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This special issue compiles papers from the 48th Systemic Functional Congress (ISFC48 organised in March 2023 by the Systemic Functional Linguistics Association of Tunisia (SYFLAT) and the Laboratory of Approaches to Discourse (LAD-LR13ES15), under the auspices of the Faculty of Letters and Humanities at the University of Sfax. This special issue, which explores the theme of power and empowerment in relation to language and systemic functional theory, is divided into two volumes. The contributions in this first volume provide some reflections on SFL notions, which can empower both the theoretical apparatus and its application to different types of discourse. The papers in the second volume showcase how SFL language descriptions can empower pedagogical practices.

Acknowledgements

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A comparative analysis of the construal of real-world experiences in English translations of interviews with three speakers of Djerbi Berber

Mohamed Elhedi Bouhdima

Abstract

Text analysis has been conducted by means of a variety of methods, including the Systemic Functional Linguistics framework and Critical Discourse Analysis framework. It appears that there has been no deployment of Systemic Functional Linguistics, Critical Discourse Analysis or a combination of both in the analysis of interviews with speakers of minority languages in general and the speakers of Berber languages in particular. As an attempt to fill this gap in the literature, English translations of three transcripts of interviews, conducted with three Berber speakers of Djerbi Berber, were comparatively analyzed, combining Critical Discourse Analysis and Systemic Functional Linguistics. The study was set to discover whether the participants construe the same real-world experiences in the same way. Results showed that the participants construed their real-world experiences differently. They also showed that their mental construction of their experiences in the real world was influenced neither by their social similarities nor by their social differences, namely generation and educational level. The study has two implications: first, the combination of Systemic Functional Linguistics and Critical Discourse Analysis is effective in comparing the three interview transcripts; and second, the combination of the Systemic Functional Linguistics Transitivity model and the Critical Discourse Analysis Representation framework has contributed not only to the empowerment of both frameworks but also to the validity of the results.

Keywords

Introduction

A text can be spoken or written (Fairclough 1995). Text analysis has been conducted by means of a variety of methods. Fairclough (1992) discusses six approaches to text analysis, including Critical Linguistics. Other useful tools to explore how meanings are made in texts are the Systemic Functional Linguistics (Eggins 2004) and the Critical Discourse Analysis (Fairclough 1989, 1992, 2003) frameworks.

Research interviews are considered as texts (Fairclough 2003). They are used for gaining a deep understanding of people's experiences (Warren 2002). Such interviews are characterized by a differential of power in the sense that the interviewer is the one who controls the interview. As Fowler and his collaborators (1979, 63) point out: "the basic fact is that the interviewer has power qua interviewer. He is in control of the mechanics of the interview: he starts it, he has the right to ask questions, and he has the privilege of terminating it". Research interviews can be structured, semi-structured or unstructured (Gillham 2005; Bernard 2006; Dörnyei 2007; Brinkmann 2008; Morgan & Guevara 2008). Ayres (2008, 810) defines the semi-structured research interview as "a qualitative data collection strategy in which the researcher asks informants a series of predetermined but open-ended questions".

With respect to the interviews used in research on language maintenance and shift, they are most commonly analyzed by means of content analysis (Pauwels 2016). It appears that there has been no deployment of Systemic Functional Linguistics, Critical Discourse Analysis or a combination of both in the analysis of interviews with speakers of minority languages in general and the speakers of Berber languages in particular. As an attempt to fill this gap in the literature, English translations of three transcripts of interviews, conducted with three Berber speakers of Djerbi Berber (from now on DB), were comparatively analyzed, combining Critical Discourse Analysis and Systemic Functional Linguistics. The study was set to discover whether the participating parents construe the same real-world experiences in the same way (further details about this point will be provided in sections 2.1 and 2.2) and whether their social similarities and differences had an impact on such construal.

1. Literature review

The combination of Critical Discourse Analysis and Systemic Functional Linguistics while conducting textual analysis has been employed by several studies. Before reviewing some of these studies, it is important to provide an overview of the Systemic Functional Linguistics and Critical Discourse Analysis frameworks.

1.1. Systemic Functional Linguistics

Systemic Functional Linguistics (Systemic Functional Linguistics) is a theory of grammar that has its roots in the works of John Rupert Firth (1890-1960) and was developed by his student Michael Halliday in the 1960s. Systemic Functional Linguistics sees language as a social semiotic system. It is concerned with the way(s) speakers or writers use language to construe their real world experience, to enact their interpersonal relationship with the listener(s)/ reader(s), to express their attitudes towards the subject matter, and to organize their speech or piece of writing. Halliday (1994) defines SFG as "a theory of grammar that is oriented towards the discourse semantics. In other words, if we say we are interpreting the grammar functionally, it means that we are foregrounding its role as a resource for construing meaning" (15). The main focus of Systemic Functional Linguistics is the clause which, according to Halliday (1994) and Halliday & Matthiessen (2014), combines three main types of meanings or metafunctions: a textual metafunction that has to do with the organization of speeches or pieces of writing, an interpersonal metafunction that is concerned with the enactment of interpersonal relationship, and an ideational metafunction which is of two types: an experiential metafunction and a logical metafunction. While the experiential metafunction construes inner and outer human experiences, the logical metafunction is concerned with the relationship between these experiences. The textual, interpersonal, experiential, and logical metafunctions are respectively construed by the grammar systems of Theme, Mood, Transitivity, and Taxis (Halliday 1994; Halliday & Matthiessen 2004/ 2014). The Systemic Functional Linguistics framework is presented in Figure 1:

Figure 1. Systemic Functional Linguistics framework
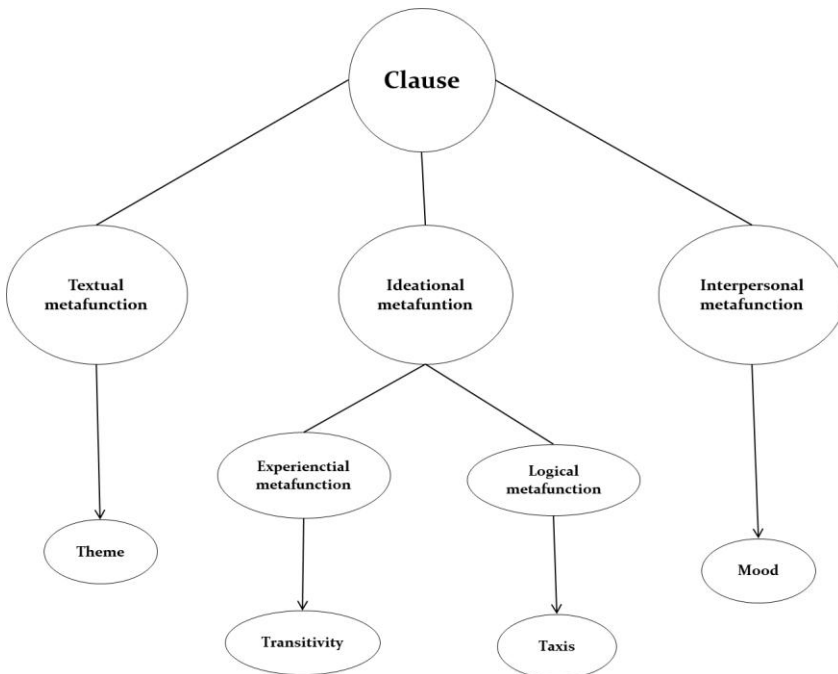
(Based on *Halliday & Matthiessen 2004; 2014*)

