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Australian Systemic Functional Linguistics Association Conference 2023

22nd-24th November
Early Start Building 21



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Acknowledgement of Country

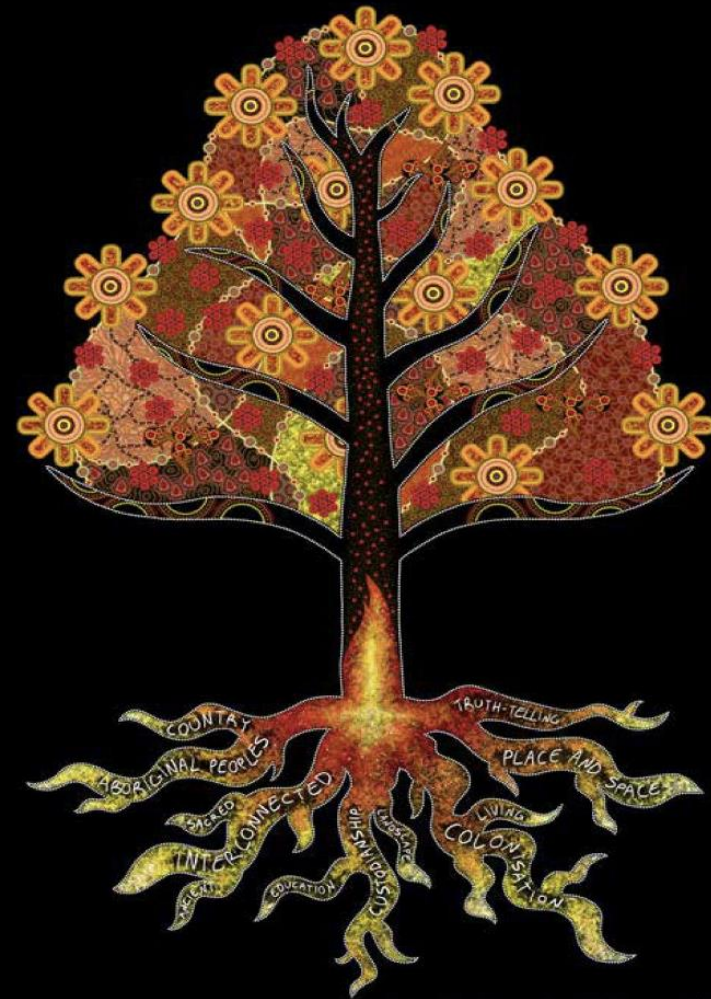
We acknowledge that Country for Aboriginal peoples is a set of interconnected set of ancient and sophisticated relationships.

The University of Wollongong spreads across many interrelated Aboriginal Countries that are bound by this sacred landscape, and intimate relationship with that landscape since creation.

From Sydney to the Southern Highlands to the South Coast. From fresh water to bitter water to salt. From city to urban to rural.

The University of Wollongong acknowledges the Custodianship of Aboriginal peoples of this place and space that has kept alive the relationships between all living things.

The University acknowledges the devastating impact of colonisation on our campus' footprint, and commit ourselves to truth-telling, healing and education.



Artwork by Samantha Hill, Dharawal/Wandandian woman



We are delighted to welcome you to the ASFLA 2023 conference, organised by the Interdisciplinary Discourse analysis in Education, Arts and Social Sciences (IDEAS) Research Group at the University of Wollongong, Dharawal country.

<https://www.uow.edu.au/the-arts-social-sciences-humanities/research/interdisciplinary-discourse-analysis-in-education-the-arts-and-social-sciences/>



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ASFLA Conference Organising committee

Lilián Ariztimuño (Career Development Fellow, English Language & Linguistics)

Honglin Chen (Professor, School of Education)

Shoshana Dreyfus (Convenor) (Associate Professor, English Language & Linguistics)

Byron Frencham (Peer Learning Coordinator, tutor, English Language & Linguistics)

Anne Hellwig (English Language & Linguistics)

Pauline Jones (Associate Professor, School of Education)

Erika Matruglio (Senior Lecturer, School of Education)

Alison Moore (Associate Professor, English Language & Linguistics)

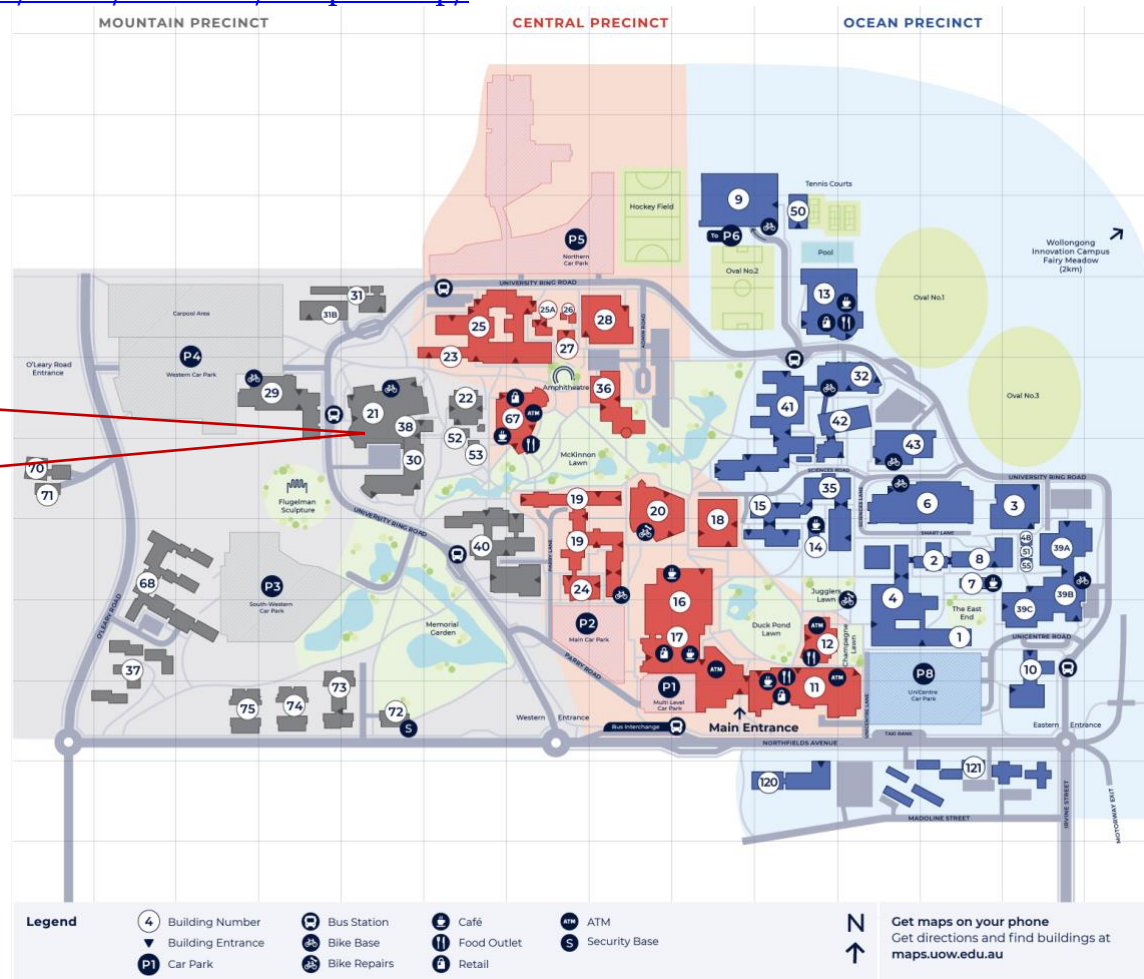
Contact us any time: shooshi@uow.edu.au

Getting to and around the conference:

<https://www.uow.edu.au/about/locations/wollongong/getting-to-campus/>

<https://www.uow.edu.au/about/locations/campus-map/>

Conference
venue:
Building 21,
Early Start





Conference program



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Wednesday 22nd November

Conference Day #1

Time		Early Start Building 21, Room G08			
8:30-9:00	Welcome to Country & Conference Opening				
9:00-10:00	Plenary 1: Helen Caple <i>‘Celebrating’ the nation? Visual-verbal strategies for engaging in the discursive struggle around Australia Day</i>				
	G08 (linguistics)	21.114 (multimodality)	21.115 (sound)	21.228 (education)	21.230 (discourse semantics)
10:05-10:45	On the same page? Exploring patient-gastroenterologist alignment in consultations about inflammatory bowel disease (IBD) Alison Moore, Neda Karimi, Annabelle Lukin Ashleigh Jones	Portraying values: A social semiotic understanding of the evaluative meaning in videogames Nathan Lowien	Modelling the interpersonal functions of sound in narrative films Thu Ngo	Collaborating with science lecturers: what linguistic and semiotic knowledge and practices can help lecturers to teach their students how to communicate Helen Drury	Appraisal and sport: the language of winners and losers David Caldwell
10:45-11:15	Morning tea				
	G08 (linguistics)	21.114 (multimodality)	21.115 (violence)	21.228 (education)	21.230 (discourse semantics)
11:15-11:55	Halliday on language, thought and science: an exploration and proposal Bob Hodge	The represented participants portrayed on an Indonesian tourism website: A multimodal analysis of destination pages Agita Risma Nurhikmawati	‘Guerra’ and ‘conflicto’: Understanding the construal of organised violence in Spanish Alexandra Garcia	Making Meaning in Analytical Texts: A Toolkit Silvia Pessoa, Maria Pia Gomez Laich, Thomas Mitchell	Tackling research articles from a systemic functional perspective Dragana Stosic
12:00-12:40	What does Halliday’s ‘reality triptych’ offer for understanding language in the climate crisis? Annabelle Lukin	Paraphrasing in sixty seconds: A systemic functional multimodal analysis of TikTok and YouTube instructional videos on paraphrasing Raelke Grimmer, Peter Wignell, Andrew Pollard, Nicolas Gromik	An evaluative textbite approach to examining identity attacks in terrorist threatening communications: The semantics of attitude as evidence Awni Etaywe	Negotiating a multimodal science genre system in the science teacher preparation program Wawan Gunawan, Yanty Wirza	Technicalising technicality: Using consent education to revisit technicality in SFL Georgia Carr

