

## APPENDIX 5B: VAN LEEUWEN'S SCHEME OF SOCIOSEMANTIC AND LINGUISTIC CATEGORIES

### 1. REPRESENTATION OF SOCIAL ACTORS

| Sociosemantic Categories                                                                                               | Typical linguistic Realization                                                                                                                                                                                                                                                                             | Implications for Meaning-Making                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reference<br>103 |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <i>Inclusion/exclusion.</i><br>Exclusion further subdivided into <i>suppression</i> or <i>backgrounding</i> .          | <ul style="list-style-type: none"> <li>Passive agent deletion.</li> <li>Nonfinite clauses which function as a grammatical participant.</li> <li>Deletion of the social actors who benefit from an action.</li> <li>Nominalizations and process nouns.</li> </ul>                                           | <ul style="list-style-type: none"> <li>Exclusion could be used as a means to disguise the identity of powerful actors, or to discourage interrogation of their actions.</li> <li>Inclusion could signify a higher, more powerful social standing and, conversely, exclusion could mark social actors as inferior, powerless or undesirable.</li> <li>In some instances exclusion occurs because the identity of the social actors is obvious.</li> </ul>                            | 2008: 28 – 32    |
| Role allocation; i.e. <i>active/passive</i> . Passive actors can be <i>subjected</i> or <i>beneficialized</i>          | <ul style="list-style-type: none"> <li>Grammatical participant roles.</li> <li>Transitivity structures.</li> <li>Presence of prepositions. (beneficiaries can take a preposition, goals do not).</li> <li>Circumstantialization (e.g. use of a propositional word or phrase such as 'against').</li> </ul> | <ul style="list-style-type: none"> <li>Activation represents social actors as the active, dynamic forces in an activity (thus signalling power).</li> <li>Passivation represents social actors as undergoing a social action or as being at the receiving end of it (thus signalling vulnerability).</li> <li>Subjected actors treated as objects, whilst beneficialized social actors constitute a third party which positively or negatively benefits from the action.</li> </ul> | 2008: 32 – 35    |
| <i>Genericization / specification</i>                                                                                  | <ul style="list-style-type: none"> <li>Genericization: Use of the plural without an article or use of the singular with a definite or indefinite article.</li> <li>Presence of a numerative realizes specification.</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>Specification (concrete reference to immediate experience) has been linked to the habitus of the working class, while genericization – the view of the observer who places herself above the hurly-burly – has been linked to the habitus of the dominant class.</li> <li>Genericization establishes distance from the reader.</li> </ul>                                                                                                    | 2008: 35 – 36    |
| <i>Assimilation / individualization.</i><br>Assimilated actors can either be <i>aggregated</i> or <i>collectivized</i> | <ul style="list-style-type: none"> <li>Assimilation: By a mass noun or noun denoting a group of people; by plurality.</li> <li>Aggregation: By the presence of definite or nondefinite quantifiers.</li> <li>Individualization: By singularity.</li> </ul>                                                 | <ul style="list-style-type: none"> <li>'Middle-class' texts tend to individualize elite persons and assimilate 'ordinary' people.</li> <li>'Working-class texts' often individualize 'ordinary' people.</li> <li>Aggregation is often used to present the appearance of consensus opinion.</li> </ul>                                                                                                                                                                               | 2008: 37 – 38    |
| <i>Indetermination /</i>                                                                                               | <ul style="list-style-type: none"> <li>Indetermination typically realized by indefinite pronouns</li> </ul>                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Indetermination tends to anonymize social actors</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                  | 2008: 39 –       |

<sup>103</sup> All references are to Van Leeuwen's *Discourse and Practice* (2008).

