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Beyond Transgender Representation: A Corpus-based Critical Discourse Analysis of Transitivity in the British Press

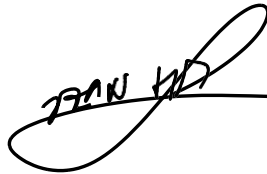**Izan Huertas Medina**

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DECLARACIÓN DE AUTORÍA Y ORIGINALIDAD DEL TRABAJO FIN DE GRADO

Yo, <u>IZAN HUERTAS MEDINA</u>, con documento de identificación <u>77145338A</u>, y estudiante del Grado en <u>ESTUDIOS INGLESES</u> de la Facultad de Filosofía y Letras de la Universidad de Granada, en relación con el Trabajo Fin de Grado presentado para su defensa y evaluación en el curso <u>2019 / 2020</u>, declara que asume la originalidad de dicho trabajo, entendida en el sentido de que no ha utilizado fuentes sin citarlas debidamente.

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Abstract

During the last two decades, the United Kingdom has witnessed legislative changes regarding the LGBT community, allowing people of the same gender to marry, and transgender people to obtain legal documents presenting their real name and gender. Additionally, "transsexualism" has been removed from the list of mental illnesses and has been labelled as medical condition instead. With these changes within the British society, the LGBT community has been a frequent topic of discussion in the media. The latter is the reason of this paper, which tries to reveal how a part of this community is represented in the British press, in particular, in a corpus of articles from different newspapers from January 2018 onwards. Bearing this in mind, attention will be paid to whether this representation is biased and what discriminatory viewpoints it endorses. For such a purpose, this Critical Discourse Analysis focuses on the patterns of TRANSITIVITY used by the journalists. Some metaphor analysis is also carried out on the corpus selected.

Keywords

Introduction

The United Kingdom approved a law (The Gender Recognition Act 2004) in which it is stated that transgender people have the possibility of applying for a legal name change. This legislation allows transgender people in the UK to obtain a new birth certificate that shows their correct gender and name. This new birth certificate cannot be different from any other. It was only by 2002 (Justice on GOV.UK) when the term 'transsexualism' was no longer recognised as a mental illness; nevertheless, it is still treated as a medical condition (NHS.uk, 2020). Even though transgender people are no longer considered mentally ill, they must provide medical proof of their 'condition' in order to apply for a gender reassignment certificate. For such a purpose, a panel of experts will need to be delivered a report made by a medical practitioner specialised in gender dysphoria together with a report made by a general practitioner. Another option is to deliver a report made by a psychologist practising in the field of gender dysphoria together with a report made by a general practitioner as well (see the section *Applications* from The Gender Recognition Act 2004 at www.legislation.gov.uk). Not only that, the applicant must be at least 18 years old and must have lived as their recognised gender for at least two years. The panel that evaluates the application can deny the certificate to the transgender person if they conclude that the latter does not follow the requirements. In addition, a fee of £140 must be paid for every application.

From 2013 onwards after the introduction of the legislation of Marriage (Same Sex Couples) Act in the United Kingdom, transgender people can also have the possibility of applying for a gender reassignment certificate without having to go through a divorce. However, if the spouse of the applicant refuses to accept the process of gender reassignment, the marriage must be annulled before doing the application. Many people have complained about the power given to the spouse in this situation since the process might be severely delayed.

The Equality Act 2010 recognises transgender people to be protected from being discriminated against due to their gender, physical appearance or gender presentation in general. The current legislation covers areas of identity documents, marriage rights, and discrimination in employment areas, education or other services. Nevertheless, this same Act allows transgender people to be excluded from sport competitions if there is evidence that this person might put other competitors at risk or make the competition unfair to others.

This is the current situation in the UK. Unsurprisingly, this issue is very interesting both legally and discursively as well. And that is the reason why I have decided to write about it. The topic of research of this paper is the representation of transgender people in the British press.

Three different articles from different newspapers have been selected and analysed paying special attention to the TRANSITIVITY patterns used by the journalists. Their gender has been taken into account as a potential factor for choice. Given that this is a Corpus-based Critical Discourse Analysis of the media aiming to combine quantitative and qualitative research methods, it will be of much use to annotate the corpus with a software tool such as UAM Corpus Tool (O'Donnell, 2020).

This paper is organised in different sections. After the *Introduction*, in the first section entitled *Materials and Method* the materials and methodology employed for this analysis are explained. Next, the *Theoretical Framework* is introduced in order to show the main tenets of the theory supporting the analysis. The TRANSITIVITY system is presented and two different models of study are contrasted (i.e., the *Sydney Model* and the *Cardiff Grammar* model). This section is followed by *Findings and Discussion*, in which the analysis of the three different texts is displayed. In the last section, namely, *Conclusion*, the findings of this analysis are expounded together with some of the problems found during this investigation, and what avenues for future research could be carried out after.

Materials and Method

The materials used in this investigation have been examined through a corpus linguistics lens. The first tool used to exemplify the theoretical background was Sketch Engine (Kilgarriff, 2014), an online and free text analysis tool that can work with an important amount of language resources together to contrast its use. This way, it shows real results that go beyond one's intuition. The second tool used for this investigation is Google Trends, which has allowed me to find out the exact time when any topics related to transgender people were more popular in the British press. Next, a tool used for further analysis is UAM Corpus Tool, a program designed by Systemic Functional linguist Mick O'Donnell (2008) aimed for academic analysis. This program facilitates the annotation of text corpora and it allows you to reuse inbuilt schemes or create your own layers to focus on very different areas of interest. When finishing your annotation, UAM Corpus Tools also gives you the opportunity to confront the results with visual statistical charts. Together with UAM Corpus Tool, I have also used Laurence Anthony's AntConc (2014); with this free program one can analyse texts at sentence and discourse levels, especially concordances, and frequency and keyword lists. Later on, those texts were coded depending on its newspaper, gender of the writer, as well as the date of publication. This way we have: TG_TR_22012018; DM_CS_11012018; TT_UN_04012018. TG stands for *The Guardian*, DM for *Daily Mirror* and TT for *The Telegraph*. Next, we have coded gender, and have distinguished cisgender from transgender (i.e. CS and TR); finally, the code employed is UN if the gender of the writer is not mentioned, and therefore, unknown.

Now, for more detail about these articles, I am going to summarise their content very briefly.

The article from *The Guardian* is written by a transgender woman named Paris Lees who addresses British society for the violence and mistreatment British transgender people are exposed to on a daily basis. She narrates events that have happened to her and to one of her friends, but most importantly, events that could have occurred to anyone within the trans community. She calls for a solution and for this society to take responsibility for those actions.

The article from the *Daily Mirror* is written by two cisgender people, a man named Kyle O'Sullivan and a woman named Hayley Minn. It narrates the story of a mother who struggles after the 'coming-out' of her transgender son. This text focuses much more on the experience this mother lives after acknowledging this new information than on what this young man might be experiencing himself. The article mentions medical procedures that trans people might

undergo, but it draws special attention to the pain the mother suffered and the process she had to go through to be next to her son.

The article from *The Telegraph* informs about the medical negligence transgender people suffer for not being transferred to their necessary inspections. This is due to the lack of information about the transgender community and their needs from medical professionals. The journalists also mention the ambiguities that exist within the system about gender and their sex assigned at birth, as well as the opposition of a part of the system to the coverage of transgender people's needs by the NHS system. By not solving these problems, many people suffer from avoidable medical conditions and the only way those who are against the said coverage believe transgender people can be well treated is by not changing their gender in legal documents.

