical, genre and media studies content analytical perspectives, such as the scholarly activity discussed in Chapter 2, as well as those founded on the literary studies tradition as noted by Fowley (2011), approach blogs as public texts that are freely available for analysis. In these studies, the objects of analysis are texts, so descriptions of data collection and analysis methods do not refer to human subjects.

Some scholars place a greater emphasis on the human element at work in blogs. For example, Fowley (2011) interacts directly with blog authors as well as analysing their creative works in her ethnographic study. Fowley sees the objects of her study as people, not texts, and follows human participant ethical protocols. On the other hand, Efimova (2009), who also studies blog authors and their works, distinguishes between studying blogs as artefacts and authors as human participants. First, she treats blogs as publically authored and available texts, and attributes cited materials to the bloggers who created it, rather than anonymising materials before publication. By doing so, Efimova shares the content of her corpus members to increase traffic to individual

blogs; a desirable and expected outcome for the bloggers. In this, Efimova honours the cultural norms of the blogging community, viewing bloggers as ‘public intellectuals’. Next, Efimova complements her study of blogs as texts by collecting and analysing data obtained from interactions with bloggers. As Efimova considers this ‘human interactive’, she follows protocols such as obtaining consent for participation in interviews and anonymising interview data. Finally, when aggregating data from publically available blogs, Efimova anonymises information, as “[w]hile weblog text is public and the blogging patterns could be easily discovered from it, aggregating and visualising those patterns adds an additional layer of information and it is not necessarily in the interests of the participant to share it publicly” (Efimova, 2009, p. 37).

Fowley’s and Efimova’s ethical standpoints contrast with each other in two main ways, owing to differences in the sites and ‘human elements’ of their investigations. These contrasts serve to inform the position taken up in the present study. First, the blogs in Fowley’s study are authored in a password-protected private blog sharing space, whereas Efimova’s blogs are all publically available. Prefacing the public availability of blogs is critical to Efimova’s ethical stance in terms of collecting and sharing unaltered data. Second, the blog authors in Efimova’s study are adults, whereas the authors in Fowley’s study are adolescents. As such, Fowley’s perspective on ethics is conservative, as care “... is even more necessary when the bloggers are young people, and could be seen as vulnerable...” (Fowley, 2011, p. 79). As the blogs in the present study are publically available, I adopt Efimova’s ethical stance and treat the collection and sharing of data from blogs in the same manner as she does. On the other hand, I take a conservative approach to the protection of the child authors of the blogs in this study, echoing the approach taken by Fowley. Notions of privacy as they pertain to the present study are taken up again in Section 3.1.3.

3.1.2 Notions of personhood

Notions of personhood are concerned with representation of individuals in datasets and the ease at which individuals may be identified. The connection between data and the person who produced it is clear when data is collected directly from individuals. By contrast, such connections are not as obvious in datasets that contain the

productive content of thousands of individuals, making it easy for researchers to “... forget that there was ever a person somewhere in the process that could be directly or indirectly impacted by the research” (Markham & Buchanan, 2012, p. 7). While the present study does not involve the collection or analysis of large-scale data pools, concern for the individual blog authors and maintenance of harm minimization are still of utmost importance. Accordingly, I take steps to minimize harm and protect privacy as detailed in Section 3.1.4.

3.1.3 Definitions of privacy

Privacy is a highly malleable concept in online spaces, but there are two key dimensions to privacy that should be considered when conducting Internet-based research. First, notions of privacy change depending on the privacy parameters of the space in which individual web users are operating as well as the cultural norms and shared understandings negotiated within and between groups of users (Markham & Buchanan, 2012). Second, viewpoints vary on that which constitutes ‘private’ and therefore inappropriate to share, both in terms of subject matter and protection of identity. Each of these is addressed in Sections 3.1.3.1 and 3.1.3.2 respectively.

3.1.3.1 *Notions of privacy as they relate to privacy parameters of online spaces*

The Web 2.0 social realms instate a variety of privacy parameters. Some spaces are entirely public while others offer degrees of privacy to users (Fowley, 2011). Still other spaces allow users to nominate levels of privacy (e.g., *Facebook*), such that some content might be shared publically and other content might be shared with select groups of people. The research on blogs by Fowley (2011) and Efimova (2009) illustrate subtle differences in levels of privacy enabled by different blogging services. Fowley’s research is situated within the relatively private confines of *LiveJournal*, which is a hybrid blogging platform that “... wilfully blur[s] the lines between blogging and social networking” (LiveJournal, 1999). Users share content with different groups of people within the *LiveJournal* password-protected space, but may also choose to make content publically available outside of *LiveJournal*. *LiveJournal* promotes itself as a collection of communities, and as such, *LiveJournal* engenders a sense of what Markham and Buchanan (2012) refer to as a ‘perceived privacy’. In this, users who do not choose to share content outside of *LiveJournal* may correctly

assume that content shared within is available only to nominated groups of people. In contrast, Efimova (2009) uses publically available, search engine indexed blogs and, as such, the level of privacy perceived by these bloggers is greatly reduced. Indeed, Efimova argues that these bloggers both expect and encourage public readership.

The authors of online texts can and do change the privacy ‘status’ of their creative output over time by adjusting who can and cannot see materials. Indeed, early scholars sought to overcome the web-based text’s fickle habit of disappearing, advocating for the capture and offline storage of online content so that it may be studied after its withdrawal from the public arena (McMillan, 2000), and this practice persists in web content analysis (e.g., Herring, 2010). However, an author’s decision, for example, to retract a once-public blog not only impacts practically on data analysis, but complicates the notion of perceived privacy by authors. Key to web-based research, then, is the need to respect the right to privacy in line with the privacy of online spaces as might be perceived by users. This need to respect expressions of privacy remains, even if and when expressions alter.

3.1.3.2 Viewpoints on privacy

Whether individuals operate within public or private social spaces on the internet, perspectives vary on what is appropriate for sharing versus that which is considered too private, or taboo. Individuals have always shared personal information with other people (Zimmer & Hoffman, 2012), however there is an increasing trend to divulge once-private information (Miller & Shepherd, 2004). While Miller and Shepherd view Web 2.0 texts and spaces, such as blogs, as reflecting this trend, others see the relationship as far more causal. Serfaty contends that the Internet “... functions metaphorically as a veiling device...” (2004, p. 470), providing diarist bloggers with a sense of ‘invisibility’ that leads them to reveal intimate details of their lives. Further, Senft asserts that the notion of the online self as microcelebrity, manifesting as everyday practices that culture positive online personas, “... almost lead[s] people to question distinctions between privacy and publicity ...” (2013, p. 351) and blur the line between the two. However, while sharing once-private information has become commonplace, contrasting standards of appropriateness are evident, and individuals who share overly-intimate details are accused of ‘oversharing’ (Zappavigna, 2012;

Zimmer & Hoffman, 2012) or seeking attention (Marwick, 2013). Differences are also seen in the willingness of users to share private identifying information. Many users adopt pseudonyms (Fowley, 2011), but some individuals purposefully use their real and full names in online spaces (Serfaty, 2004), as well as including other details such as address.

The subject of content and whether or not particular information should remain private differs between online spaces and individual people, particularly in the adult world. However, the kind of information that children should keep private is more clearly defined. In Australia, the Office of the Children's eSafety Commissioner (n.d.) (henceforth known as the eSafety Commissioner) defines personal information as a child's

- Full name
- Address
- Phone numbers
- School
- Date of birth
- Email address
- Username and password
- Bank details

The eSafety Commissioner recommends that children protect their personal information in social networking settings, and be aware of the nature and size of the audience with which content, such as photos, is being shared.

3.1.4 Considering, acknowledging and protecting the 'human element' of this study

My approach to the present study positions the blog as artefact and object of study. In determining my position, I align my stance with the ethical expectations of the broad linguistic blog-based research community in which I practice. I follow the likes of genre, rhetorical and media studies colleagues as described in Chapter 2, who see the subjects of their studies as texts, and not authors. However, while viewing a study principally as one of text might free the researcher of certain ethical considerations (Serfaty, 2004), it does not free me from acting in an ethical manner, especially since the authors of the blogs under examination are children. I take steps to consider, acknowledge and protect the 'human element' child authors involved in the

production of the blogs that I study here (even though the authors are not immediately apparent in this study or interacting directly with me), as well as authors of comments in the following ways.

- Aggregated data is anonymised and does not identify individual bloggers or commenters.
- When using individual blogs as examples in the reporting of this study, URLs for the original blogs are included to reference and acknowledge authors (except in cases where author privacy would be compromised by this practice).

In addition, I am vigilant in respecting the perceived privacy of online authors. Further, and in line with the advice of the AoIR (Markham & Buchanan, 2012), the obligation to protect privacy is greater in the present study that takes the texts of children as its object of analysis. As such, I adopt the following protocols.

- Only blogs that are publically available are included in the corpus
- During analysis, blogs are removed from the dataset when authors remove them from public view. In this way, I respect the changing ‘perceived privacy’ of blog authors.
- Identifying information, including that which is listed by the eSafety Commissioner, is removed from blogs that appear in the study in order maintain the privacy of individuals:
 - Particular care is taken to maintain the privacy of these child authors. In cases where an author exercises poor judgement in sharing too much private information, such information is withheld from publication. For example, some child authors include both first and surnames in the URLs of their blogs. These URLs are withheld from publication.

3.2 Data collection: sampling frame and Internet search

Scholars investigating web-based texts, such as those discussed in Chapter 2, use a range of methods for collecting data. These methods inform the data collection process of this thesis. Common to all of the broadly content-analytic studies, though, is that the first step in data collection is to determine the “... population of messages addressed by the research question and [then select] a sample from that population”

(Weare & Lin, 2000, p. 273). In the present study, the messages addressed by the research questions are publically available blogs by young children between the ages of 5 and 8. A web search was undertaken to obtain a population of such messages from which to select.

Valid methods for locating and determining samples of web-based include using indexing services (Dillon & Gushrowski, 2000), search engines (Weare & Lin, 2000), collector sites (Doyle, Heslop, Ramirez, Cray & Armenakyan, 2012) and tracking sites (Herring et al., 2006) that list web addresses. However, these methods are not without fault. Bates and Lu (1997), for example, argue that indexing services are incomplete and using them as a sampling frame makes it difficult to select a truly random sample. Nevertheless, using such services is a well-established methodological approach to sampling and the approach used by many blog researchers. Once a sampling source is determined, many scholars include additional sampling parameters, such as language and length (Doyle et al., 2012; Herring et al., 2006), currency (Doyle et al., 2012; Tong, Heinemann-Lafave, Jeon, Kolodziej-Smith, & Warshay, 2013), authorship (e.g., individual versus business) (Dillon & Gushrowski, 2000; Tong et al., 2013) and public availability (Tong et al., 2013).

In general terms, approaches involving search engines use the Web as a ‘corpus shop’, whereby the researcher queries “... a traditional search engine for combinations of search words, ... to focus their queries [then] select and download texts retrieved by the engine, thus creating a corpus in the traditional sense” (Bernadini et al., 2006, p. 10). Combinations of search words (or ‘terms’) selected for queries are those that may be found in a text’s description or metadata, or within the content of a text itself. So, for example, Tong et al. (2013) used search terms such as “pro ana blog” and “pro eating disorder blog” to locate pro-anorexia blogs. The study presented here used a similar method, detailed in Section 3.2.1.

3.2.1 Sampling method

In the present study, the search engine *Google* was used to locate blogs authored by 5- to 8-year-old children. Undertaking *Google* searches limited the search to publicly available blogs, which was an important ethical decision in this study (see Section

3.1.4). Search term combinations included words that might indicate the age of the author:

- *five, six, seven, eight, 5, 6, 7, 8*
- “*I am*”, e.g., “I am five”, “I am 5”
- “*year old*”, e.g., “I am a six year old”, “I am a 6 year old”
- “*years old*”, e.g., “I am seven years old”, “I am 7 years old”

Age-related terms were coupled with the names of blog hosts that might appear on a page and indicate that it was indeed a blog (as opposed to a website):

- *blog, blogger, edublogs, wordpress*

In addition, the word ‘blog’ was used in combination with terms denoting children (children, kids, kid, child) to locate blog hosts unknown to me that children might use, so that they too could be searched for blog examples.

One methodological issue raised by this sampling method is that of verifiability of identity, or identity deception. Owing to the anonymity offered by the Internet, it is quite possible for people to misrepresent their personal details online. Indeed, the creation of a virtual persona and alter ego is key to functioning in some online spaces, such as virtual worlds, but is also a potential obstacle for research in such environments (Gaiser & Schreiner, 2009). However, verification of identity is not only problematic for online research, and some offline data collection tools are just as vulnerable to identity deception, such as random phone polls or anonymous surveys (Walther, 2002). Walther argues that the degree to which identity deceptions in online environments and in online research occur is “... probably highly inflated in public perception” (2002, p. 211). He suggests that

despite the fact that one *can* misrepresent oneself online, it is useful to ask why someone *would* misrepresent his or herself online, in order to consider how widespread the phenomenon is and whether it would take place in research settings.
(Walther, 2002, p. 211)

In the context of this study, it is possible, but perhaps not very probable, that an individual may pretend to be a child author of a blog. Nevertheless, as this study focuses on a particular age of authors, blogs were screened for indicators of age, based on the methods described by Herring *et al.* (2005). After a search for a particular term (e.g., “I am 6 years old”), resulting pages were read to locate the search terms. Surrounding text was read to determine contextual information, which was then used to either accept or reject the stated age of the author as accurate. Blogs not authored by children were discounted, including

- blogs authored by people who were referring to children of a particular age that they knew,
- blogs whose authors were referring to pets of a particular age,
- blogs whose adult authors who were writing about childhood experiences, and
- blogs that were of an unsavoury nature which may have indicated that the blog was not by a child.

Information contained in blogs was also used to determine the age at which the author commenced the blog. This was used as the ‘age of author’. The blogs selected include a representative range of female and male authors of ages 5, 6, 7 and 8 at the commencement of their respective blogs, as seen in Table 3.1.

Table 3-1: Gender and age of blog authors at the commencement of their respective blogs

Gender and age of blog authors included at start of study				
Age at first post	n=girls	n=boys	n=total	Total % of corpus
5 years	1	2	3	5
6 years	8	1	9	15
7 years	17	13	30	48
8 years	12	8	20	32
Gender and age of blog authors remaining at end of study				
Age at first post	n=girls	n=boys	n=total	Total % of corpus
5 years	1	2	3	6
6 years	5	1	6	13
7 years	16	8	24	50
8 years	10	5	15	31

More female- than male-authored blogs were found during the search, as were more blogs authored by 7 and 8 year olds. This is in keeping with differences in blog authoring rates along gender lines noted in large-scale studies (Lenhart & Madden, 2005; Livingstone et al., 2011). Such studies report that 20 – 60% more girls than boys blog, and the inclusion of 50% more girls blogs than boys in the present study conforms to the reported representative bias. Additionally, large-scale studies show blog and online authorship rates increase considerably with age (Australian Bureau of Statistics (ABS), 2012; Lenhart & Madden, 2005; Livingstone et al., 2011). For example, children between the ages of 12 and 14 engage with blogs, websites and photo sharing services at approximately three times the rate of 9- to 11-year-olds, who in turn engage with such services at approximately four times the rate of 5- to 8-year-olds (Australian Bureau of Statistics (ABS), 2012). Although these studies do not report explicitly on differences between 5, 6, 7 and 8-year old participation rates, they indicate the general trend that young children engage with blogs more as they get older, and that the participation gap reduces with age. The present study conforms to this representative bias, by including approximately four times more blogs authored by 7- and 8-year-olds than 5- and 6-year-olds.

It must be noted that, owing to my English speaking background, I only selected blogs that were written in English. However, taking note the countries in which the blog authors were writing provides an interesting contextual element to the study. Where possible, information contained in blogs was used to determine the countries in which the authors of the blogs in this study lived, as noted in Table 3.2.

Table 3-2: Country in which blog is written

Country of origin	No.
UK	1
USA	16
Canada	1
Australia	2
Singapore	3
Malaysia	3
S.E. Asia (unspecified)	2
Unknown	20

In total, 62 blogs were selected for analysis. However, the online environment is very changeable, and between the time of blog selection and submission of this thesis, a number of blog authors deleted their blogs entirely, revoked the public availability of their blogs or removed content that was previously under examination as part of this thesis. In doing so, authors made it clear that their blogs (or part thereof) are no longer for public consumption. As such, these blogs were removed from the corpus as indicated in Section 3.1.4.3. At the point of thesis submission, 48 blogs remained in the corpus (listed in Appendix 1). Of note, the original corpus included blogs from 4 different blogging service providers: *Blogger*, *Wordpress*, *Blogsome* and *Weebly*. At the conclusion of the study, only *Blogger* and *Wordpress* blogs remained.

3.2.2 Timeline for data collection and analysis

The blogs considered for inclusion in this study were collected over a period of two weeks in 2010. In order to account for the blog as a dynamic, evolving object of analysis, each blog was temporarily captured and stored off-line as a 'snapshot'. The snapshot provided a stable version of the blogs for initial screening and analysis. The captured blog snapshot was then used to select blogs for inclusion in the corpus, as described in Section 3.2.1.

The study incorporated two small-scale corpus analyses, outlined in Section 3.4. These were conducted on the captured blog corpus. Analysing the captured corpus allowed for the quantitative content analysis of blogs as they were at a fixed point in time. However, to ensure the accuracy of analysis of the blogs as evolving texts, a second capture of the blogs in the corpus was undertaken in 2012, which was compared to the first capture. Item counts were revised in light of any discrepancies between the original and second captures (of which there were few). In addition, at this point, blogs that were no longer publically available were removed from the corpus, in keeping with the changing privacy wishes of the blog authors (as described in Section 3.1.4). Owing to the small number of changes to blogs between the original capture and the second capture, no further capture of the blog corpus or adjustments to the small-scale corpus analyses were undertaken. However, the dataset was checked one final time for the removal of blogs from public display just before the submission of this thesis. At this point, blogs that were no longer publically available

were removed from the corpus, along with the deletion of respective data from analyses.

Analyses of individual blogs occurred in 2014 and 2015, as described in Section 3.5. At this point, individual blogs were again compared with their previously captured respective versions to ensure analysis of the most complete blogs. Only one of the authors of the blogs in the individual blog selection had maintained her blog beyond the last data capture in 2012, and this was re-captured for analysis. An overview of the timeline of data collection and analysis is presented in Table 3.3.

Table 3-3: Timeline of data collection and analysis

Year	Activity
2010	<ul style="list-style-type: none"> • Blogs initially captured and stored offline as ‘snapshot’ • Blogs selected for inclusion in study • Initial small-scale corpus analyses undertaken
2012	<ul style="list-style-type: none"> • Blogs captured for second time • Small-scale corpus analyses revised • No-longer public blogs removed from corpus and analyses
2014 - 2015	<ul style="list-style-type: none"> • Individual blogs compared with previous capture, and recaptured where necessary • Individual blog analyses undertaken
2016	<ul style="list-style-type: none"> • No-longer public blogs removed from corpus and analyses before submission of thesis

3.3 Analytical approach

The study reported here aims to both describe the distinctive techno-semiotic nature of blogs in terms of co-construction, as well as determine how young children deploy linguistic resources for blog co-construction. To gain insight into both of these dimensions, a ‘two-pronged’ approach was taken to investigate blogs in the corpus. Mixed analysis is a well established approach in systemic functional linguistics, with SFL scholars undertaking both text- and corpus-based research to understand texts as instances of language use and grouped instances as revealing patterns or systemic profiles (Matthiessen, 2006). Advances in computing technology make large-scale automation of graphological pattern analysis possible, but the rich analysis of texts undertaken by systemicists means that automatic analysis gives way to manual analysis at some point in time, ultimately curbing the size of corpuses. Noting that the automated view of graphological patterns “... ‘from below’, only allows us to see a relatively small part of what can be analysed manually ‘from above’”, Matthiessen

(2006, pp. 111-112) advocates a ‘two-pronged approach’ of complementary manual and automatic analyses. He describes this process as manually analysing a small sample of text (or texts), then using what is found here to inform the investigation of the corpus at large. Matthiessen cautions, however, that automatic analysis in this approach still includes manual sorting and classification of resulting data.

Building on the method advocated by Matthiessen, a ‘three-pronged approach’ to analysing linguistic data is put forward by Bednarek (2008). Bednarek proposes a continuum of the size of discourse data and type of analysis. *Large-scale corpus analysis* sits at one end of the continuum, and uses computer software to analyse large corpora. At the other end of the continuum, *individual text analysis* is conducted on single or small numbers of text. This level of manual analysis allows for “... complex, rich, interpretive, dynamic, and flexible analysis of microcontexts, and capturing the dynamic and negotiatory nature of much language use” (Bednarek, 2008, p. 22) . Complementing individual text analysis by allowing patterns to emerge and some level of generalization to be made, *small-scale corpus analysis* sits in the middle of the continuum and is the third prong in Bednarek’s approach. Small-scale corpus analysis involves “... the manual analysis of small-scale corpora which is ideally (but need not be) computer-assisted, and which makes use of quantitative and qualitative analysis” (Bednarek, 2008, p. 21). In addition, small-scale corpus analysis methodologies sit on a continuum between text-based and text-driven approaches. In a text-based approach, texts “... are analysed, informed by a previously established theory”, whereas text-driven analysis occurs “... without many (or indeed any) a priori theoretical assumptions” (Bednarek, 2008, p. 22). Given the novelty of the present study, it is important to allow for text driven analysis to influence my study.

This study made use of a two-pronged approach adopting Bednarek’s small-scale corpus and individual text analyses. Small-scale corpus analysis was selected for the following reasons (practical and analytical).

- It allows for some generalization to occur across the corpus to answer the first research question regarding the distinctive techno-semiotic nature of blogs in terms of co-construction.

- It allows for quantitative-based patterns to emerge, which addresses the second research question regarding the linguistic resources deployed by young children in the co-construction of blogs. In particular, the analysis of quantitative data allows for patterns of language use as well as the range of different usages to emerge.
- It provides the means to explore the data heuristically through text-driven analysis, which in turn provides a corpus overview in which to ground the study.
- It makes use of both quantitative and qualitative analyses.
- Such an exploration allows ‘stand out’ texts to emerge and come to the fore as those selected on principle for individual text analyses.

Individual text analysis was chosen to complement small-scale corpus analysis in order to address both research questions in greater detail. The combination of small-scale and individual text analyses requires a corpus size commensurate with the bounds and scope of a thesis study, such as the one I am undertaking.

3.4 Small-scale corpus analyses

Two small-scale corpus analyses were undertaken as part of this study. Section 3.4.1 details the preliminary small-scale corpus analysis, used to understand the semiotic context of blog authoring. Then, in Section 3.4.2, I describe the secondary small-scale corpus analysis, used to characterise the distinctive techno-semiotic nature of the blogs in terms of co-construction, focusing on the deployment of linguistic resources.

3.4.1 Understanding the semiotic context: preliminary small-scale corpus analysis

Systemic functional linguistics understands acts of meaning making as both construed by and construing context. A reasonable starting point, then, in understanding meaning making in blogs is to get to know this new meaning-making context. To facilitate this, a preliminary small-scale text-driven corpus analysis was undertaken on the blog corpus to explore the blog authors and the contextual techno-semiotic resources they use in blog co-construction. I followed Herring *et al.* (Herring, Scheidt, *et al.*, 2004; Herring *et al.*, 2006; Herring *et al.*, 2005) in their approach to content

analysis of blogs, searching each blog in its entirety for particular features. Data was analysed in a recursive fashion to capture latent features as they emerged across all blogs in the corpus. In light of the research questions of the present study, I coded for the features outlined in Table 3.2.

Table 3-4: Semiotic and interactive features coded for in the blog corpus

Semiotic features	
In posts	Written text: <ul style="list-style-type: none"> • Changes in font selection • Links • Links to other self-authored blogs
	Other semiotic modes: <ul style="list-style-type: none"> • Personal photos • Photo slideshow • Paper-based images • Digital images • Video authored by someone else • Self-authored video • Animated gif • Embedded music
In blog, but not in posts	Text gadget used to house information: <ul style="list-style-type: none"> • Photo slideshow • Embedded music • Avatar • Music playlist • Periodically changing gadget • Interactive games • Chat
Interactive features	
In posts	<ul style="list-style-type: none"> • Tags • Post rating
In blog, but not in posts	<ul style="list-style-type: none"> • Archive • Tags gadget • Blog search • Internal calendar • Most recent/ last/ previous post • Most popular posts • Blog roll/links to other websites

The results of the preliminary small-scale corpus analysis are reported in Section 4.1.

3.4.2 Understanding co-authoring interactions between the reader and the blog: secondary small-scale corpus analysis

The next step taken in analysing data was to direct explicit attention to the blogging context in terms of research questions being addressed. I used a secondary small-scale text-driven corpus analysis to characterise the distinctive techno-semiotic nature of the blogs in the corpus in terms of co-construction. Using a small-scale corpus analysis allowed for quantitative-based patterns to emerge, which addresses the second research question regarding the linguistic resources deployed by young children in the co-construction of blogs. In this phase, I focused on the use of techno-semiotic resources to co-construct texts, namely navigational gadgets, post rating features, tags and comments.

Tags, gadgets and comments were introduced in Section 2.1.2. To inform the discussion of systemic functional theory as it pertains to blogs, comments were described in detail in Sections 2.2.1.1, and no further detail is required for the purposes of methodological description. A general description of what tags are and how they work was outlined in 2.2.2.3. However, as different blogging services include different kinds of tags, clarification of that which constitutes a tag is required for coding and analysis. This clarification is given in Section 3.4.2.1. Next, descriptions of navigational gadgets and post rating features are given in Sections 3.4.2.2 and 3.4.2.3 respectively. Finally, Section 3.4.2.4 outlines the steps taken in the small-scale corpus analysis.

3.4.2.1 Coding tags across blog services

The blogging service *Wordpress*, used by blog authors in this study, provides two tagging options to its blog author clients. In this, blog authors are given the potential to add both tags and ‘categories’ to posts. This was problematic for the coding of tags in the small-scale corpus analysis, as the other blogging service used in the study, *Blogger*, only provides one type of tag. Coding and analysis must account for or reconcile the difference in tag types between the two services. To account for tagging relations in *Wordpress* blogs, and resolve the difference in tagging options between *Wordpress* and *Blogger*, I focus on the functional aspects of tags and categories.

A ‘category’ is a type of tag added to posts, and performs the same kinds of actions as tags do. *Wordpress* allows bloggers to both tag *and* categorise posts, and suggests that there are indeed differences between the two. According to *Wordpress*, tags and categories both “... provide a useful way to group related posts together and to quickly tell readers what a post is about. [They] also make it easier for people to find your content” (Wordpress, n.d.-a, n.d.-b). In practice, one significant difference between tags and categories is that *Wordpress* requires each post to be assigned a category upon writing. If the author does not assign a category, *Wordpress* assigns the category of ‘Uncategorized’ to the post. On the other hand, tags are optional. Tags are intended as “... similar to, but more specific than, categories” (Wordpress, n.d.-b), however, there is confusion among users about the pragmatic nuances of categories versus tags. Some experts agree with *Wordpress* and advise bloggers to use tags to provide more detailed information about a post when its assigned category is inadequate (e.g., Yadav, 2015), suggesting that “... if categories are the table of contents for your blog, tags represent the index” (Ewer, 2012). Other experts take a broader perspective, arguing that “Tag, Label or Category they all mean the same [sic] and their purpose is to provide easy navigation to a blog reader” (Ahmedzai, 2011; cf. Killorin, 2013).

In functional terms, the same kinds of relations construed in blogs (detailed in Chapter 6) are expressed within and between tags and posts regardless of whether a blog author uses categories, tags or both when given the choice. Therefore, for the purposes of consistency, the terms ‘tags’ and ‘tagging’ are used here to describe the general act of tagging, irrespective of the nomenclature chosen by the blogging service. All *Wordpress* blogs that use categories, tags or both are coded in the present study as using ‘tags’.

3.4.2.2 Navigational gadgets

As introduced in Section 2.1.2, gadgets are used to display blocks of links or information. Typically, gadgets are visible at all times to the blog reader, and often perform navigational functions, as described in Section 2.2.2.3. Further, blog gadgets are enabled by database technology, and many gadgets display the same one-to-many relationship between single hyperlinks and multiple posts as tags. Take for example, the blog archive gadget in Figure 3.1.



Figure 3-1: Blog archive gadget

The blog archive gadget displays a list of months, each of which is a hyperlink. Clicking a single ‘month’ link returns all of the posts contained within the blog posted during that month. Some gadgets require reader input in order to return a list of posts, such as a search gadget. Still other gadgets are designed to return a single post, such as a gadget that gives a link to the most recent or most popular post.

The visibility of gadgets varies between blog services. By default, some gadgets will appear in a blog unless the blog author deliberately disables it. However, it is important to note that different blogging services make visible different gadgets by default. Indeed, *Wordpress* displays different default gadgets depending on the physical styling of the blog, or blog ‘theme’ (Wordpress, n.d.-c), which is selected when a blog is first set up and can be altered over time. In other words, not all *Wordpress* blogs will have the same set of gadgets as default, even though they are all *Wordpress* blogs. *Blogger* blogs, on the other hand, all come with the same set of default gadgets, which impacts on their usage rates. This impact was accounted for in analysis and reporting of results in Chapter 4.

3.4.2.3 *Post rating*

Authors enable readers to assess and provide feedback on an aspect of a Web 2.0 space or text by using a post rating feature. Such rating systems are common in Web 2.0 spaces and texts, and a key part of many. One example is *eBay*, a site designed for the buying and selling of goods by users. Buyers use the star rating system to provide feedback on the quality of goods and the service of sellers with whom they interact. *eBay* uses the star ratings to award a feedback score to buyers, which is visible for other users of *eBay* and provides prospective buyers with a measure of the seller's reputation (eBay, 2015a, 2015b). The star rating system has no doubt contributed to the success of *eBay*, as without the system it would be very difficult for *eBay* buyers to feel comfortable about using the service. Another example is *Stack Exchange*, a service that builds "... libraries of high-quality answers, focused on each community's area of expertise" (Stack Exchange, 2015). To create an entry for the library, a user posts a question and other users provide answers. Any users who read the answers may vote on the answers provided (either 'up' or 'down') so that the best answers rise to the top of the list of answers. The poster of the original question selects one answer as 'accepted', or, in other words, the best answer according to the poster. The inclusion of the rating system by *Stack Exchange* means that the best information is most readily accessible and the very best is clearly marked.

In blogs, the post rating feature allows readers to rate individual posts. Posts may be rated in several different ways, including for example, numerical scoring (the reader awards a post a grade e.g., 4 out of 5), star rating (the reader awards a number of stars for the post e.g., 4 stars out of 5), and qualitative rating (the reader selects a word that best describes the post). The inclusion of the post rating feature provides the author and other readers with evaluative feedback on a post.

3.4.2.4 *Steps taken in the secondary small-scale corpus analysis*

Using data from the preliminary analysis described in 3.4.1 I located all of the blogs that used navigational gadgets, post rating features, tags and comments. Then, I applied a quantitative item count (following Herring et al. (2005)) to undertake the secondary small-scale corpus analysis. Here, I determined

- the variety of navigational gadgets and tags used across the corpus, and
- the rates of gadget usage in individual blogs (some blogs made use of multiple navigational gadgets).

Regarding tags, I calculated

- the frequency of tag usage in individual blogs, including the number of tags applied to posts,
- the variation in the use of unique tags by bloggers, and
- the number of times tags were applied across each blog.

As described in Section 2.2.2.2, some blog posts include more than one tag, which I refer to as being poly-tagged. Coding of tags did not extend to recording the number of tags on individual posts in each blog, as this level of delicacy would constitute individual, not small-scale analysis. To determine which blogs use poly-tagging, I compared the number of tagged posts with the number of tags across the blog. In this, I generated a *poly-tag ratio*. When the ratio of tagged posts:tags is 1:1, poly-tagging has not occurred; tagged posts in such a blog have one tag each. The higher the poly-tag ratio for a particular blog, the greater the use of poly-tagging.

The secondary small-scale corpus analysis counted the total number of tags and the number of unique tags used across each blog, but coding did not extend to recording the number of tags on individual blog posts in a blog. Instead, I describe the variation between blog authors' usage of unique tags by comparing the number of unique tags in each individual blog with the number of tags used across the blog. In this, I created a *unique tag ratio*. I use the unique tag ratio as an expression of the average occurrence of unique tags across tagged posts in an individual blog. When the ratio of unique tag types compared to the number of tags across the blog is 1:1, all tags in use are unique. The lower the unique tag ratio, the greater the number of tags (on average) in use for each unique tag type. So, for example, if the tag type ratio is 1:2, this means for every unique tag there are (on average) two tags of this type in use.

I counted the number of blogs that included the post rating feature, and used an item count of comments to find

- the number of blogs that had the comments feature available, and
- the number of blogs that contained reader comments.

Then, for each blog that contained comments, I tallied

- the number of posts with comments, and
- the number of comments in the whole blog.

The quantitative data collected was then analysed to determine patterns of deployment of linguistic resources by the authors of the blogs in this study. The results of this analysis are presented in Section 4.2.

3.5 Individual text analyses

The results of the preliminary and secondary small-scale studies were helpful in understanding the blogging context in which this study is situated. They revealed generalized patterns of language and other semiotic resources in use by young blog authors and the range of different semiotic resources deployed in blogging co-construction, ultimately addressing the research questions posed in the present study. The results of the studies were used to inform the principled selection of blogs for the detailed individual text analyses that complemented the small-scale analyses.

In broad terms, analysis of these individual texts is text-driven. In this, my heuristic analytical approach was to explore the selected texts and understand them in terms of SFL theoretical concepts, but “... without many ... a priori theoretical assumptions” (Bednarek, 2008, p. 22). This exploration tested the extent to which SFL descriptions of the meaning-making resources of language were able to account for the kinds of meanings that might be construed using the techno-semiotic linguistic resources of blogs.

3.5.1 Principled selection of blogs for individual analysis

Detailed individual text analyses focused on the deployment of comments and tags in the co-construction of blogs between authors and readers who comment. Importantly, then, blogs were selected for further analysis due to their unique displays of language for co-construction, rather than being typical of the corpus. The sub-corpus of blogs selected for individual analysis were those deemed as sites of active tagging and commenting. One particular blog was selected from the blog sub-corpus as exemplar. The relatively small blog, *Baseball Kid*, has a high volume of comments, making it ideally suited to for initial explorative and illustrative analysis. In total, three blogs were selected for more detailed analysis of tagging and represented both female and male authors. They also and included a range of blogs in terms of size and genre of posts.

In selecting sites of active commenting and tagging, a bias was introduced; all 4 blogs were authored by children aged 7 at blog commencement. Indeed, it is suggested that older children possibly engage in ‘active tagging’ at higher rates than younger children, although the present study does not account for the relationships between commencement age and use of linguistic resources. The scope of this study is such that more blogs were unable to be studied in detail, and the close consideration of the use of tags and comments by older children only is a limitation of this study.

3.5.2 Analytical frameworks

The goals of the present study, and hence the framework for analysis of blogs as co-constructed by young children, more strongly implicate some systems and theoretical concepts of SFL than others, as established in Chapter 2. To recapitulate, as established in Section 2.2.1, commenting in blogs both invites and facilitates interaction and the construal of evaluative stance between blog author and reader-commenters; and, in the context of this study, evaluative stances may be associated with the construal of family narratives, as described in Section 1.2.5. As such, the co-construction of blogs through comments implicate the interpersonal systems of NEGOTIATION (and the language of interaction) and APPRAISAL (and the language of evaluation). Further, as argued in Section 2.2.2.4, the explication of LSRs realised through tagging maintains focus on the unique techno-semiotic affordances of blogs,

and informs analysis in the present study. A description of data analyses undertaken using implicated systems is provided here.

3.5.2.1 MOOD and NEGOTIATION

The blog, *Baseball Kid*, was analysed to explicate the role NEGOTIATION plays in co-construction. As described in Section 2.2.1, NEGOTIATION takes place between speakers, and describes the function of moves in dialogue. It is applied here to illuminate the ‘dialogic’ interactions between blog author and reader-commenters, and the contribution NEGOTIATION makes to blog co-construction. NEGOTIATION is realised grammatically through MOOD, and a MOOD analysis reveals how NEGOTIATION takes place in texts.

First, a synoptic analysis of *Baseball Kid* was undertaken to provide a context for the ensuing MOOD analysis. The synoptic analysis, reported in Section 5.1.1, articulates the broad nature of the blog, posts and comments, particularly in terms of duration, lengths of posts, number of comments, commenters and ranking clauses in posts and comments.

Then, a MOOD analysis was undertaken of the posts of *Baseball Kid* to establish the ways in which the blog author uses the resources of NEGOTIATION to solicit comments and engage readers as co-constructors in the blog. To undertake analysis, ranking, non-ranking and embedded clauses were located in both the blog posts and comments and analysed for MOOD, in accordance with descriptions provided by Eggins (2004) and Halliday (Halliday & Matthiessen, 2004) for written texts. Examples of analysis of each clause type are given in Table 3.3.

Table 3-5: Example MOOD analysis for ranking, non-ranking and embedded clause types

Clause type	MOOD analysis
Ranking	//This(S)* is(F) my new baseball team.//[declarative]
Non-ranking	//The Angels(S).// [incomplete]
Embedded	///My number(S) is(F) 10 //[declarative] and Drew's number(S) is(F) 48.//[declarative]

* (S) = Subject, (F) = Finite

Unlike other written texts, interactive moves between author and reader-commenter are apparent in blogs, and must be taken into analytical account. In spoken dialogue, moves between interlocutors more or less follow each other in linear temporal sequence. This is clear when spoken dialogue is transcribed; moves are written in linear sequence, with small exceptions, such as when interlocutors talk at the same time. (See, for example, the spoken texts presented for analysis in Eggins and Slade (1997) and Eggins (2004)). On the other hand, moves between blog author and reader might not be presented in linear sequence. The following protocol was developed to locate and track initiating and responding moves (seen in Appendix 2).

1. Clauses in a particular post were analysed in terms of MOOD and then as initiating moves of NEGOTIATION.
2. Clauses in all related comments were analysed to locate those that corresponded lexically to clauses in the post. Lexical correspondence was taken to indicate a comment clause was likely in response to an initiating clause in the post.
3. Comment clauses deemed as responding to the initiating moves of the posts were analysed in terms of MOOD, and then as responding moves of NEGOTIATION.
4. Clauses that did not correspond to moves in the post were analysed to determine their MOOD, then the speech functions they performed.

The application of this protocol is seen in Table 3.4, in which an example clause and corresponding comment clauses are analysed, as well as a comment clause that did not correspond to any of the clauses of the post.

Table 3-6: Example of the analysis of MOOD and NEGOTIATION in post and corresponding comment

	Post clause	Corresponding comments	Non-corresponding comment
MOOD analysis	//I(S) like(F) to pitch very much.//[declarative]	//We(S) love(F) to watch you pitch.//[declarative] //It(S) was(F) fun watching you strike out 3 players the last time we saw you pitching.//[declarative]	//I(S) love(F) you.//[declarative]
NEGOTIATION (and realisation)	Statement (unmarked declarative)	Acknowledgement (unmarked declarative) Acknowledgement (unmarked declarative)	Statement (unmarked declarative)

The synoptic analysis of *Baseball Kid*, the results of MOOD analysis and discussion of NEGOTIATION are presented Sections 5.1.1, 5.1.2 and 5.1.3 respectively.

3.5.2.2 APPRAISAL

An APPRAISAL analysis was undertaken to determine the role of evaluative language in the co-construction of the blog, *Baseball Kid*. The linguistic resources of evaluative language, or APPRAISAL, include those of ATTITUDE, ENGAGEMENT and GRADUATION. ATTITUDINAL resources are used to express feelings, judgements and evaluations of objects or aesthetic qualities of people. ENGAGEMENT is used by authors to “... adopt a stance towards the value positions being referenced by the text with respect to those they address” (Martin & White, 2005, p. 92), and expand or contract the dialogic space for expression of alternative positions. GRADUATION is used to convey stronger or weaker alliance with the evaluative stance being advanced. Following Martin and White (2005), the linguistic resources of ENGAGEMENT, GRADUATION and ATTITUDE were analysed in all posts and comments in the blog. An APPRAISAL analysis of the deployment of the resources of ATTITUDE, ENGAGEMENT and GRADUATION across *Baseball Kid* was undertaken, the synoptic results of which are given in Sections 5.2.1, 5.2.2 and 5.2.3 respectively. One post, *Teddy Bear*, and

its comments were analysed dynamically. The process for the dynamic analysis is described in Sections 3.5.2.3. The full APPRAISAL analysis of *Baseball Kid*, is located in Appendix 3, and the dynamic APPRAISAL analysis of *Teddy Bear* is found in Appendix 4.

3.5.2.3 Dynamic analysis of the post and comments of *Teddy Bear*

As described in Section 2.2.1.3, interpersonal meanings are realised prosodically across a text. To capture the prosody of interpersonal meanings as realised in E.J.'s blog, one text, the post *Teddy Bear* and its associated comments, was selected for dynamic analysis. The process for undertaking the dynamic analysis is articulated in Section 3.5.2.3.2. First, though, in Section 3.5.2.3.1 I determine what constitutes the analytical units of phase in *Teddy Bear*.

3.5.2.3.1 Phase as a unit of analysis in *Teddy Bear*

As described in Section 2.2.1.3, the phase as a unit sits between the generic stage and clause as a 'chunk' of semantically related text (Macken-Horarik, 2003). A sensible place to start in determining the phases in a post-and-comment combination, then, is with the genre of the post. The post *Teddy Bear* is an instance of the school-based genre of factual recount. In this instance, all generic stages of the recount occur within the post⁵. It follows that, as stages are made up of phases, the phases of *Teddy Bear* are also visible in the post.




The comments of the post must also be taken into account in terms of their contribution to the phases of *Teddy Bear*. To articulate the role of comments in the construal of the phases of *Teddy Bear*, I first describe and discount two roles that comments are *not* performing. First, comments cannot be understood as a stand-alone phase (or phases) of the recount. This is because all generic stages, and therefore phases, of *Teddy Bear* are located in the post. Second, the comments of *Teddy Bear* are not instances of genre in themselves, as they do not form a text with a staged, goal oriented, social purpose (Martin, 1984). Instead, I argue that a comment may contribute to the construal of a phase that is already established in the post. This is

⁵ It is possible that the generic stages of a text in a blog are split over multiple posts. See, for example, the description in Section 2.1.1 of distributed narratives given by Eisenlauer and Hoffman (2010).

only the case, though, if the clause clearly relates ideationally and interpersonally to one of the phases of the post. In other words, the phases of the text *Teddy Bear* are realised through both the post and comment, but some comment clauses do not contribute to the construal of a phase.

I will now describe how I determined the phases of *Teddy Bear*, as based on the stages of the recount in the post. Table 3.5 shows the phases of the *Teddy Bear* post, and is given here as a point of reference for the following discussion.

Table 3-7: The stages and phases of the *Teddy Bear* post

STAGE/ phase	<i>Teddy Bear</i> - post	
<p>ORIENTATION setting</p>		<p>[clause 1] I was in a play!!!</p>
<p>RECORD event 1 - audition</p>	<p>[clause 2] I had to audition.</p>	
	<p>[clause 3] It was scary but I did it.</p>	
	<p>[clause 4] I tried for the grey fox but I got a bigger part which was the bear.</p>	
	<p>[clause 5] I didn't want to do the bigger part but my mom made me.</p>	
<p>event 2 - practice</p>	<p>[clause 6] At practice I did good and I liked it.</p>	
<p>event 3 - performance</p>	<p>[clause 7] Everyone said I did a good job.</p>	
	<p>[clause 8] Grammy and Grampy and my family came to see me.</p>	
	<p>[clause 9] They liked it a lot.</p>	
<p>RE-ORIENTATION re-orientation</p>		<p>[clause 10] This is me on stage</p>
<p>JUDGEMENT judgement</p>		<p>[clause 12] Do you think I am a scary bear? [clause 13] I was a nice bear.</p> <p>[clause 14] Every one liked my costume best.</p>

In terms of genre, *Teddy Bear* is an instance of a factual recount. Humphrey et al. (2012) describe factual recounts as telling ‘what happened’ as a record of events. It has three stages: ORIENTATION, RECORD OF EVENTS and RE-ORIENTATION or, in a biographical or autobiographical recount, a JUDGEMENT of significance. *Teddy Bear*, as an autobiographical account, includes an ORIENTATION and RECORD OF EVENTS and concludes with a JUDGEMENT. However, it also includes a RE-ORIENTATION stage, in which the recount is summarised. The stages include one or more phases, with 6 phases in the post overall. As described in Section 2.2.1.3, transitions between phases are marked by shifts in linguistic choices realising metafunctions, and transitions in *Teddy Bear* are marked by changes in the experiential meaning, changes to Theme position in clauses, patterns of APPRAISAL, and sometimes by the inclusion of images.

