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LITERATURA CORRESPONDENTE

**A SYSTEMIC FUNCTIONAL APPROACH TO EXPERIENTIAL**

**MEANING CONSTRUAL IN AGONY AUNT COLUMNS: A CASE STUDY ON**

**TWO COLUMNS OF *GLAMOUR* MAGAZINE**

por

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Dissertação submetida à Universidade Federal de Santa Catarina em cumprimento

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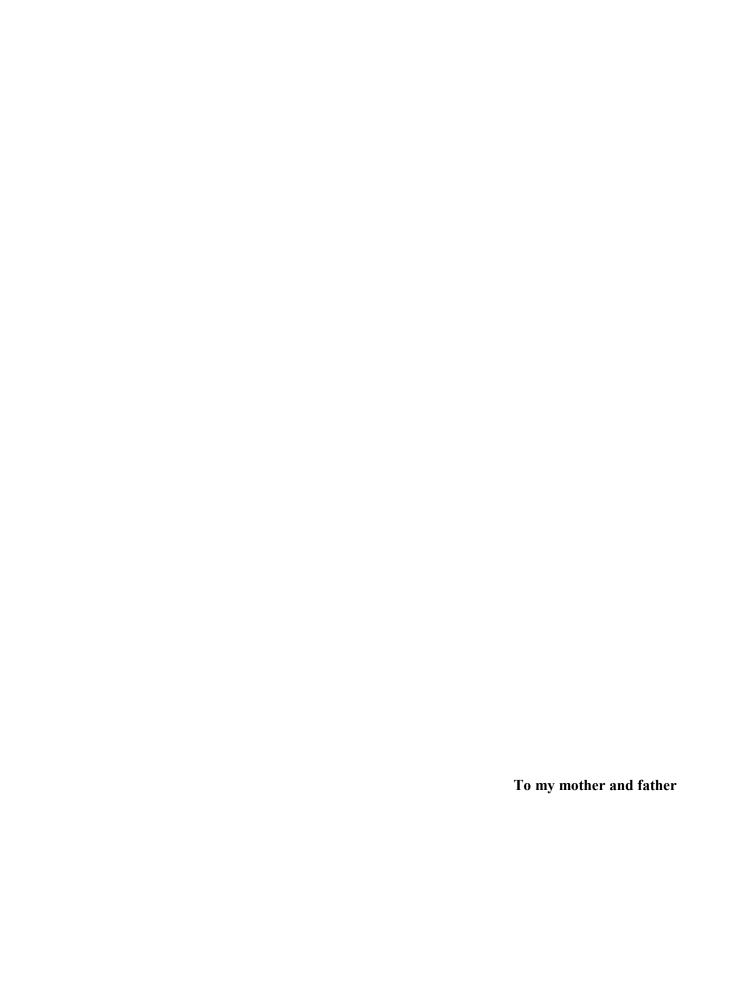
**MESTRE EM LETRAS**

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**To my mother and father**

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# ABSTRACT

## A SYSTEMIC FUNCTIONAL APPROACH TO EXPERIENTIAL MEANING CONSTRUAL IN AGONY AUNT COLUMNS: A CASE STUDY ON TWO COLUMNS OF *GLAMOUR* MAGAZINE

### LAYLLA DONATA CARDOSO

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2007

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In contemporary days, there seems to be a growing need to socialize personal problems, and notably, women's magazines appear to be a good vehicle for sharing experiences. In this thesis, I investigate a specific genre in women's magazines, the Agony Aunt Columns, also known as advice columns. The main function of Agony Aunt Columns is to answer readers' letters by providing pieces of advice on personal issues, normally related to love, sex, and relationships in general. The present study proposes a linguistic investigation of two Agony Aunt Columns, published on *Glamour* magazine. The main objective of this work is to show how experiential meanings are construed in both, advice-seeking and advice-giving letters. For that purpose, at a macro level, a genre analysis reveals the schematic structure of the letters under consideration. And, at a micro level, this study examines the representation of experiential meanings realized by the transitivity choices. The analytical framework applied to this research is based on Systemic Functional theory, mainly on the works of Halliday (1985, 1994) and Halliday & Matthiessen (2004). The results of this study indicate that: 1) *Glamour* Agony Aunt Columns may be considered an example of hybrid genre, in which advice-seeking letters present narrative features, while advice-giving letters resemble the structure of hortatory text-types; 2) the transitivity analysis of the two Agony Aunt Columns reveals that: (i) even in a workplace dimension, women's experiences are related to emotions and private affairs; (ii) material, relational and mental processes appear in a major number, indicating that women's experiences are construed mostly by representations of actions, relationships of being and sharing of feelings/thoughts; (iii) the processes associate women's experiences with identification in the two contexts (private and professional), idealization (the solutions for their problems), and with abstract and non-abstract actions; (iv) advice-seekers tend to represent themselves in passive roles, as "victims" socially oppressed, whereas the advice-giver is strongly represented as a reliable self-confident problem solver. The findings of this research hope to contribute to raise language awareness, stimulate readers to reflect on textual practices, as well as empowering them with theoretically-oriented analytical tools for discussing and unveiling often hidden textual meanings.

**Key words:** Systemic Functional Linguistics; experiential meaning construal; Agony Aunt Columns

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**RESUMO**

**UMA ABORDAGEM SISTÊMICO-FUNCIONAL À CONSTRUÇÃO DE SIGNIFICADOS EXPERIENCIAIS EM COLUNAS DE ACONSELHAMENTO: UM ESTUDO DE CASO SOBRE DUAS COLUNAS DA REVISTA *GLAMOUR***

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2007

Orientadora: Dra. Gloria Gil

Nos dias atuais, há uma crescente necessidade de socializar problemas pessoais e, notavelmente, as revistas femininas são um bom veículo para o compartilhamento de experiências. Nesta dissertação, investigo um gênero textual específico em revistas femininas, as colunas de aconselhamento. A função principal dessas colunas é responder e aconselhar leitoras sobre questões pessoais, normalmente relacionadas a problemas conjugais envolvendo sexo e amor, assim como relacionamento entre amigos. Este estudo propõe uma investigação lingüística de duas colunas de aconselhamento publicadas na revista *Glamour*. O objetivo principal é mostrar como as experiências são representadas nas cartas das leitoras e também nas cartas de aconselhamento. Para esse fim, em uma macro aborgadem, a análise deste gênero textual revela a estrutura esquemática das cartas sob consideração. E, em uma micro abordagem, este estudo examina a representação de experiências realizadas pelas escolhas de transitividade. O arcabouço analítico aplicado a esta pesquisa baseia-se na teoria sistêmico-funcional, principalmente nos estudos de Halliday (1985, 1994) e Halliday & Matthiessen (2004). Os resultados do presente trabalho indicam que: 1) as colunas de aconselhamento publicadas na revista *Glamour* podem ser consideradas um gênero textual híbrido, no qual as cartas das leitoras apresentam características narrativas, enquanto as cartas de aconselhamento apresentam estrutura exortativa; 2) a análise da transitividade revela que: (i) até mesmo em uma dimensão profissional, as experiências femininas estão relacionadas a emoções e relacionamentos pessoais; (ii) os processos materiais, relacionais e mentais aparecem em maior número, indicando que as experiências são construídas geralmente por representações de ações, relações de atribuição/identidade e compartilhamento de sentimentos/pensamentos; (iii) esses processos associam as experiências femininas aos contextos privado e profissional, à idealização de soluções para os problemas expostos, e à ações abstratas; (iv) as leitoras se representam em papéis passivos, como "vítimas" socialmente oprimidas, visto que a conselheira é representada de maneira autoconfiante, como uma solucionadora de problemas. Os resultados desta pesquisa esperam contribuir para a conscientização dos leitores, estimulando-os a refletir sobre as práticas textuais vigentes, bem como fornecer ferramentas teórico-analíticas para que possam discutir e desvendar significados freqüentemente obscuros nos textos.

**Palavras chave:** Lingüística Sistêmico-Funcional; construção de significados experienciais; colunas de aconselhamento.

Número de páginas: 69
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# CHAPTER 1

## Introduction

> There is a global revolution going on in how we think of ourselves and how we form ties and connections with others. (…) The transformations affecting the personal and emotional spheres go far beyond the borders of any particular country.
>
> Anthony Giddens, 1999, p.51

It seems that nowadays there is an increasing interest in presenting personal problems in a public sphere. That means, there is a growing need to socialize private issues by sharing experiences with an 'expert', in doing so; most people expect to find solutions for ordinary problems from personal life. Notably, women's magazines appear to be a good vehicle for sharing experiences. In this respect, most women's magazines currently have sections dedicated to answer readers concerning varied types of questions, ranging from health issues to specific sex problems.

This public manifestation of individual interest may indicate a change in actual social behaviour. In other words, it would seem quite inappropriate for people from three decades ago or so, to expose sex issues publicly even in an anonymous letter. Mainly when the subject matter was sex, people would have various constraints to raise those issues. However, one may argue that things have changed; nowadays it seems that people feel more comfortable in talking about sex in a public domain.

Letters published on Agony Aunt Columns are a common example of public manifestations of individual instances. For Melrose (2005, p. 77), "letters to agony aunts are a form of confession, a narrative of personal problems which the writer hopes will produce 'truth' regarding her or his problem". Embedded in this context, the present thesis proposes a linguistic investigation of two Agony Aunt Columns, focusing on experiential meaning construal in both, advice-seeking and advice-giving letters.

Among diverse approaches to discourse analysis, one can be particularly helpful for analyzing Agony Aunt Columns: Halliday's Systemic Functional Linguistics. Systemic Functional Linguistics is important to language studies as it permits a precise and detailed analysis of texts in real contexts of language use (Halliday 1985; 1994; Eggins, 1994; Halliday & Matthiessen, 2004). It starts at a social context, and investigates how language both acts upon and is coerced by this social context (Martin, Matthiessen and Painter, 1997). Hence, since Systemic Functional theory sees language as having a social function, it is traditionally applied to discourse analysis research (Bernardon, 2005).

The present thesis indicates some similarities with critical discourse studies in the area of language and gender, in which editorials are analyzed in women's magazines in relation to textual structure and contents. As an illustration, the results found by Heberle (1997) showed that editorials in women's magazines are mainly related to women having to learn how to cope with different problems in their lives. In addition, Heberle argues that this type of discourse is considered hortatory and persuasive. The same output is confirmed in my study regarding the genre of Agony Aunt Columns, although the context of situation is not the same of Heberle's study.

Though the current study does approach Critical Discourse issues, studies carried out in the field of Critical Discourse Analysis and its interface with Systemic Functional theory have been accounted as a source of inspiration. In addition to Heberle's (1997, 1999) work, studies dealing with self-help discourse (Meurer, 1998; Gauntlett, 2002) have significantly contributed to unveil how experiences are represented in such a discourse practice. Therefore, critical studies on self-help discourse are also considered a valuable contribution to the present thesis, since Agony Aunt Columns also have features of self-help discourse.

However, despite most of the studies carried out in Systemic Functional Linguistics and also in Critical Discourse Analysis, there has not been sufficient investigation concerning the representation of experiences in advice discourse. In other words, focusing specifically on Agony Aunt Columns as object of study, there is still lack of research to attest in which ways advice-seekers and advice-givers construe representations of the world. Therefore, this study aims to investigate experiential meaning construal in Agony Aunt Columns, first taking into consideration the generic aspects of this text-type, and later considering intrinsic aspects of language use realized by the lexicogrammar.

The transitivity system developed by Halliday (1985; 1994) appears to be a resourceful tool for the identification of the ideational function or world experience in texts (Eggins, 1994; Heberle, 1997; Martin, Matthiessen and Painter, 1997; Bernardon, 2005).

A brief search on the Internet showed that the term letters to Agony Aunts is used in England as the term to refer to the letters that anonymous readers write to advice columns, while in the United States, the specific term used in this context is advice-seeking letters. In this thesis, I have chosen to use the term letters to Agony Aunts, following Melrose (2005), interchangeably with advice-seeking letters. However, when commenting on the whole column – advice-seeking and advice-giving letters – I have adopted the term Agony Aunt Column.

## 1.1 Purpose of the thesis

As previously suggested, the main objective of this work is to investigate advice-seekers and advice-giver's representation of experiences, focusing on how structural

and functional resources are used by text producers to achieve the purpose of their discourse. In doing so, the present study hopes to contribute to raise language awareness, stimulate readers to reflect on linguistic and textual practices, as well as empowering them with theoretically-oriented analytical tools for discussing and unveiling often hidden textual meanings.

## 1.2 Justification for the thesis

Some factors motivated my choice of working with the Agony Aunt Columns published on *Glamour*. Firstly, the suggestive name of the magazine: the word "glamour" may suggest various meanings undoubtedly linked with beauty, attractiveness and why not women! Secondly, since *Glamour* is a magazine aimed at female readership, and being part of this readership myself, I believe it is an opportunity to add value to studies carried out with women's magazines. In this respect, Heberle (2004) has claimed that

> the relevance of studying women's magazines can be justified not only because they represent one of the most profitable media industries, that reaches quite a large audience in many countries, but also because of the propagation of their information and important presuppositions about the identity of women in contemporary society (Heberle, 2004, p. 87, my translation).

Another point that raised my interest is the innovative experience of dealing with Agony Aunt Columns as a genre, since very little has been done in this direction. Bhatia (1993, p. 37) has argued that "non-literary genre analysis has so far been more actively concerned with some of the well-established and more standardized genres, particularly those used in research settings". Although since Bhatia raised this issue a lot of research has been carried out in this direction as previously noted, especially those investigating self-help discourse, multimodal discourse of advertisements, editorials,

comic strips, to mention a few, there is still new non-literary genres emerging, and new necessities being created. Hence, working with Agony Aunt Columns is also an attempt to supply and enrich the area of Discourse Analysis of non-literary genres.

And finally, the subject matter of the letters to Agony Aunts namely love, sex, and relationships in general called my attention as being ordinary issues lived by most people.

## 1.3 Organization of the thesis and unfolding of the chapters

As a whole, this thesis is organized in a general-to-specific pattern. In **Chapter 1**, I have briefly introduced my study, presenting its theme, purpose and justification. In **Chapter 2**, I present the theoretical framework, drawing mainly on the works of Halliday (1976; 1985; 1994); Eggins (1994); Martin, Matthiessen and Painter, (1997); and Halliday and Matthiessen (2004). Additionally, in Chapter 2 I also review some studies which are considered relevant for the present investigation, such as Meurer (1998); Heberle (1997); and Bernardon (2005). In **Chapter 3**, I reveal my data, introduce the research questions designed to guide this investigation, and describe the procedures for macro and micro analyses. In **Chapter 4**, I proceed to the macro analysis of the data, presenting the schematic structure of the two Agony Aunt Columns selected for this study. In **Chapter 5**, I undertake the micro analysis of the two Agony Aunt Columns, in which I carefully look at the transitivity choices employed by advice-seekers and advice-giver when construing experiential meanings. In **chapter 6**, I draw some final remarks regarding this study and also present its pedagogical implications, some limitations and suggestions for further research.

**CHAPTER 2**

**Theoretical Rationale**

> Critical analysis must be capable of identifying
> and interpreting the systemic, functional, and
> social characteristics of texts and text practices.
> It must be carried out with a theory that is
> requisitely diverse, systematic, and applicable. It
> must also enable researchers to produce explicit
> critique, participate in the textual practices they
> analyze, and provide a vocabulary with which to
> communicate their analyses.
>
> Glenn Stillar, 1998, p. 7

The theoretical background which guides this investigation is delineated in this chapter. First, I explain the reasons why I have chosen Discourse Analysis as an entry point to investigate language issues in Agony Aunt Columns. Second, I present Systemic Functional Linguistics and its basic principles as a tool to analyse discourse. The theoretical framework applied to this research is based on studies by Halliday (1976, 1985, 1994); Halliday & Matthiessen (2004), and other researchers who inspire their work on hallidayan theory, as Eggins (1994); Martin, Matthiessen and Painter (1997); and Butt *et al* (2001). Third, I review some researches on genre-based studies, drawing mainly on Meurer (1998) and Georgakopoulou (2006). I also review studies carried out with women's magazines, based on Heberle (1994, 1997, 1999 and 2004) and Bernardon (2005).

**2.1 Discourse Analysis**

Discourse Analysis has been extensively explored by researchers from various areas due to its everyday discourse nature, as well as its vast applicability in different fields of study, such as anthropology, history, psychiatry, among others. This thesis

approaches Discourse Analysis from a linguistic perspective aiming to describe the linguistic structures and functions of texts, and explore their relations with the social contexts of their use.