Theoretical Framework

Systemic Functional Linguistics (SFL) is the study of language from a functional-semantic perspective (Eggins, 2005, pp. 1-2); language is considered to be a system of systems in which meaning is directly connected to form. (Fontaine, 2013, p. 5). SFL studies the way language is used in different contexts, and at the same time, how language is structured for use (Eggins, 2005, pp. 20-21). Language is regarded as a social-semiotic system, i.e. a system in which meaning and form depend on context and on communication purposes, which is referred to as meaning potential (Halliday & Kress, 1976, pp. 18-25). *Semiotics* generally refers to the study of signs and symbols. Halliday & Hasan (1989, pp. 3,4) drew attention to the fact that symbols do not usually have meaning in isolation but in context. In addition, Halliday had already done a research and produced an introduction to systemic functional grammar in (1985). In that paper, he described language as a system of meaningful signs, in other words, as a system of meanings. In SFL, language is considered to be primarily functional. The main purpose of language is the exchange of meaningful content, that is, communication itself (Fontaine, 2013, p. 5). Therefore, one could say that the structure, or form, of any language is important mostly in the sense that it serves meaning. A clear example to support this stance could be the learning process of a child, in which one can observe how grammar correctness may not be as important as the meaning behind the child's utterance (p. 3).

In Discourse Analysis, SFL has a central role. For instance, SFL principles are applied in Fowler and Kress' *Language and Control* very early. Nevertheless, it is Halliday who would make use of it very successfully and develop the concept of it in *Linguistic Function and Literary Style: An Inquiry into the Language of William Golding's the Inheritors* while conducting a literary analysis from a functional-grammatical perspective (quoted in Bartley & Hidalgo Tenorio, 2015, p. 17). In SFL, *systemic* stands for the understanding of language as a network of systems – "sets of options for making meaning" as Halliday (1971, p. 96) claims; and *functional* falls into what Halliday and Matthiessen (2014, p. 31) say about language: "language is as it is because of the functions in which it has evolved in the human species". According to Halliday, functionality is intrinsic to language (p. 31).

The study of language requires the study of its functions. Halliday and Matthiessen (2014, p. 30) report that the main basic functions of language is the representation of our experience and speakers' social performance. They acknowledge three different *metafunctions* within language: the *experiential*, the *interpersonal* and the *textual*. The *experiential metafunction* (pp. 211-212) makes reference to our inner and outer experiences; the

interpersonal metafunction (p. 134) involves our social interaction exchanges; while the *textual metafunction* (p. 593) entails the internal organisation of the message itself. These three metafunctions are explained in terms of different systems; in the case of the experiential metafunction, we must pay attention to the TRANSITIVITY system.

TRANSITIVITY originally referred to those verbs that involve at least two participants in the clause, one of them being a direct object (Hopper & Thompson, 1980, p. 251); however, this meaning changes in SFL. In SFL, TRANSITIVITY is the system through which the *experiential metafunction* is expressed, that is the grammatical system that provides information about events, or "goings-on" (Halliday & Matthiessen, 2014, p. 213). The main core of this system is the grammar of the clause. The clause is the realisation of the configuration of a process, participants of the event (which are directly entailed in the process), and in some cases, circumstances such as time, space, cause, manner, etc. (p. 212). According to Halliday (1973, p. 126), TRANSITIVITY is considered as the set of choices by which a speaker expresses their own internal and external experience of reality. Each language user makes their own selection within their lexicon while expressing their own versions of their inner and outer worlds. Not only that, they can modify the version of reality by varying selections from syntactic structure to lexical choices as well. Thus, as a result, expressing one's reality can be biased and leave hints of one's ideological position (Bartley & Hidalgo-Tenorio, 2015, p. 18).

The system of TRANSITIVITY has been considered from different angles. However, the most influential one is the one developed by Halliday and Matthiessen, known as the Sydney model (SM), followed by the Cardiff Grammar (CG) Model, developed by Fawcett (Fawcett R. P., 2000, pp. 171-173). Both models agree on the basic structure of the TRANSITIVITY system which involves three main components (Bartley, 2018, p. 1): the process (a verbal group), a participant (usually realised by a nominal group or a clause), and circumstances (which can be realised by different groups types such as adverb groups, prepositional groups, noun groups, adjective groups, and clauses) (p. 2). However, these two models differ on the definitions and borders of the process categories and their elements (Bartley & Hidalgo-Tenorio, 2015, p. 18).

In both models, the process and participants of the clause are considered inherent elements, while circumstances are considered to be additional elements of the clause that add extra information. The first differences that can be recognised contrasting both models are the basic concepts of some of the elements of the clause. While some elements could be considered participants in one model, they could be evaluated as circumstantial elements in the other. In

addition, verbs of the clause might fall into different process categories depending on the factors of analysis of each model (Bartley, 2018, pp. 2-3).

Following the SM, six process categories can be found: material, mental, relational, verbal, behavioural and existential processes. However, only material, mental and relational processes are studied as major categories (Halliday & Matthiessen, 2004, p. 215). According to the CG model, there are also six different process types: action, mental, relational, influential, environmental, and event-relating (Fawcett, 1980, p. 165; Neale, 2002, pp. 148, 155, 164, 170, 175). Differences of process categories between both models not only respond to terminology, but also the concepts defined by said categories. In addition, not only they differ in process categories, but they also differ in the semantic roles involved in each one.

Material processes are described as those processes involving external experiences making reference to actions and events according to the SM (Halliday & Matthiessen, 2014, pp. 213, 214). In contrast, the CG model uses the term action instead of material to refer to these processes (Neale, 2002, p. 148). Action processes not only integrate "material" actions, but they also include social ones since Fawcett considers that not all actions are material in nature (p. 80). At the end of the day, both models are considering the same type of actions to be material or action processes, the only difference is that Fawcett wants to remark that some of these actions have a social subtone. Each model names the participants in their own way. In the SM, the main participant (the one responsible for causing a change) is named *Actor*, as in (1), while in the CG model this same element is referred to as *Agent*.

(1)   When <u>you</u> (*Actor/Agent*) brush your teeth [...][1]

A second participant which is considered to be directly affected by the process is named *Goal* in the SM and *Affected* (2) in the CG. In this category, there are some differences between the two models. In the CG model, when an element is brought into existence, it is called *Created*, as in (3), while in SM it is called *Goal*. Likewise, the *Actor* performs the action while the *Initiator*, as in (4), is the participant responsible for inducing the *Actor* into performing the action. In the CG model, this differentiation does not exist and these two roles are labelled *Agent*.

(2)   When you brush <u>your teeth</u> [...] (Goal/*Affected*).
(3)   My husband cooked <u>a roast chicken</u> (*Created/Goal*).
(4)   <u>The king of Egypt</u> (*Initiator*) [...] made them work very hard as slaves.

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[1] Every example provided in this section is selected from the online corpora found in *Sketch Engine* (Kilgarriff, 2014).

There are some other cases that are mentioned in one model and that do not exist in the other. By way of example, the category *Beneficiary* only appears in SM, and it can be subdivided into *Recipient* and *Client.* These two participant roles are very similar since they both construe a role that benefits from an action. The role of *Recipient* occurs when goods are given to someone, as in (5), and the role of *Client* occurs when a service is done for someone, as in (6) (Halliday & Matthiessen, 2014, p. 237).

(5)   I gave <u>you</u> (*Recipient*) the key.

(6)   He […] then cooked <u>them</u> (*Client*) a healthy breakfast.