Experientially, phasal transitions in recounts are typically signalled by temporal shifts (Rose & Martin, 2012), and this is seen in *Teddy Bear*, with shifts in time implied by different events – the audition, practice and performance. Shifts in the occupants of Theme position in clauses also signal transitions in *Teddy Bear*, especially between events. The author, ‘I’, is the topical Theme of clauses during phase 1 – **setting** and phase 2 event 1 – **audition**, which shifts to the topical, circumstantial Theme of ‘At practice’ in phase 3 event 2 – **practice**. Phase 4 event 3 – **performance** is signalled by the topical Theme of ‘everyone’, or more generally ‘other people’. There is a shift in Theme at clause 10 from ‘everyone’ to ‘This’, which is a cohesive text reference to the image. As the subject of the image is the performance, and not ‘everyone’ who is watching, it is determined that the clause and image do not belong to the performance phase, but instead constitute phase 5 – **re-orientation**. Finally, the move into phase 6 – **judgement** is signalled by another image and a shift to interpersonal Theme, with a MOOD subject-finite combination (‘Do you’) in Theme position. For comparison, the Themes of the first clause of each phase is shown here.

Phase 1 - Setting	I	was in a play!!!
	THEME	RHEME
Phase 2, Event 1 - Audition	I	had to audition
	THEME	RHEME
Phase 3, Event 2 - Practice	At practice	I did good and I liked it
	THEME	RHEME
Phase 4, Event 3 - Performance	Everyone	said I did a good job
	THEME	RHEME
Phase 5 - Re-orientation	[image 2] This	is me on stage.
	THEME	RHEME
Phase 6 - Judgement	Do you	think I am a scary bear?
	MOOD	RESIDUE

The deployment of APPRAISAL resources changes through the phases of the post. First, the **setting** phase uses the GRADUATION resource of repeated punctuation.

I was in a play!!!

Next, the **audition event** phase makes significant use of the ENGAGEMENT resource of counter expectancy, using contrastive conjunctions in all of the clause complexes of the phase for example:

It was **scary** *but* **I did it** (App: imp -)(Con: disc: count)(Jud: ten +)

This functions to contract the dialogic space. Here, ENGAGEMENT resources are often used to contrast negative ATTITUDE about (fear and disinclination),

Event 2, **practice**, is the shortest of the phases. It makes use of the ATTITUDINAL resources of positive Judgement (capacity) and Affect (happiness):

At practice I did **good** and I **liked** it. (Jud: cap +) (Aff: hap +)

The next phase and event, **performance**, is similar to **audition** in two ways. First, both events make use of ENGAGEMENT resources to Contract the dialogic space; and, second, both events use the same ATTITUDINAL resources. In the latter event,

performance, the author uses endorsements that proclaim his own evaluative stance (of positive capacity and satisfaction), for example:

*Everyone said I did a **good** job. (Con: pro: end) (Jud: cap +)*
*They **liked** it a lot. (Con: pro: end) (Aff: sat +)*

It was difficult to determine events 2 and 3 as different phases of the post, owing at least in part to the similarity of evaluative resources, and the absence of a direct reference to performance. However, it was inferred from the description of an audience and audience response that a performance (as distinct from a practice) was ‘happening’ in a third event.

Contrasting with the phases on either side, the verbiage of the **re-orientation** phase makes no use of APPRAISAL resources. Interestingly, though, this phase opens with an image.

Resources of ENGAGEMENT dominate **judgement**, the final phase. First, an Expanding device, the expository question, is deployed. Next, the Expansion is promptly countered by the presentation of the author’s own self-evaluative response (Jud: prop +) to the question in an accompanying clause. Finally, the phase, and indeed the post, closes with an image-verbiage combination that construes Contraction regarding the subject of the image and previous expository question:



Do you think I am a scary bear? (Exp: ent)
*I was a **nice** bear. (Jud: prop +)*
*Every one **liked** my costume best. (Con: proc: end) (Aff: sat +)*

Interestingly, the image shows E.J. as a smiling bear. It is reasonable to suggest, then, that, while beyond the scope of the present analysis, APPRAISAL resources in this phase may well be deployed in the image as well as the verbiage. The role of images in the construal of APPRAISAL, as it pertains to phases of multimodal texts, then, warrants further investigation.

The process undertaken to analyse the posts and comments combination as phases of *Teddy Bear* is now described.

3.5.2.3.2 Process of dynamic analysis

As this study is an account of the novel use of techno-semiotic resources for the co-construction of texts, the focus of the dynamic analysis was to reveal interplay of post and comments and how co-authors contribute to the construal of meaning in the overall text (post and comments) of *Teddy Bear*. Accordingly, the analysis provided a detailed and comprehensive account of the co-contribution posts and comments make to the collaborative construction of the phases of the text in terms of prosodic evaluation, and the overall text as an instance of genre.

I designed an analytical approach that would take into account the contributory role of comments to phases of posts in realising the text as a whole. This required the development of a method to show the relationship of comments to post. First, following Humphrey (2008), the post was depicted to make visible its phases. Then, as an innovation to depictions of dynamic analysis, I showed comments as contributory members of the post's phases. To do this, I mapped portions of comments (typically clauses) to the phases of the post. It must be noted that each reader's comment usually consists of multiple clauses, and has its own internal logogenesis; however, the sequencing of one comment's clauses was not necessarily preserved once the clauses were mapped against the phases of the post. Also, some comment clauses did not align with phases of the post, or even the overall post. Such comments were dealt with separately in analysis and, on their own, served as a point of departure for understanding the distinctive affordances of comments in blog co-construction. Table 3.6 shows the phases of the entire text *Teddy Bear* with post and comments mapped as phases. The intact post and comments, as well as their depiction as phases of the text, is found in Appendix 4.

Table 3-8: Phases of the text (post and comments), *Teddy Bear*

Phase	<i>Teddy Bear</i>	Grammy Staffy	Erin	Loni-Loo	Lynell	HoLLy	Faith Girl
Setting	[image 1] [1] I was in a play!!!						
Event 1 - audition	[2] I had to audition.						
	[3] It was scary but I did it.						
	[4] I tried for the grey fox but I got a bigger part which was the bear.						
	[5] I didn't want to do the bigger part but my mom made me.	We are so glad that you went ahead and did the Bear part. See, your mommy was right, it really feels good when we do something that is hard for us.					
Event 2 - practice	[6] At practice I did good and I liked it.						
event 3 - performance	[7] Everyone said I did a good job.	You did such a good job.	I know you did a great job!	i bet you did sooooo!!!!!! good			
	[8] Grammy and Grampy and my family came to see me.		I wish I could have seen you in your play!	i wish i could have been their with you and see you shine!!	Wish I could have been there.		My mama is friends with Grammy Staffy, so I know her too!
	[9] They liked it a lot.	Grampy and I loved your play.					
Re-orientation	[image 2] [10] This is me on stage						
Judgement	[image 3]			you really stand out ej!!!!!!!!!!			
	[12] Do you think I am a scary bear? [13] I was a nice bear.				Glad to hear that you were a nice bear. I can't imagine you being mean.		
	[14] Every one liked my costume best.				E.J. Your costume is totally the best. Where did you get it? (also img 3)	you look like one awesome bear! what a cool costume! (also img 3)	
Whole post response comments		We are all proud of you.	How fun! Do you want to do another play? I think you should!	you have always made me proud	I am proud of you.	we bet it was so fun to be in your very first play. great job!	Sounds like you had fun!

Following depiction, dynamic analysis was undertaken to account for the prosodic construal of ATTITUDE in the post and comments. This revealed the prosodic relationship between the post and comments, as well as between comments, in construing both the evaluative orientation of the reader (and subsequent reader response) and the post as an instance of genre.

In the techno-semiotic context of the blog, the logogenetic unfolding of the text (post and comments) is not linear. In order to analyse the non-linear text, I proposed and followed the following method.

- The comment clauses as contributory members of a phase were analysed both in terms of their relation to the phases of the post, as well as their relationship to one another within a phase.
 - To analyse comment clauses in relation to post phases, analysis followed the logogenetic sequencing of the post. This is because the comment clauses are characterised here as contributing to the phases of the post. In other words, the logogenesis of the post takes precedence over the logogenetic sequencing of the portions of a comment.
 - To analyse the accumulative patternings across comment clauses (i.e., from different reader-commenters over time), clusters of comments within phases were analysed, noting the temporal relationship of one to the next.

The results of the analysis are interpreted in Section 5.3.

3.5.2.4 Collaborative extended prose

Finally, a unique instance of collaborative extended prose across one post and its associated comments was examined. Analysis was undertaken to explicate the co-deployment of resources for APPRAISAL and NEGOTIATION, and their impact on co-construction of this text. This instance of text is described and discussed in Section 5.4.

3.5.2.5 LOGICO-SEMANTIC RELATIONS

The detailed analysis of LOGICO-SEMANTIC RELATIONS (LSRs) in blogs, specifically those used to describe relations obtained through tagging, draws upon both clausal (Halliday & Matthiessen, 2004) and whole text understandings of expansion relations (Martin, 1994). Existing models of LSRs will be drawn upon and extended as necessary to describe relations between tags and posts in blogs using examples from the dataset in Chapter 6, but an understanding of these relations is shared here in describing methodology. As discussed in Section 2.2.2.4, LSRs articulate the different types of logical relations between clauses in clause complexes (Halliday 1985, 2004), or across whole texts (Martin, 1994). They are grouped into relations of *expansion* and *projection*, the first of which may be applied to the relation between blog posts and tags. Elaboration, extension and enhancement relations are briefly rehearsed here.

Elaboration

Elaboration relations between clauses occur when one clause expands another by restating, specifying, commenting or exemplifying, and can be either paratactic or hypotactic in nature (Halliday & Matthiessen, 2004). Martin (1994) argues that whole text elaborations are similar to inter-clausal elaborations as they are realised when ideational meaning is restated with greater or lesser degrees of generality. However, he argues that text portions in whole text elaborations are only related paratactically, as they cannot be related hypotactically.

Consider, for example, the whole text elaborations in a report. In a report each section is elaborated by its heading. The heading restates the section's ideational meaning with a greater degree of generality, yet the heading and section are paratactic, or of equal status to one another, and need to be in order for the heading to perform the task of summarizing what is to follow. On the next levels down, opening sentences restate the ideational meaning of sections, and topic sentences restate the ideational meaning of paragraphs. Unpacking and repacking of ideational meaning repeats in a wave-like fashion across whole texts such as reports, leading Martin to note that "... (w)hen elaboration is deployed as waves of generality and specificity ... texts lend themselves to re-interpretation from the perspective of periodic structure and textual meaning" (1994, p. 36). When viewed across whole texts, ideational relations of

elaboration resonate with the hierarchy of periodicity associated with the textual metafunction.

Extension

An extension relation between clauses occurs when one clause expands another by adding a new element or offering an alternative (Halliday & Matthiessen, 2004). Similarly, extension relations occur in whole texts when one portion of text presents a new element, exception or alternative to another (Martin, 1994). Paragraphs, sections or chapters in whole texts are commonly related by extension. The extension relations between clauses in a complex may be equal (paratactic) or dependent (hypotactic) (Halliday & Matthiessen, 2004). However, Martin (1994) finds that this difference is not polarised in macrogenres; instead, texts related by extension have a relatively equal status to one another.

Enhancement

An enhancement relation between clauses is present when one clause expands another by qualifying circumstantial features of time, place, cause or condition. Clauses are paratactic or hypotactic (Halliday & Matthiessen, 2004). In contrast, Martin (1994) finds enhancement relations in whole texts are hypotactic. Portions of text are dependent on each other and cannot be easily relocated. Enhancement relations in whole texts are not clearly graphologically marked, but are realised by a significant shift in the text, such a shift in genre (e.g., a report enhanced by an embedded explanation).

The unique techno-semiotic context of blogging may be explicated through the use of both clausal and whole text conceptualizations of LSRs. Indeed, the use of tags in blogs provide unique opportunities for relations to exist in a variety of ways, for example, between an individual tag and a post, an individual tag and multiple posts, or even between tags. To assist the present analytical work that deals with a multitude of tag and post combinations, I suggest the following two key concepts:

Key concept 1: in-post and between-post expressions of LSRs

In a blog, posts and tags combine with each other in a variety of ways, and these combinations are involved in expressing different types of LOGICO-SEMANTIC RELATIONS. There are two ways in which posts and tags combine to express LSRs, which are determined by the number of posts involved in the combination. Starting with a single post, relations obtain between the content, or body, of the post and its tag (or tags). I call this combination an *in-post* expression, as the expression is confined to just one post. To return to the example given in Section 2.2.2.3, the body of the post *Video* in Figure 3.2 and the tag ‘art’ are an in-post expression of an LSR. In this instance, the blog service, *Blogger*, is calling tags ‘labels’.

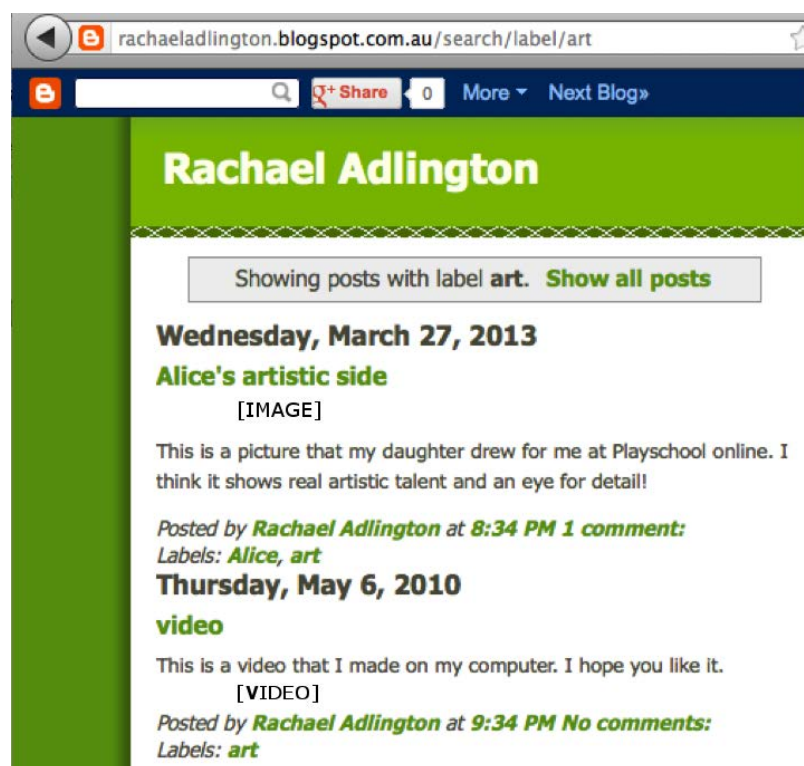


Figure 3-2: Composite blog page showing two posts tagged with ‘art’ (images removed)

Relations also obtain in groups, or clusters, of co-tagged posts, and I call these *between-post* expressions, as the expression involves multiple posts. Between-post expressions obtain between each post in a cluster. A between-post expression also obtains between the cluster of posts as a whole and the cluster’s tag. The co-tagged posts *Video* and *Alice’s artistic side* in Figure 3.2 are in a between-post expression; the tag ‘art’ relates the posts to one another. The tag also relates to the posts as a clustered ‘whole’.

A tag and post can be involved in both in-post and between-post expressions at the same time. Consider, for example, a reader encountering *Video* on its own. *Video* is an individual post with one tag ('art'), and the post and tag are related by an in-post LSR. The reader clicks on the tag and is presented with the co-tagged cluster of *Video* and *Alice's artistic side*. *Video* and 'art' are now in a second, between-post relation with the rest of the co-tagged cluster of posts.

Key concept 2: orientation

Orientation is an analytical parameter used to describe the relationship between entities in an LSR, and is fundamental to my description of tagging LSRs in blogs. In blogs, orientation is concerned with how a tag foregrounds the type of information contained within its related post. Orientation impacts on the realisation of LSRs, as is discussed in Chapter 6. In describing orientation, I draw upon Djonov's (2005) work regarding the orientation of LSRs between semiotic elements, hyperlinks, webpages and the website as a whole. Djonov's findings regarding orientation in website LSRs are quite apposite to deployment in blogs, and her notions of orientation are adopted here, with some modification.

Djonov (2005) theorizes orientation as either *external* or *internal* in websites, following Martin's (1992a) account of these concepts. A hyperlink, for example, is considered externally oriented "... if the parts of the website it connects construe entities as related in the text-external world ..." (Djonov, 2005, p. 196). My analogous interpretation is that a tag construes an external relation with a post when the tag foregrounds the post's field.

Website LSRs are internally oriented if the related nodes (e.g., hyperlink, webpage and/or website) function either "... structurally, to connect parts of the text to each other, or ... metatextually, to relate a part of the website or the website as a whole to information about it ..." (Djonov, 2005, p. 196). A *metatextual* internal LSR provides information *about* the website, or element contained within. A prime example is the 'about' page on contemporary websites. The 'about' page may, for example, explain the purpose of the website, its organisation, its authors or how to use the site. Elements within a webpage can also relate metatextually to one another. For example,

a section titled 'Games Centre' indicates metatextually that the section contains games (Djonov, 2005), and the title 'Photos' would indicate a page contains photos. In blogs, an internally oriented tag indicates, for example, the genre of a post (e.g., 'fairy stories', 'recipes'), the media it contains (e.g., 'videos', 'drawings') or some other metatextual information about the post that foregrounds the post's mode. In the example post of *Alice's artistic side* in Figure 3.2, the tag 'art' is internally oriented, because it provides metatextual information by indicating the post contains art.

A *structural* internal LSR conveys the structure of the website and provides access to a website's sections. Websites readily reveal structurally oriented LSRs, because websites are created with a fixed navigational structure communicated to users through elements, such as navigation panels and site maps. A site map, for instance, lists sections and pages contained within a website and provides links to each. The site map tells the user how the sections and pages of the website are organised. This entails a structural LSR with the website as a whole. A navigational panel also communicates the structure of a website, entailing a structural internally oriented LSR. In blogs, the post cluster is analogous to the website section. Posts combine to form a cluster and are defined as members of a cluster when they include a particular tag. It is the presence of tags that reveals the existence of clusters in a blog and communicates that blog's overall navigational structure. So, for example, the tags in Figure 3.2 reveal that there is a cluster of posts in the blog to do with 'art' and another cluster to do with 'Alice'. Clicking on the tags provide access to the cluster.

Internally oriented LSRs involving tags do not warrant the distinction between metatextual and structural realisations that website LSRs define. *All* tags reveal the clustered post structure of the blog, and this includes those tags that simultaneously communicate metatextual information about the post. For example, a post tagged with 'fairy stories' communicates metatextual information about the post (that it contains fairy stories). At the same time 'fairy stories' flags the existence of a cluster of posts containing fairy stories and provides a navigational link to it. Accordingly, all tags in LSRs that function metatextually are deemed internally oriented.

My exploration of LSR expansion relations (elaboration, extension and enhancement) in blogs is reported in Chapter 6. Expansion relations as described by Halliday (2004) and Martin (1994) are used heuristically to describe the relations between tags and posts in blogs, with the addition of the key concepts of expression and orientation. To summarise, Table 3.7 maps the semantic notions used in Chapter 6.

Table 3-9: Concepts for describing LOGICO-SEMANTIC RELATIONS between tags and posts in blogs

Semantic concept	LSR TYPE	- elaboration - extension - enhancement
	ORIENTATION	- internal (the tag foregrounds the mode of the post) - external (the tag foregrounds the field of the post)
	EXPRESSION	- in-post (involving one post and it's tag or tags) - between-post (involving multiple posts and their tag or tags)

3.6 Conclusion

The results of the preliminary and secondary small-scale corpus analysis are reported in Chapter 4. First, Section 4.1 describes the semiotic choices made by blog authors regarding font selection and hyperlinks (Section 4.1.1) and multimodal resources (Section 4.1.2). Next, Section 4.2 articulates corpus-level understandings of the inclusion of tags (Section 4.2.1), the use of navigational gadgets (Section 4.2.2) and post rating (Section 4.2.3). Then, Section 4.3 reports on the use of commenting across the blog corpus. Finally, in Section 4.4 I determine the blogs that will undergo more delicate analysis in Chapters 5 and 6.

Chapter 5 reports the results of analysis of an individual blog in terms of NEGOTIATION and APPRAISAL. The use of resources of NEGOTIATION and APPRAISAL in the blog to solicit co-authorship is described in Sections 5.1 and 5.2 respectively. Section 5.3 interprets the dynamic analysis of a text, including a post and comments. The co-construction of a unique collaborative narrative across a post and its respective comments is described in terms of its use of APPRAISAL and NEGOTIATION in Section 5.4. An account of the realisation of expansion LOGICO-SEMANTIC RELATIONS in blogs is presented in Chapter 6.

Chapter 4 Results of small-scale corpus analyses

4.0 Introduction

The potential collaboration of authors and readers as co-constructors is a key feature of many Web 2.0 texts and spaces. Arguably, it has been a part of the Internet since its inception, in the form of bulletin boards and chat rooms, whereby individuals post messages and respond to one another. However, the immensely popular social networking texts and spaces of Web 2.0, including *Facebook* and *Twitter*, have made co-authoring a near ubiquitous part of using the Internet. While the format of blogs is very different from that of *Facebook* and *Twitter*, they too employ a range of ways for interactions to occur.

Co-constructive interactions involving the blog reader occur in two main ways, between the reader and the blog itself, and between the reader and author. Interactions between the reader and the blog involve the compositional and organisational affordances provided by the author and taken up by the reader. They engender notions of reader as author of reading design (Kress, 2005) within a blogging environment and reflect the notion of second degree interactivity (Eisenlauer & Hoffman, 2010); that is, interaction that involves selection of preordained reading options (see also Section 2.1.2). This first kind of co-constructive interaction, between the reader and the blog, is discussed here in Chapter 4 and again at a greater level of delicacy using individual text analysis in Chapter 6. The second kind of co-construction involves interactions between the author and the reader as co-authors, and is taken up in Chapters 5 by analysing individual texts.

Chapter 4 presents the results of the small-scale corpus analyses of the blogs under consideration in this study. Section 4.1 *The semiotic context of co-authored blogs* reports on the preliminary small-scale corpus analysis. It describes the meaning making context in which the blog authors operate by detailing the range of semiotic choices they make in posts, particularly regarding font selection and use of hyperlinks, as well as the use of multimodal resources. Next, the results of the secondary small-scale corpus analysis are given in Section 4.2 *Co-authoring*

interactions between the reader and the blog, detailing the variation in the deployment of tags, navigational gadgets and post rating by the blog authors. An account is presented in Section 4.4 *Commenting as co-authorship* of the uptake of reader co-authorship in the form of comments across the corpus. Finally, in light of the results presented here in Chapter 4, Section 4.5 *Principled selection for individual analysis* provides a principled selection of individual blogs for further investigation in Chapters 5 and 6.

4.1 The semiotic context of co-authored blogging: preliminary small-scale corpus analysis

To understand the semiotic context in which the blog authors work, I performed a preliminary small-scale quantitative analysis on the blog corpus. An item count of the corpus revealed that blog authors incorporate a range of semiotic and interactive resources in their blogs. In Section 4.1.1, I outline the choices authors made regarding the presentation of text, such as font selection, and the inclusion of hyperlinks. Then, in Section 4.1.2, I describe the range of multimodal resources other than language used in posts, including images, video and music. I also describe the use of multimodal resources in gadgets outside of posts. First, though, I briefly recap the anatomy of a blog, as a point of reference for the following discussions.

To rehearse, a blog is a series of posts displayed in reverse chronological order, with the most recent post appearing at the top of the blog. Alongside the posts, blogs often include a range of ‘gadgets’, some of which provide the means by which readers might access posts. Different blogging services have particular names for these items. For example, *Blogger* calls them ‘gadgets’, whereas *Wordpress* calls them ‘widgets’. The term ‘gadget’ is used here to describe all such features for consistency, regardless of the blogging service used by the author of the blog under consideration. As an example, Figure 4.1 shows a blog with three gadgets in the right hand column of the page. The post *Alice’s artistic side* includes the tags ‘Alice’ and ‘art’. Clicking on ‘Alice’ returns all posts labelled with ‘Alice’. (The tags in this blog are referred to as ‘labels’).



Figure 4-1: Anatomy of an example blog, showing a post and column of gadgets

The semiotic choices made by the authors of the blogs in this study are now discussed.

4.1.1 Semiotic choices: font selection and hyperlinks

The authors of blogs in this study made a wide variety of semiotic choices regarding the display of alphabetic text, including the use of hyperlinks, seen in Table 4.1.

Table 4-1: Semiotic resources pertaining to alphabetic text in use across blog corpus

	Semiotic resources			
	Alphabetic text	Font alteration	Hyperlinks - websites/ other blogs	Hyperlinks - self-authored content
n=blogs (Total n=48)	48	35	21	10

Table 4.1 shows that all authors of blogs in the study (n=48) included alphabetic text in posts. Most authors (n=35) experimented with enhancing alphabetic text by changing the colour, size or font of text, or using bold, italics or underlining. The posts of some blog authors (n=21) included hyperlinks to external websites or to other

parts of their blogs, such as other posts. Links to external websites and other blogs were also shared in gadgets. Interestingly, approximately 20% of authors gave links to other online texts that they created. These texts included self-authored websites, *Twitter* and *Instagram* profiles, and *DeviantArt* journals. The most popular text to which authors gave links was a second or subsequent blog created by the author (n=7). Some blog authors gave a variety of reasons for maintaining a second blog. While one of these authors moved on to a new blog because the original did not have sufficient facilities, some authors (n=3) created alternative blogs for different purposes (e.g., specifically to review music). The remaining authors (n=3) did not give a reason for maintaining a second blog. Interestingly, one author maintained 5 blogs in total (4x *Wordpress* and 1x *Blogger*), although there were very few posts on each, and they were all relatively short lived. Of the 5 blogs owned by this author, the maximum duration was 5 months, although two blogs each had a single additional post 18 months after the 'last' post.

Overall, then, the semiotic context of the co-authored blogs in this study is one in which the vast majority of authors make alterations to alphabetic text, by changing font and adding hyperlinks. Authors might best be described as experimental in their semiotic choices, but also deliberate in making hyperlinked intertextual references to other websites and blogs, the likes of which are noted by Myers (2009), as described in Section 2.1.4. Intertextual references are made by the blog authors in this study who include links to the websites and video content of others, housed by web-based services outside of the blog.

4.1.2 Semiotic choices: multimodal resources

Many of the authors of blogs in this study included multimodal resource on their posts, as well as in gadgets on their blogs. Table 4.2 shows the range and frequency of multimodal materials used in posts across the blog corpus.

Table 4-2: Multimodal resources used in posts across the blog corpus

	Multimodal resources in blog posts							
	Personal photo	Digital image	Paper-based image	Image slideshow	Video - own	Video - other	gif	Music
n=blogs (Total n=48)	28	17	14	3	15	5	4	3

Many authors added still images to their posts, including their own personal photographs (e.g., themselves, family members, holidays) (n=28) and images of paper-based materials that had been photographed or scanned and uploaded (e.g., drawings, certificates, newspaper articles) (n=14). Some authors added other digitally created images (n=17). These included all still images that were *not* deemed to be personal photos or paper-based images, such as images sourced on the Internet, images created by the author, and photos that had been digitally manipulated (e.g., to include text). A few authors (n=3) utilized a photo slideshow within posts.

Some authors included video, with most of these (n=15) videos made by the author, or videos made of the author. A few authors included video sourced on the Internet (n=5). Authorship was typically indicated in the text that accompanied videos. A few authors included animated images, such as gifs (n=4), and three blogs embedded music.

Table 4-3: Multimodal resources displayed in blog gadgets

	Multimodal resources in blog gadgets					
	Periodic info	Avatars	Video bar	Games	Photo gallery	Chat
n=blogs (Total n=48)	9	4	3	3	3	1

A few blog authors included multimodal resources in blog gadgets, as is seen in Table 4.3. In total, 3 authors used a photo gallery gadget to display a slideshow of images. These images are stored in the separate social media services *Flickr* and *Picasa*. In addition, a handful of authors used a gadget to display avatars (n=4) and music playlists (n=3) or a *YouTube* video bar gadget to display *YouTube* videos (n=3). Some blog authors incorporated more interactive multimodal gadgets, such as games (n=3) and periodically changing gadgets (n=9). Periodically changing gadgets included those that showed a picture that changed daily, clocks, countdown gadgets, and blog visitor counters. A chat facility was included in one blog.

In summary, as for the deployment of semiotic resources pertaining to alphabetic text, authors of the blogs in this study use a wide variety of multimodal resources, both in posts and in blog gadgets, to construe the semiotic context in which they operate. Many blog authors included multimodal resources in their posts, with just over half of all authors displaying personal photos in posts, while inclusion of multimodal resources in blog gadgets was less popular among authors.

Some blog authors made intertextual references to resources located outside of their blogs, such as videos made by other people which were shared in *YouTube* and then embedded in a post or video bar gadget by the blog author. Most of the multimodal content shared was that of an individual author, who uploaded it into his or her blog for inclusion in the post. In these instances, intertextual relations might be seen, for example, between the verbiage of a post and an uploaded image. However, a more detailed analysis of image-verbiage relations would be needed to explicate these

realisations of intertextuality, and such an analysis is beyond the scope of the present study.

4.2 Co-authoring interactions between the reader and the blog: secondary small-scale corpus analysis

As described in Section 3.4.2, I undertook a secondary small-scale quantitative analysis on the blog corpus to characterise the distinctive techno-semiotic nature of the blogs in the corpus in terms of co-construction. Co-authoring interactions between readers and a blog are construed when the blog author provides navigational choices to readers, enabling the reader to construct the reading pathway for him or herself. In this, the author hands some of his or her authority (as ‘the prescriber of reading pathways’) over to the reader. This divestment of authority is that which Kress (2005) describes for websites, and is construed through the use of hyperlinks (see Sections 1.2.5). The secondary small-scale corpus analysis determined the ways in which navigational choice is given to readers of the blogs in this study. In the case of blogs, authors use special hyperlinks, or tags, to provide navigational choice, and Section 4.2.1 reports the use of tags in the present investigation. Authors also use gadgets to display these special hyperlinks to groups of posts. The navigational co-authoring options, provided by authors in the corpus, are described in Section 4.2.2. Another way by which blog authors construe co-authoring interactions with readers is through the provision of a post rating feature by blog authors, and Section 4.2.3 discusses the deployment of post rating systems in the corpus.

4.2.1 Semiotic choices in posts: the inclusion of tags

To recap, tags are displayed as part of a post. A tag functions textually as an organisational tool. At the same time, the tag functions ideationally by telling the reader something about the post or posts to which it refers. In terms of organisation, tags are used to navigate to all similarly tagged posts. The secondary small-scale corpus analysis discussed here illuminates the textual function of tags as organisers. Understanding the ideational functioning of tags requires a more delicate individual blog analysis, and this is taken up in detail in Chapter 6.

Across the corpus, about one-third of authors (n=18) include tags on their posts⁶.

There are wide ranging patterns of tag usage within this group, particularly regarding

- the frequency of tag usage in individual blogs, including the number of tags applied to posts,
- the variation in the use of unique tags by bloggers, and
- the number of times tags are applied across each blog.

Frequency of tag usage is described in Section 4.2.1.1. Both the variation in tag usage and the number of times tags are used across each blog are described in Section 4.2.1.2.

4.2.1.1 Frequency of tag usage in individual blogs

The frequency of tag usage in individual blogs is seen in Table 4.4, which compares the number of posts with and without tags in each blog. The frequency of tag use varies enormously; two authors tagged all of their posts, and the author who tagged least frequently, tagged only 6% of posts. The mean percentage of tagged posts is 56%. There is no correlation between the number of posts in a blog and the number of posts that are tagged. In other words, the blog authors who used tags across larger blogs did not tag more posts than blog authors who used tags in smaller blogs.

⁶ One of these blogs was excluded from reporting here, as the tags used on each individual post were not displayed. In this blog, tags were only visible in the *tags* gadget.

Table 4-4: Frequency of tag usage in individual blogs by authors who use tags

Blog ID	Total posts in blog	Posts with tags	% Tagged posts
0_39	6	6	100
0_64	14	14	100
0_24	115	114	99
0_23	373	355	95
0_4	16	13	81
0_22	4	3	75
0_48	8	6	75
0_53	47	33	70
0_11	40	26	65
0_18	157	77	49
0_7	143	56	39
0_50	3	1	33
0_44	19	5	26
0_56	40	8	20
0_49	8	1	13
0_52	14	1	7
0_2	116	7	6

As established in Section 2.2.2.2, blog posts can be tagged with one or more tags, which I refer to as being poly-tagged. The example blog in Figure 4.1 is poly-tagged with the tags ‘Alice’ and ‘art’. Comparing the number of tagged posts with the number of tags across the blog, as described in Section 3.4.2.4, revealed which blogs had instances of poly-tagging, and gave an indication of the rate of poly-tagging in a blog. In other words, the higher the poly-tagging ratio for a particular blog, the greater the use of poly-tagging. Table 4.5 displays the poly-tag ratio for each blog that uses tags in the corpus.

Table 4-5: Comparison of the number of tagged posts and the number of tags across blogs in the corpus

Blog ID	Posts	Tagged posts	Tags in whole blog	Poly-tag ratio (tagged posts:tags)
0_56	40	8	30	1:3.8
0_52	14	1	2	1:2
0_4	16	13	25	1:1.9
0_53	47	33	59	1:1.8
0_7	143	56	76	1:1.4
0_22	4	3	4	1:1.3
0_11	40	26	32	1:1.2
0_23	373	355	431	1:1.2
0_44	19	5	6	1:1.2
0_2	116	7	7	1:1
0_48	8	6	6	1:1
0_49	8	1	1	1:1
0_50	3	1	1	1:1
0_64	14	14	14	1:1
0_39	6	6	6	1:1
0_18	157	77	77	1:1
0_24	115	114	113	1:1

The analysis of tagged blogs (n=17) presented in Table 4.5 reveals interesting trends in the corpus. Just under half the blog authors who used tags, did so by applying single tags (n=8). The majority of the other authors added between 1.2 and 2 tags to each tagged post (n=8). The remaining author displayed a considerably higher rate of poly-tagging, using an average 3.8 tags per tagged post. It is also interesting to note that this particular blog author applied tags to only 8 of his or her 40 posts. There is no correlation between the size of the blog and the use of poly-tagging.

It must be noted that the figures presented here are limited in describing exactly that which constitutes ‘greater use’ of poly-tagging. Consider blog ID 0_56 in Table 4.5 as an example. It is known that there are 30 tags used in 8 posts across the blog. On average, then, every post in this blog has ‘3.8’ tags. The reality of course, is that posts must have whole tags, and the analysis presented here does not reveal how the 30 tags are distributed across these 8 posts. Given there are 19 unique tags in this blog (see table 4.6), two possible scenarios of many are that

- one post has 19 tags, two posts have 6 tags and 5 posts have one tag each, or
- 7 posts have 4 tags each, and one post has two.

In the case of high poly-tagging rates, a higher rate does not suggest better organisation of the blog. This is evident in the further consideration of blog ID 0_56, and its 3.8 tags on every tagged post. Arguably, adding 3 or 4 tags to each of 8 posts makes it harder, not easier, to find related posts, or understand how they are related. I suggest that the young author of this blog is highly experimental in his or her use of tags, and perhaps each tag tells the reader something about the post. On the other hand, the zealous use of tags implies a poor understanding of how tags are deployed for textual meaning in terms of organising and collating related posts.

It is not possible to determine with great accuracy the organisational helpfulness of tags in the corpus blogs by calculating the frequency of tagging or poly-tagging ratio. However, the figures presented in this Section suggest the variety of understandings and skills young blog authors have in using tags for organisation. In general, the more posts that are tagged in a blog, the higher the organisational value of those tags. In other words, tagging just one post in a blog, as the author of blog ID 0_52 does (Table 4.4), is not helpful for the organisation of the blog as a whole. I suggest, then, that the authors who tagged 50% or more of their posts better understand the value of tags for organisation as well as how to use them to this end. Further, I suggest that the young authors who have a very high poly-tagging rate do *not* fully understand the textual value of tags for blog organisation.

4.2.1.2 Variations in the use of unique tags by bloggers

Blog authors varied in the number of unique tags used across their respective blogs. Authors of bigger blogs tended to use a greater number of unique tags, with blogs up to 20 posts long using between 1 and 7 different tags, and blogs between 40 and 373 posts long using between 7 and 35 tags (Table 4.6).

Table 4-6: Comparison of the size of each blog with the number of unique tags

Blog ID	Posts in blog	Unique tags types in blog
0_23	373	35
0_18	157	8
0_7	143	15
0_2	116	7
0_24	115	23
0_53	47	10
0_11	40	19
0_56	40	19
0_44	19	4
0_4	16	5
0_64	14	7
0_52	14	2
0_48	8	6
0_49	8	1
0_39	6	1
0_22	4	3
0_50	3	1

Blog authors also varied in the application of these unique tags across their respective blogs. For example, some authors used a very limited range of unique tags and applied them many times, while other authors used many different tags but only used them once. As established in Section 3.4.2.4, I describe the variation between blog authors' usage of unique tags with a unique tag ratio, which compares the number of unique tags in each individual blog with the number of tags used across the blog. Table 4.7 shows the unique tag ratios of each blog in the corpus.

Table 4-7: Comparison of the number of tags in each blogs with the number of unique tag types

Blog ID	Posts	Posts with tags	Unique tag types	Tags in the blog	Unique tag ratio (unique tag types:tags in blog)
0_49	8	1	1	1	1:1
0_50	3	1	1	1	1:1
0_52	14	1	2	2	1:1
0_48	8	6	6	6	1:1
0_2	116	7	7	7	1:1
0_22	4	3	3	4	1:1.3
0_44	19	5	4	6	1:1.5
0_56	40	8	19	30	1:1.6
0_11	40	26	19	32	1:1.7
0_64	14	14	7	14	1:2
0_24	115	114	23	113	1:4.9
0_4	16	13	5	25	1:5
0_7	143	56	15	76	1:5.1
0_53	47	33	10	59	1:5.9
0_39	6	6	1	6	1:6
0_18	157	77	8	77	1:9.6
0_23	373	355	35	431	1:12.3

The generation of a unique tag ratio is a gross indication of a blog author's use of unique tags, and does not articulate the spread of unique tags across a blog. Take for example, blog ID 0_44 in Table 4.7. The author of this blog used 4 unique tag types when adding 6 tags to 5 of his or her posts. According to the unique tag ratio, on average each unique tag is applied 1.5 times. In reality, however, half-tags cannot be applied, and the tags could be distributed in lots of ways, such as:

- 4 posts each tagged with one unique tag (A, B, C, D), and
- 1 post tagged with unique tags A and B.

- 3 posts tagged with unique tag A,
- 1 post tagged with unique tag B, and
- 1 post tagged with unique tags C and D.

Regardless, the unique tag ratio is useful for understanding the variation in deployment of unique tags across the corpus. The unique tag ratio also provides one way to consider the effectiveness of tags in terms of organisation.

Arguably, the blog authors who had a very high unique tag ratio were less effective at using tags for organisational purposes whereby tags are used to group similar posts together. Consider, for example, blog ID 0_48. This blog has a 1:1 unique tag ratio. In addition, the 6 unique tags are used across 6 posts; in other words there is one unique tag per post. It is suggested that these tags do a relatively ineffective job at organising posts into groups, given that the groups in this blog are groups of one post. (An alternative interpretation is that each of the tagged posts *is* very different and warrants a unique tag).

Comparing the number of posts that are tagged with the number of posts across a blog also demonstrates the relative effectiveness of tag usage. As an example, blog ID 0_2 (in Table 4.7) has a 1:1 unique tag ratio. It uses 7 tags across the blog, each of them unique and applied to one post each. Further, blog ID 0_2 includes 116 posts. This means that the vast majority of posts in ID 0_2 are not tagged, and the remaining 7 are tagged with unique tags. On these points alone, the organisational effectiveness of the tags across the blog is likely limited.

At the other end of the spectrum, blog ID 0_18 has a 1:9.6 unique tag ratio. In this blog, 8 unique tags are used across the 77 instances of tagging, and each tagged post is only tagged once. The tag ratio indicates that, on average, each unique tag is used approximately 10 times. It is reasonable to suggest, then, that these 77 posts are more effectively organised.

Of course, for both blogs ID 0_2 and ID 0_18 discussed here, the organisational effectiveness of the tags in use would depend greatly on the relevance of each tag to the post to which it is ascribed. Both the contribution of tags in terms of organisation (or textual) and ideational meaning can be best understood using an individual analysis, such as that which is taken up in Chapter 6. At the corpus-level, then, the unique tag ratio is a good starting point for understanding more about the variation in the deployment of tags across blogs, and across the corpus, and is used here as a principle to indicate which blogs might warrant closer, individual investigation.

4.2.2 Co-authoring interactions between the reader and the blog: Navigational gadgets

Blog authors provide several other means for the reader to access posts and thus construe co-authored alternative reading paths, including in-post options, such as tags and hyperlinks, as described in Section 2.1.2. To recap, outside the confines of individual posts, authors use gadgets to provide navigational options. These navigational gadgets display ‘whole of blog’ information. For example, the third gadget in Figure 4.1 above, *Blog Archive*, lists all of the months in which the blog author has published a post. Clicking on one of the hyperlinked months returns all the posts from that month for the reader to peruse.

The authors of the blog corpus analysed here employ a range of gadgets with the express purpose of giving readers co-authorship over their reading experiences by providing a range of alternative reading pathways. Table 4.8 shows the range of gadget types, as well as the number of authors who employ each type of gadget.

