

CHI WUI NG

The Chinese University of Hong Kong

ngchiwui@link.cuhk.edu.hk

CRITICAL GENRE ANALYSIS OF PRINCIPAL'S REMARKS

Critical Genre Analysis (CGA) is a theory of interdiscursive performance taking a multi-perspective approach to account for professional practice, demystify the interdiscursive nature of professional genres, account for professional identities, understand professional communication as interdiscursive performance, and provide evidence-based pedagogical insights. The present paper capitalizes upon CGA to analyze the genre of Principal's Remarks, which originate from a speech delivered by the school principal on the anniversary and annual speech day of a school to report the development of the school. A total of 12 Principal's Remarks of an aided Christian secondary school in Hong Kong, China released in 12 consecutive years were incorporated into the corpus for analysis. The genre was analyzed at four levels, which conceptualize discourse as text, genre, professional practice, and social practice respectively. The study exemplifies how CGA can be capitalized upon to analyze an unfamiliar genre in a multi-perspective fashion.

Keywords: Critical Genre Analysis, Principal's Remarks, genre, discourse analysis, genre analysis, educational discourse

1. Introduction

Being a fluid terminology, by no means can the concept of 'genre' be defined unanimously. For all a widespread conceptualization of genre as "a class of communicative events" (Swales 1990) or "a conventional category of discourse based in large-scale typification of rhetorical action" (Miller 1984: 163), which denotes an inextricable connection between genre and rhetorical action, the interconnection between genre and professional practice can be conceptualized by means of multiple perspectives. Whilst the notion of 'language about work' zeros in on prescriptive language use in various professional practices, 'language at work' lays emphasis on how language partakes in the performance of

professional tasks in the authentic world (Bonini 2010). Taking the approach of 'language at work', Critical Genre Analysis (CGA) is largely concerned with the use of genre as a requisite tool for nonnative speakers' engagement in rhetorical actions in academic and professional settings (Hyon 1996).

Whilst Critical Discourse Analysis (CDA) stresses how discourse is moulded by power relations as well as ideologies, CGA is a theory of interdiscursive performance taking a multi-perspective approach to account for professional practice, demystify the interdiscursive nature of professional genres, account for professional identities, understand professional communication as interdiscursive performance, and provide evidence-based pedagogical insights (Bhatia 2015, 2017; Widdowson 1995). In the present paper, CGA is capitalized upon to analyze the genre of Principal's Remarks.

2. Analytical Framework

Antecedent to analysis of the target genre is a delineation and explication of the analytical framework, which is adapted from Bhatia's (1993) seven-step model analyzing unfamiliar genres.

2.1. Placing the given genre-text in a situational context

First and foremost, the genre under analysis is placed in a situational context and intuitively analyzed with respect to the analyst's prior experience, internal clues in the text, and encyclopedic knowledge of the world, which embodies background knowledge of the specialist discipline as well as communicative conventions of similar texts (Bhatia 1993). The field of discourse, which denotes the area of operation of the language activity, and rhetorical action, which entails communicative purpose, of the genre are expected to be preliminarily analyzed at this step (Halliday, McIntosh and Stevens 1964).

2.2. Surveying existing literature

Not only the analyst's intuition but existing literature is also profitable for preliminary steps of critical genre analysis. Surveying of existing literature is particularly vital for analysts not belonging to the relevant speech community with limited knowledge on the genre (Bhatia 1993). Literature surveyed at this step is expected to encompass linguistic analyses of the genre in question or similar genres, practitioner advice associated with the speech community in question, and discussions of the social structure of the professional community (*ibid.*). The existing literature is presumed to be capable of enriching and providing further insights for the preliminary analysis of the genre.

2.3. Refining the situational/contextual analysis

On the basis of the existing literature surveyed at the antecedent step, the situational or contextual analysis of the genre conducted at the first step ought to be refined and detailed. As opposed to a bottom-up approach, which is contingent upon structural and linguistic attributes and may thereby be problematic at times, a top-down approach, which hinges on the activity, social relations, and communication technologies of the genre, is leveraged on to define the target genre. Akin to rhetorical action, activity denotes what people are doing discursively, or more specifically, the professional practice that people intend to carry out in production of the genre (Fairclough 2003). Being a mode of communication, any genre must constitute specific social relations amongst interactants and exploit certain communication technologies, be they one-way or two-way, mediated or non-mediated (*ibid.*). Only through analysis of the three aforementioned attributes can a genre be comprehensively defined.

2.4. Selecting corpus

After a preliminary analysis, a corpus of texts has to be selected for elaborate and meticulous analysis. Selection of the right kind and size of corpus counts on compilation of a valid definition of the genre as well as establishment of a clear set of criteria for deciding whether a certain text is construed as a member of the genre (Bhatia 1993). In light of a tension between genre integrity and genre bending, texts selected to be incorporated into the corpus for analysis ought to be typical or representative of the genre yet exhibit one-of-a-kind attributes in a bid to facilitate understanding of generic integrity of the genre and concurrently analyze appropriation of generic resources for achievement of private intentions within the context of socially accepted generic norms (Bhatia 2008).

2.5. Studying the institutional context

Following selection of a corpus is a study of the institutional context where the genre is located, rules as well as conventions governing language use in such institutional settings, and the organizational context (Bhatia 1993). Should the analyst not belong to participants in the communicative situation, information is usually garnered from published literature. Attributed to the nature of CGA as a theory of contextualization, a holistic understanding of the institutional context is necessary prior to analysis of the genre.

2.6. Four levels of analysis

The crux of CGA is the final step of analysis, where genre is analyzed at four levels via an analytical framework (see Table 1 below) adapted from Bhatia's (2006) multi-perspective three-space model of discourse analysis. Each level of analysis conceptualizes discourse in a unique way and operates within a certain space, which takes a particular perspective on discourse analysis and employs specific knowledge.