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <i>determination</i>                                                                                                                                                                                                                                                                          | ('someone', 'somebody').<br><ul style="list-style-type: none"> <li>May also be realized by general exophoric reference ('They won't let you go ...).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Can also endow social actors with a kind of personal authority based on a sense of an unseen yet powerful force.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 40            |
| <i>Association / disassociation</i>                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Parataxis</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Association implies relationships amongst various groups of people, without actually labelling the relationship.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2008: 38 – 39 |
| <i>Differentiation / indifferenciation</i>                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Words that distinguish between the 'self' and 'others', 'us' and 'them'.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Differentiation is associated with individualism, with seeing oneself as different from others. In Van Leeuwen's research this was more marked in books aimed at a middle-class audience.</li> <li>Indifferenciation is associated with valuing conformity.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2008: 40      |
| <i>Nomination / categorization.</i><br>Categorization divided into <i>functionalization</i> , <i>identification</i> and <i>appraisement</i> .<br>Identification further subdivided into <i>classification</i> , <i>relational identification</i> and <i>physical identification</i>           | <ul style="list-style-type: none"> <li>Nomination: Use of proper nouns.</li> <li>Identification: Involves the use of classifiers in the nominal group (e.g. my <i>black</i> lecturer).</li> <li>Functionalization: Creating a noun from a verb using the suffixes –er, -ant, -ent, -ian, -ee (as in interviewer, celebrant, etc).</li> <li>Relational identification: Realized by a small set of nouns denoting kinship relations.</li> <li>Physical identification: Realized by nouns denoting physical characteristics, adjectives and prepositioning phrases utilizing 'with' or 'without' that modify highly generalized classifications such as 'man' or 'woman'.</li> <li>Appraisement: Realized by the set of nouns or idioms that denote such appraisement; e.g. the 'darling', the 'wretch' and so on.</li> </ul> | <ul style="list-style-type: none"> <li>Nomination foregrounds the unique identity of a particular social actors. Nominated actors are frequently the focus of a particular text.</li> <li>Categorization foregrounds the identity and functions a social actors shares with others.</li> <li>Functionalization: Emphasizes importance of work by defining a social actor primarily in terms of what they do.</li> <li>Identification: Foregrounds those aspects of a social actor's being that are more or less permanently, or unavoidably, unchangeable.</li> <li>Classification: Perpetuates the major categories by which a given society differentiates between classes of people (e.g. age, gender, class, race, ethnicity)</li> <li>Relational classification: Places emphasis on kinship relations.</li> <li>Physical classification: Places emphasis on people's physical characteristics.</li> <li>Appraisement links social actors to an evaluation of them; e.g. as good or bad, loved or hated, etc.</li> </ul> | 2008: 40 – 45 |
| <i>Personalization / impersonalization.</i><br>Impersonalization further divided into <i>abstraction</i> and <i>objectivation</i> .<br>Objectivation further subdivided into <i>spatialization</i> , <i>utterance autonomization</i> , <i>instrumentalization</i> , and <i>somatisation</i> . | <ul style="list-style-type: none"> <li>Personalization: Realized by personal or possessive pronouns, proper names or nouns whose meanings include features that are 'human'.</li> <li>Impersonalization: Realized by abstract nouns or by concrete nouns whose meanings do not include the feature 'human'.</li> <li>Abstraction: Occurs when social actors are represented by a quality assigned to them by and in the representation.</li> <li>Objectivation: Realized by metonymical reference; i.e. representing social actors by referring to a place or thing closely associated with their person or with the action in which they are represented as being engaged.</li> <li>Spatialization: Representation of social actors by way of reference to the place with which they are associated.</li> </ul>           | <ul style="list-style-type: none"> <li>When social actors are personalized, they are represented as human beings. Impersonalization associates social actors with non-human meanings. It can function to background the identity and role of the social actor, it can lend impersonal authority or force to an action or quality of a social actor, or it can add positive or negative connotations to a social actor's action or utterance.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2008: 46–7    |