Table 4-8: Gadgets used by blog authors in the corpus to facilitate navigation of reading pathways

Gadget type	Description	Example gadget	Authors (tot. n=48)	% of authors
Archive	List of links to pages that display chronologically partitioned posts, e.g., clicking on 'May 2009' returns all posts from that month.	Archives: <input type="checkbox"/> May 2009 <input type="checkbox"/> April 2009 <input type="checkbox"/> March 2009 <input type="checkbox"/> February 2009 <input type="checkbox"/> January 2009 <input type="checkbox"/> December 2008 <input type="checkbox"/> November 2008 <input type="checkbox"/> October 2008 <input type="checkbox"/> July 2008 <input type="checkbox"/> June 2008	43	90%
Most recent post	List of links to newest posts in the blog, titled, e.g., 'most recent posts' (with the most recent post displayed at the top). Various titles, e.g., 'last post' or 'previous post'.	Most Recent Posts <input type="checkbox"/> Hi... <input type="checkbox"/> OMG I CANT... <input type="checkbox"/> HAPPY EASTER!!!! <input type="checkbox"/> What's goin' on! <input type="checkbox"/> Hi all, and... <input type="checkbox"/> ANIMAL WEEK IS... <input type="checkbox"/> ANIMAL WEEK PART 4!! <input type="checkbox"/> ANIMAL WEEK PART... <input type="checkbox"/> ANIMAL WEEK PART... <input type="checkbox"/> ANIMAL WEEK... <input type="checkbox"/> Hiya! It is time... <input type="checkbox"/> Another Early Post	13	27%
Tags	Lists of links to pages that display posts tagged with a particular tag. The title of this gadget changes depending on the blogging service and user input, but is commonly titled 'Categories' in <i>Wordpress</i> blogs and 'Labels' or 'Inside this blog' in <i>Blogger</i> blogs, e.g., clicking on 'Cause I was bored' returns all posts in this category.	Categories: <input type="checkbox"/> 'Cause I was bored <input type="checkbox"/> Admin <input type="checkbox"/> Animal week <input type="checkbox"/> Animals <input type="checkbox"/> annoying <input type="checkbox"/> Before School Post <input type="checkbox"/> Cat week <input type="checkbox"/> Category that I cannot think of <input type="checkbox"/> Cats <input type="checkbox"/> cell phones	6	13%
Blog search	Readers can type in words to search for; the search will return all posts that include those words.	Search: <input type="text"/> <input type="button" value="search"/>	5	10%
Calendar	Displays dates with links to posts posted on particular days, e.g., clicking on '17' May 2009 will return a page with posts from that date.	May 2009 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 « Apr	2	4%
Most popular post	List of links to posts described by title, e.g., 'Most Popular Posts' displays links to the posts that are most frequently visited (with the number of visitors displayed to the right of the link).	Most Popular Posts <input type="checkbox"/> Paperdoll Heaven -...: 89 <input type="checkbox"/> Neave Games ...Pac-Man,...: 49 <input type="checkbox"/> squirt and dad on mama's blog!: 36 <input type="checkbox"/> Very Cool Sand Game!: 31 <input type="checkbox"/> Happy Cat week!!!!: 24 <input type="checkbox"/> Pictures!!!: 23 <input type="checkbox"/> SORRY but look a post!: 22 <input type="checkbox"/> i made a doll: 21 <input type="checkbox"/> Favorite Sites: 19 <input type="checkbox"/> Hi all, and welcome baack!: 16	1	2%

Of the 48 blogs in the corpus, almost all of them provided an *archive* (n=43), similar to the one in Table 4.8. The *archive* gadget is commonly enabled by default in blogs, as is the case for *Blogger* blogs; and, it is the largely ‘default nature’ of this particular gadget that explains its popularity. Nevertheless, it must be noted that one of the *Blogger* bloggers chose to disable this gadget. Incidentally, 4 of the 6 *Wordpress* blogs in the corpus had the *archive* gadget disabled. However, it is not possible to tell if this was a deliberate act of the author, as the gadget may or may not be enabled by default, depending on the particular *Wordpress* blog theme in use. The inclusion of a *most recent post* gadget was also relatively common, with 27% of blog authors in the corpus including a gadget of this kind (8 of 42 *Blogger* blogs, 5 of 6 *Wordpress* blogs). This gadget provides links to the latest posts in chronological order, and is not enabled by default on *Blogger* blogs (but might be in some *Wordpress* themes). Similarly, the three least popular gadgets, *blog search*, *calendar* and *most popular post* are not enabled by default in *Blogger* blogs, but might be in some *Wordpress* themes.

The third most popular gadget was the *tags* gadget, used by some (but not all) blog authors who also tagged their posts (see Table 4.9). The *tags* gadget displays an overview of the tags used on posts throughout the blog in one place. It is similar to other gadgets, as clicking on a hyperlinked tag in the list returns a page displaying all similarly tagged posts in the blog. Like the *archives* gadget, the *tags* gadget is only enabled by default in some blogging services. Most *Wordpress* blog themes have the *tags* gadget enabled by default and therefore visible to readers. On the other hand, the *tags* gadget is not enabled by default in *Blogger* blogs (Google, 2015).

Table 4-9: Breakdown of authors who use tags and the *tags* gadget by blogging service

Blogging service	Overall bloggers using a service (total n=48)	Bloggers who use tags (total n=18)	Blogs that include a <i>tags</i> gadget (n=6)
<i>Wordpress</i>	6	5	2
<i>Blogger</i>	42	13	4

Of the 13 *Blogger* blog authors who used tags (Table 4.9), 4 chose to enable the *tags* gadget to display a list of their respective tags (the gadget is not enabled by default). Further, the data implies that authors chose not to enable the tags gadget, rather than suggesting a lack of gadget-enabling skill. Here, I reason that if the authors enabled other non-default gadgets, then they had the knowledge to do so. It follows, then, that authors who enable some non-default gadgets and not others perhaps do so deliberately. Indeed, all 9 of the *Blogger* blog authors enabled other non-default gadgets, implying that they chose not to do so for the tag gadget.

All 6 of the *Wordpress* blog authors are compelled to use categories, and most of them actively used either categories or tags (n=5). In total, 2 of these authors displayed their tags in a gadget. The relatively high use of tags ('categories' and 'tags' combined) by *Wordpress* authors is unsurprising given the requirement of authors to use categories.

Interesting patterns emerge upon closer inspection of individual blogs that use navigational gadgets. Focusing on the 42 *Blogger* authors (for whom there is a known and fixed range of default gadgets), the majority (n=29) did not enable non-default navigational gadgets. Blog authors who enabled non-default navigational gadgets (n=13) used *most recent/last/previous post* (n=8), *tags* gadget (n=4), *blog search* (n=1) and *most popular* (n=1) gadgets. Almost all (n=12) authors were conservative in their inclusion of non-default navigational blogs, enabling only one gadget in addition to the default *archive* gadget. One author enabled two gadgets, and disabled the default *archive* navigation gadget.

Based on evidence presented here, it seems that at least some young blog authors quite deliberately displayed links to the content of their respective blogs in a variety of ways through the act of enabling or disabling navigational gadgets. Collectively, the authors used a range of navigational gadgets to provide co-authoring opportunities for their readers to construct reading pathways for themselves. Further, the authors in this study who chose to include non-default navigational gadgets also chose to limit the number in use on their respective blogs to just two. Interestingly, many blog authors who tagged their posts did *not* use the *tags* gadget to display them. Yet, the same authors demonstrated their understanding of the process of adding other non-

default gadgets. It is unclear why these bloggers did not use this particular gadget, but it might point to a lack of knowledge about the value of a tag-based navigational panel, or perhaps the authors are making pragmatic choices about the number of gadgets and navigational options they provide. Certainly, the latter hypothesis aligns with the finding that the blog authors chose to limit the number of navigational gadgets provided.

The navigational affordances of hyperlinks, and in particular tags, are taken up again in Chapter 6 as they pertain to the construal of LOGICO-SEMANTIC RELATIONS. In this, the relationships between posts and tags that obtain when navigating between posts contribute to the construal of differing LSRs.

4.2.3 Co-authoring interactions between the reader and the blog: Post rating

As described in Section 3.4.2.3, the post rating feature allows readers to give the author and other readers feedback about the quality of a post. Only one blog author in the corpus included post rating. This author asked readers for a ‘reaction’, and provided the options of ‘funny’, ‘interesting’ and ‘cool’. A post from the author’s blog is included below in Figure 4.2. The image accompanying the text of this post has been removed for brevity and to protect the identity of the author⁷. None of the readers of this particular post have rated it as funny, interesting or cool. (Alternatively, there may not have been any readers of this post, or perhaps readers did not have the correct level of authoring access to the blog to actually rate the post).

⁷ In keeping with the general principal of ‘protecting the human element of this study’, aggregated data, such as that presented here in the small-scale corpus analysis, is anonymised. This is particularly important to do when reporting on a single instance, and using this instance for illustrative purposes.

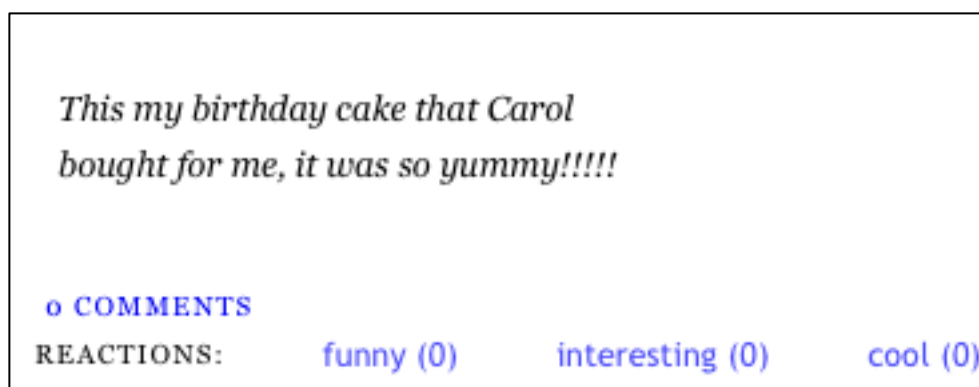


Figure 4-2: Post that includes a 'reactions' post rating system and commenting feature.
 Source: URL is withheld from publication to protect the anonymity of the author.

The author of this blog clearly made a deliberate decision to transfer another measure of authority to the reader. However, this second measure of authority is different to the authority bestowed upon the reader by way of providing alternative reading pathways through the use of navigational gadgets or tags. Instead, by asking the reader to rate a post, the author is inviting the reader to engage in content creation, although the content available for contribution is highly prescribed by the blog's owner-author. In this blog, the readers were provided with three options for rating a post, all of which were positive in their persuasion. Nevertheless, by rating a post, the reader provides additional information to that post for future readers to view, thus contributing materially to, or in other words, co-authoring, the post. In this, the boundary between author and reader, clearly defined in antecedent texts, is further blurred in blogs.

The inclusion of navigational gadgets in blogs shifts a degree of authority from the author to the reader. Indeed, such a shift might be described as moving the 'locus of authority' in some increment away from the author and towards the reader. The shift in the locus of authority as brought about by navigational options is very similar to the shift of authority towards the reader brought about by hyperlinked pages in websites, as described by Kress (Kress, 2005; Kress & Selander, 2012). Blog authors who add a post rating system to posts shift the locus of authority even further towards blog readers. The post rating system allows the reader to contribute a small amount of select content for other readers to read.

Table 4-10: Percentage of posts with comments in each blog in the corpus

Blog ID	Posts in blog	Posts with comments	% posts with comments	Comments in blog	Comment rate (comments/posts with comments)
0_5	55	55	100	844	15.3
0_38	37	37	100	129	3.5
0_48	8	8	100	44	5.5
0_50	3	3	100	21	7.0
0_61	1	1	100	1	1.0
0_64	14	13	93	52	4.0
0_53	47	39	83	119	3.1
0_19	5	4	80	31	7.8
0_17	36	27	75	57	2.1
0_14	55	41	75	15	0.4
0_40	11	8	73	15	1.9
0_59	23	15	65	38	2.5
0_11	40	26	65	111	4.3
0_56	40	24	60	73	3.0
0_42	23	13	57	62	4.8
0_9	9	5	56	12	2.4
0_60	43	23	53	67	2.9
0_18	157	83	53	124	1.5
0_22	4	2	50	2	1.0
0_58	13	5	38	7	1.4
0_7	143	53	37	90	1.7
0_8	39	14	36	24	1.7
0_3	66	21	32	116	5.5
0_52	14	4	29	5	1.3
0_33	11	3	27	3	1.0
0_47	88	24	27	48	2.0
0_63	8	2	25	6	3.0
0_23	373	92	25	177	1.9
0_37	9	2	22	16	8.0
0_44	19	4	21	4	1.0
0_36	20	4	20	5	1.3
0_28	8	1	13	3	3.0
0_49	8	1	13	6	6.0
0_51	109	11	10	22	2.0
0_13	154	12	8	15	1.3
0_15	388	8	2	21	2.6
0_24	115	1	1	1	1.0
0_2	116	1	1	6	6.0
0_39	comments disabled				

4.3 Commenting as co-authorship

The secondary small-scale corpus analysis revealed that the readers of many of the blogs also comment on blog posts. As seen in Table 4.10, 38 of the 48 blogs in the corpus include posts commented upon by readers. Only one blog author has comments disabled.

The number of posts that were commented on across each blog is represented in Table 4.10 as a percentage of the total number of posts in the blog. Posts were coded as commented upon by readers if they included at least one genuine comment, and posts containing only ‘spam’ comments (from unknown sources that are, for example, trying to sell products) were not counted. The number of comments in each entire blog (excluding spam) was compared with the number of posts with comments to determine a ‘comment rate’, or the number of comments per commented post.

The corpus blogs varied considerably in the volume of posts with comments. In total, half of all commented upon blogs attracted comments to 50% or more of their posts. Surprisingly, readers commented on every post in 5 of the blogs. There was also a large variety in the number of comments individual posts attracted, expressed by the variation in comment rate in Table 4.10, although two thirds of these blogs had a comment rate of 3 or less comments per commented post, and all but one had a comment rate of 8 or less.

The more posts there were in a blog, the less readers would comment, and all but one of the posts with a comment rating of 50% or higher had fewer than 55 posts in total. Overall, the larger blogs (100+ posts) had a lower percentage of posts with comments (between 1% and 53% of posts). Also, the blogs with the highest comment rates tended to have fewer posts. While the corpus-level analysis does not explicate the interpersonal factors that may account for trends in commenting, such as the relationship between reader-commenters and the author, it does reveal that smaller blogs have more comments. Perhaps the more ‘intimate’ feel of a smaller blog might encourage conversation; or, maybe the smaller blog gives fewer choices of post on which to comment, so comments are more concentrated as a result. In other words, if the same blog with the same readership had more posts perhaps it would still attract the same number of comments, but the comments would be spread over more posts.

As every blog is situated in a different context with different readers and overall purposes, there are likely several reasons for why smaller blogs have more comments, and here I have suggested just two.

4.4 Principled selection for individual analysis

Individual blogs were selected for further investigation based on the findings presented so far in this Chapter. In answering the questions at hand, corpus members were identified that might illuminate understandings of how young children deploy the techno-semiotic affordances of blogs, and more specifically, the use of comments and tagging for co-authorship.

Rather than being typical of the corpus, blogs selected were those that displayed active commenting and tagging. The blog selected for individual analysis of co-construction through commenting was among those considered ‘comment active’. Comment-active blogs are those that have

- comments on at least half of the posts (see Table 4.10), and
- a comment rate of more than 1.5 (i.e., more than 1-2 comments on posts with comments; see Table 4.10).

The blog, *Baseball Kid*, was chosen as an exemplar blog for initial exploration and consideration in Chapter 5, owing to the volume of commenting his relatively small blog attracts. It must be noted, though, that the particular blogging community in which E.J. operates impacts on the high volume of comments his blog attracts, arguably more so than E.J.’s prowess as a blogger or semiotic decision making. The content of the blog reveals that 15 of E.J.’s 17 reader-commenters are either extended family members or friends of the family. Further, 10 reader-commenters maintain their own blogs. Both the experience of E.J.’s reader-commenters as bloggers and their familial relationships with E.J. are no doubt driving factors in why these individuals collaborate on E.J.’s blog, and why E.J.’s blog attracts so many comments: these reader-commenters are both willing and able contributors. Of interest here, though, is the use of linguistic resources to court readers as collaborators as well as the linguistic strategies that prove successful. E.J.’s blog, then, is a fertile site for understanding how collaboration occurs through commenting, as revealed by the contributions of this very active blogging community.

The blogs selected for more detailed analysis of the deployment of tags included those in which the blog author displayed what may be considered very active tagging behaviour. Blogs were selected that had

- an average of more than 1 tag per post (i.e., poly-tag ratio >1; see Table 4.5), and
- a unique tag ratio of greater than 1:1.5 (see Table 4.7)

In total, three blogs were selected for further analysis.

- *Grace's blog* (<http://www.gogracego.com/blog/>)
- *Review blog* (source and blog name retained)⁸
- *Yang's blog* (source and blog name retained)³

4.5 Conclusion

This Chapter revealed great variation in the use of techno-semiotic resources in blogs in Section 4.1, as well as the deployment of tagging, navigational gadgets, rating and comments for blog co-construction in Sections 4.2 and 4.3. The young authors of the blogs in this study were very experimental in their construal of semiotic context, using a wide range of multimodal resources, including resources that were housed in other Web 2.0 services and brought into blogs as intertextual references. All blog authors made at least some alterations to the verbiage of their posts, and many included multimodal resources, such as videos, that were self-authored.

About one third of authors used tags in their posts, and there was a wide variety in the percentage of posts that were tagged in each blog, as well as in the rate of poly-tagging and the number of unique tag types. Tagging seemed very experimental for many young blog authors, especially those who either used very few tags or lots of tags across a blog, or even several tags per post. Here, I suggest, tags were deployed to signal something about the content of an individual post or posts, but not necessarily to signal the organisational relationship of one post to another. While some blog authors deliberately deployed tags to construe textual meanings (e.g., for

⁸ The source of these blogs, as well as the name of each blog contained the authors' first and surnames. I have therefore retained both to protect the identity of the authors.

organisational and navigational purposes) and thus facilitate the co-construction of reading pathways, it was clear that other blog authors lacked requisite knowledge about the tag's organisational value.

Many blog authors used navigational gadgets to display links to the posts of their blogs, although they were relatively (perhaps sensibly) conservative in the number of navigational gadgets in use. Interesting patterning emerged around the use of non-default gadgets for displaying tags by *Blogger* blog authors. Here, analysis made visible which authors chose to enable the tags gadget and which did not. What is not understood is why many authors who used tags chose not to use the tags gadget. However, it is notable that these authors chose to include other blog navigation gadgets, and perhaps some did not completely understand the value of deploying tags for the overall navigation or organisation of the blog.

Finally, one blog author included the post rating feature for blog co-construction. In this, the author positioned the readers as collaborators with more authority over the content of a post than tagging gives, but less than that which commenting gives. Unfortunately, post rating 'reactions' were not forthcoming from the readership.

The ways in which collaboration is achieved through the use of linguistic resources by these young bloggers are further explored in the following Chapters. Based on the analysis of the blog sub-corpus identified Section 4.4, Chapter 5 will present findings about the how young children use the resources of NEGOTIATION and APPRAISAL to invite blog co-construction with reader-commenters. Following, Chapter 6 will discuss the novel ways in which LOGICO-SEMANTIC RELATIONS are realised in blog co-construction through the use of tags.

Chapter 5 Interpersonal resources and co-authorship of blogs

5.0 Introduction

Navigational gadgets and post rating systems shift the locus of authority over the blog text away from the blog author towards the reader and enable co-authorship, as seen in Chapter 4. However, blog authors deploy a more direct and open-ended means for readers to contribute content in the form of post *commenting*. Many factors impact on blog readers' intentions to engage as commenters, such as the inclusion of posts that actively solicit feedback through comments (Ahuja & Medury, 2010). From a social semiotic perspective, though, the question at hand is 'how do blog authors use semiotic resources within their posts to engage their readers as co-authors?'

The socio-semiotic perspective on interpersonal meanings sees all utterances, be they written or oral, as construing stance or ATTITUDE. Implicit in this is that all verbal communication is dialogic, because, as Bakhtin argues

Every utterance must be regarded primarily as a *response* to preceding utterances of the given sphere (we understand the word 'response' here in the broadest sense). Each utterance refutes, affirms, supplements, and relies on the others, presupposes them to be known, and somehow takes them into account. (Bakhtin, 1986, p. 91)

Further, to speak or write is always in anticipation of "... the responses of actual, potential or imagined readers/listeners" (Martin & White, 2005, p. 92). Blog authors position themselves in relation to what has gone before through the linguistic choices they make in posts⁹. In other words, they tell readers how they feel about things. Blog authors also position their readers and anticipate the kinds of responses that they make. In these respects, blogs are no different as written texts. However, in the blogging context, readers might respond to posts with comments, visible to both the author and subsequent readers. In this, readers who comment (reader-commenters)

⁹ Blog authors also include other semiotic resources in the posts that form part of the dialogue with readers, as will be seen and discussed below. However, the focus of this study is the deployment of linguistic resources to elicit co-authorship.

engage in dialogue with the blog author and consequently contribute novel content to the blog. It follows, then, that blog authors encourage readers to become reader-commenters through the linguistic choices made in posts.

Chapter 5 explores the interpersonal resources blog authors use to engage their readers as collaborative contributors. As established in earlier Chapters, the systems at risk here are those associated with NEGOTIATION and APPRAISAL, and, as the meanings in focus here are interpersonal, tenor is the register variable of relevance to the discussion. The blog selected in Chapter 4 for close analysis, *Baseball Kid*, is described here with respect to these systems. Drawing on existing SFL understandings of NEGOTIATION, Section 5.1 *Co-construction of blogs: co-authored interactions between blog authors and readers* details the ways in which co-authorship is realised through NEGOTIATION in *Baseball Kid*. Next, Section 5.2 *The use of APPRAISAL resources in blog co-authorship* examines the significant use of the resources of ENGAGEMENT, ATTITUDE and GRADUATION by both blog author and reader-commenters in collaborative co-construction of *Baseball Kid*. Extending on the findings of Sections 5.1 and 5.2, Section 5.3 analyses the prosodic deployment of the interpersonal resources in the post *Teddy Bear*. Finally, Section 5.4 *Reader-commenters as blog co-authors of extended prose* describes the unique use of interpersonal resources used to hand near-complete authority to reader-commenters as collaborative co-authors of a post in the blog, *Grace's blog*.

5.1 Co-construction of blogs: co-authored interactions between blog authors and readers

The blog authors in this study employ a variety of linguistic strategies to engage readers as co-constructors of content through solicitation of comments, and to realise the tenor dimensions of power and solidarity. These meanings are realised in the discourse through choices from the system of NEGOTIATION, which is discussed in Section 5.1. As detailed in Section 2.2.1.1, NEGOTIATION enables us to see how speech roles are taken up in conversation. Focussing on the *Baseball Kid*, by the young blog author, E.J., I will explore how NEGOTIATION is realised in posts using the analytical tool of MOOD, as described in Section 3.5.2.1.

5.1.1 Synoptic analysis: Baseball Kid

Before examining the speech roles, I begin by exploring contextual information relating to the sources of the comments, the reader-commenters, and their relationship to E.J.. The tenor dimensions of power and solidarity provide a valuable lens on the predicted relationships and discourse choices of the interactants.

All of E.J.'s posts attract comments, which is the most evident way in which interaction occurs. However, as can be seen in Table 5.1, the, more lengthy posts in the second half of the blog attract almost twice as many comments (n=28) as those in the earlier half of the blog (n=15) (Table 5.1).

Table 5-1: Number of comments and ranking comment clauses per post across *Baseball Kid*.

	Post #1	Post #2	Post #3	Post #4	Post #5	Post #6	Post #7	Post #8	Total
comments	1	7	3	4	8	8	6	6	42
individual commenters	1	6	3	4	7	8	5	6	
comment ranking clauses	5	47	20	21	63	54	41	52	303

In total, 17 individual reader-commenters add comments to E.J.'s blog (Table 5.2). As is seen in Table 5.2, most reader-commenters in E.J.'s blog are adults (n=12), although 5 reader-commenters are children. None of the comments are from the author himself.

Table 5-2: Reader-commenter, relationship to E.J and blogging status; frequency and volume of commenting (# ranking clauses) by reader-commenters across *Baseball Kid*.

Commenters - adult	Ranking clauses	Comments	on # posts
Erin (Aunt, blogger)	71	8	8
Grammy Staffy (Grandmother, blogger)	64	8	7
Lynell (Aunt, blogger)	39	6	6
Marla (Aunt, blogger)	24	3	2
Jan (Grandmother's friend)	20	2	2
hoLLy (family friend)	9	1	1
Mommy (Mother)	8	1	1
Grandma B (Grandmother's friend, blogger)	6	1	1
Patrick (Uncle, blogger with Erin)	6	1	1
Daddy (Father)	4	1	1
Angie (blogger)	4	1	1
Shauna (blogger)	1	1	1
Total	256	34	
Commenters - child	Ranking clauses	Comments	on # posts
Loni-Loo (cousin, blogger)	22	4	4
Johnny (cousin, blogger)	10	1	1
Claire (sister)	7	1	1
Faith Girl (her mother is a friend of E.J.'s Grandmother)	4	1	1
Ionica (cousin)	4	1	1
Total	47	7	

As seen in Table 5.2, almost all of E.J.'s reader-commenters are family members or friends of the family. The contextual situation of this blog in terms of tenor relationships is one of unequal power or status. E.J. is a child, novice blogger and novice user of written language. In contrast, many of E.J.'s reader-commenters are

adults, and relatively expert users of both written language and, as blog authors themselves, of blogs. By virtue of their similar age, more equal power relations exist between E.J. and the child reader-commenters of his blog, who include E.J.'s cousins and sister. Both the power gap between E.J. and his adult family members as well as the more equal power relation between E.J. and his age peers are modified to some extent by E.J.'s position of authority as the blog author. In this, the gap lessens a little between E.J. and the adults, but widens between E.J. and the other children.

These findings related to the source of the comments can be interpreted in terms of solidarity. In general, Martin and White (2005, p. 31) argue that "... as far as solidarity is concerned, the better you know someone the more feelings you will share and the less you need to say to share them". The familial relationship of many of E.J.'s reader-commenters serves as a basis for affiliation, and positively aligns his readership in terms of solidarity, as will be seen in Section 5.2.

5.1.2 MOOD analysis: *Baseball Kid*

In order to understand how the interactions occur in *Baseball Kid*, I start with a grammatical analysis, as discussed in Section 3.5.2. In this Section, I describe the MOOD structure of the clauses of E.J.'s posts and comments that realise the interactions of author and reader-commenters. Table 5.3 summarises the MOOD analysis of E.J.'s posts and reader-comments across *Baseball Kid*. MOOD types are listed when at least one instance of the type occurred in the blog. The complete MOOD analysis is located in Appendix 2.

Table 5-3: MOOD analysis of the *Baseball Kid* posts and comments, including ranking clauses and non-ranking clauses

	Post# 1	Post# 2	Post# 3	Post# 4	Post# 5	Post# 6	Post# 7	Post# 8	Tota l
Post ranking clauses (n=93) - MOOD type									
Declaratives	6	8	7	8	9	17	12	19	86
Interrogatives - polar	0	0	0	0	3	1	0	1	5
Imperatives - congruent	0	0	0	0	1	0	0	0	1
Imperatives - incongruent	0	0	0	0	1	0	0	0	1
Post non-ranking clauses (n=5)									
- Minor	0	0	2	0	0	0	0	4	6
- Incomplete	0	0	0	0	0	0	0	1	1
Comment ranking clauses (n=243) - MOOD type									
Declaratives	4	32	16	17	48	37	33	39	226
Interrogatives - polar	0	0	0	0	1	3	0	1	5
- 'WH'	0	0	0	0	0	1	0	1	2
Imperatives - congruent	0	2	0	0	2	3	3	0	10
Comment non-ranking clauses (n=58)									
- Minor	1	13	4	4	11	9	5	11	58

N.B. Some clauses are double coded.

As seen in Table 5.3, both E.J. and his reader-commenters makes some use of interrogatives in posts and comments. One function of interrogatives is to realise the interactions between people that are fundamentally a “turn-taking activity” (Eggins & Slade, 1997, p. 25) seen, for example in conversations such as the ones analysed by Eggins and Slade (1997). It is reasonably predictable, then, to see interrogatives in the blog because, at a basic level, E.J. and his reader-commenters take turns in interacting; E.J. posts and readers respond.

The grammatical resource of imperative is also used to realise interactions between people, so, again, it is not surprising to see imperatives in an interactive text such as a blog. However, imperatives are typically associated with exchanges of goods and services, so it is perhaps unusual to see imperatives in an online space. Of further interest is that reader-commenters produces interrogatives at three times the rate of the author, which is perhaps suggestive of the relation between the author and readers in which the adult readers are more likely to issue imperatives for the purpose of commanding E.J. to do something. Further analysis of how and why E.J. and his readers exchange goods and services, and the construal of tenor, is undertaken in Section 5.1.3.

Interestingly, declaratives feature significantly in the comments of *Baseball Kid*. In terms of interaction, declaratives are congruently associated with giving information (Eggins, 2004). Having said that, I suggest that, rather than giving information, many of the declaratives may well be realising the interactions of acknowledging the information provided in the posts and answering questions. Both answer and acknowledgement are congruently realised by elliptical declaratives in spoken interactions (Eggins, 2004). However, the asynchronous blog with its multiple comments does not allow for ellipsed meanings to pass easily between author and commenter, so the use of ellipses puts meaning at risk. In other words, in the context of the blog, it does not make sense to answer a ‘yes/no’ question in a post with a ‘yes/no’ answer as of several comments, or acknowledge information given with a ‘thanks’.

Of greater significance, though, is that declaratives constitute the vast majority of the posts in *Baseball Kid*. As the post author, E.J., is the initiator of interactions it is reasonable to suggest that the declaratives are congruent realisations of the giving of information. However, the giving of *so much* information is at odds with the blog as an interactive space. Rather, this declarative dominance is common in written modes, especially “... where feedback between writer and reader is not possible” (Eggins, 2004, p. 332). In written modes, the use of declaratives construes a much more distant relationship between author and reader, and certainly not one of interaction. Regardless, the context in which E.J.’s posts are situated is very much one of interaction, so the apparent incompatibility of declaratives and interaction is a

conundrum to be understood, if not resolved. I suggest that the high level of declaratives in use here highlights tension between the grammar in use and the interactions it tries to realise. It reflects the twin-realisation of the blog as both written and spoken text, which together realise the tenor relations described in Section 5.1.1.

Analysis revealed patterns in the grammar being used for interaction across the blog and posts, as well as the tension between grammar and interaction. However, the analysis of MOOD did not give the explanatory power needed to understand the kinds of interactions occurring across the blog, how these realise the tenor relations between the author and the readership, or how meanings are co-constructed. Further explication of the blog as an interactive, co-constructive space is undertaken using the tools of NEGOTIATION in Section 5.1.3.

5.1.3 NEGOTIATION analysis: Baseball Kid

As discussed in Section 2.2.1.1, NEGOTIATION is ordinarily concerned with spoken interactions (Martin & Rose, 2007). However, application of this analytical tool is essential to better understand the co-construction of the speech-like moves which realise the posts and comments in E.J.'s blog *Baseball Kid*. The analysis of E.J.'s posts reported in this Section establishes how E.J. uses the resources of NEGOTIATION for initiating exchanges with his readers, as well as his reader-commenters' response. This is one way in which E.J. co-opts readers as commenters and collaborators in blog co-construction. Table 5.4 summarises the analysis of NEGOTIATION, showing initiating and responding moves as the 'speech acts' of E.J.'s posts and comments.

Table 5-4: Speech acts of the posts and comments of *Baseball Kid*

	Post#1	Post#2	Post#3	Post#4	Post#5	Post#6	Post#7	Post#8	Total
Post initiating & comment responding clauses – Speech Acts									
Giving information									
Initiating - post	6	8	7	8	9	17	12	19	86
Responding - comments	3	0	4	10	5	21	9	9	61
Demanding information									
Initiating - post	0	0	0	0	3	1	0	1	5
Responding - comments	0	0	0	0	14	1	0	0	15
Giving goods and services									
Initiating - post	0	0	0	0	2	0	0	0	2
Responding - comments	0	0	0	0	6	0	0	0	6
Demanding goods and services - congruent									
Initiating - post	0	0	0	0	1	0	0	0	1
Responding - comments	0	0	0	0	0	0	0	0	0
Demanding goods and services - metaphorical									
Initiating - post	0	0	0	0	1	0	0	0	1
Responding - comments	0	0	0	0	2	0	0	0	2
Other speech acts in post									
Greeting/ Valediction	0	0	2	0	0	0	0	0	2
Exclamation	0	0	0	0	0	0	0	2	2
Comments - clauses that do not respond to initiating clauses in posts									
Responding - to whole post topic	0	16	1	3	1	8	16	22	67
Responding - to act of blogging/ writing	2	13	9	1	9	4	2	10	50
Responding - to images	1	0	1	3	4	4	5	0	18
Initiating - unrelated to the post	0	4	0	0	16	12	7	2	41
Greeting/ valediction	1	6	5	4	9	8	5	10	48

The initiating moves of demanding information, demanding goods and services, giving goods and services and giving information are considered in turn in Sections 5.1.3.1, 5.1.3.2, 5.1.3.3 and 5.1.2.4.

5.1.3.1 Demanding information: the use of questions

E.J. demands information, or asks questions, using the congruent form of interrogatives, as seen in Table 5.5. Of the 8 posts by E.J., three use congruent interrogatives to demand information.

Table 5-5; Response to interrogatives - number of reader-commenters and number of responding clauses
Source: <http://baseballej.blogspot.com.au>

	Interrogatives - congruent	Corresponding reader-commenters	Responding clauses (directly related)
Post #5	3		
	- clause 1	6	10
	- clause 2	2	4
	- clause 4	0	0
Post #6	1	0	0
Post #8	1	0	0

There are 5 questions posed, some which elicit responding moves from readers by way of comments. A demand for information by E.J. and the response of a reader-commenter is seen in the following example.

E.J. Can you hit like that?

Loni-Loo you know ej i once was a baseball player//[**dec.**] but not as good as you are

All of E.J.'s questions are polar interrogatives, but they are answered in greater detail than 'yes' or 'no'. As argued in Section 5.1.2, the sharing of more detail in response to such questions is a practical response to the asynchronous construction of exchange in blogs, and makes it much easier to see where the answers to questions posed in posts are located in comments. More than this, though, interrogatives, polar and otherwise, signal the interactivity of the space and encourage response in comments.

The questions posed by E.J. all have the personal pronoun 'you' as Subject. The use of interrogatives in written texts creates an impression of an interactive context by reducing the space between author and reader, particularly when coupled with the use of personal pronouns as Subject (Eggins, 2004). While the capacity for response to interrogatives in written texts is minimal (Eggins, 2004), and the use of them is largely rhetorical, it is very possible, and desirable, for readers to respond to

interrogatives posed in blogs in a similar fashion to those posed in spoken conversation (Table 5.4).

Reader-commenters also use interrogatives as a grammatical resource to initiate dialogic exchanges with E.J., although E.J. does not respond to these interrogatives, either in comments or posts.

Angie Do you have to do a lot of training?

Erin Do you always have a game on Saturday?

Of interest, Post #5 includes the highest number of questions (n=3), the equal highest number of reader-commenters (n=7) and the highest number of directly related comment clauses (n=14) (Table 5.4). Additionally, Posts #5 and #6 attract the next highest number of comments and individual reader-commenters (Table 5.1). While the success of using interrogatives in terms of garnering direct responses is variable, there is a positive correlation between using interrogatives and response to posts in general. From the perspective of NEGOTIATION, therefore, it is suggested that questions used by E.J and his reader-commenters contribute to fostering the interactive context in which they operate.

5.1.3.2 Demanding goods and services: the use of commands

Demanding goods and services from his readers is a relatively uncommon linguistic strategy used by E.J. He issues two commands in Post #5. There is one congruent instance of demanding goods and services in which E.J. uses an imperative to demand comments from his readership.

E.J. Don't forget to put a comment please

The infrequency of commands in E.J.'s blog is perhaps unsurprising, as while E.J. is in a relatively high position of power as the blog author, he is at the same time in a relatively low position of power as a child when compared with his responsive mostly-adult audience (see Section 5.1.1). Indeed, even though E.J. uses an imperative to demand comments from his readers, he 'softens' his command with the next clause (in **bold**) by stating his fondness for comments (and those who comment). For example,

E.J. Don't forget to put a comment please. **I like getting comments from you**

The addition of the pronoun ('you') personalises the declarative and, by extension, the imperative prior. The use of pronouns also reduces the interpersonal space between author and reader (Eggins, 2004), thus in this case ameliorating the command and perhaps increasing the likelihood of compliance.

In order to make a demand of his adult family members, E.J. includes a statement functioning as a command in Post #5:

E.J. I wish that you could come to my games

Here, E.J. is using an interpersonal metaphor. As described in Section 2.2.1.1, interpersonal metaphors are used by individuals in lower positions of power to make less direct demands of those in higher positions of power (Humphrey et al., 2012), such as children making demands of adults. An incongruent imperative is a grammatical realisation of interpersonal metaphor. One incongruent grammatical patterning is that of a *projected imperative*, in which a projector (in **bold**), projects (*italicised*) the imperative (underlined) (Halliday, 2005). The grammatical patterning of projected imperative is seen in the example being discussed, whereby the imperative is that the reader comes to E.J.'s games:

E.J. ||**I wish** || that you could come to my games||

Here, selection of a modulated finite ('could') expresses low obligation to convey E.J.'s desire to obtain a service from his readers (attendance at his games), without being too direct or forceful. Responses to this clause (n=2) indicate that E.J.'s reader-commenter relatives also see it as an imperative. However, as family members trying to maintain a close affinity and affection for E.J. but at the same time unable to comply, they respond with equally modulated and metaphorical rejections:

Marla We sure wish we could be at your games!

Erin I wish we could come to your games! We would love to be there!

In terms of collaborative co-construction, E.J.'s use of commands in this post appears relatively successful. He demands that readers post comments, and, although none of his readers respond directly to the command (Table 5.3), the post attracts responses from the highest number of reader comments (n=8) and comment clauses (n=63), and the second highest number of comments (n=7) (Table 5.1). However, Post #5 also includes the highest number of questions (n=3), as discussed in Section 5.1.3.1, and an offer, as will be seen in 5.1.3.3. It is suggested, then, that the combinatory use of initiating moves contributes to the success of this post in terms of supporting co-construction.

5.1.3.3 *Giving goods and services: the use of offers*

The congruent grammatical realisation of an offer is a modulated interrogative (Eggins, 2004), none of which are seen in E.J.'s blog. However, an offer is inferred by E.J.'s readers. The offer (in **bold**) is made in concert with the surrounding text:

E.J. Don't forget to put a comment please.
 I like getting comments from you.
 I like reading your blogs too.....especially making comments.

As established in Section 5.1.3.2, the first move in this sequence is a command, demanding goods and services. The second is a statement of E.J.'s affection for comments, but also serves to soften his demand. The third, then, is interpreted here not only as an offer to read and comment on his readers' blogs, but also as an offer of reciprocity; in other words, 'I will comment on your blog, if you comment on mine'. Certainly, two readers understand E.J.'s move as an offer, and respond with statements indicating acceptance (in **bold**):

Marla **Send me your email address so I can add you to Emma's blog list** - she'd love to hear your comments.

Johnnie **Hope to hear from you** just in case this is my blog gymnasticskid.blogspot.com.

In terms of impact, the use of offers for co-opting his readers as co-constructors of his blog is relatively successful. E.J. offers to read and comment on readers' blogs, and two of this post's 6 readers-commenters clearly comment in response. Beyond this, the offer, combined with adjacent interactive moves, serves to establish the tenor relationship between E.J. and his readers as collaborative co-authors, despite the otherwise unequal power relation between the interlocutors in terms of age and experience in blogging and writing.

5.1.3.4 *Giving information: the use of statements*

As seen in Table 5.4, 86% of the clauses in E.J.'s blog are statements through which E.J. gives information to his readers (and are not functioning metaphorically as offers or commands). As a text that is written, not spoken, E.J.'s blog is typical in this regard. Indeed, to take a 'top-down' perspective for one moment and think in terms of the realisation of genre at the discourse semantic level, E.J.'s posts are mostly instances of recount, a school-based written reporting genre with which the provision of information is strongly associated (Humphrey et al., 2012).

In keeping with the blog's spoken-like mode and dialogic nature, and in contrast with the blog as a written text, it is to the statements of E.J.'s posts that the majority of comments respond (Table 5.4). In total, 42 of E.J.'s 86 statements garner responses from his reader-commenters, 20% of which relate directly to E.J.'s individual statements, for example:

E.J. //He has put out 150 big fires and 500 little fires.//

Lynell //He sure has put out a lot of fires.//

Given that almost all of the content in E.J.'s blog consists of statements, responses that relate to a post as a whole also, arguably, relate to these statements albeit indirectly. A further 39% of comment clauses relate to the whole post in this way. As an example, Erin, one of E.J.'s reader-commenters, refers to the post as a whole and the act of blogging in her comment:

Erin //I love this post!//
 //It was so fun to read!//
 //ps... you should blog more often//- it is so fun to read!//

Another reader-commenter, Jan, focuses her feedback on the act of writing:

Jan //You are a very good story teller.//
 //I love that you have passion (are excited) about your baseball team.//
 //It shows in your words// and that makes it even more fun to read.//

In total, 22% of comment clauses pertain to the topic of whole posts, and 17% of comment clauses refer to the act of blogging or writing. Additionally, 2% of comments refer to images and video. These are further considered in Section 5.1.3.5.

Significantly, as seen in Table 5.4, nearly two-thirds of comment clauses on E.J.'s blog were in response to statements, but the reason for this strong level of interaction around the seemingly *un*-interactive provision of information remains hidden. Focusing on interactions using NEGOTIATION as an analytical lens shed some light on the exchanges between E.J. and his reader-commenters, which were be interpreted with regards to the tenor relations in the blog's co-constructive context. However, exposing where and how the interactions occurred in the blog did not show why statements prompted so much exchange, especially when other initiating (and clearly interaction-provoking) moves, like questions, did not. Given that reader-commenters can choose whether or not to respond in this particular interactive space, the answer to why some initiations garner more responses perhaps lies in the consideration of what is at stake in terms of power and solidarity between the author and the readership should reader-commenters respond (or otherwise) to different initiations. In other words, what *else* is going on in the statements (and other initiating moves) of this blog in terms of the construal of power and solidarity? To explicate this, the role of the evaluative resources of APPRAISAL in fostering co-authorship between E.J. and his family members is explored in Section 5.2.

5.1.3.5 *Intermodal NEGOTIATION: the use of images to initiate dialogue*

As described in Section 3.5.2.1, analysis of the combinatory role of image and verbiage as initiating moves was undertaken using the proposed construct of intermodal NEGOTIATION. All but one of E.J.'s posts includes images, and analysis reveals that a handful of reader comments clearly relate to these images and may be seen as responding to the images as initiating moves (Table 5.4). Clauses that refer to images include direct reference to an image (in **bold**)

Shauna (Post #7) //What great **pictures** ☺//

as well as references to looking at/seeing parts of an image (in **bold**), although some of these are less direct

Lynell (Post #4) //E.J. you **look** great in **that firefighter suit**..//

Erin (Post #4)

//you sure **make a cute firefighter!**://

E.J commonly combines image and verbiage to form initiating moves, as seen in Post #7 *Baseball time again* which incorporates 5 images interspersed with 12 statements. The role images play in NEGOTIATION is seen in Figure 5.1, where E.J. uses a statement, visible below the image, to initiate dialogue:

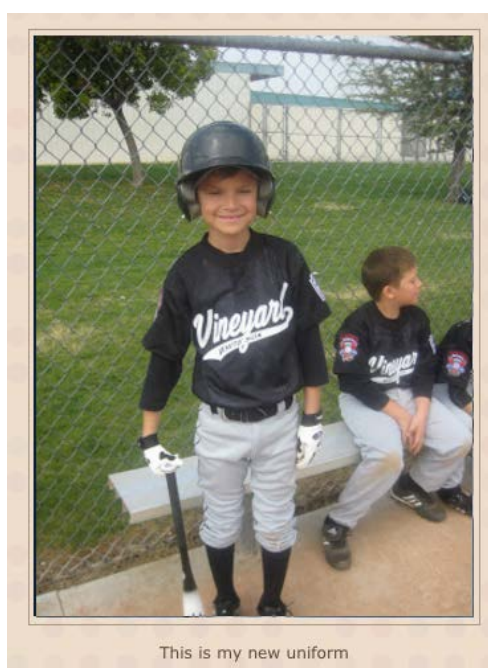


Figure 5-1: Image and accompanying text from E.J.'s Post #7 *Baseball time again*.
 Source: <http://baseballej.blogspot.com.au/2009/03/baseball-time-again.html>

In this example, the verbiage of the statement in the post makes clear references to the accompanying image. First, the verbiage is located directly below the image in the style of a caption. Second, the lexemes of the verbiage refer to components of the image: 'my' (i.e., E.J. - the central figure in the image), 'new uniform'. Finally, the clause's subject, 'This', refers to the entire image.

By selecting and combining semiotic resources in this way, E.J. has made the image a key component of initiating an exchange with his readers. Indeed, the initiating move, realised by an intermodal statement, is successful in garnering one response. The reader-commenter, Jan, comments about the look of multiple figures in the image (in **bold**) and in doing so, responds to the intermodal initiation.

Jan //**Your uniforms look** quite nice.//

In another example, Post #5 *EJ at bat* (#2), E.J. uses a different combination of image and verbiage to elicit responses from his readers. E.J. opens with a video of himself playing baseball, which he follows with a question:

E.J. Are you surprised at how good I hit? !