Table 1 Four Levels of Analysis

Level of Analysis	Conception of Space	Perspective on Discourse Analysis	Knowledge Exploited
Discourse as text	Textual space	Textual perspective	Linguistic knowledge
Discourse as genre	Socio-pragmatic space	Socio-cognitive and ethnographic perspectives	Genre knowledge
Discourse as professional practice	Professional space	Institutional perspective	Knowledge on professional practice
Discourse as social practice	Social space	Socio-critical perspective	Socio-cultural and pragmatic knowledge

Adapted from Bhatia (2006)

2.6.1. Discourse as text

The first level of analysis, which conceptualizes discourse as text, operates in the textual space, which takes a textual perspective on discourse analysis and requires linguistic knowledge. At this level, surface level properties of discourse, including macrostructure and microstructure, are investigated without much engagement with context (Bhatia 2006). A structural move analysis, which is primarily identification of the generic structure or schematic units of texts, can be conducted by means of top-down corpus-based analyses of discourse organization and the model for the analysis of multi-genre structures at linguistic level (Casan-Pitarch 2017; Nodoushan and Montazeran 2012; Upton and Cohen 2009).

In particular, a text is segmented into discourse units, the functions and lexicogrammar of which are analyzed with respect to the rhetorical action of the entirety of the text, for the sake of yielding a global pattern of discourse organization of the text (Upton and Cohen 2009). Each move possesses a specific communicative purpose with respect to the overall rhetorical action of the text whereas a step is situated at a lower level than move that is a detailed procedure achieving the communicative purpose of the move (Nodoushan and Montazeran 2012). Areas of lexicogrammar to be analyzed embody language typology,

morphology, formality, terminology, verb forms, personal pronouns, and syntax (Casan-Pitarch 2017); distinct respects of lexicogrammar are inextricable from discourse functions of individual discourse units and subsequently illuminate how the entirety of the text performs its rhetorical action.

2.6.2. *Discourse as genre*

The second level of analysis, which conceptualizes discourse as genre, operates in the socio-pragmatic space, which takes socio-cognitive and ethnographic perspectives on discourse analysis and requires genre knowledge. At this level, analysis extends beyond the textual product to interpretation of the genre in specific professional contexts to achieve specific disciplinary goals (Bhatia 2006). Such analysis necessitates genre knowledge, which is no longer confined to linguistic knowledge but encompasses knowledge on intertextuality and interdiscursivity, in that it is inevitable for studies grounded upon CGA (e.g. AlAfnan 2017) to adopt such two concepts in the course of analysis of the target genre.

Three types of intertextuality, videlicet generic intertextuality, referential intertextuality, and functional intertextuality, can be identified. Generic intertextuality is concerned about recurrence of particular forms in response to recurring rhetorical situations and tasks within the professional community whilst referential intertextuality conceives texts as resources that can be made reference to within other texts (Devitt 1991). Concerning functional intertextuality, the focus lies in community consequences of the two aforementioned types of intertextuality, where all members of the professional community share a single set of genres as well as text-internal resources for performance of rhetorical actions (ibid.).

Whereas intertextuality is concerned about appropriation of text-internal resources, interdiscursivity, also known as discursive hybridity, accentuates appropriation of three kinds of text-external semiotic resources, videlicet discursive practices, discursive procedures, and disciplinary cultures, across professional genres, professional practices, and professional cultures (Bhatia 2010; Fairclough 2011). Discursive practices being an outcome of discursive procedures, which are embedded within disciplinary cultures, the three kinds of text-external semiotic resources are inextricable from one another, yet appropriation of discursive practices across professional genres constitute the focus of the second level of analysis with that of discursive procedures and disciplinary cultures being analyzed in subsequent levels of analysis.

Attributed to intertextuality and interdiscursivity, rarely do genres exist in their pure forms, but they are often mixed with one another, embedded within one another, or bent into “hybridized genres” (Bhatia 2012; Zhou 2012).

Inter-disciplinary convergence and hybridity of genres thereby constitute the essence of the second level of analysis (Candlin, Bhatia and Jensen 2002).

2.6.3. Discourse as professional practice

The third level of analysis, which conceptualizes discourse as professional practice, operates in the professional space, which takes an institutional perspective on discourse analysis and requires knowledge on professional practice. In light of the close interrelationship between discursive practice and professional practice, only with a solid understanding, awareness, and experience of professional practice is insightful analysis of professional and discursive practice plausible (Bhatia 2006; Lung 2015). As a matter of fact, interdiscursivity effectuates reconceptualization of professional practices and discursive procedures within the professional space, which is analyzed at this level (Compagnone 2015).

2.6.4. Discourse as social practice

The final level of analysis, which conceptualizes discourse as social practice, operates in the social space, which takes a socio-critical perspective on discourse analysis and requires socio-cultural and pragmatic knowledge. At this level, interactions between discourse and context, such as participants' identities in the disciplinary culture as well as social relationships created from the discursive practice, are pinpointed, so relevant social and contextual factors ought to be taken into consideration in the analysis (Bhatia 2006).

3. Principal's Remarks

The genre analyzed in the paper is named as Principal's Remarks. Such a genre originates from a speech delivered by the school principal on the anniversary and annual speech day of a school in Hong Kong to guests and subsequently evolves into a printed text on the program book of the ceremony. On the basis of a preliminary analysis, the genre is situated in the field of educational discourse and performs the rhetorical action of reporting the development of the school. It exemplifies a mixture of primary genres, where feedback is immediate, and secondary genres, where feedback is non-immediate (Bakhtin 1986). In its original form as a speech, the audience's immediate response provides feedback for the speaker, videlicet the school principal; this makes the genre a primary one. On the other hand, in its printed form on the program book, immediate feedback is no longer plausible; this makes the genre a secondary one. It is such a mixture of primary and secondary genres that makes the genre worthy of examination.