As transitivity is employed in this study, it is important to define it. Halliday (1976, 30) defines transitivity as "the grammar of processes ... and the participants in these processes, and the attendant circumstances". Transitivity construes the experiential metafunction which is a subcategory of ideational metafunction described by Halliday and Matthiessen (2014, 713) as "a resource for construing our experience of the world that lies around us and inside us". Transitivity construes our experience of the world in terms of "quanta of change in the flow of events" (Martin et al. 2010, 98). Each quantum of change is modelled as a figure (Halliday & Matthiessen 2014, 170). Each figure consists, in principle, of three components: (1) a process (most central), (2) participants (inherent), and (3) circumstances (optional) (Halliday & Matthiessen 2004, 175). As Table 1 below displays, there are six types of process types: material, relational, mental, verbal, behavioral, and existential.

Table 1: Process types and their associated participants and circumstances

Process type	Category meaning	Participants, directly involved	Participants, obliquely involved
material: action **action** **event**	'doing' 'doing' 'happening'	Actor, Goal	Recipient, Client, Scope; Initiator, Attribute
behavioral	'behaving'	Behaver	Behavior
mental: **perception** **cognition** **desideration** **emotion**	'sensing' 'sensing' 'thinking' 'wanting' 'feeling'	Senser, Phenomenon	
verbal	'saying'	Sayer, Target	Receiver, Verbiage
relational: **attribution** **identification**	'being' 'attributing' 'identifying'	Carrier, Attribute Identifier, Identified; Token, Value	Attributor, Beneficiary Assigner
existential	'existing'	Existent	

(Source: *Halliday & Matthiessen 2014, 311)*

1.2. Critical Discourse Analysis

The term Critical Discourse Analysis (henceforth Critical Discourse Analysis) was coined by Fairclough (1989) and refers to the "analytical framework - a theory and method - for studying language in its relation to power and ideology" (Fairclough 1995, 1). Critical Discourse Analysis has its roots in "Critical linguistics", an approach to discourse analysis proposed by Fowler et al. (1979), with which it shares the use of concepts from other theories. Examples include the concept of "transitivity" from Systemic Functional Linguistics and that of "speech function" from the Speech Act Theory developed by Austin (1962) and Searle (1969).

Critical Discourse Analysis practitioners see discourse, which refers to any spoken or written form of language, as a practice embedded in social context (Fairclough & Wodak 1997). This implies a mutual influence between discourse and social context, in the sense that discourse shapes and is shaped, by social context. As Fairclough and Wodak (1997, 258) explain, "describing discourse as social practice implies a dialectical relationship between a

particular discursive event and the situation(s), institution(s) and social structure(s) which frame it".

Fairclough (1989) identifies three dimensions of discourse: text, interaction, and context. He suggests a framework for the Critical Discourse Analysis study of these dimensions made up of three elements: description, interpretation, and explanation. Description is concerned with the linguistic features of the text, interpretation deals with the relationship between text and interaction, and explanation has to do with the relationship between interaction and social context. Fairclough (1992) replaces the terms "interaction" and "context" with the terms "discursive practice" and "social practice", respectively. He (Fairclough 1992, 73-74) notes that "the division of topics between text analysis and analysis of discursive practice (and so between the analytical activities of description and interpretation) is not a sharp one".

Fairclough (2003) proposes a multi-functional model of socially-oriented text analysis. As Figure 2 demonstrates, this model is made up of three types of meanings: representational, actional, and identificatory. According to him (2003, 225), actional meanings are those which "a text has as a part of the action in social events", representational meanings "appertain to the representation of the world in texts", and identificatory meanings "appertain to the textual construction of people's identities". The focus in this paper will be on representational meanings, that is, on discourse, representation of social events, and ideology.

Figure 2: The Multi-functional model of socially-oriented text analysis
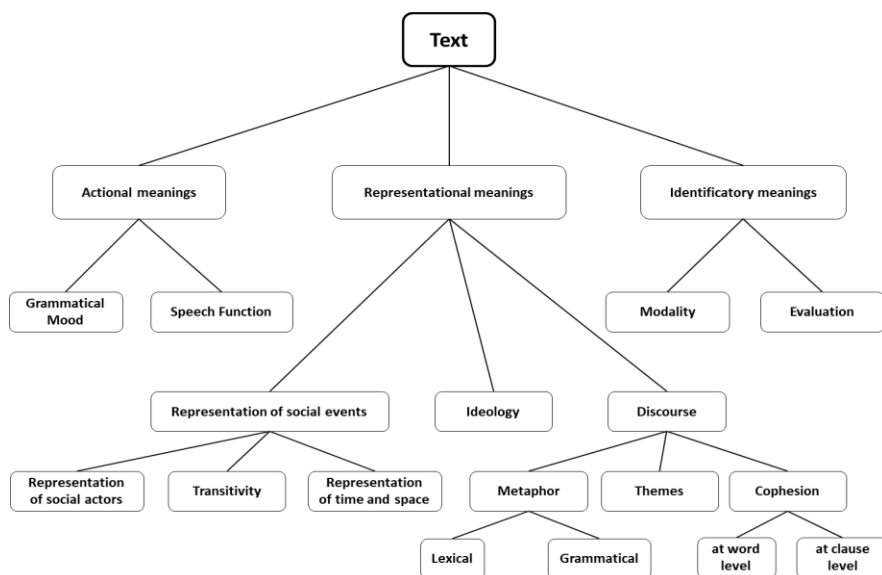
(Based on *Fairclough 2003*)