This particular combination elicits a high comment volume - 10 clauses from 6 reader-commenters (Table 5.4). Notably, in responding to the question, 4 clauses refer to additional ideational content in the video (in **bold**) that is not otherwise mentioned in the text of the post

Erin //**You got to second base on one hit!**//

Loni-Loo //you were aswome **out there**//

Johnnie //can't tell you how proud I am that you can hit **that**//

Lynell //Nice **hit** E.J.//

The remaining responding moves answer E.J.'s question more generally, and without direct reference to the video, although it is reasonable to suggest that these moves are also in response to the combination of video and question:

Marla //E.J, I think you're awesome!//

Erin //Wow!// ... //You are amazing!//

Patrick //E.J you are freaking awesome!//

Loni-Loo //You Rock!//

Johnnie //dang, E.J. you are amazing//

This example again illustrates how image (video) and verbiage may be combined to construe initiation moves of NEGOTIATION, in this case an intermodal question. Indeed, the question relies on the provision of the video, as E.J. could not ask his readership for their opinion of his hitting without it (especially those readers who are unable to attend games in person). More than this, though, the particular combination of image and verbiage in this example proves particularly powerful in eliciting response. Three reasons for this are suggested.

First, the video extends the experiential meaning of the post to which reader-commenters might respond. So, for example, Erin's response references the fact that E.J. ran to second base; a meaning which was contained within the video.

Second, the familial context in which this text is situated impacts on the construal of the question as well as the volume and type of response. E.J.'s question assumes a level of familiarity with his hitting prowess by the readership; the readers are asked if they are 'surprised' by E.J.'s good hitting. This implies that, at least in E.J.'s mind, the readers have a pre-conceived idea of his hitting abilities on which to base their evaluations of E.J.'s performance in the video.¹⁰ In response, readers comment with much positive evaluation and praise. This is in keeping with each reader-commenter's status as a supportive family member, and, in contrast, would be a less likely and less appropriate response from strangers.

Finally, the inclusion of positive evaluations in the comments (e.g., that E.J. and his hitting are 'awesome' and 'amazing') as well as E.J.'s own positive evaluation (that his hitting is surprisingly good) impacts on the solicitation of reader response as well as the co-construction of meanings in the post and comments. The deployment of evaluative meanings in texts, and its analysis, is the domain of the systems of APPRAISAL, and more detailed analytical consideration of the role of these resources in engaging readers as co-authors and co-constructors in E.J.'s blog is undertaken in the next Section, 5.2.

5.1.4 Summary

Section 5.1 focused on the blog *Baseball Kid* as a prime example of the ways in which blog authors might invite co-authorship with reader-commenters through NEGOTIATION. In this context, posts are composed and delivered in written form at a geographical and temporal distance, then responded to asynchronously yet also as if a face-to-face conversation was occurring between post author and reader-commenter. On the part of the blog author, E.J. uses a variety of linguistic devices to bring his readers into this conversation, engaging them as collaborators in the production of

¹⁰ An alternative interpretation is that the readers have a pre-conceived idea of the hitting prowess of, for example, someone of E.J.'s age or experience.

blog content in the form of comments. E.J. asks questions, demands comments and, as a reciprocal gesture, offers blog visits and comments to his readership. In addition, E.J. combines alphabetic text with images and video to initiate what I term *intermodal NEGOTIATIONS*; opening moves taken up by some of his reader-commenters who respond to both image and text in comments.

Initiating moves of question, demand and offer across E.J.'s blog elicit some level of response from his readers. Significantly, though, the giving of information that forms the majority of his posts – the clear expression of his blog as a written and not spoken text – is the *very thing* to which his readership responds the most. It is suggested that the high level of response to declaratives is because of the familial context of the blog, as the close relationship between E.J. and his readers, as well as their relative status as family members and friends, colours reader-commenters' responses to posts. In other words, a family member does not read E.J.'s recounts of events as an outsider might. Rather, because of the family member's close relationship with E.J., he or she takes the opportunity afforded by the blog to converse with E.J., strengthening family bonds and building solidarity with E.J. along the way. At the same time, E.J. does not (only) recount events to a global and anonymous audience. Instead, he writes with his familial audience in mind, and makes according linguistic decisions about how he positions himself within the recounts. This positioning is part of the information, the declaratives, of E.J.'s posts, and arguably explains their effectiveness as initiators of exchange.

An APPRAISAL analysis of E.J.'s posts, discussed in Section 5.2, sheds light on the 'dialogic' potency of statements and the other linguistic elements of E.J.'s posts which realise evaluative meaning, as well as the evaluative nature of his reader-commenters' collaborative contribution.

5.2 The use of APPRAISAL resources in blog co-authorship

A large proportion of the content of E.J.'s blog posts and comments incorporates expressions of APPRAISAL. E.J.'s posts include 67 instances of the use of APPRAISAL resources, and comments incorporate 363 uses of evaluative language. Section 5.2 discusses the significant role that APPRAISAL plays in soliciting and contributing

collaborative content in *Baseball Kid*. A synoptic analysis of the whole blog shows the range and varied application of resources used by E.J. to present his evaluative stance and position his readers as co-constructors. It also describes the use of evaluative resources in comments. The deployment of the resources of ATTITUDE, ENGAGEMENT and GRADUATION are discussed in turn in Sections 5.2.1, 5.2.2 and 5.2.3. A dynamic analysis of one text, *Teddy Bear*, reveals the prosodic realisation of evaluative meanings co-constructed by E.J. and his readers, as well as the impact of comments on the text as an instance of genre, and is undertaken in Section 5.3.

5.2.1 ATTITUDE: Baseball Kid

Both E.J. and his reader-commenters deploy resources across the three semantic systems of ATTITUDE, encoding Affect, Judgement and Appreciation. The three systems of ATTITUDE as used in *Baseball Kid* are considered in Sections 5.2.1.1, 5.2.1.2 and 5.2.1.3 respectively.

5.2.1.1 Affect

Affect encodes feelings experienced by individuals reacting emotionally to behaviour, texts or processes and phenomena, expressing un/happiness, dis/inclination, in/security or dis/satisfaction (Martin & White, 2005). Table 5.6 shows the use of Affect across *Baseball Kid*.

Table 5-6: Distribution of ATTITUDE encoding Affect in E.J.'s posts (E.J.) and reader comments (r-cs)

Affect in posts									
	Post #1	Post #2	Post #3	Post #4	Post #5	Post #6	Post #7	Post #8	Total
n= per post									
+ve									
- E.J.	0	1	0	1	5	3	2	3	15
- r-cs	3	20	9	5	15	18	15	18	103
--ve									
- E.J.	0	1	0	0	0	1	0	0	2
- r-cs	0	1	0	0	0	0	0	2	3
n= per 1000 words									
+ve									
- E.J.	0	17.54	0	16.13	42.01	26.79	21.28	20.27	21.74
- r-cs	73.71	53.08	57.61	43.71	34.09	50.30	47.74	44.86	49.38
--ve									
- E.J.	0	17.54	0	0	0	8.93	0	0	11.83
- r-cs	0	0	0	0	0	0	0	3.15	6.55

Table 5.6 shows the distribution of instances of Affect across the blog in posts and comments, including the distribution of positive and negative instances. Further, as can be seen by comparing Tables 5.6, 5.7 and 5.8, about half of all ATTITUDINAL expressions in posts are those of Affect, the majority of which are positive. Similarly, positive Affect is expressed in about half of all overall instances of ATTITUDE in comments, with very few negative expressions seen. E.J. and his readers express positive Affect in near-equal measures, although Affect is more consistently expressed across comments compared with posts.

As seem in Table 5.6, Affect is use by E.J. most frequently in the latter half of the blog where he uses share his feelings about baseball to build solidarity and bond with his readers around a perceived mutual interest in baseball, and more specifically, the playing of baseball by E.J. E.J.'s expressions of Affect predominately relate to E.J.'s *happiness* about baseball (Aff:hap +) and *inclination* to play well or be seen playing by his readers (Aff:inc +):

E.J. I **like** playing baseball. (Aff: hap +)

E.J. I **wish** that you could come to my games. (Aff: inc +)

E.J.'s generally positive feelings towards baseball are shared by his readers, as seen in their expressions Affect. Aligning with E.J.'s evaluations, the dominant expression of Affect is of *happiness* (typically 'love') and *inclination* (typically 'wish'), as well as *satisfaction*, such as:

Grammy Staffy We **love** to watch you pitch (Aff: hap +)... We **love** to see you hit too ... (Aff: hap +)

Marla **Wish** we could be there to see your games! (Aff: inc +)

Johnnie ... can't tell you how **proud** I am that you can hit that (Aff: sat +)

By aligning their value positions with those of E.J.'s, family members bond with E.J. around his playing of baseball. This serves to strengthen the close ties between all members of the family.

Similarities between the post and comments are also seen in instances of negative Affect. For example, E.J. expresses his *insecurity* about playing baseball, as does Grammy Staffy:

E.J. When I am up to bat at my games I am **nervous** ... (Aff: sec -)

Grammy Staffy ... but I get really **nervous** each time you come to bat. (Aff: sec -)

Much of the Affect expressed by reader-commenters is related to E.J. more generally and his blogging, rather than baseball, reflecting the familial nature of the readership, for example:

Erin **Love** you buddy!! (Aff: hap +)

Erin I **love** this post! (Aff: hap +)

Here, Affect is used by the author and reader-commenters to bond around the shared interest in baseball; but, more importantly, Affect is used by members of the family to bond around their shared interest in each other.

5.2.1.2 Judgement

As was discussed in Section 2.2.1.2, Judgement, according to Martin & White (2005, p. 42), "... deals with ATTITUDES towards behaviour, which we admire, criticise, raise or condemn" in terms of social esteem (normality, capacity and tenacity) and social sanction (veracity and propriety). Table 5.7 shows the frequency of the deployment of Judgement across E.J.'s blog and reader comments.

Table 5-7: Distribution of ATTITUDE encoding Judgement in E.J.'s posts (E.J) and reader comments (r-cs)

Judge.	Post #1	Post #2	Post #3	Post #4	Post #5	Post #6	Post #7	Post #8	Total
n= per post									
+ve									
- E.J.	1	1	1	1	4	4	2	6	20
- r-cs	1	5	2	5	13	8	10	4	48
- -ve									
- E.J.	0	1	0	0	0	1	0	0	2
- r-cs	0	0	0	0	3	3	2	0	8
n= per 1000 words									
+ve									
- E.J.	25	17.54	17.24	16.13	33.61	35.71	21.28	40.54	28.99
- r-cs	24.39	8.96	17.05	32.43	36.35	19.88	31.39	6.97	23.01
- -ve									
- E.J.	0	17.54	0	0	0	8.93	0	0	11.83
- r-cs	0	0	0	0	9.45	9.55	8.73	0	17.47

Overall rates of expression of Judgement (per 1000 words), as seen in Table 5.7, are very similar between post author and reader-commenters, and almost all expressions by author and reader-commenters are positive. Further, as is seen by comparing Tables 5.6, 5.7 and 5.8, almost half of all instances of ATTITUDE across E.J.'s posts are expressions of Judgement. In contrast, only about one quarter of ATTITUDINAL expressions in comments are of Judgement. It seems, therefore, that E.J. is more concerned with expressing his value positions on behaviour than his family members.

Judgements found in posts commonly focus on E.J.'s *normality* and *capacity* with regard to playing baseball, expressed either directly (inscribed) or by invoking judgement through reference to values shared by his baseball and blogging community. Further, there are clear patternings of Judgment between E.J.'s post and his readers' comments:

E.J. I have **gotten better** at pitching. (Jud: cap +, inscribed)

Grammy Staffy You are **getting better and better** (Jud: cap +, inscribed)

E.J. I **hit a home run** at my first game (Jud: cap +, invoked)

Erin I can't believe you **got a home run your first game** (Jud: cap +, invoked)
- you are **amazing!!** (Jud: norm +)

Jan I suspect you might be **ther star player** (Jud: norm +)
what **with your home run** (Jud: cap +, inscribed)

Other Judgements include self-evaluative encoding of *propriety* and *tenacity*, seen in a post about E.J.'s performance in a play. Again, affirmation of E.J.'s evaluative stance is elicited from and affirmed by his readership in comments:

E.J. Do you think I am a **scary** bear? (Jud: prop -)
I was a **nice** bear. (Jud: prop +)

Lynell Glad to hear that you were a **nice** (Jud: prop +) bear.
I can't imagine you being **mean** (Jud: prop -)

E.J. It was scary, but **I did it.** (Jud: ten +)

In this co-authored space, E.J. uses resources of Judgement to position his readers to affirm his positive self-evaluation. This sought-after affirmation is visible in reader comments, which contribute to the co-construction of an evaluative stance. Stance co-construction is seen in the examples included above that show co-patterning of E.J.'s evaluative stance with that expressed in comments.

Expressions of Judgement are found throughout E.J.'s blog. However, the frequency of expression by reader-commenters spikes in Posts #5 (45.8/1000 words) in response to two questions posed by E.J. regarding capacity, for example:

E.J. Can you hit **like that**? (referring to a video of E.J. hitting a ball) (Jud: cap +)

Loni-Loo i once was a baseball player *but* **not as good as you are** (Jud: cap -)

Johnnie **I would have stricked out or hit the 4 foul balls.** (Jud: cap -)

Moving back up to the level of exchange for one moment, in the co-authored space of a blog, reader-commenters respond to the initiating moves of E.J., as well as initiating exchange with E.J. as seen in Table 5.4. Much initiating content includes expressions of Judgement about E.J. himself, aligning the reader-commenters' positive evaluations of E.J. with E.J.'s own. This is often seen in initiating comments that advance topics unrelated to those of a post, which serve to broaden the basis on which reader-commenters affirm E.J.'s evaluative stance. In other words, not only is E.J. good at baseball and acting, but he is an all-round good person. For example:

Claire you are the **best** bruther evwe even when you are **mene** (Jud: cap +; Jud: prop -)

Marla Thank you for being so **kind** and **thoughtful**. (Jud: prop +; Jud: prop +)

Overall, then, E.J. and his reader-commenters use Judgement across posts of different fields (acting and playing baseball). Here, reader-commenters align themselves with E.J.'s own positive Judgements to co-construct the global impression of E.J. as a capable child (with an inclination towards propriety).

5.2.1.3 Appreciation

Expressions of Appreciation evaluate “semiotic and natural phenomena, according to the ways in which they are valued or not in a given field” (Martin & White, 2005, p. 43). Expressions may be categorised as regarding impact, quality, composition and valuation (Ngo & Unsworth, 2015).

Table 5-8: Distribution of ATTITUDE encoding Appreciation in E.J.'s posts (E.J.) and reader comments (r-cs)

Apprec.	Post #1	Post #2	Post #3	Post #4	Post #5	Post #6	Post #7	Post #8	Total
n= per post									
+ve									
- E.J.	0	0	0	0	0	2	1	0	3
- r-cs	0	5	1	4	4	8	7	14	43
- -ve									
- E.J.	0	0	0	0	0	1	0	0	1
- r-cs	0	0	0	0	0	1	0	0	1
n= per 1000 words									
+ve									
- E.J.	0	0	0	0	0	17.86	10.64	0	4.35
- r-cs	0	13.83	9.8	31.28	11.48	18.35	58.13	43.17	20.61
- -ve									
- E.J.	0	0	0	0	0	8.93	0	0	5.92
- r-cs	0	0	0	0	0	2.12	0	0	2.18

E.J. rarely expresses Appreciation in his blog (Table 5.8), and there are only 4 instances in posts. However, when he does express Appreciation, E.J. uses it to invoke his positive self-evaluation (Judgement), building solidarity with his readers who might in turn affirm E.J.'s stance, for example:

E.J. It was **scary** but **I did it**. (App: imp –; Jud: ten +)

Reader-commenters express Appreciation considerably more often than E.J. does. In contrast with E.J.'s limited use, about half of all expressions of ATTITUDE by reader-commenters invoke or inscribe Appreciation, seen by comparing Tables 5.6, 5.7 and 5.8. Most expressions occur in concentrated bursts in response to Posts #6, #7 and #8, which account for two-thirds of instances of Appreciation in comments across E.J.'s blog. Almost all instances of Appreciation are regarding *impact* or *quality*, divided equally between the two, and are almost all positive. While expressions of Appreciation are lexically diverse, many expressions use the word ‘fun’ or ‘good’/ ‘great’, for example:

Grandma B Blogging is really **fun** (App: imp +)

Erin E.J. you look **great** (App: qual+) in that firefighter suit.

The comments of Post #6 display strong patterning of the expression of Appreciation with images in the post, highlighting the significant impact images have on soliciting blog co-authorship. In this post, 4 of 9 instances of Appreciation are in response to a combination of images (n=3)¹¹ and text referring to E.J. in costume (seen in Figure 5.2):



Figure 5-2: Image and accompanying text from E.J.'s Post #6 *Teddy Bear*.
Source: <http://baseballej.blogspot.com.au/2009/03/baseball-time-again.html>

E.J. Every one liked my costume best

Lynell E.J. Your costume is totally **the best**. (App: qual +)

hoLLy what a **cool** costume! (App: qual +)
... you look like one **awesome** bear! (App: qual +)

The comments of Post #7 show similar patterning, where 4 of 6 instances of Appreciation pertain to an image-verbiage combination in the post. Here, responses pertain to the representation of E.J. in the images (seen, for example, in Figure 5.2), or to the image more generally. For example:

¹¹ There are three images in this post that show E.J. in costume, any or all of which the reader-commenters may be commenting about. However, the third image is accompanied by text referring to the costume, and this one is selected as exemplar for consideration here.

- Erin I love your new uniform. It looks really **good!** (App: qual +)
- Jan EJ, This truly looks like **a team to be proud of.** (App: imp +)
- Shauna What **great** pictures ☺ (App: qual +)

The first two expressions pertain to the representation of E.J. in the image, in which he wears the uniform of his baseball team. Here the expressions of APPRECIATION position E.J. positively as someone to be proud of and a team player, and also strengthen the family bond around baseball. The third expression pertains to the quality of the images themselves, and positions E.J. as a good blog author (or perhaps camera operator!).

While Post #8 includes 4 images, the dominant focus for Appreciation in comments is E.J.'s writing, in contrast to Posts #6 and #7. I suggest this is because of the very different style of this post, compared with the other seven in the blog. Post #8 is the only post in which E.J. employs a variety of linguistic resources specifically to create interest in recounting his story¹², including figurative language, metaphor, onomatopoeia and exaggerated punctuation, seen in the following excerpt:

- E.J. As I **wind up for the pitch** I **keep my eye on** the catcher's glove.
When I release the ball it **zooms right down the middle.**
Boom!!! Strike 3!!!

E.J.'s novel use of linguistic devices to create interest is met with positive evaluation and elicited strong Appreciative response from reader-commenters. In total, one third of all instances of Appreciation in comments pertained to this post (Table 5.8).

Interestingly, reader-commenters express positive Affect for E.J.'s writing and one instance of Judgement about E.J. as a writer, aligning reader-commenters with E.J.'s general stance of positive self-evaluation. For example:

- Erin I **love** this post! It was so **fun to read!** (Aff: hap +; App: imp +)
- Jan You are a **very good** storyteller. (Jud: cap +)
- I **love** that you **have passion** (are **excited**) about your baseball team. (Aff: hap +; App: imp +; App: imp +)
- It shows in your words and that makes it even more **fun to read.** (App: imp +)

¹² The resources used to create interest may also be understood as resources of GRADUATION used to amplify Judgement of E.J.'s capacity for pitching. However, there is a strong response from the readership in terms of Appreciation for E.J.'s writing, and no response regarding E.J.'s Judgement. The resources, then, are understood by the readership as exemplifying great writing, rather than great pitching, and are dealt with here accordingly.

Post #8 is unique in its use of linguistic devices to create interest, and it is the only post that is described by commenters as ‘fun to read’. However, positive APPRAISAL of E.J.’s writing is not limited to this post. Indeed, reader-commenters provide positive APPRAISAL about writing, and especially about blogging, on all of E.J.’s posts, the inclusion of which accounts for 9% of all APPRAISAL instances in reader-commenter’s contributions.

In summary, reader-commenters express Appreciation for the images in E.J.’s posts. In this, reader-commenters express positive ATTITUDE towards the representation of E.J. contained within the images as well as the images in themselves. Here, reader-commenters bond with E.J. as represented in the image.

5.2.2 ENGAGEMENT: Baseball Kid

As outlined in Section 2.2.1.2, ENGAGEMENT resources are used to Expand and Contract the dialogic space in which viewpoints are expressed. Consideration of E.J.’s use of ENGAGEMENT is a key element in determining how E.J. encourages co-authorship by his readers and positions them in terms of agreement or disagreement with his value statements. Table 5.9 shows the deployment of ENGAGEMENT resources across the blog.

Table 5-9: ENGAGEMENT resources used in *Baseball Kid*

ENGAGEMENT resources	Post #1	Post #2	Post #3	Post #4	Post #5	Post #6	Post #7	Post #8	Total
Expand (n = per post)									
:entertain									
- E.J.	0	0	0	0	0	1	0	0	1
- r-cs	0	2	4	2	4	4	1	3	20
Expand (n = per 1000 words)									
:entertain									
- E.J.	0	0	0	0	0	8.93	0	0	2.62
- r-cs	0	2.85	25.18	12.81	7.65	11.24	4.16	10.39	16.12
Contract (n = per post)									
disclaim:counter									
- E.J.	0	1	0	0	1	3	1	0	6
- r-cs	0	0	0	0	2	1	2	1	6
disclaim:deny									
- E.J.	0	0	0	0	0	0	1	0	1
-r -cs	0	0	0	0	0	0	0	0	0
proclaim:endorse									
- E.J.	0	0	0	0	0	2	0	0	2
- r-cs	0	0	0	0	0	0	0	0	0
Contract (n = per 1000 words)									
Contract:									
- E.J.	0	17.54	0	0	8.4	53.57	10.64	0	23.56
- r-cs	0	0	0	0	7.32	3.47	8.72	1.57	4.83

5.2.2.1 ENGAGEMENT in posts

As is seen in Table 5.9, E.J. uses a range of ENGAGEMENT resources in his posts to Expand and Contract the dialogic space. Most of the instances of ENGAGEMENT are in the second half of the post.

There is one instance of Expanding in E.J.'s posts, which uses the linguist resource of an 'expository' question to *entertain*. As noted in Section 5.1.3.1, E.J. asks questions to initiate dialogue with his readers; but, seen as resources of APPRAISAL, questions perform different functions. From the APPRAISAL perspective, non-rhetorical questions may be used to assert propositions, while expository questions are used to *entertain* alternative viewpoints (Martin & White, 2005). The following example demonstrates how E.J. uses an expository question to *entertain* a particular viewpoint.

At first glance the question seems to be 'just a question'; however, in my reading of the co-text the question is, indeed, expository. E.J. *entertains* a particular viewpoint (of him being a scary bear (Jud: prop -)), only to reject it in the following clause. In other words, he does not wish to assert the proposition of himself as a scary bear, but *entertain* it is one of many alternatives.

E.J. *Do you think I am a scary bear?* (Exp: ent) (Jud: prop -)
 I was a **nice** bear. (Jud: prop +)

The theorisation of expository questions by Martin and White (2005, p. 110) as a resource to *entertain* is in the context of "singly-constructed, non-interactive texts". As such, the theorisation does not account for the ways in which expository questions might be acted upon in interactive spaces, and further, what that action might imply for tenor relations. The question shared here is a prime example of an expository question asked as part of an interactive text, and is an opportunity to 'look up' the strata of meaning and explore the question's interactive function in terms of realising tenor.

In keeping with the normal functioning of a expository question, the question included here Expands the dialogic space by allowing alternative viewpoints to be considered. At the same time, however, in the context of the blog, the question may actually be answered. To ensure that the question is answered in alignment with the author's own stance, E.J. makes his stance (Jud: prop +) clear in the co-text. The co-

text, then, effectively Contracts the dialogic space, as, in order for a closely affiliated reader-commenter to maintain alliance with E.J., he or she must respond to the question in the negative. Indeed, the one and only response by reader-commenters to the question is clearly in alignment with E.J.'s stance, and serves to maintain solidarity with E.J.. Interestingly, the reader-commenter also uses *entertain*, in echo of E.J.:

E.J. *Do you think I am a **scary** bear?* (Exp: ent) (Jud: prop -)
I was a **nice** bear. (Jud: prop +)

Lynell Glad to hear that you were a **nice** bear. (Jud: prop +).
*I can't imagine you being **mean**.* (Exp: ent)(Jud: prop -)

E.J. therefore uses the expository question to entertain alternative evaluations. At the same time, the question elicits affirmation of E.J.'s positive self-evaluation from his family members.

E.J. Contracts dialogic alternatives through using the linguistic resources of *disclaim* and *proclaim* to position the reader to accept a narrow range of alternatives. In particular, E.J. deploys *counter expectancy*, realised by the use of contrastive conjunctions, to replace an expected proposition with his own, thus disclaiming the former:

E.J. I tried for the grey fox *but* I got a bigger part which was the bear. (Con: disc: count)

By disclaiming the former proposition, E.J. positions his readers to accept the latter (i.e., the bigger part) as a more impressive achievement. In this, not only does E.J. convey his positive self-evaluation as an achiever in the eyes of his familial audience, but construes it as less open to debate.

Denial is another resource used to present and at the same time reject or *disclaim* a position. E.J. occasionally uses negation to reject a negative position and therefore align himself with the positive:

E.J. I have *never* struck out or got out on base this season so far. (Con: dis: den)

Here, E.J. positions himself as being good at playing baseball (Jud: cap +), and also Contracts the space for disagreement from readers by denying that he ever plays poorly (at least in terms of ‘getting out’).

Additionally, E.J. includes *endorsements* from people in higher positions of authority to proclaim his value position and therefore reduce the range of alternative positions under consideration. In the following example, E.J. shares his positive self evaluation of being good at acting (doing a good job (Jud: cap +) and being likeable (Aff: sat +)). At the same time, E.J. reduces the space for argument from readers, as it is difficult to suggest that E.J. did not do a good job when *everyone* who was present said he did, and the most senior members of his family (Grammy and Grampy) endorse his performance as likeable.

E.J. *Everyone said I did a good job.* (Con: pro: end)
 Grammy and Grampy and my family came to see me.
 They liked it a lot. (Con: pro: end)

E.J.’s selection of senior family members (grandparents) as endorsers is particularly sage in the familial context of this blog, as, should family member reader-commenters disagree with Grammy and Grampy’s reported stance, they put at risk their own solidarity with the senior couple. Further, as a frequent reader-commenter on E.J.’s blog (Table 5.2), Grammy is likely to read E.J.’s post and provide additional endorsement of hers, and therefore E.J.’s, evaluative stance, thus restricting the dialogic space even further. Indeed, Grammy does comment on E.J.’s blog, and, in doing so, endorses his self evaluation:

Grammy Staffy Dear E.J.,
 Grammy and I loved your play.
 You did such a good job.

The interaction between E.J.’s post and Grammy’s comment is another example of the deployment of ENGAGEMENT in an interactive blog for the twin-purposes of Expanding or Contracting the dialogic space and construing relations of tenor. In this case, the resources of ENGAGEMENT serve to Contract the dialogic space for alternative viewpoints, and manage how commenters express viewpoints, such that the expression aligns with and strengthens the viewpoint of the author, lest solidarity

is put at risk. The role of Grammy's comment in amplifying E.J.'s evaluation is discussed in Section 5.2.3.

5.2.2.2 *ENGAGEMENT in comments*

Reader-commenters also use the linguistic resources of Expansion, including mental verb projection (Martin & White, 2005, p. 105)

Marla E.J, I *think* you're awesome! (Exp: ent)

and modal adjuncts to *entertain* alternative positions:

Grammy Staffy *Maybe* your dad can help you figure out why. (Exp: ent)

Here, reader-commenters Expand the dialogic space to allow for alternative viewpoints. At the same time, the viewpoints expressed by family and friends strengthen E.J.'s positive self-evaluation and support E.J. in his endeavours.

Reader-commenters also occasionally Contract the dialogic space, and thus align their respective viewpoints with those expressed by E.J.. In responding to E.J.'s post (and in the examples below, E.J.'s own use of ENGAGEMENT resources), Contraction in comments is realised through the use of contrastive conjunctions for counter expectancy:

E.J. Are you surprised at how good I hit? !
 Can you hit like that?
 Loni-Loo you know ej i once was a baseball player *but* not as good as you are
 (Con: disc: count)

To summarise, both E.J. and those who comment on his posts use a wide range of resources for ENGAGEMENT, both Expanding and Contracting the dialogic space in which co-authors may voice their opinions. In the familial context of his blog, E.J.'s linguistic choices for ENGAGEMENT are based on the affiliative relationship between himself and his family member readership. Through the deployment of ENGAGEMENT resources, including the use of expository questions to *entertain* alternatives and *endorsements* to proclaim his value position and Contract the dialogic space for alternatives, E.J. positions his reader-commenters to align with and reinforce his positive self-evaluation. Indeed, alignment and reinforcement is necessary in order for

reader-commenters to maintain solidarity and close family connection. This collaborative space, then, is not just one of post and comment, but one where the readership is encouraged to work with the author as co-constructors of texts which serve to create an overall positive impression of E.J.

5.2.3 GRADUATION: Baseball Kid

As outlined in Section 2.2.1.2, one feature of both ATTITUDE and ENGAGEMENT is that these meanings are gradable, or able to be expressed with greater degrees of *force* and *focus*. Table 5.10 shows the deployment of ENGAGEMENT resources across the blog.

Table 5-10: GRADUATION resources used in *Baseball Kid*

GRADUATION									
per 1000 words	Post #1	Post #2	Post #3	Post #4	Post #5	Post #6	Post #7	Post #8	Total /1000 words
n=per post									
- E.J.	0	1	2	3	0	2	3	3	14
- r-cs	2	25	8	8	21	20	21	24	129
/1000 words									
- E.J.	0	17.54	34.48	48.39	0	17.86	31.91	20.27	20.29
- r-cs	48.78	62.3	65.02	51.28	54.69	54.09	107.09	60.15	64.28

E.J.'s posts include in total 14 instances of GRADUATION at a rate of 20.29 per 1000 words. All expressions are GRADUATIONS of force, mostly grading quantity (79%) rather than intensity (21%). E.J. uses a variety of linguistic devices of GRADUATION (underlined) to invoke ATTITUDE and amplify inscribed ATTITUDE (**bold**), for example:

E.J. I usually get a hit every time I'm up to bat. (For: quant) (invoke ATTITUDE)

E.J. I didn't want to do the bigger part (For: quant) (invoke ATTITUDE)

E.J. I have a very good eye. (For: int) (amplify inscribed ATTITUDE)

E.J. We are undefeated !!! (For: quant; For: int) (punctuation amplifies inscribed ATTITUDE)

E.J.'s reader-commenters make much more frequent use of the resources of GRADUATION (58.69 per 1000 words). Almost all instances are of GRADUATION type force (97.67%), and intensification (88.37%), contrasting with E.J.'s use of

GRADUATION, in which he favours quantification. The most common expression of GRADUATION uses graded core words, such as those seen in the above examples, with the use of ‘love’ (including ‘loved’) accounting for 34% of all instances of intensification. Reader-commenters also make use of adverbs and adjectives, especially the adverb ‘so’, which on its own constitutes 19% of all instances of intensification in comments. Use of adverbs and graded core words is often combined with other resources of GRADUATION, such as exaggerated punctuation and repetition, seen in the interlocutions above.

Notably, reader-commenters use GRADUATION to both strongly align themselves with and escalate E.J.’s evaluative position. So, while E.J. ‘likes’ something, his reader-commenters ‘love’ it, and where E.J. expresses that he did a ‘good’ job, reader-commenters assess his performance as ‘great’. Examples of reader-commenter escalation of E.J.’s stance are seen in the following interlocutions:

- E.J. I like to pitch very much (For: quan)
 I have gotten better at pitching ...
 I also like hitting
- Grammy Staffy We love watching you pitch (For: int; graded core word)
 You are getting better and better (For: int; repetition)
 We love to see you hit too (For: int; graded core word)
- E.J. Everyone said I did a good job
- Erin I know you did a great job! (For: int; graded core word, punctuation)
- hoLLy Great job! (For: int; graded core word, punctuation)
- Loni-Loo i bet you did sooooo!!!!!! good (For: int; adverb, punctuation)

As initiators of affirmative comments, reader-commenters also use GRADUATION to articulate strong alignment with and advancement of their own value positions, typically expressing positive ATTITUDE towards E.J., his actions and his blog. Examples of the use of graded core words to express positive Affect for E.J. and his blogging are seen in the following:

- Erin I love you E.J.!! (For: int; graded core word)
- Lynell I love that you have a new blog. (For: int; graded core word)

In terms of blog co-authorship, E.J. uses GRADUATION to express stronger alignment with the value positions he advances, particularly by quantifying expressions of positive self-evaluation, and in so doing, invites affirmation by reader-commenters. Reader-commenters use GRADUATION to upscale E.J.'s position and strongly align themselves with him, building solidarity and strengthening to the overall positioning of E.J. as a competent and loveable child.

5.3 Interactions of post and comments across a text: dynamic analysis

So far in Section 5.2, we have seen examples from throughout *Baseball Kid* of how E.J. and his readers uses evaluative resources to obtain four social goals, beyond the generic purposes of the post (e.g., to 'tell what happened' in the case of a recount).

- E.J. uses ATTITUDE to bond with his readership around the common interest of baseball. This is evidenced through patternings between post and comments in selections from the Affect and Judgement systems.
- In the context of the blog readership, family members deploy evaluative resources to bond and strengthen family ties with E.J. at a distance. This is evidenced through the family-members' deployment of Affect, especially regarding inclination (e.g. wishing to be there), satisfaction (pride, gladness), and happiness (love).
- E.J. shares positive self-evaluations of himself as a capable child, through positive selections of Judgment, which position his readers to affirm his stance. Their compliance in this positioning is evidenced by their reciprocal selection, and also amplification, of Judgement.
- E.J. invites and expects his readers to participate as co-authors in the realisation of all the other goals. This rhetorical strategy is realised through selections of the resources of ENGAGEMENT, which Expand or Contract the dialogic space. At the same time, E.J. makes it clear to readers that they are not only positioned as readers in a dialogic space (through ENGAGEMENT), but also as responding authors (through NEGOTIATION).

Dynamic analysis of one of E.J.'s posts and related comments, *Teddy Bear*, shows how the four social goals are achieved and realised prosodically in the co-construction of a whole text as instance of genre. Here, I focus on the use of the resources of APPRAISAL in the text.

By way of introduction, *Teddy Bear*, is situated in the second half of E.J.'s blog. In some ways, *Teddy Bear* is atypical of the blog; topically, it deals with acting, rather than baseball, and uses a broader range of evaluative resources than other posts. On the other hand, in using a range of resources, *Teddy Bear* includes nearly all of the different kinds of resources deployed across the blog, making *Teddy Bear* representative of E.J.'s use of APPRAISAL. Just as in other posts, APPRAISAL resources in *Teddy Bear* are used to achieve one of the overall purposes of the blog, which is to portray E.J. as a capable child as described throughout Section 5.2.

The analysis of *Teddy Bear* reveals the prosody of APPRAISAL resources in the text as woven between post and comments. Table 5.11 depicts the phases of the *Teddy Bear* text, including post and comments. It is provided as a point of reference for the analysis below. The APPRAISAL analysis of the text (post and comments), which informs the dynamic analysis, is located in Appendix 4.

Table 5-11: The stages and phases of the post and comments of the text *Teddy Bear*,

Stage/phase	<i>Teddy Bear</i>	Grammy Staffy	Erin	Loni-Loo	Lynell	HoLLy	Faith Girl
Orientation setting	[image 1] [1] I was in a play!!!						
Record event 1 - audition	[2] I had to audition.						
	[3] It was scary but I did it.						
	[4] I tried for the grey fox but I got a bigger part which was the bear.						
	[5] I didn't want to do the bigger part but my mom made me.	We are so glad that you went ahead and did the Bear part. See, your mommy was right, it really feels good when we do something that is hard for us.					
event 2 - practice	[6] At practice I did good and I liked it.						
event 3 - performance	[7] Everyone said I did a good job.	You did such a good job.	I know you did a great job!	i bet you did soooooo!!!!!! good			
	[8] Grammy and Grampy and my family came to see me.		I wish I could have seen you in your play!	i wish i could have been their with you and see you shine!!	Wish I could have been there.		My mama is friends with Grammy Staffy, so I know her too!
	[9] They liked it a lot.	Grampy and I loved your play.					
Re-orientation	[image 2] [10] This is me on stage						
Judgement	[image 3]			you really stand out ej!!!!!!!			
	[12] Do you think I am a scary bear? [13] I was a nice bear.				Glad to hear that you were a nice bear. I can't imagine you being mean.		
	[14] Every one liked my costume best.				E.J. Your costume is totally the best. Where did you get it? (also img 3)	you look like one awesome bear! what a cool costume! (also img 3)	
whole post response comments		We are all proud of you.	How fun! Do you want to do another play? I think you should!	you have always made me proud	I am proud of you.	we bet it was so fun to be in your very first play. great job!	Sounds like you had fun!

5.3.1 Dynamic analysis of the post and comments of 'Teddy Bear'

The dynamic analysis of *Teddy Bear* considers the evaluative roles of both the post and comments in construing the phases of the co-constructed text, and in ultimately achieving the interpersonal goals of the post as an instance of genre.

5.3.1.1 Phase 1: setting

The setting phase (and stage) of the text is construed in the body of the post, and is realised through the combination of one clause of verbiage and an image:



E.J. (post)

I was in a play!!!

The ORIENTATION stage of a factual recount sets the context and provides background information for the ensuing telling of events (Humphrey et al., 2012), and the setting phase of *Teddy Bear* realises this purpose. The verbiage establishes who is involved in the recount (E.J.) and what he was doing (being in a play). The image supports this by showing E.J. in costume, standing in front of a backdrop of the play. The setting phase uses minimal APPRAISAL resources, however, the author deploys repeated punctuation to intensify the message, emphasising the significance or novelty of the events of the recount and, perhaps, capturing the attention of the readers.

5.3.1.2 Phase 2: event 1 - audition

The author makes considerable use of ENGAGEMENT resources in the post during next phase, event 1 in the Record stage. Here, ENGAGEMENT contrasts the author's negative ATTITUDE (fear and disinclination) about auditioning, with positive (tenacity), as well as contrasting a smaller part with the bigger one that the author won:

E.J. (post) It was **scary** (Aff: imp -) *but* (Con: dis: count) **I did it** (Jud: ten +).

I didn't want to (Aff: inc -) do the bigger part (App: val +)
but (Con: dis: count) my mom made me (Jud: ten +).

I tried for the grey fox
but (Con: dis: count) I got a bigger part which was the bear.

Countering is used to disclaim one evaluation and replace it with another, thus Contracting the dialogic space for disagreement (Martin & White, 2005), and E.J. uses countering in this phase of the recount to establish himself as tenacious. One reader-commenter adds to this phase, Grammy Staffy, by expressing satisfaction with E.J.'s tenacious actions and reinforcing notions of tenacity:

Grammy (comment) We are so **glad** (Aff: sat +) that you went ahead and did the Bear part.
... it really **feels good** (Aff: sat +) when we **do something that is hard for us** (Jud: ten +).

In this instance, the comment is geared towards achieving the 'family bonding' interpersonal goal of the text and is supportive of E.J. in overcoming his insecurities. At the same time, the comment contributes towards achieving the goal of co-constructing E.J.'s portrayal of himself as a capable child, by reinforcing the notion of tenacity in E.J. (who 'did the Bear part' despite his disinclination) and the value of tenacity in general. Interestingly, Grammy Staffy also affirms her solidarity with the third family 'member' of this phase, Mom, who made E.J. do the bigger part, by construing Mom as capable and correct:

E.J. (post) ... my mom made me.

Grammy (Comment) See, your mommy was **right** (Jud: cap +)

5.3.1.3 Phase 3: event 2 - practice

The post author contrasts the third phase, event 2 in the Record stage, with the second, by shifting his negative Affective stance to a positive one, signalling the shift in the remainder of the recount towards positive Affect. In this phase, E.J. also establishes himself as a capable child, which is another ATTITUDINAL motif of the second half of the recount:

E.J. (post) At practice I did **good** (Jud: cap +) and I **liked** (Aff: hap +) it.

5.3.1.4 Phase 4: event 3 - performance

The evaluative resources used by the post author in the fourth phase, event 3 in the Record stage, reinforce the ATTITUDINAL stance taken by E.J. in the phase immediately prior. Indeed, not only are positive Judgement and Affect maintained as the ATTITUDES expressed, but, in addition, the post author Contracts the dialogic space for alternatives:

E.J. (post) *Everyone said* (Con: pro: end) I did a **good** (Jud: cap +) job.

They [Grammy and Grampy] (Con: pro: end) **liked** (Aff: sat +) it a lot.

The value of the two endorsements in this phase (clauses 7 and 9) in terms of positioning the author as well as building and maintaining solidarity with his family was discussed in detail in Section 5.2.2, and will not be rehearsed here. Significantly, though, this fourth phase is the first phase of the text to which multiple reader-commenters contribute, and includes 8 comments in its co-construction (the most comments of all phases). At this point, then, it is helpful and important to consider the result of E.J.'s deployment of endorsements: the alignment of APPRAISAL resources between the comments and post as well as between the comments and each other; and, the impact of this on the attainment of the overall goals of the texts.

Each of the 3 comments at Clause 7 aligns with the evaluative position of the author, seen in the harmony of the ATTITUDE (Jud: cap +) of the comments with the clause. The three comments also align ATTITUDINALLY with each other:

E.J. (post)	<i>Everyone said</i> (Con: pro: end) I did a good (Jud: cap +) job.
Grammy (comment)	You did <u>such</u> (For: int) a good (Jud: cap +) job.
Erin (comment)	I <i>know</i> (Exp: ent) you did a great (Jud: cap +; For: int) job!
Loni-Loo (comment)	i <i>bet</i> (Exp: ent) you did <u>soooooo!!!!!!</u> (For: int) good (Jud: cap +)

In addition, GRADUATION is used in comments to amplify and thus strengthen the evaluative stance. Each commenter makes use of different linguistic resources to intensify their evaluative stance, such as adverbials ('such' and 'so'), graded core words ('great') and repetition of punctuation. Further, intensification is seen occurring across the post clause and comments, in the repetition of the lexemes used in evaluation ('good', 'job').

I suggest that the three comments align with both the post and each other so strongly, not only because the space is Contracted, but also because solidarity is put at risk for any commenter who does not conform to the evaluative 'line'. This is particularly the case in the familial context where reader-commenters have close relationships at risk. Further, the temporal sequence of comments as they were written (depicted left to right in Table 5.11) is such that the first commenter has a large amount of evaluative sway, both as an eyewitness to the performance, and as the grandmother matriarch of the family. The combination of E.J.'s evaluation and his grandmother's affirmation and upscaling of it, I suggest, prove powerful as evaluative stances to counter, the power of which is made even stronger as subsequent commenters fall into line. In other words, the reader-commenters align with the evaluative position being advanced to maintain solidarity with the post author, as much as they do so to maintain solidarity with each other.

Overall, then, the social purpose of construing of E.J. as a capable child in this clause of the phase is realised by post and comments working together. Indeed, the comments serve to amplify the evaluation in the post.

The construal of the social goal is also achieved in Clause 8 through the collaboration of author and reader-commenters. Again, alignment of evaluation (Aff: inc +) is seen in three comments, through which the reader-commenters bond with each other as much as E.J.:

Erin (comment)	I wish (Aff: inc +) I could have seen you in your play!
Loni-Loo (comment)	i wish (Aff: inc +) i could have been their with you and see you shine (Jud: cap +) !!
Lynell (comment)	Wish (Aff: inc +) I could have been there.

Contrasting with the clause 7, the main social goal of the reader-commenters here is to bond with E.J. (and, to a lesser extent, his grandparents) and strengthen family ties at a distance, by expressing their desire to see his play, just as Grammy and Grampy did. Interestingly, the fourth commenter, Ionica (*not* a family member) also attempts to bond more closely with the co-authors, by revealing her connection to Grammy Staffy (the subject of the clause).

Clause 9 sees another endorsement used in the post to affirm E.J.'s stance, and at the same time reduce the space within which dialogic options might emerge. In this instance, the person from whom the endorsement derives (Grammy Staffy) responds, confirming her endorsement. This clause was examined extensively in Section 5.2.1.2, and will not be detailed here.