Halliday (1994, p. xxii) in the second edition of his *Introduction to Functional Grammar* points out that

> Discourse Analysis has to be founded on a study of the system of the language. At the same time, the main reason for studying the system is to throw light on discourse – on what people say and write and listen to and read. Both system and text have to be in focus of attention. Otherwise there is no way of comparing one text with another, or with what it might itself have been but was not. And perhaps, most important of all, only by starting from the system can we see the text in its aspect as a process.

Hence, in order to analyse texts in context, considering both system and text as focus of attention, the present study makes use of Systemic Functional theory as a tool to investigate the discourse of Agony Aunt Columns. The section below explores Systemic Functional Linguistics and its basic principles.

### 2.1.1 Systemic Functional Linguistics as a tool to analyse discourse

Systemic Functional Linguistics (hereafter, SFL) is a meaning based theory in which language is a resource for meaning-making. That is, SFL views "language not as a naming device but as a system in which reality is construed through the choices selected on the oppositions encoded in it" (McAndrew and McAndrew, 2002, p. 117). In sum, under this principle, SFL sees language as a resource for making meaning rather than as a system of rules (Halliday, 1994; Halliday and Martin, 1993).

Another principle, which has a great impact on language study, is that SFL concerns texts, rather than sentences, as the basic unit through which meaning is negotiated (Halliday and Martin, 1993; Halliday, 1994). Therefore, SFL theory proposes

that the object of language study should involve a whole text (meaningful passage of language), not decontextualised sentence or utterance (Christie and Unsworth, 2000; Eggins, 1994). Under this concept, SFL treats grammar as the realization of discourse, from which emerges the conception of functional grammar, naturally related to its text semantics. This, as Halliday and Martin (1993) suggest, has allowed for an analysis of the semantic organization of texts and the systems of meaning they instantiate.

In addition to the basic points above, there are some essential notions of SFL, including: text and context, metafunctions, and lexicogrammar, which are outlined below.

## 2.1.1.2 Text and Context

There have been various definitions for the term *text* in SFL. The present study adopts a standardized definition in which the term *text* refers to "any instance of language, in any medium, that makes sense to someone who knows the language" (Halliday and Hasan, 1976, cited in Halliday and Matthiessen, 2004, p. 3). Hence, one may say that any unit capable of construing meaning is considered a *text* in Systemic Functional terms, that is, meaning must be attached to any instance of language in order to be called a *text*.

Corresponding to the word *text*, there is the term *context,* originally meant being woven together, where the prefix *con* carried the sense of being together and over the passage of the centuries, it has come to refer to those elements that accompany a text (Christie and Misson, 1998, p. 8).

Furthermore, for systemic linguists a text always occurs in two contexts: the context of culture, and the context of situation. The former can be described as "the sum

of all meanings it is possible to mean in a particular culture" (Butt et al., 2001, p. 3). On the other hand, the latter refers to the immediate situational context in which a text occurs.

Influenced by Malinovsky and Firth, Halliday (1976; 1985) approached the concept of context of situation, meaning the "environment of a text". Broadly speaking, there are three aspects in any situation that have linguistic consequences: *field, tenor*, and *mode* (Halliday, 1976, 1985; Halliday and Martin, 1993; Hasan, 1996; Martin, 1997). *Field* refers to the ongoing activity or subject matter (Halliday, 1976, p. 131), or what is happening, the nature of the social action that is taking place (Halliday, 1985, p. 12); *tenor* refers to who is taking part (Halliday, 1985, p. 12), or the role relationship between interactants (Halliday, 1976, p. 131); and *mode* refers to what part the language is playing (Halliday, 1976, p. 131), including the channel (written/spoken), and the medium used.

These three variables of context of situation are also called the register variables. Meurer (1998, p. 119) argues that the three situational components "are the variables of the context of situation or register, governing language variation according to the immediate situation". In this sense, most of systemic linguists when exploring the context of situation or the register of a text are dealing with the immediate situational variables of *field, tenor* and *mode* that constrain the text under analysis.

As previously pointed, while context of situation refers to the immediate environment of a text, context of culture refers to a broader background against which a text should be interpreted. Halliday (1985, p. 46) notes:

> Any actual context of situation (…) that has brought a text into being is not just a random jumble of features but a totality package, so to speak, of things that typically go together in the culture. (…) factors (which) constitute the context of culture, (…) determine collectively the way the text is interpreted in its context of situation.

In addition, the context of culture gives a purpose and meaning to a text (Eggins, 1994, p. 30), which allows not only to describe the register of the text, but also to suggest what the overall purpose or function of a text is, that is, the genre the text belongs to (Eggins, 1994, p. 26). In this respect, genre has been defined by Martin (1997) as "a system comprising configurations of field, mode and tenor selections which unfold in recurring stages of discourse". That is, included in genre is the schematic structure or stages of a text. Thus, in the present thesis the working definition adopted is that of genre as:

> A staged, goal oriented, purposeful activity in which speakers engage as members of our culture (Martin, 1984, p. 25, cited in Eggins, 1994, p. 26).

The relationship between language (text), register (context of situation) and genre (context of culture) can be seen in **Figure 2.1** below.
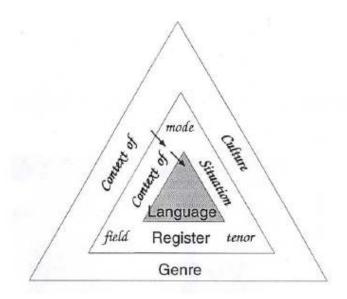


**Figure 2.1** Genre and register in relation to language (cited in Eggins, 1994, p. 34).

From **Figure 2.1**, it is noted that genre is one of two levels of context recognized in SFL, in which the context of culture is more abstract, more general than the context of situation. The figure also shows that genres are realized through language; and that this process of realizing genres in language is mediated through the realization of register (Eggins, 1994; Martin, 1997).

The interdependence between text and context has been well summed up by Christie and Misson (1998, p. 8), who say that:

> Any text is said to be comprehensible in terms of the context which gives rise to it. (…) Context is known only because of the text which gives it life. Conversely, text is only known because of the context which makes it relevant.

Halliday (1985, p. 47) sees the relationship between text and context as dialectical: the text creates the context as much as the context creates the text. Thus, meaning arises from the relationship between the two.

**2.1.1.3 Metafunctions of language**

Key to the use of SFL for text analysis is the notion of *metafunction*, referring to three separate strands of meaning that in parallel contribute to the overall meaning of a text (Halliday, 1994). Briefly, the metafunctions of language focus on the meaning potentials of linguistic signs as organized by three simultaneous semiotic functions: the ideational (texts construct content); the interpersonal (texts construct social relations); and the textual (texts exhibit internal organization and construct contextual relevance) (Stillar, 1998, p. 11).

Halliday (1976; 1985; 1994) has argued that the three metafunctions are correlated to specific contextual features. That is, each metafunction interacts with variables of

context, and has its own distinctive grammar. In this context, Eggins (1994) notes that

the three types of meaning (metafunctions) can be related both upwards (to context) and

downwards (to lexicogrammar):

> -The **field** of a text can be associated with the realization of experiential meanings, realized through the **Transitivity** patterns of the grammar.
> - The **mode** of a text can be associated with the realization of textual meanings, realized through the **Theme** patterns of grammar.
> - The **tenor** of a text can be associated with the realization of interpersonal meanings, realized through the **Mood** patterns of the grammar (Eggins, 1994, p. 78; see also Martin, 1997, p .4 for a similar observation).

Thus, the systemic functional framework recognizes that linguistic structures

simultaneously function to represent experiences of the world, construct social

relationships among the participants involved in discourse, and create text that is

internally cohesive and coheres with its context (Stillar, 1998, p. 14). In short, the

components of context of situation are related to semantics, which are realized through

the corresponding lexicogrammatical structures.

The present study is primarily focused on the ideational metafunction, since it is

the one which provides the resources for construing experience of the world in terms of

participants, events, and relations between them. However, it must be observed that for

Halliday the ideational metafunction is further divided into the experiential function,

allowing objects and events to be represented in language, and the logical function,

allowing conjunctive, logical, and causal meanings to be expressed (Whitelaw and

Argamon, 2004). Nevertheless, it is important to stress that the logical component of the

ideational metafunction is beyond the scope of the present thesis. Therefore, the

ideational metafunction is dealt here in reference to the experiential component, though

the current study does not neglect the fact that the three metafunctions are deployed

simultaneously in contribution to the overall meaning of a text.

**2.1.1.4 Lexicogrammar**

Interestingly, Halliday does not consider grammar and vocabulary as different language strata; they are rather accounted as two ends of a single continuum called lexicogrammar. Hence, it is in the lexicogrammar that "meaning is further transformed into wording" (Halliday and Matthiessen, 2004, p. 25).

In SFL theory application, the clause is the entry point of analysis, which means that through clause investigation it is possible to make inferences regarding language use. In this context, the lexicogrammatical system provides the analytical framework for clause investigation.

Lexicogrammar is composed mainly of three structures which account for clause as representation, exchange and message. **Table 2.1** below shows the relationship among context, semantics and lexicogrammar.

| CONTEXT OF SITUATION | SEMANTICS | LEXICOGRAMMAR |
|---|---|---|
| FEATURE OF THE CONTEXT (semiotic structures of situation) | LANGUAGE FUNCTION (functional component of semantics) | CLAUSE (lexicogrammatical choices) |
| *FIELD OF DISCOURSE* The ongoing social activity | *IDEATIONAL MEANINGS* Ideational content | *TRANSITIVITY STRUCTURES* Clause as representation |
| *TENOR OF DISCOURSE* The role relationships involved | *INTERPERSONAL MEANINGS* Personal interaction | *MOOD STRUCTURES* Clause as exchange |
| *MODE OF DISCOURSE* Symbolic or rhetorical channel | *TEXTUAL MEANINGS* Textual structure | *THEME STRUCTURES* Clause as message |

**Table 2.1:** Context of situation, semantics and lexicogrammar (from Halliday & Hasan, 1989; apud Heberle, 1997, p. 12)

As previously pointed, the current study is primarily concerned with experiential meaning construal, which is realized by transitivity structures. Therefore, the section

below delineates the lexicogrammatical system of transitivity since it is the theoretical genesis applied to the forthcoming analysis of Agony Aunt Columns.

### 2.1.1.4.1 Transitivity

Halliday and Matthiessen (2004, p. 170) have claimed that "the transitivity system construes the world of experience into a manageable set of **PROCESS TYPES**" (original emphasis). In addition, a Process consists potentially of three components: the Process itself; Participants involved in the process; and Circumstances associated with the process (see **Figure 2.2** below). In grammatical terms, the process is always realized by a verbal group, the participant is typically realized by a nominal group, and the circumstance is normally realized by an adverbial group or a prepositional phrase (Eggins, 1994). According to Martin, Matthiessen and Painter (1997), the concepts of Process, Participants and Circumstance are in reality semantic categories which show the ways that phenomena of the real world are represented as linguistic structures.
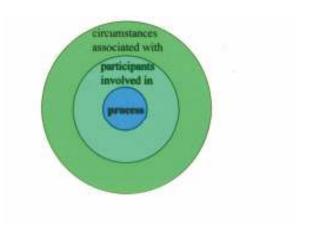


**Figure 2.2:** Process Framework (adapted from Martin, Matthiessen and Painter, 1997, p.157)

Halliday proposes six process types: material, relational, mental, verbal, behavioural and existential. A material process is a process of doing or happening, in which the main participants are Actor and Goal. While Actor refers to the doer of the deed, Goal refers to that which is affected by something being done to it. In addition, there are still other participants that may occasionally be part of a material process, namely the Beneficiary and the Range. The Beneficiary is the one *to* whom (the Recipient) or *for* whom (the Client) the process occurs (Halliday and Matthiessen, 2004). Examples of material processes in Agony Aunt Columns are:

| |||I | cheated on | my boyfriend of three years||| |
|---|---|---|
| Actor | Pr: material | Goal |

| |||How | do | I | deal with | this? ||| |
|---|---|---|---|---|
| | | Actor | Pr: material | Goal |

According to Halliday and Matthiessen (2004, p. 197) "while 'material' clauses are concerned with our experience of the material world, 'mental' clauses are concerned with our experience of the world of our own consciousness". That is, mental processes refer to instances of feeling, perceiving, thinking and wanting. In a mental process the main participants are the Senser which refers to the one who feels (emotive), thinks (cognitive), perceives (perceptive) and desires (desiderative); and the phenomenon referring to that which is felt (emotionally), thought about, perceived or desired. Hence, the mental process has to do mainly with affection, perception, cognition, or desideration. Additionally, a general feature of 'mental' clauses is that they can project other clauses as the content of consciousness (Halliday and Matthiessen, 2004). In the example below, taken from one Agony Aunt Column analysed in Chapter 5, the mental

process of *guessing* projects a relational clause, which represents the content of the mental process.

| |||I | guess | I | ´m. | intimidated||| |
|---|---|---|---|---|
| Senser | Pr: mental (cognitive) | Carrier | Pr: relational (intensive) | Attribute |

More examples of 'mental' clauses in Agony Aunt Columns are:

| You | must learn | from how bad | [[you | feel]] |
|---|---|---|---|---|
| Senser | Pr: mental: cognitive | Cir. Manner: means | | |

| ||| If | you | don't enjoy | your freedom | now, |
|---|---|---|---|---|
| | Senser | Pr: mental: emotive | Phenomenon | Circ. Location: temporal |

Relational processes are those of 'being', 'possessing', or 'becoming', and they are either 'identifying' or 'attributive' (Halliday and Matthiessen, 2004). In attributive processes, **A** is an Attribute of **X**, and in an identifying process, **A** is the identity of **X**. If the process is attributive, the participants are Carrier and Attribute. But, if the process is identifying, the participants are Token and Value. In this respect, Eggins (1994, p. 259) has pointed out that the Token element is always what is being defined, the holder or occupant of a Value, while the Value is that which defines the Token. Examples of 'relational' clauses in Agony Aunt Columns are:

| |||The trick | is | [[to strike a balance]] ||| |
|---|---|---|
| Token | Pr: relational (intensive) | Value |

| // your husband | has | the sensitivity of a brick.||| |
|---|---|---|
| Carrier | Pr: relational: possessive | Attribute |

Behavioural processes typically refer to physiological and psychological behaviour, like breathing, smiling, dreaming (Halliday and Matthiessen, 2004, p. 248). The main participant involved in 'behavioural' clauses is labelled Behaver, which is typically a conscious being like the Senser in mental processes. Examples of behavioural processes in Agony Aunt Columns are:

| //and, | I | ´m losing | my attraction | to him.||| |
|---|---|---|---|---|
|  | Behaver | Pr: behavioural | Range | Circ: Cause: purposive |

| // since | I | need | oral stimulation | // to orgasm||| |
|---|---|---|---|---|
|  | Behaver | Pr: behavioural | Range: Phenomenon | Pr: behavioural |

Verbal processes refer to instances of saying in which the participants are the Sayer, the Verbiage, and the Receiver. In the same way as mental clauses project ideas, verbal clauses usually project a reported or quoted clause (see example below).

| |||He | told | me | //he | doesn't use | it |
|---|---|---|---|---|---|
| Sayer | Pr: verbal | Receiver | Actor | Pr: material (extending) | Goal |

More Examples of 'verbal' clauses in Agony Aunt Columns are:

| //try asking | her | for advice- | on food, people skills, |
|---|---|---|---|
| Pr: verbal | Receiver | Verbiage | Cir. Matter |

| //call | them, | too, | but | only | on private time ||| |
|---|---|---|---|---|---|
| Pr: verbal | Receiver |  |  |  | Circ: Location: temporal |

Existential processes simply represent that something exists or happens (Halliday and Matthiessen, 2004, p. 256). Normally, 'existential' clauses are introduced by an empty 'there' in subject position, and typically the verb that is used is the 'be' verb

(Eggins 2004). Furthermore, there is only one participant involved in existential processes, named the Existent. Eggins (1994) argues that the Existent is simply that which is construed existentially. Hence, it may be a phenomenon of any kind, and is habitually, an event (Martin, Matthiessen and Painter, 1997). Examples of 'existential' clauses in Agony Aunt Columns are:

| ||| Is | there | a way [[to keep this from [[getting under my skin?]] ]] ||| |
|---|---|---|
| Pr: existential | | Existent |

| |||There | are | better ways [[to shake things up!]] ||| |
|---|---|---|
| | Pr: existential | Existent |

## 2.2 Related Studies

In order to situate the present thesis, this section reviews some studies which are related to the present one, since these studies are considered a reliable source of information and inspiration.