1.3. Review of studies combining Systemic Functional Linguistics and Critical Discourse Analysis

Combining two useful text-analysis tools in discovering the meanings of a text may contribute to the reliability of its analysis. Actually, there have been efforts to combine Systemic Functional Linguistics and Critical Discourse Analysis in conducting text analysis. Such efforts date back to the 1970's when four scholars from the University of East Anglia, namely Roger Fowler, Bob Hodge, Gunther Kress and Tony Trew, advanced a new approach to text analysis called "Critical Linguistics", considered as the "precursor to Critical Discourse Analysis" (Young & Harrison 2004, 4). In their 1979 edited book "Language and control", these scholars acknowledged the importance of functional linguistics in the study of language in its social context, stating the following:

> We have chosen the most fully developed of contemporary functional theories, that of M. A. K. Halliday, whose recent work is very compatible with our aims in insisting that the functions of linguistic structures are based in

> social structure. Halliday's linguistic model is still in the process of development, and we have freely selected from it and adapted it to our purposes. (3)

These scholars did not only acknowledge the role of Systemic Functional Linguistics in the socially-situated study of language, but also drew upon FL in their empirical studies. Indeed, in their study of rules and regulations, Fowler and Kress (1979) employed such Systemic Functional Linguistics terms as "relexicalization", "interpersonal relationship", "nominalization", and "passivation". Similarly, Kress and Fowler's (1979) examination of a number of interviews drew upon the Systemic Functional Linguistics grammar systems of modality and transitivity. The former was also used in Hodge, Kress and Jones' (1979) interview analysis. Trew's (1979) analysis of news reports from two different newspapers adopted two Systemic Functional Linguistics terms, namely "passivation" and "transitivity". The latter, in addition to the term "over-lexicalization", were deployed by Trew (1979) in another study of newspaper reports.

Among the other works that have drawn upon Systemic Functional Linguistics are those of Norman Fairclough (1989, 1992, 1995a, 1995b, and 2003), an imminent figure in the field of critical discourse analysis. Actually, in his 1989 work *"Language and power"* he adopted Halliday's terms of "anti-language", "text", and "meaning potential." At the very beginning of his 1992 book *"Discourse and social change",* Fairclough stated that Systemic Functional Linguistics is effective in dealing with the influence that commonsense knowledge, social relations, and social identities have on each other. Not only this, he also drew upon Systemic Functional Linguistics employing the terms "lexicalization" and the grammar system of modality. Fairclough, in his 1995 book *"Critical discourse analysis: The critical study of language",* points out that he shares the Systemic Functional Linguistics assumption that language is multifunctional: it simultaneously represents the real-world experiences, enacts interpersonal relationships, and makes texts meaningful. Furthermore, he acknowledges that Systemic Functional Linguistics is "a congenial theory to work with" (Fairclough 1995, 10). In this book, Fairclough (1995a) employed Systemic Functional Linguistics terminology, including "field", "anti-language", "context of

culture", "modality", "mood", "transitivity", "minor clauses", "texture", "passivation", "topicalization", and "grammatical metaphor." In another book, namely *"Media discourse,"* published within the same year (1995), he recognized the importance of Systemic Functional Linguistics, stating that it not only "makes it easier to connect the analysis of language with fundamental Concerns of social analysis" (Fairclough 1995a, 17) but also "sees texts as sets of options" (Fairclough 1995a, 18). Like in his previous works, he took from Systemic Functional Linguistics such terms as "transitivity", "mood", "modality", and "taxis", and. These and other terms, namely "nominalization", "passivation", "grammatical metaphor", "minor clauses", were employed by Fairclough in his most recent 2003 work *"Analyzing discourse: Textual analysis for social research."* In the introduction to this book, he acknowledged the contribution of Systemic Functional Linguistics to discourse analysis, saying that

> Systemic Functional Linguistics is profoundly concerned with the relationship between language and other elements and aspects of social life, and its approach to the linguistic analysis of texts is always oriented to the social character of texts. This makes it a valuable resource for critical discourse analysis, and indeed major contributions to critical discourse analysis have developed out of Systemic Functional Linguistics. (Fairclough 2003, 6)

Some of the more recent attempts of Critical Discourse Analysis-Systemic Functional Linguistics combination are included the book "*Systemic functional linguistics and critical discourse analysis: Studies in social change*" edited by Young and Harrison (2004). In the introduction to this edited volume, Young and Harrison (2004, 4) recognized the importance of Systemic Functional Linguistics for Critical Discourse Analysis, stating that:

> Systemic Functional Linguistics provides a solid methodology that can, as Gregory (2001) states, help preserve Critical Discourse Analysis from ideological bias - a view which echoes Martin's point (2000) that one of the strengths of Systemic Functional Linguistics for Critical Discourse Analysis is to ground concerns with power and ideology in detailed analysis of texts in real

contexts of language use, thereby making it possible for the analyst to be explicit, transparent, and precise.

Few studies based on textual analysis were conducted, combining Systemic Functional Linguistics and Critical Discourse Analysis. To start with, Norman Fairclough (2004) in his analysis of the language of new capitalism drew upon Systemic Functional Linguistics, acknowledging that

> there is much in Systemic Functional Linguistics which is of value in this project [Critical Discourse Analysis], including a long-term concern with socially oriented analysis of text and a linguistic theory which is itself socially oriented and informed. (Fairclough 2004, 119)

Similarly, Chng Huang Hoon (2004) examined a collection of 14 stamps chosen to celebrate Singapore's major developments and successes using Critical Discourse Analysis and Systemic Functional Linguistics. She pointed out that Critical Discourse Analysis is useful in uncovering conflicts in discourse and Systemic Functional Linguistics "allows analysis of the nature of agency and clause structures" (Hoon 2004, 141). Likewise, Inger Lassen (2004) combined Critical Discourse Analysis and Systemic Functional Linguistics in her analysis of two press releases about genetically engineered food "to provide deeper insight into the ways in which readers are unknowingly being exposed to, and made part of, ideological positions" (Lassen 2004, 272). She indicated that Systemic Functional Linguistics empowers Critical Discourse Analysis, stating that by

> using Systemic Functional Linguistics's range of tools, Critical Discourse Analysis proponents can analyze power and ideology within social contexts because of the resources Systemic Functional Linguistics provides for talking about language in a way that relates grammatical functions to social activity. (Lassen 2004, 269)

2. Methodology

2.1. Participants

The selection of three participants in the study was based on their similarities and differences. As far as similarities are concerned, all of them (i) were from Sidweeksh (Djerba), (ii) were

Berber, (iii) were married and had children, and (iv) were speakers of DB. Such similarities were assumed to increase the probability of having similar real-world experiences. This assumption justifies asking the parents about the same real-world experiences. Nevertheless, as Table 2 displays, the parents were not of the same age and generation and they did not have the same educational level and occupation, which might bear upon their mental construction of these experiences. The pseudonyms Kamal, Mahdi, and Zakariya were used instead of the parents' real name, which is a common practice in qualitative research (Itzik & Walsh 2023).

