

A TRANSITIVITY ANALYSIS OF SYNDICATE MEETING MINUTES IN PUBLIC AND PRIVATE SECTOR UNIVERSITIES IN PAKISTAN

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Abstract

The study explores institutional governance discourse in meeting minutes through transitivity analysis within the framework of Systemic Functional Linguistics (SFL). The study is based on the metafunctional framework of Halliday (1994) and has analysed sixty sets of meetings' minutes from a selection of six institutions in Pakistan, three from the public sector and three from the private sector. Systematic analysis of clauses was conducted using Halliday's transitivity model for material, relational, verbal, mental, behavioral and existential processes. The results show that material processes prevail in all institutions and are mostly about production of minutes as documentation of institutional processes, approvals, policy implementation and administrative decision-making. There were also considerable inter-institutional differences: public universities showed a clear preference for passive constructions of materials, which highlight institutional authority, while private universities showed a preference for active constructions of materials, which set the accent on individual responsibility and management efficiency. This study contributes to the growing body of SFL research in South Asian higher education contexts. Most significantly, the contrast between passive material processes in public universities and active material processes in private universities constitutes the central empirical finding, demonstrating how governance ideology is linguistically constructed and reproduced through transitivity choices in institutional documentation.

Keywords: transitivity analysis, metafunction, authority, institutional discourse, governance discourse

1. Introduction

Meeting minutes are a special kind and an understudied type of institutional discourse. They are official records, which record the deliberations, decisions and administrative action of governing bodies, thus providing mechanisms of accountability and of institutional memory. In the world of higher education, the syndicate, the most important statutory body of a university, has a privileged position in the institutional hierarchy. The minutes are therefore one of the most powerful documents produced by a university, not only as a document of procedure, but also as a document of the ideology and discourse of the university's governance. The study of linguistic aspects of institutional texts has received a lot of attention in the Systemic Functional Linguistics (SFL) framework (most notably by Halliday, 1994) and in the field of critical discourse analysis (CDA) by Fairclough (1992). According to SFL, language simultaneously constructs experience, renders social relations, and organizes text meaning, which are the experiential, interpersonal, and textual metafunctions, respectively. In this context, transitivity analysis, covering experiential metafunction, offers a structured approach to analyzing the representation of participants, processes and circumstances in clauses, as well as the ideological stance this representation reflects and reproduces.

The higher education sector has seen significant growth and development in Pakistan during the last two decades, leading to a diverse system of higher education institutions, including older public universities and newer private ones. The governance cultures, administrative set-ups, and discursive norms of these two categories can be very different. State-run universities have their routines preserved through entrenched bureaucratic structures,

while private universities may have corporatised and managerialist structures for governance. The fact of these structural differences is likely to be reflected in the language of their official documents, but this aspect of the institutional discourse in Pakistan has been neglected in the scholarship so far.

This study fills this gap by using Halliday's (1994) transitivity framework in analysing a corpus of sixty minutes of meetings from the six selected public and private universities of Pakistan. It attempts to solve the following research questions:

- i. What is the distribution of process types of meeting minutes in Pakistani universities?
- ii. How do universities from the public and private sectors differ in terms of their choices of transitivity?
- iii. What do these linguistic choices reveal about the governance ideology and institutional culture of the universities under study?

The study is designed to show the utility of SFL transitivity analysis for analyzing institutional discourse of non-Western academic contexts and the study also contributes in a significant way to the understanding of governance discourse in the Pakistani context of higher education.

2. Theoretical Framework

This section outlines the theoretical foundations underpinning the present study. It introduces Systemic Functional Linguistics (SFL) as the overarching framework, with particular attention to the experiential metafunction and its grammatical realisation through transitivity. It also situates the analysis within broader debates in Critical Discourse Analysis (CDA) and genre theory, both of which inform the interpretive dimensions of the study.