Being a frightfully specific genre rarely observed in daily life, never has any published research on Principal's Remarks been discovered to date. Neither has

the concept of 'speech day' been deliberated upon in academic publications, so the conceptual meaning of the notion is explored. In accordance with the *Oxford English Dictionary*, 'speech day' denotes "the day at the end of the school year upon which exercises are declaimed and the annual prizes distributed in certain public schools" (Oxford University Press., n.d.). In the context of Hong Kong, barely does speech day necessarily take place at the end of the school year, but it is the day when annual prizes and even graduation certificates are distributed. Principal's Remarks are either delivered by the school principal in that on such an occasion or published in the program book of the occasion.

The aforementioned analysis of the meaning and function of 'speech day' in local schools illuminates the activity, social relations, and communication technologies of the genre of Principal's Remarks. It is a genre produced by the school principal to guests attending the anniversary and speech day of the school in either a spoken or written form with a primary goal of reporting the past, present, and future development of the school.

4. Corpus of Texts

A total of 12 Principal's Remarks of the same school in Hong Kong released in 12 consecutive years between 2007 and 2018, labelled as Texts A to L, were incorporated into the corpus for analysis. Principal's Remarks of the same school in lieu of those of distinct schools were selected; the selection can be justified in both theoretical and practical respects. From a theoretical perspective, selection of Principal's Remarks of the same school for analysis is capable of steering a course between genre integrity and genre bending. On one hand, released by the same school, all the texts possess the same professional space and social space; this facilitates the third and fourth levels of analysis. On the other hand, produced by three distinct principals of the school, the 12 texts are presumed to be compiled in the three principals' idiolects and exhibit one-of-a-kind attributes for achievement of private intensions. Practically speaking, internally released, Principal's Remarks can only be collected by guests of the anniversary and speech day of the school. Being an alumnus of the school, the analyst was eligible to attend the aforementioned occasion for 12 consecutive years and thereby manages to collect the texts for analysis. Collection of Principal's Remarks of other schools as an outsider appears implausible.

The school from which texts in the corpus were collected is an aided Christian secondary school in Kowloon City District in Hong Kong with English as the medium of instruction. The composition of guests on the anniversary and speech day is complicated in that not only students, graduates, and their parents but members of the Incorporated Management Committee will also attend such a special occasion of the school. In accordance with the *Education Ordinance* in

Hong Kong, despite possessing responsibility for the teaching and discipline of a school, scarcely is the school principal the leader of the entirety of the school. Instead, aided schools are managed by the Incorporated Management Committee, which comprises members of the school sponsoring body, teachers, parents, alumni, and independent individuals in society. The school principal's delivery of the Principal's Remarks on the anniversary and speech day provides an opportunity for him/her to report the school's development to those who are connected to and concerned about yet may not be totally familiar with the school.

The three principals delivered seven, two, and three speeches respectively amongst the 12 texts in the corpus of texts. The length of each text ranges from 485 to 904 running words with an average of 750 running words.

5. Discourse as Text

The generic move structure of Principal's Remarks is constructed on the basis of Nodoushan and Montazeran's (2012) framework of structural move analysis and presented in Table 2 below. Principal's Remarks can be analyzed into a total of seven moves, each of which will be delineated and explicated below. The move structure being a generic one, not all moves in the move structure are identified in all texts in the corpus. Detailed analyses of Text A in the corpus are presented as an instance in the form of Zappettini and Unerman's (2016) summary of main discursive themes in Appendix A.

Table 2 *Generic Move Structure of Principal's Remarks*

Move	Step	Description	Code
Move 1		Thanksgiving	
	Step 1	Identifying the theme of the year	M1S1
	Step 2	Expressing gratitude to God	M1S2
	Step 3	Expressing future commitments	M1S3
Move 2		Recounting past events	
	Step 1	Narrating the history of the school	M2S1
	Step 2	Narrating significant school events in the past year	M2S2
Move 3		Introducing the school curriculum	
	Step 1	Linking the curriculum to the school mission	M3S1
	Step 2	Highlighting curriculum updates	M3S2
	Step 3	Describing changes in the education system and society	M3S3
	Step 4	Describing the school's responses to changes in the education system and society	M3S4

Move	Step	Description	Code
Move 4		Reporting achievements of the school	
	Step 1	Reporting the school's overall achievements in different aspects	M4S1
	Step 2	Reporting significant achievements of individual students	M4S2
	Step 3	Reporting external positive comments on the school	M4S3
	Step 4	Expressing gratitude for teachers and students' hard work	M4S4
Move 5		Expressing gratitude to different stakeholders	
	Step 1	Expressing gratitude to staff	M5S1
	Step 2	Expressing gratitude to other parties	M5S2
Move 6		Looking ahead to the future	
	Step 1	Expressing expectations on the school	M6S1
	Step 2	Praying for God's blessing	M6S2
Move 7		Blessing graduates	
	Step 1	Congratulating graduates	M7S1
	Step 2	Expressing wishes for graduates	M7S2
	Step 3	Praying for God's blessing	M7S3

5.1. Thanksgiving

Principal's Remarks commence with thanksgiving. Having identified the theme of the year, given that the year is a vital year in the school's development or educational development in Hong Kong, the principal expresses gratitude to God for blessing the school and eventually expresses future commitments by building upon God's current blessings. In spite of a lack of direct relationship between such a move and the rhetorical action of the entirety of the text, thanksgiving is prevalent in religious rituals, so it is reasonable to identify such a move on the onset of a text appearing in a formal ceremony of a religious school.

The following excerpt from Text A exhibits prevalence of the present tense, the modal auxiliary verb 'will', and use of inclusive 'we' in the first move. The present tense hooks the audience's attention to the immediacy of the theme of the year when the text is delivered whilst use of the modal auxiliary verb 'will' for expression of future commitments exhibits certainty of those commitments. Use of inclusive 'we', which is inclusive of all guests of the ceremony, implies that all guests are deemed to be segments in lieu of outsiders of the school.

While the beautiful sound and images of the 35th School Anniversary Concert held in July at this school hall are still lingering in our mind, we are here again to celebrate our 36th

anniversary. The success of the show is a manifestation of teamwork and dedication of our students, alumni, teachers and parents. In the years ahead, we will continue to uphold the school mission to glorify our Lord and carry on the valuable traditions and cultures built by our predecessors.