Table 2: Social differences between the three participants

Parent	Age	Generation	Educational level	Occupation
Kamal	44	second	tertiary education	high-school teacher
Mahdi	48	second	secondary education	bus-driver
Zakariya	34	third	secondary education	waiter

2.2. Data collection method

Data for this paper consisted of English translations of three transcripts of semi-structured interviews conducted in Tunisian Arabic with the three aforementioned Berber participants, each at a time. The reason behind the choice of the English translations of the interview transcripts was that Fairclough's Critical Discourse Analysis framework was based on English (Kettle 2005) and so was Halliday's Systemic Functional Linguistics framework (Halliday & Matthiessen 2014).

The semi-structured interviews were used to elicit information about a set of topics such as including self-identification, first language acquisition, second language acquisition, the importance of DB, the use of DB, code-switching between DB and Arabic, family language policy, the link between DB and Berber ethnic identity, the link between DB and Djerbi Berber culture, the influence of intermarriage on the maintenance of DB, the responsibility for the maintenance of DB, and the differences between Djerbi Berbers and Arabs living in Djerba. For the purpose of this study, these topics were considered as real-world experiences. Therefore, participants' responses to the questions about the topics in focus were conceived of as mental constructions

of outer human experiences. The three participants were asked the same planned questions that had been included in an interview guide beforehand. Follow-up questions were used in case the participant's response to a question needed clarification or elaboration (see Rubin & Rubin 2012).

2.3. Data analysis methods

The Systemic Functional Linguistics Transitivity framework (Halliday 1994; Halliday & Matthiessen 2004/2014) and the Critical Discourse Analysis Representation framework (Fairclough 2003) were combined in the analysis of English translations of three semi-structured interviews (Ayress 2008; Morgan & Guevara 2008; Schensul, 2008) conducted with the three Amazigh parents mentioned above. This combination was based on two premises. The first premise was that Systemic Functional Linguistics and Critical Discourse Analysis complement each other (Chouliaraki & Fairclough 1999) in the sense that Systemic Functional Linguistics is useful for describing the lexicogrammatical choices that the parents made to construe their real-world experiences and Critical Discourse Analysis is effective in obtaining more details about these choices. The second premise, on the other hand, was that combining Critical Discourse Analysis and Systemic Functional Linguistics helps reveal differences in lexicogrammatical choices and their realization. The focus of analysis was on the interviewees' speaking turns. The independent-samples Mann-Whitney U test was carried out by means of the statistical package SPSS 20. Microsoft Excel 2010 software was used to create figures.

3.   Results and discussion

3.1. Results

3.1.1. Results of Systemic Functional Linguistics Transitivity analysis

The aim of the use of Systemic Functional Linguistics Transitivity analysis was to compare parents' construal of their inner and outer experiences, focusing on process types and the associated participant roles and circumstantial elements in the participants' speaking turns. As shown in Figure 3, the three participants differed in the degree to which they employed the six process types. For example, Zakariya used less relational processes

than the other parents did. Conversely, Kamal and Mahdi used verbal and mental processes more than Zakariya. A third example, only Zakariya did not employ behavioral processes.

Figure 3: Frequency of process types in participants' speaking turns
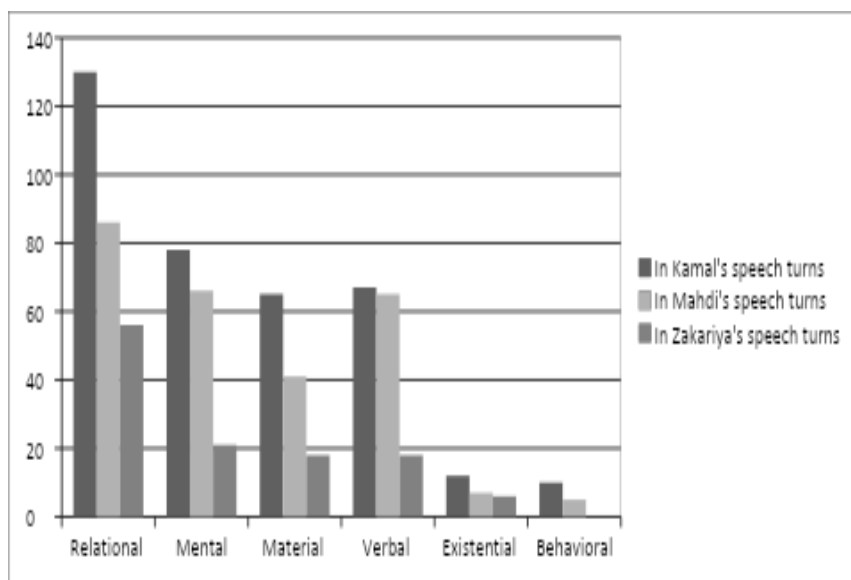
Parents differed not only in the choice of process types, but also in the choice of participant roles to be involved in them. This is displayed in Figure 4. Considering Figures 3 and 4 simultaneously, we can see that a parent who used a particular process type more than the other participants does not always mean that he associated more participant roles with this process type than the others did. Indeed, Kamal used verbal processes slightly more than Mahdi; however, the latter used the associated participant roles "Sayer" and "Verbiage" more than the former.

By contrast, the difference in the frequency of the participant roles, namely "Actor" and "Goal" in the parents' speech turns corresponds to the difference in the frequency of the use of verbal processes in which they were involved. Similarly, the difference in the frequency of relational processes was in line with the difference in the frequency of the associated participant roles "Carrier", "Attribute", "Token", and "Value."