In the CG model, there is a participant role similar to *Beneficiary*. This participant is named *Carrier* and it is defined as the element that is in possession of an item, but also the participant that receives the item when there is a change of possession. (Bartley, 2017, p. 84). However, in CG this role is put under the relational process instead of the action process. In the CG model, there is the possibility that one single element of the clause can be categorised as two different semantic roles as opposite to the role configuration presented by Halliday (quoted in Bartley, 2018, p. 5). This way, the example of *Carrier* given in this section can also be put under the tag of *Affected* to make reference to the fact that that participant is directly affected by the process and, at the same time, it displays a change of possession too. Even though both models present different problems, in this case, the CG model provides a way of adding extra information to a critical analysis that might help visualise the complexity of the different semantic roles that might be part of a process. The SM lacks this feature, and therefore, one must choose which semantic role is the one with more importance in the clause.

Meanwhile, the role *Manner* is only acknowledged in the CG model and it is defined as the participant describing the way someone is being treated or how the *Agent* acts, as in (7) (Bartley, 2018, p. 3). Fawcett added *Manner* as a participant present in action processes (apart from circumstances) because, in some cases, these elements could be perceived as inherent to the process. In (7), the *Manner* could not be omitted since it adds indispensable information to the clause (Neale, 2002, p. 154). This differentiation between the SM and the CG model is really significant since it is true that in many cases the information provided by the *Manner* participant might be necessary to understand the clause.

(7)   […] women are treated <u>fairly</u> (*Manner*).

Following with the mental process category, both models agree to define it as the category that expresses our inner reality, that is, the way we perceive, understand, desire or feel (Halliday & Matthiessen, 2014, p. 214). Mental processes are subdivided into four different

subcategories in the SM: mental cognitive, mental perceptive, mental emotive and mental desiderative processes. While in the CG model, mental processes do not acknowledge any distinction between emotions and desires; therefore, they are named mental emotive. While the CG model might provide helpful features such as the multiple combination of semantic roles, it lacks some of the categories considered in the SM, which clarify significant distinctions between different processes. Desiderative and emotive relational processes display very different features. In addition, the CG model includes those processes that fall under the communication notion, which would be considered as verbal processes in the SM. This addition to the mental cognitive process category might also add difficulties to comprehend the semantic role of a verbal group. Again, the SM explains the differentiation between communicative and cognitive processes, which may help carry out a more complete critical discourse analysis.

The participants configuration is different in each model. In the SM, three different participant roles are categorised: the *Senser* (participant with the conscious role to think, desire, feel or perceive), as in (8); the *Phenomenon* (what the *Senser* thinks, desires, feels or perceives), as in (8); and the *Inducer* (the participant encouraging the *Senser* into thinking, perceiving, feeling or desiring), as in (9). However, in the CG model, there are different participants for each process: *Cognizants* occur in mental cognitive processes, as in (10); *Perceivers,* in mental perceptive processes, as in (11); *Emoters*, in mental emotion processes, as in (12); as for the *Phenomenon*, it can occur in every subcategory, as in (8), (9), (11), (12). The CG model also keeps the participant role of *Inducer* but names it *Agent* as mentioned before in the action process.

(8)   I (*Senser*)'m really enjoying this game (*Phenomenon*).
(9)   [it] (*Inducer*) made me (*Senser*) want to know more (*Phenomenon*).
(10)   They (*Cognizant*) knew nothing about.
(11)   Today I (*Perceiver*) saw two geese flying sideways in the wind (*Phenomenon*).
(12)   We (*Emoter*) both loved him (*Phenomenon*).

To conclude with the mental process, the CG model makes a differentiation between the act of perception with consciousness and perceiving something unintentionally. The CG model counts with the participant role of *Agentive Perceiver* when it is done consciously (e.g. *watch*), and *Non-Agentive Perceiver* when it is done unintentionally (e.g. *see*) (Neale, 2002, p. 165). According to Halliday (Halliday M. A., 1985, p. 94), the participant involved in a mental process must be one with consciousness, but he does not make distinction between actions made unintentionally and those made intentionally. The behavioural process category covers this differentiation in some cases but this category does not have clearly defined features and

limits. Thus, it can be really difficult to differentiate some behavioural processes from mental processes in Sydney Model.

The relational process is the last one of the third major processes in both models. According to Halliday and Matthiessen (2014, p. 261), this process involves the concepts of 'being', 'possession', 'becoming'. Each model understands this process differently. According to the SM, three subcategories can be found, namely, *relational intensive*, *relational possessive* and *relational circumstantial processes*. In addition, relational processes can be divided into two different categories: *attributive* and *identifying*. Each former subcategory can be studied as attributive or identifying depending on its nature. When the process is considered to be attributive, an entity is assigned an attribute that qualifies it, as in (13); when the process is identifying in nature, the clause presents two participants that are being directly associated, almost as a clarification, since one participant is acting as the identification of the other, as in (14) (Bartley, 2018, p. 5).

(13)   This kid is smart (*Attributive*).
(14)   The co-star of her childhood idol is Meryl Streep (*Identifying*).

When focusing on the relational attribute type, we can find the semantic role of *Attribute_Carrier* and *Attribute*, as in (16). In addition, a third participant can be present in the clause, the *Attributor* – which is the element that assigns the *Attribute_Carrier* an *Attribute* (Eggins, 2005, p. 248), as in (17). Concerning the relational identifying process, two main participants can be found, namely the *Identifier*, which is the element that defines another participant in terms of identity; and the *Identified* which is the participant that is being identified by the *Identifier*, as in (18) (Bartley, 2018, p. 6). A third participant can be present in the Identifying clause as well, the participant role of the *Assigner*, as in (19), which is the element that associates an identity to the *Identified*.

(15)   This book (*Carrier*) is huge (*Attribute*).
(16)   This (*Attributor*) makes me (*Carrier*) so happy (*Attribute*).
(17)   English (*Identifier*) is their mother tongue (*Identified*) (…).
(18)   I (*Assigner*) made him (*Identifier*) a hero (*Identified*) (…).

Fawcett proposes four relational processes for the CG model, namely *relational equative*, *relational classificatory*, *relational associative*, and *relational locational processes*. However, he just notes three subcategories: *relational attributive*, *relational possessive*, and *relational locational processes* (Bartley, 2017, p. 83). The relational attributive and relational identifying processes acknowledged by the SM are comprised in one single category which is

named relational attributive process in the CG model; therefore, no distinction is made between them. One of the factors in which the CG model differs from the SM is the fact that Fawcett does not add specific participant roles for each process as Halliday does. Then, in this category we can find semantic roles such as *Simple Carrier* and *Compound Carrier*. The *Simple Carrier*, as in (19), occurs when an identity is assigned an *Attribute*; while a *Compound Carrier* can be composed by an *Agent-Carrier* structure, as in (20), or an *Affected-Carrier* structure (see below). A Compound Carrier is that participant that has two different roles in the clause, one as *Carrier* and another one, such as *Agent* or *Affected* as mentioned before. In the case of (20), the participant has an intentional part in the action, and at the same time, the participant is assigned an *Attribute*. Apart from that, some other third participants could be involved in the relational clause, such as *Attribute*, as in (19), (20); *Location*, as in (22), which would be equivalent to the circumstance location of place in the SM; *Destination*, as in (23); *Path*, as in (24); *Source*, as in (25); *Possessed*, as in (26).