(Text A)

Performative verbs, which explicitly express the illocutionary force of utterances to perform certain actions, are also characteristic of the first move. Expressives, such as ‘thank’ as in Text E, are found for expression of a psychological attitude of gratitude to God.

Today, we are here to celebrate our 40th anniversary with a thankful heart. We thank our heavenly Father for all the blessings and guidance in the past 40 years.

(Text E)

5.2. Recounting past events

Proceeding from the past to the present and subsequently the future, Principal’s Remarks first recounts past events, which embody the history of the school and significant school events in the past year. Being an integral component of the school’s development, the history of the school has to be recounted when reporting the development of the school. Distinct past events are recounted in the Principal’s Remarks to cater for needs of multiple stakeholders of the school. More specifically, members of the Incorporated Management Committee may be more familiar with the overall history of the school yet less informed of recent school events out of their low frequency of visiting the school; in contrast, some stakeholders such as students, graduates, and their parents may be more familiar with recent school events yet less knowledgeable about the history of the school. Distinct past events of the school are thereby recounted in Principal’s Remarks to provide stakeholders with a better understanding of the school.

Distinct language styles can be utilized to achieve the communicative purpose of recounting past events by virtue of personal preferences. For instance, Texts I and J, which were delivered by two principals of the school in two consecutive years, narrated the history of the school in frightfully disparate styles. Notwithstanding use of the past tense for recounting past events in both texts, Text I gives a more detailed recount of historical events of the school from its establishment in Foshan, China in 1913 to its reestablishment in Hong Kong in 1971 with pervasive use of temporal adverbials indicating the time of occurrence of historical events, which may provide people without much knowledge on the historical background of the school with a more holistic

understanding of the history of the school, whereas Text J focuses more on impacts of the school's historical development on its present status as revealed by usage of the present perfect, which puts stress on the present in lieu of the past.

Wa Ying College has a very long history and its early founding of "Wah Ying Middle School" in Foshan in 1913 symbolized that the Chinese and the British worked hand in hand to build the school. Our deepest gratitude should be extended to our founders, namely Rev. Dewstoe, Rev. A. H. Bray and many Methodist missionaries, who came afar from England, following God's will to serve Chinese people. Even in the midst of warfare sufferings, students and staff members were still close to each other. The tradition of caring for one another, respect for teachers and love for school was prevalent among them. The alumni who lived in Hong Kong, led by Dr. Chan Sing Chu, Mr. Wong Yue Hang and Rev. Wong Tsok, formed an Alumni Association in 1963. With the concerted effort of the alumni and the Chinese Methodist Church, Hong Kong, the new "Wa Ying College" was reopened in September 1971. Our sincere thanks should be extended to the alumni and the members of the Methodist Church for their wholehearted support in the past 44 years. We are blessed that many graduates are now serving in different fields in Hong Kong to follow God's will to serve people.

(Text I)

In 1971, a group of devoted alumni from Foshan established Wa Ying College in Hong Kong, extending their vision and mission in education. Throughout the years, the steadfast dedication and effort of school supervisors, principals and teachers have allowed Wa Ying to flourish and mature into a highly acclaimed school in Hong Kong, gaining support from our neighbouring communities. For all that, we are very grateful.

(Text J)

5.3. Introducing the school curriculum

Teaching and learning being a vital, if not the most vital, segment of a school, hardly can introduction of the school curriculum be kept out of consideration in a report of the school's development in Principal's Remarks. Being the leader of the school, the school principal introduces the school curriculum in first-person pronouns in lieu of third-person pronouns to demonstrate that s/he possesses responsibility for the curriculum. Use of domain-specific terminologies, such as names of curriculum initiates and even acronyms, provides people with an impression that the principal is a professional educator well equipped with educational knowledge and informed of educational trends. The school curriculum can be introduced in two respects.

On one hand, linkage between the curriculum and the school mission is presented to show stakeholders, in particular members of the school sponsoring body, how the curriculum is implemented to realize the school mission.

The present tense is applied as in Text G to present the school mission as a permanent fact that is unchanging.

To achieve the school mission laid down by the founders, we foster whole-person education based on biblical principles, to guide students to lead an abundant life in Christ and to perpetuate the school tradition of perseverance, diligence, frugality, respect for teachers and love for the school. We enable our students to exert their potential through a balanced development in moral, intellectual, physical, social, aesthetical and spiritual spheres, build up self-confidence, assume responsibility and actualize the school motto “We work together, we care, we serve”.

(Text G)

On the other hand, in light of changes in the education system and society, the school has implemented curriculum initiatives in response to such changes. For instance, changes in the curriculum made by the school in response to the new senior secondary curriculum in 2009 is delineated in Text B mostly in the present perfect to present actions completed in the past to cope with the present needs of the school. Demonstrating that the school is adaptive to changes, such an introduction of the school curriculum provides stakeholders with confidence.

Our teachers have devoted their efforts in preparing the launching of the new senior secondary curriculum in 2009 for a few years. School-based curriculum of Liberal Studies and new pedagogies of many subjects have been introduced. Curricula of career-related experiences, life education and service education that would fit our students’ needs have been revised and dovetailed with the core and elective subjects.

(Text B)

5.4. Reporting achievements of the school

This move of reporting achievements of the school, which may precede or follow the move of introducing the school curriculum, is considered as the bedrock of Principal’s Remarks, for it is the move manifesting the most integrity and the least diversity amongst the texts in the corpus. Guests attending the anniversary and speech day are particularly interested in achievements of the school in the past year, so the school principal would take the opportunity to report those achievements to guests in a bid to assure everyone that the school is still maintaining an excellent standard in multiple respects.