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|                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Utterance autonomization: Social actors are represented by means of references to their utterances.</li> <li>• Instrumentalization: Social actors represented by means of reference to the instrument with which they carry out the action in which they are represented as being engaged.</li> <li>• Somatization: Social actors represented by means of references to a part of their body.</li> </ul>                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                            |               |
| <i>Single determination / overdetermination.</i><br>Overdetermination further subdivided into <i>inversion, symbolization, connotation and distillation.</i> (The resources of inversion and symbolization may also be applied to the analysis of social action.) | <ul style="list-style-type: none"> <li>• Inversion: Social actors are connected to two social practices which are each other's opposites (e.g. the activities of the Flintstones – prehistoric cave dwellers performing activities of the 20<sup>th</sup> century suburban family).</li> <li>• Symbolization: A fictional social actor or group of social actors stands in for actors or groups in nonfictional social practices.</li> <li>• Connotation: Occurs when a unique determination (a nomination or physical identification) is used to classify or functionalize a group.</li> <li>• Distillation: Combines social practices by way of generalization and abstraction.</li> </ul> | <ul style="list-style-type: none"> <li>• Overdetermination entails representing social actors as participating in more than one social practice at the same time. It therefore allows for certain associations to be drawn between particular types of social practice. It enhances the richness of the meaning of particular social practices; e.g. by associating 'schooling' with 'warfare'.</li> </ul> | 2008: 47 – 51 |

## 2. REPRESENTATION OF SOCIAL ACTION

| Sociosemantic Categories          | Typical linguistic Realization                                                                                                                                                                                                                                                                                                                                                                                                       | Implications for Meaning-Making                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reference     |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <i>Action / reaction</i>          | <ul style="list-style-type: none"> <li>• Halliday's transitivity theory provides some basis for identifying reactions – these tend to be coded as mental rather than material, behavioural or verbal processes. However the grammatical category of 'mental process' does not overlap fully with the sociosemantic concept of 'reaction', as when some reactions are coded by a descriptive rather than a literal clause.</li> </ul> | <ul style="list-style-type: none"> <li>• The coding of social action as either an action or reaction can carry meanings insofar as <i>who</i> acting/reacting and the <i>type</i> of reaction they are having. Representing the reactions of social actors can function as a way of legitimizing their thoughts or feelings. The reactions of the group who is the target audience of the text tend to be highlighted – thus in children's books of the first day of school the reactions of children rather than parents or teachers are highlighted. A reaction may be cognitive, perceptive or affective in nature. As the power of social actors decreases the number of emotive reactions attributed to them increases.</li> </ul> | 2008: 56 – 59 |
| <i>Material / semiotic action</i> | <ul style="list-style-type: none"> <li>• Distinction related again to Halliday's transitivity theory with material action relating to the grammatical category of material process clauses, and semiotic action with behavioural or mental process clauses. Verbal process</li> </ul>                                                                                                                                                | <ul style="list-style-type: none"> <li>• Material action has, at least potentially, a material purpose or effect while semiotic action does not. The distinction recognizes that the same action can be represented in a manner that emphasizes the description of the action or that</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2008: 59 – 63 |