5.3.1.5 Phase 5: re-orientation

As noted in Section 3.5.2.3.1, the fifth phase (and third stage) of the text, re-orientation, does not make use of the resources of APPRAISAL in the verbiage, although ATTITUDINAL resources may be seen at work in the image. This phase is realised in and by the post on its own.

5.3.1.6 Phase 6 : judgement

The final phase and stage of the text, judgement, is realised by the evaluative resources of both post and comments and includes an image. The expository question in clause 12, described in Section 5.2.2.1, Expands the dialogic space, but then, in clause 13, the author Contracts the space by sharing his own self-evaluative answer. Here, E.J. continues one of the ATTITUDINAL motifs of the second half of the text: positive Judgement of his own behaviour, in this case, propriety. One goal of the two clauses is to canvass the opinion of the readership, which can be expressed in comments, but also limit the preferred response, such that it aligns with that of the

author. The ensuing provision of comments then realises the other goals of building solidarity between the author and family member reader-commenters and the co-construction of E.J., the primary subject of the recount, as a capable and good child. Indeed, one reader-commenter, Lynell, responds to E.J. by mimicking, and thus reinforcing, the author's stance. She further promotes E.J.'s positive evaluation by expressing satisfaction about his behaviour, as well as *entertaining* and rejecting the alternative.

E.J. (post) *Do you think I am a **scary** (Jud: prop -) bear? (Exp: ent)*
I was a **nice** (Jud: prop +) bear.

Lynell **Glad** (Aff: sat +) to hear that you were a **nice** (Jud: prop +) bear.
I can't imagine (Exp: ent) you being **mean** (Jud: prop +).

Implicit in the alignment of Lynell's comments to E.J.'s, then, is the building of solidarity with the author and the collaborative construal of the author as a good child.

The Judgement phase includes three comments, which express positive Appreciation towards an image-verbiage combination, as previously established in Section 5.2.1.2. Some of these comments also pertain to E.J.'s clause 14, in which positive Affect is expressed, and, in which alternative expressions are restricted by the use of *endorsement*:



E.J. (post) *Every one **liked** (Aff: sat +) my costume best. (Con: pro: end)*

Lynell (comment) E.J. Your costume is totally (For: int) **the best**. (App: qual +)
Where did you get it?

HoLLy (comment) you look like one awesome (App: qual +; For: int) bear!
what a **cool** (App: qual +) costume!

Loni-Loo (comment) you really (For: int) **stand out** (App: qual +) ej!!!!!!!!!! (For: int)

Interestingly, while ATTITUDINAL expressions in the comments still serve to portray E.J.'s costume in a positive way, and the positivity is even upscaled through intensification, the choice of Appreciation uniformly deployed across the comments is poignant. It is even more poignant in light of the Contracting resources deployed in the clause to which the comments also respond; here, the reader-commenters actively pursue an alternative avenue for evaluation. It is clear then, that evaluation of images (or image-verbiage combination) is strongly associated with Appreciation in this text.

One final observation of this phase is that it switches between the readers ('you'), the author ('I') and the performance audience ('every one') as Theme. In this way, the final phase summarises the Thematic prosody of the whole post, as movement from the author to the readership via the audience of the recount.

5.3.1.7 Comments that respond to the whole post

Some comments cannot be mapped against particular phases, but instead contribute overall evaluations to the recount and still work towards achieving the social goals of the text. These comments are included at the bottom of Table 5.11. In the familial context of this text, as well as in response to the portrayal of E.J. as a capable child who overcomes his insecurities and goes on to do a good performance, it is perhaps unsurprising that many of the overall evaluative comments are of satisfaction, and, in particular, express pride in E.J.. These expressions tend to meet the social goal of affirming E.J.'s positive self-evaluation, but more importantly, affirming and supporting E.J. as a family member. Here again, the ATTITUDINAL and lexical alignment between comments is seen, for example:

Grammy (comment) We are all **proud** (Aff: sat +) of you.

Loni-Loo you have always (For: quan) made me **proud** (Aff: sat +)

The next most common evaluation is not of E.J., but of the experience of being in a play as 'fun', inscribing positive Appreciation (impact) for the most part, and thus contributing to the text a fresh perspective on the value of performing in the play:

Erin	How fun! (App: imp +) Do you want to do another play? I <i>think</i> you should! (Exp: ent)
HoLLy	we bet it was <u>so</u> (For: int) fun (App: imp +) to be in your very first (App: val +; For: quan) play.
Faith Girl	Sounds like you had fun! (Att: hap +)

In addition, one reader-commenter aligned her overall response with E.J.'s message of positive capacity, contributing to the social goal of the construal of E.J. as capable:

HoLLy **great** (Jud: cap +; For: int) job!

Greetings and valedictions might also be considered as 'responding to the whole post' but do not align with the recount ideationally, or interpersonally. They are seen here in Table 5.12, and included in the APPRAISAL analysis of the whole text in Appendix 4.

Table 5-12: Greetings and valedictions in comments in *Teddy Bear*

<i>Teddy Bear</i>	Grammy Staffy	Erin	Lynell	lonica	HoLLy	Claire
greeting/ valediction	Dear E.J	Love you buddy!	I love you	Lonica	hi e.j.! your friends~ aubrey, ella, cali, holly & joey:)	Dear E.j., love, Claire.

While they do not respond to the whole post, they still function to achieve one social goal of the text; that of bonding with E.J. as closely affiliated family members. To this effect, valedictions express amplified Affect (happiness) for E.J.:

Erin **Love** (Aff: hap +; For: int) you buddy!

5.3.1.8 Comments that evaluate the act of blogging or writing

Some reader-commenters refer to or evaluate the act of blogging or writing. These comments are seen in Table 5.13 (and also Appendix 4).

Table 5-13: Comments referring to the act of blogging in *Teddy Bear*

<i>Teddy Bear</i>	lonica	HoLLy
blogging/ writing	e.j you need to have a new post i have been <u>waiting</u> <u>andwaiting and</u> <u>waiting</u> (For: int) for you to have a nice (App: qual +) new story	and thought we'd check out your blog.

There are three comments that refer to the act of blogging or writing, however, only one of them expresses ATTITUDE. Here, Ionica evaluates E.J.'s blog posts or 'stories' with positive appreciation, even if they are also a little slow in coming (the slowness of which is amplified using repetition):

lonica e.j you need to have a new post
 i have been waiting and waiting and waiting (For: int) for you
 to have a **nice** (App: qual +) new story

As the commenter, Ionica, conflates blogging and writing, this example shows the difficulty in 'teasing apart' comments pertaining to the two acts. However, some of the other comments in E.J.'s blog are more clearly directed at writing, such as the comments evaluating E.J.'s writing in 5.2.1.

In comparison to comments that realise the phases of the text, comments about blogging or writing, and to a lesser extent those about the whole post, are written from a 'bird's eye' perspective. The difference between the two is reminiscent of the *intersubjective* and *supersubjective* positions that readers of narratives take, as suggested by Macken-Horarik (2003). Macken-Horarik argues that readers either 'feel with' a character (intersubjectivity) or 'stand over' and evaluate a character (supersubjectivity) in learning the lessons of the narrative. By analogy, then, I suggest that reader-comments are giving intersubjective evaluations when they realise the phase of a text, and supersubjective evaluations when they evaluate the text as a whole or the act of creating the text.

5.3.1.9 Other comments

One last type of comment is that which does not relate to the post and is not a greeting or valediction. These comments are seen in Table 5.14 (and also in Appendix 4).

Table 5-14: Comments not related to the post in *Teddy Bear*

Teddy Bear	Loni-Loo	HoLLy	Faith Girl	Claire
initiating move not related to post	i miss you and hope i see you soon also tell clair the same and hope that she gets a blog to!!!	remember us? we met you at your grammy and grampys house	Come to my blog!	you are the best bruther evwe even when you are mene I stil love you when you are mene. Are you thinking about playing baseball agen?

To think briefly in terms of NEGOTIATION, all of these comments initiate dialogue with the author, and some of them even ask questions or issue commands:

HoLLy	remember us? (question)
Claire	Are you thinking about playing baseball agen? (question)
Faith Girl	Come to my blog! (command)

These comments set out to achieve different social goals to the social goals of the post author, E.J., such as getting E.J. to visit a blog. On the other hand, as for greetings and valedictions, many of the commenters achieve the goal of bonding with E.J., again through the deployment of positive Affect, and also by complementing E.J. as a great brother:

Loni-Loo	i miss you (Aff: inc +) and hope (Aff: inc +) i see you <u>soon</u> (For: quan)
Claire	you are <u>the best</u> (Jud: cap +; For: int) bruther <u>evwe</u> (For: quan) even when you are mene (Jud: prop –). I <u>stil</u> (For: quan) love (Aff: hap +; For: int) you when you are mene .(Jud: prop –)

This brief analysis of unrelated comments in *Teddy Bear* shows how they achieve one of the social goals of the text. However, the nature of these particular comments is very much reflective of the familial context of the blog. Of further investigative interest but beyond the scope of the present study, then, is the nature of unrelated comments in other blogs, in other contexts, and perhaps of other genres.

5.3.2 Summary of the dynamic analyses

The post and comments of *Teddy Bear* work in harmony to realise the phases of the recount. The post author sets up the evaluative prosody of the post (described in Section 3.5.2.3.1), and deploys ENGAGEMENT resources to position his readers in the materially dialogic space, in which readers are encouraged to comment, but are at the same time constrained by the post author in the evaluations they might make, should they not wish to put solidarity at risk. Readers as collaborators then affirm and even upscale the position of the post author, collaboratively construing the author as capable and good, and thus co-constructing the evaluations in the text and generic instance of recount.

Taking their lead from the author, reader-commenters collaboratively construct the phases in the second half of the text, at the point where E.J. uses the endorsements of eyewitnesses to the events of the phases to Contract the dialogic space, and shift the construal of his ATTITUDINAL self from uncertain (but tenacious) to capable and worthy of affection as an actor. At the same time, the shift in authorial perspective, seen in the change of Theme from 'I' to 'Everyone' at this point, moves the text from internal observation to external confirmation and heralds the sudden increase in comments. I suggest that the shift from 'I' to 'Everyone', then 'You', signals the author's expectation that readers become the next contributors to the recount. As an alternative, the familial readership *could* have bonded with E.J., for example, around his uncertainties by offering sympathy. Instead, reader-commenters focus on the positive and resolved parts of the recount, thus co-constructing E.J. as capable and happy rather than uncertain, and, in doing so maintain solidarity with the post author and other reader-commenters.

Sometimes, the construal of ATTITUDE by the author in verbiage is in combination with an image. For most of the text, evaluations by reader-commenters align with those of the authors, but the ATTITUDINAL expressions in comments pertaining to image-verbiage combinations depart from the ATTITUDE expressed by the author in the verbiage, even though the author Contracts the dialogic space here. Instead, reader-commenters express Appreciation, in a clear flouting of expected ATTITUDINAL expression. The expression of Appreciation for images is perhaps unsurprising, as Appreciation construes the evaluation of 'things' (Martin & White, 2005). However, the co-patterning of Appreciation in comments with construal of ATTITUDE by the author in image-verbiage combinations, and also how this relates to different genres in which the commitment of meaning between image and text might vary, is an area for future investigation beyond the present study.

The dynamic analysis here shows that the instantiation of genre in blogs is construed by both post and comments, such that the combination of them, rather than the post on its own, constitutes the instance of 'text'. Prosodic realisation of the text as a whole is driven by the prosody of the post. Structurally, the comments sit beneath the post, but prosodically they resonate with the phases of the post both experientially and

interpersonally, seen in lexical and ATTITUDINAL alignment. Together, they (post and comments) *are* the phases, and *collaboratively* realise the prosody of the text. For the text in context analysed here, post and comments work in harmony to construe the text as an instance of recount that positions E.J. as a capable and good child for a general readership, while at the same time strengthening family ties in the familial context and readership of this blog.

5.4 Reader-commenters as blog co-authors of extended prose

In terms of authority, as described by Kress (2005), blog authors shift the locus of authority considerably towards the reader by employing readers as collaborators. As was seen in E.J.'s post in Section 5.3, author and reader-commenters worked together to co-construct the recount, and construe E.J. as a capable and good child within the recount. Both the author of the post and the reader-commenters assumed a great deal of authority over this collaboration, although the driver of the 'E.J. is capable' message was the blog author, and, by using resources of ENGAGEMENT, reader-commenters were positioned such that they were likely to comply. This was especially the case in the familial context of E.J.'s blog, where reader-commenters as (mostly) family members were interested in strengthening ties with E.J. by nurturing his positive self-evaluation, while at the same time would put solidarity at risk through non-alignment of ATTITUDE in their comments.

Some blog authors, however, ask their readers to move beyond the contributive space in which readers' comments reinforce evaluations in the post that would otherwise 'stand alone' as a complete text, like the recount of *Teddy Bear*. Instead, authors and their reader-commenters enter into collaboration of extended prose. In this, reader-commenters are engaged as authors with a higher level of authority over the content of the blog. Section 5.4 reports on one instance of a blog author co-constructing a narrative with her readers. Under consideration are the resources deployed by all co-authors (blog author and reader-commenters), and the interplay of NEGOTIATION and APPRAISAL in executing the collaborative narrative.

The instance examined here is the post, *Snow White?* (Figure 5.3), by the blog author, Grace. Grace was nearly 7 years of age when she started *Grace's blog*. Grace has a few reader-commenters, all of whom are friends and peers, such as school friends.

Grace's blog contains many different types of posts, including narratives, poems, recounts and procedures. Some of Grace's posts, including examples of each of these types, are analysed in terms of LOGICO-SEMANTIC RELATIONS in Chapter 6.

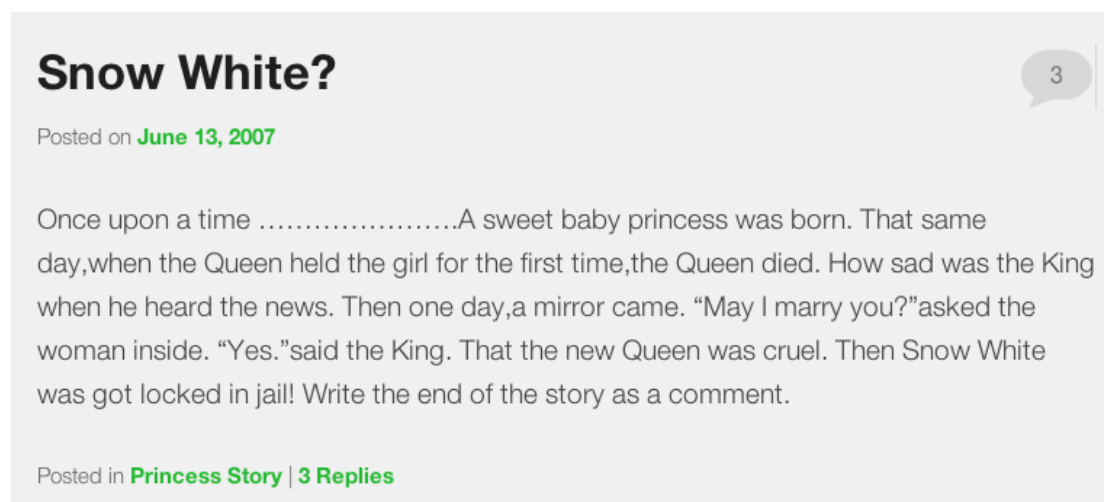



Figure 5-3: *Snow White*, post that invites readers to co-author by ending the story in the comments. Source: <http://www.goracego.com/blog/long-story/princess-story/snow-white/>

The post *Snow White?* is based on the fairy story of a similar name. The post is a narrative and incorporates the first two stages of this text type: ORIENTATION and COMPLICATION. Distinctively, the author demands that reader-commenters complete the narrative using the comment feature, thereby engaging reader-commenters as collaborators in the co-construction of the narrative. Grace's demand is seen in the last sentence of her post. The clause takes the linguistic form of an unmarked imperative, with the subject ellipsed and the finite within the verb 'write' (Eggins, 2004):

Grace Write the end of the story as a comment

While reader-commenters are her peers, the tenor of the Grace's demand is one of authority, akin to a teacher making a demand of a student. In total, three reader-commenters respond to Grace's demand (Figure 5.4), perhaps joining in as pupils in an online version of a make-believe 'school'.



Coco


Okay, here's the whole story:

Once upon a timeA sweet baby princess was born. That same day,when the Queen held the girl for the first time,the Queen died. How sad was the King when he heard the news. Then one day,a mirror came. "May I marry you?"asked the woman inside. "Yes."said the King. That the new Queen was cruel. Then Snow White was got locked in jail!The Queen didn't give Snow White any food, though, and no warm clothing. So she lived till winter. That was the time she was so cold and starving, so she died. The End.

P.S. I made a very, very, very, very, very, very, stupid story.

[August 24, 2009](#)

[reply](#)




CarJLi

Haha! I like your writing when you were in grade 2/3. So... I WILL write an ending. Behold:
Snow White thought the queen was cruel. Not only did she win over her beloved father's love, but also mesmerized him to actually ALLOW Snow White be locked in the musty damp tower.
Snow White ate three small meals a day: breakfast, consisting of a small pile of grey eggs and water; lunch, with a small piece of flavorless ground liver; and dinner, made up of a few leaves, berries, and nuts. Every meal came with a pitcher of water and a wooden spoon. The meals were served on metal platters which would be returned from a small slot on the iron door when she was finished.
One day, Snow White heard noises outside. Her tower did not have any windows, for the queen was clever, so she could not investigate. She decided to leave it to be when she heard a shriek.
"No, you hooligan! Let me go this instant! I shall have you locked up and to rot in the dungeon!" a voice—which Snow White assumed was the queen's— screamed. Snow White paid no attention to this when a certain fact dawned to her. The queen had said "dungeon". But, living here all her life, she knew that they had no "dungeon" because the ground was made of a strange mixture of Teflon and limestone. The kingdom had no tool that could break it, so they decided to give up and make a tower where they kept prisoners instead. The "dungeon" was actually just the tower.
Snow White walked around giddily. She was going to have a roommate. She had constructed a plan, of course, but it only worked with two people. She had tried many times to make another one, but this one was the most fool-proof and able. When the prisoner comes, thought Snow White, we will take action.
CONTINUED... On my blog!!
– CarJLi

[August 14, 2012](#)

[reply](#)



cheeselouise:D

that's pretty long (in a good way) 😊

[August 15, 2012](#)

[reply](#)

Figure 5-4: Endings to *Snow White*, provided as comments from two readers.
Source: <http://www.gogracego.com/blog/long-story/princess-story/snow-white/>

The first two reader-commenters, Coco and CarJLi, comply with Grace's demand and add to the story, while the third reader-commenter, cheeselouise:D, does not.

Significantly, the reader-commenters take up the opportunity of collaboration, but also assume greater levels of authority to initiate dialogue and provide evaluation. Focusing analysis on the content beyond the narrative itself, provided by Grace and her reader-commenters, the collaborative contributions and demonstrable take-up of authority by each reader-commenter is discussed in turn.

The first reader-commenter, Coco, complies with Grace's demand by adding the requested conclusion:

Coco Then Snow White was got locked in jail!The Queen didn't give Snow White any food, though, and no warm clothing. So she lived till winter. That was the time she was so cold and starving, so she died. The End.

Additionally, Coco makes an initiating move by following the conclusion with a one-line critique of her contribution. Coco takes the opportunity to evaluate her contribution to the story with negative Appreciation, intensified using both repetition and the modal adverb 'very':

Coco P.S. I made a very, very, very, very, very, very, **stupid** story.
(App: qual -; Force:intensification)

The second reader-commenter, CarJLi, also complies with Grace's demand by adding to the story. However, take up and assertion of authority by CarJLi's is also seen in other parts of her comment. First, CarJLi counters Grace's demand with her own initiating move and provides a rationale for her decision to engage as a co-author. The counter move implies that the demand on its own is insufficient reason to comply, hence wresting some degree of power from the blog author. CarJLi uses the GRADUATION resource of capitalisation to intensify her compliance, emphasising that it is, indeed, her decision. At the same time, however, the reader-commenter expresses Affect, in a bid to foster solidarity with the blog author:

CarJLi I **like** your writing when you were in grade 2/3. (Aff: hap +)
So... I WILL write and ending. (Force:intensification)

CarJLi takes up the narrative from where Grace's ends. However, CarJLi's contribution to the narrative does not complete the story. Instead, CarJLi inform readers that the story is¹³:

CarJLi CONTINUED... On my blog!!
- CarJLi

In terms of MOOD structure, the clause is declarative, with the subject ellipsed and the finite within the verb 'CONTINUED'. However, the function of this clause is to alert the reader to the fact that, should they wish to read the rest of the story, they must visit her blog. In other words, the clause is an inferred imperative to visit the blog. More than this, though, the clause realises the shift in power and authority in this post from the blog author to the blog reader-commenter, taken up and acted upon to the extent

¹³ CarJLi's blog is not publically viewable, and her ending to the story is not reproduced here.

that the reader-commenter effectively redirects the readership of the original blog to that of the reader-commenter.

A third and final reader-commenter, cheeselouise:D, does not comply with Grace's demand for narrative completion. However cheeselouise:D does take up the invitation of co-construction and uses the APPRAISAL resources of Appreciation (in **bold**) and GRADUATION to affirm the contribution of a fellow reader-commenter, CarJLi¹⁴:

Cheeselouise:D that's **prettv long** (in a **good way**) ☺ (Force: int; Force: quan)

Grace's post *Snow White?* is a poignant illustration of the level to which co-construction of blogs, and authority over content, can be handed by the author to readers. Here, the narrative in the post is not just the topic of discussion in comments. Nor does it invite comment on the content of the post. Instead, Grace's asks her readers as co-authors to complete the post using the available facility to do this; that is, by adding comments. Indeed, the only way in which Grace might allow her readers a greater level of authority over the content of the blog would be to alter the blog setting to grant certain readers, such as Coco and CarJLi, the ability to add their own posts to the blog.

Grace's readers take up the opportunity to co-construct the blog as demanded by Grace (by completing the story), but they do so in such a manner that the higher level of authority bestowed upon them shines through. One reader-commenter cuts the story very short, and another reader-commenter fails to complete the required task. Instead, she demands that readers visit *her* blog to see the completed task. The third reader-commenter does not comply with the blog author's demand at all. Rather, she reinforces the position of authority established by another reader-commenter. All of these reader-commenters engage in acts of subversion, by expressing low- and non-compliance with Grace's demand, using evaluative resources to do so, whilst at the same time building solidarity with both Grace and each other. In this, the reader-

¹⁴ The subordinate positioning of cheeselouise:D's comment in relation to CarJLi's, indicates that the comment is regarding CarJLi's contribution. Figure 5.4 shows that cheeselouise:D's comment both below and indented in relation to CarJLi's, and the left hand border of CarJLi's comment also envelopes the border of cheeselouise:D's comment.

commenters position themselves more strongly as authority figures. Ultimate power over the content of a blog lies with the blog author, who can enable and disable commenting, moderate commenting and delete comments as he or she sees fit. However, the author in this instance, Grace, chooses to shift the locus of authority very much towards her readers, and they respond accordingly.

5.5 Conclusion

Chapter 5 explicated the wide range of linguistic resources blog authors used to solicit collaborative blog construction in comments, including using the resources of NEGOTIATION to initiate dialogue, and the resources of APPRAISAL to co-construct evaluative stances and open up or close down dialogic spaces. Reader-commenters were more receptive to some forms of solicitation than others, as evidenced by their comments. Surprisingly, reader-commenters responded to initiating moves in blog clauses of the declarative type at a very high rate, remarkably more so than other initiating moves, including questions. This high response rate, seen in *Baseball Kid*, highlights the powerful concurrent role of evaluative resources within declaratives. Indeed, most comments in *Baseball Kid* are deployed by readers to build solidarity with E.J. by aligning their own evaluative stances with those expressed by E.J.. Interestingly, some reader-commenters use comments to initiate their own dialogue and Expand the evaluative terrain through the resources of NEGOTIATION, ENGAGEMENT and ATTITUDE. As such, these reader-commenters take up the offer of collaborative blog construction to a greater extent, and assume higher levels of authority.

A dynamic analysis of one of E.J.'s posts, *Teddy Bear*, and its comments, revealed the prosody of evaluative meanings through the phases of the text. The prosodic realisation was one in which the blog author and reader-commenters worked together to realise the social goals of the text in the familial context of the blog. It showed how the post author positioned himself as a capable and good child to readers through the recounting of a series of events, and also how E.J. encouraged collaboration with his reader-commenters in the co-construal of his own positive self-evaluation. The analysis also revealed the ways in which E.J. and his readers built and maintained solidarity, and also strengthened family ties, as social goals of the text. Importantly, the dynamic analysis undertaken here explicated the enmeshing of post and comments

as realising phases of generic instances in non-linear collaborative web 2.0 spaces, such as blogs.

Finally, analysis of the post *Snow White?* discussed co-authorship of extended prose, and the interplay of NEGOTIATION and APPRAISAL between blog author and reader-commenters as they share near-equal authority over text construction.

Chapter 6 Making meanings between tags and posts: LOGICO-SEMANTIC RELATIONS

6.0 Introduction

The techno-semiotic facilities of the blog, such as commenting and tagging, afford unique co-constructive interactions between the blog author and readers as co-authors. Chapter 5 discussed ways in which one blog author, E.J., and his readers co-construct texts and evaluative stances through the interactions of the author post with reader comments. Further, Chapter 5 explored how commenting afforded particular kinds of interactions between blog author and readers that distinguish them from interactions of spoken dialogue or written monologue. The systemic functional systems used to explore collaborative construction afforded by comments pertained to the interpersonal metafunction, and in particular systems of NEGOTIATION (concerning interactions) and APPRAISAL (regarding evaluation).

Complementing Chapter 5, Chapter 6 focuses on how another techno-semiotic resource, tags, can be used to make new kinds of co-authored meanings in blogs, this time in terms of the ideational metafunction. In doing so, Chapter 6 addresses Research Question 1: What is the distinctive techno-semiotic nature of blog co-construction? As established in Section 2.2.2.4, the systemic functional system of LOGICO-SEMANTIC RELATIONS (LSRs) is implicated in explaining the meaning making affordances of tags.

Tagging is a defining feature of blogs and other Web 2.0 texts. Just as Kress (2005) argues that the hyperlinks of antecedent websites affords co-authorship of reading pathways, the deployment of tags affords co-authorship of reading pathways in blogs. For blogs, the co-authorship of reading pathways can be based on textual or ideational relations and meanings (see Sections 2.2.2.3 and 2.2.2.4). The deployment of tags for construing reading pathways based on textual meanings was discussed in Section 4.2.1, where I report on the use of tags in this way across the blog corpus. Logical relations between posts and tags, as an ideationally-oriented construal of reading pathways, is the focus of the present Chapter.

As discussed in Section 2.2.2.4, the realisation of LSRs in blogs through tags is very distinctive when compared with the realisation of LSRs in paper-based texts, and even when compared with realisations in hyperlinked websites. Further, the distinctiveness of LSRs in blogs puts pressure on conventional LSR theories. The primary work of the present study of tags in blogs, then, is the theorisation of LSRs as construed by tags. In other words, how do LSRs that use tags work, and to what extent do conventional LSR theories account for these kinds of relations? Further, in the context of blog co-construction, exploring LSRs addresses the impact of these relations on the construal of reading pathways, and, looking ‘up’ the meaning making strata, the construal of texts in blogs as instances of genre.

I use the blog, *Grace’s blog*, as the principal site for the investigation of tags in blogs. This blog was identified in Section 4.4 as one of three blogs selected for individual analysis. To explicate how LSRs work in blogs, I use example texts (posts and clusters of posts) sourced from within *Grace’s blog*. As not all LSRs in conventional theoretical accounts are seen in *Grace’s blog*, I supplement my investigation and explication with texts from the other two blogs selected for individual analysis: *Review blog* and *Yang’s blog*. My analysis is based on the explanations of LSRs as they pertain to inter-clausal (Halliday & Matthiessen, 2004) and discourse-level (Martin, 1994) relations and the extent to which they prove fruitful for understanding meanings made within and between blog posts. I also use the work of Djonov (2005b, 2008) on LSRs in websites to inform analysis of tags in blogs.

The starting point for Chapter 6, Section 6.1, revisits the anatomy of blogs and tags. Section 6.2 orients the Chapter in terms of its ideational focus and rehearses the key concepts of in-post and between-post expression as well as orientation, established in Section 3.5.2.5 and used throughout the rest of the Chapter. Section 6.3 provides analyses of example texts from the three selected blogs. It uses existing accounts of LSRs (i.e., Halliday & Matthiessen, 2004; Martin, 1994; Djonov, 2005, 2008) to show how relations between posts and tags construe meaning in novel ways both within blog posts and across blogs as a whole. In this Section, I explicate in turn elaboration, extension and enhancement relations in turn in sub-sections 6.3.1, 6.3.2 and 6.3.3. Finally, Section 6.4 highlights the ways in which both inter-clausal and whole text

LSRs of expansion apply to blogs, and argues that broader definitions of LSRs are needed to account for the unique affordances of tagging.

6.1 Tags in blogs

The anatomical makeup of a typical blog, including commenting, gadgets and tags, is detailed in Sections 2.1.2 and 2.2.2. This makeup is recapitulated here as a reference point for the Chapter.

The example blog in Figure 6.1 displays the post *Alice's artistic side*. *Alice's artistic side* is *poly-tagged* with two tags: 'Alice' and 'art'. Clicking on one of the tags triggers a search of the entire blog and returns all posts that have the same tag; in other words, the posts are *co-tagged*. The example blog in Figure 6.1 shows all posts from the blog co-tagged with 'art'. To reiterate, blogging services use varying nomenclature to refer to tags. Indeed, Figure 6.1 refers to tags as 'labels'. A further complication is that *Wordpress* offers an additional tagging option known as 'categorizing'. A discussion is mounted in Section 3.4.2.1 of the merits of adopting a consistent term to describe the act of tagging, and the terms 'tags' and 'tagging' are used here.

The image and video in the posts have been removed to shorten the length of Figure 6.1. They are replaced with the words [image] and [video] to indicate their respective positions. The replacement of images with text is used in Figures throughout the Chapter so that Figures take up less room on the page. In terms of semiotic resources, Chapter 6 concentrates on alphabetic text, and removal of images is minimally disruptive to the analysis of the meaning making contribution tags make to blogs.

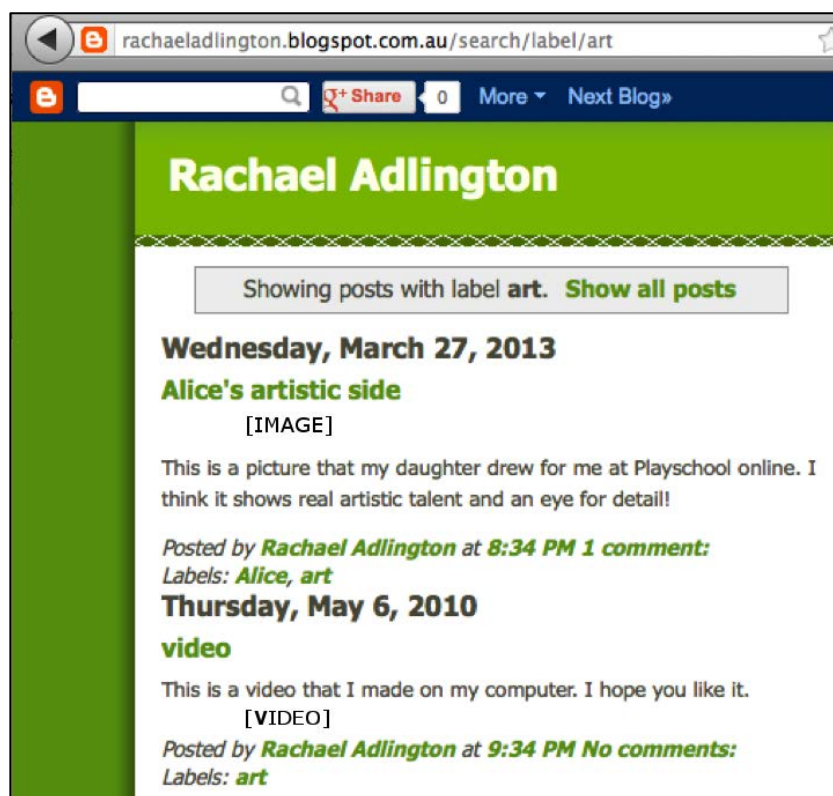


Figure 6-1: Blog page showing all posts in the blog that are tagged with 'art' (images and video removed)

6.2 LOGICO-SEMANTIC RELATIONS in blogs

LSRs are concerned with the ideational metafunction, and describe the different types of logical relations in texts: elaboration, extension and enhancement. The analysis of LSRs in the blog texts discussed in this Chapter makes use of two key concepts, first put forward in Section 3.5.2.5. The first key concept, *in-post* and *between-post* LSRs, is used to identify which combination of post and tag (or post/s and tag/s) are involved in a particular LSR. The second key concept, *orientation*, describes the extra meaning that a tag brings to an LSR in foregrounding the type of information in its respective post. Each key concept is now outlined.

Key concept 1: in-post and between-post expressions of LSRs

Posts and tags in a blog are linked by LSRs in two broad ways based on the number of posts involved:

1. *In-post* LSRs occur
 - a. within a single post, and
 - b. between the content, or body, of the post and its tag (or tags).

As an example, the body of the post *Video* in Figure 6.1 and the tag ‘art’ are an in-post expression of an LSR.

2. *Between-post* LSRs occur
 - a. between each post in a co-tagged cluster, and
 - b. between the cluster of posts as a whole and the cluster’s tag.

The co-tagged posts *video* and *Alice’s artistic side* in Figure 6.1 are in a between-post relation; the tag ‘art’ relates the posts to one another. The tag also relates to the posts as a clustered ‘whole’.

Finally, a tag and post can be involved in both in-post and between-post expressions at the same time. A description and example of a simultaneous in-post and between-post expression was included in Section 3.5.2.5.

Key concept 2: orientation

Orientation is another analytical parameter that describes LSRs between tags and posts. Orientation in this context is concerned with how a tag foregrounds the type of information contained within its related post, and a relation is deemed either externally or internally oriented:

1. An LSR is *externally* oriented when a tag foregrounds the **field** of its post;
2. An LSR is *internally* oriented when a tag foregrounds the **mode** of its post (i.e., the tag functions metatextually).

Table 6.1 maps the semantic concepts used here to explicate LSRs found in the individual texts under consideration.

Table 6-1: Concepts for describing relations between tags and posts in blogs

Semantic concept	LSR TYPE	- elaboration - extension - enhancement
	ORIENTATION	- internal (the tag foregrounds the mode of the post) - external (the tag foregrounds the field of the post)
	EXPRESSION	- in-post (involving one post and its tag or tags) - between-post (involving multiple posts and their tag or tags)

6.3 Realisation of expansion LSRs through tags in blogs

The ways in which expansion LSRs are realised between tags and blog posts are explicated in this Section, using the texts of *Grace's blog*, unless otherwise stated. Elaboration, extension and enhancement relations are described in turn in Sections 6.3.1, 6.3.2 and 6.3.3.

6.3.1 Elaboration relations

Elaboration relations between clauses occur when one clause expands another by restating, specifying, commenting or exemplifying (Halliday & Matthiessen, 2004). For example, in the clause complex 'I enjoyed my lunch; it was very tasty', the second clause restates the first. In the clause complex 'I enjoyed my lunch; I had sushi', the second clause provides more specific information about the first and exemplifies what was enjoyed for lunch.

Martin (1994) finds that whole text elaborations are similar to inter-clausal elaborations as they are realised when ideational meaning is restated with greater or lesser degrees of generality. Consider, for instance, the whole text elaborations in a report, an example of which is given in Figure 6.2.

Papua New Guinea

Location

Papua New Guinea is situated just above Australia, a few kilometres south of the equator. It is the end of a long string of islands trailing down from Thailand. Papua New Guinea consists of the eastern half of the island of New Guinea as well as a number of small islands surrounding the mainland. The western half of the island is Irian Jaya, which belongs to Indonesia.

Papua New Guinea is surrounded by the Coral Sea, the Solomon Sea and the Bismarck Sea.

Landforms

Papua New Guinea is a very rugged country with parts that have just recently been visited by outsiders. The country is divided into north and south by a central range of mountains that is 2,400 km long.

The largest rivers flowing south are the Fly as well as the Purari and the largest rivers flowing north are the Sepik and the Ramu. The Sepik river is 1800 kilometres long. The rivers are a means of transport and communications.

On the coast there is swamp-like land formed by a delta of streams. Towards the foothills there are small plains of rich soil, then there are the rugged mountain slopes covered in immensely thick forest to the snowcapped peaks.

There are still a few live volcanoes on the north coast of New Britain, the largest island in Papua New Guinea. The reason for the large number of volcanoes is that Papua New Guinea is on the Ring of Fire which is where two continental plates (the Pacific and the Australian) are pushing together forcing up the land which creates a great amount of pressure underneath them. Volcanoes may be very destructive but they are also of benefit, for often they bring up rich pumice soil from deep down and spread it over the land.

Climate

Papua New Guinea is hot, humid and wet nearly all year round in some places but in other places there are very distinct changes of wet and dry seasons.

The driest place in New Guinea is Port Moresby (the capital) which receives only 1000mm annually whereas other areas like the south coast of New Britain and Bougainville Island which can receive up to 9000 millimetres annually.

The coastal temperature varies from 25-30 degrees whereas in the highlands it gets so cold that ice forms on some of the highest peaks.

Figure 6-2: Example report (Board of Studies NSW, 1998, p. 134)

Figure 6.2 shows a report about the country of Papua New Guinea. It is divided into three field-oriented phases, which are marked by the sub-headings *Location*, *Landforms* and *Climate*. Elaboration is seen at work in this report at different levels of the text. First, the meaning in the heading *Papua New Guinea* is more specifically (or less generally) restated in the sub-headings of *location*, *landforms* and *climate*. Then, each phase of the report elaborates its respective sub-heading. For example, the heading *Location* restates the ideational meaning in the phase's paragraph with a greater degree of generality. On the next level down, an opening or topic sentence of a paragraph restates the ideational meaning of the rest of the paragraph. To continue with the example of the *Location* phase, the ideational meaning in the topic sentence of the opening paragraph

Papua New Guinea is situated just above Australia, a few kilometres south of the equator

is unpacked by the rest of the paragraph in more specific detail. In other words, the topic sentence restates the ideational meaning of the rest of the paragraph with greater generality.

Unpacking and repacking of ideational meaning repeats in a wave-like fashion across whole texts such as reports. Indeed, Martin (1994, p. 36) notes the similarity of the realisation of elaboration in texts to the periodic realisation of the textual metafunction (described in Section 2.2.2.3), suggesting that as “... elaboration is deployed as waves of generality and specificity, ... texts lend themselves to re-interpretation from the perspective of periodic structure and textual meaning”.

Table 6.2 provides a summary of elaboration relations as they obtain between clauses and across whole texts. It is provided here as a point of reference for the following explication of elaborations involving blog posts and tags.

Table 6-2: Summary of elaboration relations between clauses and across whole texts

Elaboration relation	Summary
Inter-clausal	One clause expands another by restating, specifying, commenting or exemplifying.
Whole text	Ideational meaning is restated with greater or lesser degrees of generality, e.g., topic sentence in a phase.

Elaboration relations are now examined using posts of individual blogs from the corpus. First, in-post external elaborations are described in Section 6.3.1.1. Here, I show how tags in elaborations are externally oriented when they foreground field, as defined in Section 3.5.2.5. Next, Section 6.3.1.2 demonstrates how internal elaborations foreground the mode of the post. I also suggest that elaboration relations between blog post and tag can only occur within a post, and cannot obtain between two posts (i.e., as a between-post elaboration). Then, simultaneous elaborations between a post and multiple tags are discussed in Section 6.3.1.3, and finally, elaboration relations between two (or more) tags on a post are described in Section 6.3.1.4.

6.3.1.1 *In-post external elaborations*

In-post elaborations involve post and tag couplings within an individual post.

Grace's blog includes instances of elaboration, whereby relations obtain between individual posts and their respective tags. The blog post *My Science Experiment*, tagged with 'School' (Figure 6.3), provides an example of the elaboration type **in-post external elaboration**.

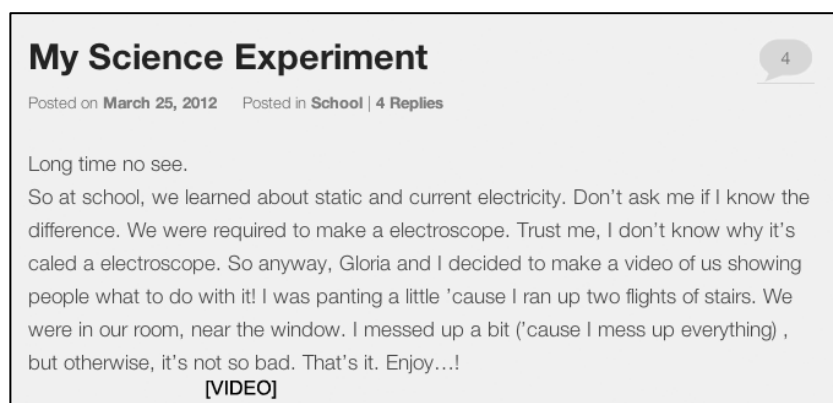


Figure 6-3: *My Science Experiment*, tagged with 'School'.
Source: <http://www.gogracego.com/blog/school/my-science-experiment>

The ideational content of the post is 'Grace and Gloria learning about electricity at school'. The tag 'School' restates this ideational content more generally. The post also elaborates the tag through *exemplification*, one of Halliday's (2004) types of elaboration; learning about electricity is an *example* of something that happens at school. Elaboration occurs within the post itself, although at this point the text is realising elaborations just as it would if it were a paper-based text. First, the title of the post, *My Science Experiment*, restates ideation at a more general level than the body of the post. Second, the opening sentence (after the greeting) restates the ideational content of the rest of the post more generally. Finally, the ensuing text develops as ideational meaning is unpacked with greater specificity.

The relation between the body of *My Science Experiment* and the tag 'School' is deemed externally oriented, because the tag foregrounds field by telling the reader the subject of the post. By contrast, tagging this post with 'Recounts' would foreground mode by telling the reader metatextual information (that the post is a recount).

6.3.1.2 *In-post internal elaborations*

The post, *Pumpkin Cake*, from *Grace's blog* is an example of an **in-post internal elaboration** between post and tag. It is the first post in Figure 6.4.



Figure 6-4: *Pumpkin Cake* and *Coconut Milk*, co-tagged with 'Recipes'.
 Source: <http://www.goracego.com/blog/category/recipes/>

Pumpkin Cake is a procedural recount of making pumpkin cake. The construal of the text in the post (i.e., excluding tags) as a procedural recount is not distinctive, and would be construed in the same way if it were a paper-based text. Indeed, the post displays the conventional characteristics of a procedural recount, as described by Humphrey, Droga and Feez (2012). The opening sentence, 'Today I've made pumpkin cake', generalizes the ideational content of the post and states the aim of activity. The pattern of time adverbials (e.g., 'First', 'Then', 'Later') at the start of most sentences sequences the record of events, and the final sentences evaluate the activity. The relation between the body of the post and the tag 'Recipes' is one of elaboration; 'Recipes' generalizes the ideational content of the post. However, in contrast with tags that are only related by field to the post (e.g., tags in external

elaborations), ‘Recipes’ conveys the genre of the post. As such, this tag provides metatextual information about the post, foregrounding its mode. This is, therefore, an *internally oriented* elaboration relation.

The mode-foregrounding role of a tag in elaboration applies some level of pressure to the conventional logico-semantic modelling that describes field-oriented, not mode-oriented, inter-clausal and whole text relations. However, this pressure is resolved by noting that the tag in an internally-oriented elaboration performs two roles, and that the roles are not contradictory. The primary function of a tag, like ‘Recipes’, is to elaborate the post in terms of field. It is only when a tag also performs the complementary role of providing metatextual information about the post, thereby foregrounding mode, is it considered as construing an internally-oriented relation with the post.