An obligatory step in such a move appears to be a report of the school’s overall achievements in different aspects, most notably results in public examinations followed by inter-school competitions. Statistics and proper names are thereby ubiquitous in that numbers provide a more objective measure of students’ achievements in standardized examinations while naming of specific

competitions or events in which the school obtained outstanding results provides specific evidence for the school's achievements. A report of the school's overall achievements is usually accompanied with that of significant achievements of individual students, the purpose of which is not to congratulate those students with the absence of such speech acts in the text but to provide specific evidence in support of overall achievements of the school. For instance, in the following excerpt from Text G, it is observed that the step of the school's overall achievements in different aspects is discontinuous and embedded with a report of significant achievements of individual students, which is underlined. This manifests that neither is a report of significant achievements of individual students a separate nor isolated step but the one supplementing the first step.

Considerable success has been observed through these endeavors and students' performance in various aspects has maintained a pleasing standard. In 2013 HKDSE, the percentage of level 5** and 5* is 15.7, while 88.2% of our F.6 graduates met the entrance requirement of local universities. The best individual results were achieved by Wong Ho Ching of 6C and Chan Wing Yue of 6E, who got 5 & 4 subjects in level 5** respectively. Our students' outstanding performance in inter-school activities and competitions last year was also praiseworthy, and the number and variety of awards gained denoted students' wide range of talents and strong drive for excellence. In sports, we ranked 7th in Bauhinia Bowl Award and a number of awards in various sports events. In both music and speech events, we could maintain the outstanding results in Hong Kong Schools Music/Speech Festivals, getting 26 and 54 prizes respectively. In leadership, Chan Wing Yue, Mak Wing Kwan, Yip Tsz Ming and several students got a number of territory-wide Outstanding Students Awards.

(Text G)

The move of reporting achievements of the school can even be solidified with a step reporting external positive comments on the school. With all the aforementioned comments made by the school principal, comments from external organizations, such as the External School Review conducted by the Education Bureau as in Text E, can serve as another piece of evidence corroborating the school's achievements from the perspective of an outsider.

No wonder the ESR report noted that our teachers are hard working, responsible, dedicated and supportive.

(Text E)

5.5. Expressing gratitude to different stakeholders

Towards the end of a report of the present development of the school is expression of gratitude to stakeholders, including staff and other parties, to signify that by no means is the school's achievements the outcome of

the principal's effort but that of all stakeholders. Expression of gratitude to stakeholders on such a formal occasion is also an act honouring those stakeholders that have been putting immense effort into the school's development.

In the following excerpt from Text D, use of the first-person pronoun 'I', rarely identified in other parts of the text, is omnipresent with all other stakeholders being referred to using third-person pronouns inasmuch as gratitude is expressed on behalf of the school principal himself/herself in lieu of the entirety of the school. Concerning the gratitude to staff, being the head of all teaching, clerical, and janitorial staff in the school, the principal is at the right position to express gratitude to the staff for their hard work; this efficaciously motivates subordinates to work harder in the future. Regarding the gratitude to other parties, being the representative of the entirety of the school, the principal may resort to the first-person pronoun 'I' when expressing gratitude on behalf of the school. Use of the exclusive 'I' in such a move thereby signifies the principal's one-of-a-kind position in the school.

Finally, let me extend my heartfelt appreciation to all my staff, teaching, clerical and janitorial for their devotion. I must thank my two Vice Principals and the curriculum leaders who have paid great efforts to plan and prepare for the new curriculum proactively. I would also like to thank our veteran colleague, Mrs. Clara Tsui, who has just retired, for her dedication and contribution to Wa Ying in the past thirty-one years. Last but not least, I would like to express my gratitude to the H.K. Methodist Church, the Alumni Association, and parents for their unfailing support to make Wa Ying an ever-improving school.

(Text D)

5.6. Looking ahead to the future

Following a report of the school's past and present development is a report of the school's future development. Attributed to the uncertainty of the school's future development, only the principal can express his/her expectations on the school in Principal's Remarks. Looking ahead to the future provides stakeholders with confidence by giving them an impression that the principal is a forward-looking person and manages to lead the school towards an appropriate direction in the future. Strong modal auxiliary verbs such as 'will' and 'shall' are frequently observed when expressing expectations on the school to pinpoint the principal's strong belief in his/her own expectations. The present progressive is also observed every now and then to report ongoing actions paving way for future goals. Use of inclusive 'we', which is inclusive of all guests of the ceremony, implies that all guests are regarded as segments in lieu of outsiders of the school, who are also expected to share the same vision. Christians possess

a habit of praying for God's blessing, so a step following the expression of expectations on the school is to pray for God's blessing. As observed in the following excerpt from Text I, the move of looking ahead to the future commences with presentation of a vision statement of future development of the school and closes with a standard form of a prayer for God's blessing.

The predecessors laid down a very good foundation in Wa Ying. We will work hard and strive for providing quality education to our students. The collaborative work with school managers, staff, parents and alumni is indispensable. May our Lord keep and protect Wa Ying and guide all of us to work hand in hand to help develop our students in a much more healthy and holistic way.

(Text I)

5.7. Blessing graduates

The entirety of Principal's Remarks close with blessing graduates. Having congratulated graduates for their graduation, the principal expresses wishes for them and eventually prays for God's blessing. The move is perceived to be the cornerstone of Principal's Remarks, which are delivered on an occasion when graduation certificates are distributed, albeit its rarity in Principal's Remarks as observed in merely a small minority of texts in the corpus, which might be accounted for by its less relevance to the rhetorical action of Principal's Remarks but more relevance to the situational context of the genre. Anniversary and speech day appear to be school occasions with two distinct purposes, so it might be challenging to merge rhetorical actions performed on the two occasions into one single text or genre.

In this move, the school principal makes use of the first-person pronoun 'I' to express his/her personal blessing on graduates as their teacher yet addresses graduates using second-person pronouns. Rarely are second-person pronouns identified in other moves, and their use in this move provides graduates with an impression that the principal is conversing with them directly and that the blessing is deliberately expressed to them. The clear distinction between 'I' and 'you' suggests the power difference between the principal and graduates.