Melrose (2005) has subjected a small corpus of letters to agony aunts to linguistic investigation. His main purpose is to show how ideology is realized in the text semantics of letters to agony aunts, as a representation of discourses of sexuality, confession and normalizing judgment. Although Melrose proposes a different analysis in which letters to agony aunts are used to raise issues concerning text semantics and ideological patterning of texts, his definition of letters to agony aunts is worth mentioning. As observed in the introductory Chapter of this thesis, Melrose argues that:

"Letters to agony aunts are obviously a form of confession, a narrative of personal problems which the writer hopes will produce the 'truth' regarding her or his problem" (Melrose, 2005, p. 77).

At this point, it is important to clarify that Melrose has only investigated letters to agony aunts, which are properly called advice-seeking letters in the present study. That is, Melrose has not dealt with advice-giving letters. Thus, this thesis proposes a different analysis in which advice-seeking and advice-giving letters are investigated under the heading of Agony Aunt Columns. Hence, for the purposes of the current study, what is relevant on Melrose's paper is his definition of letters to agony aunts as instances of narrative discourse.

With the exception of Melrose's study, Agony Aunt Columns have rarely been subjected to investigation. Therefore, genre-based studies and also studies carried out with women's magazines play an important role in identifying and classifying the two Agony Aunt Columns analysed in the forthcoming chapters.

**2.2.1 Genre-based studies**

Genre has a number of overlapping definitions, depending on who is using the term. Most generally, it can refer to a particular type of text. In discourse analysis, a consideration of genre looks at the types of constraints imposed upon the organisation of a text by the cultural function it serves (Meurer, 1998). In this respect, genre analysis looks at the recurrent linguistic features of the text-type (often described in terms of stages that accomplish goals), and relates these linguistic features to cultural factors (Eggins, 1994). As previously claimed, the present study accounts for genre as "a staged, goal oriented, purposeful activity in which speakers engage as members of our culture" (Martin, 1984, p. 25, cited in Eggins, 1994, p. 26).

Having in mind Melrose's definition of advice-seeking letters as instances of narrative discourse, Georgakopoulou (2006) notes that narratives have specific

communicative goals, and to achieve these, may wish to highlight certain events or actions and to omit others, with the aim of making their story interesting.

According to Georgakopoulou (2006) two widely held views on narrative are instructive: first, the significance of narrative as a privileged mode for making sense of self and others and, as such, a unique point of entry into questions of identity (Brockmeier & Carbaugh, 2001, cited in Georgakopoulou, 2006); secondly, the relationship between narrative and experience which according to many, translates into the compelling idea that we actually perceive the world in narrative form (Carr 1986, MacIntyre 1981, cited in Georgakopoulou, 2006). Moreover, Georgakopoulou makes the point that even if life is not accepted to be narratively structured, the process of narrativizing it is invariably thought of as involving meaning-making, ordering and structuring of the experience. From a linguistically minded point of view, this meaning and structure become a worthwhile object of inquiry into the mechanisms and devices for organizing and analysing discourse (Toolan 1988, as cited in Georgakopoulou, 2006).

What is important for the discussion here is that considering advice-seeking letters as linguistic manifestations of the narrative genre implies that advice-seeking letters must follow the structuring identified in such a genre. As Labov (1972) observes, narration tends to develop as a well-structured activity with a beginning, a middle and an end, which moves from the reported events and the complications within them to the most significant event(s) or climax, evaluates, or tells its significance, and resolves them. This narrative pattern has been seen as the end-point of narrative development and the ideal form in which to cast the richness, depth and profundity of human experience (Bamberg 1997 cited in Georgakopoulou, 2006).

The narrative structure proposed by Labov (1972) is identified in the letters to agony aunts investigated in this thesis; however, in an adapted format. That is, the advice-seeking letters displayed a similar structuring as those narratives analysed by Labov (see Chapter 4 for detailed analysis).

Nevertheless, using the term Agony Aunt Columns as object of analysis implies also an account of advice-giving letters. Hence, it is necessary to turn the focus of the discussion to advice-giving letters.

As the label may suggest, advice-giving letters resemble self-help discourse genres, in which the main purpose is to provide pieces of advice. In this respect, Meurer (1998) has carried out an enlightening piece of research on self-help counseling discourse (more studies regarding self-help discourse related to gender issues are presented by Gauntlelt, 2002; Cameron, 1995; Costa and Gross, 1995). According to Meurer (1998, p. 11), self-help discourse is applied to help people deal with modern and complex social problems and "are construed in a relationship of solidarity and common practice through reflexibility and confession".

An essential feature of self-help discourse is identified by Meurer (1998), in which the referenced author classifies self-help counseling as hortatory discourse. For Longacre (1992, cited in Meurer, 1998, p. 127):

> Hortatory discourse aims at influencing conduct, that is, getting the receivers of the text to do something they are not currently doing, to discontinue something they are doing, to continue doing something they are already doing, to expend greater effort in an activity embarked on, to modify the nature of their efforts, and so on. (Longacre, 1992, p. 109)

In this context, the schematic structure of hortatory text-types is composed mainly by four stages (Longacre, 1992, cited in Meurer, 1998, p. 131): [1] establishment of the authority/credibility of the text producer; [2] presentation of a problem/situation; [3]

issuing one or more commands, which can be mitigated to suggestions of varying urgency; and [4] resort to motivation.

Most stages delineated above are identified in the advice-giving letters analysed in the current study (for a detailed investigation see Chapter 4).

Still regarding self-help counseling discourse, Bernardon (2005) has noted some salient specificities of this genre, which also apply to advice-giving letters:

> [i] a conversational tone, but at the same time establishment of authority and credibility of the author; [ii] a tool for influencing people; [iii] a democratic discourse; [iv] its use in private and public domains; and [v] a hortatory text (Bernardon, 2005, p. 32).

In an attempt to better classify the two Agony Aunt Columns analysed in the forthcoming chapters, the following section reviews relevant studies carried out in the context of women's magazine. As suggested in the introductory chapter, the present thesis also indicates some similarities with those studies mainly due to the fact that the Agony Aunt Columns investigated in this thesis are also collected from a so called women's magazine[1].

## 2.2.2 Women's magazines studies

Based mainly on the theoretical perspectives of SFL and Critical Discourse Analysis, Heberle (1997, 1999) has investigated the discourse of editorials in women's magazines. According to the referenced author:

> In women's magazines the editorials usually constitute an advertisement of the magazine, a 'synthesis of the magazine issue', and 'an exemplar of hortatory and advertising discourse' (Heberle, 1997, p. 3)

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[1] See **Chapter 3** for more details on the data collected for this study

In this respect, drawing on studies by Heberle (1997, 1999), in editorials of a female public, two main objectives are identified: the first objective is to emphasize some articles from the issue and, second, to establish an informal mood between the writer and the reader in order to persuade them read and buy the magazine. To fulfill the objectives above, the editorials in women's magazines are classified as hortatory texts (Heberle, 1997). Additionally, there has been argued that in women's magazines, editorials are classified as a persuasive type of discourse, in which the problem/solution trait is commonly found in those genres as a way "to call readers' attention to solutions presented in the magazine" (Heberle, 1997, p. 79, cited in Bernardon, 2005).

The studies carried out within a women's magazines context have claimed that there is a tradition to connect women and advice or self-help discourse (Heberle, 1997; Bernardon, 2005). In women's magazines, self-help counselling is referred to as a confessional practice for feminine problems such as "doubts and expectations within a personal, private life" (Heberle, 1999, p. 322).

In sum, the results by Heberle (1997) and Bernardon (2005), that editorials in women's magazines are mainly related to women having to learn how to cope with different problems in their lives, that this type of discourse is hortatory and persuasive, is confirmed in my study, although the context of situation is not the same.

Hence, in conclusion, the present section aimed to show that Agony Aunt Columns and editorials in women's magazines have similar objectives. That is, Agony Aunt Columns also aim to influence conduct and persuade readers to perform changes in behaviour, thus representing an instance of hortatory discourse. However, one may not forget that Agony Aunt Columns involve mainly two distinct types of text: first, an anonymous reader writes a letter asking for advice on a personal problem, which in the present thesis is considered an instance of narrative discourse; and second, an expert

answers the letter providing pieces of advice, which is considered a manifestation of hortatory discourse. Therefore, the present study works with a definition of Agony Aunt Columns as a hybrid genre, encompassing narrative and hortatory features (see Chapter 4 for a detailed analysis).

# CHAPTER 3

## Methodology

> Doing discourse analysis for any other reason than to
> analyse discourse is questionable. Ultimately and
> inevitably, one becomes engaged in the discourse
> from which an analytic perspective should have
> provided some distance and the methodology used is
> merely one more instrument in the "power-play" of
> discourse. The ability to name (label) something is a
> way of having power over it.
>
> Dominik Lukes, 2006, CADAAD conference

As already stated, the main objective of this thesis is to investigate advice-seekers'
and advice-giver's construal of experiences, focusing on how structural and functional
resources are used by text producers to achieve the purpose of their discourse. In the
present chapter, I initially introduce the research questions designed to guide my
investigation. Subsequently, I present the data collected for this study and the criteria
for its selection. I also contextualize the data, providing historical and technical
information about its source, *Glamour*. Finally, I describe the procedures to be used in
the two levels of analysis: the macro analysis, which aims at answering my first
research question and the micro analysis, which aims at answering my second research
question.

## 3.1 Research questions

Two research questions have been designed to guide my investigation. The first
research question, *1) How are Glamour Agony Aunt Columns structured? What are the
main stages of this genre?*, requires a macro analysis of the data, in which a schematic
structure of the two columns under analysis is proposed. The second research question,
*2) How do advice-seekers and advice-giver represent experience? What kind of*

*processes, participants and circumstances prevail in the two Agony Aunt Columns unveiling advice-seekers and advice-giver's experiential meanings and social roles?*, requires a micro analysis of the data, in which the focus of investigation is on the way linguistic functional meanings are represented. In other words, the micro analysis explores the transitivity construction of the clauses employed in the columns under investigation, as a tool to analyse the writers' construal of experiences.

### 3.2 Data

Twelve Agony Aunt Columns from *Glamour* American edition, published in the English language, were collected from January, 2005 to December, 2005. Of these, two Agony Aunt Columns were selected for analysis in this thesis: the first column **"Free therapy here!"** is dated from July, 2005 (see **Appendix 1**) and the second column **"You've got issues? She's got answers"** is dated from August, 2005 (see **Appendix 2**). The reason for the limited number of two columns is due to the qualitative nature of the research and also to practical matters. Since each column is made up of four advice-seeking letters and their correspondent advice-giving letters, the proposed analysis of each sample of this genre represents extensive work[2].

### 3.2.1 Criteria for data selection

As the criteria for the selection of the two Agony Aunt Columns, first, the twelve columns collected were selected according to the number of pages. That is, one page

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[2] Although Chapter 4 draws a genre analysis of the two columns selected for this study, it is worth noting that as suggested by the title, the present thesis proposes a case study on two columns of Glamour magazine, and not a genre study of Glamour Agony Aunt Columns which must involve selecting a larger corpus for analysis.

columns were given priority, since one of the purposes of present study is to analyse Agony Aunt Columns in greater detail. Secondly, the context of situation of the six remaining columns was accounted as a selecting criterion as well. Most of the letters are about love, sex or relationships in general, that is, they share similar *field*. All the letters are written by anonymous readers to Irma (the advice-giver); even being potentially different people who write to Irma, at least partially the *tenor* of discourse is the same. Moreover, all the letters are written in English and published on *Glamour* magazine, which means that they share the same *mode*. In this sense, all the columns selected share similar linguistic features regarding their context of situation. Therefore, as a final and conclusive criterion, two columns were randomly selected from a total number of six, as representing authentic samples of the Agony Aunt Columns published on *Glamour* magazine.

### 3.2.2 Background on *Glamour*

### 3.2.2.1 The start of *Glamour* and what the magazine represents nowadays

According to the Reader Services Editor, Lynda Laux-Bachand, who has gently provided some historical information about *Glamour*[3]:

> *"The magazine was introduced in April 1939 by Conde Nast Publications as "Glamour* of Hollywood". It was a fashion magazine featuring tips on how to appear as glamorous as Hollywood actresses. Features like "Dos & Don'ts" and makeovers appear in these early issues; their subjects were stars like Bette Davis, Lucille Ball, and Katharine Hepburn. (…) *Glamour* is now a fashion, beauty, health and fitness magazine geared to young women and it is the largest magazine in the world in this category. Its scope has been widened to include many more areas relevant to readers' lives. From regular columns like "Health & Bodybook", "Hero of the Month" and "How to Do Anything Better Guide" to award-winning features on tough topics like abortion, AIDS, racism, and violence against women. (…) *Glamour* has won the National Magazine Award for excellence in 1981 and 1991 and again in 2005. It is the only women's magazine to have won three times in the general excellence category. (…) The magazine has a circulation of 2,403,013, with 12, 510,000 readers. The readers range in age from 18 to 49 with 33.9 the median age." (see Appendix 5 for complete reference)

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[3] The full e-mail message received on May 22nd 2006 is reproduced in Appendix 5.

## 3.3 Procedures for macro analysis

As previously suggested, the purpose of the macro analysis is to answer the first research question, *1) How are Glamour Agony Aunt Columns structured? What are the main stages of this genre?* The procedures for macro analysis are based on the methods of genre analysis designed initially by Martin (1984), subsequently developed by Eggins (1994); and Eggins and Martin (1997). Additionally, the proposed analysis also considers genre-based studies carried out with narratives (Labov, 1972; Georgakopoulou, 2006) and hortatory text types (Longacre, 1992; Heberle, 1997; Meurer, 1998).[4]

From a macro perspective, my first step is to identify the main objective of the columns in question. Thereafter, I propose a schematic structure used by advice-seekers and advice-giver in order to accomplish their objectives. This step is concerned with identification, labelling and description of the stages which compose the schematic structure of *Glamour* Agony Aunt Columns. The results of the macro analysis are in Chapter 4 *Macro Analysis: Glamour Agony Aunt Columns – Objective and Structure.*

## 3.4 Procedures for micro analysis

Since the micro analysis is essentially concerned with answering my second research question, *2) How do advice-seekers and advice-giver represent experience? What kind of processes, participants and circumstances prevail in the two Agony Aunt Columns unveiling advice-seekers and advice-giver's experiential meanings and social*

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[4] At this point, it is important to reinforce that the macro analysis aims to present the schematic structure of the two columns selected for this study. That is, a genre analysis is drawn concerning the two columns, but not as a genre study of Agony Aunt Columns in general terms, which is beyond the scope of this thesis.

*roles?,* I make use of Halliday's Systemic Functional Grammar, looking at how the system of transitivity represents the participants' experiences of the world in the two Agony Aunt Columns. As previously pointed, the clause is the entry point of text analysis in a functional approach. Therefore, each clause of the two Agony Aunt Columns is carefully analyzed regarding its participants, processes and circumstances (see **Appendix 3** and **Appendix 4**). The analyses are organized in tables: on the first line of the table the clause is introduced, and on the second line of the table the clause is analyzed in relation to the transitivity structures. **Table 3.1** below is an example of the analysis of a clause from column 1 (see Appendix 3 for full analysis).

| |||My friends | send | tons of e-mails | to me | at work, |
| --- | --- | --- | --- | --- |
| Actor | Pr: material | Goal | Recipient | Circ: Location: spatial |

**Table 3.1** – Example of clause analysis

In sum, in order to analyse the transitivity system and its linguistic manifestations in Agony Aunt Columns, first the letters were sectioned into clauses, secondly, the frequencies and, in turn, the percentages of processes, participants and circumstances were calculated and analysed.

Whenever appropriate in Chapter 5 *Micro Analysis: Glamour Agony Aunt Columns as representation of experience*, examples regarding the analysis of transitivity structures are reproduced based on **Appendix 3** and **Appendix 4**.

# CHAPTER 4

## Macro Analysis:

### *Glamour* Agony Aunt Columns – Objective and Structure

> Local cultural constraints are unlikely to affect substantially the essential move-structure of a specific genre; however it is very likely that they will have significantly interesting implications for the realization of certain moves and even in the way certain non-discriminative strategies are employed to accomplish specific intentions.
>
> Bhatia, 1993, p.38

Answering the first research question, *1) How are Glamour Agony Aunt Columns structured? What are the main stages of this genre?*, Chapter 4 presents the results of the macro analysis.

Once more, it is important to reinforce that the macro analysis aims to present a genre analysis of the two Agony Aunt Columns selected for this study, which characterizes this research as a case study. In other words, the ambitious purpose of carrying out a genre study of Agony Aunt Columns, which must involve collecting a larger corpus for analysis, is beyond the scope of this thesis.