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|                                                                                                                                                                       | clauses occupy an intermediate position.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>emphasizes the meaning of the action.</p> <ul style="list-style-type: none"> <li>The choice between material or semiotic representation of action is linked in complex ways with constituting the power of particular groups vis-à-vis others; e.g. less powerful groups may be represented as acting in a way that is more material than semiotic, but this will depend on the context.</li> </ul> |               |
| <i>Transactive / non-transactive action</i>                                                                                                                           | <ul style="list-style-type: none"> <li>Transactive actions involve two participants: The actor who performs the deed, and the goal, being the actor, thing or phenomenon to which the process extends.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Assists in distinguishing actions that have an effect on others, and those which do not. Non-transactive action tends to be associated with less powerful groups.</li> </ul>                                                                                                                                                                                    | 2008: 59 – 63 |
| <i>Activation / deactivation.</i><br>Deactivation further subdivided into <i>objectivation</i> and <i>descriptivization</i> .                                         | <ul style="list-style-type: none"> <li>Activated actions: Grammatically realized in the verbal group of a non-embedded clause.</li> <li>Objectivation: Realized by nominalizations or process nouns which can function as subject or object of the clause. Can also be realized metonymically, by substituting talk about the action with the time associated with the action (temporalization), or the place associated with the action (spatialization).</li> <li>Descriptivization: Representation of the action as a more or less permanent quality of social actors (e.g. 'the smiling teacher')</li> </ul>                                                                                                                  | <ul style="list-style-type: none"> <li>Social action (encompassing actions and reactions) can be activated – represented as dynamic processes, or deactivated in being represented as though they were entities or qualities. The latter category can be used to mask or legitimate particular processes.</li> </ul>                                                                                   | 2008: 63 – 66 |
| <i>Agentialization / deagentialization.</i><br>Deagentialization further subdivided into <i>eventuation</i> , <i>existentialization</i> , and <i>naturalization</i> . | <ul style="list-style-type: none"> <li>Eventuation: Representation of an action as an event that 'happens' without the involvement of human agency. Realized in various ways, e.g. through a material process denoting involuntary action, through use of the passive voice, or through reference to generalized processes signalled by 'happen' or 'occur'.</li> <li>Existentialization: Representation of an action as something that simply exists. Realized through the use of existential process clauses (these frequently begin with 'there').</li> <li>Naturalization: An action is represented as a natural process by way of reference to abstract material processes such as 'vary', 'expend' or 'develop'.</li> </ul> | <ul style="list-style-type: none"> <li>Indicates whether an action was brought about as a result of human action or not. Deagentialized action assists in masking human agency.</li> </ul>                                                                                                                                                                                                             | 2008: 66 – 68 |
| <i>Abstraction / concretization.</i><br>Abstraction further subdivided into <i>generalization</i> and <i>distillation</i> .                                           | <ul style="list-style-type: none"> <li>Generalization: Difficult to provide linguistic criteria for recognizing the generality of isolated actions – the action taxonomies inherent in a text can only be constructed after comparing different representations of the same, similar and/or related actions in the text.</li> <li>Distillation: Abstracts particular qualities of action/reaction and expresses these as nominalizations or process nouns.</li> </ul>                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Forms of abstraction draw attention away from the specific, concrete micro-actions that constitute actions. They are an important issue in critical discourse analysis as texts which are concerned with legitimating and delegitimizing social actions tend to invoke more abstractions.</li> </ul>                                                            | 2008: 68 – 70 |