Today is the graduation ceremony of Yeung Seh. On behalf of the school staff and schoolmates, I would like to congratulate our graduates with my sincere blessings. You are capable and have high aspirations. It is my wish that you will live out the school motto "We Work Together, We Care, We Serve." and be the living testimonies of His grace in serving others with your gifts.

(Text L)

6. Discourse as Genre

Possessing attributes of intertextuality and interdiscursivity, Principal's Remarks are contended to be a hybridized genre.

Attributed to the presence of recurring forms in Principal's Remarks produced by distinct principals, Principal's Remarks exhibit generic intertextuality. Even though Texts G and H were delivered by two distinct school principals, their Moves 2, viz. recounting past events, exhibit a considerable degree of resemblance in terms of not only communicative purpose but also content and language styles as observed below. Both texts comprise a recount of the history of the school from 1913, and similar historical events were recounted with similar amounts of details. The concept of generic intertextuality can be capitalized upon to explicate such a phenomenon. Produced in response to the same rhetorical situation, videlicet the anniversary and speech day, within the same professional community, videlicet the same school, it is reasonable to observe a certain degree of similarity amongst texts, especially when Text H was produced by a new school principal not particularly familiar with the discursive practice, which provided motivation for her to extract information from previous samples with frightfully limited recontextualiation.

Our school was established in Foshan in 1913, with the name "Wah Ying Middle School", which signified that the Chinese and the British together built the school. At this year of centenary anniversary, we have to express our deep gratitude towards our founders, Rev. Dewstoe, Rev. A.H. Bray, and many Methodist missionaries, who came afar from England, following God's call to serve Chinese people. The school was expanded from temporary buildings with 5 students in the first year, to a boarding school with several school blocks. In 1923, the Wah Ying Girls' School was founded opposite to the boys' school. In 1938, before Foshan was occupied by the Japanese, both schools evacuated and temporarily harboured in different districts in Hong Kong, like Tung Chung, Sham Shui Po, Shatin and Wanchai. After Hong Kong had fallen, some staff and students had made a long and dangerous journey back to China arriving at Kukong in the northern part of Guang Dong. It was in Kukong that the Wah Ying schools for girls and boys first united so that on the return to Foshan in 1945 they were to become a co-educational school. In 1952, the school was handed over to the new Chinese government.

(Text G)

Wah Ying College has a very long history and its early founding of "Wah Ying Middle School" in Foshan in 1913 symbolized that the Chinese and the British worked hand in hand to build the school. We have already celebrated our centenary anniversary in 2013 and different kinds of celebrative activities were organized with lots of old staff, alumni, parents and current students to share joy and fruits. Our deepest gratitude should be extended to our founders, namely Rev. Dewstoe, Rev. A. H. Bray and many Methodist missionaries, who came afar from England, following God's will to serve Chinese people.

The school was later expanded from temporary buildings with 5 students in the first year, to a boarding school with several school blocks. In 1923, the Wah Ying Girls' School was founded opposite to the boys' school in different districts in Hong Kong, like Tung Chung, Shamshuipo, Shatin and Wanchai. After the fall of Hong Kong, some staff and students made a long and dangerous journey back to China arriving at Kukong in the northern part of Guangdong. Then the Wah Ying Schools for the Girls and Boys were first united in Kukong and then became a co-educational school after the return to Foshan in 1945. In 1952, the school was handed over to the new Chinese government.

(Text H)

Not only generic intertextuality but referential intertextuality is also found in Principal's Remarks. Text-internal resources appropriated into the genre are predominantly the school motto and biblical lines. The school motto "We work together, we care, we serve" has appeared for seven times in distinct moves of the 12 texts in the corpus. For instance, it appears in Moves 2 of Texts E and F to reveal how past school events reflect the school motto, and in Moves 3 of Texts G, H, and I to reveal how the implemented school curriculum is connected to the school motto. Being a symbol of the school, the school motto reminds people of the school mission, so mention of the school motto is an effectual avenue for uniting the audience and enhancing their sense of belonging. Besides the school motto, biblical lines are also appropriated into Principal's Remarks at times. For instance, Biblical lines are appropriated into Text J when looking ahead to the future as observed in the following quote. Being a Christian school, the school grounded its education upon Christian principles, which are founded upon words from the Bible. Incorporation of biblical lines into Principal's Remarks is a means by which the Christian culture is promulgated on distinct school occasions.

While celebrating our achievements and successes, we are all the more aware of our own limitations as human beings, knowing that to have been able to come this far is all by His grace. *Unless the Lord builds the house, the builders labour in vain.* We humbly come before God and pray that in the years to come, members of the school community will continue to work together in upholding biblical values and providing students with quality education, and thus glorifying His name.

(Text J)

With the two aforementioned types of intertextuality, functional intertextuality is an inevitable outcome. Upon the school principal's production of Principal's Remarks, the text will become a resource for the entirety of the professional community, members of which can resort to the text for similar or other discursive practices. On one hand, the genre will become resources for future school principals, who can make reference to Principal's Remarks

produced by previous school principals in terms of the move structure and lexicogrammar. On the other hand, the genre will become resources for other school staff, who may have to draft relevant school documents such as school brochures and annual reports. The recount of past events in Move 2 provides useful resources for an introduction of the historical background of the school in school brochures whereas the report of the school's achievements in Move 4 is a summary of detailed annual reports of the school.