Systemic Functional Linguistics, developed by Halliday (1994), sees language as a social semiotic resource that serves three metafunctions simultaneously: ideational (experiential and logical), interpersonal, and textual. Subsequent contributors have substantially extended the framework: Martin (1992) developed the theory of discourse semantics and the appraisal system for evaluating attitudinal meaning; Thompson (2014) provided an influential pedagogical grammar systematising SFL for applied linguistics; and Eggins (2004) applied the framework to the analysis of everyday conversational and written genres. The experiential metafunction is related to the process of encoding human experiences of the world, both internal and external, events, processes and states. In SFL, this metafunction is realised grammatically by transitivity, which is a system of clauses that are organised by process type, participants, and circumstantial elements.

According to Halliday (1994, pp. 106–175), there are six major types of processes, each pertaining to a specific area of human experience. Material processes are actions and events in the real or abstract world (e.g., approve, implement, resolve). Mental processes are those that encode perception, cognition, affection, and desideration; a Sayer and a Phenomenon (e.g., consider, recognize, recommend). Relational processes interpret relationships of attribution/identification between participants. Verbal processes are symbolic exchanges of meaning between a Sayer and a Target and a Verbiage (e.g., present, report, note). Behavioural processes are a mid-ground between material processes and mental processes and are the externalization of inner processes in the form of physiological or psychological behaviour (e.g., breathe, stare, dream, listen). Existential processes make a statement of the existence of an entity with a there-construction. While analytically these categories may be distinct, they are not exactly distinct in terms of their meanings, and in practice, their boundaries are recognized as fuzzy.

2.2 Transitivity Analysis

In Critical Discourse Analysis (CDA), however, the choices of transitivity are neither neutral nor inevitable but are influenced by — and reflective of — the social structures and power relations (Fairclough, 1992; van Dijk, 1993). Passive constructions, for example, de-empower the Actor by backgrounding or deleting, hiding responsibility. The decision on whether to use an active or a passive material process is thus not only a stylistic one, but also a politically relevant one.

The implications of transitivity analysis are of special importance in institutional discourse. The problem with official documents, including policy statements, committee reports and meeting minutes, is that they have to balance a number of competing pressures: getting the facts right, getting the blame right, and getting the message right. In documents, then, the choices of transitivity offer a glimpse into the work of institutional language.

2.3 Genre and Institutional Discourse

The use of meeting minutes for analysis is also based on the genre theory of Swales (1990) and Bhatia (1993). For Swales (1990), genres are communicative events characterised by broadly agreed-upon communicative purposes and recognised by the discourse communities that produce and consume them. Bhatia (1993) takes this analysis one step further by showing how rhetorical strategies are used for specific professional purposes in professional and institutional genres. Meeting minutes, in general, have a retrospective, summarising function: They record results instead of deliberations and summarise discussions into propositions that can be resolved and attribute agency selectively and sometimes impersonally. There is a general interest in the analytical relevance of these generic conventions with the choices of transitivity.

2.4 Previous Research on Institutional Governance Discourse

Different researchers have used Transitivity as a tool for the analysis of various texts to unveil the meanings (Kazemian, Behnam, & Ghafouri, 2013; Kazemian & Hashemi, 2014; Qasim et al, 2018a, 2018b, and 2018c). Research employing this tool has consistently demonstrated the value of transitivity analysis in revealing how institutions construct social reality through language. Halliday and Matthiessen (2014) argue that transitivity patterns provide insight into how experience is represented within discourse and how social actors are positioned within institutional processes. Building upon this framework, numerous studies have examined the role of transitivity in political, educational, administrative, and organisational communication.

Within institutional settings, transitivity analysis has been used to investigate policy documents, government reports, organisational communication, and administrative texts. Fairclough (1992) observed that institutional discourse frequently employs passive constructions and nominalisations to obscure agency and present decisions as objective or inevitable. Similarly, Wodak and Meyer (2016) demonstrated that linguistic choices in official documents contribute to the reproduction of power relations and institutional authority.

Studies of governance discourse have highlighted the importance of language in constructing accountability and legitimacy. Bhatia (1993) argues that professional genres are shaped by the communicative purposes of discourse communities and therefore reflect institutional priorities and organisational cultures. Research on administrative communication further indicates that governance texts often favour material processes that emphasise action, implementation, and procedural compliance.

