

**EXPLORING POLITICAL, INSTITUTIONAL AND
PROFESSIONAL DISCOURSES IN MEXICO: A CRITICAL,
MULTIMODAL APPROACH**

by

Teresa Aurora Castineira Benítez, BA, Espec. ELT, MA, MSc in ELT

**Faculty of Human Sciences
Department of Linguistics
Macquarie University**

**This thesis is presented as a partial fulfillment to the requirements for the
Doctor of Applied Linguistics**

March, 2009



CONTENTS

	Page
Table of contents	i
List of Tables	vii
List of Figures	vii
Declaration	ix
Acknowledgments	x
Abstract	xi
Chapter 1	
GENERAL INTRODUCTION	1
1.1 Overview	1
1.2 Study 1: A Multimodal Analysis of the 2006 Mexican Presidential Campaign Billboards	3
1.3 Study 2: Discourses of obligation and prohibition within an institutional Setting	5
1.4 Study 3: Gatekeeping practices at the LEMO: A Multimodal Analysis	8
Chapter 2	
A MULTIMODAL ANALYSIS OF THE 2006 MEXICAN PRESIDENTIAL CAMPAIGN BILLBOARDS	11
2.1 Introduction	11
2.2 The Mexican sociopolitical context	12
2.2.1 The 2006 Mexican presidential election	12
2.2.2 Political parties in Mexico	12
2.2.3 The candidates	14
2.3 Literature Review	17
2.3.1 Introduction	17
2.3.2 On multimodality	17
2.3.3 A critical approach to multimodal research	18
2.3.4 On political discourse	19

2.3.5	On power and politics	20
2.3.6	On genre and politics	22
2.3.7	On Metaphor	25
2.3.8	On pragmatics	27
2.3.9	On systemic functional linguistics as an analytical tool	28
2.3.10	On geosemiotics	29
2.3.10.1	The interaction order	30
2.3.10.2	Visual semiotics	31
2.3.10.3	Participants	31
2.3.10.4	Modality	32
2.3.10.5	Composition	32
2.3.10.6	Place semiotics	34
2.3.11	On ethnography	34
2.4	Methodology	35
2.4.1	Data collection	35
2.4.1.1	Selection of data for analysis	36
2.4.2	Analytical Framework	38
2.4.3	Limitations	39
2.5.	Analysis	39
2.5.1	Introduction	39
2.5.2	First wave	41
2.5.2.1	PAN first wave	41
2.5.2.2	PRD first wave	44
2.5.2.3	PRI first wave	45
2.5.3	Second wave	48
2.5.3.1	PAN second wave	49
2.5.3.2	PRD second wave	53
2.5.3.3	PRI second wave	56
2.5.4	Third wave	59
2.5.4.1	PAN third wave	60
2.5.4.2	PRD third wave	63
2.5.4.3	PRI third wave	67

2.6	Discussion	72
2.6.1	Generic structure	72
2.6.1.1	Social purposes, practices and realization	73
2.6.1.2	Represented participants	75
2.6.1.3	Composition: the combination of semiotic modalities	76
2.6.2	Power relations	77
2.7	Conclusion	78

Chapter 3

STUDY 2: DISCOURSES OF OBLIGATION AND PROHIBITION WITHIN AN INSTITUTIONAL SETTING

		80
3.1	Introduction	80
3.1.2	Aim of research	85
3.2	Context	87
3.2.1	The LEMO as part of the BUAP: An institution within a larger Institution	87
3.2.2	The LEMO Library	88
3.3	Literature review	90
3.3.1	On deontic logic	90
3.3.2	On institutional discourses of obligation and prohibition	91
3.3.3	On power and institutions	93
3.3.4	On intertextuality and interdiscursivity at institutional level	95
3.3.5	On systemic functional linguistics	96
3.3.5.1	On the interpersonal metafunctions	97
3.3.5.2	On modality	100
3.3.5.3	On tenor	101
3.3.6	On politeness and face	102
3.3.7	On ethnography and institutional discourse analysis	103
3.4	Methodology	104
3.4.1	Data collection process and text selection	104
3.5	Analysis and findings	105
3.5.1	Text 1: Reglamento (Protocol)	106
3.5.1.1	Background	106
3.5.1.2	Emplacement	106