> (19)   Anthony (*Carrier*) is selfish, dishonest and abusive (*Attribute*).
>
> (20)   She (*Agent-Carrier*) became more confident (*Attribute*) in herself.
>
> (21)   [They] (*Agent*) made him (*Affected-Carrier*) an American hero.
>
> (22)   Sam (*Carrier*) is at the hospital (*Location*).
>
> (23)   He (*Agent*) went to the hospital (*Destination*).
>
> (24)   I (*Carrier*) went through the cave (*Path*).
>
> (25)   He (*Carrier*) left the House (*Source*).
>
> (26)   They (*Carrier*) have the ball (*Possessed*).

As for the minor processes, the differences of each model widen here much more. In the SM, Halliday and Matthiessen (2014, p. 215) talk about *verbal*, *behavioural* and *existential processes*. While the CG model observes three different processes, namely *influential*, *environmental* and *event-relating processes* (Neale, 2002, p. 147).

The verbal process is a category of its own in the SM, while it is added to the mental cognitive process in the CG model. Any symbolic exchange of meaning is considered to be part of verbal processes and it introduces the semantic roles of: *Sayer*, which is responsible for the utterance, as in (27); *Receiver*, which is the addressee of that utterance (27); *Verbiage*, which is what it is said (27); and *Target*, which is the participant involved as an entity that is being evaluated by the *Sayer*, as in (28).

> (27)   One day he (*Sayer*) said to me (*Receiver*), "Mommy, do you know why I can't speak Chinese?" (*Verbiage*).

(28)   <u>Her mother</u> (*Sayer*) accused <u>her</u> (*Target*) of lying and told her not to go to the
         police.

Another minor process in the SM is the behavioural process category, which is known
for incorporating features from both material and mental processes. This process category does
not have defined characteristics as the other processes do; thus, its boundaries are unclear.
Behavioural processes are considered to be those that denote physiological or psychological
behaviours, and they are perceived as processes that stand between material and mental
processes (Halliday & Matthiessen, 2014, p. 215). This process category has two main semantic
roles, namely the *Behaver* and the *Behaviour*, as in (29). This category collects some of the verbs
that are not recognised as mental processes because of the added feature of 'intention' by the
agentive element. This differentiation could have been easily made by incorporating distinctions
between unintentional and intentional processes within the same category as the CG model
does. As for processes regarding physiological manifestations, they could also have been
incorporated to the material processes since this is mostly defined as a change of state for many
of its processes.

(29)   <u>Brendan</u> (*Behaver*) barked <u>a laugh</u> (*Behaviour*) and found himself nearly choking
         in it.

Finishing with the SM, the last of its minor processes would be the existential process
category. This process type is considered to depict the existence of an entity. The existential
process counts with the participant role of *Existent* denoting a person, object, action, event,
institution or abstraction, as in (30) (Halliday & Matthiessen, 2014, p. 43). This process is
composed mostly by the structure of 'there be', 'there' being an impersonal subject, although
other structures might be considered.

(30)   There will be <u>many events</u> (*Existent*) around campus throughout the month of
         March.

Now moving on to the CG model, the first category to be considered will be the
influential process, which is not contemplated in the SM. Processes of this category are those
that "include an embedded event in the matrix clause that is somehow 'influenced' in one way
or another by the process" (Neale, 2002, p. 172). Fawcett made this category to incorporate
those processes that were not considered in any other category in Halliday's TRANSITIVITY system.
Some of these subcategories would be causative processes, as in (31); permissive processes, as
in (32); preventative processes, as in (33) enabling processes, as in (34); starting processes, as in

(35); continuing processes, as in (36) delaying processes, as in (37); ceasing processes, as in (38); tentative processes, as in (39); succeeding processes, as in (40); failing processes, as in (41).

(31)   Doing nothing (Agent) made me (Affected) feel guilty.

(32)   We (Agent) let people (Affected) win donations […]

(33)   My ex (Agent) stopped me (Affected) from seeing my children.

(34)   He (Agent) enables me (Affected) to do the impossible.

(35)   I (Agent) started crying.

(36)   The Center (Agent) continues hosting professional development sessions.

(37)   I (Agent) have delayed writing until I had something to report.

(38)   I (Agent) stopped eating sugar.

(39)   He (Agent) persuaded me (Affected) to report sick in the morning.

(40)   They (Agent) succeed to win together their fight.

(41)   We (Agent) failed to learn the lessons of history and economics.

The next minor process within the CG model is known as the environmental process category. These processes are those related to climate contexts. The environmental processes can be realised by two potential forms, one with a process, as in (42), or with the use of an attribute, as in (43).

(42)   It finally snowed here.

(43)   The weather was a bit windy (*Attribute*).

When it is realised by a process, no compulsory semantic role is present in the clause; however, it needs an impersonal subject 'it'. When the process is realised by the verb "to be", the adjectival group has a semantic role, i.e. an *Attribute*. The only common feature between processes from this category is the topic they share. The processes from this category could have been studied as action or relational processes since they share features from these categories. In the case of environmental processes such as the one in (42) above, they are marking a change of state and they could be studied following the concepts of the action process category. Regarding environmental processes formed by the use of an *Attribute*, these could have been considered relational processes following the characteristics of attributive relational clauses in the CG model.

To conclude with the minor processes of the CG model, we will finish with the event-relating category. This process category does not exist in the SM since Halliday and Matthiessen

considered grammatical metaphors[2] to be part of other processes. Fawcett considers these processes as a new phenomenon in the language and therefore they are limited. Fawcett considered them as a way of extending the meaning of a clause through the use of a metaphor in order to reciprocally associate two different events (Neale, 2002, p. 175). This category contemplates the use of a *Carrier*, (inherent to the process) that relates to a second participant (*Created*, *Affected* or *Range*), as in (44) (Bartley, 2018, p. 9).

(44)   Our drums (*Agent*) lead us (*Affected-Carrier*) to the same place (*Range*). (Kilgarriff, 2014)

A summary of the configuration of both systems will be displayed in Tables 1 and 2:

PROCESS TYPE	MATERIAL	MENTAL	RELATIONAL	VERBAL	BEHAVIOURAL	EXISTENTIAL
PROCESS SUBTYPES	CREATIVE TRANSFORMATIVE	COGNITIVE EMOTIVE PERCEPTIVE DESIDERATIVE	ATTRIBUTIVE: INTENSIVE ATTRIBUTIVE: POSSESIVE ATTRIBUTIVE: CIRCUMSTANTIAL IDENTIFYING: INTENSIVE IDENTIFYING: POSSESSIVE IDENTIFYING: CIRCUMSTANTIAL	N/A	N/A	N/A
PARTICIPANTS	ACTOR GOAL BENEFICIARY_RECIPIENT BENEFICIARY_CLIENT INITIATOR RANGE/SCOPE	SENSER PHENOMENON	CARRIER (ATTRIBUTIVE) ATTRIBUTE (ATTRIBUTIVE) ATTRIBUTOR (ATTRIBUTIVE) IDENTIFIER (IDENTIFYING) IDENTIFIED (IDENTIFYING) ASSIGNER (IDENTIFYING)	SAYER RECEIVER VERBIAGE TARGET	BEHAVER BEHAVIOUR	EXISTENT

Table 1 Sydney model system (Bartley, 2017, p. 71)