Apart from appropriation of text-internal resources, the genre of Principal's Remarks also demonstrates appropriation of text-external semiotic resources such as discursive practices. In particular, multiple professional genres, *videlicet* prayer, historical recount, news story, descriptive report, acknowledgement, vision statement, and benediction, are appropriated across one another in Principal's Remarks. Each of these genres performs specific rhetorical actions, yet all those rhetorical actions are merged in Principal's Remarks to perform the overall rhetorical action of reporting the past, present, and future development of the school. Given such a rhetorical action, the reporting genre ought to be the mainstay of the genre of Principal's Remarks appropriated with elements of other professional genres. The rationale for such appropriation is that three distinct stages in time, *videlicet* past, present, and future, have to be reported in the same genre and that the school possesses a Christian root. Genres of historical recount and news story, which perform the recounting action, are thereby appropriated into the genre of Principal's Remarks for reporting the past development of the school whilst vision statement, which looks ahead to the future, is appropriated for reporting the future development of the school. The school being a Christian school, some religious rituals, such as prayer and benediction, ought to be appropriated into Principal's Remarks to reflect that the school principal concurs with the overall culture of the school. As for acknowledgement, its rhetorical action is to express the psychological attitude of gratitude, which is necessary in a formal rhetorical situation.

All the aforementioned professional genres are bent into the hybridized genre of Principal's Remarks. Textual information in original genres is extracted and recontextualized into the genre of Principal's Remarks; this entails that words remain unchanged with their communicative values revolutionized (Bhatia 2012). For instance, genres of prayer and benediction usually appear in religious ceremonies to give thanks to or ask God for help and bless participants respectively. Recontextualized and appropriated into Principal's Remarks, they ultimately perform the rhetorical action of reporting the development of the school in lieu of performing their original rhetorical actions. More importantly, not only discursive practices but discursive procedures and disciplinary cultures are also appropriated in production of the genre of Principal's Remarks; they will be detailed in two subsequent levels of analysis. The process of genre bending is thereby said to have occurred to yield the hybridized genre of Principal's Remarks.

7. Discourse as Professional Practice

Discursive procedures are appropriated across professional practices in the genre of Principal's Remarks. The school principal, who produces Principal's Remarks, switches amongst multiple identities as observed in changing voices in distinct moves.

Being the leader of the entirety of the school, the school principal is responsible for performing rhetorical actions of thanksgiving, introducing the school curriculum, and looking ahead to the future, all of which ought to be performed by the head of an organization. An extract from Text B exhibits how the school principal performs the rhetorical action of thanksgiving as a school leader with inclusive use of first-person plural pronouns.

We thank God for leading us through many ups and downs since 95 years ago when the school was first established in Foshan. We would dedicate to carry on the mission of providing holistic education to youngsters and help them to lead an abundant life under the Christian principles. With the guidance of our Lord, the devotional effort of teachers, abundant support from our school managers, alumni, parents and students, we will advance with steady gait.

(Text B)

When narrating the history of the school and reporting the school's achievements, the school principal has to perform the roles of a reporter and an information provider respectively, both of whom are expected to provide people with objective information in an impersonal and omniscient fashion. Even though first-person pronouns may be used as in the extract from Text C, the focus lies on factual information presented.

Our teachers are also conscientious in keeping the competitive edge of students of the old curriculum. Together with our students' perseverance, excellent performance was obtained in the academic aspect as well as the extra-curricular activities. In the 2009 A-level examination, the best performed student was Lam Tuen Yung of 7B who attained 3 distinctions and 2 credits. In the HKCEE, the best result was attained by Theodosia Woo from 5C who gained 7 distinctions and 1 credit.

(Text C)

In contrast, when narrating significant school events in the past year, being an experiencer of those events, the principal can leverage on a more subjective and personal voice as revealed in the extract from Text K.

Looking back to the last year, it was a year with joy and gratitude. The most memorable day is the 25th April, 2017, when we gathered to offer thanksgiving to God in celebrating

the 45th school anniversary. The whole school campus was filled with love and laughter when teachers, students and alumni cheered for the watermelon matches in the sportsground and captured the memorable moments in the photo booth.

(Text K)

In the expression of gratitude, the school principal takes up two distinct roles. He is the head of all who staff responsible for expressing gratitude to the staff and concurrently a representative of the entirety of the school expressing gratitude to other parties on behalf of all staff members.

The school principal's changing identities provides concrete evidence for appropriation of discursive procedures across professional practices in Principal's Remarks.

8. Discourse as Social Practice

Last but surely not the least, disciplinary cultures are appropriated across professional cultures in the genre of Principal's Remarks. Attributed to the post-traditional nature of contemporary society, appropriation of disciplinary cultures across disparate domains has been increasingly frequent. Disciplinary cultures originally belonging to one specific domain are capable of colonizing other domains in light of the blurred division amongst domains (Fairclough 1993). A concrete instance in the genre of Principal's Remarks is appropriation of the religious culture, such as genres of prayer and benediction, into the educational domain with a Christian school sponsoring body serving as a bridge between the two and facilitating appropriation. Hardly can such appropriation be attested in Principal's Remarks in secular or non-Christian schools. Another instance is appropriation of the business culture of accountability into the education domain. Akin to business organizations, the school principal is accountable to stakeholders, such as the school sponsoring body, teachers, parents, alumni, and independent individuals in society, all of whom make up the Incorporated Management Committee. Principal's Remarks can thereby be analogous to the annual report of a company, where the head reports the company's development to the public. Such appropriation is aided by the phenomenon of marketization in the education sector in contemporary society.

Should the genre of Principal's Remarks be analyzed as social practice, the Cooperative Principle from the field of pragmatics can be taken. The principle contends that talk is a cooperative effort with a common purpose between speakers and listeners (Grice 1975). More specifically, contribution ought to be as informative as is required for the current purposes of exchange yet not more informative than is required (*ibid.*). In the analysis of Principal's Remarks, some of the moves, such as thanksgiving and blessing graduates, may appear indirectly

relevant to the rhetorical action of reporting the development of the school, yet what makes those moves not “more informative than is required” is the social and contextual factors. The Christian background of the school makes it appropriate for such moves, which are correlated with religious rituals, to be incorporated into Principal’s Remarks. This signifies the essence of context in CGA

9. Conclusion

In the current paper, CGA is capitalized upon to analyze the genre of Principal’s Remarks, the rhetorical action of which is to report the development of a school, at the levels of text, genre, professional practice, and social practice. Not only does the study exemplify how CGA can be capitalized upon to analyze an unfamiliar genre in a multi-perspective fashion, it also advances knowledge on the genre of Principal’s Remarks, which has been under investigation to date. Two suggestions are made to ameliorate the analysis of the genre.