## 4.1 Identification of Objectives

Agony Aunt Columns aim at searching for advice, as well as providing pieces of advice on personal problems, normally related to love, sex and relationships. It is essential to have in mind that in this specific genre there are at least two entities involved: the advice-seeker and the advice-giver. Thus, it is possible to assume that the former has the purpose of asking for "help" to solve a personal problem, while the latter has the purpose of providing the "solution" for the exposed problem.

As argued in Chapter 2, the present study views Agony Aunt Columns as a hybrid genre, encompassing narrative and hortatory features, in which advice-seeking letters are treated as a narrative of a personal problem, while advice-giving letters are treated as instances of hortatory genre, which implies an attempt to influence human conduct.

However, another perspective that could be taken into account is looking at Agony Aunt Columns simply as hortatory genre, instead of a hybrid genre. In this case, advice-seeking letters would be considered an initiation stage – the presentation of a problem.

Studies carried out with hortatory text types revealed that the schematic structure of this genre is composed by four stages: establishment of authority ^ presentation of a problem ^ issuing one or more commands, which can be mitigated to suggestions of varying urgency ^ resort to motivation (Longacre, 1992, pp. 110-111, as cited in Meurer, 1998, p. 131). Considering that the stages above are identified mainly in the advice-giving letters of the two Agony Aunt Columns analysed, the present thesis works with a definition of hybrid genre, in which the columns investigated henceforth display features of narrative genres combined with hortatory stages.

## 4.2 Schematic structure of the two Agony Aunt Columns published on *Glamour*

Having in mind the hybrid characteristic observed in the two Agony Aunt Columns, the forthcoming analysis firstly looks at advice-seeking letters as instances of narrative genre, describing and commenting on its structure. Secondly, advice-giving letters are examined regarding their schematic structure as instances of hortatory discourse. The overall intention of the present chapter, as previously pointed, is to investigate the structuring of the columns under consideration, aiming to enlighten the micro analysis drawn in the following chapter.

**4.2.1 Advice-seeking letters**

Before starting the macro analysis properly, it is important to recapitulate that narrative genres are characterized by the presence of a chronological sequence of events marked by a beginning, middle and an end (Labov, 1972). According to Georgakopoulou (2006) this means that narratives move from the reported events and the complications within them to the most significant event(s) - high point or climax - evaluate them, and resolve them. Thus, a typical schematic structure for a problem/solution narrative text is: presentation of the situation ^ complication ^ evaluation ^ resolution (Georgakopoulou, 2006 based on Labov, 1972). In Georgakopoulou's (2006, p. 6) words, "this narrative pattern has been seen as the end-point of narrative development and the ideal form in which to cast the richness, depth and profundity of human experience." Since the specific purpose of the present study is to investigate experiential meaning construal in two Agony Aunt Columns published on *Glamour* (see Appendix 1 and Appendix 2), the proposed analysis seems to be a good starting point.

In accomplishing the previously stated goal of asking for advice, advice-seekers in the two Agony Aunt Columns analysed undertake the following stages:

*1- Introduction: presentation of the situation*

Introductions give the topic around which the discourse will be centered. In the case of letters to Agony Aunts, introductions present a situation the advice-seekers expect to solve. Most of the situations exposed concern personal relationships with friends, co-workers, or lovers. All the eight introductions under consideration are made up of declarative statements in which the writer provides the topic to be discussed by

the advice-giving letter (see **Examples** below).

**Example 4.1**: "My friends send tons of e-mails to me at work " (Column 1, Appendix 3)

**Example 4.2**: "My boyfriend of six months has an active Yahoo! Personals account" (Column 1, Appendix 3)

**Example 4.3**: "My husband says I have a problem" (Column 2, Appendix 4)

**Example 4.4**: "A coworker doesn't wash her hands in the bathroom" (Column 2, Appendix 4)

*2- Body: statement of the problem*

The body is characterized by the statement of the problem stage. The problems exposed are resulted from the situations presented in the introductory stage. When stating problems, most advice-seekers insert a conjunction. Halliday and Matthiessen (2004, p.540) have argued that "conjunctions mark relations where one span of text elaborates, extends or enhances another earlier span of text". In this respect, it is possible to infer that the beginning of the statement of the problem is marked by a conjunction which normally extends, elaborates or enhances the presentation of the situation. In most cases under consideration, the conjunctions used by advice-seekers extend the previous stage in which the situation was introduced. This fact is observed by the use of additive and adversative conjunctions (see **Examples** below).

**Example 4.5**: "My friends send tons of e-mails to me at work, ***but** I'm way too busy to respond.*" (Column 1, Appendix 3)

**Example 4.6**: "My boyfriend of six months has an active Yahoo! Personals account. *He told me he doesn't use it, **but** I'm still jealous.*" (Column 1, Appendix 3)

**Example 4.7**: "My husband says I have a problem ***since** I need oral stimulation to orgasm.*" (Column 2, Appendix 4)

**Example 4.8**: "A coworker doesn't wash her hands in the bathroom, ***and** it grosses me*

*out when she hands me papers.*" (Column 2, Appendix 4)

Noteworthy, in **Example 4.7** above, the use of a subordinating conjunction (since) indicates that instead of adding a point to justify the problem presented, the writer construes a cause and effect relationship for stating the problem.

Nevertheless, considering letters to Agony Aunts as instances of narrative genre implies a further point which can be raised regarding the statement of the problem stage. As previously suggested, most narratives are characterized by a complication stage realized right after the statement of the problem. In the two columns analysed, this complication stage is not clearly marked; however, since advice-seeking letters are very short letters, one may consider the complication stage as an embedded stage in the statement of the problem. That is, after introducing the situation, advice-seekers present the problem which may also be understood as a complication factor to justify the difficulty in handling the situation. The present analysis acknowledges the possibility of an embedded complication stage within the statement of the problem, though it does not consider this complication stage as an obligatory element in the schematic structure of *Glamour* letters to Agony Aunts. Hence, for reasons of precision regarding its occurrence, the complication stage is not dealt here.

Likewise the complication stage, the evaluation stage is not always clearly marked in advice-seeking letters. In most cases, the evaluation stage is collapsed into the statement of the problem as well. In other words, the statement of the problem stage is also presented as an evaluation of the situation. In this context, the identification of an evaluation stage can be made through the use of evaluative words, such as adjectives or verbs expressing emotional and physical state. For instance, in **Example 4.9** below, the evaluation stage may also be considered a statement of the problem, in which "feeling intimidated by the mother-in-law" is a problematic consequence of the situation

exposed in the introductory stage. For more instances in which the evaluation stage conflates into the statement of the problem, see Examples below.

**Example 4.9**: "I find myself at a complete loss of words around my mother-in-law. *I guess I'm intimidated."* (Column 1, Appendix 3)

**Example 4.10**: "A coworker doesn't wash her hands in the bathroom, *and it grosses me out* when she hands me papers." (Column 2, Appendix 4)

**Example 4.11**: "I cheated on my boyfriend of three years – no sex, just fooling around. *I feel like I'm living a lie."* (Column 2, Appendix 4)

**Example 4.11** above is a good illustration for the schematic structure proposed so far. That is, the advice-seeker first introduces the situation: "I cheated on my boyfriend of three years (…)"; then the problem is stated: "I feel like I'm living a lie". Note that the problem is not the betrayal issue; it is rather the advice-seeker's feelings in relation to the situation of cheating. Thus, one may further suggest that the statement of the problem also presents linguistic features – such as the verb "feel" – of an evaluation stage. However, as previously alleged, for reason of precision regarding its occurrence, the evaluation stage is not accounted as an obligatory stage in *Glamour* letters to Agony Aunts.

*3- Closing: advice asking*

The closure of advice-seeking letters takes, in most cases, the form of an open-ended information-seeking question (see **Examples** below). On the one hand, from a structural perspective, the closing stage may be considered a resolution stage, in the sense that the advice-seeker finishes the letters by making a question. On the other hand, from a semantic perspective, the writer is not presenting a resolution, instead s/he is

urging for a resolution. Therefore, in order to avoid misrepresentations, the closing stage is defined here as the advice-asking. Noteworthy, there is one instance, out of the eight analysed, in which the close is expressed through a command (Help!), which also realizes the purpose of the letter.

**Example 4.12**: "How do I deal with this?" (Column 1, Appendix 3)

**Example 4.13**: "What can I do?" (Column 2, Appendix 4)

It is interesting to point that this three-staged structure (*presentation of the situation ^ statement of the problem ^ advice asking*) identified in advice-seeking letters is very much in accordance with the short length of the letters. That means, most of the letters are made up of three clauses, in which each clause realizes one stage in the schematic structure proposed above.


## 4.2.2 Advice-giving letters

Considering Longacre's (1992, apud Meurer, 1998), definition of hortatory texts, in which the main purpose of this genre is to influence human conduct and change behaviour, the eight advice-giving letters are analysed here under the heading of hortatory genre. It is essential to remember that the schematic structure identified by Longacre in hortatory texts is composed of four stages: establishment of authority ^ presentation of a problem ^ issuing one or more commands ^ resort to motivation. However, it is observed in the following analysis that not all these stages are found in *Glamour* advice-giving letters. The presentation of the problem, for instance, is provided by the advice-seeker. Thus, likewise advice-seeking letters, the overall structure of advice-giving letters is explored here in three principal stages: introduction ^ body ^ close, although, the inner arrangements of each stage are described in the light

of Longacre's structure.

The stages undertaken by Irma, the advice-giver of *Glamour* magazine, are labelled and described as follows:

*1- Introduction: establishment of authority (by presenting a suggestion, or restating the problem)*

According to Sheffler (1974, p. 4), introductions of hortatory texts "necessarily give the topic around which the exhortation will center and may optionally include the speaker's orientation to his audience." In most cases, Irma introduces her discourse by presenting suggestions, in the form of declarative statements (see **Example 4.14** below). Most of introductory declarative statements assert the advice-giver's position about the topic, opening space for her further supporting or clarification. Normally, the introductions under consideration display very assertive recommendations (see **Example 4.15** below).

**Example 4.14**: "Your best line of attack is to persuade him it is his welfare" (Column 1, Appendix 3)

**Example 4.15**: "To stop a bad feeling start with good thinking*"* (Column 2, Appendix 4)

The establishment of authority takes place in advice-giving letters when the writer expresses her beliefs about the problem or situation. In this sense, in the two columns analysed, the introductions of advice-giving letters are considered an establishment of authority. More importantly, besides expressing the text producer's beliefs about the situation, the establishment of authority is essentially concerned with creating

credibility (Meurer, 1998). That is, in the establishment of authority, the text producer focuses on displaying certainty regarding the solution for the problem. Moreover, the purpose of this stage is to show that the advice-giver has the power to solve the problem. For instance, in **Example 4.14** above, the use of the word *"best"* implies credibility and also persuasion, meaning that the *best* option is to follow the advice-giver's suggestion.

Additionally, there is also the case when the introduction restates the problem presented by the advice-seeker in the form of a suggestion (see **Example 4.15** below). In this case, Irma mostly uses a general statement to initiate the supporting argumentation (see **Examples** below).

**Example 4.15**: "Don't feel guilty about not getting back to them*"* (Column 1, Appendix 3)
**Example 4.16**: "Whoa! You're not living a lie" (Column 2, Appendix 4)

Thus, it is possible to affirm that introductions of advice-giving letters in *Glamour* Agony Aunt Columns take a declarative form either to present a solution, or restate the problem together with a suggestion. Both strategies are considered an establishment of authority, in which credibility is being construed. In sum, Irma's introductions function to provide credibility and open space for her supporting argumentation in the body copy.

Most of the eight introductions analysed are very short. All of them have one clause length. Maybe due to space and objectivity matters, Irma chose to introduce her letters precisely in the first clause. Hence, from the second clause on, it is considered supporting argumentation.

*2- Body: issuing commands (by supporting argumentation)*

The body is where the advice-giver explores the ways in which the solution for the problem can be achieved. At this stage, Irma provides supporting argumentation for the solution presented in the establishment of authority and also issues commands. A strong characteristic of the body copy is the presence of action verbs in their infinitive form ("try", "salt", "do", among others), which marks the stage of issuing commands. As the label suggests, at this stage the advice-giver focuses on giving commands to support the recommendation previously given (see **Examples** below).

**Example 4.17**: "Your best line of attack is to persuade him it is his welfare (...). *Meanwhile, salt your living space with books and articles about healthy eating*" (Column 1, Appendix 3)

**Example 4.18**: "To stop a bad feeling start with good thinking. *Don't harp on what you're missing; consider all you've got"* (Column 2, Appendix 4)

Proportionally, the body is the longest part in advice-giving letters, which means that most of the advice-giver's discourse is characterized by the commanding stage. In the letters under analysis, the issuing of commands finishes with the beginning of the final clause, which indicates the close stage.

*3- Closing: resort to motivation (advice reinforcement)*

As previously pointed, the closure of advice-giving letters is indicated by the beginning of the last clause. Like introductions, the closings of Irma's letters are marked by one clause length. The closure is also a very persuasive stage (see **Example 4.19** below).

**Example 4.19**: "If you are still squeamish, I have a simple solution: Use hand sanitizer!*"* (Column 2, Appendix 4)

When analysing hortatory texts, Sheffler (1974, p. 4) has claimed that "if there is no restatement of goals, the last recommended goal begins the close of the discourse; otherwise the close of the discourse begins with the restatement." Both strategies are observed in *Glamour* advice-giving closures. **Example 4.19** above shows the last recommended goal working as the closure. Conversely, in **Example 4.20** below, the closure is characterized by a reinforcement of the solution. In this case, the reinforcement is in the form of a declarative statement resorting to motivation. Thus, both closing strategies are considered appealing and persuasive.

**Example 4.20**: "And remember: asking for her advice is more important than taking it." (Column 1, Appendix 3)

**Example 4.21**: "So by all means encourage him to want to be fit again, but don't forget to work on your own attitude too.*"* (Column 1, Appendix 3)

**4.3. Concluding remarks on the macro analysis**

The present macro analysis of the data reveals not only the schematic structure of the two Agony Aunt Columns published on *Glamour*, but also how this structure is achieved. In order to accomplish the purpose of asking for advice, advice-seekers undertake the stages of: ***presentation of the situation ^ statement of the problem ^ advice asking***, while the advice-giver when providing pieces of advice undertakes the stages of: ***establishment of authority ^ issuing commands ^ resort to motivation***.

In both advice-seeking and advice-giving letters, the introductory stage is marked

by declarative statements concerning the topic/situation around which the rest of the letter is centered. The body can be considered an explanation stage in the sense that it justifies the introduction, providing supporting argumentation either about the problem, or about the solution. In the case of advice-giving letters, it is in the body that the advisor mostly uses persuasive language to convince the advice-seeker to pursue the solution exposed, while in the case of advice-seeking letters, it is in the body that the problem is clearly stated. Finally, the closing stage is characterized by either a question, in the case of advice-seeking letters, or a declarative statement which reinforces the solution proposed and resort to motivation, in the case of advice-giving letters.

However, one may speculate about the objectivity of the schematic structure of the advice-seeking letters. It is possible to question if the advice-seeking letters were not edited to follow the structure proposed by the column. Maybe due to practical matters, such as lack of space, the letters have been logically rearranged in an objective straightforward pattern. Nevertheless, such speculations would not represent significant additional information about the schematic structure of the letters in question, since the stages described are considered obligatory to fulfill the purpose of advice asking. Therefore, these speculations do not decharacterize the analysis drawn, once the purpose and subject matter of the letters would remain the same.

In conclusion, the schematic structure proposed in this Chapter is very peculiar of a hybrid genre containing narrative and hortatory features. In this sense, the advice-seeking letters evidence much of the structure of narrative texts, while the advice-giving letters present much of the structure of hortatory texts.

# CHAPTER 5

## Micro Analysis:

### *Glamour* Agony Aunt Columns as representation of experience

> (…)you can't survey a text completely, because you'd be there until the end of the year working on one sentence. What you try to do is familiarize yourself with the text and the possibilities. (…) you need to get a sense of how you take in a text, then you say, I think that modality would be interesting here, or we really need to look at process types in this text, or whatever. You keep all the resources of the grammar in front of your eyes, and select those you think will be most revealing. You're not always right, of course! But otherwise you could have an endless task.
>
> Halliday

In Chapter 5, I carry out the micro analysis, examining the clauses of the two Agony Aunt Columns: *"Free therapy here!"* - July, 2005 (see **Appendix 1**) and *"You've got issues? She's got answers"* - August, 2005 (see **Appendix 2**). My main objective here is to address my second research question, *2) How do advice-seekers and advice-giver represent experience? What kind of processes, participants and circumstances prevail in the two Agony Aunt Columns unveiling advice-seekers and advice-giver's experiential meanings and social roles?* Although I am aware that the three metafunctions (ideational, interpersonal, and textual) occur simultaneously when people use language, for reasons of space and coherence with the research purpose, I investigate the ideational function, more specifically the experiential function realized in the semantic stratum of the linguistic system, since it is where the construal of experience takes place. The framework used to carry out the micro analysis is the transitivity system developed initially by Halliday (1985), subsequently enhanced by Halliday (1994), and Halliday and Matthiessen (2004).