PROCESS TYPE	ACTION	MENTAL	RELATIONAL	ENVIRONMENTAL	INFLUENTIAL	EVENT-RELATING
PROCESS SUBTYPES	ONE ROLE TWO ROLE THREE ROLE MATERIAL SOCIAL	COGNITIVE EMOTIVE PERCEPTIVE	ATTRIBUTIVE LOCATIONAL DIRECTIONAL POSSESSIVE	N/A	ONE ROLE TWO ROLE	CAUSAL INFERENTIAL TEMPORAL COMPARISON SIMPLE CO-OCCURRENCE
PARTICIPANTS	AGENT AFFECTED CARRIER CREATED RANGE MANNER	EMOTER AFFECTED-EMOTER AGENT SIMPLE COGNIZANT AGENT-COGNIZANT AFFECTED-COGNIZANT SIMPLE PERCERIVER AGENT-PERCEIVER AFFECTED-PERCEIVER PHENOMENON	SIMPLE CARRIER AGENT-CARRIER AFFECTED-CARRIER ATTRIBUTE LOCATION SOURCE PATH DESTINATION AFFECTED-SOURCE AFFECTED-PATH AFFECTED-DESTINATION POSSESSEED	ATTRIBUTE	AGENT AFFECTED PHENOMENON CREATED-PHENOMENON	CARRIER PHENOMENON CREATED-PHENOMENON

Table 2 Cardiff Grammar Model System (Bartley, 2017, p. 105)

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[2] The process of nominalisation of a verb, i.e. constructing processes as entities (Bartley, 2017, p. 126).

The last element deserving some attention and is common to both models is *circumstances*. Both systems agree that circumstances are not inherent elements of the clause; nevertheless, they disagree on the definitions of those circumstances, and the type of circumstances that can appear in clausal structure. In order to clarify this category both models are going to be displayed with their categories and some examples (examples selected from the online corpora found in *Sketch Engine*).

CATEGORY	SUBCATEGORY	SUBTYPE	PROBE	EXAMPLE
ENHANCING	EXTENT	DISTANCE DURATION FREQUENCY	How far? How long? How many times?	45 Kms For several years Five times
	LOCATION	PLACE TIME	Where? When?	In London In the morning
	MANNER	MEANS QUALITY COMPARISON DEGREE	How? By means of? In what way? What like? How much?	By car Badly As tall as Hayley As much as I can
	CAUSE	REASON PURPOSE BEHALF	Why? What for? Who for?	Because there are consequences For the purposes of recycling On behalf of people with disabilities
	CONTINGENCY	CONDITION DEFAULT CONCESSION	In which case? Unless what? Despite what?	In the event of dangerous weather Unless you are notified In spite of the difficulties occurred
EXTENDING	ACCOMPANIMENT	COMITATIVE ADDITIVE	With what/ Who? Who/ What else?	Without you In addition to what I have said
ELABORATING	ROLE	GUISE PRODUCT	What as? What into?	As a teenager A man from an obscure village turned *into a messiah*
PROJECTION	MATTER		What about?	It was *about Japan*
	ANGLE	SOURCE VIEWPOINT	According to who/what? In whose opinion?	According to this law In my opinion

Table 3 Circumstances in the Sydney Model System (Bartley, 2018, p. 10)

TYPE	SUBTYPE	EXAMPLE
EXPERENTIAL	TIME POSITION DURATION REPETITION REDUPLICATION PERIODIC FREQUENCY REGULARLY REPEATED TIME POSITION REGULARLY REPEATED DURATION USUALITY ORDINATIVE INFERENTIAL TIME POSITION	In the morning For several years Five times Again and again Once every two years Every week Five hours every week Never The third time Still
CIRCUMSTANCES FOR SPECIFIC PROCESSES		
ACTION	BODY PART MATERIAL PHYSICAL CAUSE	They started squeezing *my fingers* Statues made *of wood* From internal haemorrhaging
MENTAL EMOTION	DEGREE	As much as I can
RELATIONAL POSSESSIBE	EXCHANGE OCCASION	[They] gave me unlimited data *for ten pounds* I bought it *for a Mother's Day present*
RELATIONAL DIRECTIONAL	DIRECTION DISTANCE PROCESS MANNER	South 45 Kms Brutally
USUALLY APPEAR WITH AN AGENT	MANNER METHOD INSTRUMENT ROLE INTENTIONALITY CLIENT PLEASEE SUBSTITUTED	Violently By video tape With a pencil As a teenager On purpose I cooked *her* a great dinner His wife did it *for him* Instead of him
OTHERS	PLACE ACCOMPANIMENT CONCURRENT STATE SUBSEQUENT STATE PARTICIPANT SPECIFICATION SUBSITUTED SITUATION PROPORTION DIMENSION RESPECT	At home Without me *Feeling uneasy*, I grabbed hold He left *feeling much better* He graduates *with his friends* [it] costs money *instead of saving it* Tastes change *with time* *Over time*, [it] can be improved [they] are the same *as for the music education course*

Table 4 Circumstances in the Cardiff Grammar model System (Bartley, 2018, p. 11)

Findings and Discussion

The first aim of this analysis is to observe the occurrence of TRANSITIVITY patterns in the texts selected from the British press from January 2018; secondly, to find out if the representation of transgender people is positive, negative, or rather neutral; and finally, to observe whether there is any concordances of lexical choices and TRANSITIVITY patterns across these articles.

The gender of the author in one of the three texts analysed is unknown; perhaps, if we rely on some literature (for further information, see Hidalgo-Tenorio, 2016), the way it is written might show some evidence on whether the article is written by a cis or transgender person. Regarding the clues that I have come across in the text, one could come to the conclusion that the person responsible of writing the text is cisgender; nevertheless, I think it is not my job to say so. As we discussed before in the Introduction, these have been coded for better organisation and differentiation of newspaper, gender and date of publication. Therefore, we have text 1 TG_TR_22012018 for *The Guardian*, written by a transgender person and written on 22nd of January 2018; text 2 DM_CS_11012018 for *Daily Mirror*, written by two cisgender people on 11th of January 2018; and text 3 TT_UN_04012018 for *The Telegraph*, written by some unknown reporters on 4th of January 2018.
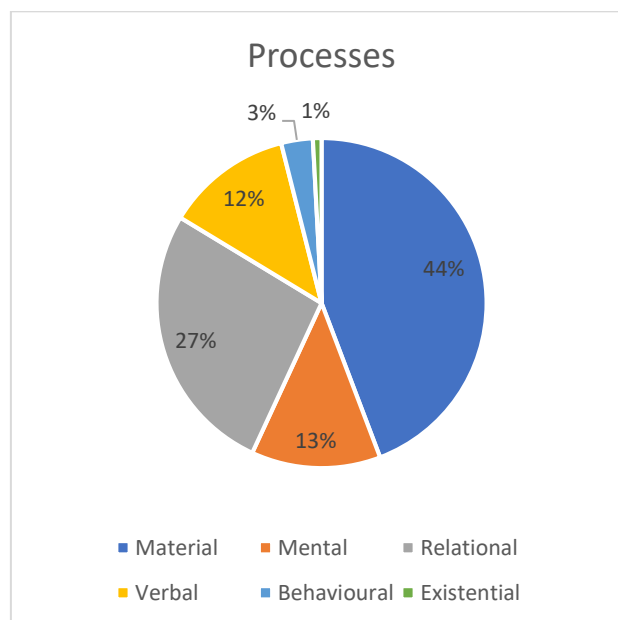

Figure 1 Distribution of processes in analysed data.