12:40-1:40	Lunch				
	G08 (linguistics and law/legal)	21.114 (multimodality)	21.115 (linguistics)	21.228 (education)	21.230 (discourse semantics)
1:40-2:20	Discursive legitimation strategies in legal argumentation: A corpus-based study Wei Yu	Signs as a resource for making meaning in Major Odu Ifa corpora Festus Moses Onipede	Halliday's Ideational Grammatical Metaphor Analysis in Theresa May's speeches Marwa Kamal	(Un)learning from the Genre-debates: Insights from the Global South Andrés Ramirez, Yuly Andrea Gonzalez	Field Property for Modelling Biological Process Meena Kharatmal
2:25-3:05	Reformulation of Australian legal statute texts for young persons Monaliza Hernandez Mamac	An EAL approach for teaching the interpretation and production of emotion in storytelling performances: an experience with teachers in Argentina Lilián Ariztimuño	Re-visiting verbal groups in Sundanese: systems and structures Lungguh Bangga	Shifting from the “here and now” to encapsulated phenomena; the role of grammatical metaphor in academic texts Jennifer Walsh Marr	The moral language framework as an inductive method to identify moral assumptions: an application to seminal economic publications Rachel Wiseman
3:05-3:25	Afternoon tea				
	G08 (linguistics and law/legal)	21.114 (multimodality)	21.115 (linguistics)	21.228 (linguistics)	
3:25-4:05	Climate Change and the Law Rosemary Huisman	Reading Images for Knowledge Building in School Science: An Extended Framework for Analysing Visual Design Len Unsworth	Australian Stories: languages of Australia’s First Peoples in narrative David Rose	Towards a social semiotic theory of interpretation Theo van Leeuwen	
Time	Early Start Building 21, Room G08				
4:10-5:10	Plenary 2: Tuomo Hiipala <i>Diagrams, graphs and information graphics: a multimodal perspective on diagrammatic representations</i>				
5:15-6:15	Halliday prize and book launches				

Thursday 23rd November

Conference Day #2 - Education focused day

Time					
Early Start Building 21, Room G08					
9:00-10:00	Plenary 3: Jane Torr <i>Reading picture books with infants and toddlers: learning through language at home and in Early Childhood Education and Care centres</i>				
	G08 (primary)	21.114 (secondary)	21.115 (tertiary)	21.228 (multimodality)	21.230 (linguistics)
10:05-10:45	The recontextualization of art exhibition text panels for children: a comparative analysis of the semiotic resources in audience-sensitive texts Debbie Siyu Yao, Yumin Chen	The Aspirational Explanation genre in secondary school literacies Trish Weekes	Exploring the Use of Grammatical Metaphor in Pakistani ESL Learners' Academic Writing: A Focus on Nominalization Shazia Bukhari	Analysis of undergraduate biology students' multimodal depiction of experimental design using SFL framework Meena Kharatmal	Illustration as meaning maker: A multimodal comparison of illustrated versions of two literary classics Nóra Wünsch-Nagy, Maria Cleary
10:45-11:15	Morning tea				
	G08 (primary)	21.114 (secondary)	21.115 (tertiary)	21.228 (multimodality)	21.230 (linguistics)
11:20-12:00	Multimodal analysis of Indonesian EFL students' posters: How do they make meanings in an EMI classroom? Ahmad Sugianto, Wawan Gunawan, Emi Emilia	H.S.C. Legal Studies students and the marker as audience: how students use interpersonal resources in their writing Jennifer Kompara-Tosio	Engaging pre-service teachers in online spaces using interpersonal meaning making resources Rachael Adlington	Fostering pedagogic engagement: A case study of preservice teachers in a dynamic multimodal assessment task Annette Turney	Indonesian Translation Academic Text: Why It Sounds Awkward? Sari Puspita Dewi
12:05-12:45	Working towards a social semiotic perspective for multimodal reading: A systematic review Nathan Lowien	Art writing in the secondary years: a rare look at student texts Jennifer Blunden	Decoding disciplinary expectations: An analysis of lecturers' expectations and the role of grammatical metaphor in undergraduate assignments Cassi Liardet, Sharyn Black	Mediated focalisation in video explanations: Implications for the communication of architecture and STEM Anne Hellwig	Speech Functions and Second Order Semiosis in Cormac McCarthy's "The Sunset Limited" Carol Webster

12:45-1.45	Lunch ASFLA Annual General meeting 21: G08				
	G08 (primary)	21.114 (secondary)	21.115 (tertiary)	21.228 (social media)	21.230 (linguistics)
1:45-2:25	Using register choices to help teachers plan for and evaluate the pedagogic process of the 'gradual release of responsibility' Bronwyn Parkin		Complexity in assignment prompts Anne Thwaite, Janet Hunter	#ActuallyAutistic: A functional exploration of how Twitter's Autistic community makes meaning Stephanie Phillips, Cassi Liardet	Pinpointing the Textual and Logical Choices in Halliday's "Computing Meanings" and Its Two Chinese Translations Bo Wang, Yuanyi Ma, Christian Matthiessen
2:30-3:10	The challenges and affordances of asynchronous delivery of professional development Brian Dare, Marie Laubie	Unfolding reasoning in year 7 science explanations Emma Rutherford Vale	A corpus-assisted exploration of grammatical metaphor development in EAL and English L1 undergraduate writers Cassi Liardet, Sharyn Black, Darby McGrath	GIFs and social media paralanguage Lorenzo Logi, Michele Zappavigna	Exploring Transitivity and Thematic Progression Features in Medical Texts by Professional Scholars Asma Alshehri
3:10-3:40	Afternoon tea				
Time	Early Start Building 21, Room G08				
3:40-4:40	Plenary 4: Emilia Djonov <i>Beyond texts: Semiotic artefacts in library storytime</i>				
6:30-9:00	Conference dinner (Hemingway, Building 67, UOW)				

Friday 24th November

Conference Day #3

Time					
Early Start Building 21, Room G08					
9:00-10:00	Plenary 5: Ken Tann <i>Genre pedagogy for knower building: Developing employability skills in a business school</i>				
	G08 (education)	21.114 (sound)	21.115 (gender)	21.228 (media)	21.230
10:05-10:45	How is Linguistics construed? An ideational discourse semantic approach to Morphosyntax written exams María Belén Gauna	Meaning Making in Museum Audio Description: The Concepts of Text, Context and Translation from a Social Semiotic Perspective Marina Manfredi	Women, Crime and Motherhood: women involved in crime in Chilean news discourse. Pilot study. Claudia Castro	Argument in the age of TikTok: Teaching and assessing spoken language in English Lindsay Williams	
10:45-11:15	Morning tea				
	G08 (Education forum)	21.114 (Appraisal colloquium)	21.115 (gender)	21.228 (AI/LLM)	21.230
11:15-11:55	Opportunities for SFL in dynamic educational contexts led by Trish Weekes	“Patience is a virtue – up to a point”: interpersonal and experiential simultaneities and options for attitudinal positioning Peter White	<i>Saviours of the Nation: An SFL-LCT Analysis of Radicalisation Strategies of Female Right-Wing Extremists</i> Eszter Szenes	Celebrating semiosis in AI-friendly EAP classrooms: Reciprocal Meaning-making through the Multimodalities-Entextualisation Cycle Phoebe Siu, Angel M. Y. Lin	
12:00-12:40		Attitude at the end of the spectrum: Positioning the reader as a fellow Knower Alexanne Don	Fabrication before adjudication: contexts and texts pertaining to the diaries of Kathleen Folbigg 1999-2023. David Butt	Researching Online Textual Personae and Information Disorders in the Age of Generative Artificial Intelligence Olivia Inwood	
12:40-1:40	Lunch				
	G08	21.114	21.115	21.228	21.230

	(Education forum/education)	(Appraisal colloquium)	(gender)	(media)	
1:40-2:20	Opportunities for SFL in dynamic educational contexts (continued) led by Trish Weekes	Deaf Translators' Dialogic Positioning in Chinese Sign Language Translation Qingxin Xu	"And so I'm presumably in that camp": Statements by a cis het, white male, 47 years old. Erika Matruglio, Amanda Baker, Noelene Weatherby-Fell	Decoding "Chinatowns" in Sydney: A Comparative Study of How Chinese Characters Are Represented to Create Space Jiayang Hu	
2:25-3:05	Introducing a new SFL-based academic writing resource emphasising self-directed learning Sarah Fletcher	Appraising the body in Punjabi Abbas Zaidi		Patterns of Interaction in TV Talk Shows (TVTSs) in the Arab World: A Case Study of Saudi Arabia Hasan Alalmay	
3:05-3:25	Afternoon tea				
	G08 (Education)	21.114 (Education)	21.115 (Discourse semantics)	21.228 (AI/LLM)	
3.25-4.05	Contributions of the Genre-based Approach to the North American New Rhetoric Studies, English for Specific Purposes, and the Systemic Functional Linguistics: A Narrative Review Cassi Liardét, Akiko Nagao	Bringing literature to life: Examining Vietnamese Language Arts Curriculum in primary education (Year 1-3) from a Systemic Functional Linguistic perspective Thien An (Annie) Tran	"Please don't insult Dog. He is a loyal friend!" - The use of animal metaphors for negatively evaluating and positioning others on a Chinese political Web Forum Long Li, Shoshana Dreyfus	Learner-chatbot interaction in a higher education setting Margo Van Poucke	
Time	Early Start Building 21, Room G08				
4:10-5:10	Plenary 6: Yaegan Doran <i>Negotiating social relations: Viewing tenor from multiple perspectives</i>				
5:15-5:45	Closing program				



Plenary speakers



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Helen Caple

'Celebrating' the nation? Visual-verbal strategies for engaging in the discursive struggle around Australia Day

Wednesday, 22nd November

9:00 – 10:00am

Location: Early Start, Building 21, Room G08

This presentation examines the visual-verbal strategies used in social media posts (specifically, Instagram), as users (Instagrammers) engage in the discursive struggle around a highly controversial date in the Australian public holiday calendar: Australia Day.

Australia Day - Australia's national day - is commemorated annually on 26 January. This is the date that the First Fleet of British ships landed in Sydney Cove on the continent that is now known as Australia, and 'settlement' began. Both the meaning of the national day and the date on which it is commemorated have long been at the centre of public debate. The day is marked by both protests and celebrations and in recent years, members of the public have taken to social media to share their views on the day (Caple & Bednarek 2020). My talk examines how both the visual and verbal elements of Instagram posts contribute to this debate about the national day. I focus on Instagram posts that

use the hashtag #invasionday and that also include visual depictions of two of Australia's official flags, the national flag of Australia and the Aboriginal flag. Flags are symbols of patriotism, nationalism, pride in a nation, supposedly a unifying symbol. By examining the co-occurrence of these flags with their surrounding verbal text, I illustrate the semiotic strategies that emerge from these Instagram posts, as they contribute to the debate about the day.

This work draws on the theoretical concepts of bonding (Stenglin 2004; Martin & Stenglin 2007), iconization (Martin & Stenglin 2007; Tann 2010), Appraisal (Martin & White 2005) and ambient affiliation/communities (Zappavigna 2011; Zappavigna & Martin 2018) to analyse how these visual-verbal complexes contribute to the discursive struggle around the national day (Caple et al. 2020).



University of New South Wales



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Tuomo Hiipala

Diagrams, graphs and information graphics: a multimodal perspective on diagrammatic representations

Wednesday, 22nd November

4:10 – 5:10pm

Location: Early Start, Building 21, Room Go8

Diagrams, graphs and information graphics are a common feature of school textbooks, newspapers and many other everyday media, where they take on a diverse range of communicative functions. It is therefore not surprising that these diagrammatic representations are currently receiving increased attention in diverse fields of study, such as social, educational and multimodal semiotics (see e.g. [Hiippala et al. 2021](#); [Martin & Unsworth 2023](#)) and diagrams research ([Engelhardt & Richards 2021](#)), to name just a few examples.