As shown in Chapter 4, advice-seeking and advice-giving letters present different generic features, while the former resemble narrative text-types, in the latter hortatory

features predominate. Hence, the micro analysis first examines advice-seeking letters, their participants, processes and circumstances, and subsequently advice-giving letters are analysed regarding their transitivity structure.

At this point, it is important to reinforce that the each Agony Aunt Column analysed in this chapter is composed of four advice-seeking letters and their correspondent advice-giving letters (see **Appendix 1** and **Appendix 2**). Therefore, the forthcoming micro analysis explores the two columns selected for this study in reference to the eight advice-seeking letters and their correspondent advice-giving letters, in a total number of sixteen letters under analysis.

## 5.1 Transitivity analysis of advice-seeking letters

Advice-seeking letters have been classified as narrative texts that aim at finding a solution for a personal problem. The eight letters, four from column 1 and four from column 2, expose problems related to the private sphere, encompassing mainly love relationships and friendship matters, the exception is one letter which talks about the advice-seeker's relationship with a coworker. Normally, the point being emphasized by advice-seekers is their emotional state in relation to the situation under exposure.

The following sections examine advice-seekers' construal of experiences in reference to the process types employed in the eight advice-seeking letters.

## 5.1.1 Process types in advice-seeking letters

Based on Appendix 3 and Appendix 4, in which I have thoroughly analysed the transitivity structures employed in column 1 and column 2, respectively, the four major

processes realized by advice-seekers in both columns are: material, relational behavioural, and mental. **Figure 5.1** below shows the results in percentage terms.

**Advice-seeking letters**



Figure 5.1: Percentage of the total number of processes realized in advice-seeking letters

From **Figure 5.1** above, it is possible to notice a major occurrence of material processes (33%), followed by relational (24%), behavioural (15%), mental (12%), verbal (9%) and existential processes (6%). These numbers indicate that advice-seekers mostly represent experiences by construing meanings in action, although the difference between material and relational processes is not so significant. In addition, mental actions and representations of psychological/physiological behaviour also have an important role when construing experiential meanings in advice-seeking letters.

In the next sections I explore the four major processes realized by advice-seekers in both columns.

**5.1.1.1 Material processes in advice-seeking letters**

Since material processes "construe doings or happenings" (Halliday, 1994, p. 110), they are normally used by advice-seekers to present the situation (the first stage of advice-seeking letters) and realize advice questions (the last stage of advice-seeking letters).

The main material actions reported in advice-seeking letters are: *do, deal with, cheat, send, wash,* and *stop working out*. The doing processes are related to personal matters with husband/boyfriend, friends and coworkers (see examples below).

My friends **send** tons of e-mails to me at work (Column 1, letter 1, Appendix 3)
My husband **stopped working out** (Column 1, letter 2, Appendix 3)
A coworker doesn't **wash** her hands in the bathroom (Column 2, letter 3, Appendix 4)

In the material processes used to present the situation, the Actors are mainly represented by a human participant closely connected to the advice-seeker (for instance: 'my friends', 'my husband', 'a coworker'). Hence, by inscribing some other entity as Actor of the situation, advice-seekers avoid taking responsibility, which means that they assume more passive roles, as "victims" of somebody else's action. This is evidenced in the first example above, in which the advice-seeker is explicitly represented as Receiver of the friends' action (for full transitivity analysis see Appendix 3). Exceptionally, in column 2, there is one instance in which the advice-seeker is inscribed as Actor of the situation (see example below).

I **cheated** on my boyfriend of three years – no sex, just fooling around. (Column 2, letter 2, Appendix 4)

Noteworthy, in example above, the advice-seeker assumes an active role, being

the participant responsible for the situation. However, it is interesting to point that, the negative meaning of the statement "*I cheated on my boyfriend*" is minimized by the behavioural process of "*fooling around*". That is, the advice-seeker takes responsibility for the situation but also defends herself of possible criticism. These results indicate that advice-seekers are rarely portrayed as Actors of problems; conversely, they are usually represented as affected by situations performed by some other entity closely related to them.

Furthermore, material processes are also used to end advice-seeking letters (see examples below).

How do I **deal** with this? (Column 1, letter 1, Appendix 3)
What can I **do**? (Column 1, letter 3, Appendix 3; Column 2, letter 3, Appendix 4)
Should I **make** him **close** it, or just **let** it **go**? (Column 1, letter 4, Appendix 3)

As seen in examples above, most advice questions inscribe advice-seekers as Actors, which means that they are represented actively as the participant interested in solving the problem created by some other entity. Additionally, the verbs used in advice questions, such as "do" and "deal", suggest that advice-seekers expect to get 'material' suggestions, or "how-to-do" tips in order to solve the problems exposed. Thus, the idea being construed in advice questions is one of insecurity and uncertainty regarding the situations advice-seekers are going through.

**5.1.1.2 Relational processes in advice-seeking letters**

Relational processes are the second most realized in advice-seeking letters, corresponding to 24% of the occurrences. Most of relational processes are realized in the body stage, which characterizes the statement of the problem. These processes refer

to instances of being where the clauses are classifying, describing or identifying participants.

The main relational processes reported in advice-seeking letters are: *be* and *have* (see examples below).

I'**m** intimidated (Column 1, letter 3, Appendix 3)
I'**m** still jealous (Column 1, letter 4, Appendix 3)
but I'**m** way too busy to respond. (Column 1, letter 1, Appendix 3)
My husband says I **have** a problem (Column 2, letter 1, Appendix 4)
but lately being with them **is** a constant reminder of how single I am (Column 2, letter 4, Appendix 4)

The relational processes are mostly related to advice-seekers' problems and anxieties, revealing traces of fragility and insecurity. Remarkably, most relational processes construe a pessimistic image of the advice-seekers as Carrier by ascribing negative Attributes, such as "intimidated" and "jealous".

Interestingly, on the one hand, in a private sphere, the relational processes used to categorize and to identify participants reveal that in advice-seeking letters women are identified and related to negative personal attributes, which display fragility and lack of self-confidence. On the other hand, in a professional sphere, relational processes reveal a duality lived by some women, who need to learn how to handle professional and private life harmoniously. That is, relational processes also construe the image of busy women engaged in work activities who have problems to cope with personal life and friendship issues due to lack of time.

Another important point reinforced in one of the examples above regards the issue of passivisation of advice-seekers' role. That means, in the example above, "*My husband says I have a problem*", it is interesting to notice that, when the writer as Carrier states that she *has* a problem; it is not her own words. It is rather a projected

clause of a verbal process inscribing "*my husband*" as Sayer. That is, she is not consciously admitting that the problem is hers; it is her husband who says that, which once more shows that the advice-seeker is represented passively as "victim" oppressed by some other entity.

### 5.1.1.3 Behavioural processes in advice-seeking letters

Behavioural processes are typically used to represent human physiological and psychological behaviour (Halliday and Matthiessen, 2004, p. 248). In advice-seeking letters, behavioural processes are used to state problems related to sex issues. The behavioural processes reported in advice-seeking letters are: *lose*, *need*, *orgasm*, *have sex* and *fooling around* (see examples below).

> I'**m losing** my attraction to him. (Column 1, letter 2, Appendix 3)
> I **need** oral stimulation to **orgasm**. (Column 2, letter 1, Appendix 4)
> He **doesn't want to have sex** anymore. (Column 2, letter 1, Appendix 4)
> No sex, just **fooling around**. (Column 2, letter 2, Appendix 4)

Most behavioural processes inscribe the advice-seeker as Behaver, however, it is important to notice that advice-seekers as main participants of behavioural clauses are represented as affected by some other participants' actions. That is, advice-seekers once more are portrayed as "victims" of situations created by other participants. Interestingly, the only instance in which the Behaver is responsible for the problem inscribes "he" as Behaver.

Hence, it is possible to say that behavioural processes are used to state sexual problems, which means that women are also concerned about their sex lives. However, these problems work as a consequence of the situation previously exposed in advice-seeking letters, in which women are passively represented as "victims".

**5.1.1.4 Mental processes in advice-seeking letters**

Since mental clauses are concerned with experience of the world of consciousness (Halliday and Matthiessen, 2004, p. 197), they are normally used by advice-seekers to construe representations of emotions and thoughts. The mental processes reported in advice-seeking letters are: *find*, *guess*, *feel*, and *gross out*. Feelings of frustration and negative thoughts are some of the meanings related to mental processes (see examples below).

I **find** myself at complete loss for words around my mother-in- law. (Column 1, letter 3, Appendix 3)
I **guess** I'm intimidated. (Column 1, letter 3, Appendix 3)
I **feel** like I'm living a lie. (Column 2, letter 2, Appendix 3)
it **grosses** me **out**  (Column 2, letter 3, Appendix 4)

In all mental clauses analysed, the advice-seeker is inscribed as Senser (see Appendix 3 and Appendix 4).  In other words, all experiences of the inner world construed in advice-seeking letters are related to advice-seekers' feelings and thoughts.

Additionally, the mental processes used by advice-seekers create a sense of alignment between the advice-seeker, who also represents the magazine readership, and the advice-giver. As a consequence, mental clauses serve to raise issues of solidarity between women, by sharing feelings of frustration, disgusting, anxiety and insecurity, as seen in examples above. In this context, Heberle (1997, p. 123) has found that mental processes are used in editorials of women's magazines to emphasize the unity of a group, stimulating an equal social relation between the speaker and the audience, the same output is confirmed in Agony Aunt Columns. Though the present analysis has just explored advice-seeking letters, so far, it is expected that advice-giving letters will also confirm this result.

Concluding, the use of mental processes by advice-seekers reveals a tendency of raising solidarity among women as members of a group. That is, by sharing emotions and thoughts, advice-seekers try to sensibilize other women showing that they all go through similar situations.

## 5.2 Transitivity analysis of advice-giving letters

Advice-giving letters have been classified as hortatory texts, which aim at persuading readers to perform changes in behaviour and conduct. The eight letters, four from column 1 and four from column 2, expose suggestions to the problems presented by advice-seeking letters.

The following sections examine the advice-giver's construal of experiences in reference to the process types employed in the eight advice-giving letters.

### 5.2.1 Process types in advice-giving letters

Having in mind the hortatory feature of advice-giving letters, they are proportionally longer than their corresponding advice-seeking letters. As previously suggested in Chapter 4, the body (issuing of commands) is characterized as the longest stage in advice-giving letters, which means that most processes are realized in the body stage.

Based on Appendix 3 and Appendix 4, the four major processes realized by the advice-giver in both columns are: material, relational, mental and verbal. **Figure 5.2** below shows the results in percentage terms.

**Figure 5.2**: Percentage of the total number of processes realized in advice-giving letters

From **Figure 5.2** above, it is possible to notice a major occurrence of material processes (38%), followed by relational (29%), mental (15%), verbal (9%), behavioural (5%) and existential processes (3%). These numbers indicate that the advice-giver mostly represents experiences and provides pieces of advice by construing meanings in action. Additionally, there is also a great occurrence of the processes of being, which ascribe attributes and identify participants. Furthermore, mental and verbal actions also contribute, in a minor number, to realize experiential meanings. Unlike advice-seekers, the advice-giver rarely used representations of psychological/physiological behaviour.

In the next sections, I carry out the analysis of the four major processes realized by the advice-giver in both columns.

**5.2.1.1 Material processes in advice-giving letters**

Material processes are used by the advice-giver mostly to issue commands or provide imperative suggestions. Some material actions reported in the advice-giving letters are: *keep, need to return, do, wait, salt, stock, work, seduce, mark, break out, try, go out, make, stop, start* and *put* (see examples below).

> **Keep** a list of personal calls and e-mails you **need to return**, then **do** so at regular times (…). **Don't wait** for friends to call you. (Column 1, letter 1, Appendix 3)
>
> Meanwhile, **salt** your living space with books and articles about healthy eating and **stock** the refrigerator with sensible food (…). At the same time, however, **adjust** your own expectations. (Column 1, letter 2, Appendix 3)
>
> Don't "**make**" him do anything, but don't "just **let** it **go**" either (…) **seduce** him to **mark** the occasion with a celebration of togetherness. (Column 1, letter 4, Appendix 3)
>
> **Break out** of old habits and **try** new fantasies in the bedroom, **go out** to new restaurants or a new club and, most important, **make** new plans for your future together. (Column 2, letter 2, Appendix 4)
>
> To **stop** a bad feeling, **start** with good thinking (…) on top of that list, **put** freedom. (Column 2, letter 4, Appendix 4)

As seen in examples above, a general feature of the 'material' clauses issuing commands is that most of them are realized imperatively with omission of Actor. This is considered a persuasive choice in which coercive meanings are represented without the possibility of negotiation. Noteworthy, most material commands are related to personal problems with husband/boyfriend or friends.

In addition, material processes are also used to represent hypothetical situations in which the advice-giver agrees with the advice-seeker's attitudes (see first example below). That is, the advice-giver also uses 'material' clauses to show understanding and establish close contact with the readers. Note, in examples below, that the Actor is

represented by the pronoun "you", which may refer to the advice-seeker in specific, as well as the general readership of the magazine. Remarkably, when inscribing "you" as Actor, the advice-giver does not criticize the Actors, conversely, the idea being construed is one of alignment.

> If you **spent** hours on personal e-mails and chitchat during the day, you'**d be stealing** time your company **is paying** you to **use** on its behalf. (Column 1, letter 1, Appendix 3)

> You'**re not living** a lie. (Column 2, letter 2, Appendix 4)

Material processes, in a minor number, are also used by the advice-giver to resort to motivation, which is the last stage of advice-giving letters (see example below). Notably, the Actor inscribed in the process refers to other human participant rather than the advice-seeker.

> Not even mothers-in-law can **resist** flattery. (Column 1, letter 3, Appendix 3)

An interesting finding regards the use of non-human abstract entity as Actor. Since material processes are concerned with actions, which are normally performed by human participants, or non-human concrete participants, as in the case of animals, for example; it is interesting to notice the presence of non-human abstract entities as Actors of material processes (see extract below).

> *Oral stimulation* **works** for you, so chances are *the manual kind* **will** too. (Column 2, letter 1, Appendix 4)

Since the subject matter of the extract above is sex, it is possible to suggest that the use of non-human abstract entities as Actors may indicate that sex is still a difficult topic to talk about. In other words, the advice-giver clearly avoids inscribing human

Actors in processes involving sexual matters, which may indicate that women still have difficulties to discuss sexual problems in a public sphere.

**5.2.1.2 Relational processes in advice-giving letters**

Relational processes are used by the advice-giver to support her argumentation, establish authority and provide suggestions. Supporting argumentation is construed mainly by the verb *have* (see examples below).

> You **have** *time* to yourself before and after work and on weekends. (Column 1, letter 1, Appendix 3)
>
> You **had** *the sense* to stop before sex (…). One likely reason: You **feel** bored in your relationship. (Column 2, letter 2, Appendix 4)
>
> Also make sure you **have** *plenty of other friends* to hang out with. (Column 2, letter 4, Appendix 4)

The examples above show that the advice-giver is very careful when providing Attributes for the reader(s). Notably, whenever "you" is inscribed as Carrier the Attributes refer to 'entity' Attributes instead of 'quality' Attributes. That is, the advice-giver avoids classifying the reader(s).

However, when the Carrier refers to some other human entity rather than the reader(s), the Attributes ascribe quality to this other person (see examples below).

> even a guy who **is** *out of shape* (Column 1, letter 2, Appendix 3)
>
> your husband **has** *the sensitivity of a brick.* (…) If he **is** *too pigheaded* to apologize (Column 2, letter 1, Appendix 4)

Therefore, these results suggest one more way in which the advice-giver establishes alignment with the readers. That is, when the advice-giver addresses the

reader(s) directly, she avoids using quality Attributes which at some point would imply criticism. Nevertheless, when referring to another human entity as Carrier, the advice-giver actually qualifies this other entity, thus creating intimacy and a sense of agreement with the readers.

Additionally, relational processes are also used to establish authority, by presenting general truths (see examples below). Interestingly, in all relational identifying processes neither the Token nor the Value is represented by human entities. That is, the advice-giver also avoids the ascription of identity to human participants.