As a start, the use of processes in the three texts were contrasted and, as one could have expected following some researches made by Halliday and Matthiessen (2014, p. 215), the

material processes are the ones that draw more the attention. This is due to its use of depiction of events, actions and happenings. In these articles many actions are mentioned, from descriptions of violent actions towards transgender people (TG_TR_22012018) to procedures to get medical revisions for transgender people in the NHS system (TT_UN_04012018) or the events that occurred to a family of a transgender young man that came out to his mother (TT_UN_04012018).

The second most frequent process category is *relational processes*. In these articles, there is a great amount of statements that describe people and actions in a direct way by the use of the verb *to be*. For instance, in the first text, there are many descriptions of what transgender people are or are not, but also, descriptions of British society and press as well as violent actions that are committed towards transgender people:

(1)   …the profound discrimination transgender people face in Britain. It's shocking stuff, though not surprising (TG_TR_22012018).

The next type is *mental processes*. These articles collect a great amount of opinions, beliefs, but also, emotions, and perceptions such as hearing or sight:

(2)   The things people read or hear about trans people in the media affect the way they perceive and, ultimately, treat trans people (TG_TR_22012018).

As for *verbal processes*, the second and third text make much more use of reported speech since these are articles written by people who are not concerned with the events and are describing what others say instead. However, the first article which is written by a transgender person, does not include many verbal processes since she is talking about her own experience in first person singular; therefore, she does not need to speak about what others say:

(3)   He claimed it was also "wasting the time of men who claim to be women by offering them tests for organs they do not have" (TT_UN_04012018).

These three articles are very different as far as their topics are concerned, and in the way they are written; however, they have something in common: the treatment transgender people receive as non-equals. In text 1, we can see that it directly narrates the injustices transgender people suffer, from discrimination, to violence, unemployment, and so on. DM_CS_11012018 focuses on the struggles a mother had to go through when she was told her son was transgender instead of focusing on the journey this man began once he came out. The mother describes it as a grieving process meaning she had to bury the person she thought she

knew in order to accept her son. And finally, TT_UN_04012018, the whole article mentions the inequalities transgender people face in the NHS system and it is full of wrong terminology that affects directly the representation transgender people receive, this way portraying them as people who "live as" and not "people who are".

PROCESS TYPE	CISGENDER	TRANSGENDER	UNKNOWN
MATERIAL	54.95%	57.86%	79.46%
MENTAL	24.42%	18.74%	3.88%
RELATIONAL	28.08%	44.01%	34.88%
VERBAL	21.98%	9.78%	27.13%

Table 5 Distribution of process types (third text unknown in gender).

The table above displays the percentage of use of each process type in each different article. This is made considering the third article as unknown in gender and author, but if we considered it as if we knew it was written by a cisgender person, the Table would look much different as in the following one:

PROCESS TYPE	CISGENDER	TRANSGENDER
MATERIAL	64.42%	57.86%
MENTAL	16.48%	18.74%
RELATIONAL	30.71%	44.01%
VERBAL	23.97%	9.78%

Table 6 Distribution of process types (third text as cisgender).

What we can infer from the data above is that the material processes and the relational ones have a great occurrence in every case, nevertheless, there is a considerable gap between the two types of texts relating relational processes. What is really significant in this contrast is the difference of use of verbal processes which will be studied later when focusing in each text.

In these three cases, transgender people are never portrayed in a way that shows their qualities, hobbies, interests or any real facts about their personality. This portrayal is always

plain and victimised. Whichever the case, transgender people are presented as people who suffer from something, either intolerance, physical abuse, medical negligence or just unacceptance from their family members. They are not engaged in agentive activities, when they are part of a material process, their role is *goal* most of the time as they are being affected by an action carried out by any other person. Their role in society is to be managed, accepted, respected by others. There are very few material processes in which they are the *actor* of the process.

In TG_TR_22012018, material processes have a huge impact not only because of its frequency of use but because of the type of actions portrayed in this article. Actions with negative axiology are used to mention the violence that trans people suffer from the discrimination of others (e.g. 'attack', 'intimidate', 'chase', 'spat', 'abuse', 'beat', 'kill', 'murder', 'bully', 'harassment', 'discrimination'). When the reporter mentions these events, they are constructed in the passive voice most of the time, as in (4), and this could be used for a particular purpose. By constructing these clauses in the passive voice, the *goal*, which is the directly affected participant, comes first, putting the focus on it and making it appear more *human*. Thus, the journalist may be trying to make the reader feel sympathy for those transgender people who are suffering these actions. There are obviously some other material processes with neutral axiology such as 'walk', 'contribute' or 'treat' as in (5). Nevertheless, it is difficult to find material processes with positive axiology in this article. One example could be 'celebrate', and even this one process is used in a clause in which the whole context is negative and even dehumanising, as in (6).

(4)   "One in eight transgender people have been physically attacked by a colleague or customer within the past year" (TG_TR_22012018).

(5)   "I was walking home through supposedly liberal Brighton as a university fresher" (TG_TR_22012018).

(6)   He didn't think "queers" had a right to celebrate in public (TG_TR_22012018).

AXIOLOXY

POSITIVE	2.48%
NEGATIVE	17.39%
NEUTRAL	80.12%

Table 7 Distribution of axiology of processes in Text 1.

Relational processes are more used in this article than in any of the other two, and the reason for this is because in this text, the author constantly describes how transgender people are or are not, how the British press is acting, or how British society is behaving. Attributive and identifying intensive relational processes are the ones with more frequency in the article. Even the title of the text (4) begins with a relational process even though it is not intensive but circumstantial. The use of the adjectives 'real' or 'fake' preceding 'women' in intensive relational processes occur several times since this person is narrating how others do not perceive transgender women as women. In most cases, it serves as 'an excuse' for transgender women to be mistreated by those who do not consider women, as the journalist displays in (5).

(7)   "We're in the midst of an epidemic of violence against trans people" (TG_TR_22012018).

(8)   This violence is often justified on the grounds that we're not "real" women (TG_TR_22012018).

Following with the mental process category, this text mostly collects the opinions about transgender people of those who mistreat them, as in (6) above, and secondly, perceptive processes such as 'hear', 'perceive', or 'see', as in (9). The use of those perceptive verbs might be connected to the fact that the author is reporting her own experience, therefore, she uses those processes to corroborate the ideas she is exposing. There is only one reference of an emotive mental process, and this is 'love', in (10), which is used in a context in which the reporter is demanding equality by portraying a hypothetical society where transgender people would be equal.

(9)   I've seen trans people blamed for everything from perpetuating gender, abolishing gender altogether, Trump, patriarchy, floods, hurricanes, their own murders, suppressing academic freedom, and destroying truth itself (TG_TR_22012018).

(10)   We'd be free to work, to live, to love, without harassment and fear of abuse (TG_TR_22012018).

The last process category of this article is the verbal one. This text is written by a transgender woman who tells her experiences and the experiences of other transgender people, this way, she does not need the use of verbal processes as much as the other reporters do. Nevertheless, there are some clauses that present verbal processes; most of the time these are used to quote slurs used by those who do not respect transgender people, such as:

(11)   I was called a "fucking tranny" (TG_TR_22012018).

(12)   A gang of lads quite literally snatched the wig off my head and chased me down the street screaming: "Kill the battyman" (TG_TR_22012018).

In article DM_CS_11012018, as it has already been mentioned, the material processes that are present in the texts very often introduces the mother as the *actor* of the action, as in (13).

(13)   "It took me a year plus to even use the name Lucas. Even writing cards I'd just sign it from mum. Then I put the initial L. But I couldn't actually write Lucas - it took a long time" (DM_CS_11012018).