3.5.1.3	Composition	106
3.5.1.4	Linguistic text	107
3.5.1.5	Discussion of tenor	110
3.5.2	Text 2: Notice (aviso)	112
3.5.2.1	Background	112
3.5.2.2	Emplacement	113
3.5.2.3	Composition	113
3.5.2.4	Linguistic text	114
3.5.2.5	Discussion of tenor	114
3.5.3	Text 3: Notice (aviso)	115
3.5.3.1	Background	115
3.5.3.2	Emplacement	116
3.5.3.3	Composition	116
3.5.3.4	Linguistic text	117
3.5.3.5	Discussion of tenor	117
3.5.4	Text 4: Notice (aviso)	118
3.5.4.1	Background	118
3.5.4.2	Emplacement	118
3.5.4.3	Composition	118
3.5.4.4	Linguistic text	119
3.5.4.5	Discussion of tenor	119
3.5.5	Text 5: Aviso (notice)	120
3.5.5.1	Background	120
3.5.5.2	Emplacement	120
3.5.5.3	Composition	120
3.5.5.4	Linguistic text	121
3.5.5.5	Discussion of tenor	121
3.5.6	Text 6: Memo (oficio)	122
3.5.6.1	Background	122
3.5.6.2	Emplacement	122
3.5.6.3	Composition	122
3.5.6.4	Linguistic text	123
3.5.6.5	Discussion of tenor	125

3.6	Ethnographic component	126
3.6.1	Ethnographic analysis	126
3.6.2	Discussion of ethnographic component	132
3.7	Conclusion	132

Chapter 4

STUDY 3: GATEKEEPING PRACTICES AT THE LEMO:

	A MULTIMODAL ANALYSIS	135
4.1	Introduction	135
4.2	Context	137
4.2.1	The student body	137
4.2.2	The event	138
4.3	Literature review	142
4.3.1	On gatekeeping	142
4.3.2	On multimodal interaction	146
4.3.3	On frontstage and backstage	147
4.3.3.1	Interaction and participation units	150
4.3.4	On professional discourse	150
4.3.5	On cultural and symbolic capital	151
4.3.6	On communities of practice	153
4.3.7	On interactional sociolinguistics	155
4.3.8	On conversation analysis	157
4.3.9	On tenor and modality	159
4.4	Methodology	159
4.4.1	Data collection process	160
4.4.2	Participants	160
4.4.2.1	Candidates	160
4.4.2.2	Examiners	161
4.4.2.3	Tools as participants	161
4.5	Data analysis and findings	161
4.5.1	Analysis of setting and tools	161
4.5.2	Analysis of samples	162
4.5.2.1	Sample 1	163
4.5.2.2	Sample 2	171

4.5.2.3 Sample 3	179
4.5.2.4 Sample 4	186
4.6 Conclusion	196
Chapter 5	
GENERAL CONCLUSIONS	199
5.1 Study 1: A Multimodal Analysis of the 2006 Mexican Presidential Campaign Billboards	200
5.2 Study 2: Discourses of obligation and prohibition within an institutional setting	202
5.3. Study 3: Gatekeeping practices at the LEMO: A multimodal Analysis	205
REFERENCES	210
APPENDIXES	
Appendix A: Manos limpias	224
Appendix B: Mano firme	224
Appendix C: Nuestra familia	224
Appendix D: Strike colors	225
Appendix E: Translation of protocol	226
Appendix F: Protocol and notice	227
Appendix G: Notice	228
Appendix H: Three notices	229
Appendix I: Notice by stairs	230
Appendix J: Interview questions	231
Appendix K: Toma de protesta (the Oath)	232
Appendix L: Transcription conventions	233