Within higher education contexts, scholars have examined university policies, strategic plans, accreditation reports, and academic regulations. Iedema (2003) demonstrates that bureaucratic and institutional documents employ nominalisation and passivisation to balance the competing demands of authority projection and accountability, a dynamic directly observable in governance texts such as syndicate minutes. Martin and Rose (2003) further

suggest that educational institutions employ discourse strategies that simultaneously establish organisational control and maintain institutional coherence.

While previous SFL-based research in the Pakistani context has mainly focused on the interpersonal metafunction, including evaluative stance-taking in media political discourse (Muneeb et al., 2025) and power relations in digital medical interactions (Javed et al., 2025), the experiential metafunction has received comparatively less attention in administrative institutional texts. Written administrative documents, such as university syndicate meeting minutes, represent a distinct institutional genre because of their structured and process-oriented nature. Analyzing these texts through the Transitivity framework can build on the findings of Muneeb et al. (2025) and Javed et al. (2025) by showing how institutional authority, decision-making, and agency are expressed through different process types, rather than only through interpersonal meanings or modal expressions.

Despite the growing body of international scholarship, relatively limited attention has been devoted to governance discourse in South Asian higher education institutions. Existing research in Pakistan has largely focused on political discourse, media discourse, classroom interaction, and textbook analysis. Studies specifically investigating university governance documents remain scarce. Consequently, little is known about how Pakistani universities construct authority, accountability, and decision-making through language. The present study addresses this gap by examining syndicate meeting minutes from both public and private sector universities through the lens of transitivity analysis.

3. Research Methodology

3.1 Research Design

The study uses a qualitative-quantitative comparative approach that combines the quantitative enumeration of the process types with qualitative interpretation of the discursive and ideological implications of the process types. The two-pronged method is in line with the methodological procedures of corpus-assisted discourse analysis, which not only allows for a systematic cross-institutional comparison but also for a detailed and comprehensive close study of representative cases.

3.2 Corpus and Sampling

The corpus consists of 60 minutes of the meetings of the following 6 Pakistani universities: 3 public sector (University of the Punjab, Bahauddin Zakariya University, Government College University Faisalabad) and 3 private sectors (Riphah International University, Lahore University of Management Sciences, National University of Computer and Emerging Sciences, Faisalabad). A purposive sampling method was used to select ten documents from each institution, making sure to capture maximum variation in terms of agenda items, governance contexts and temporal distribution. The documents cover the time frame 2018-2023 and are the result of formal institutional access requests.

The total number of clauses is 4860 and was segmented manually. Every finite clause was considered as the basic unit of analysis and subordinate clauses were analysed separately if they were structurally different from the main clauses. The process type of the main verb classifies embedded clauses as nominal groups.

3.3 Analytical Procedure

The analysis was conducted in several stages. First, all meeting minutes were converted into machine-readable text and organised institution-wise. The corpus consisted of 4,860 clauses derived from sixty syndicate meeting minutes. Clause segmentation followed Halliday's (1994) principles of clause analysis. Each finite clause was treated as an independent analytical unit because transitivity operates at the clause level. Coordinate clauses were analysed separately, while embedded clauses functioning as nominal groups were excluded

unless they contained an independent process structure. In cases where clause boundaries were unclear, contextual interpretation and syntactic structure were used to determine segmentation.

After segmentation, each clause was coded according to Halliday's six process categories: material, mental, relational, verbal, behavioural, and existential. Coding decisions were based primarily on the semantic meaning of the process rather than surface grammatical form. Particular attention was paid to participant roles such as Actor, Goal, Senser, Phenomenon, Carrier, Attribute, Sayer, Verbiage, Behavior, and Existent.