> Your job **is** your public life. (Column 1, letter 1, Appendix 3)
>
> Well, nervous silence **is** better than nervous chattering. (Column 1, letter 3, Appendix 3)
>
> First, six months **is** not a very long time in the march toward commitment. (Column 1, letter 4, Appendix 3)

The second example above, "*well nervous silence is better than nervous chattering*", raises an important point regarding women's traditional social role. To a better understanding, the whole letter is reproduced below:

> Well, nervous silence is better than nervous chattering. When you do speak, try asking her for advice – on food, people, skills, whatever she's good at. Not even mothers-in-law can resist flattery. And remember: asking for her advice is more important than taking it. (Column 1, letter 3, Appendix 3)

Being the advice-giver a woman, it is amazing to notice how she reduces women's role in the private sphere. Critical discourse analysts may observe that the advice-giver instigates women to be kind and talk about silly subjects, as if they had nothing else on their minds. In other words, there is still an underestimation of women's role in society, mainly when talking about private issues.

Conversely, relational processes are also used by the advice-giver to construe an

image of contemporary women who must be persuasive, balanced and self-confident (see examples below).

> Your best line of attack **is** to persuade him it **is** his welfare, not your own, you're thinking of, which **is** at least half the truth (Column 1, letter 2, Appendix 3)
>
> The trick **is** to strike a balance (Column 1, letter 1, Appendix 3)
>
> After that, trusting him and not snooping **has to be** your part of the deal. (Column 1, letter 4, Appendix 3)
>
> What you're doing **is** keeping a secret presumably to avoid causing him pain. (…) Your little skid off the road **was** a symptom; the trouble **lies** within your relationship (Column 2, letter 2, Appendix 4)
>
> My recommendation **is** relax! (Column 2, letter 3, Appendix 4)

From examples above, it is possible to say that the advice-giver tries to establish authority and also alignment with the reader(s), by showing understanding and solidarity. Additionally, the advice-giver also stimulates the reader(s) to be strong, self-confident and balanced.

Concluding, the use of relational clauses in advice-giving letters contributes to reinforce social values and roles, as well as to influence readers' conduct.

## 5.2.1.3 Mental processes in advice-giving letters

Mental processes are used by the advice-giver to construe positive representations of the world and establish alignment with the reader(s). The most frequent mental processes are: *feel, consider, want, dream, assume, learn* and *figure out* (see examples below). Positive feelings, thoughts and plans for the future are some of the meanings related to mental processes.

Don't **feel** guilty (Column 1, letter 1, Appendix 3)
**consider** yourself as free of total commitment as he is (Column 1, letter 4, Appendix 3)
**consider** all you've got. (Column 2, letter 4, Appendix 4)
you **want** in tip-top condition. (…) we all **dream** of a lean lover. (Column 1, letter 2, Appendix 3)
I **assume** you won't see the guy again. (…) you **must learn** from how bad you feel and **figure out** why you acted this way. (Column 2, letter 2, Appendix 4)

As noted in advice-seeking letters, mental processes in advice-giving letters are also used to create a happy environment for problem solving, raise solidarity and emphasize the unit of a group, mainly when the Senser is "we" (see example above), which once more confirm Heberle's (1997) results. Remarkably, even when the Senser is omitted, the idea construed by the mental processes is one of support, stimulation and solidarity.

### 5.2.1.4 Verbal processes in advice-giving letters

Verbal processes appear in a small number; just 9% of the processes realized by the advice-giving letters are verbal. The main verbal processes are: *call, tell, ask, show* and *suggest* (see examples below). These processes are used to give suggestions and support the advice-giver's argumentation.

**call** them, too, but only on private time. **Tell** them how your job keeps you crazy busy. (Column 1, letter 1, Appendix 3)

**Ask** him to please close the damn thing (Column 1, letter 4, Appendix 3)

First, allow me to say (…). Because research **shows** that some 80 percent of women don't usually climax through intercourse alone. (…) **Suggest** positions – like you on top (Column 2, letter 1, Appendix 4)

As seen in examples above, most verbal processes were realized imperatively with omission of the Sayer. However, in the last example, in which the subject matter of the

letter is sex, the advice-giver inscribed an abstract entity as Sayer. By positing "research" as Sayer the advice-giver establishes authority showing that she is a well informed woman, and also slightly avoids taking responsibility for the statement. Therefore, once more, it is evidenced the avoidance of inscribing human entities as main participants of clauses talking about sex.


## 5.3 Participants in Agony Aunt Columns

As previously suggested, the transitivity system is also concerned about the representation of Participants in discourse. When analysing the process types, some comments have been made in reference to the Participants involved in those processes. Hence, in this section, I briefly summarize the representation of Participants in the two Agony Aunt Columns under analysis.

In advice-seeking letters, the main types of Participants are: *I, my husband, my boyfriend, he, a coworker, she, my friends* and *my mother-in-law*. With the exception of "*I*", most of these entities work as main Participant of clauses presenting the situations or stating the problems. That is, the advice-seeker ascribes an active role to these entities, usually relating them to problems (see examples below). This is a common choice used by advice-seekers in which they avoid taking responsibilities for the situations/problems. As a consequence, the advice-seekers are portrayed in more passive roles, as "victims" of situations created by other participants.

**My friends** send tons of e-mails *to me* at work, but I'm way too busy to respond. (Column 1, letter 1, Appendix 3)
**My husband** stopped working out, and I'm losing my attraction to him. (Column 1, letter 2, Appendix 3)
**A coworker** doesn't wash her hands in the bathroom, and it grosses me out when she hands *me* papers. (Column 2, letter 3, Appendix 4)

On the other hand, in advice questions, the advice-seekers are inscribed as main Participants of action processes, being construed actively as the participant interested in solving the problem created by some other entity (see examples below).

How do **I** deal with this? (Column 1, letter 1, Appendix 3)
What can **I** do? (Column 1, letter 3, Appendix 3; Column 2, letter 3, Appendix 4)
Should **I** make him close it, or just let it go? (Column 1, letter 4, Appendix 3)

In advice-giving letters the main types of human Participants are: *you, your husband, I,* and *we*. In addition, there is a great amount of abstract entities as main Participants often nominalized by the advice-giver, such as: *oral stimulation, nervous silence, the trick,* among others (see Appendix 3 and Appendix 4 for more examples).

If **you** don't already belong to a gym, join one fast. (…) **we** all dream of a lean lover (Column 1, letter 2, Appendix 3)
**I** assume you won't see this guy again (Column 2, letter 2, Appendix 4)
**your husband** has the sensitivity of a brick. (…) **Oral stimulation** works for you (Column 2, letter 1, Appendix 4)

The remarkable points regarding the choice of Participants in advice-giving letters are: (i) when the advice-giver positions herself explicitly by using the pronoun *I* she is presenting her own role in society as a counselor, meaning that she knows what she is talking about, and consequently, showing her authority in the text; (ii) the pronoun *we* is used as a mode of solidarity, but also represents the voice of the advice-giver involved in women daily problems; (iii) *you* is applied to provide pieces of advice and also create a more intimate mood in the interaction with readers; (iv) abstract entities are used as main Participant  mainly to talk about difficult issues, such as sex, also to avoid direct classification of readers, and to issue commands in a less personal tone.

**5.4 Circumstances in Agony Aunt Columns**

This section shows in what circumstances the experiences are conveyed in Agony Aunt Columns. All circumstances presented in Agony Aunt Columns show a context related to women's daily problems. It is possible to verify that the circumstances evidence modes of action, extent, manners of acting in workplace and in private domains. **Table 5.1** below presents the circumstances in which advice-seekers' problems arise.

| Type | Example |
|------|---------|
| Location | at work<br>in the bathroom |
| Cause | to him |
| Manner | at complete loss for words around my mother-in-law |
| Accompaniment | together<br>with my best friend and her husband |

**Table 5.1**: Circumstances in advice-seeking letters

Some solutions for women's problems are associated with positive circumstances of manner and accompaniment and also with abstract circumstances of location, cause, extent and matter (see **Table 5.2** for examples).

| Type | Example |
|------|---------|
| Location | before and after work<br>to the real world<br>on private time<br>on your own attitude too |
| Cause | on its behalf |
| Manner | in tip-top condition<br>with sensible food<br>as free of total commitment as he is<br>genuinely |
| Accompaniment | with a celebration of togetherness |
| Extent | at regular times<br>again |
| Matter | on food, people, skills |

**Table 5.2**: Circumstances in advice-giving letters

**5.5 Discussion of the results and concluding remarks on the micro analysis**

In this section I discuss the results of the transitivity choices employed by advice-seekers and the advice-giver in the two columns analysed. Hence, some general remarks are drawn concerning both columns.

Material processes were used by advice-seekers normally to present the situations (e.g., "*my husband stopped working out*") and ask for advice (e.g., "*how do I deal with this?*"). As noted in the micro analysis, most of 'material' clauses presenting the situation inscribed another Participant as Actor (e.g., "*a coworker doesn't wash her hands in the bathroom*"). This is a common choice used by advice-seekers in which they avoid taking responsibility for the problem exposed. Conversely, when advice-seekers were inscribed as Actors, normally the clauses construed an advice question (e.g., "what can I do?"), which means that advice-seekers as Actor are interested in getting material suggestion to solve their problems.

Relational, behavioural and mental processes were used mostly to state problems: e.g., *"I'm way too busy to respond"; "I'm losing my attraction to him"; "I guess I'm intimidated"*. These results suggest that when advice-seekers are portrayed as main Participant in the statement of problems, they are normally represented as "victims" affected by the situation created by some other entity.

Verbal and existential processes occurred in a minor number, mostly to instantiate advice questions (e.g., "*should I confess?*", "*Is there a way to get him back in shape?*"). In addition, verbal processes were also used to present the situation (e.g., "*my husband says I have a problem*"). Note that once more the main participant of the situation is not the advice-seeker, that is; the Sayer represented is "my husband".

Like advice-seeking letters, advice-giving letters also presented a major number of material and relational processes. The main difference between advice-seeking and

advice-giving letters is marked by the low frequency of behavioural process in advice-giving letters.

As seen in the micro analysis, most material process were used in advice-giving letters to issue commands: e.g., "*keep a list of personal calls and e-mails you need to return*", "*stock the refrigerator with sensible food*", "*try new fantasies in the bedroom*". A general feature of these 'material' clauses is that most of them are realized imperatively with omission of main participant. This is considered a persuasive choice in which coercive meanings are represented without the possibility of negotiation.

Relational and mental processes are mostly used to establish authority in the introductory stage of advice-giving letters: e.g., "*don't feel guilty*", "*your best line of attack is to persuade him*", "*first six months is not a very long time in the march toward commitment*". Additionally, these processes also construed supporting argumentation to the issue of commands: e.g., "*the trick is to strike a balance*", "*consider all you've got*". Interestingly, most Participants inscribed in relational identifying processes referred to non-human abstract entities. Hence, this observation indicates that the advice-giver avoided defining identity to human Participants.

Another interesting finding regarding relational processes in advice-giving letters is that most of attributive processes ascribed positive attributes to the reader(s) as Carrier: e.g., "*you had the sense to stop before sex*". On the other hand, when another entity is inscribed as Carrier the Attributes qualified negatively this other Participant: e.g., "*your husband has the sensitivity of a brick*".

In advice-giving letters, behavioural and existential processes were realized in a minor number, in which behavioural processes were used to resort to motivation (e.g., "*soon they will get used to your routine. And so, by the way, will you*") and existential processes mainly supported advice-giver's argumentation (e.g., "*there are other things*

*in life to worry about*").

In sum, the transitivity analysis of the two Agony Aunt Columns revealed that: (i) even in a workplace dimension, women's experiences are related to emotions and private affairs; (ii) material, relational and mental processes appear in a major number, which indicate that women's experiences are construed mostly by representations of actions, relationships of being and sharing of feelings/thoughts. The most frequent verb processes are material, which are used to present situations and issue commands; (iii) the processes associate women's experiences with identification in the two contexts (private and professional), idealization (the solutions for their problems), and with abstract and non-abstract actions.

In relation to Participants' roles, the micro analysis of the two columns revealed a great degree of antagonism concerning the representation of advice-seekers and advice-giver as main Participant. On the one hand, advice-seekers represent themselves as "victims", socially oppressed by other Participants. As previously suggested, this is evidenced mainly in the presentation of the situation in which other entities are inscribed as main Participant of the processes: e.g., *my husband, my friends, a coworker*. Additionally, in advice-seeking letters most of processes inscribing advice-seekers as main Participant displayed a pessimistic view. That is, advice-seekers, in most cases, when inscribed as Actor, Carrier, Senser, Sayer or Behaver relate themselves to negative connotations: e.g., "*I guess I'm intimidated*", "*I feel like I'm living a lie*", "*I'm still jealous*". Thus, the advice-seekers' image constructed is one of fragility, uncertainty, and sometimes even of low self-esteem.

On the other hand, in advice-giving letters, the advice-giver inscribes herself in assertive positive processes, as a self-confident powerfully represented entity: e.g., "*I assume you won't see this guy again*", "*my recommendation is relax!*", "*I have a*

*simple solution"*. Furthermore, when the advice-giver inscribes advice-seekers in any process, there is a clear avoidance of relating advice-seekers to negative meanings: e.g., "*you're not living a lie", "consider all you've got", "you have time to yourself before and after work"*.

Therefore, one may argue that advice-seekers and advice-giver have a very distinctive way of representing themselves as human entities. While the former is represented more passively as "victim", the latter is represented more actively, taking the role of a commander.

Moreover, the choice of participants in discourse depends on the context as well. In Agony Aunt Columns, the advice-giver addressed some abstractions and non-human participants: e.g., *"nervous silence is better than nervous chattering", "oral stimulation works for you", "there are better ways to shake things up!"*. This is a way in which the advice-giver construed an ideal world, normally related to happy events in order to solve women's problems (e.g., "*crack a bottle of champagne", "if you love each other should be able to set off fireworks", "make new plan for your future together"*).

Finally, the conversational tone and the lexical choices employed in the two Agony Aunt Columns show that besides talking about personal problems, women are also concerned with their jobs. The style and lexicogrammatical choices, as the use of personal pronouns (*I, you, we*), contractions (*don't, won't, doesn't*) and question marks, show how private problems are exposed and discussed by the advice-giver, creating an intimate relation also as a strategy to influence readers. Although the study of the Mood system was not undertaken in this research, it can be seen that the advice-giver used imperative sentences and modal verbs to evoke readers to be motivated and to read the columns. These conclusions were also based on the studies of women's magazines previously mentioned. Nevertheless, in my investigation, the private context and self-

help counseling discourse predominate in the two columns analysed.

# CHAPTER 6

## Final Remarks

> Looking at language critically is a way of "denaturalizing" it, questioning and 'making strange" conventions which usually seem perfectly natural to people who use them. It can help make people more sensitive to language, more aware of the sociolinguistic worlds they inhabit, and more critical of them.
>
> Talbot, 1992, p. 174

This study aimed to show how experiential meanings are construed in two Agony Aunt Columns published on *Glamour*. For that purpose, first, a macro analysis of the two columns was carried out to unveil the characteristics of this type of text as genre. Such analysis revealed that the samples under consideration can be classified as a hybrid genre, in which advice-seeking letters displayed features of narrative text-types, while advice-giving letters displayed hortatory features, frequently associated with self-help discourse. Second, from a micro perspective based on Systemic Functional Grammar, this thesis showed that when construing experiences, advice-seekers normally represent themselves in passive roles, as "victims" of situations created by some other Participant (e.g., my husband, my friends, a coworker). On the other hand, in advice-giving letters, advice-seekers are stimulated to perform more active roles, which are evidenced mainly by the realization of material imperative clauses, in which the advice-giver issues commands. Moreover, in advice-giving letters there was a clear avoidance of relating advice-seekers to negative meanings, which implied that advice-seekers were normally inscribed in positive processes, as a way to construe alignment with readers and also a "happy" environment for problem solving. Additionally, a brief look at the circumstances of location employed by advice-seekers and advice-giver showed that problems, and consequently solutions for the problems, took place in

concrete public and private domains (e.g., at work, in the bedroom), and also in abstract domains (e.g., in your relationship).

Another important finding evidenced in the present thesis regards the representation of the advice-giver as a self-confident and reliable entity. In this respect, most instances which inscribed the advice-giver as main Participant involved assertive positive processes (e.g., *"I assume you won't see this guy again", "my recommendation is relax!", "I have a simple solution"),* which construed a supportive environment.

In terms of processes types realized in the two Agony Aunt Columns, the transitivity analysis revealed that: (i) even in a workplace dimension, women's experiences are related to emotions and private affairs; (ii) material, relational and mental processes appear in a major number, which indicate that women's experiences are construed mostly by representations of actions, relationships of being and sharing of feelings/thoughts. The most frequent verb processes are material, which are used to present situations and issue commands; (iii) the processes associate women's experiences with identification in the two contexts (private and professional), idealization (the solutions for their problems), and with abstract and non-abstract actions.