LIST OF TABLES

2.1	Valor y pasión	43
2.2	Mover a México	47
2.3	Porque yo también	52
2.4	Cumplir es mi fuerza	55
2.5	No más mujeres maltratadas	57
2.6	Roberto sí puede	58
2.7	Empleos, no deuda	61
2.8	No más botas	71
2.9	Queremos pantalones	71
2.10	Te va a ir	72
2.11	Represented participants	75
3.1	Metafunctions	97
3.2	Speech functions	99
3.3	Obligation and prohibition	133
4.1	Modalization used by candidates	197
4.2	Modalization used by examiners	197

LIST OF FIGURES

2.1	Colony of promotional presidential campaign genres	24
2.2	Three temporal/semiotic waves	37
2.3	Three-dimensional framework	39
2.4	Valor y pasión	41
2.5	Mover a México	45
2.6	Porque yo también	49
2.7	Cumplir es mi fuerza	53
2.8	No más mujeres maltratadas	56
2.9	Empleos, no deuda	60
2.10	Sonríe	63
2.11	No más botas	68
2.12	Layers of social practices	75
3.1	The entrance	89

3.2	The library	89
3.3	Text 1: Protocol	112
3.4.	Text 2: Notice	115
3.5	Text 3: Notice	118
3.6	Text 4: Notice	120
3.7	Text 5: Notice	121
3.8	Text 6: Memo	126
4.1	Professional examination of competence setting	140
4.2	Candidate's personal front	164
4.3	Thoughtful posture	166
4.4	Asymmetry	167
4.5	Again, please	167
4.6	Between? ...	168
4.7	Older vs. younger	169
4.8	Presentation	172
4.9	My point of departure	173
4.10	To this point ...	175
4.11	One issue	176
4.12	That one ...	177
4.13	Frontstage	180
4.14	You, as a teacher	180
4.15	...those emotional factors	181
4.16	Thanks	187
4.17	...and all those things ...	188
4.18	...whatever thing	189
4.19	...what children think	191
4.20	Children, <i>levanten la mano</i>	193

MACQUARIE UNIVERSITY

CANDIDATE'S STATEMENT

I hereby certify that the thesis entitled **“EXPLORING POLITICAL, INSTITUTIONAL AND PROFESSIONAL DISCOURSES IN MEXICO: A CRITICAL, MULTIMODAL APPROACH”** and submitted for the degree of Doctor of Applied Linguistics is the result of my own research, except where otherwise acknowledged, and that this thesis (or any part of it) has not previously been submitted for higher degree or part of the requirements for a higher degree to any other institution other than Macquarie University.

In addition, I certify that all the information sources and literature used are indicated in this thesis. The research presented in this thesis was endorsed by the Macquarie University Ethics Committee, HE24AUG2007-D05380.

Teresa Aurora Castineira Benítez

Student ID: 40580393

Date: 30 March, 2009

ACKNOWLEDGMENTS

This thesis has been a major part of my life for a significant period of time and I have benefited from the encouragement and support of several institutions, my family, and personal and professional friends.

I am indebted to the Secretaría de Educación Pública, which through its PROMEP program assisted me with financial support to complete this Doctoral program. I also owe special thanks to the Facultad de Lenguas (LEMO) of the Benemérita Universidad Autónoma de Puebla, where I work, and specially to Mtro. Santiago Aguilar for his support and understanding.

At Macquarie University I would like to express my gratitude to my supervisor, Prof. Christopher N. Candlin for all his guidance, his prompt replies to my queries, his ready provision of references, and support. I thank him for keeping me on track, as I commented once with a colleague “the bad thing with Chris is that he’s always right!”. Working with Chris has been a very enlightening experience and I feel very fortunate for this. I owe special thanks to my assistant supervisor, Dr. Annabelle Lukin for her comments, guidance and kind hospitality on my visit to Sydney. I am grateful to my examiners for kindly accepting to read and comment on my thesis.

My special thanks to all the staff of the Linguistics Department at MQ for their diligent work. From all the staff, I would like to mention Assoc. Prof. David Hall, Prof. Anne Burns, and Prof. Geoff Brindley for their enthusiastic participation in the Puebla sessions and for making this DAppling (BUAP) Mexican program come true.