The main focus is on this person and so the actions described tend to be of her reactions, her struggles, or her ways of dealing with this new information she has been revealed. The main focus in stories about transgender people tends to be built around their relatives instead of being built for transgender people and about them. This story seems to be about a transgender man who came out to his mother when in reality it is about how the mother of this man reacted to that event. The perspective of the transgender person is almost skipped in most of the article and when it appears it is not about him but a reflection or reaction about his mother's actions. Lucas, the transgender man, is so mistreated that he is referred to as 'daughter' several times and even by his 'deadname'[3]. Some material processes that appear in this text are: 'undergo', 'follow', 'write' or 'use'. All these processes are about Karen, the mother, what she could or could not do. Most of negative processes axiology-related are related to processes involving Karen, the mother, as *actor*. However, there also are some clauses with a positive meaning as a whole that are related to the mother, as in Ex. (14).

(14)   "All I can do is support him through that" (DM_CS_11012018).

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[3] "… to call a transgender person by his or her dead name (= their original name that they no longer use)" (Cambridge Dictionary, 2020).

AXIOLOGY	
POSITIVE	3.36%
NEGATIVE	10.92%
NEUTRAL	85.71%

Table 8 Distribution of axiology of processes in Text 2.

Just like in the first text, the second process with more frequency of use is the relational process. The feeling of loss is repeated several times in the text, as in losing a daughter to welcome a son, losing a mother, or the idea of losing a child in general. This concept is created through the use of possessive attributive relational process in all cases even when the concept is built by the use of grammatical metaphor, as in (15). Lucas is portrayed as a person who was born in a way and transformed himself to another, when in reality, transgender people are their gender from birth to death, the only difference is that a doctor said it was different, (see Ex. 16). This concept is built by the use of an identifying intensive relational process. Apart from that, there are several attributive and identifying intensive relational processes in the text that describe the family or the events, as in (17).

(15)   "[The mother] struggled to deal with the 'loss' of daughter Lauren" (DM_CS_11012018).

(16)   20-year-old Lucas, who was born a girl but has been living as a man for two years (DM_CS_11012018).

(17)   It's kind of like a grieving process for Lauren (DM_CS_11012018).

The next process is the mental one which is used almost the same amount of times that the verbal process in this article. The sub-category with more occurrence is the cognitive one as this text shows this family's (as well as some other people's) opinions and beliefs throughout Lucas and Karen's process, as in (18) and (19). Something that drew the attention to me is that there are not many emotive mental processes in these three texts; however, most of them are from this article and refer to Karen's emotions as in (20).

(18)   Lucas eventually realised that he wasn't merely the tomboy that everyone believed him to be (DM_CS_11012018).

(19)   And then I have to think, I've got a new son (DM_CS_11012018).

(20)   She says: "Boy or girl, I still love him, that doesn't change" (DM_CS_11012018).

The last process category for this article is the verbal one. The reporters are not involved in the story they are narrating so they are constantly quoting Lucas and Karen by the use of reported speech, so the text is full of verbs such as 'reveal', 'say', 'explain' or 'tell' as in (21) and (22).

(21)   She tells Lucas: "As much as it hurts me, at the end of the day, you are my child and I'm not prepared to lose you" (DM_CS_11012018).

(22)   Lucas explains: "I want her to be included as much as possible, because at the end of the day if it wasn't for mum, there wouldn't be me…she (just) baked me wrong in the oven!" (DM_CS_11012018).

In article TT_UN_04012018, as it was mentioned previously, we see lots of examples of wrong terminology, since it constantly 'misgenders'[4] transgender people. This is clearly exemplified in the tittle of the text (23). The material process in (23) is the verb 'to offer' but the *goal* of the clause refers to transgender men as "women who identify as men" which makes transgender people look 'fake', as if they were *disguising* their gender. This occurs repeatedly in the text, as it can be seen in (24), (25) or (26). This last example not only misgenders transgender men, but it also attacks directly the "transgender agenda".

(23)   Women who identify as men not offered routine NHS breast cancer screening (TT_UN_04012018).

(24)   Men living as women are being invited for cervical smear tests (TT_UN_04012018).

(25)   "This NHS effort to be politically correct is putting the lives of women who claim to be men at risk" (TT_UN_04012018).

(26)   "We've now got to the point where state collusion with this transgender agenda is endangering the health of women" (TT_UN_04012018).

This way of treating people as the wrong gender is achieved by the use of relational processes, in particular, identifying intensive relational processes, as the already mentioned examples (23) and (24) above. This creates a paradox since the text constantly identifies men as women, however these two terms are totally opposites, if you are a man you cannot be a woman. The process of misgendering transgender people not only creates a negative representation of them, but also, it is not semantically correct.

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[4] "To use the wrong pronouns or other gender-specific words when referring to or speaking to someone, especially a transgender person" (Cambridge Dictionary, 2020).

As argued in the previous article, verbal processes are frequently used since the reporters are quoting other people's words most of the time, from politicians to medical experts, as in (27) and (28). The use of reported speech should be used to give voice to transgender people so they could create their own representation in media, but instead they quote cisgender people who are opinionated against transgender people.

(27)   David Davies MP, who has campaigned against Government plans to let people legally 'self-identify' their own gender, told the Mail on Sunday: "This NHS effort to be politically correct is putting the lives of women who claim to be men at risk." (TT_UN_04012018).

(28)   Anne Mackie, director of screening, said: "Where people feel they are not being referred correctly, they can speak to their GP or the screening service to ensure they are offered the right services." (TT_UN_04012018).

Now coming to an end, it is important to analyse the lexical choices that were made in these three articles, since those words are going to be directly associated with transgender people; therefore, these lexical choices construe the representation of transgender people. In TG_TR_22012018, many insults were used but not because the reporter intended to create a negative image of transgender people, but because she was putting into text all the slurs transgender people are called by those who do not accept them. Some examples would be: 'tranny', a slur used against transgender people; 'battyman' meaning homosexual in a degrading way; 'abomination'; 'fake woman'; or 'bloke' (in this case it is an insult because someone is calling her a man knowing she is a woman). Apart from the lexicon itself, I found it important to analyse the metaphors used by the reporters and this text presents several ones. The title of the text is built around a metaphor that associates illness with violence by connecting 'epidemic' directly to 'violence'. There are more metaphors that are built around the idea of violence but it usually is connected to images of the military or war, as in (29), or the mention of 'siege' in (30).

(29)   "She had to run quite the gauntlet to get there" (TG_TR_22012018).

(30)   "In a civilised society people like me would be able to go about our daily business without feeling constantly under siege" (TG_TR_22012018).

In DM_CS_11012018 and TT_UN_04012018, the most problematic use of language comes with the concept, already mentioned, of misgender. In the second one, the use of "daughter" to refer to the past of Lucas, I would say it is a bad choice since it increases the already held idea that

transgender people change from one gender to another, when in reality, transgender people are their gender and they were assigned one that was different to theirs. DM_CS_11012018 and TT_UN_04012018 also mention the idea of being born in the wrong body, which is a very common phrase used to refer to what being transgender means; nevertheless, this is wrong and also stigmatises transgender people by implying that there is something wrong in their bodies that needs to be fixed. This idea comes with the concept of medical transition, since many transgender people decide to go through a hormones replacement treatment (HRT) or even surgery. Nonetheless, not every transgender person decides to go through this process, and even if they do, this does not mean that their body was wrong, it just means that this helps them live in better conditions for themselves. In TT_UN_04012018, as it was discussed above, the reporters are constantly referring to transgender people as the opposite gender and that choice of language is premeditated because there is a simpler way to refer to them by just saying 'transgender woman' or 'transgender man'. This way of saying that a transgender man is a woman who identifies as a man only perpetuates the wrong idea of disguising as one's gender. This makes transgender people be perceived as faking their identity. As for metaphors, in these two texts there are some that help perpetuate these ideas, such as Ex. (31), (32). The first one follows the already mentioned idea of being born in the wrong body, and the second one associates transgender people to politics.