Figure 4: Frequency of participant roles in participants' speaking turns
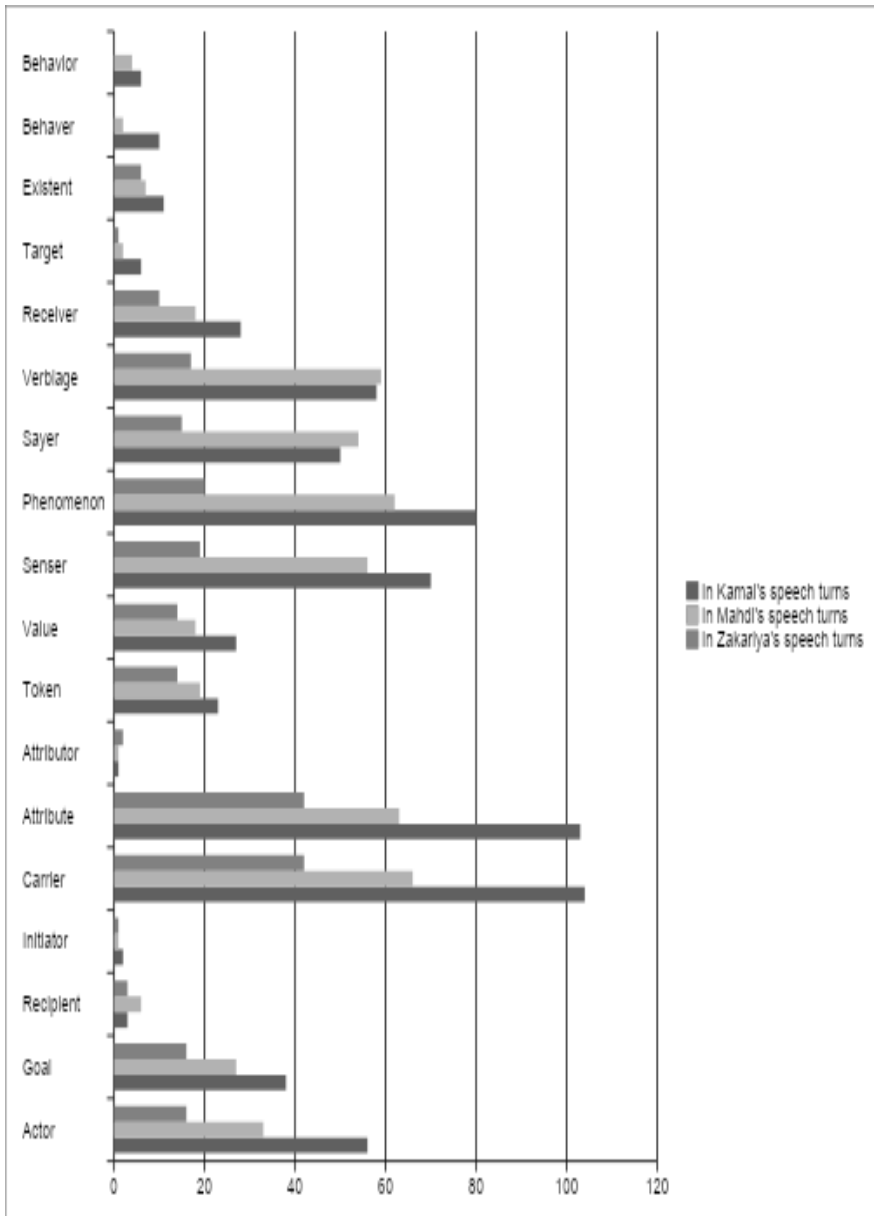
Having dealt with parents' use of process types and participant roles, we turn to their choice of circumstantial elements. There is a difference between the three participants in the frequency of use of such elements. As Figure 5 demonstrates, seven out of the nine

circumstantial elements, namely time, place, cause, manner, accompaniment, angle, and matter, were used mostly by Kamal, followed by Mahdi. This implies that, unlike Zakariya, Kamal and, to a lesser degree, Mahdi tried to give a full picture of their real-world experiences.

With respect to circumstantial elements "Role" and "Contingency", while the difference in the use of first among the three participants was insignificant, this was not the case for the use of the second. Actually, "Contingency" was employed only once by Kamal and by Zakariya when speaking about real situations. Like them, Mahdi used it while talking about real situations and he did so twice. However, unlike Kamal and Zakariya, he used it twice when speaking about hypothetical situations ("When such people choose to celebrate their weddings here in Djerba, they're likely to follow Amazigh wedding traditions *even though* [Contingency: Concession] they can hardly speak the language"; "Could you eat food without common salt? Of course, you couldn't do it *unless* [Contingency: Condition] you're sick"). Talking about hypothetical situations shows that Mahdi was more imaginative than Kamal and Zakariya.

Figure 5: Frequency of circumstantial elements in participants' speaking turns
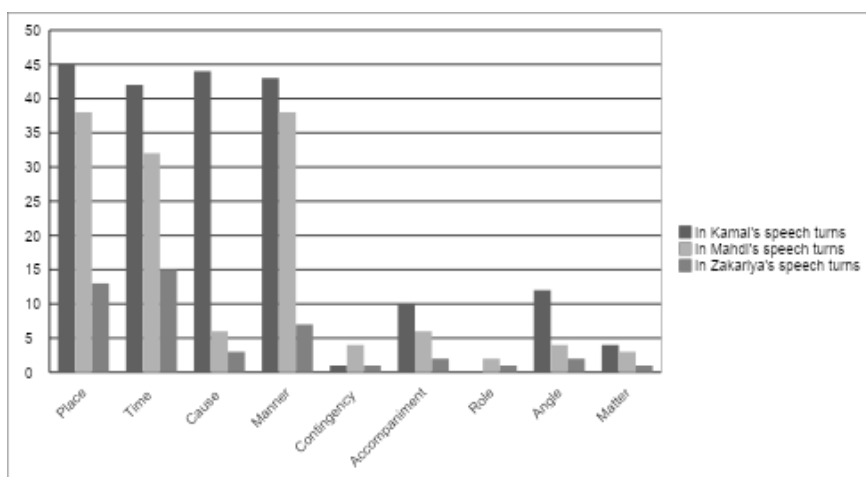
3.1.2. Results of Critical Discourse Analysis of representational meanings

The analysis of representational meanings concentrated on a) the parents' representation of social events, including the way they represented process types and the associated participant roles and circumstantial elements, social actors, and time and space; b) their use of cohesion and metaphors; and c) the way they represented the world ideologically.

3.1.2.1. Representation of social events

As has been mentioned above, the representation of social events includes the representation of process types and the participant roles and circumstantial elements involved in them, the representation of social actors, and the representation of time and space. To start with, the analysis of process types and the associated participant roles and circumstantial elements in the parents' speaking turns has already been done by means of Systemic Functional Linguistics Transitivity model, so here we draw on the results of this analysis, presented in section 3.1.1, without the need to do it again. Nevertheless, it is worth mentioning that the results of the analysis of transitivity show that the three participants represented the process types and the associated participant roles and circumstantial elements differently.

Turning to the analysis of the participants' representation of social actors, it focused on material clauses and more precisely on the participant role "Actor". Results have revealed that the three participants did not do that in the same way. This is manifest mainly in their employment of pronouns. Indeed, Kamal used pronouns – both subject and object- to realize social actors more than the other two participants did (they were used 23 times in Kamal's speech turns, 16 times in Mahdi's speaking turns, and 6 times in Zakariya' speech turns). Furthermore, only Mahdi used the generic pronoun "you" to represent social actors. Moreover, unlike Kamal and Zakariya, Mahdi used pronouns (he used them 16 times) more than nouns to represent social actors.