In this presentation, I will synthesise recent advances in studies of the multimodality of

diagrammatic representations by drawing on the concept of *diagrammatic semiotic mode*, which uses the strata of materiality, expressive resources and discourse semantics to describe how diagrammatic representations operate multimodally ([Hiippala & Bateman 2022](#)). Against this background, I will address fundamental issues such as the identification of basic units of discourse and the broader methodological challenges posed by diagrammatic representations. Finally, I will discuss the implications of understanding the multimodality of diagrams for literacy and accessibility.



University of Helsinki
Finland



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Jane Torr

Semiotic beginnings: Reading picture books with infants at home and in early childhood centres

Thursday, 23rd November

9:00 – 10:00am

Location: Early Start, Building 21, Room G08

The practice of reading and talking about picture books with infants (children aged from birth to 24 months) has been shown to relate to their future language development, which in turn is related to academic success at school entry and beyond. This relationship remains strong even after controlling for socioeconomic background and other features of the home literacy environment. In this presentation I will draw on systemic functional linguistic concepts and multimodal research to explore how, and why, the seemingly simple practice of reading with infants is so consequential for their current and future language development.

Currently much of our knowledge about the role of shared reading in supporting language development is based on studies of mother-infant interactions in the home. Unlike at home, in early childhood

centres infants spend most of their waking hours in groups with similar-aged peers and multiple adults, with whom they may or may not be very familiar. This setting has implications for the meaning-making that can occur during educator-infant shared attention to picture books. I shall explore such interactions through examples of the naturally occurring book-focused experiences of 20 focus infants, each of whom was videorecorded in a different early childhood centre in Sydney, Australia. I shall employ SFL concepts to analyse their contextual features and the linguistic and other semiotic resources deployed by educators, infants, and the picture book, with a view to understanding more about the language learning opportunities that such interactions afford to infants in early childhood centres.



Macquarie University



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Emilia Djonov

Beyond texts: Semiotic artefacts in library storytime

Thursday, 23rd November

3:40 – 4:40pm

Location: Early Start, Building 21, Room Go8

Multimodal studies have drawn on systemic functional theory to analyse the meanings of objects such as toys and picture books as well as interactions that incorporate them (e.g. 'show and tell' in early years classrooms; shared reading). Building on these studies, I will present a close examination of how picture books and other objects (e.g. puppets and musical instruments) are multimodally integrated in library storytime sessions. As part of public libraries' efforts to promote early language and literacy in their communities, library storytime is a well-established practice in Australia and other countries around the world. In a typical session, a library professional reads aloud books and tells stories to young children and their caregivers, as well as engages participants in activities such as singing, reciting nursery rhymes, dancing and craft.

Inspired by research in children's literacy and literature, anthropology and semiotics, I approach picture books and other objects not as texts but as 'semiotic artefacts', that is, as meaning-making resources that include selections from various modes and media. This provides a promising

foundation for examining how these objects are co-deployed with resources such as gesture, speech and 3D space in complex multimodal events. I will illustrate this through examples selected from the analysis of 57 library storytime sessions recorded at public libraries in New South Wales and interviews with their presenters. Conducted in collaboration with Maree Stenglin, the analysis employs Van Leeuwen's (2008) model for critical studies of discourse and social practice, Stenglin's (2008) notion of 'bonding icon', Basil Bernstein's (1975/1977) theory of symbolic control in education, and Victor Turner's (1967; 1977) hierarchy of symbols in ritual. The findings support an evaluation of whether and how the integration of picture books and other semiotic artefacts can help the practice of library storytime achieve its central goals – to foster in young children language and literacy learning, love of reading, and a sense of belonging to a community of readers and library patrons. The study also invites reflection on whether and how we can productively apply concepts such as 'genre' and 'text' to library storytime.



Macquarie University



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Ken Tann

Genre pedagogy for knower building: Developing employability skills in a business school

Thursday, 23rd November

9:00 – 10:00am

Location: Early Start, Building 21, Room Go8

Since Australian universities have come under increasing pressure from industry to produce ‘work ready’ graduates over the past two decades, higher education institutions have placed an emphasis on producing ‘transferrable’ student outcomes in the form of employability skills (ACCI, 2002) and graduate attributes (Barrie, 2006). Distinct from disciplinary knowledge, they include ‘dispositions’ (Bridgstock, 2009), ‘attitudes’ and ‘values’ (Hill, Walkington & France, 2016), which enable graduates to attract employers and participate effectively in the workforce (Gill, 2018). This paper discusses how Sydney School Genre Pedagogy (Rose & Martin, 2012) has been used effectively in two core courses at the University of Queensland to help students develop these skills and attributes. Prior to the implementation of genre pedagogy, these two courses, which focus on employability skills, were considered ‘at-risk’ due to their low popularity with students, who previously found the courses too abstract and lacking practicality. However, teaching only context-specific skills without an integrated knowledge base would risk their transferability. The subsequent introduction of genre

pedagogy provided coherence to the courses and the means to relate theory and practice, thereby turning them into highly successful courses, which have run for the past six years. While the traditional concern of genre pedagogy has been the building of disciplinary knowledge (e.g. Tann & Scott, 2020), it is used in these courses to develop the dispositions and attitudes of students as competent ‘knowers’ (Maton, 2014).

In this paper, I shall argue that genre pedagogy can empower students in three important and interrelated ways: knowledge about language can be used to interpret social practices, make knower pedagogy visible, and develop culturally valued personas. Since its early days, Systemic Functional Linguistics has been concerned not only with ‘learning language’, but also ‘learning through language’ (Halliday, 1993). Taken beyond literacy contexts, the inherently social and dialogic design of such a pedagogy allows us to draw on language (and semiosis more broadly) both as a useful tool to think with, as well as a means to enact and embody possible social selves.



University of
Queensland



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Yaegan Doran

Negotiating social relations: Viewing tenor from multiple perspectives

Thursday, 23rd November

4:10 – 5:10pm

Location: Early Start, Building 21, Room Go8

Whenever we talk or write, we negotiate our social relations. This may involve small seemingly inconsequential chats with friends, families and colleagues that help us stay in contact and possibly get us closer to them; or they may be large, momentous events that bring us together or tear us apart. In all cases, we negotiate these social relations through the discourse we use – through language and a range of related semiotic resources. In SFL, this has typically been explored through tenor, a variable of context (Halliday 1978; or register, Martin 1992, depending on the model being used). Tenor has variously been described in terms of the 'roles played by those taking part' in a situation, 'the values that the interactants imbue' the activity with (Halliday & Matthiessen 2014: 33) and the relationships between addressees or interactants (Gregory 1967; Hasan 2020). Or, more broadly, the 'general dimensions of social relations' (Poynton 1990:70) and their negotiation (Martin 1992: 523). However, to this point, there has been little by way of comprehensive models of tenor that have been able to link the various dimensions underpinning our social relations with the set of language resources that realise them, in particular, resources within the interpersonal metafunction (Hasan 2020 and related work such as Butt et al. 2021 being perhaps the most comprehensive proposal thus far).

As a step toward such a model, this talk will focus on how we can consider tenor in SFL in relation to recent expansions of SFL theory that have distinguished realisation, instantiation and individuation (Halliday 1991, Matthiessen 1993, Martin 2010). It will propose that a fruitful avenue for understanding the link between language and social relations is to view tenor from these multiple perspectives. From the perspective of realisation, tenor can be viewed as a set of resources for enacting social relations (drawing on a model developed in Doran, Martin and Zappavigna forthcoming). From the perspective of instantiation, it can be viewed as sets of guiding principles that underly how we co-select and arrange different language features (such as the principles of status and contact, described by, e.g. Poynton 1990, Martin 1992, Hasan 2020 and Butt et al. 2021). And in terms of individuation, it can be viewed as sets of social roles and relationships – or more broadly, arenas of sociality – that offer possibilities for variation, contestation and collaboration, in terms of the meaning making resources that are taken up or presumed. In short, given the major role tenor plays in our understanding of how language and broader semiosis enacts social relations, this talk will propose that it is time to give it the theoretical space it needs.



Australian Catholic University



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Parallel papers



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Engaging pre-service teachers in online spaces using interpersonal meaning making resources

Rachael Adlington
University of New England, Armidale, Australia

Thursday 23rd November
11.20-12.00
Location: 21:115

Online learning is a well-established mode for initial and ongoing teacher education, made more popular during COVID-19 and beyond. However, participant engagement in online learning is a perennial issue, despite the increasing body of knowledge regarding that which constitutes effective online learning and teacher training. In particular, the critical need to build and maintain relationships in learning is complicated by the geographic and temporal distribution of online participants as well as the nuances of the technology in use. Online learning occurs in collaborative text-spaces within learning management systems, social media spaces and their attendant learning objects such as forums. As such, persistent challenges to engagement in online learning may be met by considering the language-based interpersonal affordances of these text-spaces. This paper presents a case study of the use of evaluative language resources by one teacher educator to engage initial teacher education students in online learning. Appraisal analysis of weekly forum posts across three iterations of a unit of study shows how a change in language choices impacted positively on student experience. This illuminates the relationship between online learning design and language, and how the meaning making resources associated with the interpersonal metafunction may be deployed judiciously to improve online participant engagement.

Patterns of Interaction in TV Talk Shows (TVTSs) in the Arab World: A Case Study of Saudi Arabia

Hasan Alalmay
King Khalid University, ABHA, Saudi Arabia

Friday 24th November

2.25-3.05

Location: 21:228

Television TV talk shows (TVTSs) are seen an essential genre in TV broadcast. As such, they have attracted the attention of many researchers and scholars across the world. It is important that any research follows rigorous scientific procedures and as results qualitative and, to some extent, quantitative research methods were used to analyse data gathered during 36 hours of interactional media exchange. The Saudi TV channels; MBC1, Saudi Channel 1 (KSA1) and Al Ekhbariya were the sources of the primary data used in this research. Al Ekhbariya and KSA 1 are government channels, while MBC1 is a private channel considered the most influential in the Middle East alongside the Al Jazeera Media Network. The data were transcribed, translated from Arabic to English and then analysed in light of the two principal theories employed: the genre analysis framework model formulated by Swales (1990), Martin (1985), Halliday (1978) and the politeness strategies framework model proposed by Brown and Levinson (1987). The study concludes that the information and interactional goals of SdTVTSs strongly determine the degree of formality of speech events and the interpersonal relations between the participants (hosts, guests and, for some shows, callers-in)

Brown, P., Levinson, S. C., & Levinson, S. C. (1987). *Politeness: Some universals in language usage* (Vol. 4). Cambridge University Press.

Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning*. Edward Arnold.

Martin, J. R. (1985). Process and text: Two aspects of human semiosis. *Systemic Perspectives on Discourse*, 1(15), 248±274.

Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.

Exploring Transitivity and Thematic Progression Features in Medical Texts by Professional Scholars

Asma Alshehri

King Saud University, Riyadh, Saudi Arabia

Thursday 23rd November

2.30-3.10

Location: 21:230

Medical freshmen in King Saud University are expected to communicate efficiently in English in the classroom and in authentic real-life situations. Additionally, one of the current goals of King Saud University (KSU) is to become a world-class, research-intensive educational institution. For KSU to achieve its goals and move forward more attention should be paid to teaching and learning academic writing. Producing sound research articles is a challenge for non-native speakers of English. The current study employed a Systemic Functional Multimodal Discourse Analysis (SF-MDA) to explore TRANSITIVITY and Thematic progression in five medical research articles. The articles are from the “Saudi Medical Journal” which is one of the ISI journals, that meets KSU’s publishing standards. The findings revealed that the transitivity system plays an important role in the realization of stylistic features of medical texts and that the application of different process types in different sections of the paper may be related to the requirements and purposes of each section. The findings showed an extensive use of the Theme reiteration pattern, followed by the linear thematic progression pattern. The findings also revealed that the writers expanded the experiential meanings by using tables and graphs to elaborate their meanings. A number of other findings related to the relations existing between tables, figures and the text accompanying them were revealed. Finally, pedagogical implications for the teaching and learning of English writing for medical purposes were presented.

An EAL approach for teaching the interpretation and production of emotion in storytelling performances: an experience with teachers in Argentina

Lilián Ariztimuño

University of Wollongong, Australia

Universidad Nacional de La Pampa, Santa Rosa, Argentina

Wednesday 22nd November

2.25-3.05

Location: 21:114

Storytelling is one of the most productive genres for teaching values, attitudes and emotions in English as an additional language (EAL). However, not all EAL teachers feel confident enough to include storytelling in their classes, particularly when the lesson's goal includes the interpretation and production of emotion in stories. Further, even though EAL books propose lesson plans based on stories, these materials usually limit their focus to the most essential verbal resources speakers of English select to express attitudes and emotions in the written text and ignore the oral communicative resources involved in storytelling performances, which are thus very rarely considered or taught in EAL classes.

In this presentation, I will share the results of a workshop carried out in Argentina with a group of 17 EAL teachers to teach the multi-semiotic resources involved in storytelling performances. I will present the structure and organisation of the workshop designed following a systemic functional semiotic approach to explore, understand and teach how the meaning-making systems of verbiage, vocal features and body language cooperate in the creation of affectual meanings in storytelling performances of Cinderella. The workshop was intended to foster classroom understandings beyond the main events narrated in the story, opening pathways to deeper meanings that position stories culturally, aligning or questioning values and attitudes shared by the storytellers and teachers. The findings obtained from comparing pre and post intervention surveys describe the positive impact this learning experience had on EAL teachers' confidence to interpret, produce and teach emotion in storytelling.

Re-visiting verbal groups in Sundanese: systems and structures

Lungguh Bangga
The University of Sydney, Australia
Universitas Ahmad Dahlan, Yogyakarta, Indonesia

Wednesday 22nd November
2.25-3.05
Location: 21:115

This talk focuses on the description of verbal groups in Sundanese using systemic functional linguistics (SFL). Utilising axial argumentation (e.g., Martin et al., 2013; Matthiessen et al., 2018), it describes verbal groups in Sundanese in relation to the functions they realise in lexicogrammar, to their interactions with

other systemic options at group rank, and to the morphological features at word rank. The talk will begin by reviewing relevant descriptions of Sundanese verbs. Then it revisits some theoretical concerns regarding verbal groups description such as ones offered by Halliday and Matthiessen (2014), Martin et al. (2010), and Matthiessen (2014), prior to suggesting an approach on treating morphology of verbs at word rank as subjacency duplexes (Martin & Doran, 2023; Martin et al., 2021). Steps for approaching verbal groups in this talk will follow those offered by Martin et al. (2023), Quiroz (2013, 2017), and Zhang (2019) – all of which deal with argumentation relating verbal groups to their co-textual and contextual features.

How is Linguistics construed? An ideational discourse semantic approach to Morphosyntax written exams

María Belén Gauna
Pontificia Universidad Católica de Chile, Santiago, Chile

Friday 24th November
10.05-10.45
Location: 21:G08

This research studies the discursive construction of field in Linguistics at postgraduate level through the analysis of evaluative texts in Morphosyntax and Semantics in the Master's Program in Linguistics at the Pontifical Catholic University of Chile. The study is underpinned by Systemic Functional Linguistics (SFL, hereafter), and it aims to identify ideational discourse semantic patterns in a group of highly graded written exams and final papers, based on the FIGURE and CONNEXION systems proposed by Hao (2015; 2020). This paper aims at presenting the most salient ideational patterns concerned with the system of CONNEXION in the group of Morphosyntax exams. This analysis allows us to account for how the different figures in the discourse relate to each other through sequences that manifest different activities or taxonomic relationships in the field of the object of study and in the field of research (Hood, 2010) of this discipline. According to the results, external connections of cause (condition and cause-effect) predominate in the field of the object of study, which are oriented towards the construction of the field of Morphosyntax. On the other hand, internal connections of succession, addition, reformulation, and cause-effect predominate in the field of research, which are oriented towards the construction of ways of doing and reasoning in Morphosyntax. This analysis enables potential interpretations of field constructed in written exams at a postgraduate level in Linguistics, demonstrating the productivity of the CONNEXION system for the study of specialised discourses in Spanish from a systemic perspective.

Art writing in the secondary years: a rare look at student texts

Jennifer Blunden

University of Technology Sydney, Sydney, Australia

University College London, United Kingdom

Thursday 23rd November

12.05-12.45

Location: 21:114

For literacy educators familiar with SFL and/or multimodal social semiotics, it goes without saying that a close analysis of student texts provides an invaluable foundation for supporting students and teachers in developing the literacy skills, knowledge and practices needed in that subject. But with few exceptions (eg, Rothery 2008; Brewster et al 1995; Weeks & Carrall 2018) there has been little focus on the texts produced by secondary students in the visual arts. Analysed examples of student writing in the published literature are difficult to locate, while even studies and projects that take a ‘whole of school approach’ to literacy invariably omit the visual arts (see Forey 2020 and Danielsson & Selander 2021 for two recent examples). While the core focus of secondary school visual arts is art making rather than writing, writing is still required, assessed and increasingly important in many arts-related qualifications and careers.

This paper presents the preliminary findings of an analysis of exemplar year 12 written assessments from Australia (NSW HSC examinations) and the UK (A-level examinations). It highlights key differences between high-scoring and low-scoring responses and how these can be used to inform the development of subject-specific pedagogies and resources and improve student outcomes.

Exploring the Use of Grammatical Metaphor in Pakistani ESL Learners' Academic Writing: A Focus on Nominalization

Shazia Bukhari

University of Central Punjab, Lahore, Pakistan

Thursday 23rd November

10.05-10.45

Location: 21:115

This article aims to explore the use of nominalization in Pakistani ESL learners' academic writing. Following descriptive analytic approach, a general distribution pattern of nominalization is investigated within the context of disciplinary variation. Based on this general distribution pattern, the use of different features of nominalization is investigated in hundred academic texts (problem-solution essays) produced by the students of humanities and sciences at undergraduate level. From the field of humanities, students of BS English are selected while students of BS Engineering represent the field of science. An average word length is 600 words each text. Contrary to the existing literature on GM use, the analysis reveals that the use of nominalization is not in strong relation with scientific writing only. On one hand, the findings confront with the proposed view of He and Yang (2018) that the use of nominalization is not discipline sensitive. While on the other side, the results show weak agreement with them reporting that nominalized construction cannot be taken as an indicator for technicality of any text. The current study is of implication to discipline-based training of Pakistani ESL learners. Moreover, it signifies that the importance of grammatical metaphor (of which nominalization is the most common feature) in academic texts arises the need to focus on its varied forms and functions in L2 instruction.

Fabrication before adjudication: contexts and texts pertaining to the diaries of Kathleen Folbigg 1999-2023.

David Butt

Macquarie University, Sydney, Australia

Friday 24th November

12.00-12.40

Location: 21:115

In 2021, I was asked to join two psychiatrists in submitting separate reports concerning the evidence supposedly gleaned from the personal diaries of Kathleen Folbigg. My colleagues from psychiatry brought specialized skills in relation to (a) diaries used by trauma patients (Dr Janine Stevenson); and (b) interviewing

technique (Dr Kamal Touma – who recorded 5 hours of direct interaction with Kathleen Folbigg). My own linguistic analysis encompassed the 577pp Report from the Inquiry of 2019 (in which the diaries contributed significantly to the singular, categorical judgement for guilt from Commissioner Blanche); the diaries themselves (355pp hand written/177pp digitized); 251 pp transcript of police interrogation in 1999; the dramatisation of the diaries, mainly from Tedeschi QC at trial in 2003; and 3 days of the Inquiry representing approx. 2000 exchanges over issues raised by a battery of barristers. Other texts were relevant: in particular, those used by media in releasing ‘snippets’ of the diaries (‘cherry picking’ for dramatic and murderous intent).

In this presentation, I review 1) my interpretations of the diaries; 2) the linguistic reasoning and evidence I used to arrive at the meanings of diaries as a whole; 3) an analysis of the interpretations and judgements of others; 4) questions concerning the legal use of the terms context, tendency, coincidence; 5) the public and professional perceptions of linguistic evidence; (6) how issues of gender and class arose as I extended the contextual profile of the experiences of Kathleen Folbigg (since the death of Caleb 1989); 7) the arguments for a panel of review like that in the U.K, an issue pursued by the legal team of Rhane Rego and Dr. Robert Cavanagh.; 8) whether the claims of “new science” were being used to obscure the failings of the legal system from the first Saturday of interviews in 1999.

Appraisal and sport: the language of winners and losers

David Caldwell
University of South Australia, Adelaide, Australia

Wednesday 22nd November
10.05-10.45
Location: 21:230

“The ultimate goal of every [sporting] event is to point out a winner and to recognize the superiority and skill of this winner” (Frandsen 2014, p. 534).

Sport is hyper-interpersonal; its semiosis, hyper-evaluative. As such, appraisal (Martin & White 2005), provides an ideal framework through which to explore sports discourse. Drawing on a small canon of foundational work that has previously applied appraisal to a range of sports discourse contexts (e.g.

Caldwell 2019) this paper has two key aims: 1. to celebrate this work within the broader field of sports and linguistics, and 2. to examine the ‘potential’ of appraisal in the context of sports discourse. The second aim is deliberately broad in its scope. Rather than report on appraisal analyses of sports discourse, various elements of the appraisal framework are presented as sites for future research, in areas of relevance to those working in sports studies more generally. Examples include: irrealis affect and sports fandom; judgements of esteem cf. sanction in the ‘progressive’ sports movement; and the evaluative role of numerals, symbols and images (multimodality) in the sports analytics movement.