Co-reading of clustered posts is both afforded by the mechanism of the tag and intended by the author. To illustrate, Figure 6.4 shows two co-tagged posts in a cluster: *Pumpkin Cake* and *Coconut Milk*. The author, Grace, added the ‘Recipes’ tag to each post, indicating a relationship between the two and flagging her intention that the posts are read together. The reader can move (via the ‘Recipes’ tag) from the individual *Pumpkin Cake* post to the co-tagged ‘Recipes’ cluster (or from *Coconut Milk* to the cluster).

Clearly, a relation obtains between the *Pumpkin Cake* and *Coconut Milk* posts, but, it is not an elaboration. Like *Pumpkin Cake*, *Coconut Milk*, realises an in-post elaboration between itself and the ‘Recipes’ tag; the body of *Coconut Milk* provides a procedural recount of making coconut milk, and the tag ‘Recipes’ restates this with a greater degree of generalization. So, the individual posts both realise in-post elaborations with the same tag (‘Recipes’). However, the posts do not realise an elaboration relation with each other; *Coconut Milk* neither restates nor exemplifies *Pumpkin Cake* (or vice versa). Instead, the two posts appear to be in an extension relation, and the rationale for this is pursued in Section 6.3.2 below. In order for a between-post elaboration to occur, one post would need to generalize or specify another, and no examples of such a relation exist in the dataset. Indeed, it is difficult to imagine a situation in which this would occur.

6.3.1.3 Simultaneous elaborations

The post, *Sentiments*, in *Grace's blog*, included two tags: 'About Me' and 'School', as seen in Figure 6.5.

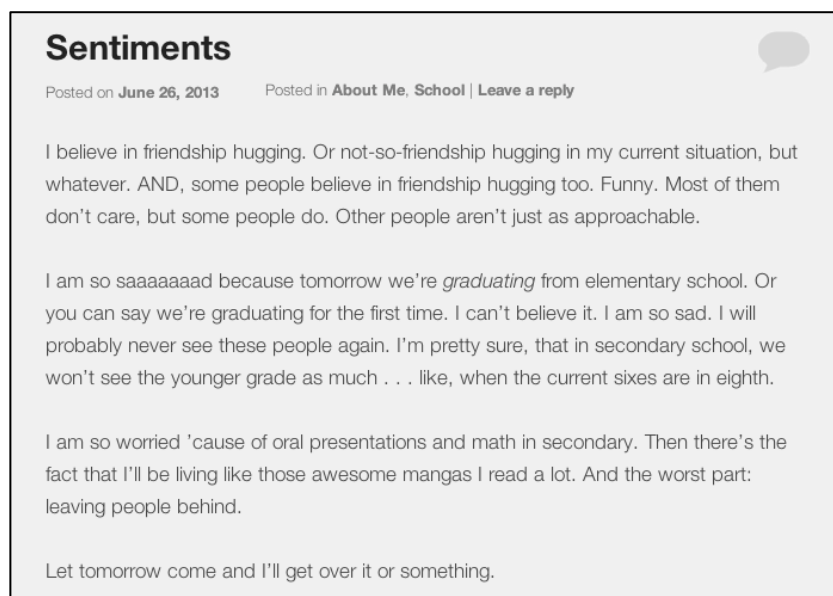


Figure 6-5: *Sentiments*, tagged with 'About Me' and 'School'.

Source: <http://gogracego.com/blog/about-me/sentiments/>

In this example, the post elaborated both tags, and both tags appeared to be elaborated to the same degree. In the first paragraph, the author shares her opinion on friendship hugging. This part of the text aligns with the 'About Me' tag by exemplifying the author. Then, the author tells the reader about graduating from elementary school, which is generalized by the 'School' tag. At the same time, the second half of the post shares the author's sadness and worry about changing schools, which may be considered information about her, and again exemplifies the 'About Me' tag.

Simultaneous elaboration relations between a post and its tags could occur if, for example, two tags have equal claim to the construal of elaboration on the one post, as is seen in *Sentiments*. One explanation for simultaneous elaboration relations is that, the post author changed subject mid-post and added separate tags to reflect the two subjects. An alternative explanation is that the two subjects of a post were enmeshed and difficult to distinguish, so the author poly-tagged the post to reflect both. Both circumstances seemed to apply to *Sentiments*.

6.3.1.4 *Between-tag elaborations*

As seen in Figure 6.6, the poly-tagged post *Review of Mario Kart for Nintendo DS*, in *Review blog*, includes two tags: ‘Reviews’ and ‘Video Games’. However, in contrast to the post and tags of *Sentiments*, the two tags of *Review of Mario Kart for Nintendo DS* appear to elaborate each other.



Figure 6-6: *Review of Mario Kart for Nintendo DS*.

Source: retained to protect the privacy of the child author, as it contains both first and surnames

Review of Mario Kart for Nintendo as the name suggests, provides a review. The first tag, ‘Reviews’, reflects the genre of the post, and elaborates by generalizing the post’s ideational content. The second tag, ‘Video Games’, exemplifies the kind of review that is being undertaken. It is therefore elaborating on ‘Reviews’. I refer to this as a **between-tag elaboration relation**.

To summarise the findings of Section 6.3.1, Table 6.3 shows how elaboration relations obtain between posts and tags in blogs.

Table 6-3: Summary of elaboration relations realised between blog posts and tags

Elaboration relation	Summary
Blog post and tag	<p>In-post elaboration:</p> <ul style="list-style-type: none"> • Tag restates ideational content of the post more generally • Only involves a post and its respective tag or tags (i.e. ‘in-post’) • May simultaneously obtain between a post and two or more tags • May obtain between two tags on one post • Tag may be externally oriented (foregrounding the field of the post) or internally oriented (foregrounding the mode of the post).

Overall, then, elaboration relations involving tags occur in-post, that is, between an individual post and a tag (or tags), and between the multiple tags of an individual post. In both cases, each element in the relation unpacks and repacks ideational meaning. Elaboration relations are externally oriented when the tag foregrounds the post’s field, and internally oriented when the tag foregrounds the mode or genre of the post.

6.3.2 Extension relations

An extension relation between clauses occurs when one clause expands another by adding a new element or offering an alternative (Halliday & Matthiessen, 2004). For example, in the clause complex ‘My daughter is at school and so is my son’, the second clause adds a new element. In the clause complex ‘My daughter is at school but my son is not’, the second clause offers an alternative. Similarly, extension relations occur in whole texts when one portion of text presents a new element, exception or alternative to another (Martin, 1994). In whole texts, field-related phases, sections, headings or chapters commonly extend upon each other. Martin finds that text portions in extension relations can always be rearranged without sacrificing logical meaning. This contrasts with Halliday’s clausal extensions, which may or may

not be rearranged, depending on the type of extension. Table 6.4 provides a summary of extension relations as they obtain between clauses and across whole texts.

Table 6-4: Summary of extension relations between clauses and across whole texts

Extension relation	Summary
Inter-clausal	One clause expands another by adding a new element or offering an alternative.
Whole text	One portion of text presents a new element, exception or alternative, e.g., field-related phases, sections and headings commonly extend upon each other.

Extensions relations between posts and tags are now described. First, in Section 6.3.2.1 I argue that extension relations obtain between posts in a cluster, and cannot obtain between one post and its respective tag or tags. I then describe how externally oriented extensions are realised between posts in a co-tagged cluster, whereby the tag foregrounds the field of the clustered posts. Then, Section 6.3.2.2 discusses internally oriented between-post extensions, in which the tag foregrounds the mode common to all members of the cluster. Finally, a variation on internally oriented between-post extensions, realised in sub-clusters of posts, is described in Section 6.3.2.3.

6.3.2.1 *Between-post external extensions*

External extensions between clustered posts were seen in *Grace's blog*. An external extension between clustered posts is exemplified by the co-tagged 'Gabriel+Gloria' cluster, reproduced in Figure 6.7.

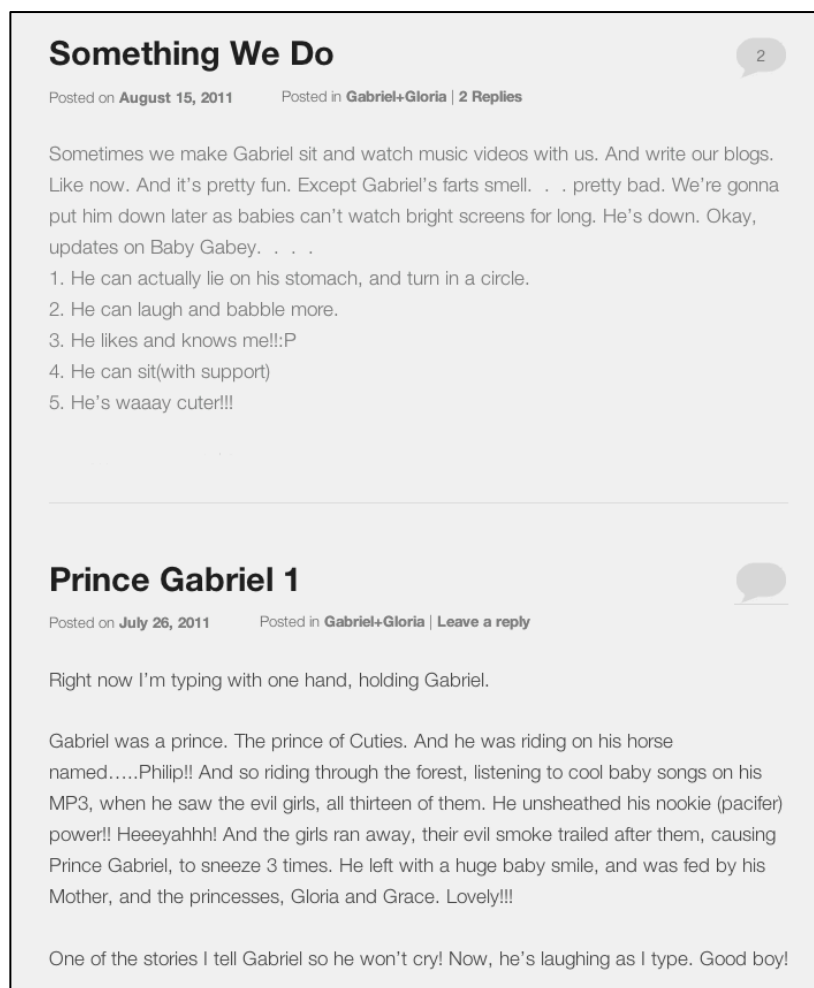


Figure 6-7: *Something We Do* and *Prince Gabriel 1*, co-tagged with 'Gabriel+Gloria'.
Source: <http://www.goracego.com/blog/category/family/gabrielgloria/>

Gabriel and Gloria are the siblings of the post author, Grace. The first post tells the reader how the three children watch videos and write blogs together, and provides a commentary on other things baby Gabriel can do. The second post explains how Grace tells stories to Gabriel, and includes an example story. Each post in this cluster presents a different event involving the children, which provides new elements in the field of 'things Grace does with Gabriel and Gloria'. Interestingly, the order in which the 'Gabriel+Gloria' posts are read does not matter. This echoes Martin's (1994) extension relations in whole texts, in which text portions can be rearranged without sacrificing logical meaning.

The extension relation in the 'Gabriel+Gloria' cluster obtains between the posts, and not between either of the posts and the tag. Indeed, no extension relations were found in the blogs analysed that occurred between an individual post and tag (i.e., 'in-post'). Further, it is unlikely to see such extensions in any blog, as a tag would not normally

contain enough text to present a new ‘element, exception or alternative’ to the information contained in a post.

It is suggested, then, that the tag is not an *extending* element in a between-post extension. However, this is not to say that the tag is a neutral element. On the contrary, a tag may contribute meaning to its respective cluster in a variety of ways. The tag certainly expresses an in-post relation with each post in the cluster. (In the case of the ‘Gabriel+Gloria’ cluster, the tag obtains an elaboration relation with each separate post, as ‘Gabriel+Gloria’ is restated with more specificity in the post). The tag also defines whether the extending relation between the two posts is externally oriented (like the posts of ‘Gabriel+Gloria’), or internally oriented, such the relation described in the next Section.

To summarise, between-post extension relations occur between co-tagged posts in a cluster. The tag, which shows that the posts are related, gives the reader extra meaning about the extension by indicating that the posts are related either in terms of field or mode. In an **externally oriented between-post relation**, the tag identifies the field common to all member posts in a cluster. Each post in the cluster presents a new element, exception or alternative, for that field.

6.3.2.2 *Between-post internal extensions*

The ‘Recipes’ cluster from *Grace’s blog*, discussed in Section 6.3.1.2, is an example of a between-post internal extension. First shown in Figure 6.4, the ‘Recipes’ cluster is seen again in Figure 6.8.



Figure 6-8: Pumpkin Cake and Coconut Milk, co-tagged with 'Recipes'.
 Source: <http://www.gogracego.com/blog/category/recipes/>

In this example, the tag 'Recipes' indicates that the two member posts, *Coconut Milk* and *Pumpkin Cake* are instances of the recipes genre. Further, I argue that the posts are related by extension. Just as for the externally oriented 'Gabriel+Gloria' cluster above, each portion of text in an internally oriented extension relation presents a new element, exception or alternative. However, unlike the 'Gabriel+Gloria' tag, the 'Recipes' tag indicates that the texts portions in the post cluster are related metatextually in terms of genre, foregrounding mode instead of field.

The foregrounding of mode in an extension relation puts considerable pressure on the analogy of inter-clausal and whole text modelling to posts, as inter-clausal and whole text LOGICO-SEMANTIC RELATIONS are based on field. However, the pressure is easily relieved as it was for the internal elaboration relations discussed in Section 6.3.1.2. To recap, tags that realise internal elaborations perform a field-based function, but then also perform a complementary mode-based function. In other words, the elaboration is based on the field relation of the tag to the post, and the tag tells the reader more

about the type of information contained within. Similarly, field is the basis for an extension relation obtained between posts. In the case of an internally-oriented extension, the tag tells the reader that *in addition to* being related by field, the posts contain information that is of the same mode.

To summarise, an **internally oriented between-post extension** is one that obtains between posts in a cluster. The tag identifies metatextual information pertaining to all member posts in the cluster.

6.3.2.3 Sub-clustered internally oriented extension relations

The ‘Stories with Chapters’ cluster of posts, from *Grace’s blog*, displays a variation on internally oriented extension relations between posts. The 51 posts within the ‘Stories with Chapters’ cluster are divided or *sub-clustered* into narratives. Each post contains a chapter (excluding the four earliest posts which are stand-alone narratives), and chapter/posts form narratives, indicated through the use of graphological markers (other than tags). In total, sub-clusters of chapter/posts form 14 narratives of up to eighteen chapters in length. One example of a sub-clustered narrative, *Grief in a Coffin Shaped Box* (‘*Grief*’ for brevity) is seen in Figure 6.9.

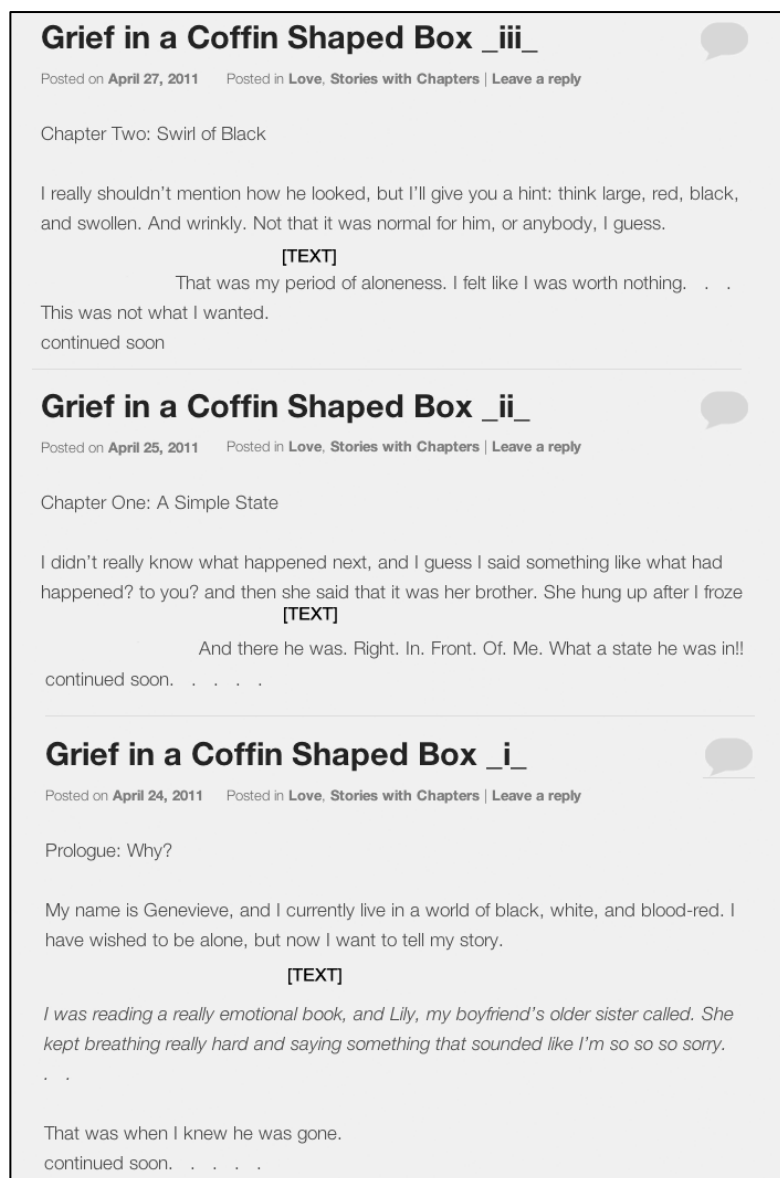


Figure 6-9: *Grief in a Coffin Shaped Box*, i, ii and iii. N.B. Text is removed where indicated [TEXT] for brevity.

Source: <http://www.gogracego.com/blog/category/long-story/>

The tag 'Stories with Chapters' indicates the genre of all 51 posts in the cluster, including those of the *Grief* sub-cluster. As for the 'Gabriel+Gloria' and 'Recipes' clusters above, each portion of text in the relation presents a new element, exception or alternative.

The *Grief* sub-cluster (Figure 6.9) includes three posts, each of which uses the same post title ('Grief in a Coffin Shaped Box') and identifies posts as chapters (and 'prologue') in their respective opening sentences. The post titles are also 'chapterised' by the inclusion of roman numerals ('i', 'ii' and 'iii') and indicate the serial nature of

the posts. Similar graphological markers are used throughout the ‘Stories with Chapters’ cluster to define sub-clusters as separate narratives. The narrative sub-clusters, as opposed to individual posts, are the text portions in this relation, and they present new elements in the mode-foregrounded cluster of ‘Stories with Chapters’. Further, as for other between-post extensions, it does not matter if *Grief in a Coffin Shaped Box* is read before or after another narrative in the cluster.

To summarise, Table 6.5 describes extension relations involving tags and posts. In general terms, extension relations obtain between co-tagged posts when posts extend one another by adding new elements.

Table 6-5: Summary of extension relations realised between blog posts and tags

Extension relation	Summary
Blog post and tag	Between-post extension: <ul style="list-style-type: none"> • Co-tagged posts in a cluster present new elements, exceptions or alternatives to each other. • Only obtain between posts in a cluster of posts (i.e., ‘between-post’) • The tag on all member posts in the cluster indicates the field common to all members of the cluster (externally oriented) or the mode common to all members of the cluster (internally oriented).

Importantly, the extending elements in the relation are posts and not tags, as tags do not usually contain enough words to perform this function. However, the tags in a between-post extension contribute meaning to related posts by foregrounding either field or mode. LSRs describe portions of text related ideationally, and extension relations between posts in blogs are no exception. The tag in an externally-oriented extension foregrounds the field common to all posts in the cluster, while the tag involved in an internally-oriented extension foregrounds the mode of the cluster. Additionally, a post cluster can be divided into sub-clusters that relate to each other by extension. The blog author might employ graphological markers to identify posts

that belong to these sub-clusters, including consistent naming of chapters in a sub-cluster and roman numerals to signal posts in a series.

6.3.3 Enhancement relations

An enhancement relation between clauses is present when one clause expands another by qualifying circumstantial features of time, place, manner, cause or condition (Halliday & Matthiessen, 2004). For example, in the clause complex ‘My daughter went to primary school when I lived in Armidale’ the second clause enhances the first by qualifying where (and when) my daughter went to school (i.e., the circumstantial features of place and time).

According to Martin (1994), enhancements in whole texts display two characteristics: a significant shift in the text as the reader moves from one text portion to the next, and the relation between text portions expressing dependency. When an enhancement relation occurs in a whole text “... the text changes gears” (Martin, 1994, p. 38), and this movement is created by a shift in genre. For example, Martin describes the shift in genre that occurs when a report is enhanced by an embedded explanation, temporarily moving the purpose of the text from ‘providing information about something’ to ‘explaining how or why something occurs’. The example Martin provides is of a report on dog racing that is enhanced by an embedded explanation. In this, the reader experiences a shift in genre as the text moves from providing information about dog racing (report) to an explanation of how the dogs are made to run around the track. The text then moves back to providing information in order to complete the report. The shift experienced in whole text enhancements is not strongly associated with graphological markers, and in Martin’s example the text portions are paragraphs, which form a continuous-looking text. However, the impact of this shift on the reading experience is notable; the embedded explanation reads like a side note that is pursued before returning to the main text. In addition, the report on its own is coherent without the inclusion of the explanation; but, the explanation relies on information from the proceeding parts of the report, leading Martin to suggest “... expanding enhancements have a more dependent status with respect to the text that dominates them” (1994, p. 38). In other words, the text portions cannot be moved around without disrupting logical meaning.

Table 6.6 provides a summary of enhancement relations as they obtain between clauses and across whole texts. It is provided here as a reference for the explication of enhancement relations involving tags and posts.

Table 6-6: Summary of enhancement relations between clauses and across whole texts

Enhancement relation	Summary
Inter-clausal	<ul style="list-style-type: none"> • One clause expands another by qualifying circumstantial features of time, place, manner, cause or condition.
Whole text	<ul style="list-style-type: none"> • Whole text enhancements are marked by a significant shift in the text (i.e., in genre) as the reader moves from one text portion to the next, e.g., a report enhanced by an embedded explanation. • One text portion is dependent on the other to maintain logical meaning.

Enhancement relations involving tags and posts are now discussed in reference to individual posts of selected blogs from the corpus. First, Section 6.3.3.1 describes in-post external enhancements realised between tags and posts. Next, between-post external enhancements are discussed in Section 6.3.3.2. Finally, the simultaneous realisation of extension and enhancement relations obtained between the same tag and post combination is explicated in Section 6.3.3.3.

6.3.3.1 In-post external enhancements

The three blogs analysed included instances of enhancement relations. An enhancement relation is seen to obtain between the post and a tag in *Disneyland Jump*, a post from *Yang's blog*, reproduced in Figure 6.10.



Figure 6-10: *Disneyland Jump*, tagged with 'Hong Kong'.

Source: retained to protect the privacy of the child author, as it contains both first and surnames

The post recounts a sequence of attempts at jumping (images removed for brevity). The title and second-last sentence “I loved Disneyland” indicate the event occurred at Disneyland; but the post does not say to which of the seven Disneyland parks in the World the author refers. Helpfully, the tag ‘Hong Kong’ further qualifies the circumstance of location at which the events occurred, and readers learn that the events occurred at Hong Kong Disneyland. By qualifying the circumstance of location, the tag enhances the post.

In *Disneyland Jump*, the tag foregrounds field, so the relation is externally oriented. Indeed, as qualifications of circumstance always concern field, not mode, in-post enhancements can only be externally oriented. However, a tag might provide both qualifying *and* metatextual information, and when this occurs it warrants double coding. To demonstrate, imagine the ‘Hong Kong’ tag from the above example is actually ‘Hong Kong photos’. The ‘Hong Kong ...’ part of the tag still qualifies the location and enhances the post, but ‘... photos’ restates, or elaborates, metatextual post content. The imaginary tag would therefore construe both an in-text external enhancement and in-text internal elaboration.

Similar to clausal enhancements, then, an **in-post external enhancement** occurs when a tag provides qualifying information, regarding time, location, manner, cause or condition, to an individual post.

Pumpkin Cake (extract Figure 6.11, whole post Figure 6.4) from *Grace's blog* demonstrates an in-post external enhancement which qualifies temporal circumstances. The post is a procedural recount for making pumpkin cake, and includes two tags, 'Day Off' and 'Recipes', the latter of which is discussed in Section 6.3.1.2. The first and only time-oriented reference in the post is made in the opening sentence, which signals the cake was made 'today'. While very condensed, at face value 'Day Off' provides qualifying information that indicates cake making happened on a day off. (An alternative reading is that the post contains an activity to do on a day off, which warrants the coding of elaboration, as the 'Day Off' activity is further specified in the post). Critically, reading the co-tagged posts may reveal more precisely what it is the author means by 'day off'; and this line of enquiry is followed below.



Figure 6-11: Extract of *Pumpkin Cake* detailing its tags.
Source: <http://www.gogracego.com/blog/day-off/pumpkin-caked-yummy/>

6.3.3.2 *Between-post external enhancements*

Returning to *Pumpkin Cake*, the post stands alone as a text, just as the report described in the introduction to Section 6.3.3 does. However, *Pumpkin Cake* is linked to a cluster of posts through the tag 'Day Off' (Figure 6.11). This tag indicates making pumpkin cake has something to do with 'Day Off', but it is not clear what the author means by this term as there is no mention of a day off or reference to the timing of the event within the body of the post, except the opening word which indicates the event occurred 'today'. Is a 'day off' a holiday, a weekend, a day the

author should be at school, or something else? Perhaps cake making is a good activity for a day off.

Reading the rest of the posts in the co-tagged ‘Day Off’ cluster allows the reader to infer the meaning of ‘Day Off’, and provides temporal enhancement to *Pumpkin Cake*. Table 6.7 shows the title of each post in the cluster, as well as their tags and opening sentences. All posts, excluding *Pumpkin Cake*, indicate in their opening sentences that their respective events occurred on Saturdays or Sundays. From this unambiguous and uniform construal of time across posts, it is inferred that the author uses the term ‘day off’ to refer to weekend days.

Table 6-7: Title, tags, opening sentence and genre of posts in the co-tagged 'Day Off' cluster

Post title	Tags	Opening sentences	Genre
<i>My First Communion</i>	About Me, Day Off , Family, Happy Time	Because I go to church and stuff, I had my first communion. ... It was on Sunday	Recount
<i>My Most Recent Weekend</i>	Day Off , Happy Time	On Saturday I went The Home Depot.	Recount
<i>My Easter Weekend</i>	Day Off , Happy Time	Starting on Saturday , I went to my dad’s friend’s house because they have a new baby.	Recount
<i>Pumpkin Cake(:D yummy!!)</i>	Day Off , Recipes	Today I’ve made pumpkin cake!	Procedural recount
<i>Spring Break (What to do for fun)</i>	Day Off	Today is Sunday . Tomorrow is Spring Break (Monday). I wonder what I am going to do.	Recount

In terms of LSRs, the temporal circumstances of the other posts in the ‘Day Off’ cluster qualify the temporal circumstances of *Pumpkin Cake*. In other words, it is reasonable to suggest that, as a member of the ‘Day Off’ cluster, the events of *Pumpkin Cake* also occurred on a Saturday or Sunday. An enhancement relation, therefore, obtains between *Pumpkin Cake* and the rest of the members of the ‘Day Off’ cluster.

Alongside realising a relation aligned with Halliday's (2004) inter-clausal enhancements, the reading of *Pumpkin Cake* in the context of the cluster creates a *significant shift* in the reading experience of the text, akin to the genre shift in Martin's (1994) whole text enhancements. First, this shift is marked by a shift in genre when moving from the individual post to the rest of the cluster; *Pumpkin Cake* is a procedural recount, whereas the rest of the posts are recounts as is seen in Table 6.7. Second, there is a sense of shift in genre within *Pumpkin Cake*, when it is read (or reread) in the context of the cluster. Repositioning *Pumpkin Cake* in a cluster of recounts, upon learning that it (probably) occurred on a day off, invites a different reading of the post. This new reading is one in which the primary genre or 'recipe-ness' of *Pumpkin Cake* fades and the 'recount-ness' of the post comes to the fore, as the post takes on membership of a cluster that recounts weekend activities.

Tagging creates the unique capacity for one portion of text, a blog post, to belong simultaneously to multiple bigger texts, in this case post clusters. By comparison with the paper-based report described in the introduction to Section 6.3.1, it is akin to the explanation embedded in the report belonging simultaneously to another text altogether. *Pumpkin Cake* is tagged with 'Recipes' and 'Day Off', and as such belongs to two different clusters. Each cluster positions the post in a different context, and demands a slightly different reading. For *Pumpkin Cake*, the difference in context between clusters is emphasized by a change in the sense of genre. It is this simultaneity of context that facilitates the sense of movement in the genre of the *Pumpkin Cake* post as it is read from two perspectives.

In sum, the **between-post external enhancement** obtained between *Pumpkin Cake* and the rest of the clustered of posts, was marked by both a temporal enhancement and, more importantly, a shift in genre that is better explained using Martin's (1994) account of whole text enhancements.

6.3.3.3 *Simultaneous extension and enhancement relations*

I have demonstrated that an enhancement relation occurs between the (other) members of the 'Day Off' cluster and *Pumpkin Cake*. However, the same cannot be said of the reverse; *Pumpkin Cake* does not qualify circumstances of time or

otherwise for other members of the cluster. Rather, as a member of this cluster, *Pumpkin Cake* provides a new element in the field of ‘things Grace does on her day off’ and expresses a between-post external extension (like the posts in the ‘Grace+Gabriel’ cluster explored in Section 6.3.2.1). To be clear, the combination of *Pumpkin Cake* and the rest of the posts in the cluster express both enhancement and extension relations *at the same time*. To distinguish between the simultaneous relations I draw upon notions of dependency and directionality.

Both Martin (1992b) and Djonov (2005) define dependency as obtaining between two elements (be they text portions or webpages) when one element depends on the other in order to maintain meaning; a dependent element relies on the more independent element in a coupling. Martin (1992a) uses the term ‘directionality’ to interpret the relation between dependent portions of texts (‘messages’), describing relations as either *anaphoric* in which one text portion retrospectively relies on the other, or *cataphoric* in which the reliant portion precedes the one it relies upon. Applying this notion to websites, Djonov (2005, p. 186) broadens directionality to describe “... the direction in which the hyperlink between two webpages is followed”, among other uses. However, I apply a more liberal interpretation of dependency to explain the co-existing enhancement and extension relations between *Pumpkin Cake* and the ‘Day Off’ cluster. Following Djonov, I use directionality to describe the direction in which reading occurs between clustered posts (hyperlinked by the tag), but I apply it to relations between both dependent and independent text portions.

Starting with the enhancement relation, moving **from** *Pumpkin Cake* **to** the cluster enables the inference of otherwise hidden qualifying information (i.e., that the events of *Pumpkin Cake* probably happened on a weekend). I refer to the movement associated with this relation as **unidirectional**; that is, the enhancement relation *only* obtains when the reader moves in one direction - from the post to the cluster. This reflects the nature of dependency in this particular relation. Both *Pumpkin Cake* and the rest of the clustered posts are freestanding elements in the relation. Further, every post in the cluster is a complete and independent text in its own right. However, a measure of dependency exists; *Pumpkin Cake* is reliant upon the cluster to provide the qualifying information, but none of the other posts are reliant upon *Pumpkin Cake*.

Moving **from** the cluster **to** *Pumpkin Cake* is, in practice, moving between posts in the 'Day Off' cluster. To view the cluster, one clicks the 'Day Off' tag on any member post. This displays all member posts in chronological order, including *Pumpkin Cake*, as presented in Table 6.7 above. In this reading, *Pumpkin Cake* is encountered simply as the fourth member of the cluster. Presented as a group, the posts relate to one another by extension as each member adds a new element in the field of 'things Grace does on her day off (or even 'weekend')'. *Pumpkin Cake*, as a member of the cluster, adds 'makes a pumpkin cake' as a new element to the field. Member posts are independent of one another, which is in stark contrast to the enhancement expression between exactly the same post (*Pumpkin Cake*) in exactly the same cluster ('Day Off') described directly above. The difference is that in this reading of the cluster, the movement between posts is what I consider **omnidirectional** (and must be in order for the extension relation to maintain).

In sum, the tag in an in-post enhancement qualifies the circumstances surrounding the happenings of the post. Enhancements can also occur between posts, when moving between an individual post and its cluster, and qualification may well be present when this occurs. This was seen in the *Day Off* cluster I examined, in which the cluster certainly provided qualifying information to the individual *Pumpkin Cake* post, albeit indirectly. However, between-post enhancements are additionally marked by a shift in genre. Such relations also exhibit dependency, although for clustered posts, dependency is not strictly in keeping with the dependency described by Martin (1994) with regards to whole text enhancements. Table 6.8 summarises enhancement relations involving posts and tags.

Table 6-8: Summary of enhancement relations realised between blog posts and tags

Enhancement relation	Summary
Blog post and tag	<p>In-post enhancement:</p> <ul style="list-style-type: none"> • Tag expands the post by qualifying circumstantial features of time, place, manner, cause or condition. <p>Between-post enhancement:</p> <ul style="list-style-type: none"> • Marked by a significant shift in the generic ‘sense’ of the text as the reader moves from one post to the next in a cluster of posts. • One post may expand another by qualifying circumstantial features of time, place, manner, cause or condition. • Both the direction in which posts are read and the dependency of one post on another are critical in defining whether a relation between multiple posts is an enhancement.

Importantly, reading *Pumpkin Cake* in the context of the cluster shifts *Pumpkin Cake*'s sense of genre, away from procedural recount and towards recount, as it becomes a member of the weekend-activity-related ‘Day Off’ cluster. This demonstrates the unique capacity within blogs for one cluster of posts to be read from two completely different perspectives, potentially altering the sense of genre of posts contained within, purely by shifting the direction of the reading pathway and moving from a unidirectional to omnidirectional post encounter.

6.4 Conclusion

Characterising the unique techno-semiotic affordances of tags as distinct from hyperlinks in websites, and the contribution of tags to the construal of ideational meaning by readers, is one part of understanding blog co-construction. Chapter 6 illuminates the techno-semiotic affordances of tagging by analysing the posts of selected blogs using the systemic functional linguistic accounts of logico-semantic relations as a heuristic. Combinations of posts and tags realise the same kinds of LSRs as clauses complexes and extended discourses. However, the realisation of LSRs in

some combinations more closely resembles those of clause complexes, such as in-post enhancement relations, and are explicated using Halliday's (2004) descriptions of inter-clausal LSRs. Some LSRs, such as extension relations, are better described using explanations of LSRs in whole texts by Martin (1994), and others are best described using a combination of the two, such as between-post enhancement relations. Finally, some relations between posts and tags are difficult to expound using conventional understandings of LSRs, such as simultaneous extension and enhancement relations. Established theoretical notions, such as dependency and directionality, are broadened, and included to overcome difficulties and account for LSR types as realised in blogs.

The present explication of logical relations realised by tags also brings to light intertextual relations between posts. As discussed in Section 2.1.4, Myers (2009) noted the intertextuality between blog posts and external resources; for example, the intertextual relation between a blog post containing a link to a website and the actual website. Complementing Myers' work by staying within the blog, this Chapter has shown the key role tags play in revealing intertextuality between posts. As has been seen, tags bring together posts that are in some way or another related, so that they may be read together and in the context of each other. By their very nature, then, tags imply and construe intertextual relations between posts. Beyond this, though, tags facilitate the reading and re-reading of posts in the company of different posts and, therefore in differing reading contexts. In this, one individual post may construe many and varied intertextual relations with other posts.

Critically, the (re)reading of posts in different contexts of post clusters, especially when realising enhancement LSRs, call into question the instantiation of genre in posts. The sense of 'shift' in the genre of a post as it is read in a different context, suggests 'fluidity' in the generic instantiation of texts in blogs.

Chapter 7 Discussion and conclusions

7.0 Introduction

This study was motivated by the urgent need for a “...social, pedagogical and semiotic explanation” (Bezemer & Kress, 2008, p. 116) for the evolution of that which constitutes contemporary text and text construction brought about by Web 2.0 technologies. The findings of this study complement existing bodies of knowledge about the authoring practices of very young children and adolescents, by extending systemic functional explanations of new forms of composition in online spaces. It is anticipated that, from these two perspectives, the study will ultimately inform early literacy pedagogy.

By focussing on techno-semiotic affordances, this study advances previous scholarly studies of blogs in which this aspect has received only peripheral attention. Placing the technological facilities of the blog at the fore of investigation has shown how young children deploy technological and linguistic resources to develop their blogs as sites of collaboration.

The study is situated in the theoretical context of systemic functional linguistics and social semiotics, and both draws upon and extends rich understandings of how we make meaning with oral and written language, as well as how meaning is made in online environments. The study elucidates the interpersonal meanings made by blog authors *and* readers, accounting for the “... dialogic and conscious negotiation...” (Liu, 2014b, p. 136) and discursively emergent “‘conversational’ exchanges” (Herring, 2013, p. 16) achieved through the use of techno-semiotic resources, such as commenting and tags. As such, it complements work on the use of interpersonal resources in blogs by Liu (2014b) and Humphrey (2008) who describe the deployment of evaluative resources by blog authors. The present study also complements the kindred examination of affiliation among users of *Twitter* by Zappavigna (2012). In terms of ideational and textual meanings, the work of this study expounds the non-linear unfolding of meanings, as well as the logical relations between posts and tags. By accounting for the distinctive realisation of these

meanings in blogs, the study analogises and extends companion accounts of such meanings in websites, as theorised by Lemke (2002) and Djonov (2005b, 2008).

In Section 7.1, I outline the significant contributions of the study. I articulate the techno-semiotic nature of co-constructed blogs, as determined by the study, as well as the ways in which young blog authors marshal linguistic resources to realise blog co-construction through collaboration with their readers and commenters. The pedagogical implications of these new insights about blog co-construction by young children are considered in Section 7.2. In Sections 7.3 and 7.4, I describe the theoretical and methodological contributions of the study, especially those made to theories of systemic functional linguistics and social semiotics. Proposed emergent areas for further exploration and investigation are made throughout the Chapter in relation to the implications of the study as well as the informing body of literature.

7.1 Summary of findings

7.1.1 Techno-semiotic nature of co-constructed blogs

This study shows that the semiotic context of blogging is one in which there is a great deal of multimodal choice provided to blog authors, and a wide range of semiotic resources are blended to facilitate and solicit collaborative text production. Linguistic resources are used in concert with technological ones: textual organisation is achieved using navigational gadgets; resources of NEGOTIATION and APPRAISAL are used to solicit comments from readers; and, logico-semantic relations of ideational meanings in blogs are realised through the use of tags. Further, the deployment of technological resources realises the intertextuality of blog-based composition. Many of the meanings made in the techno-semiotic landscape of blogs are not readily expressed in offline texts.

A prime example of a meaning made exclusively in the online context is the simultaneous realisation of multiple logico-semantic relations and readings of a blog post afforded by tagging technology. This was demonstrated in Section 6.3 using the post, *Pumpkin Cake*. In this example, simultaneous realisation of extension and elaboration relations is facilitated by the inclusion of two different tags on the post. Further, the deployment of two different tags enables the (re)positioning of the post amongst other recount and recipe posts, thereby affording the (re)readings of *Pumpkin*

Cake as instances of both genres. Indeed, rather than defining ‘the blog’ as a genre, as suggested by Liu (2014a), techno-semiotic resources contribute to the defining of genre in blogs. This significant finding is described in more detail in Section 7.3.

Interpersonal meanings are also uniquely construed in the techno-mediated semiotic context of blogs. This is most visible in the attainment of what I describe as the multiple social goals of a text, described throughout Chapter 5 in reference to the blog, *Baseball Kid*, and post, *Teddy Bear*. Here, through the use of comments, the blog author and reader-commenters co-construct instances of genre, realising in collaboration the generic social purposes of each text. At the same time, E.J. and his familial readership build solidarity, bonding over a shared common interest and strengthening family ties at a distance. These two social goals are instigated by the blog author’s deployment of the resources of ATTITUDE in his posts, however they are achieved through the comments of the readership in which the author’s ATTITUDINAL stance is mirrored, as well as supplemented with expressions of deep affection for E.J.. More significantly, the author’s fourth goal of construing himself as a capable and loveable child is attained through the collaborative efforts of author and reader-commenters, construed in the posts and comments. Indeed, reader-commenters not only affirm, but also amplify E.J.’s positive self-evaluation using the resources of GRADUATION. Further, the author positions and co-opts readers as contributing authors in the attainment of the four social goals, which I consider a fifth and final social goal in itself. This final social goal is actively pursued and attained by the young blog author mobilising the resources of ENGAGEMENT and NEGOTIATION. The merging of resources of evaluation and interaction, as well as the instantiation of the blog as both written and speech-like text, is further described in Section 7.3.

7.1.2 Deployment of semiotic resources by young, school-aged children in the co-construction of blogs

Across the corpus, the young blog authors in this study are very experimental in their use of semiotic resources in their blogs in terms of font selection, the inclusion of hyperlinks and multimodal resources, and the incorporation of tags, as seen in Section 4.1. Tags are commonly added to blogs, but their deployment for the purposes of realising textual meanings is less frequent or poorly executed and provides limited navigational guidance for their readers. So, for example, as a general principle, tags

serve a critical textual function, particularly in the organisation of larger blogs; yet, there is no correlation seen between blog size and tag usage in this study. Further, many blogs with tags had a high ratio of unique tags. For instance, one blog in the corpus has six posts with six unique tags (seen in Section 4.2.1.2). In such cases, the deployment of tags indicates little about the blog's organisation. Collectively, the blog authors are more conservative with their use of navigational gadgets, and many quite deliberately display links to content through the enabling or disabling of navigational gadgets. However, as for tagging, limited awareness of the best use of gadgets for navigational purposes is displayed by some bloggers. Arguably, a child who includes 4 different navigational gadgets is doing more to confuse than enlighten his or her readers about the organisation of the blog.

Enabling comments (or not disabling them) as an interpersonal techno-semiotic device invites readers to comment, and hence co-construct, content available for others to read. However, having the facility to comment is necessary, but not usually sufficient, to engage readers as co-authors of content. As a site of high comment activity, the exploration of *Baseball Kid* revealed the variety of interpersonal semiotic resources the young blog author uses to court his audience as prospective collaborators in blog co-construction and shift the locus of authority towards readers. Resources of NEGOTIATION are deployed in blog posts to initiate dialogic exchanges with reader-commenters as well as establish the blog as a collaborative space.

Examples of all four initiating and responding move types are seen in *Baseball Kid*, including instances involving the co-deployment of image and verbiage in what I term *intermodal NEGOTIATION* (see also Section 7.3.2). However, the use of APPRAISAL within interactive spaces proves significant in garnering comments and co-authorship. Indeed, the use of evaluative language accounts for the high volume of comments in reply to the seemingly simple act of giving information, seen in *Baseball Kid*. In this particular blog, APPRAISAL resources are used by all co-authors to build solidarity around the playing of baseball and affirm the blog author's self-evaluation.

The genres of posts in the blogs under consideration here are not new, but they have been constructed and shared by their young authors in the new context of a blog. The study clearly demonstrates the ways in which blog co-authors reconceptualise texts as co-constructed entities. Indeed, the young authors of blogs such as *Baseball Kid* and

Grace's blog hand considerable authority to their readership when they invite co-construction of texts through the use of comments and tags. The unique post *Snow White?*, described in Section 5.4, reveals how one author gives near complete authority and control over to reader-commenters for the completion of a narrative. Here, the author provides the ORIENTATION and COMPLICATION to the story, and demands that her readers complete the text. Close analysis made visible the interplay of the resources of NEGOTIATION and APPRAISAL as contributing authors worked together to construct the narrative.