The three participants also differed according to whether they named the social actors or not, whether they represented them specifically or generically, and whether they passivated and

excluded them or not. Actually, while almost 30% of the social actors in Kamal's (29.16 %) and Zakariya's speech turns (28.57%) are named, Mahdi did not name any social actor. Also, unlike Mahdi who represented half of the social actors generically and the other half of them specifically, about three-fifths (57.14%) of the social actors were represented generically and about two-fifths (37.5%) were represented specifically by Zakariya and Kamal, respectively.   Concerning passivation and exclusion of social actors, there was no instance of passivation in Zakariya's speech turns, compared to two instances in Mahdi's, and three instances in Kamal's, speaking turns. Besides, there was no exclusion, or impersonal representation, of social actors in any of the participants' speech turns. The Critical Discourse Analysis of the way the three parents represented the social actors has revealed the following main point: Critical Discourse Analysis does not stop at identifying social actors; it also provides specific or in-depth details about them.

Having dealt with the representation of social actors, we move to the representation of time and place. Actually, the three participants did not represent time, expressed through the circumstances of time, and space expressed through the circumstantial elements of place, similarly. Figure 5 above gives a general idea about this. Focusing on material clauses, Kamal used more circumstantial elements of time and place in material clauses than Mahdi who in turn used them more than Zakariya. To be specific, from Table 3 we can see that Kamal used adverbials of place as well as prepositions marking spatial relationships in material clauses more than Mahdi who himself used them more than Zakariya. However, none of the parents used spatial-relationship-marking conjunctions. Turning to the use of the markers of time in material clauses, as Table 3 shows, Kamal employed them more than Zakariya. When it comes to comparing between Kamal and Mahdi in the use of these markers, the former used adverbials of time more than the latter, whereas Mahdi employed prepositions marking temporal relationships slightly more than Kamal. Furthermore, Kamal, unlike Mahdi, did use temporal-relationship-marking conjunctions, including "when" and "after". It seems that Kamal tended to be more precise in situating social events in time and space than the other parents.

Table 3: Frequency of the markers of time and place in material clauses in participants' speaking turns

		In Kamal's speech turns	In Mahdi's speech turns	In Zakariya's speech turns
Markers of place	Adverbials	5	1	0
	Prepositions marking spatial relationships	19	7	4
	Conjunctions marking spatial relationships	0	0	0
	Total	24	8	4
Markers of time	Adverbials	7	3	2
	Prepositions marking temporal relationships	2	3	1
	Conjunctions marking temporal relationships	9	0	1
	Total	18	6	4

With regards to the tense and aspect of verbs, Kamal used six tenses, namely the simple present, the present perfect, the present progressive, the simple past, the past perfect, and the simple future. However, Mahdi used only the simple present, the present perfect, the present progressive, and the simple future tenses, and Zakariya used only the simple present and the present perfect. Notice here that the simple past and the past perfect tense were used only by Kamal.

3.1.2.2. Discourse

As far as discourse is concerned, the concentration of analysis was on cohesion and metaphors. Let us start with cohesion which

includes grammatical and semantic relations between clauses/sentences and semantic relations between words/phrases. With respect to grammatical relations between clauses/sentences, the parents differed in how frequent they used them. Table 4 reveals that Kamal used more parataxis, hypotaxis, and embedding than Mahdi and Zakariya.

Table 4: Frequency of occurrence of grammatical relations between clauses in participants' speech turns

Grammatical relation	In Kamal's speaking turns	In Mahdi's speaking turns	In Zakariya's speaking turns
Parataxis	19	12	3
Hypotaxis	32	20	9
Embedding	27	17	6

Concerning semantic relations between clauses/sentences, what is most obvious in Figure 6 is that the semantic relation of contrast marked by the conjunction "on the contrary" occurred only in Kamal's speaking turns and that of purpose occurred only in those of Mahdi. It is also shown in the Figure 6 that the semantic relations of contrast, marked by the conjunction "but", of addition (marked by the conjunctions "and" and "also") and of cause were used more by Kamal, compared to the two other participants.

Figure 6: Frequency of occurrence of semantic relations between clauses/sentences in participants' speech turns
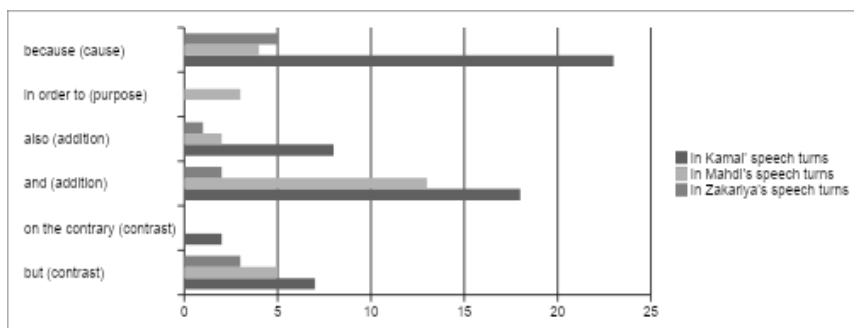
Table 5: Frequency of occurrence of the semantic relation of repetition in participants' speaking turns

| Frequency of occurrence of word/phrase	In Kamal's speech turns	In Mahdi's speech turns	In Zakariya's speech turns
Djerbi Berbers	15	10	9
Arabs	8	3	5
our language	1	2	0
maintenance	6	2	2
Djerbi Berber language	7	5	7
Djerbi Berber identity	0	0	3
Djerbi Berber culture	2	2	3
Darija (referring to Tunisian Arabic)	12	15	6
Djerbi Berber (referring to language)	49	57	16
the language (referring to Djerbi Berber)	11	18	1
Djerbi-Berber-speaking	0	10	1
non-Djerbi-Berber-speaking	0	6	1
Djerbi-Berber-speaking context	0	2	0
non-Djerbi-Berber-speaking people	0	3	0
Djerbi Berber speech	10	0	0
Djerbi Berber community	0	0	6
minority language(s)	4	0	2

The three participants did not only differ in the employment of grammatical and semantic relations between clauses/sentences but also in the use of semantic cohesion between words/phrases. Repetition was the main cohesive device employed by the three parents to semantically relate between words/phrases. As it is displayed in Table 5, some words/phrases are repeated in the speech turns of one participant more than in the speech turns of the others, say the phrases "Djerbi Berber", referring to language, and "Djerbi Berbers" referring to people. Table 5 also shows that some words/phrases are repeated by one parents but not used by the other two, for example the phrases "Djerbi Berber identity" and "Djerbi Berber community" and "Djerbi Berber speech", or used and/or repeated by only two among the three parents, say the phrase "minority language(s)".