Caldwell, D 2019, ‘Sounds of the game: An interpersonal discourse analysis of ‘on field’ language in sports media’, *Discourse, Context & Media*, <https://doi.org/10.1016/j.dcm.2019.100363>.

Frandsen, K., 2014. Mediatization of SPORTS. In: Lundby, K. (Ed.), *Mediatization of Communication (Handbooks of Communication Science)*, vol. 21. De Gruyter Mouton, Berlin, pp. 525–543.

Martin, J.R., White, P.R.R., 2005. *The Language of Evaluation: Appraisal in English*. Palgrave MacMillan, New York.

Technicalising technicality: Using consent education to revisit technicality in SFL

Georgia Carr
The University of Sydney, Australia

Wednesday 22nd November
12.00-12.40
Location: 21:230

Technicality has been a major focus of SFL research, especially in research on the sciences (e.g. Halliday & Martin 1993, Martin & Veel 1998, Halliday 2004). While research on technicality has primarily been concerned with descriptions of ideational meaning, more recently interest has grown in how interpersonal meanings can be technicalised. In particular, Zappavigna and Martin (e.g. 2018) identify ‘axiologically-charged technicality’, or ‘axi-tech’, in their work on youth justice conferencing.

In this paper, I re-visit the concept of technicality using data from sex education lessons at a high school in Sydney, Australia. I show how the term consent is recontextualised from legal discourse and then technicalised, drawing on Doran and Martin's (2021) model of field relations. This analysis highlights the need to distinguish between technicality as it has typically been described in the sciences (e.g. mitochondria, hypothyroidism) which distils purely ideational meanings, and technicality for the term consent in sex education, which also distils attitudinal meanings. I discuss theoretical implications for SFL's existing understandings of technicality, as well as pedagogical implications.

Women, Crime and Motherhood: women involved in crime in Chilean news discourse. Pilot study

Claudia Castro

The University of Sydney, Sydney, Australia

Friday 24th November

10.05-10.45

Location: 21:115

In this presentation, I will address my Ph.D. research project and the initial results of the pilot study. My research explores Chilean news discourse about the participation of women in criminal offenses in relation to their motherhood and the general assigned role of caregivers, as means of identifying circulating ideologies about motherhood and crime. News discourse, as part of media discourse, is selected as its pervasive influence in socially shared ideologies is widely recognized (Fairclough, 1995; Talbot, 2007; Wodak and Busch, 2004).

Theoretically, this research is informed by Systemic Functional Linguistics (SFL) and Corpus-based discourse analysis. SFL provides a model of language as a stratified semiotic system by which interpersonal, ideational, and textual meanings are negotiated in social life (Halliday and Matthiessen, 2014).

Interpersonal meanings organized in the appraisal system (Martin and White, 2015) will be analyzed, considering the specific characteristics of the Spanish language and its realization patterns in different fields (Quiroz, 2021; Oteiza and Pinuer, 2019).

The corpus approach to discourse analysis will rely on techniques that reveal quantitative patterns across texts in the selected corpus (Bednarek and Caple, 2017). The pilot study involves the building and analysis of a specialized corpus of news stories posted on Chilean online news sites from March 2022 to March 2023, following the criteria of balance and representativeness for the data collection (Wynne, 2005; Bell, 1991).

The analysis will follow a three-pronged approach (Bednarek, 2010) that combines large and small corpus analysis with qualitative discourse analysis of selected texts.

The challenges and affordances of asynchronous delivery of professional development

Brian Dare¹, Marie Laubie²

¹Lexis Education, Adelaide, Australia

²Lexis Education, Melbourne, Australia

Thursday 23rd November

2.30-3.10

Location: 21:Go8

Over the last thirty years or so, we at Lexis Education have been writing and delivering a number of train-the-trainer courses, all underpinned by a functional model of language. While these courses have enjoyed considerable uptake (Dare & Polias 2022, 2023), there has been an increasing interest and focus on self-accessing online courses as a means of professional development. Issues such as the pressure on school funding, the teacher shortage, the cost of relief teachers and the increasing demands on teacher time have led us to convert one of our most comprehensive courses, the How language works course, into a self-accessing online mode of delivery.

At the time of writing, the course is about to be trialled with a group of teachers, some of whom are well-versed in the functional model of language and its applications in teaching and learning but others who are relatively new to the theory.

In this session, we will begin with a brief outline of some of the issues encountered in writing such a course that deals with an elaborate model of language and then report on the outcomes of the trial, which will hopefully give some insight into the challenges and affordances of asynchronous delivery of professional development in this area.

Dare, Brian & John Polias. (2023). Our own double helix: The power of teachers and students understanding how language works in schooling contexts. In David Caldwell, John S. Knox & James R. Martin (eds.), *Applicable linguistics and social semiotics: Developing theory from practice*. London: Bloomsbury.

Indonesian Translation Academic Text: Why It Sounds Awkward?

Sari Puspita Dewi
UNSW Sydney, Australia
Politeknik Negeri Jakarta, Jakarta, Indonesia

Thursday 23rd November
11.20-12.00
Location: 21:230

This paper examines the phenomenon of academic text sounding unnatural due to errors in translation choices by employing the well-established theoretical framework of Systemic Functional Linguistics (SFL). The primary objective is to identify the most frequent errors made by the translators, which result in the production of unnatural-sounding academic texts. The data was taken from the first chapter of a translated textbook entitled “Prinsip Pembelajaran dan Pengajaran Bahasa” and its source text in English, entitled “Principles of Language Learning”. The comparison of the source text (ST) and the target text (TT) revealed that the experiential meaning had the most significant number of errors as produced by the translators, followed by textual meaning and interpersonal meaning. By pinpointing common errors and understanding their impact on text coherence and scholarly communication, translators can enhance the quality and effectiveness of their work in academic settings. This paper contributes valuable insights into the complex relationship between language, meaning, and context in academic translation, paving the way for improved strategies and guidelines in producing natural-sounding academic texts.

Attitude at the end of the spectrum: Positioning the reader as a fellow Knower

Alexanne Don
Independent Scholar

Friday 24th November
12.00-12.40
Location: 21:114

In this paper my concern is to suggest that evaluative meanings are not inherent in lexical items themselves but are largely dependent on context and the associations each level of context carries. That is to say, when undertaking analyses of the evaluative workings of a text, we need to consider associations which are both text internal and text external. With respect to text-internal associations, we may refer to the context of the text itself and the logogenesis of meanings within that text, in order to pinpoint what potential evaluative meanings a word or phrase may evoke in compliant readers' minds. With respect to text-external associations, we may refer to readers themselves and their likely values, knowledge and identity associations in order to account for potential readings of a text within a circumscribed group or discipline. We may also need to consider that, on account of developments over time of the language and its varieties, some lexical items will carry evaluative connotations for some social groupings but not for others.

I draw on a number of examples to show how readers are positioned as members of a knowledgeable community when the text invites them to recognise sometimes obscure references as a means of evoking an attitudinal stance towards ideas, events, people and objects. In tracing the use and potential recognition by readers of such invoked attitudes, I refer both to the notion of a spectrum of invocations (Don 2016), and to the ways that social contact is implied (Don 2009, 2019). In these textual examples, writers co-position themselves and their addressees, using an array of strategies ranging from lexical metaphor through to the use of various types of intertextual reference and extra-textual associations, as well as what Humphrey (2015) has termed 'burnishing' the source of attributed material.

Don, Alexanne (2009). 'Legitimizing tenor relationships: Affiliation and alignment in written interaction'. *Linguistics and the Human Sciences* 5(3). 1–23.
Don, Alexanne (2016) '“It is hard to mesh all this”: Invoking attitude, persona and argument organisation.' *Functional Linguistics*. 3:9. <https://rdcu.be/byslr>

- Don, Alexanne (2017) (2019). 'Stance-taking and the construal of textual persona in written contexts: Contact revisited'. *Linguistics and the Human Sciences*. Vol 13, No 1-2 (2017)
- Humphrey, Sally (2015). 'Building a critical stance in academic and civic discourse: Burnishing and tarnishing'. *TESOL International Journal. Special Issue: Systemic Functional Linguistics and English Language Teaching*, Vol 10 (1). 47-61.
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Collaborating with science lecturers: what linguistic and semiotic knowledge and practices can help lecturers to teach their students how to communicate.

Helen Drury
University of Sydney, Australia

Wednesday 22nd November
10.05-10.45
Location: 21:228

Science curricula are often content heavy with little time for developing students' communication despite varied assessments which rely on effective communication in multiple semiotic ways. In addition, science content rather than communication is valued as reflected in assessment rubrics and marks. Many science lecturers also lack confidence in teaching communication despite their tacit knowledge (Rowland et.al, 2018). Thus collaboration between language and learning academics and science lecturers can result in teaching strategies for making communication practices explicit for both lecturers and students. This presentation will illustrate resources provided for science lecturers to help students write the laboratory report genre focusing on the structures and language of persuasive writing (Drury & Muir, 2023). These resources comprise a chapter of an e-Book directed at university level science lecturers (Rowland & Kuchel, 2023). The theoretical framework behind the publication is that of rhetoric drawing on Aristotelean theory but also the 'New rhetoric' approach to genre analysis, as exemplified in the pedagogies of Writing across the curriculum (WAC) and in the disciplines(WID). This publication contains many excellent practical activities, most developed by science lecturers to help their students develop effective communication in a number of genres, for a variety of contexts and purposes and using a variety of modes. However, the challenge for science lecturers appears to lie in going beyond the genre to identify resources in the discourse and lexico-grammar which are the basis for genre stages and phases. This presentation will illustrate the activities we used in our chapter to address this issue.

An evaluative textbite approach to examining identity attacks in terrorist threatening communications: The semantics of attitude as evidence

Awni Etaywe

Charles Darwin University, Casuarina, Australia

Wednesday 22nd November

12.00-12.40

Location: 21:115

Violent extremists often justify their aggression as a response to perceived attacks on their group's identity and interests. Akin to religiously motivated hate crimes, identity attacks are also prevalent in terrorist communication that incites and threatens (Etaywe & Zappavigna, 2021, 2023). However, little is known about how extremists employ language to carry out identity attacks. Contributing to the forensic mechanisms used for interrogating offenders' performance of identity attacks, this paper explores participants' aspects of identity targeted in online texts by far-rightist Brenton Tarrant, as well as jihadists Shekau and al-Baghdadi. It utilises the AntConc corpus-analysis tool to identify repeated, attitudinally loaded lexical items (LIs) and the victims' attitudinal targets (ATs) in concordance lines. Drawing on the coupling approach to identities in terrorist discourse (Etaywe & Zappavigna, 2021) and the functional approach to forensic linguistic inquiry (May, Sousa-Silva & Coulthard, 2021), the victims' identities are categorised into personal, relational, interactional, and master aspects. This approach allows for a systematic examination of the extremists' attribution of values to victims. The identified LIs and their ATs are considered 'evaluative textbites', offering insights into the 'extremists' appraisal signature' (Etaywe, 2023) and the performative nature of identity attacks. The ATs are categorised based on functionalisation (what social actors do) and identification (what social actors are) (van Leeuwen, 2008). The findings reveal a hierarchy of identities driving aggression, with identification-oriented ATs prevalent in far-rightist texts and functionalisation-oriented in jihadist texts. Identity attacks in all texts are primarily appreciation- and judgment-based, and relational and master identity-directed.