First of all, it is suggested that the methodology of interpretive ethnography be incorporated into the analysis. In accordance with Bhatia’s (1993) model of analyzing unfamiliar genres, there should be altogether seven steps in the analysis, the last of which is checking findings of analysis against reactions from a specialist informant who is a practicing member of the disciplinary cultures so that findings can be confirmed and validated with more psychological reality. Such a step complies with the approach of textography, which combines text analysis with ethnographic techniques, for probing into an side view of the worlds in which texts are written, and the methodology of interpretive ethnography, which studies ways in which a social group constructs and lives its reality, fits the purpose appropriately (Paltridge 2008; Smart 1998). In regard to the genre of Principal’s Remarks, current or former school principals of the school from which texts in the corpus were collected can be invited to be specialist informants to share their understanding of the genre.

Another recommendation is the introduction of corpus analytical tools at the first level of analysis. Macrostructure and microstructure of discourse are analyzed at the first level, where systematic quantification of forms and structures is profitable. Software such as Wordsmith is capable of performing such a function and enhancing reliability of the entirety of the analysis (Casan-Pitarch 2017). Frequencies of occurrence of language patterns can be computed, and analysis of distinct linguistic attributes can also be conducted. It is thereby recommended that such tools be incorporated into future analysis.

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Appendix A

Summary of Main Discursive Themes of Text A

Move	Excerpts	Sub-genres	Microstructure	Voices
M1S1 M1S3	<p>While the beautiful sound and images of the 35th School Anniversary Concert held in July at this school hall are still lingering in our mind, we are here again to celebrate our 36th anniversary. The success of the show is a manifestation of teamwork and dedication of our students, alumni, teachers and parents. In the years ahead, we will continue to uphold the school mission to glorify our Lord and carry on the valuable traditions and cultures built by our predecessors.</p>	Prayer	Present tense Modal auxiliary 'will' Inclusive 'we'	School leader
M4S1 M4S2 M4S4	<p>Last year, our students had overwhelming achievements in various competitions. To name but a few, Lee Leong Kwai, a member of the Hong Kong Swimming Team, got a bronze medal in the 15th Asian Games at Doha; two students, Wong Ming Fai from 7A and Law Wing Yan from 5B, obtained the Outstanding Student Awards in two important territory-wide competitions. We also got the First Honour Award in the HK Physics Olympiad, The Champion in the Consumer Culture Study Award, the Championship in the Youth First Aid Competitions and the title of Outstanding Scout Troop. Such an outstanding record is a big gift to every member of Wa Ying to commemorate our 35th Anniversary. It is also the harvest of the aggregate efforts of our teachers & students for years. With the extraordinary dedication of the teaching staff, our performance in the academic scope and cultural activities also maintained a good standard. Over the last five years, the average credit percentages obtained in the Certificate Examination and Advanced Level Examination were 43% and 40% respectively. The average university admission rate was 85%. The students' performances in sports, music and co-curricular activities were also remarkable. Last year, a new policy of SSPA was introduced. All primary 6 students could choose two secondary schools for the discretionary places. Wa Ying was at the top of the subsidized schools list in the number of applications for discretionary places in SSPA 2007 and we had an excellent intake. These newly joint young members have shown good potentials in various aspects and adapted to the campus life in Wa Ying in a short time.</p>	Report	Past tense Proper nouns Statistics	Information provider

<p>M3S3 M3S4</p>	<p>In recent years, the process of globalization has changed the world rapidly. The worldwide economy has shifted from the information age to the conceptual age. Schooling should provide students with high level of skills of literacy and numeracy, the capacity to be a community builder with strong social competencies and a solid value base. Wa Ying has realized the change. In the design of the school curriculum, we aim to nurture our students to be able to adapt to the change through knowing how to learn and wanting to do so throughout life. We also have the following emphases in respect of whole person development: to provide ample chances for students of different talents and potentials to excel in various scopes; to implement the concept of “servant leaders”; and to build a harmonious and caring campus. The Form One students of last year are the first lot of students going to study the new senior secondary curriculum. Thanks to the foresight and efforts of our teachers, we have implemented the school-based Junior Liberal Studies and an integrative curriculum up to the Form Two level. We aim at preparing our students for the new learning approaches and assessment formats when they are in the junior forms. In fact, their learning ability and attitude gained acclaim from the personnel of the EDB, the Department of Health and other educational institutes who co-worked with us.</p>	<p>Descriptive report</p>	<p>Present perfect First person pronouns Discipline-specific terminologies</p>	<p>Information provider School leader Professional educator</p>
<p>M6S1</p>	<p>After the celebration of the 35th anniversary, it is time for us to look ahead for the sustainable development of our beloved school. I would like to take this opportunity to share with you a dream which has been initiated by some of our alumni and other members of the Wa Ying family. That is to apply for redevelopment of the school. For the time being, we are investigating the possibility and feasibility. We hope you can pray together with us to make our dream come true.</p>	<p>Vision statement</p>	<p>Modal auxiliary ‘will’ Present progressive Inclusive ‘we’</p>	<p>School leader</p>
<p>M5S1 M5S2</p>	<p>Finally, let me extend my heartfelt appreciation to all my staff, teaching, clerical and janitorial for their devotion. I must thank my two Vice Principals and the curriculum leaders who have paid great efforts to plan and prepare for the new curriculum proactively. I would also like to thank our veteran colleague Mr. Chan Tai Wai, who has just retired, for his dedication and contribution to Wa Ying in the past years. Last but not least, I would like to express my gratitude to the H.K. Methodist Church, the Alumni Association, and parents for their unflinching support.</p>	<p>Acknowledgement</p>	<p>Performative verbs Exclusive ‘I’</p>	<p>Head of school staff School representative</p>