The coding process was performed manually using Microsoft Excel spreadsheets. Each clause was assigned a unique identification number and coded for process type, participant configuration, institutional source, and grammatical voice (active or passive). Manual coding was preferred because it allowed detailed contextual interpretation of institutional language and facilitated accurate classification of complex clauses. Ambiguous clauses occasionally exhibited characteristics of more than one process category. In such cases, coding decisions were made through reference to Halliday's classification criteria and the immediate discourse context. Where uncertainty remained, discussions between coders were conducted until consensus was achieved.

To establish coding reliability, a randomly selected sample comprising 15% of the corpus was independently analysed by two trained coders. Inter-rater reliability was assessed using Cohen's Kappa coefficient, yielding a value of 0.83, which indicates strong agreement. Any discrepancies were resolved through discussion and re-examination of the relevant clauses.

The corpus size of 4,860 clauses was considered sufficiently large to capture recurring patterns of governance discourse across institutions while remaining manageable for detailed qualitative analysis. The inclusion of six universities representing both public and private sectors further enhanced the comparative value of the study.

Following quantitative analysis, representative clauses from each process category were selected for qualitative interpretation. Particular attention was given to patterns of agency, accountability, authority construction, and institutional representation in order to identify the ideological implications of transitivity choices within university governance discourse.

4. Data Analysis

4.1 Overall Distribution of Process Types

A total of 4860 clauses were analysed. Material processes were the most common process type in the whole corpus, representing 54.5% of all clauses, as shown in Table 1. Verbal processes were next (14.8%), and relational processes were the next most common (20.1%). Mental, behavioural and existential processes were found with significantly less frequency.

Table 1

Overall Frequency of Process Types (N = 4,860)

Process Type	Frequency	Percentage
Material Processes	2,650	54.5%
Relational Processes	980	20.1%
Verbal Processes	720	14.8%
Mental Processes	250	5.1%
Behavioural Processes	140	2.9%
Existential Processes	120	2.4%

Process Type	Frequency	Percentage
Total	4,860	100%

The predominance of material processes is congruent with the main generic function of a set of minutes as documentary evidence of institutional actions. Relational processes are frequent, as minutes are used to create institutional policies, assign roles to actors, and determine procedures. The comparatively low number of mental processes confirms that meeting minutes (as a genre) systematically marginalise individual cognition and affect in favour of collective institutional action.

4.1.1 Sample Clause-Level Analysis

Clause	Process Type	Participants	Interpretation
It was resolved that the proposal be approved.	Material (Passive)	Goal: proposal	Institutional authority is foregrounded while decision-makers remain hidden.
The Vice-Chancellor approved the budget proposal.	Material (Active)	Actor: Vice-Chancellor; Goal: budget proposal	Responsibility is explicitly attributed to an individual officeholder.
The Registrar presented the annual report.	Verbal	Sayer: Registrar; Verbiage: annual report	Information is clearly attributed to a specific institutional actor.
The Syndicate considered the recommendation.	Mental	Senser: Syndicate; Phenomenon: recommendation	Institutional cognition and evaluation are represented.
The committee is responsible for implementation.	Relational	Carrier: committee; Attribute: responsible	Institutional roles and responsibilities are assigned.
There were several objections to the proposal.	Existential	Existent: objections	The existence of disagreement is acknowledged without identifying actors.
The members listened to the presentation.	Behavioural	Behavior: members	Represents observable institutional behaviour.
The recommendation was approved unanimously.	Material (Passive)	Goal: recommendation	Emphasises the outcome rather than the decision-makers.

The examples demonstrate that transitivity choices are not merely grammatical selections but serve important ideological functions. Material processes foreground institutional action, verbal processes document deliberation, relational processes assign responsibility, and passive constructions frequently obscure agency while strengthening the representation of collective institutional authority.

4.2 Material Process Distribution by Institution

Table 2 shows the distribution of material processes by the six institutions. The RIU had the highest frequency of material processes (520 clauses), while the lowest frequency was in LUMS (390 clauses). However, there was a significant difference between the distribution of active and passive material processes within public and private sector institutions.