Introducing a new SFL-based academic writing resource emphasising self-directed learning

Sarah Fletcher
University of New South Wales, Sydney, Australia

Friday 24th November
2.25-3.05
Location: 21:Go8

Academic writing has long been a challenging skill for university students to master. Despite the abundance of resources that have been developed to assist students, the challenge remains prevalent. One potential reason for this is that many resources require expert linguistic knowledge in order to understand how to apply them (e.g., Forey, 2020; Humphrey & Economou, 2015; Pessoa, Mitchell & Miller, 2018). Another potential reason is that they often lack an approach that encourages self-direction and reflective practice, two key elements that have been identified as critical for student engagement and motivation (e.g., Alghamdi, 2016; Coomber, 2016; Du, 2013). This study presents the results of two trials of a new SFL-based resource for guiding university students' structural academic writing development. This interactive web resource was developed based on a student-informed framework of explicit instruction, self-directed learning, social learning and lifelong learning. After using the website to construct their writing, participants were interviewed regarding their perceived development. To provide an objective perspective, their writing was linguistically analysed for structural cohesion using the SFL tools of genre and periodicity. Results showed that students' writing demonstrated fundamental improvement in terms of structural coherence, cohesion, clarity and consistency. This aligned with the students' perceptions that they had improved and that they had done so in a way that was effective for their learning overall.

‘Guerra’ and ‘conflicto’: Understanding the construal of organised violence in Spanish

Alexandra Garcia
The University of Sydney, Australia

Wednesday 22nd November
11.15-11.55
Location: 21:115

Official discourse on the importance of human rights, freedom and peace starkly contrasts with the prevalence of organised violence throughout the last century and until today. Whether in Ukraine, Syria, Palestine or Colombia, the mass murder of civilians is ignored, tolerated, or even supported by ordinary citizens of the perpetrating nation-states. In the justification of this type of violence, Malesevic, (2017) argues, ideology plays a crucial role, which is largely achieved through its interplay with language.

Lukin (2018) argues that violence is legitimised by categorising it as ‘war’. Using a wide range of English Language corpora, she shows how, despite its inherently violent nature, ‘war’ appears to be a neutral category rarely collocating with ‘violence’. A study of this kind in Spanish has not been conducted to date.

The purpose of this study is to understand the ideologies surrounding organized violence by analyzing and contrasting the semantic and grammatical patterning of the lemmas guerra (war), conflicto (conflict), and violencia (violence) in three corpora: CORPES (Spanish corpus of the XXI century), a corpus of the final report of the Truth Commission in Colombia, and a corpus of news reports on the internal conflict in the Colombian press.

Lukin, A. (2018). War and its ideologies: A social-semiotic theory and description. Springer Berlin Heidelberg.

Malesevic, S. (2017). The Rise of Organised Brutality: A Historical Sociology of Violence. Cambridge University Press.

<https://doi.org/10.1017/9781316155332>

Paraphrasing in sixty seconds: A systemic functional multimodal analysis of TikTok and YouTube instructional videos on paraphrasing

Raelke Grimmer, Peter Wignell, Andrew Pollard, Nicolas Gromik
Charles Darwin University, Australia

Wednesday 22nd November
12.00-12.40
Location: 21:114

The way people consume information is changing due to social media platforms, which provide on-demand access to bite-sized audio-visual clips of information. This expectation of information on-demand is shifting the ways in which tertiary students study and how they develop academic literacy skills, necessitating a change in how university lecturers teach. This paper reports on the findings of a multimodal analysis of TikTok and YouTube videos teaching paraphrasing skills. The videos were analysed using a Systemic Functional Multimodal Analysis (SF-MDA) approach (Jewitt et al. 2015; O'Halloran and Lim-Fei 2014; O'Toole 2011) to identify how the clips' different modalities worked together to create meaning and determine how lecturers can improve lecture content using a broader range of modalities to engage students. YouTube clips are longer and more closely align to the traditional lecture structure found in universities, while TikTok clips are shorter (maximum 10 minutes) and offer snippets of tips and advice. The analysis found that many of the TikTok clips focused on how to use freely available AI paraphrasing tools as a paraphrasing “hack”, while the YouTube clips offered more instruction on how to learn paraphrasing skills without relying on automated tools. Both TikTok and YouTube used tenor to create a relationship with viewers through presenters who matched the demographic of users on each platform. This research shows the importance of adapting traditional ways of delivering content to more closely mimic clips found on social media, to better reflect how modern students consume and engage with information.

Reconstructing a genre of science text: A case study of pre-service science teachers in making sense of multimodal science texts

Wawan Gunawan, Yanty Wirza
Universitas Pendidikan Indonesia, Bandung, Indonesia

A science genre is commonly presented in a multimodal text to explicate the intended meanings. The growing research has informed teachers on identifying how the potential meanings of multimodal texts can be rendered to enhance students' understanding of the conceptual meanings in science and how they should be explicitly taught. Our presentation will report on science student teachers in Indonesia in re-constructing a science genre for teaching from multimodal learning resources. The data will be gained from pre-service science teachers in the sixth semester of the International Science Program at a public university in Indonesia in making sense of science textbook contents into their conceptual and instructional elaboration and instructional practices for secondary junior higher school students. This report will focus on two pre-service science teachers for more in-depth data analysis, following SFL concepts

of complementary meaning systems across image and language (Doran et al., 2021; Martin, 2011; Unsworth, 2014). The preliminary analysis shows particular patterns of verbal and visual choices to maintain the genre of science texts, indicating pre-service teachers' position over the readers and texts. We hope this report will lead to a discussion on strategies for enhancing pre-service student teachers in optimally making use of science learning sources.

Mediated focalisation in video explanations: Implications for the communication of architecture and STEM

Anne Hellwig
University of Wollongong, Australia

Thursday 23rd November
12.05-12.45
Location: 21:228

In 2019 and 2020, students of two English for Architects and Civil Engineers courses at a German university were tasked with creating a digital, multimodal video composition explaining a technical concept to a lay audience. The resultant multimodal artefacts, however, often did not exhibit typical semiotic patterns associated with explaining or describing in science-related disciplines. In particular, 78% of the artefacts featured mediated focalisation, a framing technique used to align the composer with their audience and more commonly associated with fictional narrative or social media, where the term refers to the position from which events are viewed ('who sees') (Painter, et al., 2014). This presentation will describe how this framing technique appeared in the artefacts and explore how and to what effect it was used. It will unpack the implications of using this technique for the performance of professionalism and 'authenticity' in architecture and STEM communication. Drawing upon the work of Painter et al. (2012), a subsystem of mediated focalisation techniques will be proposed, along with four new validity markers constitutive of what will be termed the 'apprentice coding orientation', following Kress & van Leeuwen (2021). This emergent coding orientation is reflective of differences in what is 'valid' for whom, and in what it means to perform professionalism in architecture and STEM communication.

Halliday on language, thought and science: an exploration and proposal

Bob Hodge
Western Sydney University, Sydney, Australia

Wednesday 22nd November
11.15-11.55
Location: 21:Go8

Michael Halliday wrote a number of articles on the theme of language and science. In this paper I will explore the explanatory power of what I propose to call a Hallidayan theory and method of analysis of the potential nexus between language, science and thought in a historical framework. I draw in the first place on a consideration of a range of his works, applied to three bodies of language: Newton's scientific language in the Opticks (1704) compared to the nearly contemporary King James Bible (1611) and to recent publications in quantum physics by Alain Aspect, winner of the 2022 Nobel Prize for physics. Of his specific studies of 'the language of science' I especially draw on his 1986 lecture in Aspects of Language and Learning for its historical framework. I also draw ideas and forms of analysis from two classical articles by Halliday which are not so directly linked to the analysis of language, science and thought: his analysis of transitivity structures in Golding's The Inheritors, and his analysis of Anti-languages. One lays down guidelines for analysis of the ideational macro-function, the other for the interpersonal function. In a Hallidayan framework these need to be complemented by the textual function, analysing the two functions interacting in the production of great science, as in the cases of Newton and Aspect, and great religious thought, as in the case of the King James Bible.

Decoding "Chinatowns" in Sydney: A Comparative Study of How Chinese Characters Are Represented to Create Space

Jiayang Hu
Macquarie University, Sydney, Australia

Friday 24th November
1.40-2.20
Location: 21:228

Chinese characters have played an increasingly significant role in structuring the landscape that emerges from Sydney's urban spaces. Recent studies have covered the indexicality and visual design of Chinese characters which are contextualised in the urban habitat including tourist destinations such as Chinatown (Lou, 2016; Song et al., 2022; Jiang et al., 2022). However, the connection between Chinese characters and everyday urban space, especially in areas where the linguistic landscape (LL) of Chinese characters is thriving, deserves unpacking, because LL is a highly visible constituent in such space. Chinese characters are deployed as a distinct meaning-making system in the production of space where social relations are concretised and crystallised. From the high streets of Burwood and Campsie, this study collects LLs of Chinese characters and investigates the meaning-making processes of these Chinese characters, with the co-deployed semiosis, focusing on how space is constructed. This study finds that Chinese characters from Burwood are marked by compact layers of representations within a proactive and assertive pattern of interaction. By contrast, Chinese characters from Campsie are inclined to functional representations through a reactive and spontaneous pattern. This difference, as to the city development plans of both suburbs, indicates an urban trend in favour of a regulated and highly dynamic social hybridisation as opposed to a marginalised community-oriented social network. This study provides a new way of interpreting space making through the practice of meaning making by Chinese characters in urban life.

Climate Change and the Law

Rosemary Huisman
The University of Sydney, Australia

Wednesday 22nd November
3.25-4.05
Location: 21:Go8

How can the law talk about climate change? How can the conventions of legal discourse accommodate the needs of a heating planet? The contemporary legal world is dominated by statute law. This is law as product, timeless in its reference back to an enacted statute. In contrast, the common law tradition is law in process, susceptible to change as one case is related to another by precedent. On the face of it, such an evolving legal environment is more open to the evolving material environment of climate change.

In a particular common law case, the judge can make use of storytelling, in order to compare cases and to establish the facts of a particular case. But in telling legal stories of climate change there are problems of narrative convention. In this paper I concentrate on two areas of difficulty, narrative tense and narrative character, and the problems of reconciling these conventions with legal causation and legal personhood. For illustration, reference will be made to a recent common law case in Australia.

Anjali Sharma and others (by their litigation representative Sister Marie Brigid Arthur) v Minister for the Environment. Federal Court of Australia, 27 May 2021. (2021) 391 ALR 1.