Tags, like other techno-semiotic features, provide unique and novel meaning making affordances for blog authors and readers alike; and, they realise more than navigational, textual co-construction. The 'tag-active' blogs discussed in Chapter 6 showed that tags challenge us to rethink how meaning is made within and across web-mediated extended discourse. Here, the interrogation of blogs revealed how authors use tags to relate posts to each other in terms of logical ideational meanings, and deploy tags to elaborate the meaning in posts. However, the use of tags by the author, Grace, also engenders and embodies fluidity of meaning making across *Grace's blog*. In other words, it is through tags that individual posts become parts of a whole, or indeed multiple 'wholes', paving the way for multiple different readings of one post, such as the post *Pumpkin Cake*, analysed throughout Section 6.3. This post means different things in different ways when it is re-presented in co-tagged post clusters for new readings.

While the present study is focused on the deployment of linguistic resources in blog co-construction, the analytical site is multimodal, and investigating the role of language in blogs is not possible without acknowledging the role of other semiotic resources as this study has shown. For example, analysis in Section 5.1.3.5 revealed that reader-commenters respond to images and image-verbiage combinations as initiating moves of NEGOTIATION, and expressions of APPRAISAL by reader-commenters are sometimes directed at images as seen in Sections 5.2 and 5.3. A deeper analytical treatment of multimodal resources for collaborative meaning making, such as a study focusing on the co-patterning of evaluations in comments with images in posts, is an exciting future direction for ongoing study and would

reveal more about the work done by semiotic resources other than language in blog co-construction.

7.2 Pedagogical implications

This study is a privileged window into young children's emerging literacy practices in the blogging context, privileged not only because it sheds light on the playful and experimental practices of young authors as they seek out blog co-construction, but also because these young children choose to share their authoring practices with the world. From a pedagogical viewpoint, these practices draw attention to the varying skillsets of young children. The unsophisticated deployment of tags and navigational gadgets in some blogs in this study is perhaps of little surprise, given the age of their fledgling authors. Nevertheless, it speaks to the need for pedagogy and curriculum to recognise the technological affordances of online texts, such as blogs, as critical semiotic devices. First though, more formal understandings about that which constitutes good blogging practice for co-authorship, and the capacity of children to successfully manage these texts and affordances, must be established. Indeed, the variation in use of techno-semiotic resources raises the question of the extent to which age and cognitive development impacts on young blog authors' successful deployment of resources, like tags, for particular purposes, such as blog organisation and reader navigation. Yan (2006, 2009) demonstrates that age, and by extension, cognitive and social development, is the single biggest factor in the differences between children's understandings of the Internet's technical and social complexities. Exploration of the relationship between child development and the successful deployment of tags would complement Yan's work on children's more general understandings of the Internet, and is of utmost importance to the formation of pedagogy and curriculum. The present study opens the door to further investigation of both that which constitutes good blogging practice and developmental factors implicit in managing the techno-semiotic resources of blogs.

The collaborative meaning making practices explored in the study make visible novel ways in which genre is construed in blogs. The genres seen in these blogs are not new, and are part of school curriculum. However, the instantiation of genre is transformed through the use of techno-semiotic resources as this study has shown. For example, Section 5.3.2 showed how one author and his reader-commenters co-construe the

phases of a text as generic instance, and Section 6.3.3.3 argued that one post may be (re)read in two contexts such that each reading seems to realise a different generic instance. The novel ways of instantiating genre in blogs, coupled with the increasing dominance of blogs as mainstream web-based texts in the adult world, suggests the importance of adjustments to curriculum around concepts of genre.

In light of the dominance of blogs as mainstream web-based texts in the adult world, established in Section 1.2, I take as given the need to include web-based, collaborative texts, such as blogs, in the school composition experience. The findings of this thesis, therefore, suggest the kinds of knowledge and skills that might be incorporated into a literacy curriculum that already includes blogs as a legitimate and 'daily' text. So, for example, curriculum might advance the role of the resources of APPRAISAL for soliciting co-authorship and building collaborative evaluations in texts as instances of different genres, or how co-authoring of extended prose may be achieved. Curriculum might also articulate the role of tags in construing ideational logical relations across texts, and how they impact on the generic flavour of posts as they are (re)read in different contexts.

The work of the present study is to explore and explicate the distinctive techno-semiotic nature of blogs for co-construction and the ways in which young authors achieve it. The study serves as an exciting starting point, though more investigation is needed to inform curriculum development. For example, Chapter 5 describes the collaborative construction of a young blog author as a capable and loveable child, as well as the co-authorship of texts as instance of genre, both of which are achieved in a close-knit familial context through the deployment of the resources of APPRAISAL. A more complete understanding might describe the most powerful ways to use the resources of APPRAISAL to promote solidarity with readers who are less closely related to the author, and how to solicit and manage the co-authorship of texts of different genres. Similarly, Chapter 6 presented an exploration of LSRs in three blogs in this study, but now that I have established ways in which LSRs are realised in blogs, empirical exploration can be undertaken, for example, of the understandings children are drawing on to deploy tags to construe ideational logical relations in blogs, and how children's use of tags might be refined.

While the study illuminates the techno-semiotic nature of blogs and how some young children deploy linguistic resources for blog co-construction in out-of-school environments, it reveals little of the apprenticeship of the authors of the blogs or the development of their ‘funds of knowledge’ (Moll et al., 1992). For example, analysis in Chapter 5 revealed that E.J.’s blogging family encourages and supports his authoring efforts, but did not make known the source or scope of E.J.’s skillset and knowledge about blogging, or the extent to which E.J.’s family members help him compose and execute posts. Understanding young blog authors’ apprenticeship would contribute much about the text-constructive home literacy practices of young children and their families as they engage with Web 2.0 texts, such as blogs, and in doing so, complement work on text consumption (Merchant, 2014) and construction (Livingstone, Marsh, et al., 2014; Marsh, 2004; Merchant, 2005, 2008) by very young children. Such understandings might come from research involving young bloggers and their families, and might also explore links between home and school techno-literacy practices.

Overall, this thesis sheds light on the evolving meaning making practices found in web-based texts, and challenges conventional notions of writing and authorship. The fundamental idea that web-based texts are sites of collaborative co-construction and shared authority must underpin curriculum development.

7.3 Theoretical implications

The theoretical implications of this study are wide ranging, as the work of this study is to account for both the distinctive techno-semiotic nature of blog co-construction as well as describe how young, school-aged children deploy linguistic resource in the co-construction of blogs. To characterise the collaborative nature of blog authorship, I developed the theoretical construct of *locus of authority*, which accounts for the differing levels of authority of blog author, reader and reader-commenter as they co-construct the blog. Locus of authority is described in Section 7.3.1. I extended existing SFL accounts of interaction to account for the instances of NEGOTIATION found in the blog corpus that involve image-verbiage combination. To this end, I proposed *intermodal NEGOTIATION* as a new meaning making resource, described in Section 7.3.2. I explicated the twin-realisation of interaction and evaluative meanings realised through the co-construction of texts as both instances of genre and spaces for the

construal of tenor relations. I noted that the blog is both a written and speech-like dialogic text seen in the use of the linguistic resources of NEGOTIATION for interaction and APPRAISAL for evaluation by both blog author and reader-commenters. In Section 7.3.3, I propose that the blog is *modally hybrid*. Finally, I explicate the construal of LSRs involving tags and blog posts, extending conventional SFL accounts of LSRs in order to do so. The construal of logico-semantic relations using tags is described in Section 7.3.4.

7.3.1 Locus of authority

The use of semiotic resources by blog authors gives readers a sizable collaborative capacity for the construction of blogs. One way to summarise this capacity is with the proposed *locus of authority*, the first theoretical contribution of this study. Here, I draw on Kress's (2005) notions of authorship and authority, and his observation of the divestment of authority from author to reader of multimodal, screen-based texts. First, much like hyperlinks in websites, navigational gadgets permit blog readers flexibility about how they might co-construct a blog's reading pathway, incorporating the one-to-many relationship between links and resulting posts. However, the blog author maintains authority over the content itself. Tags facilitate flexibility over reading pathway in a similar way, and some navigational gadgets include tags as their links. Further, some authors give choice over the construal of different ideational, logical relations between posts, by deploying multiple tags, or 'poly-tagging' their posts. Here, the author may construe multiple LSRs between one post and several others (as will be detailed in Section 7.3.4), giving the reader choice over the logical construal of ideational meaning. Readers even choose which genre will be instantiated by the reading of a post, as will be discussed in Section 7.3.4.

The locus of authority in blogs is shifted closer to the reader by the inclusion of more participatory facilities, such as post ratings. While the blog author enables post rating, and options for rating are blog author prescribed, reader ratings form part of the ongoing reading content of the blog. As such, ratings embody greater authority for readers. The invitation to comment on blog posts moves the locus of authority even closer to readers. Near-equality in authorship is achieved in posts and comments that

together create extended prose, such as the collaborative construction of narrative shared between author and reader-commenters described in Chapter 5.

7.3.2 Intermodal NEGOTIATION

While the focus of this study is the deployment of linguistic resources, the separation of linguistic and other semiotic resources in explicating blog co-construction is both impossible and inappropriate in the multimodal blogging context. Theoretical modifications are made to analytical frameworks to account for the semiotic contribution of multimodal resources, such as images and video, alongside linguistic ones in the construal of the interpersonal metafunction in Chapter 5. The concept of **intermodal NEGOTIATION** is used to account for a blog author's use of images and video to initiate dialogue, and reader-commenters' responses to this multimodal content. However, further investigation of the role of semiotic resources in blog co-construction is both warranted and necessary. Future empirical studies of image-verbiage combinations might examine a wider range of initiating and responding moves than the present study considered, the different interactive roles that intermodal combinations perform in various genres, or the intertextual relations realised between images and text.

7.3.3 Modal hybridity

Language as a meaning making resource, and its mode of representation in blogs, is revealed as theoretically (and methodologically) problematic for this study in Chapter 5. The affordances of different modes of representation are bound to the materiality of the mode (Bezemer & Kress, 2008), such that, for example, speech and writing are materially different, resulting in different affordances. However, writing in an online space, such as a blog, is materially different to writing on paper. The blogs in this study clearly use language in a written mode, and many posts use language just as it would be used for the instantiation of genres on paper. On the other hand, writing in an online space that incorporates comments perhaps necessarily adopts some of the affordances of the mode of speech. This is evident, for example, in the use of NEGOTIATION by both author and reader-commenters to initiate dialogue in *Baseball Kid*. The analysis of posts in Sections 5.1.2 and 5.1.3 demonstrates the realisation of the blog as a written and 'speech-like' text. I suggest, then, the deployment of

language as a semiotic resource in blogs displays **modal hybridity**. In other words, the linguistic “modes of representation” of writing and speaking, as described by Kress (2005)¹⁵, are merged or *hybridised* in blogs. By characterising the blog as modally hybrid, I can account for the impact of technological affordances on the roles played by language in blogs.

The dynamic analysis of *Teddy Bear* in Section 5.3 illustrated the distinctive representation of genre in blogs. Here, the recount was construed as a written text, but co-constructed through the dialogic interactions of author and reader-commenters. On the subject of genre in blogs, Herring (2013) argues the early characterisation of the blog as ‘generically hybrid’ is a defunct notion, and that blogs are more aptly described as a web-based adaption of offline genres. However, I suggest that ‘web-based adaptation’ fails to capture the complex interactive process of creating a co-constructed text, such as *Teddy Bear*. I propose modal hybridity as a more adequate description for blogs and the generic instances contained within.

7.3.4 Construing logico-semantic relations with tags

The distinctive techno-semiotic affordances of blogs relating to posts and tags are illuminated by the analysis of select blogs and posts in Chapter 6 using systemic functional linguistic accounts of logico-semantic relations as a heuristic. In particular, inter-clausal (Halliday & Matthiessen, 2004) and whole text (Martin, 1994) perspectives on LSRs are sound reasoning bases for theorizing relations within and between posts and tags. Notions of internal and external orientation (Djonov, 2005b) are also useful for exploring tags more delicately. Post and tag combinations realise the same LSRs as clause complexes and extended discourses. However, owing to the distinct affordances of blogs and tags, some tag-based relations emulate inter-clausal LSRs, others demonstrate characteristics of whole text LSRs and still others relations are best described using a combination of the two. Some relations between and within posts and tags even prove difficult to mould perfectly to conventional LSR notions. A detailed theoretical account of LSRs in blogs, arising from the analysis of posts presented in Chapter 6, follows.

¹⁵ As opposed to mode as register in SFL, described, for example, by Hasan (1985) in terms of language role, process sharing and medium, and channel.

Noted by Liu (2014a) as the technical capacity to ‘reformulate’ a blog, the affordances of tagging promote what I have come to theorise as **simultaneity of purpose** for posts, resulting in complex LSRs occurring between and within portions of text. An individual post can be involved in simultaneous LSRs with several other posts, depending on the couplings available and promoted through the inclusion of tags. Additionally, one coupling of post and post cluster can express different, simultaneous LSRs, depending on the direction in which it is read (from post to cluster, or cluster to post/between posts in the cluster).

In-post *elaborations*, between an individual post and its tags, are present when each element in the relation restates ideational content at greater or lesser levels of generality. As seen in Section 6.3.1, just as a heading restates the ideational content of a report at a greater level of generality, the tag succinctly encapsulates the information contained within a post. In-post elaborations may be either externally oriented (the tag foregrounds the field of the post) or internally oriented (the tag foregrounds mode). There was no evidence of between-post elaboration in the dataset and, owing to the fact that in such a relation one post would restate the ideational content of another, I anticipate a low frequency of between-post elaborations in blogs. Simultaneous elaborations between a post and two or more of its tags are possible, as are elaboration relations between two or more tags on a post.

Extension relations only occur between posts, as was determined in Section 6.3.2, and are graphologically marked by organisational structures indicating sections and chapters, in a similar fashion to whole text extensions as described by Martin (1994). Between-post extensions are externally oriented when the tag indicates clustered posts present new elements in a field, such as the ‘Gabriel+Gloria’ cluster in Section 6.3.2.1, in which the posts were related by the field of ‘things Grace does with Gabriel and Gloria’. Clusters are internally oriented when the tag indicates clustered posts present new elements related by mode, such as the ‘Recipes’ cluster in Section 6.3.2.2. This relation is a little at odds with conventional notions of extension, which focus on field/ideational content. Nevertheless, the relation between such clusters of posts is best described as one of extension, even though the tag itself foregrounds the mode of the posts. To reconcile this problematic, I draw attention to the principal

function of the tag as relating posts of a common field. The internally-oriented tag tells the reader that the posts are also related by mode (and what that mode is).

Halliday's (2004) description of inter-clausal *enhancement* is a valid for means for interpreting in-post relations when a tag expands its post by qualifying a circumstantial feature of time, place, cause or condition. The example post I analysed in Section 6.3.3.1, *Disneyland Jump*, showed how the tag 'Hong Kong' qualified the circumstance of location at which the events in the post occurred. Further, between-post enhancements aligned with Halliday's description of inter-clausal enhancements, in the 'Day Off' cluster I examined in Section 6.3.3. Here, the cluster provided qualifying information to one of the cluster's individual post members, *Pumpkin Cake* (that the events of the *Pumpkin Cake* post occurred on a Saturday or Sunday). However, the between-post enhancement in this cluster was more readily interpreted using Martin's (1994) description of whole text enhancements, as it involves larger portions of text (i.e., posts). The between-post enhancement between *Pumpkin Cake* and the 'Day Off' cluster displayed a shift in genre when the reading pathway moved from the individual post to the cluster. I interpreted this generic shift as analogous to the shift in a whole text that occurs when moving from the primary genre to an embedded genre, as described by Martin. Additionally, between-post enhancements exhibit dependency, as the text portions involved in enhancement relations across a whole text do. However, I broadened Martin's (1992a) and Djonov's (2005) definitions of dependency to account for the distinctive nature of enhancement relations between posts.

The text portions in whole text enhancements are read in a linear fashion. However, text portions in between-post LSRs can be read in different directions. To account for the impact of directionality on meaning, I describe post reading as occurring **unidirectionally** or **omnidirectionally**. Between-post enhancements require a unidirectional reading in order to be realised. In the relation between *Pumpkin Cake* and the 'Day Off' cluster, an enhancement *only* obtains when reading **from** *Pumpkin Cake* **to** the rest of the 'Day Off' cluster. Here, the individual post is dependent upon the cluster to provide qualifying information, and reading must move from the individual post to the cluster. When the cluster (including the individual post) is read in an omnidirectional fashion (i.e., from the cluster to any member of the cluster), the

LSR changes to one of extension, and member posts are now independent of one another in terms of maintaining meaning. Herein lies one unique semantic capacity of blogs: a single cluster of posts can be read from two completely different perspectives, altering the LSRs at work purely by shifting the direction of the reading pathway and moving from a unidirectional to omnidirectional post encounter. Further, (re)reading the individual post in the context of the cluster creates a sense of shift in the individual post's genre, towards that of the genre of the cluster.

It is not suggested that the post changes genre entirely. Rather, I suggest that certain characteristics of the post are promoted by altering the reading context; and, by promoting these characteristics the genre of the post starts to resemble the genre common to all other members of the cluster. The shift in genre as a post shifts reading context is seen in the post *Pumpkin Cake*, which belongs to two different clusters as articulated by its two tags, 'Recipes' and 'Day Off'. As described in Section 6.3.2, when *Pumpkin Cake* is read in the context of other 'Recipes' posts, its instantiation as a generic procedure comes to the fore in its reading. However, when *Pumpkin Cake* is read in the context of the 'Day Off' cluster, then it reads more like a generic instance of recount (as described in Section 6.3.3). The sense of genre shift in a post and the parallel with genre shifts in whole texts (Martin, 1994) is noted here, but it raises more questions than I answer. Taking a step back, what is clear is that these texts (or text portions) can be brought into relation with each other in multiple ways that allow for significant shifts in interpretation of meaning, particularly in terms of genre. The challenge, then, is to understand the nature of these relationships, which is an area for further investigation. One investigative approach would consider these texts from the point of view of instantiation, and how intertextuality (Martin, 1991, 1999) might explain the similarities between the texts of the individual post and cluster that ease the generic shift between the two. A complementary approach might theorize the role of the individual post in the cluster in terms of macro-genre (see, for example, Martin & Rose, 2003), although this might be limited in its capacity to account for the multiple reading contexts in which an individual post may be positioned.

7.4 Methodological implications

While the blog is a relatively well established site for enquiry, analytical and methodological provision for the blog's techno-semiotic affordances is in its infancy. As a matter of necessity, in Chapter 3 I make much methodological headway in managing the non-linear, asynchronous dialogic interactions between young blog authors and reader-commenters in an SFL analytical context.

In acknowledgement of the young authors in this study, I pay considerable attention to the ethical treatment of their blogs, establishing a protocol that respects the privacy of blog authors, including the deletion of identifying information from blogs featured in the study, as well as the removal of blogs from the study as they are removed from public view by the blog authors. To undertake analysis in Chapter 5 of NEGOTIATION as realised between non-linear, asynchronous, dialogic blog posts and comments, I develop a protocol to locate and track initiating and responding moves. Finally, I establish the *poly-tag ratio* and *unique tag ratio* to access the tagging habits of blog authors in small-scale corpus studies, and inform the principled selection of blogs for closer examination in Chapters 5 and 6.

7.5 Conclusion

In conclusion, this study reveals the techno-semiotic nature of blogs in terms of co-construction and how young school-aged children deploy linguistic and other semiotic resources in blog co-construction. By explicating the use of tags for construing textual meanings, the role of interactive and evaluative language in the co-construction of posts, and the realisation of logico-semantic ideational meanings within and between posts and tags, the study makes significant contributions to linguistic theory, methodology and pedagogy, necessarily accounting for the novel meaning making affordances of blogs and text-constructive practices of blogging. More than this though, an exciting door has been opened for the further exploration of the collaborative, multimodal, textual landscape of Web 2.0, and its traversal by young authors.

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Appendix 1

Blogs included in this study

Title	URL
About me! Declan UK	http://about-declan-uk.blogspot.com/
alieshacom	http://alieshacom.blogspot.com/
Annie's Version	http://akzpage.blogspot.com/
artlad	http://artlad.blogspot.com/
Baseball Kid	http://baseballej.blogspot.com/
Beanie's Blog	source retained
Bianca's blog	http://bianca-journal.blogspot.com/
Blog and Comments	http://mayaok.blogspot.com/
Brandon's Blog	source retained
Brianna's Vlog	http://briannasvlog.blogspot.com/
Chivas : the Kitten diary	http://zuli-m.blogspot.com/
Claire's World	http://clairesnewworld.blogspot.com/
Coolboo's Weblog	http://coolboo.wordpress.com/
daria's journal	http://daria-journal.blogspot.com/
Finn's Blog	http://finntalks.blogspot.com/
friendship6	http://friendship6.blogspot.com/
Gianna's World	source retained
Grace's Blog	http://www.gogracego.com/blog/
great litle girl	http://joeylittlegirl.blogspot.com/
i love \$100 and habbo but i am just 7!	http://iloverain-arena.blogspot.com/
i want a blog	source retained
isabel's blog	source retained
Jeanie	http://jeanepinky.blogspot.com/
Lexi's Loveable Loft	http://lexiloft.blogspot.com/
Love The Planet You're On!	http://lovetheplanetyoureon.blogspot.com/
Morgan ROCKS!	source retained
My Little Gallery	http://my-little-gallery.blogspot.com/
My wonderful world	http://nafhani.blogspot.com/
Regina Ofelia's people place	http://reginaofelia.blogspot.com/
Report from Planet Stas	http://planetstas.blogspot.com/
Salster	http://iamsalwa.blogspot.com/
stuff gabriel likes	source retained
Terry	http://home4terry.blogspot.com/
The Adventures of Drew	http://www.theadventuresofdrew.blogspot.com/
The best stories from xturn	http://xturn.blogspot.com/
the Bob Blog	http://weeklybob.blogspot.com/
The master	http://hudo123.blogspot.com/2007/09/
The Most Awesome Kid on the Planet	http://www.matthewrules.com/
The Sam Blog	source retained
Trevor's Blogspot	source retained
TSpot	http://tspot.blogspot.com/
Victoria's Blog	source retained
William's blog	source retained
Xuan's Story	http://xuanstory.wordpress.com/
Yang's blog	source retained
Yuki Dreamland	http://yukidreamland.blogspot.com/
yvopinkypie	http://yvopinkypie.blogspot.com/
42 PENNIES	http://42pennies.blogspot.com/

Appendix 2

MOOD analysis of the posts and comments of *Baseball Kid*

Source: <http://baseballej.blogspot.com.au/>

Key

dec = declarative; imp = imperative; inter = interrogative; polar = polar interrogative; offer = offer

minor = minor clause; incom = incomplete clause; excl = exclamative; greet = greeting; val = valediction;

Post #8 – My new baseball team

	Post #8 – My new baseball team	Grammy Staffy	Angie	Jan	Mommy	Erin	Lynell
Complete blog post and comments	<p>[image 1] This is my new baseball team. The Angels. A lot the players on my team have nick names like Sugar Shane and Big D. One big hitter's name is Drew. He hit 3 home runs and one of them was a grand slam. My number is 10 and Drew's number is 48.</p> <p>[image 2] As I wind up for the pitch I keep my eye on the catcher's glove. When I release the ball it zooms right down the middle. Boom!!! Strike 3!!!</p> <p>[image 3] I like to pitch very much. I have gotten better at pitching. I am one of the best ones on my team.</p> <p>[image 4] I also like hitting. I hit one home run when we were playing the Yankees. I have a very good eye. I am happy that I can play baseball. Do you like to play baseball?</p>	<p>Dear E.J., Grampy and I love to come to your games. We love to watch you pitch. You are getting better and better. It was fun watching you strike out 3 players the last time we saw you pitching.</p> <p>We love to see you hit too but I get really nervous each time you come to bat. I am glad that you are doing so well. Too bad that we were not there to see you hit your home run. WOW.... that must have been exciting.</p> <p>We love you very much dear. Hugs, Grammy</p>	<p>Being English I don't know about baseball as they don't play it here. It sounds exciting and very fast. Do you have to do a lot of training?</p>	<p>Hi E.J., I am a friend of your Grammy and I know how proud she is of you, and your Grampy is proud of you too. You are a very good story teller. I love that you have passion (are excited) about your baseball team. It shows in your words and that makes it even more fun to read. Good luck to you and all the Angels for a great and winning season. Mostly though, just have barrels of fun. Jan</p>	<p>Hi E.J. I loved seeing all of the pictures and reading your comments on you blog. I know one thing for sure, you are the cutest Angel I have ever seen. I love you. Can't wait for your game on Tuesday. Love, Mommy</p>	<p>Hi EJ!! How exciting to be an Angel! I love this post! It was so fun to read! Guess what? We are coming to visit soon... I hope you have a game that we will get to see! Do you always have a game on Saturday? That would be AWESOME!! You are awesome!</p> <p>Love you buddy!!</p> <p>Aunt Erin</p> <p>ps... you should blog more often- it is so fun to read!</p>	<p>hey ej that is so cool i wish i could come to one of your games sweet!!!</p>

Mood analysis - post & comments; corresponding post & comment clauses	[image 1]						
	//This(S) is(F) my new baseball team.//[dec]						
	//The Angels(S)// [incomp.]						
	//A lot the players on my team(S) have (F) nick names like Sugar Shane and Big D.//[dec]						
	//One big hitter's name(S) is (F) Drew.// [dec]						
	//He(S) hit(F) 3 home runs [dec]//and one of them(S) was(F) a grand slam.// [dec]						
	//My number(S) is(F) 10 //[dec] and Drew's number(S) is(F) 48.// [dec]						
	[image 2]						
	///As I(S) wind up for the pitch(F)//[dec] I(S) keep my eye on(F) the catcher's glove.//[dec]						
	///When I(S) release(F) the ball//[dec] it(S) zooms right down(F) the middle.// [dec]						
//Boom!!!// [minor:excl]							
//Strike 3!!!//							

	[minor:excl]						
	[image 3]	//We love to watch you pitch.//[dec]					
	//I(S) like(F) to pitch very much.//[dec]	//It was fun watching you strike out 3 players the last time we saw you pitching.//[dec]					
	//I(S) have gotten better(F) at pitching.//[dec]	//You are getting better and better.//[dec]					
	//I(S) am(F) one of the best ones on my team.//[dec]						
	[image 4]						
	//I(S) also like(F) hitting.//[dec]	//We love to see you hit too//[dec] but I get really nervous each time you come to bat.//[dec]					
	//I(S) hit(F) one home run //[dec] when we(S) were playing(F) the Yankees.//[dec]	//Too bad that we were not there to see you hit your home run.//[dec] //WOW.... //[excl] that must have been exciting.//[dec]					
	//I(S) have(F) a very good eye.//[dec]	//I am glad that you are doing so well.//[dec]					
	//I(S) am(F) happy [[that I can play baseball]].//[dec]						
	//Do(F) you(S) like to play baseball?//[inter: polar]						
Mood analysis - non-corresponding comment	whole post response/initiating move	//Grampy and I love to come to your games.//[dec] //We love you very much dear.//[dec]	//Being English I don't know about baseball//[dec] as they don't play it here.//[dec] //It sounds exciting and very fast.//[dec] //Do you have to do a lot of training?//[inter: polar]	//I am a friend of your Grammy//[dec] and I know how proud she is of you.//[dec] and your Grampy is proud of you too.//[dec] //Good luck to you and all the Angels for a great and winning season.//[dec] //Mostly though, just have barrels of	//I know one thing for sure.//[dec] you are the cutest Angel I have ever seen.//[dec] //Can't wait for your game on Tuesday.//[dec]	//How exciting to be an Angel!//[excl] //Guess what?//[inter: polar] //We are coming to visit soon//[dec]... I hope you have a game that we will get to see!//[dec] //Do you always have a game on Saturday?//[inter: polar] //That would be	//that is so cool//[dec] //i wish i could come to one of your games sweet!!!//[dec]

			fun.//[dec]		AWESOME!!/[dec]	
<i>blogging/writing</i>			//You are a very good story teller.//[dec] //I love that you have passion (are excited) about your baseball team.//[dec] //It shows in your words//[dec] and that makes it even more fun to read.//[dec]	//I loved seeing all of the pictures//[dec] and reading your comments on you blog.//[dec]	//I love this post!!/[dec] //It was so fun to read!/[dec] //ps... you should blog more often//[dec]- it is so fun to read!!/[dec]	
<i>initiating move not related to post</i>				//I love you.//[dec]	//You are awesome!!/[dec]	
<i>greeting/valediction</i>	//Dear E.J.//[greet] //Hugs, Grammy//[val]		//Hi E.J.//[greet] //Jan//[val]	//Hi E.J.//[greet] //Love, Mommy//[val]	//Hi EJ!!/[greet] //Love you buddy!!/[val] //Aunt Erin//[val]	//hey ej//[greet]

Post #7 - Baseball Time again

	Post #7 - Baseball Time again	Erin	Grammy Staffy	Jan	Loni-Loo	Shauna
Complete blog post and comments	<p>[image 1] This is my new team the White Sox Spring training just began</p> <p>[image 2] This is my new uniform</p> <p>[image 3] This is my team , The rookie is Alex (the one with the red helmet)</p> <p>[image 4] This is me at bat. I hit a home run at my first game.</p> <p>[image 5] I like baseball. This is me running to first base. I have never struck out or got out on base this season so far. I hope I never will. We have a new pitching machine which helps us practice</p>	<p>You are awesome EJ!! I love your new uniform. It looks really good!</p> <p>I can't believe you got a home run your first game- you are amazing!!</p> <p>I love you buddy!</p> <p>Aunt Erin</p>	<p>#1 I love you too EJ. You are such a good grandson. You make my heart happy. I love coming to your games. I love to see you hitting the ball and running to base. I love to see you catching balls out in the field. I love everything about you.... and I would even if you were not such an awesome baseball player. I love you just because you are you!!! XOXOXO Grammy</p> <hr/> <p>#2 Hi EJ, Come over to my blog and pick up an award that I have for you.</p> <p>Love, Grammy</p>	<p>EJ, This truly looks like a team to be proud of. Your uniforms look quite nice. I suspect you might be ther star player what with your home run and knowing how fast you can run... I hope you have a wonderful season and a winning season. I think this team is lucky to have you on their team. Keep up the great work and I look forward to reading more as the season progresses!!!</p>	<p>You are a great baseball player ya but not me i am very impressed i miss you so much and tell clair i said hello</p>	<p>What great pictures ☺</p>
Mood analysis - post & comments, corresponding post & comment clauses	[image 1]					//What great pictures ☺// [excl]
	//This(S) is(F) my new team the White Sox//[dec]					
	//Spring training(S) justbegan(F) //[dec]					
	[image 2]	//I love your new uniform//[dec] (double coded with c1 1) //It looks really good!//[dec] (double		//Your uniforms look quite nice//[dec]		

		coded with cl 1)				
//This(S) is(F) my new uniform//[dec]	//I love your new uniform//[dec] //It looks really good!//[dec]					
[image 3]			//EJ, This truly looks like a team to be proud of//[dec] (and clause 4)			
//This(S) is(F) my team ,//[dec]			//EJ, This truly looks like a team to be proud of. (and image 3)//[dec]			
//The rookie(S) is(F) Alex [[(the one with the red helmet)]//[dec]						
[image 4]						
//This(S) is(F) me at bat//[dec]						
//I(S) hit(F) a home run at my first game//[dec]	//I can't believe you got a home run your first game- //[dec]you are amazing!//[dec]	//I love to see you hitting the ball//[dec]	//I suspect you might be ther star player//[dec] what with your home run//[dec]			
[image 5]						
//I(S) like(F) baseball//[dec]						
//This(S) is(F) me running to first base//[dec]		//and running to base//[dec]	//and knowing how fast you can run...//[dec]			
//I(S) have never struck out or got out on base(F) this season so far//[dec]						
//I(S) hope(F) I never will//[dec]						
//We(S) have(F) a new pitching machine [[which helps us(S) practice.]]/[dec]						

Mood analysis - non-corresponding comment clauses	<i>whole post response/initiating move</i>	//You are awesome EJ!!/[dec]	//You are such a good grandson.//[dec] //You make my heart happy.//[dec] //I love coming to your games.//[dec] //I love to see you catching balls out in the field.//[dec] //I love everything about you... //[dec]and I would/[dec] even if you were not such an awesome baseball player.//[dec]	///I hope you have a wonderful season//[dec] and a winning season.//[dec] ///I think//[dec] this team is lucky to have you on their team.//[dec] //Keep up the great work//[dec]	///you are a great baseball player ya//[dec] but not me//[dec] //i am very impressed//[dec]	
	<i>blogging/writing</i>			//and I look forward to reading more as the season progresses!!!/[dec]		//What great pictures ☺/[dec] (double coded with pictures)
	<i>initiating move not related to post</i>	//I love you buddy!!/[dec]	//I love you just because you are you!!!/[dec] ///Come over to my blog //[/imp] and pick up an award that I have for you.//[/imp]		///i miss you so much//[dec] and tell clair //[/imp] i said hello//[dec]	
	<i>greeting/valediction</i>	//Aunt Erin//[val]	//I love you too EJ.// [greet] //XOXXO Grammy//[val] //Hi EJ//[greet] //Love, Grammy//[val]			

Post #6 – Teddy Bear

	Post #6 – Teddy Bear	Grammy Staffy	Erin	Loni-Loo	Lynell	lonica	HoLLy	Faith Girl	Claire
Complete blog post and comments	<p>[image 1] I was in a play!!! I had to audition. It was scary but I did it. I tried for the grey fox but I got a bigger part which was the bear. I didn't want to do the bigger part but my mom made me. At practice I did good and I liked it. Everyone said I did a good job. Grammy and Grampy and my family came to see me. They liked it a lot.</p> <p>[image 1] This is me on stage.</p> <p>[image2] Do you think I am a scary bear? I was a nice bear. Every one liked my costume best.</p>	<p>Dear E.J., Grampy and I loved your play. You did such a good job. We are so glad that you went ahead and did the Bear part. See, your mommy was right, it really feels good when we do something that is hard for us. We are all proud of you.</p>	<p>How fun! I wish I could have seen you in your play! I know you did a great job! Do you want to do another play? I think you should! Love you buddy!</p>	<p>You really stand out ej!!!!!!! you have always made me proud i miss you and hope i see you soon also tell clair the same and hope that she gets a blog to!!! I bet you did soooooo!!!!!! Good i wish i could have been their with you and see you shine!!♥♥♥♥♥♥♥♥ ☺ ☺ ☺ ☺ ☺ ☺ ☺</p>	<p>E.J. Your costume is totally the best. Where did you get it? Glad to hear that you were a nice bear. I can't imagine you being mean. I am proud of you. Wish I could have been there.</p> <p>I love you</p>	<p>e.j you need to have a new post i have been waiting and waiting and waiting for you to have a nice new story hurry up! Lonica</p>	<p>hi e.j.! remember us? We met you at your grammy and grampys house and thought we'd check out your blog. What a cool costume! We bet it was so fun to be in your very first play. You look like one awesome bear! Great job! Your friends~ 271ubrey, ella, cali, holly & joey☺</p>	<p>Sounds like you had fun! My mama is friends with Grammy Staffy, so I know her too! Come to my blog!</p>	<p>Dear E.j., you are the best brother evwe even when you are mene. I stil love you when you are mene. Are you thinking about playing baseball agen? Love, Claire.</p>

Mood analysis - post & comments; corresponding post & comment clauses	[image 1]			//you really stand out ej!!!!!!!!!!//[dec]				
	//I(S) was(F) in a play!!!//[dec]							
	//I(S) had(F) to audition.//[dec]							
	///It(S) was(F) scary// [dec] but I(S) did it(F).///[dec]							
	///I(S) tried(F) for the grey fox ///[dec] but I(S) got(F) a bigger part [[which was the bear]]. //[dec]							
	//I(S) didn't want to do(F) the bigger part //[dec] but my mom(S) made(F) me.//[dec]	///We are so glad that you went ahead //[dec] and did the Bear part.//[dec] ///See.//[dec] your mommy was right.//[dec]it really feels good //[dec]when we do something that is hard for us. ///[dec]						
	///At practice I(S) did good(F) //[dec] and I liked it. //[dec]							
	//Everyone(S) said(F)// [dec] I(S) did(F) a good job.// [dec]	//Grampy and I loved your play.//[dec] //You did such a good job. //[dec]	//I know you did a great job!//[dec]	//i bet you did soooooo!!!!!! Good//[dec]				
	//Grammy and Grampy and my family(S) came(F) to see me. //[dec]	///We are all proud of you.//[dec]	//I wish I could have seen you in your play!//[dec]	//i wish i could have been their with you and see you shine!!♥♥♥♥♥♥ ☺ ☺ ☺ ☺ ☺ ☺ //[dec]	//Wish I could have been there.//[dec]			///My mama is friends with Grammy Staffy.//[dec] so I know her too!!!/[dec]
//They(S) liked(F) it a lot. //[dec]								

	[image 2]							
	//This(S) is(F) me on stage. //[dec]			//you really stand out ej!!!!!!!!!!/[dec] (double coded directly below) <i>acknowledgement in reference to statement*</i>				
	[image 3]			//you really stand out ej!!!!!!!!!!/[dec] <i>acknowledgement in reference to image*</i>	//E.J. Your costume is totally the best.//[dec] //Where did you get it?/[inter: polar] .](dc clause 13)		//you look like one awesome bear!/[dec] //what a cool costume!/[excl] (dc clause 13)	
	//Do(F) you(S) think I am a scary bear?/[inter: polar]				//I can't imagine you being mean.//[dec] (double coded with clause 12)			
	//I(S) was(F) a nice bear. //[dec]				//Glad to hear that you were a nice bear.//[dec] //I can't imagine you being mean.//[dec]			
	//Every one(S) liked(F) my costume best.// [dec]				//E.J. Your costume is totally the best.//[dec] //Where did you get it?/[inter: polar] .](dc image 3)		//what a cool costume!/[excl] (dc image 3)	
Mood analysis - non-corrresp comment clauses	<i>whole post response/initiating move</i>		//How fun!/[excl] //Do you want to do another play?/[inter: polar] //I think you should!/[dec]	//you have always made me proud!/[dec]	//I am proud of you.//[dec]		//we bet it was so fun to be in your very first play.//[dec] //great job!/[excl]	//Sounds like you had fun!/[dec]
	<i>blogging/writing</i>					//e.j you need to have a new post/[dec] //i have been waiting andwaiting and	//and thought we'd check out your blog.//[dec]	

						waiting for you to have a nice new story//[dec] //hury up!/[imp]			
<i>initiating move not related to post</i>			//i miss you//[dec] and hope i see you soon//[dec] //also tell clair the same//[imp] and hope that she gets a blog to!!!/[dec]			//remember us?/[inter: polar] //we met you at your grammy and grampys house//[dec]	//Come to my blog!/[imp]	//you are the best bruther evwe//[dec] even when you are mene./[dec] //I stil love you//[dec] when you are mene./[dec] //Are you thinking about playing baseball agen?/[inter: polar]	
<i>greeting/valediction</i>	//Dear E.J.,/[greet]	//Love you buddy!/[val]		//I love you/[val]	//lonica/[val]	//hi e.j.,/[greet] //your friends~ Aubrey, ella, cali, holly & joey☺/[val]		//Dear E.j.,/[greet] //love, Claire./[val]	

Post #5 - E.J.at bat (#2)

	Post #5 - E.J.at bat (#2)	Marla	Erin	Patrick	Loni-Loo	Lynell	Grammy Staffy	Johnny
Complete blog post and comments	<p>[video of E.J. playing baseball]</p> <p>Are you surprised at how good I hit? ! Can you hit like that? I like playing baseball. Do you like playing baseball? I wish that you could come to my games. So far I have played the Mets, Rangers, Marlins, Phillys and the Mariners. My team is the Angels. We are a good team. We are undefeated!!! This doesn't show it but I got to run in and score. Don't forget to put a comment please. I like getting comments from you. I like reading your blogs too.....especially making comments. Grammy taught me how to do this.</p>	<p>#1 - E.J, I think you're awesome! We sure wish we could be at your games! Thank you for your sweet comment on my blog. Send me your email address so I can add you to Emma's blog list - she'd love to hear your comments.</p> <p>#2 - E.J. - your mom sent me a card today and she told me that you fasted and prayed for me on Sunday. It made me so happy that tears came to my eyes. Thank you for being so kind and thoughtful. I REALLY think your fasting worked. Heavenly Father sure listens to you because I am feeling so much better. Love you!</p>	<p>Wow! You got to second base on one hit! You are amazing! I wish we could come to your games! We would love to be there!</p> <p>Please have grammy continue to take more pictures so you post them on your blog!</p> <p>Also, are you still running at lunch time? You should do a blog about that. I think it's so cool!</p> <p>AND you should do a blog about Claire too... I miss her and would like to know how she's doing too!</p> <p>Love you!</p>	<p>E.J you are freaking awesome! Make sure you bring your ball and glove to the river this year and we can play catch. That will be fun!</p> <p>Keep it up!</p> <p>Uncle Patrick</p>	<p>you know ej i once was a baseball player but not as good as you are you were aswome out there see you soon</p>	<p>Nice hit E.J. You Rock! That is pretty cool that you scored. Your team sure is lucky to have you on it. I love you</p>	<p>Wow E.J. look at all of the comments you've gotten already. They love your blog. I'm glad that we got the video to work.</p> <p>I had fun with you this afternoon. I love you. Grammy</p>	<p>dang, E.J. you are amazing oh ya, I forgot to tell you this is your cousin Johnny. can't tell you how proud I am that you can hit that I would have stricked out or hit the 4 foul balls. Hope to hear from you just in case this is my blog gymnasticskid.blogspot.com.</p>
Mood analysis - post & comments; corresponding post & comment clauses	<p>[video of E.J. playing baseball]</p> <p>//Are(F) you(S) surprised at how good I hit? !/[inter: polar]</p> <p>//Can(F) you(S) hit like that?/[inter: polar]</p> <p>//I(S) like(F) playing</p>	<p>//E.J, I think you're awesome!/[dec]</p>	<p>//You got to second base on one hit!/[dec] (double coded to cl 1)</p> <p>//Wow!/[excl]</p> <p>//You got to second base on one hit!/[dec] (double coded to video)</p> <p>// You are amazing!/[dec]</p>	<p>//E.J you are freaking awesome!/[dec]</p>	<p>//you were aswome out there /[dec] (double coded to cl 1)</p> <p>//you were aswome out there /[dec]</p> <p>///you know ej i once was a baseball player/[dec] but not as good as you are//[dec]</p>	<p>//Nice hit E.J.//[excl] (double coded to cl 1)</p> <p>//Nice hit E.J.//[excl] (double coded to videos)</p> <p>//You Rock!/[excl]</p>	<p>//can't tell you how proud I am that you can hit that/[dec] (double coded to cl 1)</p> <p>///dang, E.J.//[excl] you are amazing//[dec]</p> <p>//can't tell you how proud I am that you can hit that/[dec]</p> <p>///I would have stricked out/[dec] or hit the 4 foul balls.//[dec]</p>	

baseball.//[dec]							
//Do(F) you(S) like playing baseball?//[polar inter]							
//I(S) wish(F) that you could come to my games.//[dec functioning as imp]	//We sure wish we could be at your games.//[dec]	//I wish we could come to your games.//[dec] //We would love to be there.//[dec]					
//So far I(S) have played the Mets, Rangers, Marlins, Philly and the Mariners.//[dec]							
//My team(S) is(F) the Angels.//[dec]					//Your team sure is lucky to have you on it.//[dec]		
//We(S) are(F) a good team.//[dec]							
//We(S) are(F) undefeated!!!/[dec]							
//This(S) doesn't(F) show it.//[dec]but I got to run in and score.//[dec]					//That is pretty cool that you scored.//[dec]		
//Don't(F:neg) forget to put a comment please.//[imp]	(8 people commented) <i>compliance</i>						
//I(S) like(F) getting comments from you.//[dec]							
//I(S) like(F) reading your blogs too...../[dec functioning as offer] especially making(F) comments.//[dec functioning as offer]	//Thank you for your sweet comment on my blog.//[dec] //Send me your email address.//[imp] so I can add you to Emma's blog list -/[dec] she'd love to hear your comments.//[dec]						//Hope to hear from you.//[dec] //just in case this is my blog gymnasticskid.blogspot.com/[dec]