### 3. REPRESENTATION OF LEGITIMATION

| Sociosemantic Categories                                                                                                                                                                                  | Typical linguistic Realization                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Implications for Meaning-Making                                                                                                                                                                                                                                                              | Reference       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <i>Authorization</i> . Further subdivided into <i>personal authority</i> , <i>expert authority</i> , <i>role model authority</i> , <i>impersonal authority</i> , <i>tradition</i> and <i>conformity</i> . | <ul style="list-style-type: none"> <li>Personal authority: The type of authority that is vested in people because of their status or role in a particular institution (e.g. parents, teachers). Typically takes the form of a verbal process clause in which the authority's utterance contains some form of obligation modality.</li> <li>Expert authority: Legitimacy is provided by expertise rather than status. Expertise may be stated explicitly by providing credentials, but if the expert is well-known their status as expert may be taken for granted. Typically takes the form of verbal or mental process clauses with the expert as subject. The expert's utterances will carry some kind of recommendation.</li> <li>Role model authority: Occurs when people follow the example of role models or opinion leaders. Involves looking for legitimation amongst one's peers or from popular culture. No typical linguistic form identified.</li> <li>Impersonal authority: Law is the pre-eminent form of impersonal authority. Typical linguistic realization is also through a verbal process clause, but with the presence of nouns such as 'law', 'policy', 'regulation', 'rule'; etc.</li> <li>Tradition: Legitimation on the basis of the ways things have always been done. Typically invoked through words such as 'tradition', 'practice', 'custom' and 'habit'.</li> <li>Conformity: Legitimation on the basis of what everyone else does (or at least what most people do). It is most often realized through 'high frequency modality' as in 'Many schools now adopt this practice.'</li> </ul> | <ul style="list-style-type: none"> <li>Involves legitimation by reference to the authority of tradition, custom, law, and/or persons in whom institutional authority of some kind is vested. The mere invocation of such authority serves to justify what the authority requires.</li> </ul> | 2008: 106 – 109 |
| <i>Moral Evaluation</i>                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Not possible to find an explicit, linguistically-motivated method for identifying moral evaluations. We can only recognize them on the basis of our commonsense cultural knowledge. Evaluative adjectives (which may modify a nominal group or be situated as an attribute in a relational clause), abstractions and analogies may all play a role in constituting moral evaluation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Involves legitimation by way of (frequently oblique) reference to discourses of moral value. These discourses are not made explicit and debatable, but are only hinted at by way of adjectives and adverbs.</li> </ul>                                | 2008: 109 – 112 |
| <i>Rationalization</i> . Further subdivided into <i>instrumental</i>                                                                                                                                      | <ul style="list-style-type: none"> <li>Instrumental rationality: Legitimizes practices by reference to their goals, uses or effects. Must contain an element of moralization (i.e. the purpose must not simply</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Legitimizes by reference to the goals and uses of institutionalized social action and to the knowledges which society has constructed in order to endow them with cognitive</li> </ul>                                                                | 2008: 112 – 117 |

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|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <i>rationalization and theoretical rationalization.</i> | <p>be a generalized action). Further subdivided into goal, means and effect orientated purposive constructions.</p> <ul style="list-style-type: none"> <li>Theoretical rationalization: Legitimizes practices by way of reference to the natural order of things, the 'ways things are' or the truth. Theoretical rationalizations can take the form of definitions, explanation and predictions.</li> </ul> | <p>validity. The greater the power of a particular role in a social practice, the more often agents who fulfil that role will be represented as intentional (thus more closely associated with goal-oriented purposive constructions).</p> |             |
| <i>Mythopoesis</i>                                      | <ul style="list-style-type: none"> <li>Typically realized by stories – narrative form of the passage in question.</li> </ul>                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Legitimation conveyed through narratives whose outcomes reward legitimate actions and punish non-legitimate actions.</li> </ul>                                                                     | 2008: 117 - |

## APPENDIX 5C: FIRST ATTEMPT AT ANALYSIS: 'SOCIAL PRACTICE' ANALYSIS

| Action                                                                                                                           | Actors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Time                                                                                                                                                                                                                              | Location                                             | Resources                                                                                                    | Source                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Entering the legal profession<br>Practising as an attorney<br>Seeking legal advice<br>Referring                                  | The profession<br>Advocates (bar)<br>Attorneys (side-bar)<br>Man on the street<br>'You' (as the person seeking legal advice)                                                                                                                                                                                                                                                                                                                                                           | Future (entering the legal profession)<br>Present (all other actions)                                                                                                                                                             | Big large buildings<br>Derelict old renovated houses | Partnerships<br>Incorporated companies<br>Teams<br>An office structure                                       | Extract 1:<br>21:44 – 5<br>General introduction to the work of attorneys.                 |
| Studying to become a lawyer<br>Undertaking postgraduate training<br>Passing admissions examinations<br>Practising as an attorney | 'You' (as someone studying toward a legal degree)<br>Attorney<br>The profession<br>'You' (as the person needing to find a principal)<br>Principal<br>Attorneys who contract with the articulated clerk<br>Law Society<br>School of Legal Practice<br>'You' (as the person writing the attorney's admission exam)<br>People who admit one as an attorney<br>People who don't need further training<br>'You' (as a newly appointed attorney)<br>Other members of a legal firm<br>Friends | Duration: 4 or 5 years of study to obtain a legal degree<br>Present<br>Medieval times<br>Duration: 2 years to undertake in-service training<br>Duration: Other options for doing in-service training (2 years, 6 months, 4 weeks) | In court (admitted as an attorney)                   | LLB (under- or postgraduate)<br>LLM<br>Articles of clerkship<br>A smallish salary<br>A remission of articles | Extract 2:<br>21:46–48<br>Overview of the various steps involved in becoming an attorney. |