Researching Online Textual Personae and Information Disorders in the Age of Generative Artificial Intelligence

Olivia Inwood
Western Sydney University, Sydney, Australia

Friday 24th November
12.00-12.40
Location: 21:228

Information disorders, the spectrum of false information ranging from misinformation (misleading content) to disinformation (deliberately false content), are a prevalent concern in current social media research. Generative Artificial Intelligence (AI) has also become a recent topic of intense public enquiry with the release of ChatGPT in November 2022, that became the fastest growing consumer application to date with over 100 million users. ChatGPT powered by the large language model (LLM) Generative Pre-trained Transformer 3 (GPT-3) generates text by predicting the statistical relationship between words, phrases, and syntactic structures. This presentation will focus on outlining how my PhD research (conducted from 2019-2023) that applied a systemic functional linguistic (SFL) approach to identifying textual personae (linguistically enacted identities) in comment threads, can be expanded and critiqued in the age of generative AI. It is possible for anyone to give ChatGPT a series of comments and ask it to categorise these comments according to linguistically enacted identities. Nonetheless, ChatGPT's current limitations include its lack of contextual information and lack of reliability in deciphering truthful versus false

information. It has not been trained in applied linguistic methods like SFL and even if it generates a list of linguistically enacted identities, it is based on common-sense terms rather than a systematic approach to understanding the particular language features of a comment. This presentation will provide an overview of these issues with data from my PhD thesis, and propose an extended framework for using combined generative AI and SFL approaches to research online textual personae.

Halliday's Ideational Grammatical Metaphor Analysis in Theresa May's speeches

Marwa Kamal

Arab Academy for Science technology and maritime transport, Alexandria, Egypt

Alexandria University, Alexandria, Egypt

Wednesday 22nd November

1.40-2.20

Location: 21:115

This study attempts to analyse Ideational Grammatical Metaphor to investigate the function of nominalization as a communicative resource at Theresa May's Three speeches which amount to 9496 words, during Brexit. The ability to depict political speech a formal and way is one key skills needed for superiority in the political area. Halliday and Matthiessen's model (1985,2004) of ideational grammatical metaphor from the point of frequency and functions of Nominalization is applied as a theoretical framework for a qualitative and quantitative linguistic analysis of this study. The contextual strategy of extracting all the ideational grammatical metaphors in terms of nominalization and process types are extensively utilized. The major objective of this study is to elucidate a pivotal role of nominalization in construing the experience in political speeches through presenting a new dimension of meaning. Results reveal that the ideational grammatical metaphor in this study pervaded to serve the speaker's political agenda. Nominalization is realized in May's speeches through the technique of extracting metaphorical wording, rendering its possible congruent wording, and process types. May used nominalization as a linguistic tool to convey her message of the superiority and unity of the United Kingdom with the dominance of material process as a mark for power. Finally, May utilized IGM mechanism to function as a gateway to ness, formality, objectification, conceptualization, and condensation of political text.

Analysis of undergraduate biology students' multimodal depiction of experimental design using SFL framework

Meena Kharatmal

Homi Bhabha Centre for Science Education (Tata Institute of Fundamental Research), Mumbai, India

Thursday 23rd November

10.05-10.45

Location: 21:228

We present a multimodal analysis using SFL (Martin et al., 2021) to investigate the extent of image and language co-articulation in undergraduate biology students' description of experimental design about olfactory responses of *Drosophila* larvae (Khurana & Siddiqi, 2013). According to Halliday and Martin, (1993), scientific explanations are characterized by nominalization, higher percentage of action verbs organized in logical sequence, whereas experiments are characterized by use of imperatives. For analysing scientific explanation of mitosis, Unsworth (2021) applied composition, activity, classification and property dimensions. We apply this framework to analyse multimodal depiction of experimentation genre (Kharatmal et al., 2022). The aggregation of compositional relations interconnected with activity showing progression is observed. The intermodal construal of composition and activity was observed in image and language for atleast two activities: [trapping fruit-flies (trap bottle)→(bait in bottle)→(trapped flies)] ; [setting up of single line culture (banana bottle)→(gravid female)→(standard media)→(observe)]. This was depicted as linear or cyclical with atleast 3-4 micrographs or standalone annotated image. The activity of [recording ORI] was depicted using image and verbiage with annotations. The property of 'duration of eggs hatching into larvae', 'percentage of agar media and sucrose solution', 'recording time of observation', 'concentration of dilution', 'measurement of ringer's solution', etc. are quantifiable as change in state. Though experiment genre may have commonalities with explanation genre, however use of property to depict rich descriptions and quantification seems to be distinctive in experiment genre with using imperatives. These investigations can bear pedagogical implications for biology language.

Field Property for Modelling Biological Process

Meena Kharatmal

Homi Bhabha Centre for Science Education (Tata Institute of Fundamental Research), Mumbai, India

Wednesday 22nd November

1.40-2.20

Location: 21:230

Biology as a subject is concerned with structure and function (e.g. pancreatic cells secrete insulin). More recently, biology has seen a shift towards process-centric language (e.g. pancreatic cells has role in secretion of insulin), especially within the philosophy of biology (Nagel, 1979; Rosenberg, 1985; Woodger, 1953). We represent this shift through nominalization (Halliday, 2006), for e.g. the structure term 'insulin' is represented to an explicit process-centric term 'secretion of insulin'. Understanding this shift is significant for science education. The motivation of this study is to focus on process-centric biology representing dynamic statements for modeling biology language in high school biology textbooks (NCERT, 2007) followed in India. We focus on the register variable of field using an SFL framework for representing biological processes as dynamic activities with momenting (Doran & Martin, 2021; Unsworth, 2020). We consider how the textbooks construe field in terms of properties for modeling processes as change in state (Dori, 2002; Kharatmal & Nagarjuna, 2013; von Wright, 1963). Properties enable not only rich descriptions of phenomena but also quantification in biological processes. Properties depict changes in physical qualities or measurable quantities. Every process i.e. momented activity that undergoes change has a prior-state and a post-state. In prophase, the momented activities include 'chromatin condensation'; 'chromatin folding ie shortening'; 'changes in cell'. During 'chromatin condensation', the object chromatin is 'less dense' in prior-state and becomes 'more dense' in post-state. The process-centric representation can facilitate for understanding the changes in property of momented activities. This has pedagogical implications for modelling processes in biology.

“Please don’t insult dog. He is a loyal friend!” - The use of animal metaphors for negatively evaluating and positioning others on a Chinese political Web Forum

¹Long Li, ²Shoshana Dreyfus

¹The Chinese University of Hong Kong (CUHK), Hong Kong

²University of Wollongong, Australia

Friday 24th November

3.25-4.05

Location: 21:115

In this presentation, we focus on how animal metaphors are used by Chinese social media users (netizens) to evaluate and position other users in online grassroots political discourse. Animal metaphors are important devices for expressing judgement of human behaviour. This is due, first, to perceived similarities and differences between humans and (other) animals and, second, due to the ‘Great Chain’ idea of human superiority and dominance over animals. Animal metaphors are commonly deployed in interpersonally volatile communication, such as on social media, regardless of what language this occurs in. Through an analysis of the interpersonal systems of appraisal (Martin and White, 2005) and of our reconceptualised involvement (Authors, 2021), we found that Chinese netizens often adopt highly charged animal metaphors in creating and maintaining a left-right political division. In addition, we argue for new discursive functions of animal metaphor in fine-tuning the social positions of contributors along the two dimensions of social hierarchy and social distance.

H.S.C. Legal Studies students and the marker as audience: how students use interpersonal resources in their writing

Jennifer Kompara-Tosio
UNE, Armidale, Australia

Thursday 23rd November

11.20-12.00

Location: 21:114

This paper analyses the student's ability to use Appraisal resources (Hood, 2010; Hunston & Thompson, 2001; Martin & White, 2007) as seen from an SFL perspective. The study interrogates a randomly selected range of extended responses in the subject of Legal Studies, from the 2012 HSC in NSW, supplied by the NSW Board of Studies/NESA. The data consists of a selection of examination scripts at 100%, 80%, 60%, 40%, and 20%, mark levels from five separate extended evaluative response questions. Incidences of attitude, graduation and engagement were coded and analysed across twenty different scripts to give a fine-grained analysis of the students ability to use Appraisal resources as they occur. The density of the use of these resources was also calculated for each script. The analysis supplies the data which will then support discussion of the legitimating aspect of the use of those interpersonal resources from a Legitimation Code Theory perspective. How interpersonal resources are ordered and clustered for maximum effect, in LCT terms axiological condensation, (Maton et al., 2016; Siebörger & Adendorff, 2017), is finally legitimated by the level of mark given by the marker. How the attitudes and interpersonal strategies of the students matches the expectations of the markers, is arguably related to the level of the grading given. This analysis would indicate that sophisticated users of Appraisal resources in their writing correlate with better marks in the examination context.

Decoding disciplinary expectations: An analysis of lecturers' expectations and the role of grammatical metaphor in undergraduate assignments

Cassi Liardet¹, Sharyn Black²

¹Macquarie University, Sydney, Australia

²University of New South Wales, Sydney, Australia

Thursday 23rd November

12.05-12.45

Location: 21:115

One of the most significant and yet often overlooked challenges for university students is decoding their instructors' expectations for success when writing assignments. Better understanding those expectations and the lexicogrammatical resources needed to achieve them are the motivations behind this

investigation. Eleven experienced instructors within an Australian university participated in semi-structured interviews during which their motivations for assigning certain genres were explored. The participants then assessed a set of assignments, providing feedback on what made some more successful than others. Data from these interviews informed the second stage, a lexicogrammatical analysis of those assignments, and specifically, their use of grammatical metaphor (GM). Research has established the powerful role that GM plays in the construction of academic discourse. Thus, our aim in analysing GM was to better understand what role, if any, it plays in constructing the genre expectations identified in the instructor interviews. The analysis revealed that the successful texts employed GM more frequently, and with greater variation. Most significantly, GM enabled the text to be structured in ways valued by the disciplinary instructors, demonstrating the student writers' critical engagement with the content. The paper concludes with pedagogical recommendations to ensure students are able to effectively deploy GM in ways that meet their instructors' expectations.

Contributions of the Genre-based Approach to the North American New Rhetoric Studies, English for Specific Purposes, and the Systemic Functional Linguistics: A Narrative Review

Cassi Liardét¹, Akiko Nagao²

¹Macquarie University, NSW, Australia.