Hence, the transitivity system developed by Halliday proved to be a resourceful tool for analyzing experiential meaning representations. Furthermore, Systemic Functional Linguistics also contributed positively to the identification of contextual variables inherent in the texts under analysis. That is, besides being the theoretical genesis for carrying out the genre-analysis proposed in Chapter 4, Systemic Functional theory also brought fruitful insights to the identification of situational variables that underpinned the columns analysed in Chapter 5. Therefore, according to the situational context, its is possible to say that *Glamour* Agony Aunt Columns are presented in a

written mode, in which language plays its role of conveying meanings, socializing participants and influence conduct. In addition, the interaction is constructed in a conversational tone, in which the participants involved are: anonymous readers and Irma, who were approached in this thesis as advice-seekers and advice-giver, respectively. Noteworthy, the term advice-seekers also represents the target audience of the magazine. And finally, the subject matter dealt in *Glamour* Agony Aunt Columns is related to relationships in general, encompassing love/sex relations, work relations and friendship relations.

The use of self-help discourse in the two Agony Aunt Columns analysed appears to be an evidence that this type of discourse, before restricted to professional psychology and psychiatry practices (Meurer, 1998), has been explored as a technique to influence people in different social contexts. The hortatory stages identified in the data analysis confirm some results of previous studies of editorials in women's magazines (Heberle, 1997 and Bernardon, 2005), in which the hortatory characteristics suggest that these text-types are used as a form of influencing people and also establishing close contact with readers.

## 6.1 Pedagogical implications

Halliday (1994, p. XV) has argued that "the linguistic analysis enables one to show how and why the text means what it does". In this respect, becoming familiarized with SFL theory applicability enables teachers to explore texts in different ways, by showing students how and why meanings are construed the way they are. Hence, SFL can be used as a resource to raise students' language awareness and it may also work as a tool for raising critical perspectives.

**6.2 Limitations of the study and suggestions for further research**

A relevant point to ponder regarding the data analysed in this thesis refers to the limited number of two Agony Aunt Columns, which may be considered a small corpus. However, since one of the purposes of the present study was to carry out a detailed analysis of all transitivity choices employed by advice-seekers and advice-giver in both columns, the proposed sampling represented extensive work.

As suggestions for further research, besides the enlargement of the corpus, which might involve collecting Agony Aunt Columns from other women's magazines, the enhancement of the analytical framework may also result in significant additional information. In this respect, the lexicogrammatical systems of Mood and Theme/Rheme could be used in order to highlight specific interpersonal and textual features of Agony Aunt Columns.

Additionally, researches may also investigate the visual aspect of Agony Aunt Columns, which implies considering images as a resource for construing meanings. In this context, one may argue that the butterflies placed at the top of the columns analysed, and also the picture of the advice-giver placed at the bottom of the page construe meaningful relations with the verbal language (see Appendix 1 and Appendix 2 for visual details). Broadly speaking, at first sight, one may suggest that the butterflies serve to enhance the happy environment verbally created by advice-giving letters, while the advice-giver's picture serves to bring reliability to the advices provided.

However, since those suggestions are beyond the scope of the present thesis, hopefully, further research brings them out.

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**APPENDICES**

life & happiness

● **rescue me!**

# Free therapy here!

*Irma Kurtz, <u>Glamour</u>'s good-advice godmother, is here to fix what's bugging you. No couch required.*

**Q** My husband stopped working out, and I'm losing my attraction to him. Is there a way to get him back in shape?

**A** Your best first line of attack is to persuade him it is his welfare, not your own, you're thinking of, which is at least half the truth: It's *his* cholesterol, his blood pressure, his heart—and, OK, his abs and glutes—you want in tip-top condition. Meanwhile, salt your living space with books and articles about healthy eating and stock the refrigerator with sensible food. If you don't already belong to a gym, join one fast and sign him up too; arrange to meet him there after work on a regular basis. At the same time, however, adjust your own expectations. Though we all dream of a lean lover, even a guy who is out of shape—if he knows his way around your body, and especially if you love each other—should be able to set off fireworks. So by all means encourage him to want to be fit again, but don't forget to work on your own attitude too.

**Q** My friends send tons of e-mails to me at work, but I'm way too busy to respond. How do I deal with this?

**A** Don't feel guilty about not getting back to them. If you spent hours on personal e-mails and chitchat during the day, you'd be stealing time your company is paying you to use on its behalf. Your job is your public life. You have time to yourself before and after work and on weekends; that's your private life. (Welcome to the real world!) The trick is to strike a balance. Keep a list of personal calls and e-mails you need to return, then do so at regular times—say between six and seven on weeknights, or on Sunday. Don't wait for friends to call you; call them, too, but only on private time. Tell them how your job keeps you crazy busy. Soon they'll get used to your routine. And so, by the way, will you.

## The quick fix

**Q** I find myself at a complete loss for words around my mother-in-law. I guess I'm intimidated. What can I do?

**A** Well, nervous silence is better than nervous chattering. When you do speak, try asking her for advice—on food, people skills, whatever she's good at. Not even mothers-in-law can resist flattery. And remember: Asking for her advice is more important than *taking* it.

**Q** My boyfriend of six months has an active Yahoo! Personals account. He told me he doesn't use it, but I'm still jealous. Should I make him close it, or just let it go?

**A** First, six months is not a very long time in the march toward commitment, and he may have genuinely forgotten he had the account. Don't "make" him do anything, but don't "just let it go," either. Ask him to please close the damn thing and if he does, crack a bottle of champagne—why not?—and seduce him to mark the occasion with a celebration of togetherness. After that, trusting him and not snooping has to be your part of the deal. If he refuses to close his account, you have cause to be angry, to let him know it and to consider yourself just as free of total commitment as he is.

Got a question for Irma? E-mail her at Irma @glamour. com or go to glamour.com (click on "Contact Us").

**HAPPINESS QUICKIE** "Experience is a hard teacher. She gives the test first and the lessons afterward." —Anonymous

**● rescue me!**

*life & happiness*

# You've got issues? She's got answers

*Ever wished someone would just tell you what to do? Well, Irma Kurtz, Glamour's good-advice guru, is your someone!*

**Q** I cheated on my boyfriend of three years—no sex, just fooling around. I feel like I'm living a lie. Should I confess?

**A** Whoa! You're not "living a lie." That suggests ongoing betrayal and a double life; what you're doing is keeping a secret, presumably to avoid causing him pain. You made a mistake, sure, but at least you had the sense to stop before sex—and I assume you won't see the guy again. Should you confess? That's your call—but you *must* learn from how bad you feel and figure out why you acted this way. One likely reason: You feel bored in your relationship. There are better ways to shake things up! Break out of old habits and try new fantasies in the bedroom, go out to new restaurants or a new club and, most important, make new plans for your future together. Your little skid off the road was a symptom; the trouble lies within your relationship, but it can be cured.

**Q** My husband says I have a problem since I need oral stimulation to orgasm. He doesn't want to have sex anymore. Help!

**A** First, allow me to say your husband has the sensitivity of a brick. Perhaps he didn't have much experience before he met you, because research shows that some 80 percent of women don't usually climax through intercourse alone. You may need to hear him say "I'm sorry" before you can focus on fixing your sex life. Once you're ready, here's a suggestion: Oral stimulation works for you, so chances are the manual kind will too. Suggest positions—like you on top—that leave his hands free to caress you. If he's too pigheaded to apologize or try anything new, coax or drag him to a sex therapist, even if it means fibbing and saying it's for help with "your" problem. Once he's there, the therapist will help him learn how to appreciate your needs.

## The quick fix

**Q** A coworker doesn't wash her hands in the bathroom, and it grosses me out when she hands me papers. What can I do?

**A** Assuming you don't work in the food industry, my recommendation is…relax! Don't let her bad habit become your obsession. There are other things in life to worry about. If you're still squeamish, I have a simple solution: Use hand sanitizer!

**Q** I've been close with my best friend and her husband since we were kids, but lately being with them is a constant reminder of how single I am. Is there a way to keep this from getting under my skin?

**A** To stop a bad feeling, start with good thinking. Don't harp on what you're missing; consider all you've got, and on top of that list, put "freedom." Not just sexual freedom, but the freedom you have as a single woman to travel, meet countless new people, pursue dreams and change your mind. If you don't enjoy your freedom now, you'll pile up regrets. Also make sure you have plenty of other friends to hang out with—possibly even some who envy *you.*

Got a question for Irma? E-mail her at Irma@ glamour.com or go to glamour.com (click on "Contact Us").

**HAPPINESS QUICKIE** "Let us not look back in anger, nor forward in fear, but around in awareness." —James Thurber

**APPENDIX 3**

Transitivity analysis of Column 1: **"Free therapy here!"** –*Glamour* issue of July 2005.

**Question 1:**

| |||My friends | Send | tons of e-mails | to me | at work, |
|---|---|---|---|---|
| Actor | Pr: material (extending) | Goal | Beneficiary: Recipient | Circ: Location: spatial |

| //but | I | ´m | | way too busy [[to respond.]] ||| |
|---|---|---|---|
| | Carrier | Pr: relational (intensive) | Attribute |

| |||How | do | I | deal with | this? ||| |
|---|---|---|---|---|
| | | Actor | Pr: material : (elaborating) | Goal |

**Answer 1:**

| |||Don't feel | guilty [[about not getting back to them.]] ||| |
|---|---|
| Pr: mental (perceptive) | Phenomenon |

| If | you | spend | hours on personal e-mails and chitchat | during the day, |
|---|---|---|---|---|
| | Actor | Pr: material (extending) | Range | Circ: Extent: durative |

| //you | ´d be stealing | time |
|---|---|---|
| Actor | Pr: material (extending) | Goal |

| [[your company | is paying | you | //to use | on its behalf.]] ||| |
|---|---|---|---|---|
| Actor | Pr: material: (extending) | Beneficiary: Recipient | Pr: material: (extending) | Circ: Cause : behalf |

| |||Your job | Is | your public life.||| |
|---|---|---|
| Token | Pr: relational (intensive) | Value |

| |||You | have | time [to yourself] | before and after work and on weekends; |
|---|---|---|---|
| Carrier | Pr: relational | Attribute | Cir. Location: temporal |

| //that | Is | your private life.||| |
|---|---|---|
| Token | Pr: relational (intensive) | Value |

| |||Welcome | to the real world! ||| |
|---|---|
| Pr: material (enhancing) | Circ: Location: spatial |

| |||The trick | Is | [[to strike a balance.]] ||| |
|---|---|---|
| Token | Pr: relational (intensive) | Value |

| |||Keep | a list of personal calls and e-mails | | [[you | need to return,]] |
|---|---|---|---|---|
| Pr: material: (extending) | Range | | Actor | Pr: material: (extending) |

| //then | Do | | so | at regular times - |
|---|---|---|---|---|
| | Pr: material (elaborating) | | | Circ: Extent: frequency |

| //say | between six and seven on weeknights, or on Sunday.||| |
|---|---|
| Pr: verbal | Circ: Extent: durative |

| |||Don't wait for | | friends [[to call you;]] |
|---|---|---|
| Pr: material (elaborating) | | Range |

| //call | them, | too, | but | only | on private time. ||| |
|---|---|---|---|---|---|
| Pr: verbal | Receiver | | | | Circ: Location: temporal |

| |||Tell | them | //how | your job | keeps | you | crazy busy.||| |
|---|---|---|---|---|---|---|
| Pr: Verbal | Receiver | | Attributor | Pr: causative | Carrier | Attribute |

| |||Soon | They | will get used to | your routine.||| |
|---|---|---|---|
| | Behaver | Pr: behavioural | Range |

| And so, | by the way, | will | you. |
|---|---|---|---|
| | | Pr: behavioural | Behaver |

**Question 2:**

| |||My husband | stopped working out, |
|---|---|
| Actor | Pr: material (elaborating) |

| //and, | I | ´m losing | my attraction | to him.||| |
|---|---|---|---|---|
| | Behaver | Pr: behavioural | Range | Circ: Cause: purposive |

| ||||Is | There | a way [[to get him back in shape?]]||| |
|---|---|---|
| Pr: existential | | Existent |

**Answer 2:**

| |||Your best first line of attack | is | [[to persuade him]]|||| |
|---|---|---|
| Token | Pr: relational (intensive) | Value |

| ||||it | Is | his welfare, not your own, |
|---|---|---|
| Token | Pr: relational (intensive) | Value |

| //you' | re thinking of, | which | is | | at least | half the truth: |
|---|---|---|---|---|---|---|
| Behaver | Pr: behavioural | Token | Pr: relational (intensive) | | | Value |

| //It' | S | | his cholesterol, his blood pressure, his heart- | and, OK, | his abs and glutes - |
|---|---|---|---|---|---|
| Token | Pr: relational (intensive) | | Value | | Value |

| //you | want | in tip-top condition.||| |
|---|---|---|
| Senser | Pr: mental (desiderative) | Circ: Manner: quality |

| |||Meanwhile, | Salt | | your living spaces | with books and articles [about healthy eating] |
|---|---|---|---|---|
| | Pr:material (elaborating) | | Goal | Circ: Manner: means |

| //and, | Stock | the refrigerator | with sensible food.||| |
|---|---|---|---|
| | Pr: material (elaborating) | Goal | Circ: Manner: means |

| |||If | you | don't | already | belong to | a gym, |
|---|---|---|---|---|---|
| | Carrier | Pr: | | relational | Attribute |

| //join | one | fast |
|---|---|---|
| Pr: material | Range | Circ: Manner |

| //and | Sign | him | up | too; |
|---|---|---|---|---|
| | Pr: material (elaborating) | Goal | Pr: | |

| //arrange to meet | Him | there | after work on a regular basis.||| |
|---|---|---|---|
| Pr: material (elaborating) | Range | Circ: Location: spatial | Circ: Location: temporal |

| |||At the same time, | however, | adjust | your own expectations.||| |
|---|---|---|---|
| Circ: Location: temporal | | Pr: material (elaborating) | Goal |

| |||Though | we all | dream of | a lean lover, |
|---|---|---|---|
| | Senser | Pr: mental (cognitive) | Phenomenon |

| //even | a guy | [[who | is | out of shape]] - |
|---|---|---|---|---|
| | Carrier | | Pr: relational (intensive) | Attribute |

| //if | he | Knows | his way around your body, |
|---|---|---|---|
| | Senser | Pr: mental (cognitive) | Phenomenon |

| //and | specially | if | You | love | each other |
|---|---|---|---|---|---|
| | | | Senser | Pr: mental (emotive) | Phenomenon- |

| //should be able to set off | fireworks.||| |
|---|---|
| Pr: material (creative) | Goal |

| |||So | by all means | Encourage | him | to want to be | fit | again, |
|---|---|---|---|---|---|---|
| | | Pr: causative | Carrier | Pr: relational | Attribute | Circ: frequency |

| //but, | don't forget to work | on your own attitude too.||| |
|---|---|---|
| | Pr: material (elaborating) | Circ: Location: spatial (abstraction) |

**Question 3:**

| |||I | find | myself | at complete loss [for words around my mother-in-law].||| |
|---|---|---|---|
| Senser | Pr: mental (cognitive) | Phenomenon | Circ. Manner: quality |

| |||I | guess | I | ´m. | Intimidated.||| |
|---|---|---|---|---|
| Senser | Pr: mental (cognitive) | Carrier | Pr: relational (intensive) | Attribute |

| |||What | can | I | do? ||| |
|---|---|---|---|
| | Pr: | Actor | Pr: material (elaborating) |

**Answer 3:**

| |||Well, | nervous silence | is | better than nervous chattering.||| |
|---|---|---|---|
| | Carrier | Pr: relational (intensive) | Attribute |

| |||When | you | do speak, |
|---|---|---|
| | Sayer | Pr: verbal |

| //try asking | Her | for advice- | on food, people skills, |
|---|---|---|---|
| Pr: verbal | Beneficiary: Receiver | Verbiage | Cir. Matter |

| //whatever | She | is | good at.||| |
|---|---|---|---|
| | Carrier | Pr: relational (intensive) | Attribute |

| Not even mothers-in-law | can resist | flattery. |
|---|---|---|
| Actor | Pr: material (elaborating) | Range |

| |||And | remember: |
|---|---|
| | Pr: mental (cognitive) |

| //[[Asking for her advice]] | Is | more important than taking it.||| |
|---|---|---|
| Carrier | Pr: relational (intensive) | Attribute |