# APPENDIX 5D: FIRST ATTEMPT AT ANALYSIS: MORE DETAILED ANALYSIS OF SOCIAL ACTION AND SOCIAL ACTORS

| Action                                                                                                       | Process Type                                                                                                                                                                                                                                                                                                                                                                                            | Included Actors                                                                                              | Active/<br>Passive | Gender          | Identity<br>Categories            | Suppressed/ Excluded<br>Actors                                                                                                      | Source        |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------|-----------------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b><i>Appearing before the Registrar of Deeds</i></b><br>Charging fees<br><i>Practising as a conveyancer</i> | <b>Material</b> (you are then qualified to appear before the Registrar of Deeds, when buildings or residential properties are transferred)<br><b>Relational</b> (you are then entitled to charge a higher fee)                                                                                                                                                                                          | 'You' (as a newly-qualified conveyance)<br>Registrar of deeds<br>Parties whose property is being transferred | A<br><br>P<br>P    | N<br><br>N<br>N | Registrar of deeds                | People involved in the transfer of property                                                                                         | 21:53:329–31  |
| <b><i>Appearing before the registrar of deeds</i></b><br><i>Practising as a registrar of deeds</i>           | <b>Material</b> (and every transfer of immovable property must appear before him, you can't just appear before him, you must be a certain person to appear before him)<br><b>Relational</b> (registrar of deeds is a person that is responsible for the administration of the deeds office, he's like the oracle of Delphi, you must be a certain person to appear before him and that is a conveyance) | Registrar of deeds<br>'You' (who needs to be a conveyancer in order to appear before the registrar of deeds) | A<br>A             | M<br>N          | Registrar of deeds<br>Conveyancer | The people who submit immovable property transfers to the registrar of deeds<br>The people who wish to effect transfers of property | 22:110:737–40 |

#### APPENDIX 5E: FIRST ATTEMPT AT ANALYSIS: LEGITIMATION ANALYSIS

| Form | Text                                                                                                                                                                                                                                                                                                                                                                                                                            | Object                                 | Object Type        | Knock-on    | Constitutive Outside                                    | Basis                                                                                                                                                                                 | Source - Voice |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|--------------------|-------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| R(G) | you will be invited to an interview with one of the leading lights of the Law Society, uh, and you will have to convince him, or he will have to be convinced that to join, to eventually join the profession. Um, in other words its a formal interview, uh, where they will ask you ethical questions and they will ask you where you come from, what kind of person you are just to vet that you are a fit and proper person | Formal interview to become an attorney | Process – Verbal   | Attorneys   | Quality:<br>Excludes those who are not 'fit and proper' | Ethical code of the profession: Moral overtones of <i>fit and proper</i>                                                                                                              | Law Society    |
| R(G) | you do an exam and you are qualified as a conveyancer. And you are then entitled to charge a higher fee when buildings or residential properties are transferred from one party to the other.                                                                                                                                                                                                                                   | Doing the conveyancer's exam           | Process – Material | Conveyancer | N/A                                                     | Material rewards:<br>Entitlement to charge a <i>higher</i> fee<br>Status: you do an exam, you are qualified as a conveyancer. And you are then <i>entitled</i> to charge a higher fee | Lecturer       |