A semantic relation used by the three participants much less frequently than repetition is that of hyponymy. There is one instance of hyponymy in Mahdi's speech turns; he used "rda" and "malhfa" as hyponyms of the clothes of Djerbi Berber women. Likewise, Zakriya employed hyponymy once when he cited men and women as hyponyms of Djerbi Berber people. However, this device of semantic cohesion was used most by Kamal. Indeed, he employed (a) Djerba, Matmata, Dwirat, and Ghomrassin as hyponyms of towns where Tunisian Berbers do fear of the stranger, (b) Arabs and Berbers as hyponyms of Tunisian citizens, (c) France, Germany and US as hyponyms of countries from where visitors to Djerba has come, (d) US, Mexico and Brazil as hyponyms of countries supporting minority languages, (e) poems and songs as hyponyms of arts, (f) Beni Maagil, Houmt Souk and Midoun as hyponyms of places where many Arab men having Djerbi Berber wives do encourage their children to learn DB, and (g) Moroccan, Algerian, and Libyan universities as hyponyms of universities offering Berber language courses.

After dealing with the participants' employment of cohesion, we turn to analyzing their use of metaphors. Metaphors are of two types conceptual (that is lexical) and grammatical. The latter type, shown in Figure 7, was used once by one participant, namely Mahdi: "migration has had a detrimental effect on maintenance of the Djerbi Berber". Concerning lexical metaphors, they were used by all of the three parents but to a varying degree. Actually, Kamal

used them more than the other parents. Perhaps this had to do with his being a Friday Prayer Imam.

Figure 7: Frequency of occurrence of metaphors in participants' speech turns
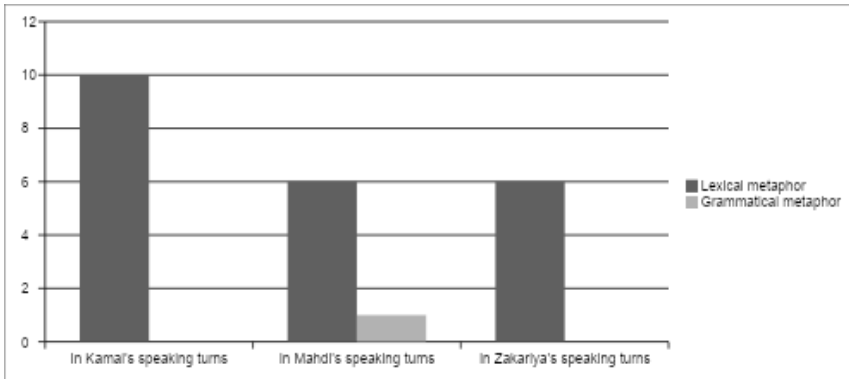
3.1.2.3. Ideology

The analysis of representational meanings did not only focus on discourse and the representation of social events but also on ideology. The latter has to do with the ideological representation of the world. Fairclough (2003) defines ideologies as "representations of aspects of the world which contribute to establishing and maintaining relations of power, domination and exploitation" (9 & 218). Ideology is visible in the following quotes from Mahdi's speaking turns: "Wearing this piece of clothing [blooza] is part of our traditions. Arabs have lived among us for a long time; some of them have started wearing it", "there are many Arab men who have acquired Djerbi Berber and adopted Djerbi Berbers' the way of dressing", "they [Arabs] start acquiring the language and end up adopting our way of dressing", and "if he's [Arab person] going to live among us for a long time, he has no option but to learn the language". It is obvious here that Mahdi sets an opposition between "we" (Berbers of Sidweeksh) and "they" (Arabs living in Sidweeksh). What all these quotes imply is that the Berbers of Sidweeksh are more culturally powerful than the Arabs living in the town because the latter are those who adopt the traditions and learn the language of the former.

Let us compare the aforementioned quotes from Mahdi's speaking turns with the following quote from one of Kamal's speech turns: "Also, we differ from Arabs in traditions. This doesn't mean that we see ourselves as being superior to them. On the contrary, we're all citizens of the same country. The majority of my friends are Arab". Here Kamal, unlike Mahdi, mitigates the difference between Djerbi Berbers and Arabs and represents them as having equal status in terms of nationality.

3.1.3. Do social characteristics influence the construal of real-world experiences?

Both the Systemic Functional Linguistics and Critical Discourse Analysis analyses conducted above have revealed that the three parents differed in construing the same real-world experiences. If we take into account the fact that the parents had social similarities and differences (see section 2.1), a question arises: did these social characteristics have an impact on parents' construal of the real-world experiences? The answer is "no". Actually, the parents' mental construction of their experiences in the real world was not influenced by their social characteristics.

Starting with the social characteristics that the three parents shared, their non-influence on the participants' mental construction of their real-world experiences is obvious in the results demonstrated in sections 3.1.1 and 3.1.2. Put differently, the fact that the participants did not construe the same real-world experiences in the same way means that the social characteristics they had in common did not impact their mental construction of these experiences.

Concerning parents' social differences, namely generation and educational level (see Table 2), one may expect that they did contribute to participants' difference in construing what they experienced in the real world, but this is not the case. This is confirmed by the results of the Mann –Whitney U test of the impact of social differences, namely generation and educational level, on lexico-grammatical choices, shown in Tables 6 and 7. The following are examples of some similarities in the mental construction of the inner real-world experience, which appeared despite existing social differences. To start with, Mahdi and Zakariya belonged to different generations; however, the frequency

of occurrence of the participant roles "Initiator" and of lexical metaphors was the same in their speech turns (see Figure 4 for the former and Figure 7 for the latter). Also, both of them did not use the sentential semantic relation of contrast marked by "on the contrary" (see Figure 6). Furthermore, even though Kamal and Zakariya belonged to different generations and had different educational levels, both of them used the participant roles "Contingency" and "Recipient" in their speaking turns to equal degrees (see Figure 5) and none of them used grammatical metaphors (see Figure 7). In addition, the frequencies of the participant role "Attributor" in the speech turns of Kamal and Mahdi were equal (see Figure 4) though the two parents did not have the same educational level. Moreover, no one of the parents used spatial-relationship-marking conjunctions (see Table 3) despite the fact that they did not belong to the same generation and did not have the same educational level.