**Question 4:**

| ||My boyfriend [of six months] | has | an active Yahoo! Personals account.||| |
|---|---|---|
| Carrier | Pr: relational | Attribute |

| |||He | told | me | //he | doesn't use | it, |
|---|---|---|---|---|---|
| Sayer | Pr: verbal | Receiver | Actor | Pr: material (extending) | Goal |

| //but | I | am | still | jealous. ||| |
|---|---|---|---|---|
| ---- | Carrier | Pr: relational (intensive) | | Attribute |

| |||Should | I | Make | him | close | it, |
|---|---|---|---|---|---|
| --- | Initiator | Pr: causative | Actor | Pr: material (elaborating) | Goal |

| //or just | let | it | go? ||| |
|---|---|---|---|
| --- | Pr: causative | Goal | Process: material |

**Answer 4:**

| |||First | six months | is not | a very long time in the march toward commitment,||| |
|---|---|---|---|
| ---- | Carrier | Pr: relational | Attribute |

| and | He | may have forgotten | genuinely |
|---|---|---|---|
| ---- | Senser | Pr: mental (cognitive) | Circ: Manner: quality |

| //he | had | the account.||| |
|---|---|---|
| Carrier | Pr: relational (possessive) | Attribute |

| |||Don't make | Him | do | anything, |
|---|---|---|---|
| Pr: causative | Actor | Pr: material (elaborating) | Goal |

| //but | don't | just | Let | it | go, | either. ||| |
|---|---|---|---|---|---|---|
| --- | Pr: | | causative | Goal | material | |

| |||Ask | him | //to | please | close | the damn thing |
|---|---|---|---|---|---|
| Pr: verbal | Receiver | Pr: | | Pr: material (elaborating) | Goal |

| //and if | he | does, | //crack | a bottle of champagne |
|---|---|---|---|---|
| --- | Actor | Pr: material | Pr: material (elaborating) | Goal |

| |||Why not? ||| | |||And | seduce | him | //to mark | the occasion | with a celebration of togetherness. ||| |
|---|---|---|---|---|---|---|
| | ---- | Pr: material | Goal | Pr: material | Goal | Cir. Accompaniment: |

| |||After that, | [[trusting him //and not snooping]] | has to be | part of your deal. ||| |
|---|---|---|---|
| --- | Carrier | Pr: relational | Attribute |

| ||||If | He | refuses to close | his account, |
|---|---|---|---|
| --- | Actor | Pr: material | Goal |

| //you | have | cause [[to be angry]], |
|---|---|---|
| Carrier | Pr: relational (possessive) | Attribute |

| //to let | Him | know | it | and |
|---|---|---|---|---|
| Pr: causative | Senser | Pr: mental (cognitive) | Phenomenon | |

| //to consider | yourself | as free of total commitment [[as he is]].|| |
|---|---|---|
| Pr: mental (cognitive) | Phenomenon | Circ: Manner: comparison |

# APPENDIX 4

Transitivity analysis of Column 2: **"You've got issues? She's got answers"** –*Glamour* issue of August 2005.

**Question 1:**

| |||My husband | Says | // I | have | a problem |
|---|---|---|---|---|
| Sayer | Pr: verbal | Carrier Verbiage | Pr: relational possessive | Attribute |

| // since | I | Need | oral stimulation | // to orgasm.||| |
|---|---|---|---|---|
| | Behaver | Pr: behavioural | Range: Phenomenon | Pr: behavioural |

| |||He | doesn't want to have sex | anymore.||| |
|---|---|---|
| Behaver | Pr: behavioural | |

| Help! |
|---|
| Minor clause |

**Answer 1:**

| |||First, | allow | me | to say |
|---|---|---|---|
| | Pr: causative | Sayer | Pr: verbal |

| // your husband | Has | the sensitivity of a brick.||| |
|---|---|---|
| Carrier | Pr: relational: possessive | Attribute |

| |||Perhaps | he | didn't have | much experience | // before | he | met | you, |
|---|---|---|---|---|---|---|---|
| | Carrier | Pr: relational | Attribute | | Actor | Pr: material | Range |

| // because | research | shows |
|---|---|---|
| | Sayer | Pr: verbal |

| // that | some 80 percent of women | don't | usually | climax | through intercourse alone.||| |
|---|---|---|---|---|---|
| | Behaver | | Pr: | behavioural | Manner: means |

| |||You | may need to hear | [[him | say | "I | 'm | sorry" |
|---|---|---|---|---|---|---|
| Senser | Pr: mental: perceptive | Sayer | Pr: verbal | Carrier | Pr: relational: Attributive | Attribute |

| //before | you | can focus on | [[fixing | your sex life.]] ]] ||| |
|---|---|---|---|---|
| | Behaver | Pr: behavioural | Phenomenon | |

| |||Once | you | ´re | ready, |
|---|---|---|---|
| | Carrier | Pr: Relational: Attributive | Attribute |

| // here | Is | a suggestion: |
|---|---|---|
| Cir. Location: spatial | Pr: existential | Existent |

| // Oral stimulation | Works | for you, |
|---|---|---|
| Actor | Pr: material | Circ. Cause: purposive |

| // so | chances | Are | [[the manual kind | will | too.]] ||| |
|---|---|---|---|---|---|
| | Existent | Pr: existential | Actor | Pr: material | |

| |||Suggest | positions- | [[like you on the top - |
|---|---|---|
| Pr: verbal | Verbiage | Cir. Manner: comparison |

| // that | leave | his hands | free | [[ to caress | you.]] ||| |
|---|---|---|---|---|---|
| Attributor | Pr: causative | Carrier | Attribute | Pr: material | Goal |

| |||If | he | is | too pigheaded | [[to apologize | // or | try | anything new,]] |
|---|---|---|---|---|---|---|---|
| | Carrier | Pr: relational | Attribute | Pr: verbal | | Pr: material | Range |

| // coax or drag | him | to a sex therapist, |
|---|---|---|
| Pr: material | Goal | Circ. Location: spatial |

| // even if | it | Means | [[fibbing // and saying // it is for help with "your" problem]]. |
|---|---|---|---|
| | Token | Pr: relational: Identifying | Value |

| |||Once | he | Is | there, |
|---|---|---|---|
| | Carrier | Pr: relational attributive | Attribute |

| //the therapist | will help | him | learn | //how | to appreciate | your needs. |
|---|---|---|---|---|---|---|
| Inducer | Pr: causative | Senser | Pr: cognitive | | Pr: mental: emotive | Phenomenon |

**Question 2:**

| ||||I | cheated on | my boyfriend of three years||| |
|---|---|---|
| Actor | Pr: material | Goal |

| |||no sex, | just | fooling around.||| |
|---|---|---|
| Minor clause | | Pr: behavioural |

| ||||I | Feel | [[like I'm living a lie]].||| |
|---|---|---|
| Senser | Pr: mental: perceptive | Phenomenon |

| |||Should | I | confess? ||| |
|---|---|---|
| Pr: | Sayer | Verbal |

**Answer 2:**

| |||Whoa! | You | are not living | a lie.||| |
|---|---|---|---|
| | Actor | Pr: material | Range: scope |

| |||That | Suggests | ongoing betrayal and a double life; |
|---|---|---|
| Token | Pr: relational: Identifying | Value |

| ||| [[what you are doing]] | Is | [[keeping a secret presumably [[to avoid him pain]] ]] |||. |
|---|---|---|
| Token | Pr: relational: Identifying | Value |

| |||You | made | a mistake, | sure, |
|---|---|---|---|
| Actor | Pr: material | Range: scope | |

| // but at least | you | Had | the sense [[to stop before sex]] - |
|---|---|---|---|
| | Carrier | Pr: relational: possessive | Attribute |

| // and | I | Assume | // you | won't see | this guy again.||| |
|---|---|---|---|---|---|
| --- | Senser | Pr: mental: cognitive | Senser | Pr: mental: perceptive | Phenomenon |

| Should | You | confess? |
|---|---|---|
| Pr: | Sayer | verbal |

| That | Is | your call - |
|---|---|---|
| Token | Pr: relational: Identifying | Value |

| but | you | must learn | from how bad | [[you | feel]] |
|---|---|---|---|---|---|
| | Senser | Pr: mental: cognitive | Cir. Manner: means | | |

| // and | figure out | // why | you | acted | this way.||| |
|---|---|---|---|---|---|
| | Pr: mental: cognitive | | Behaver | Pr: behavioural | Cir. Manner: quality |

| |||One likely reason: | You | feel | bored | in your relationship.||| |
|---|---|---|---|---|
| | Carrier | Pr: relational | Attribute | Circ. Location: spatial |

| |||There | are | better ways [[to shake things up!]] ||| |
|---|---|---|
| | Pr: existential | Existent |

| |||Break out | of old habits | // and | try | new fantasies | in the bedroom, |
|---|---|---|---|---|---|
| Pr: material | Cir. Location | | Pr: material | Goal | Circ. Location |

| // go out | to new restaurants or a new club |
|---|---|
| Pr: material | Circ: place |

| // and, most important | Make | new plans for your future | together. ||| |
|---|---|---|---|
| | Pr: material | Goal | Cir.Accompaniment |

| |||Your little skid off the road | was | a symptom; |
|---|---|---|
| Carrier | Pr: relational | Attribute |

| // the trouble | lies | within your relationship, | | // but | it | can be cured.||| |
|---|---|---|---|---|---|---|
| Carrier | Pr: relational | Attribute | | | Goal | Pr: material |

**Question 3:**

| |||A coworker | doesn't wash | her hands | in the bathroom, |
|---|---|---|---|
| Actor | Pr: material | Goal | Circ. Location: spatial |

| // and | it | Grosses | me | out |
|---|---|---|---|---|
| | Phenomenon | Pr: mental: | Senser | emotive |

| // when | she | Hands | me | papers.||| |
|---|---|---|---|---|
| | Actor | Pr: material | Recipient | Goal |

| |||What | Can | I | do? ||| |
|---|---|---|---|
| Range: scope | Pr: | Actor | material |

**Answer 3:**

| |||Assuming | you | don't work | in the food industry, |
|---|---|---|---|
| | Actor | Pr: material | Cir. Location: spatial |

| //my recommendation | Is | [[relax!]] ||| |
|---|---|---|
| Value | Pr: relational: Identifying | Token |

| |||Don't let | her bad habit | become | your obsession.||| |
|---|---|---|---|
| Pr: causative | Token | Pr: relational: Identifying | Value |

| ||| There | are | other things in life | [[to worry about]] |||. |
|---|---|---|---|
| | Pr: existential | Existent | Pr: mental: cognitive |

| |||If | you | Are | still squeamish, |
|---|---|---|---|
| | Carrier | Pr: relational: Attributive | Attribute |

| // I | Have | a simple solution: |
|---|---|---|
| Carrier | Pr: relational: possessive | Attribute |

| // Use | hand sanitizer! ||| |
|---|---|
| Pr: material | Goal |

**Question 4:**

| ||| I | ´ve been | close | with my best friend and her husband |
|---|---|---|---|
| Carrier | Pr: relational: Attributive | Attribute | Cir. Accompaniment: comitation |

| // since | we | Were | kids, |
|---|---|---|---|
| | Carrier | Pr: relational : Attributive | Attribute |

| // but lately | [[being with them]] | is | a constant reminder of [[how single I am]] \|\|\|. |
|---|---|---|---|
| | Token | Pr: relational: Identifying | Value |

| \|\|\| Is | there | a way [[to keep this from [[getting under my skin?]] ]] \|\|\| |
|---|---|---|
| Pr: existential | | Existent |

**Answer 4:**

| \|\|\| To stop | a bad feeling]] | // start | with good thinking \|\|\|. |
|---|---|---|---|
| Pr: material | Goal | Pr: material | Circ. Accompaniment: comitation |

| \|\|\|Don't harp on | [[what you're missing]]; |
|---|---|
| Pr: behavioural | Phenomenon |

| // consider | all [[you've got]], |
|---|---|
| Pr: mental: cognitive | Phenomenon |

| //and | on top of that list, | put | "freedom."\|\|\| |
|---|---|---|---|
| | Circ. Location: spatial | Pr: material | Goal |

| \|\|\| Not just sexual freedom, | but | the freedom | [[you | have | as a single woman | to travel, to meet countless new people, pursue dreams and change your mind.]] \|\|\| |
|---|---|---|---|---|---|---|
| Goal | | Goal | | | | |

| \|\|\| If | you | don't enjoy | your freedom | now, |
|---|---|---|---|---|
| | Senser | Pr: mental: emotive | Phenomenon | Circ. Location: temporal |

| // you | ´ll pile up | regrets. \|\|\| |
|---|---|---|
| Actor | Pr: material | Goal |

| \|\|\|Also | make sure | // you | have | plenty of friends [[to hang out with]] |
|---|---|---|---|---|
| | Pr: cognitive | Carrier | Pr: relational: possessive | Attribute |

| // possibly even | Some | [[who | envy | you]].\|\|\| |
|---|---|---|---|---|
| | Attribute | | | |

**APPENDIX 5**

Historical information about *Glamour* magazine provided by *Glamour* Reader Services Editor, Lynda Laux-Bachand, in an e-mail message dated from May 22nd 2006.

| | |
|---|---|
| **To:** | "Laylla Cardoso" |
| **Subject:** | Re: Historical information about the magazine |
| **From:** | letters@glamour.com |
| **Date:** | Mon, 22 May 2006 10:47:05 -0400 |

Dear Laylla,

Thanks for writing to *Glamour* to ask about the history of the magazine and its present status. Below, you'll find the history. If you log on to www.glamour.com, you'll find a media kit listed on the right-hand side of the home page. There you'll find detailed information on demographics, ad rates and the mission statement of the magazine.

*Glamour* magazine was introduced in April 1939 by Conde Nast Publications as "*Glamour* of Hollywood." It was a fashion magazine featuring tips on how to appear as glamorous as Hollywood actresses. Features like "Dos & Don'ts" and makeovers (which in later decades were published regularly) appear in these early issues; their subjects were stars like Bette Davis, Lucille Ball, and Katharine Hepburn, along with up-and-coming starlets.

During World War II, when women began entering the workforce to fill the jobs left vacant by men going to war, the magazine dropped its Hollywood focus and, in 1943, became *Glamour* "For the Girl with a Job." With the end of the war, editors refocused the magazine to all young women, women in college or married, with or without jobs and, in the late 1940s, *Glamour* became "The Fashion Magazine for Young Women."

In the fall of 1959, Conde Nast Publications bought Street & Smith Publications, publishers of *Charm*, and incorporated that magazine (which was geared to young working women) into *Glamour*. It then expanded into the "how-to" direction. Service columns like the "How to Do Anything Better Guide" (established in 1971) and "Fashion Workshop" (established in 1977) were the first of their kind. In 2001, the magazine incorporated its sister publication, *Mademoiselle*.

*Glamour* is now a fashion, beauty, health and fitness magazine geared to young women and it is the largest magazine in the world in this category. Its scope has been widened to include many more areas relevant to readers' lives. From regular columns like "Health & Bodybook", "Hero of the Month" and "How to Do Anything Better Guide" to award-winning features on tough topics like abortion, AIDS, racism, and violence against women, *Glamour* continues to focus on issues that are crucial to all women.

In addition to its goal to make readers more aware, *Glamour* inspires women to achieve their goals, especially through features such as the annual profiles of the most outstanding women in the country ("Women of the Year" and "Top 10 College Women"). As a result of this combination: *Glamour* has won the National Magazine Award for excellence in 1981 and 1991 and again in 2005. It is the only women's magazine to have won three times in the general excellence category.

Among recent awards the magazine received are: The National Coalition for Women with Heart Disease Wenger Award in 2004 for communication, demonstrating a commitment to and significant achievement in efforts to reduce heart disease in women, and the Association for Women in Communications Clarion Award for "The Amazing Life of Laura," a story about a

young woman with cystic fibrosis, both in 2004.

The American Association of Magazine Editors awarded to *Glamour* in 2005 for general excellence in the over 2 million circulation category. Other awards in 2004 included Planned Parenthood Federation of American's Maggie Award for "Yes, You Can Save Women's Lives!" by Sabrina Rubin Erdeley, April 2004.

The magazine also made Advertising Age A-List: named No. 5 of 10 hottest, most successful magazines. And *Glamour* was among the winning magazines in ASME's "Top 40 magazine covers of the past 40 years," for the August 1968 cover, of Katiti Kironde, which was the first time an African-American woman was on the cover of a national women's magazine.

The magazine has a circulation of 2,403,013, with 12, 510,000 readers. The readers range in age from 18 to 49 with 33.9 the median age.

I hope this helps with your study.

Sincerely,

Lynda Laux-Bachand

Reader Services Editor