(31)   She (just) baked me wrong in the oven! (DM_CS_11012018).

(32)   We've now got to the point where state collusion with this transgender agenda is endangering the health of women (TT_UN_04012018).

Conclusions

This investigation is concerned with how transgender people are represented in the British journalism. Representation is a way of creating an image, in this case, of so-called minorities to present them to the society they are part of. Those who are part of the norm (in this context, cisgender heterosexual white people) have the privilege of being portrayed more frequently than those who do not belong to that mentioned group. Most of the time, those described as the norm are the ones who have a voice and can represent others. This makes transgender representation less accurate for not being created by those who are being portrayed. Representation in media is a way of providing new images of very diverse groups or communities; therefore, journalism, as well as other media, has the power to affect readers' mental frames. Representation might not change the world but it might change people's minds, and little by little, this might lead to a change in the way society as a whole perceives those minorities. The TRANSITIVITY system is a way of analysing discourse helping us focus on the importance of representation by analysing the experiential metafunction which joins people's internal and external realities.

By having analysed a considerable amount of data related to the transgender community following a critical discourse analysis, one can say that this is a useful and successful way of not falling into biased research. Assumptions are replaced by evidence. After searching for a period of time in which this topic was mentioned with more frequency, it was revealed through contrasted evidence that the data analysed was one manipulated mostly by the norm. This was proved by contrasting different texts written by transgender and cisgender people, and observing the differences of linguistic choices based on that factor.

Transgender people are still treated as non-equal, not only because they are abused, mistreated, bullied or killed as the first text narrates, but because their lives are constantly put on debate. In the third article, cisgender people are debating whether transgender people should have the right to legally identify as their gender when this should be a basic human right. The second text is just the story of how a man decided to be honest with himself and his mother, and came out as a transgender man. If transgender people were equal, this story did not even need to be told, and at least, it would be told in a way that that person is portrayed more humanly. That text is deliberately built to bring attention of the masses instead of creating a space where transgender people can represent themselves. There is a huge difference between the first text with the other two articles regarding transgender representation, and those

differences are difficult to be seen as a coincidence. British society is still misrepresenting transgender people on a daily basis and make no effort to solve it.

Some of the problems that I have found on this investigation are terminological in nature. Some clauses did not fit right in any of the categories of the processes or fit in more than one. Behavioural processes present many ambiguities because of the blurred boundaries this category presents; therefore, many processes were difficult to identify. Most of the time, verbs categorised as mental perceptive processes are those considered not to have intention or control of the action, as 'see' or 'hear'. However, we find some verbs such as 'watch' or 'listen' that usually imply intention. Meanwhile, the category of behavioural processes is barely defined, which makes it place very different verbs into the same category. In some other cases, a clause would have several participants that were difficult to define due to similarities of their functions within the clause (see Ex. 1). In this particular case, the clause was built around a material process formed by the verb 'throw' and two participants, 'rubbish' and 'I'. Here we had a direct and indirect object, both affected directly by the process, one of them is the *goal* but then I found it difficult to define the other one. The object 'I' has been analysed as *goal* of the clause, and a solution I found to this problem was to consider rubbish *scope* of the verb.

(1)   I was called a "fucking tranny" and had rubbish thrown at me on my first trip to London in 2007 (TG_TR_22012018).

This paper opens the opportunity to analyse representation of transgender people drawing attention upon the location of the narrated events in future researches. Apart from that, this method of investigation gives the opportunity to study any kind of representation studying patterns of TRANSITIVITY.

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Memoria

The aim of this paper was to do a critical discourse analysis of transgender representation on the British press. I wanted my project to be a linguistic research from the very beginning, and in order to do so, I contacted one of my professors even though she was not on the tutor offer list. I suggested her to do a linguistic research that was related to the LGBTQ community and we both agreed to study the representation of transgender people in the British press analysing TRANSITIVITY patterns used by different journalists.

The first part of this project consisted on some general seminars that took place in November and December of 2019. In these seminars, some professors from the English department taught us the general structure of this project and the steps we needed to take in order to do our investigations. The second part of these seminars was related to academic research; however, I was not able to attend these due to medical appointments. Thankfully, I already had some knowledge on how to do academic research due to some investigations I did on my Erasmus year.

My tutor and I had several classes in the English department at the beginning of the semester in order to find agreements on the topic of this project. I could borrow some academic books on discourse analysis so I could familiarise with these kinds of researches. She set me some starter goals to approach my research and get familiar with the topic of investigation. My first goal was to write an abstract draft to present the topic to her, and so, I began to read some articles about transgender people.

On March 2020, the COVID-19 lockdown started; therefore, our meetings would be via video-calls and emails from that moment onwards. My tutor presented me some papers related to TRANSITIVITY patters analysis, and from there, I started searching for academic books and articles. My research started with some of the investigations Michael Halliday did about this linguistic concept. In order to fully comprehend this notion, I had to read about different models of TRANSITIVITY. Thus, I also read some books and articles related to the Cardiff Grammar model to contrast it with the model introduced by Halliday, i.e. the Sydney Model. Once I became familiar with these notions, I needed to find more sources to contrast and support my acquired knowledge. After that, it was time to write the Theoretical Framework section. This section was the one that took me the longest to produce. Not only I had to learn the concepts but I had to learn how to explain and contrast them too. In addition, I had to reflect on the differences between them and create an opinion about these. In total, I spent about three weeks studying

these concepts and writing a section that would explain and clarify the differences between these two models.

Once I finished my research, my tutor and I met via video-call so I could start my analysis. She introduced some tools that would help me analyse and take annotations about the TRANSITIVITY patterns' analysis. Thus, we had two meetings related to these two programs for me to learn how to use them to support my analysis. After that meeting I did a research on which period of time this topic of investigation was more discussed on the British press. The period selected was from January 2018. I decided to choose three different articles from three different newspapers so I would have a wider area of investigation. These three articles were different in topic and wording. When I had a general approach to all three articles, my tutor and I agreed to discuss my analysis so far and contrast our opinions on some of the problems I had encountered. In that session we also considered the possibility of doing a further analysis to observe the use of metaphors in these texts. We discussed the method of analysis, and also, the most frequent sources of meaning in said metaphors. After that last meeting, I finished taking annotations and started writing the analysis together with my insights about its results. What took me the longest about this section was the process of analysing the selected articles. It took me around two weeks to fully analyse the texts, but the writing of the analysis was much faster once that I had fully studied the articles.

The next step of my project was to write down some of the results and conclusions I had obtained after finishing my investigation. I pointed out some of the problems I encountered during my research and analysis, and mentioned some potential future analysis following this one research. With this last section, I could now present my project writing an introduction and abstract together with the section that makes a mention to the materials and data used in the project. For the material and methodology section I decided to do a short summary of the articles to fully understand my approach for the analysis. With that, I finally came to the end of this paper.

This project has taught me what an academic research is about and has made me realised that I want to keep doing analytical researches related to linguistic areas. Now that I had finished my degree, it is time for me to focus on the areas that I am most interested in and continue my studies.

Wordcount: 11,974