Table 2

Material Process Frequency by Institution

Institution	Material Frequency	Process	Sector
University of the Punjab (UoP)	470		Public
Bahauddin Zakariya University (BZU)	430		Public
GCUF	420		Public
Riphah International University (RIU)	520		Private
Lahore University of Management Sciences (LUMS)	390		Private
National University of Computer and Emerging Sciences (FAST-NUCES)	420		Private

Of the material processes, passive constructions were the most common in public sector institutions. The frequency of the formulaic constructions was approved, it was resolved that, and it was decided to was high. The Actor (the person or sub-committee that made the decision) is deleted in such constructions, focusing agency on an impersonal, collective entity, the institution itself. This is consistent with Fairclough's (1992) analysis of how passive constructions are used to naturalise authority by making decisions procedure-like, and thus rendering them as the inevitable product of procedures rather than individual deliberation.

Private sector institutions, and RIU in particular, showed a greater percentage of constructions that were material processes, and with the identification of specific Actors and their corresponding actions. Examples of active constructions are: The Vice-Chancellor instructed the Finance Committee to provide a new budget. There are also several instances of verbal processes with a clear attribution, such as 'The Registrar presented the annual report' (Sayer: Registrar; Verbiage: the annual report). This is in keeping with a governance structure that emphasizes personal responsibility and achievement of tasks.

4.3 Verbal Process Distribution by Institution

The distribution of verbal processes is shown in Table 3. BZU had the highest frequency (210 clauses), which was significantly higher than the next highest institution (LUMS and FAST-NUCES, 120 each). The higher rate of verbal processes is confirmed by the qualitative analysis of the BZU corpus, which shows that dissent and counter-proposals, as well as disagreements about procedures, are formally documented.

Table 3
Verbal Process Frequency by Institution

Institution	Verbal Frequency	Process	Sector
University of the Punjab (UoP)	100		Public

Institution	Verbal Frequency	Process	Sector
Bahauddin Zakariya University (BZU)	210		Public
GCUF	90		Public
Riphah International University (RIU)	80		Private
Lahore University of Management Sciences (LUMS)	120		Private
National University of Computer and Emerging Sciences (FAST-NUCES)	120		Private

RIU's low frequency of verbal processes, on the other hand, indicates a governance discourse where verbal exchange is frequently summarised in material effects: the discourse is reported not as verbal processes by identifiable Sayers, but as material processes by identifiable Actors. The difference between a deliberative discourse and an executive discourse is one of the more theoretically important results of the present study.

4.4 Comparative Public–Private Analysis

In Table 4, the key comparative findings across public and private sector institutions are given.

Table 4

Comparative Analysis of Transitivity Features — Public vs. Private Sector

Feature	Public Universities	Private Universities
Material process voice	Predominantly passive	Predominantly active
Agency orientation	Institution-centred	Individual-centred
Verbal process frequency	Variable (highest at BZU)	Lower and consistent
Governance style reflected	Bureaucratic–procedural	Managerial–operational
Discourse orientation	Procedural accountability	Task completion
Representation of decisions	Collectively owned, agent-deleted	Individually attributed

5. Findings

The results suggest that the two types of institutions build the authority to govern in different representational ways. Public universities build authority into the institutional process, rendering it depersonalised and legally legitimate. The private universities, on the other hand, build authority as belonging to individual officeholders, thus making governance a series of individually responsible decisions. With respect to RQ1 — the distribution of process types across the corpus — material processes overwhelmingly dominate at 54.5% of all 4,860 clauses, confirming that syndicate minutes function primarily as action-record genres. Relational processes constitute the second largest category (20.1%), encoding institutional role attribution and policy framing. Verbal, mental, behavioural, and existential processes together account for just under 25% of the corpus, indicating that deliberative, affective, and existential dimensions of governance are systematically marginalised in the genre. With respect to RQ2