	//Grammy(S) taught(F) me how to do this.//[dec]							
Mood analysis - non-corresponding comment clauses	<i>whole post response/initiating move</i>			//Keep it up!/[excl]				
	<i>blogging/writing</i>		///Please have grammy continue to take more pictures//[dec] so you post them on your blog!/[dec] //You should do a blog about that.//[dec] //AND you should do a blog about Claire too.../[dec]				///Wow E.J.// [excl] look at all of the comments you've gotten already.//[dec] //They love your blog.//[dec] //I'm glad that we got the video to work.//[dec]	
	<i>initiating move not related to post</i>	///your mom sent me a card today//[dec] and she told me//[dec] that you fasted and prayed for me on Sunday.//[dec] //It made me so happy that tears came to my eyes.//[dec] //Thank you for being so kind and thoughtful.//[dec] //I REALLY think your fasting worked.//[dec] ///Heavenly Father sure listens to you//[dec] because I am feeling so much better.//[dec]	//Also, are you still running at lunch time?/[inter: polar] //I think it's so cool!/[dec] ///I miss her//[dec] and would like to know how she's doing too!/[dec]	///Make sure you bring your ball and glove to the river this year//[imp] and we can play catch.//[dec] //That will be fun!/[dec]			//I had fun with you this afternoon.//[dec] //I love you.//[dec]	
	<i>greeting/valediction</i>	//E.J. -/[greet] //Love you!/[val]	//Love you!/[val]	//Uncle Patrick/[val]	//see you soon/[val]	//I love you/[val]	//Grammy/[val]	///oh ya, I forgot to tell you/[greet] this is your cousin Johnny.//[greet]

Post #4 - Firefighter Gary and Me

	Post #4 – Firefighter Gary and Me	Grammy Staffy	Erin	Lynell	Loni-Loo
Complete blog post and comments	This is firefighter Gary and me. He is my neighbor. He helps our community by putting out fires. He has put out 150 big fires and 500 little fires. Our world really needs firefighters. If we didn't have firefighters the whole world could burn up. I like my neighbor, Gary and his family.	Dear E.J., If you weren't going to be a professional champion baseball player I bet that you would make a good fireman when you grow up. Love, Grammy	Wow E.J. you sure make a cute firefighter! How nice to have a firefighter as a neighbor! That must make you feel extra safe! Love you!	E.J. you look great in that firefighter suit. You are so lucky to know a real fireman. I don't think I have ever met one. He sure has put out a lot of fires. You are right. The world needs good firefighters! Ü	that is so true e.j I wish my niebor was something interesting like that nice talkin to you e.j. p.s glad I could see your blog
Mood analysis - post & comments; corresponding post & comment clauses	[image 1]		//Wow E.J.//[excl] you sure make a cute firefighter!//[dec]	//E.J. you look great in that firefighter suit.//[dec]	
	//This(S) is(F) firefighter Gary and me.//[dec]		//How nice to have a firefighter as a neighbor!//[excl] //That must make you feel extra safe!/[dec]	//You are so lucky to know a real fireman.//[dec] //I don't think I have ever met one.//[dec]	//I wish my niebor was something interesting like that/[dec]
	//He(S) is(F) my neighbor.//[dec]				
	//He(S) helps(F) our community by putting out fires.//[dec]				
	//He(S) has(F) put out 150 big fires and 500 little fires.//[dec]			//He sure has put out a lot of fires.//[dec]	
	//Our world(S) really needs(F) firefighters.//[dec]			//You are right.//[dec] //The world needs good firefighters!/[dec]	
	//If we (S) didn't have (F) firefighters/[dec] the whole world(S) could burn up(F)./[dec]				//that is so true e.j/[dec]

	//I(S) like(F) my neighbor, Gary and his family.//[dec]				
Mood analysis - non-corresponding comment clauses	<i>whole post response/initiating move</i>	//If you weren't going to be a professional champion baseball player//[dec] I bet that you would make a good fireman when you grow up.//[dec]			
	<i>blogging/writing</i>				//p.s glad I could see your blog//[dec]
	<i>initiating move not related to post</i>				
	<i>greeting/valediction</i>	//Dear E.J.//[greet] //Love, Grammy//[val]	//Love you!//[val]	Ü	//nice talkin to you e.j.//[val]

Post #3 – Me before batting

	Post #3 – Me before batting	Grammy Staffy	Erin	Lynell
Complete blog post and comments	<p>[3 images]</p> <p>Hi! This is me before batting. When I am up first in the batting order, I go outside the dugout to practice my swings. I practice about 3 or 4 minutes.</p> <p>When I up batting, when ever I'm up, I'm always ready.</p> <p>Talk to you soon, E.J.</p>	<p>Hi sweetie, I am glad that you published a new post on your own. I know that the whole family will love watching your blog. For some reason the picture you added does not show up on my computer. Maybe your dad can help you figure out why. I added some pictures I had of you getting ready to bat. I hope that I picked the pictures that you wanted.</p> <p>I love you, Grammy</p>	<p>Hey E.J.,</p> <p>You are so smart to warm up before you are up to bat... I bet that helps you a lot!</p> <p>I can't wait to read your next blog! I'm looking forward to it!</p> <p>Love you buddy!!</p>	<p>E.J. I wish I could see one of your games. You look like a really good player. I bet warming up like that really helps you hit harder. I love you</p>
Mood analysis - post & comments; corresp. post & comment clauses	[3 images]			//You look like a really good player.//[dec]
	//Hi!//[min.:greet]			
	//This(S) is(F) me before batting.//[dec]			
	///When I(S) am up(F) first in the batting order.//[dec] I(S) go(F) outside the dugout to practice my swings.//[dec]		///You are so smart to warm up//[dec] before you are up to bat...//[dec] //I bet that helps you a lot!//[dec]	//I bet warming up like that really helps you hit harder.//[dec]
	//I(S) practice about 3 or 4 minutes.//[dec]			
	///When I(S) up(F) batting, //when ever I(S)'m(S) up.// I(S)'m(F) always ready.//[dec]			
//Talk to you soon, E.J.//[dec; alternative]				

	reading is offer]			
Mood analysis - non-corresponding comment clauses	<i>whole post response/initiating move</i>			//E.J. I wish I could see one of your games.//[dec]
	<i>blogging/writing</i>	//I am glad that you published a new post on your own.//[dec] //I know//[dec] that the whole family will love watching your blog.//[dec] //For some reason the picture you added does not show up on my computer.//[dec] //Maybe your dad can help you figure out why.//[dec] //I added some pictures I had of you getting ready to bat.//[dec] //I hope that I picked the pictures that you wanted.//[dec]	//I can't wait to read your next blog!//[dec] // I'm looking forward to it!/[dec]	
	<i>initiating move not related to post</i>			
	<i>greeting/valediction</i>	//Hi sweetie,/[greet] //I love you,/[val] //Grammy/[val]	//Hey E.J.,/[greet] //Love you buddy!!!/[val]	//I love you/[val]

Post #2 - E.J.at bat (#1)

	Post #2 – E.J.at bat (#1)	Grammy Staffy	Erin	Lynell	Grandma B	Daddy	Marla
Complete blog post and comments	When I am up to bat at my games I am nervous but excited. I usually get a hit every time I'm up to bat. The last game I struck out because the pitcher wasn't throwing good. I did get a run on my next time up and scored a run. [image]	Hello E.J., It surely was fun coming to your game today.I was proud of you. I love you lots. See you tomorrow.	YEAH!! E.J. has a blog! I am so excited to read about all the fun stuff you are up to! Grammy told me you play 1st base, that is so awesome! You must be a great player! Tell Grammy to take a video of you on her camera and then post that on your blog... that would be cool! I love you E.J.!! Aunt Erin	#1 E.J. You are so awesome. I love that you have a new blog. I am soooooooooooooo happy to see pictures of you playing baseball and hear about you games. I bet you are the fastest one on the team. I would love to play catch with you when we come this summer. I will for sure bring my mitt. I love you and think you are great! Love, Aunt Lynell Johnny and Jalen are not home right now. But I can't wait to show them your new blog. #2 Oops! I meant to say "your games" not "you games" Sorry about that! Û	Good for you....first on your playing baseball..then on having a blog. Blogging is really fun. You have a great grandma that will help you set up your blog....look forward to hearing more about you. A "senior" blogger. Grandma B	E.J., I sure wish I could have seen you play saturday. I missed you while I was gone. I can't wait to get some practice time with you before your next game. Love, Daddy	E.J.!! I just saw your blog page on Grammy's blog - I'm so glad you started one! I loved the pictures of you playing baseball. It looks like you're having so much fun. Wish we could be there to see your games! Love you!
Mood analysis - post & comments; corresponding post & comment clauses	///When I(S) am up to bat(F) at my games// I(S) am(F) nervous but excited. [dec]						
	//I(S) usually get(F) a hit every time I('m up to bat.// [dec]						
	///The last game I(S) struck out(F) //because the pitcher wasn't throwing good.///[dec]						
	///I(S) did(F) get a run on my next time up// and scored a run./// [dec]						

Mood analysis - non-coresponding comment clauses	[image 1]						//I loved the pictures of you playing baseball.//[dec] //It looks like you're having so much fun.//[dec]
	<i>whole post response/initiating move</i>	//It surely was fun coming to your game today.//[dec] //I was proud of you.//[dec] //I love you lots.//[dec]	//Grammy told me you play 1st base.//[dec] that is so awesome!//[dec] //You must be a great player!//[dec]	//I am soooooooooooooo happy to see pictures of you playing baseball and hear about you games.//[dec] //I bet you are the fastest one on the team.//[dec] //I would love to play catch with you.//[dec] when we come this summer.//[dec] //I will for sure bring my mitt.//[dec] //Oops!/[excl] //I meant to say "your games" not "you games"//[dec] //Sorry about that!/[excl]	//Good for you!/[excl]....first on your playing baseball.//[dec]	///E.J., I sure wish I could have seen you play!/[dec] saturday.//[dec] ///I missed you// while I was gone.//[dec] ///I can't wait to get some practice time with you!/[dec] before your next game.//	//Wish we could be there to see your games!//
	<i>blogging/writing</i>		//YEAH!/[excl] //E.J. has a blog!/[dec] //I am so excited to read about all the fun stuff you are up to!/[dec] //Tell(F) Grammy(F) to take(F) a video of you(S) on her camera/[dec] and then post(F) that(S) on your blog.../[dec] that would be cool!/[dec]	//E.J. You are so awesome.//[dec] //I love that you have a new blog.//[dec]	//then on having a blog.//[dec] //Blogging is really fun.//[dec] //You have a great grandma that will help you set up your blog.../[dec] look forward to hearing more about you.//[dec]		
	<i>initiating move not related to post</i>		//I love you E.J.!!/[dec]	//I love you and think you are great!/[dec] //Johnny and Jalen are not home right now.//[dec] //But I can't wait to show them your new blog.//[dec]			//I just saw your blog page/[dec] on Grammy's blog -/[dec] I'm so glad you started one!/[dec]
	<i>greeting/valediction</i>	//Hello E.J.//[greet] //See you tomorrow.//[val]	//Aunt Erin//[val]	//Love, Aunt Lynell//[val] Ü	//A "senior" blogger.//[dec] //Grandma B//[val]	//Love, Daddy//[val]	//E.J.!!/[greet] //Love you!/[val]

Post #1 - Baseball kid

	Post #1 - Baseball kid	Erin
Complete blog post and comments	I am trying to start a blog but my computer is old and I can't get a picture. My Grammy is trying to help me. When my dad comes home maybe I can use his computer.	If you ever need any help you can call me and I can do my best to help you out over the phone! You will love having a blog, it's so much fun!! Love you buddy!
Mood analysis - post & comments; corresponding post & comment clauses	//I(S) am(F) trying to start a blog// but my computer (S) is(F) old// and I(S) can't get(S) a picture.//[dec]	
	//My Grammy(S) is(F) trying to help me.//[dec]	//If you ever need any help//[dec] you can call me//[dec] and I can do my best to help you out over the phone!//[dec]
	//When my dad comes home// maybe I(S) can(F) use his computer.// [dec]	
Mood analysis - non-corresponding comment clauses	<i>whole post response/initiating move</i>	
	<i>blogging/writing</i>	//You will love having a blog//[dec] it's so much fun!//[dec]
	<i>initiating move not related to post</i>	
	<i>greeting/valediction</i>	//Love you buddy!//[val]

Appendix 3

APPRAISAL analysis of posts and comments of *Baseball Kid*

Source: <http://baseballej.blogspot.com.au/>

Key

- Attitude (resources **bolded** and highlighted in text)

Aff: Affect (:inc = dis/inclination; :hap = un/happiness; :sec = in/security; :sat = dis/satisfaction)

Jud: Judgement (:norm = normality; :cap = capacity; :ten = tenacity; :ver = veracity; :prop = propriety)

App: Appreciation (:imp = impact; :qual = quality; :bal = balance; :comp = complexity; :val = valuation)

- Engagement (resources *italicized* in text)

Exp = Expanding (:ent = entertain)

Con = Contracting (:dis = disclaim; :coun = counter; :den = deny; :pro = proclaim; :end = endorse)

- Graduation (resources underlined in text)

Foc = Focus; For = Force (quan = quantification; int = intensification)

Text	Evaluation	Kind of attitude	Engagement	Graduation
<p><i>Post #8 – My new baseball team post by E.J.</i></p>	<p>This is my new baseball team. The Angels. A lot the players on my team have nick names like Sugar Shane and Big D. One big hitter's name is Drew. He hit 3 home runs and one of them was a grand slam. My number is 10 and Drew's number is 48. [image 2] As I wind up for the pitch I keep my eye on the catcher's glove. When I release the ball it zooms right down the middle. Boom!!! Strike 3!!! [image 3] I like to pitch <u>very much</u>. I have gotten better at pitching. I am one of the best ones on my team. [image 4] I also like hitting. I hit one home run when we were playing the Yankees. I have a very good eye. I am happy that I can play baseball. <i>Do you like to play baseball?</i></p>	<p>Jud: cap + Jud: cap + Aff: hap + Jud: cap + Jud: cap + Aff: hap + Jud: cap + Jud: cap + Aff: hap + Aff: hap +</p>	<p>Exp: ent</p>	<p>For: quan (adj) For: quan (adj) For: int (adv)</p>
<p>Comments</p>				
<p>Grammy Staffy</p>	<p>Dear E.J., Grampy and I love to come to your games. We love to watch you pitch. You are getting better and better.</p>	<p>Aff: hap + Aff: hap + Jud: cap +</p>		<p>For: int (gcw) For: int (gcw)</p>

	<p>It was fun watching you strike out 3 players the last time we saw you pitching. We love to see you hit too <i>but</i> I get <u>really</u> nervous each time you come to bat. I am glad that you are doing so well. Too bad that we were not there to see you hit your home run. WOW.... that must have been exciting. We love you <u>very much</u> dear. Hugs, Grammy</p>	<p>App: imp + Aff: hap + Aff: sec – Aff: sat +; Jud: cap + Aff: hap – App: imp + Aff: hap + Aff: hap +</p>	<p>Con: dis: count</p>	<p>For: int (gcw) For: int (adv) For: int (adv) For: int (gcw); For: int (gcw; adv)</p>
Angie	<p><i>Being English</i> I don't know about baseball as they don't play it here. It sounds exciting and <u>very fast</u>. <i>Do you have to do a <u>lot</u> of training?</i></p>	<p>App: imp +; App: qual +</p>	<p>Exp: ent Exp: ent</p>	<p>For: int (adv) For: quan</p>
Jan	<p>Hi E.J., I am a friend of your Grammy and I know how proud she is of you, and your Grampy is proud of you too. You are a <u>very good</u> story teller. I love that you have passion (are excited) about your baseball team. It shows in your words and that makes it <u>even more fun to read</u>. Good luck to you and all the Angels for a great and winning season. Mostly though, just have <u>barrels of fun</u>. Jan</p>	<p>Aff: sat + Aff: sat + Jud: cap + Aff: hap +; App: imp+ App: imp + App: imp + App: qual +; App: qual +; App: qual + Aff: hap +</p>		<p>For: int (adv) For: int (gcw) For: int (adv) For: int (gcw) For: int (fig)</p>
Mommy	<p>Hi E.J. I loved seeing all of the pictures and reading your comments on you blog.</p>	<p>Aff: hap +</p>		<p>For: int (gcw)</p>

	<p>I know one thing <i>for sure</i>, you are the cutest Angel I have ever seen. I love you. Can't wait for your game on Tuesday. Love, Mommy</p>	<p>App: qual + Aff: hap + Aff: inc + Aff: hap +</p>	<p>Exp: ent</p>	<p>For: int (gcw) For: int (gcw) For: int (gcw)</p>
Erin	<p>Hi EJ!! How exciting to be an Angel! I love this post! It was <u>so fun to read</u>! <i>Guess what?</i> We are coming to visit soon... I hope you have a game that we will get to see! <i>Do you always have a game on Saturday?</i> That would be AWESOME!! You are awesome!</p> <p>Love you buddy!!</p> <p>Aunt Erin ps... you should blog more often- it is <u>so fun to read</u>!</p>	<p>App: imp + Aff: hap + App: imp + Aff: inc + App: imp + Jud: norm + Aff: hap + App: imp +</p>	<p>Exp: ent Exp: ent</p>	<p>For: int (gcw) For: int (adv) For: int (gcw) For: int (gcw) For: int (adv)</p>
Lynell	<p>hey ej that is <u>so cool</u> i wish i could come to one of your games sweet!!!</p>	<p>App: imp +; Aff:inc +</p>		<p>For: int (adv)</p>

Text	Evaluation	Kind of attitude	Engagement	Graduation
Post #7 – Baseball Time again post by E.J.	<p>[image 1] This is my new team the White Sox Spring training just began [image 2] This is my new uniform [image 3] This is my team , The rookie is Alex (the one with the red helmet) [image 4] This is me at bat. I hit a home run at my first game. [image 5] I like baseball. This is me running to first base. I have <u>never</u> struck out or got out on base <u>this</u> season so far. I hope I <u>never</u> will. We have a new pitching machine which helps us practice</p>	<p>Jud: cap +; App: val + Aff: hap + Jud: cap + Aff: inc +</p>	<p>Con: dis: den</p>	<p>For: quan (adv); For: quan (adv) For: quan (adv)</p>
Comments				
Erin	<p>You are <u>awesome</u> EJ!! I love your new uniform. It looks <u>really good!</u> I can't believe you got a home run your first game- you are <u>amazing!</u> I love you buddy! Aunt Erin</p>	<p>Jud: cap +; Aff: hap + App: qual + Jud: cap +; App: val + Jud: cap + Aff: hap +</p>	<p>Exp: ent</p>	<p>For: int (gcw); For: int (adj) For: int (gcw) For: int (gcw)</p>
Grammy	#1 I <u>love</u> you too EJ.	Aff: hap +		For: int (gcw)

Staffy	<p>You are <u>such a good</u> grandson. You <u>make my heart happy</u>. I <u>love</u> coming to your games. I <u>love</u> to see you hitting the ball and running to base. I <u>love</u> to see you catching balls out in the field. I <u>love</u> everything about you.... and I would <i>even if you were not such an awesome</i> baseball player. I <u>love</u> you just because you are you!!! XOXXO Grammy</p> <p>#2 Hi EJ, Come over to my blog and pick up an award that I have for you.</p> <p><u>Love</u>, Grammy</p>	<p>Jud: prop + Aff: hap + Aff: hap + Aff: hap + Aff: hap + Aff: hap + Jud: cap –</p> <p>Aff: hap +; Aff: hap +</p> <p>Aff: hap +</p>	<p>Con: dis: count</p>	<p>For: int (adv) For: int (fig) For: int (gcw) For: int (gcw) For: int (gcw) For: int (gcw) For: int (gcw); For: int (adj) For: int (gcw) For: int (gcw)</p>
Jan	<p>EJ, This <u>truly</u> looks like a team to be proud of. Your uniforms look <u>quite nice</u>. I suspect you might be <u>ther star player</u> what with your home run and knowing how fast you can run... I hope you have a <u>wonderful</u> season and a winning season. I think this team is lucky to have you on their team. Keep up the <u>great</u> work and I look forward to reading more as the season progresses!!!</p>	<p>App: qual + App: qual + Jud: cap +; Jud: cap + Jud: cap + Aff: inc + App: imp +; App: qual + Jud: norm + Jud: cap +</p>		<p>Foc: sharp For: int (adv) For: int (ref) For: int (gcw) For: int (gcw)</p>
Loni-Loo	<p>You are a <u>great</u> baseball player ya but not me i am <u>very impressed</u> i miss you so much and tell clair i said hello</p>	<p>Jud: cap + Jud: cap – Aff: sat + Aff: inc +</p>	<p>Con: dis: count</p>	<p>For: int (gcw) For: int (adv) For: int (adv)</p>

Shauna	What <u>great</u> pictures ☺	App: qual +		For: int (gcw)
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Text	Evaluation	Kind of attitude	Engagement	Graduation
<p>Post #6 – Teddy Bear post by E.J.</p>	<p>I was in a play!!! I had to audition. It was scary <i>but</i> I did it. I tried for the grey fox <i>but</i> I got a bigger part which was the bear. I didn't want to do the bigger part <i>but</i> my mom made me. At practice I did good and I liked it. <i>Everyone said</i> I did a good job. Grammy and Grampy and my family came to see me. <i>They liked</i> it a lot. This is me on stage. <i>Do you think I am a scary bear?</i> I was a nice bear. <i>Every one liked</i> my costume best.</p>	<p>App: imp –; Jud: ten + + App: val + Aff: inc –; App: val + Jud: cap + Aff: hap + Jud: cap + Aff: sat + Jud: prop – Jud: prop + Aff: sat +</p>	<p>Con: dis: count Con: dis: count Con: dis: count Con: pro: end Con: pro: end Exp: ent Con: pro: end</p>	<p>For: quan (adj) For: quan (adj)</p>
<p>Comments</p>				
<p>Grammy Staffy</p>	<p>Dear E.J., Grampy and I loved your play. You did such a good job. We are so glad that you went ahead and did the Bear part. See, your mommy was right, it really feels good when we do something that is hard for us. We are all proud of you.</p>	<p>Aff: hap + Jud: cap + App: sat + Jud: cap +; Aff: sat + App: qual – Aff: sat +</p>		<p>For: int (gcw) For: int (adv) For: int (adj) For: int (adv)</p>
<p>Erin</p>	<p>How fun! I wish I could have seen you in your play!</p>	<p>App: imp + Aff: inc +</p>		

	<p>I <i>know</i> you did a great job! Do you want to do another play? I <i>think</i> you should! Love you buddy!</p>	<p>Jud: cap + Aff: hap +</p>	<p>Exp: ent</p>	<p>For: int (adj) For: int (gcw)</p>
Loni-Loo	<p>you <u>really</u> stand out ej!!!!!!!!!! you have <u>always</u> made me proud i miss you and hope i see you <u>soon</u> also tell clair the same and hope that she gets a blog to!!! i <i>bet</i> you did <u>sooooo</u>!!!!!! good i wish i could have been their with you and see you shine!!♥♥♥♥♥♥♥♥☺☺☺☺☺☺☺☺</p>	<p>App: qual. + Aff: sat +; Aff: inc +; Aff: inc + Aff: inc + Jud: cap + Aff: inc + Jud: cap +</p>	<p>Exp: ent</p>	<p>For: int (adv); punc For: quan (adv) For: quan (adv) For: int (adv) (also punc)</p>
Lynell	<p>E.J. Your costume is <u>totally</u> the best. <i>Where did you get it?</i> Glad to hear that you were a nice bear. I <i>can't imagine</i> you being mean. I am proud of you. Wish I could have been there. I love you</p>	<p>App: qual + Aff: sat +; Jud: prop + Jud: prop +; Aff: sat+ Aff: inc + Aff: hap +</p>	<p>Exp: ent</p>	<p>For: int (adv) For: int (gcw)</p>
Lonica	<p>e.j you need to have a new post i have been <u>waiting andwaiting and waiting</u> for you to have a nice new story hury up! Lonica</p>	<p>App: qual +</p>		<p>For: int (rep)</p>
hoLLy	<p>hi e.j! remember us? we met you at your grammy and grampys house and thought we'd check out your blog. what a cool costume!</p>	<p>App: qual +</p>		

	we bet it was so fun to be in your very first play. you look like one awesome bear! great job! your friends~ aubrey, ella, cali, holly & joey:)	App: imp +; App: val + App: qual +; Jud: cap +		For: int (adj); For: quan (adj) For: int (adj)
Faith Girl	Sounds like you had fun! My mama is friends with Grammy Staffy, so I know her too! Come to my blog!	Att: hap +		
Claire	Dear E.j., you are the best bruther <i>evwe even</i> when you are mene . I stil love you when you are mene . <i>Are you thinking about playing baseball agen?</i> love , Claire.	Jud: cap +; Jud: prop - Aff: hap +; Jud: prop - Aff: hap +	Con: dis: count	For: int (gcw); For: quan (adj) For: quan (adj); For: int (gcw) For: int (gcw)

Text	Evaluation	Kind of attitude	Engagement	Graduation
<p>Post #5 – E.J.at bat (#2) post by E.J.</p>	<p>[video of E.J. playing baseball]</p> <p><i>Are you surprised at how good I hit? !</i></p> <p><i>Can you hit like that?</i></p> <p>I like playing baseball.</p> <p>Do you like playing baseball?</p> <p>I wish that you could come to my games.</p> <p>So far I have played the Mets, Rangers, Marlins, Phillys and the Mariners.</p> <p>My team is the Angels.</p> <p>We are a good team.</p> <p>We are undefeated!!!</p> <p>This doesn't show it <i>but</i> I got to run in and score.</p> <p>Don't forget to put a comment please.</p> <p>I like getting comments from you.</p> <p>I like reading your blogs too.....especially making comments.</p> <p>Grammy taught me how to do this.</p>	<p>Jud: cap +</p> <p>Aff: hap +</p> <p>Aff: hap +</p> <p>Aff: inc +</p> <p>Jud: cap +</p> <p>Jud: cap +</p> <p>Jud: cap +</p> <p>Aff: hap +</p> <p>Aff: hap +</p>	<p>Exp: ent</p> <p>Exp: ent</p> <p>Con: dis: count</p>	<p>For: quan (gcw)</p>
Comments				
<p>Marla</p>	<p>#1 - E.J, <i>I think</i> you're awesome!</p> <p>We <u>sure</u> wish we could be at your games!</p> <p>Thank you for your sweet comment on my blog.</p> <p>Send me your email address so I can add you to Emma's blog list</p> <p>- she'd love to hear your comments.</p> <p>#2 - E.J. - your mom sent me a card today and she told me that you fasted and prayed for me on Sunday.</p> <p>It made me <u>so</u> happy that tears came to my eyes.</p>	<p>Jud: cap +</p> <p>Aff: inc +</p> <p>App: qual +</p> <p>Aff: hap +</p> <p>Aff: hap +</p> <p>Jud: prop +; Jud:</p>	<p>Exp: ent</p>	<p>For: int (adv)</p> <p>For: int (gcw)</p> <p>For: int (adv); For: int (fig)</p>

	Thank you for being <u>so kind</u> and thoughtful . <i>I REALLY think</i> your fasting worked. Heavenly Father <u>sure</u> listens to you because I am feeling <u>so much better</u> . Love you!	prop + Jud: cap + Aff: hap +	Exp: ent	For: int (adv) For: int (adv) For: int (adv); For: int (adv) For: int (gcw)
Erin	Wow! You got to second base on one hit! You are amazing! I wish we could come to your games! We would love to be there! Please have grammy continue to take more pictures so you post them on your blog! Also, are you still running at lunch time? You should do a blog about that. <i>I think</i> it's <u>so cool!</u> AND you should do a blog about Claire too... I miss her and would like to know how she's doing too! Love you!	Jud: cap + Jud: norm + Aff: inc + Aff: hap + App: imp + Aff: inc + Aff: hap +	Exp: ent	For: int (gcw) For: int (gcw) For: int (adv) For: int (gcw)
Patrick	E.J you are <u>freaking awesome!</u> Make sure you bring your ball and glove to the river this year and we can play catch. That will be fun! Keep it up! Uncle Patrick	Jud: cap + App: imp +		For: int (adv); For: int (gcw)
Loni-Loo	you know ej i once was a baseball player <i>but not as good as you are</i> you were aswome out there see you soon	Jud: cap – Jud: cap +	Con: dis: count	For: int (gcw)

Lynell	<p>Nice hit E.J. You Rock! That is <u>pretty</u> cool that you scored. Your team <u>sure is</u> lucky to have you on it. I love you</p>	<p>App: qual + Jud: cap + Jud: cap + Jud: norm + Aff: hap +</p>		<p>For: int (adv) For: int (adv) For: int (gcw)</p>
Grammy Staffy	<p>Wow E.J. look at all of the comments you've gotten <u>already</u>. They love your blog. I'm glad that we got the video to work. I had fun with you this afternoon. I love you. Grammy</p>	<p>App: imp + Aff: sat + Aff: hap + Aff: hap +</p>		<p>For: quan (adv) For: int (gcw) For: int (gcw)</p>
Johnny	<p>dang, E.J. you are <u>amazing</u> oh ya, I forgot to tell you this is your cousin Johnny. <i>can't tell you</i> how proud I am that you can hit that I would have stricked out or hit the 4 foul balls. Hope to hear from you just in case this is my blog gymnasticskid.blogspot.com.</p>	<p>Jud: cap + Aff: hap +; Jud: cap + + Jud: cap -; Jud: cap - Aff: inc +</p>	Exp: ent	For: int (gcw)

Text	Evaluation	Kind of attitude	Engagement	Graduation
Post #4 – Firefighter Gary and Me post by E.J.	This is firefighter Gary and me. He is my neighbor. He helps our community by putting out fires. He has put out <u>150 big fires and 500 little fires</u> . Our world <u>really needs</u> firefighters. <i>If we didn't have firefighters the <u>whole world</u> could burn up.</i> I like my neighbor, Gary and his family.	Jud: prop + Aff: hap +	Con: dis: count	For: quan For: int (adv) For: quan
Comments				
Grammy	Dear E.J., If you weren't going to be a professional champion baseball player <i>I bet</i> that you would make a good fireman when you grow up. Love , Grammy	Jud: cap + Aff: hap +	Exp: ent	For: int (gcw)
Erin	Wow E.J. you sure make a cute firefighter! How nice to have a firefighter as a neighbor! That must make you feel <u>extra safe</u> ! Love you!	App: qual + App: qual + Aff: sec + Aff: hap +		For: int (adv) For: int (gcw)
Lynell	E.J. you look great in that firefighter suit. You are <u>so lucky</u> to know a <u>real</u> fireman. <i>I don't think I <u>have ever</u> met one.</i> He <u>sure</u> has put out <u>a lot of</u> fires. You are right. The world <i>needs</i> good firefighters! Ü	App: qual + Jud: norm + Jud: cap +	Exp: ent Exp: ent	For: int (gcw) For: int (adv); Foc: sharp For: quan (adv) For: int (adv); For: quan (adv)

Loni-Loo	that is <u>so</u> true e.j I wish my niebor was something interesting like that nice talkin to you e.j. p.s glad I could see your blog	Aff: inc +; Aff: norm+ App: imp + Aff: sat +		For: int (adv);
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Text	Evaluation	Kind of attitude	Engagement	Graduation
Post #3 – Me before batting post by E.J.	[3 images] Hi! This is me before batting. When I am up first in the batting order, I go outside the dugout to practice my swings. I practice about 3 or 4 minutes. <i>When I up batting, when ever I'm up, I'm always ready.</i> Talk to you soon, E.J.	Jud: ten +		For: int (rep); For: quan
Comments				
Grammy Staffy	Hi sweetie, I am glad that you published a new post on your own. <i>I know</i> that the whole family will love watching your blog. For some reason the picture you added does not show up on my computer. <i>Maybe</i> your dad can help you figure out why. I added some pictures I had of you getting ready to bat. <i>I hope</i> that I picked the pictures that you wanted. I love you, Grammy	Aff: sat + Aff: hap + Aff: inc + Aff: hap +	Exp: ent Exp: ent Exp: ent	For: int (gcw) For: int (gcw)
Erin	Hey E.J., You are <u>so</u> smart to warm up before you are up to bat... <i>I bet</i> that helps you <u>a lot</u> ! I can't wait to read your next blog! I'm looking forward to it! Love you buddy!!	Jud: cap + Aff: inc + Aff: inc + Aff: hap +	Exp: ent	For: int (adv) For: quan (adv) For: int (gcw)

Lynell	E.J. I wish I could see one of your games. You look like a <u>really</u> good player. <i>I bet</i> warming up like that <u>really</u> helps you hit <u>harder</u> . I <u>love</u> you	Aff: inc + Jud: cap + App: qual + Aff: hap +	Exp: ent	For: int (adv) For: int (adv); For: int (adj) For: int (gcw)
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Text	Evaluation	Kind of attitude	Engagement	Graduation
<p>Post #2 – E.J.at bat (#1) post by E.J.</p>	<p>When I am up to bat at my games I am nervous <i>but</i> excited. I <u>usually</u> get a hit every time I'm up to bat. The last game I struck out because the pitcher wasn't throwing good. I did get a run on my next time up and scored a run. [image]</p>	<p>Aff: sec –; Aff: hap + Jud: cap – Jud: cap +</p>	<p>Con: dis: count</p>	<p>For: quan (adv)</p>
Comments				
<p>Grammy Staffy</p>	<p>Hello E.J., It <u>surely</u> was fun coming to your game today. I was proud of you. I love you <u>lots</u>. See you tomorrow.</p>	<p>App: imp + Aff: sat + Aff: hap +</p>		<p>For: int (adv) For: int (gcw); For: quan (adv)</p>
<p>Erin</p>	<p>YEAH!! E.J. has a blog! I am <u>so</u> excited to read about all the fun stuff you are up to! Grammy told me you play 1st base, that is <u>so</u> awesome! You must be a great player! Tell Grammy to take a video of you on her camera and then post that on your blog... that would be cool! I love you E.J.!! Aunt Erin</p>	<p>Aff: hap +; App: imp + + App: qual + Jud: cap + App: imp + Aff: hap +</p>		<p>For: int (adv) For: int (adv); For: int (gcw) For: int (gcw) For: int (gcw) For: int (gcw)</p>
<p>Lynell</p>	<p>#1 E.J. You are <u>so</u> awesome.</p>	<p>Jud: norm +</p>		<p>For: int (adv); For: int</p>

	<p>I love that you have a new blog. I am <u>sooooooooooooo</u> happy to see pictures of you playing baseball and hear about you games. <i>I bet</i> you are the fastest one on the team. I would love to play catch with you when we come this summer. I will <u>for sure</u> bring my mitt. I love you and <i>think</i> you are <u>great</u>! Love, Aunt Lynell</p> <p>Johnny and Jalen are not home right now. But I can't wait to show them your new blog. ----- #2 Oops! I meant to say "your games" not "you games" Sorry about that! Û</p>	<p>Aff: hap + Aff: hap + Jud: cap + Aff: hap + Aff: hap +; Jud: norm + + Aff: hap + Aff: inc +</p>	<p>Exp: ent Exp: ent Exp: ent</p>	<p>(gcw) For: int (gcw) For: int (adv); rep For: quan (adv) For: int (gcw) For: int (gcw); For: int (gcw); For int (gcw)</p>
<p>Grandma B</p>	<p>Good for you....first on your playing baseball..then on having a blog. Blogging is <u>really fun</u>. You have a great grandma that will help you set up your blog.... look forward to hearing more about you. A "senior" blogger. Grandma B</p>	<p>App: imp + Jud: norm + Aff: inc +</p>		<p>For: int (adv) For: int (adv)</p>
<p>Daddy</p>	<p>E.J., I <u>sure wish</u> I could have seen you play saturday. I missed you while I was gone. I can't wait to get some practice time with you before your next game. Love, Daddy</p>	<p>Aff: inc + Aff: inc + Aff: inc + Aff: hap +</p>		<p>For: int (adv) For int (gcw)</p>
<p>Marla</p>	<p>E.J.!! I just saw your blog page on Grammy's blog -</p>	<p>Aff: sat +</p>		<p>For: int (adv)</p>

	<p>I'm <u>so glad</u> you started one! I <u>loved</u> the pictures of you playing baseball. It looks like you're having <u>so much fun</u>. Wish we could be there to see your games! <u>Love</u> you!</p>	<p>Aff: hap + Aff: hap+ Aff: inc + Aff: hap +</p>		<p>For: int (gcw) For: int (adv) For int (gcw)</p>
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Text	Evaluation	Kind of attitude	Engagement	Graduation
<p>Post #1 - Baseball kid post by E.J.</p>	<p>I am trying to start a blog but my computer is old and I can't get a picture. My Grammy is trying to help me. When my dad comes home maybe I can use his computer.</p>	<p>Jud: prop +</p>		
<p>Comments</p>				
<p>Erin</p>	<p>If you ever need any help you can call me and I can do my best to help you out over the phone! You will love having a blog, it's <u>so much</u> fun!! Love you buddy!</p>	<p>Jud: cap + Aff: hap + App: imp + Aff: hap +</p>		<p>For: int (gcw) For: int (adv) For: int (gcw)</p>

Appendix 4

Dynamic APPRAISAL analysis of Teddy Bear post and comments

Source: <http://baseballej.blogspot.com.au/>

Key

- Attitude (resources **bolded** and highlighted in text)

Aff: Affect (:inc = dis/inclination; :hap = un/happiness; :sec = in/security; :sat = dis/satisfaction)

Jud: Judgement (:norm = normality; :cap = capacity; :ten = tenacity; :ver = veracity; :prop = propriety)

App: Appreciation (:imp = impact; :qual = quality; :bal = balance; :comp = complexity; :val = valuation)

- Engagement (resources *italicized* in text)

Exp = Expanding (:ent = entertain)

Con = Contracting (:dis = disclaim; :coun = counter; :den = deny; :pro = proclaim; :end = endorse)

- Graduation (resources underlined in text)

Foc = Focus; For = Force (quan = quantification; int = intensification)

	Post #6 – <i>Teddy Bear</i>	Grammy Staffy	Erin	Loni-Loo	Lynell	lonica	HoLLy	Faith Girl	Claire
Complete post and comments	<p>[image 1] I was in a play!!! I had to audition. It was scary but I did it. I tried for the grey fox but I got a bigger part which was the bear. I didn't want to do the bigger part but my mom made me. At practice I did good and I liked it. Everyone said I did a good job. Grammy and Grampy and my family came to see me. They liked it a lot.</p> <p>[image 1] This is me on stage.</p> <p>[image2] Do you think I am a scary bear? I was a nice bear. Every one liked my costume best.</p>	<p>Dear E.J., Grampy and I loved your play. You did such a good job. We are so glad that you went ahead and did the Bear part. See, your mommy was right, it really feels good when we do something that is hard for us. We are all proud of you.</p>	<p>How fun! I wish I could have seen you in your play! I know you did a great job! Do you want to do another play? I think you should! Love you buddy!</p>	<p>You really stand out ej!!!!!!! you have always made me proud i miss you and hope i see you soon also tell clair the same and hope that she gets a blog to!!! I bet you did soooooo!!!!!! Good i wish i could have been their with you and see you shine!!♥♥♥♥♥♥♥♥ ☺ ☺ ☺ ☺ ☺ ☺ ☺</p>	<p>E.J. Your costume is totally the best. Where did you get it? Glad to hear that you were a nice bear. I can't imagine you being mean. I am proud of you. Wish I could have been there.</p> <p>I love you</p>	<p>e.j you need to have a new post i have been waiting and waiting and waiting for you to have a nice new story hurry up! Lonica</p>	<p>hi e.j.! remember us? We met you at your grammy and grampys house and thought we'd check out your blog. What a cool costume! We bet it was so fun to be in your very first play. You look like one awesome bear! Great job! Your friends~ 308ubrey, ella, cali, holly & joey☺</p>	<p>Sounds like you had fun!</p> <p>My mama is friends with Grammy Staffy, so I know her too!</p> <p>Come to my blog!</p>	<p>Dear E.j., you are the best brother evwe even when you are mene. I stil love you when you are mene. Are you thinking about playing baseball agen? Love, Claire.</p>
	[image 1]								
	I was in a play!!! (For: int)								
	I had to audition.								
	It was scary (App: imp -) <i>but</i> (Con: dis: count) I did it. (Jud: ten +)								
	I tried for the grey fox <i>but</i> (Con: dis: count) I got a bigger (For: quan) part (App: val +)								

<p>which was the bear. I didn't want to (Aff: inc -) do the bigger (For: quan) part (App: val +) <i>but</i> (Con: dis: count) my mom made me (Jud: ten +).</p>	<p>We are <u>so</u> (For: int) glad (Aff: sat +) that you went ahead and did the Bear part. See, your mommy was right (Jud: cap +), it <u>really</u> (For: int) feels good (Aff: sat +) when we do something that is hard for us (Jud: ten +).</p>							
<p>At practice I did good (Jud: cap +) and I liked (Aff: hap +) it.</p>								
<p><i>Everyone said</i> (Con: pro: end) I did a good (Jud: cap +) job.</p>	<p>You did <u>such</u> (For: int) a good (Jud: cap +) job.</p>	<p>I <i>know</i> (Exp: ent) you did a great (Jud: cap +; For: int) job!</p>	<p>i <i>bet</i> (Exp: ent) you did soooooo!!!!!! (For: int) good (Jud: cap +)</p>					
<p>Grammy and Grampy and my family came to see me.</p>		<p>I wish (Aff: inc +) I could have seen you in your play!</p>	<p>i wish (Aff: inc +) i could have been their with you and see you shine (Jud: cap +) !!♥♥♥♥♥♥♥♥ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺</p>	<p>Wish (Aff: inc +) I could have been there.</p>			<p>My mama is friends with Grammy Staffy, so I know her too!</p>	
<p><i>They</i> (Con: pro: end) liked (Aff: sat +) it a lot.</p>	<p>Grampy and I loved (Aff: hap +; For: int) your play.</p>							
<p>[image 2] This is me on stage</p>								
<p>[image 3]</p>			<p>you <u>really</u> (For: int) stand out (App: qual +) ej!!!!!!! (For: int)</p>	<p>E.J. Your costume is <u>totally</u> (For: int) the best. (App: qual +)</p>		<p>you look like one awesome (App: qual +; For: int) bear!</p>		

					Where did you get it?		what a cool (App: qual +)costume! (dc clause 13)		
	<i>Do you think I am a scary</i> (Jud: prop -) <i>bear?</i> (Exp: ent) I was a nice (Jud: prop +) bear.				Glad (Aff: sat +) to hear that you were a nice (Jud: prop +) bear. I can't imagine (Exp: ent) you being mean (Jud: prop +).				
	<i>Every one liked</i> (Aff: sat +) my costume best. (Con: pro: end)				E.J. Your costume is totally (For: int) the best. (App: qual +) Where did you get it?		what a cool (App: qual +)costume! (dc image 3)		
<i>whole post response</i>	We are all proud (Aff: sat +) of you.	How fun! (App: imp +) Do you want to do another play? <i>I think</i> you should! (Exp: ent)	you have <u>always</u> (For: quan) made me proud (Aff: sat +)	I am proud (Aff: sat +) of you.		we bet it was <u>so</u> (For: int) fun (App: imp +) to be in your very first (App: val +; For: quan) play. great (Jud: cap + For: int) job!	Sounds like you had fun! (Att: hap +)		
<i>blogging/writing</i>					e.j you need to have a new post i have been <u>waiting</u> and <u>waiting</u> and <u>waiting</u> (For: int) for you to have a nice (App: qual +) new story hurry up!	and thought we'd check out your blog.			
<i>move not related to post</i>			i miss you (Aff: inc +) and hope (Aff: inc +) i see you <u>soon</u> (For: quan) also tell clair the			remember us? we met you at your grammy and grampys house	Come to my blog!	you are <u>the best</u> (Jud: cap +; For: int) bruther <u>evwe</u> (For: quan) <i>even</i> (Con: dis: count) when you are mene (Jud:	

				same and hope (Aff: inc +) that she gets a blog to!!!					prop -). I <u>stil</u> (For: quan) <u>love</u> (Aff: hap +; For: int) you when you are mene .(Jud: prop -)
	<i>greeting/valediction</i>	Dear E.J	Love (Aff: hap +; For: int) you buddy!		I love (Aff: hap +; For: int) you	Lonica	hi e.j! your friends~ aubrey, ella, cali, holly & joey:)		Dear E.j., love (Aff: hap +; For: int), Claire.