I am grateful to MQ for granting me the Post Graduate Research Fund (PGRF) in order to attend and deliver a paper in the 35 International Systemic Functional Linguistics Congress and attend the Systemic Functional Linguistics Institute held in MQ in July, 2008. I am also indebted to the Linguistics Department for granting me the Research Enhancing Fund.

At the LEMO, BUAP, I would like to thank my colleagues and students who kindly accepted to participate in studies 2 and 3 of this thesis. For ethical reasons, I cannot name them all. Thanks to Tony Huerta for all his technical support. I owe special thanks to my colleagues and friends: Mike, for his enthusiasm and hard work, and for the many hours we spent drinking coffee, discussing and working on our joint study; Marlene and Vero for always being ‘on the other end of the line’; and Fati and Lupita for being with me at difficult times.

On a more personal level, I would like to thank Sally and Chris Candlin for their kind hospitality on my visit to Sydney. My parents deserve special recognition for cheering me up throughout this journey. And last, but not least, my gratitude goes to my daughter, Edith, for all her support and understanding and for the many times she told me “you can make it, Mum!”.

ABSTRACT

EXPLORING POLITICAL, INSTITUTIONAL AND PROFESSIONAL DISCOURSES IN MEXICO: A CRITICAL, MULTIMODAL APPROACH

Teresa A. Castineira B.

This is a thesis composed of three studies linked by a common critical multimodal approach to the analysis of the data. Fairclough's (1992, 1995) three-dimensional framework was drawn on in order to explore the social practice, discursive practice and text dimensions of the discourses in question. The first two studies focus on printed texts in Mexican Spanish, whereas the third study addresses spoken interaction in English with occasional code switching to Spanish.

Study 1: A Multimodal Analysis of the 2006 Mexican Presidential Campaign Billboards

This is a joint study (with my colleague Michael Witten and approved by my supervisor and the Department of Linguistics at Macquarie) which analyzes the political discourse of the multimodal and multisemiotic texts that the three major political parties involved in the 2006 Mexican presidential elections produced and extensively distributed through the medium of public billboards. We investigate how these parties express their particular ideologies, construct and convey social identities and relationships, and construct relations of power between themselves and the readers/viewers of these texts, through the medium of billboards. As indicated in the preamble, the methodological framework addresses these issues drawing on Fairclough's (1992, 1995) three-dimensional model of analysis while employing a variety of qualitative techniques, tools, and approaches.

Study 2: Discourses of obligation and prohibition within an institutional setting.

Following the theme of multimodal critical discourse analysis, this study examines the institutionalized discourses of obligation and prohibition at the Library of the Language Faculty (LEMO)*of a public university in Mexico. Six different texts pertaining to various genres ranging from a protocol to notices were examined. Multiple qualitative methodologies and tools such as those drawn from ethnography, critical discourse analysis, and systemic

functional linguistics are utilized in the analysis of the data. Power relations between the institution and the library users are examined as well as the conditions of text production and reception, the latter through an ethnographic component. An emphasis is placed on the linguistic text.

Study 3: Gatekeeping practices at the LEMO

This study investigates one of the gatekeeping practices at the Language Faculty of a public university in Mexico (see above). The particular practice concerned consists of the professional examinations (vivas) that students have to take in order to obtain their degrees of 'Licenciatura en Lenguas Modernas' (BEd in Modern Languages) in the English Teaching section of the university. This study focuses on the professional discourse(s) utilized by both candidates and examiners by means of analyzing the texts of four recorded professional examinations. This study chiefly draws on Goffman's (1959) dramaturgical concepts of 'frontstage' and 'backstage', where the analysis of the frontstage work addresses the Question-and-Answer section of the examinations, and the analysis of the backstage work addresses the subsequent deliberations among the examiners concerning the performance of the candidates. Multiple qualitative methodologies and tools are again drawn upon, such as ethnographic analysis, interactional sociolinguistics and critical discourse analysis.

* Facultad de Lenguas