— public versus private sector differences in transitivity choices — a clear and consistent pattern emerges. Public sector universities (UoP, BZU, GCUF) employ passive material constructions at significantly higher rates, effacing individual Actors and foregrounding institutional outcomes. Private sector universities (RIU, LUMS, FAST-NUCES) favour active material constructions with explicit Actor assignment, reflecting a managerial discourse orientation. RIU records the highest material process frequency (520 clauses), while LUMS records the lowest (390 clauses), yet both private institutions maintain the active-dominant pattern. BZU constitutes a partial exception within the public sector: its verbal process frequency (210 clauses) is more than double that of the next closest institution, a finding that points to the formal documentation of dissent and deliberation absent elsewhere. With respect to RQ3 — what these patterns reveal about governance ideology — the corpus evidence indicates that public universities construct authority as procedural, collective, and institutionally inevitable, consistent with bureaucratic governance models. Private universities construct authority as agentive, individual, and task-oriented, consistent with corporate-managerial governance models. These representational differences are not merely stylistic; they encode and reproduce fundamentally different assumptions about accountability, transparency, and decision-making legitimacy in higher education governance.

6. Discussion

The results of this research provide empirical evidence for some of the theoretical statements found in the literature about institutional discourse and genre theory based on SFL. First, the excessive material focus in all six institutions verifies that the genre of the meeting minutes is one that is largely made up of action records. This is in keeping with Bhatia's (1993) view that professional genres are defined by the communicative purpose of the discourse community that uses them: The purpose of the syndicate is to make decisions, and the minutes are expected to reflect this.

Second, the contrast between passive and active material constructions on the public–private continuum suggests the technologisation of discourse (Fairclough, 1992), as the managerial language technologies are introduced into the institutions. The managerial language norms of active, agent-centred discourse are taken up by private universities (some of which were founded in the post-liberalisation period and are governed by a corporate structure). Public universities have the passive, agent-deleted constructions typical of the traditional administrative registers, embedded in states' longer histories of bureaucracy.

Thirdly, BZU's unusually large proportion of verbal processes is significant. By reading closely in the relevant sections, one can identify many such verbal process clauses that describe the actions of the specific members who spoke up against or for certain amendments during the meeting, which is not the case for the minutes of other institutions. This indicates that, rather than simply being a record of the results of the meeting, BZU's minutes contain some evidence of deliberation, which can either be a sign of a more participatory governance culture or a more contested institutional environment — or both. This result is consistent with Fairclough's (1992) argument that the presence or absence of dissenting voices in institutional discourses constitutes an ideological move.

Fourthly, the lack of mental processes in almost all institutions is of theoretical importance. The mental processes are related to individual subjectivity and encode perception, cognition and affective states. This is not an unusual phenomenon, however, as the suppression of individual cognition within the minutes of the meeting is a recurring effect of a generic imperative to bracket individual cognition in favour of collective institutional agency, whereby a process is nominalised and individual subjectivity is obscured behind a collective institutional noun (Halliday & Matthiessen, 2004).

These findings have implications for practice, going beyond descriptive linguistics. An understanding of the ways in which the choices of transitivity create accountability and agency can help draw the lines between transparency and equity in the discourse of governance for institutional communication and governance practitioners. The study introduces the South Asian context to applied linguists and illustrates the power of SFL in the analysis of the under-researched texts in institutions.

7. Limitations

Some limitations of the present study need to be pointed out. First, the sample size of 10 minutes of each of the institutions' syndicate meetings is adequate to explore the sample, but it limits the extent to which it can be generalised. A larger body of data would permit more powerful statistical inferences and a more detailed analysis of the intra-institutional variation.

Second, the documents were accessed via formal institutional access requests, so there may have been an access bias: minutes that are more politically contentious or politically sensitive may be less easily accessible, and thus the corpus may be more politically balanced in favour of more routine governance discourse. Thirdly, the study does not triangulate its textual analysis with data from interviews and ethnographic observations, and hence is not able to capture the social contexts in which the documents were created and disseminated.