Table 6: Results of the Independent-Samples Mann-Whitney U Test of influence of participants' generation on their lexico-grammatical choices

		Influence of participants' generation	Influence of participants' educational level
		Significance	Significance
Process types	Relational clauses	1.000[1]	1.000[1]
	Mental clauses	.667[1]	1.000[1]
	Material clauses	.667[1]	1.000[1]
	Verbal clauses	1.000[1]	1.000[1]
	Relational clauses	.667[1]	1.000[1]
	Existential clauses	.667[1]	1.000[1]
	Behavioral clauses	1.000[1]	1.000[1]
Participant roles	Actor	1.000[1]	1.000[1]
	Goal	.667[1]	1.000[1]
	Recipient	.667[1]	1.000[1]
	Initiator	1.000[1]	1.000[1]
	Carrier	1.000[1]	1.000[1]
	Attribute	1.000[1]	1.000[1]
	Attributor	.667[1]	1.000[1]
	Token	1.000[1]	1.000[1]
	Value	.667[1]	1.000[1]
	Senser	.667[1]	1.000[1]
	Phenomenon	.667[1]	1.000[1]
	Sayer	.667[1]	1.000[1]
	Verbiage	.667[1]	1.000[1]
	Receiver	.667[1]	1.000[1]
	Target	.667[1]	1.000[1]
	Existent	.667[1]	1.000[1]
	Behaver	.667[1]	1.000[1]
	Behavior	.667[1]	1.000[1]
Circumstantial elements	Place	.667[1]	1.000[1]
	Cause	.667[1]	1.000[1]
	Time	.667[1]	1.000[1]
	Manner	.667[1]	1.000[1]
	Contingency	.667[1]	.667[1]
	Accompaniment	.667[1]	1.000[1]
	Role	1.000[1]	.667[1]
	Angle	.667[1]	1.000[1]
	Matter	.667[1]	1.000[1]

Asymptotic significances are displayed. The significance level is .05.

[1]Exact significance is displayed for this test.

Table 7: Results of the Independent-Samples Mann-Whitney U Test of influence of participants' educational levels on their lexico-grammatical choices

		Influence of participants' generation Significance	Influence of participants' educational level Significance
Grammatical relations between clauses	Parataxis	.667[1]	1.000[1]
	Hypotaxis	.667[1]	1.000[1]
	Embedding	.667[1]	1.000[1]
Semantic relations between clauses/ sentences	But (contrast)	.667[1]	1.000[1]
	On the contrary (contrast)	.667[1]	1.000[1]
	And (addition)	.667[1]	1.000[1]
	Also (addition)	.667[1]	1.000[1]
	In order to (purpose)	.667[1]	.667[1]
	Because (cause)	1.000[1]	1.000[1]
Metaphors	Lexical metaphor	.667[1]	1.000[1]
	Grammatical metaphor	.667[1]	.667[1]

Asymptotic significances are displayed. The significance level is .05.
[1]Exact significance is displayed for this test.

3.2. Discussion

Results from the Systemic Functional Linguistics Transitivity analysis have been in line with the results of the Critical Discourse Analysis analysis of representational meanings. Actually, results from the Systemic Functional Linguistics Transitivity analysis have demonstrated that the interviewed participants differed in the deployment of process types and their associated participants and circumstances in representing the same experiences. This has been confirmed by a closer analysis of the texts using the Critical Discourse Analysis Representation framework. As the results of the Critical Discourse Analysis analysis have revealed, the three participants differed in the representation of social events, in the use of cohesion and metaphors, and in the ideological representation of the world. The concordance between the results of Systemic Functional Linguistics and Critical Discourse Analysis analyses makes the finding that the three parents construed the same real-world experiences differently more valid.

Generally speaking, the results of the current study yield three conclusions. The first conclusion is the usefulness of Systemic Functional Linguistics Transitivity model and Critical Discourse

Analysis Representation framework for intra-text and inter-text analysis. The second one has to do with the fact that Critical Discourse Analysis can draw on and empower Systemic Functional Linguistics, as it has been the case in this study. The final conclusion is related to the fact that the Critical Discourse Analysis Representation framework empowers the Systemic Functional Linguistics Transitivity model, in the sense that the former provides more details about the general linguistic overview yielded by the latter, especially when analyzing the representation of social actors and the ideological representation of the world.

Interestingly, the social similarities and dissimilarities between the three participants had no impact on their mental construction of the real-world experiences. This implies that having social similarities does not necessarily mean representing the same world experiences in the same way, neither do social differences necessarily contribute to construing the world experiences differently.

The results of this study cannot be gauged against those of other studies. This is, as has been mentioned in the introduction, due to the fact that there has been no piece of research combining Critical Discourse Analysis and Systemic Functional Linguistics in the analysis of semi-structured interviews conducted within the context of language maintenance and shift. Also, to the best of the researcher's knowledge, no research has been conducted on the impact of social characteristics on the construal of real-world experiences.

Nevertheless, it is possible to set a comparison between studies that analyzed spoken texts using Critical Discourse Analysis and those that analyzed such texts by means of Systemic Functional Linguistics. Some studies of spoken texts, such as those carried out by Kress (1979) and Kress and Fowler (1979), which employed the Critical Discourse Analysis framework, focused on the use of language to exercise control over other people while ignoring how the people involved in these texts construe their real-world experiences. In contrast, the study of Fernandez (2018), which employed Systemic Functional Linguistics in the qualitative analysis of an interview with a student about the use of an instructional tool, included the analysis of transitivity but

overlooked such Critical Discourse Analysis notions as "discourse" and "ideology".

Conclusion

The current study sought to discover whether three DB-speaking participants from Sidweeksh, having some differences and similarities, differed in the construal of their experiences in the real word, using Critical Discourse Analysis and Systemic Functional Linguistics analysis of English translations of three transcripts of interviews in which they participated. Results showed that the participants construed their real-world experiences differently. They also showed that their mental construction of their experiences in the real world was influenced neither by their social similarities nor by their social differences, namely generation and educational level.

The study has two implications: first, the combination of Systemic Functional Linguistics and Critical Discourse Analysis is effective in comparing the three interview transcripts; and second, the combination of the Systemic Functional Linguistics Transitivity model and the Critical Discourse Analysis Representation framework has contributed not only to the empowerment of both frameworks but also to the validity of the results. Such implications give significance to the study.

It is true that the current study has contributed to text analysis of interviews conducted within the context of language maintenance and shift. Nevertheless, it is recommended that more studies, combining Systemic Functional Linguistics and Critical Discourse Analysis in the analysis of such interviews, be carried out.

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