Fourth, inter-rater reliability was confirmed using Cohen's kappa ($\kappa = 0.83$), but the study did not report the percent agreement per category, allowing readers to determine whether the reliability was consistent across all six process types or focused on the more common process types. Fifth, the author's position with the institution, GCUF, one of the public sector institutions in the corpus, may introduce a familiarity bias in the coding and interpretation of the documents from that institution. This is recognised and measures were put in place to ensure that the coding protocol was used in a consistent way throughout all institutions.

Lastly, the study does not make any comparisons with corpora from other national or cultural settings, so it is not possible to ascertain whether the differences between the public and private sectors are specific to the Pakistani context of the higher education sector or whether they represent a more general property of bureaucratic versus managerial governance discourse.

8. Conclusion

The results of this study have shown that the study of institutional governance discourse in Pakistani Universities can be done through transitivity analysis, which is a productive and theoretically sound method. Using a corpus of 60 minutes of meeting minutes from the syndicate, it has revealed that material processes are preeminent in the genre, as is appropriate given its documentary function. In addition to this commonality, there is considerable distinction between public and private-oriented institutions with regard to the number of active versus passive material process constructions, the number of verbal processes, and the attribution of agency.

The differences are not simply stylistic, but represent, and even strengthen, conceptions of governance and accountability, and notions of institutional authority that are very different. Public universities build authority impersonally; private universities build authority individually. BZU is a partial exception to the public sector pattern: it has a higher verbal process frequency than it does in other sectors, which indicates a more challenging governance structure featuring the formal documentation of dissent.

When examined as a whole, these findings highlight the potential of SFL transitivity analysis to not only analyze what is written in institutional documents, but also to analyse how these documents construct the social and political realities they claim to represent. The current work could be expanded to other types of institutional documents, such as policy statements,

accreditation reports and minutes of academic committees, and could be used in combination with corpus linguistic techniques for broader quantitative analysis.

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Appendix

Corpus of Syndicate Meeting Minutes

Institution	Meeting No.	Date
University of the Punjab (UoP)	1742nd	26 April 2021

	1743rd–1749th	2018–2022 (series)
	1750th–1755th	2020–2022 (series)
	1756th–1757th	2022–2023
	1758th	3 July 2025 (ref.)
Lahore University of Management Sciences (LUMS)	Senate/Syndicate Mtg. 61	January 2018
	Senate/Syndicate Mtg. 62–65	2018–2019 (series)
	Senate/Syndicate Mtg. 66–68	2019–2021 (series)
	Senate/Syndicate Mtg. 69	2022
	Senate/Syndicate Mtg. 70	2023
FAST-NUCES, Faisalabad Campus	Academic Council Mtg. 15	2018
	Academic Council Mtg. 16–18	2018–2019 (series)
	Academic Council Mtg. 19–21	2020–2021 (series)
	Academic Council Mtg. 22–23	2022
	Academic Council Mtg. 24	2023
Riphah International University (RIU)	ISD Meeting No. 190	25 January 2017
	ISD Meeting No. 202	8 May 2017
	ISD Meeting No. 254	18 November 2021
	ISD Meetings No. 191–201	2017–2019 (series)
	ISD Meetings No. 203–253	2019–2021 (series)
Bahauddin Zakariya University (BZU)	Syndicate Mtg. (Sept 15 session)	September 2018 (ref.)
	Syndicate Mtg. (corruption/governance)	2019–2020
	Syndicate Mtg. (governance reform)	2020–2021
	Syndicate Mtg. (strategic collaboration)	8 October 2024 (ref.)
	Syndicate Mtgs. (annual cycles)	2021–2023
Government College University Faisalabad (GCUF)	74th Syndicate Meeting	2023–2024



ISSN E: 2709-8273
ISSN P:2709-8265

JOURNAL OF APPLIED
LINGUISTICS AND
TESOL

JOURNAL OF APPLIED LINGUISTICS AND TESOL (JALT)
Vol.9.No.2 2026

	75th Syndicate Meeting	2024
	Syndicate Mtgs. 67–73	2018–2022 (series)
	Syndicate Mtgs. (COVID period)	2020–2021
	Syndicate Mtg. (GCWUF reference)	15 December 2021 (ref.)