²Ryukoku University, Kyoto, Japan

Friday 24th November

3.25-4.05

Location: 21:Go8

According to Hyon's (1996) findings, the study of genres has primarily developed within three prominent research frameworks: North American New Rhetoric Studies (NR), English for Specific Purposes (ESP), and Systemic Functional Linguistics (SFL), which diverge significantly in the theoretical foundations and practical implications. In this study, a narrative review was employed to (1) examine the correlation between NR, ESP, and SFL research writing and their methodological considerations, and (2) identify the research trends concerning the focal points of assessment rubric criteria for analyzing written texts. A total of 85 research manuscripts on genre studies or genre-based approaches (NR, ESP, and SFL) published between 2005 and 2021 were selected for analysis. All manuscripts were analyzed based on the established characteristics outlined by Ellis and Shintani (2014), which included pre- and

post-essay tasks, control and experimental groups, controlled teacher and test factors, and individual learner differences. The subsequent selection analysis determined the research approaches and the methods sections. The results revealed the utilization of various methodological approaches, as well as different analysis frameworks and coding patterns. It was demonstrated that teaching methods, data analysis approaches, and data types varied depending on the disciplinary frameworks. In ESP research, intervention lessons often adhered to a pedagogical discipline encompassing planning, sequencing, supporting, and assessing. Notably, unlike SFL studies, several ESP studies provided explicit descriptions of classroom interventions and writing instruction tasks. Furthermore, SFL empirical studies were characterized by extensive data sets, essay coding patterns, and diverse assessment patterns, which exhibited variations in their analyses.

A corpus-assisted exploration of grammatical metaphor development in EAL and English L1 undergraduate writers

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Thursday 23rd November

2.30-3.10

Location: 21:115

Grammatical metaphor (GM) is a powerful linguistic resource writers can employ to reorganise grammatically intricate expression into static, synoptic entities, enabling the lexically dense, objective, de-personalised expression valued in academic contexts (Halliday, 1989; Hyland, 2009; Schleppegrell, 2004). Research has variably explored GM use amongst speakers of English as an additional language (EAL) and users of English as a first language (L1). However, at present, none of these investigations have examined the ways more advanced writers develop the resources of GM across their university studies. This paper presents a comparative analysis of undergraduate writing, showing how EAL students deploy the meaning-making resources of GM in ways that differ from their English L1 classmates. Further comparisons are drawn between two cohorts of students: one that was explicitly taught GM and another enrolled in

a similar course without explicit instruction in GM. Students were recruited during their first semester of enrolment in an academic communication (AC) unit. The texts analysed here were written by 16 EAL students and 13 English L1 students during this first-semester AC unit and in myriad units these students enrolled in during their subsequent three semesters of undergraduate study. In total, 219 assignments written across four consecutive semesters of study were analysed using a corpus-assisted methodology that examines how these students develop control and proficiency over the resources of GM. The paper concludes with pedagogical recommendations for supporting students to effectively deploy this critical resource in their academic writing.

GIFs and social media paralinguage

Logi Lorenzo, Michele Zappavigna
UNSW, Sydney, Australia

Thursday 23rd November
2.30-3.10
Location: 21:228

This paper applies a social semiotic lens to the interaction between GIFs and language in social media posts. It builds on recent work in social semiotics (Zappavigna & Logi, in print) on the interaction between emoji and language wherein graphicons were conceptualised as paralinguistic resources that afford rich and flexible choices for social media users to “mean more, mean new kinds of meanings never before meant and not otherwise mean-able” (Lemke, 1998, p. 92). The central aim of this paper is to explore how GIFs compare to emoji and other graphiconic resources in terms of their meaning potential and the typical patterning of their convergence with linguistic meanings in social media posts.

In order to fully understand the meanings conveyed in social media posts, it is necessary to consider the relationship between written text and visual elements such as images, stickers, GIFs, and memes. GIFs are an especially rich paralinguistic resource on account of their embedded references to specific cultural knowledge (such as a clip from a well-known film) and their continuous looping playback; accordingly, they have attracted some scholarly attention, however only a handful of publications focus on their semiotic affordances alongside language, and none of these from a social semiotic theoretical background. This paper aims to address this gap in the literature.

Lemke, J. L. (1998). Multiplying meaning: Visual and verbal semiotics in scientific text. In J. R. Martin & R. Veel (Eds.), *Reading science: Critical and functional perspectives on discourses of science* (pp. 87-113): Routledge.

Portraying values: A social semiotic understanding of the evaluative meaning in videogames

Nathan Lowien
UniSQ, Springfield, Australia

Wednesday 22nd November
10.05-10.45
Location: 21:114

Celebrating Semiosis requires the examination of popular and ubiquitous multimodal texts such as videogames. Videogames can be used to enhance learning and empower learners to think about socio-political values. Despite the popularity of videogames, there are concerns in popular press and research literature about the values represented in games traditionally designed for male audiences, such as action-adventure videogames. The concerns about the values depicted in action-adventure videogames and their use in learning contexts are problematic for teachers. Also, teachers may perceive these games as irrelevant, notwithstanding, the Australian Curriculum: English, Media Arts and Digital Technology describing the use of multimodal texts for student learning.

This presentation investigates how action-adventure games portray values by communicating evaluative meanings about game characters. The study drew on systemic functional semiotic (SFS) theory and the semiotic tools of attitude, focalisation and ludic operations. A critical multimodal discourse analysis methodology was used to analysis the represented evaluative meanings and inferred values portrayed in the characters dialogue and accompanying images in the action-adventure videogame *Batman Arkham Asylum*. Findings from the analysis indicate game characters re-interpret their behaviours of impropriety as behaviours of propriety. The reinterpretation of these behaviours is justified by the narrative storylines of action-adventure videogames. For example, Batman is reinterpreted as a superhero despite being a vigilante. Contributions to knowledge, theory and methodology resulting from the SFS account of

communicated evaluative meanings about game characters will be canvased. Implications for developing a critical interpretive appreciation pedagogy will be discussed.

Working towards a social semiotic perspective for multimodal reading: A systematic review

Nathan Lowien
UniSQ, Springfield, Australia

Thursday 23rd November
12.05-12.45
Location: 21:Go8

Cognitive-informed reading education research utilises models that describe reading as a process of decoding and comprehending print-based language. Examples of these models include the Simple View of Reading (Gough & Tunmer, 1986), the Reading Rope (Scarborough, 2001) and more recently the Active Model of Reading (Duke & Cartwright, 2021). These models are grounded in a Science of Reading approach to reading education that encourages learners to focus solely on the language meaning system. From a social semiotics multimodal reading perspective, the focus on the language meaning system is problematic for comprehension, which often requires readers to draw on information represented in the accompanying visual images to answer literal, inferential and interpretive comprehension questions. System Functional Semiotics (SFS) approaches to intermodal relation track the meaning potential of language and image to its represented depiction in the verbiage or image of a multimodal text. Therefore, SFS approaches offer apt language and image intermodal theoretical tools that can be used to inform and modify reading models used by educators (Kress & van Leeuwen, 2006; Martin & Rose, 2007; Painter et al., 2013; Rose & Martin, 2012). This paper presents the preliminary findings from a PRISMA review of SFS literature concerned with intermodal relations between language and image. The synthesised themes from the review will be used to propose adaptations to the cognitive-informed reading models for use when comprehending multimodal texts. Implications for the teaching of multimodal reading comprehension will be canvased.

What does Halliday's 'reality triptych' offer for understanding language in the climate crisis?

Annabelle Lukin
Macquarie University, Australia

Wednesday 22nd November
12.00-12.40
Location: 21:Go8

Halliday has summarised the crucial relation of language to human realities in three ways: language is at one and the same time part of reality, a shaper of reality, and a metaphor for reality. The context for his claim is a 1990 paper – 'New Ways of Meaning: The Challenge to Applied Linguistics' (Halliday 1990) – recognised as a key contribution to the development of Ecolinguistics (Fill and Penz 2017, Zhou 2021). In the context of the escalating climate crisis, my paper will re-examine Halliday's 'reality triptych', to consider what it offers for understanding how language has helped create – and been recruited to obscure (see e.g. Lazarus 2020, Westervelt 2017-) - the climate crisis. Since language can also be turned back on itself, can these perspectives from Halliday, including in key elaborations by Hasan (e.g. Hasan 2009), also help produce the language change that will be necessary to avert the worst excesses of global warming?

Reformulation of Australian legal statute texts for young persons

Monaliza Hernandez Mamac
The University of Sydney, Australia

Wednesday 22nd November
2.25-3.05
Location: 21:Go8

This paper presents work from Mamac (2023) which examines how the Australian legal statute is reformulated (recontextualised) for young persons in Australia. It sheds light to how the “plain” in plain language drafting practices in legal contexts looks like in drafting public legal information (PLI) texts for young persons. The presentation starts with the background of the plain language movement and the most common drafting guidelines. It will examine the complexity of the PLI texts for young persons, deploying Halliday’s (1979,1989) theory of linguistic intricacy and density. It will then compare the PLI texts’ intricacy and density features to that of its source text, which is the Australian legal statute texts. The findings will demonstrate how the PLI texts, although said to be “plain”, remain complex, by trading one type of complexity for another. I will then discuss a potential theoretical explanation of the linguistic features, drawing from Martin’s (2006) hierarchy of instantiation and will propose the term “embedded intricacy” as a feature of a hybrid of spoken and written language. The present study suggests reconsidering how law can be recontextualised for young persons in a more accessible way.

Halliday, M.A.K. (1989). *Spoken and written language*, 2nd ed. Oxford University Press.

Halliday, M.A.K. (1979). Differences between spoken and written language: Some implications for literacy teaching. In J. Webster (ed.), *Language and education* (Collected Works of MAK Halliday 9, pp.63-80). Continuum.

Mamac, M. (2023). Linguistic complexity of public legal information texts for young persons. *Text & Talk*. <https://doi.org/10.1515/text-2021-0187>

Martin, J.R. (2006). Genre, ideology, and intertextuality: A systemic functional perspective. *Linguistics and the Human Sciences* 2(2), 275–298.

<https://doi.org/10.1558/lhs.v2i2.275-298>

Meaning Making in Museum Audio Description: The Concepts of Text, Context and Translation from a Social Semiotic Perspective

Marina Manfredi
University of Bologna, Italy

Friday 24th November
10.05-10.45
Location: 21:114

This paper embraces the view of SFL theory as “applied linguistics” (see Matthiessen, 2012) and its major concern with “social accountability” (Halliday 1984: 56). It focuses on museum audio description (AD), a type of “intersemiotic translation” (Jakobson 1959) primarily addressed to the blind and visually impaired. However, as Kress (2010) points out, the term “translation” seems to be excessively vague when dealing with multimodal “texts” and proposes the terms “transduction” and “transformation”.

The label “museum text” may also be interpreted in different ways, such as “texts in museums” and “museums as texts”, the former referring to “the language produced by the institution” and the latter conveying “the way a whole institution, or an exhibition within it, makes meaning, communicating to and with its public” (Ravelli, 2006: 1). Considering the whole museum as “text” is echoed by its definition as “an interactive multimodal communicative event” (Jiménez Hurtado, Sibel & Soler Gallego 2012: 7).

The aim of the paper is to offer theoretical reflections along with empirical insights in the field of museum AD, by re-questioning the key notions of “text”, “context” and “translation”, which have been characterised by ambiguity, in relation to AD and its multimodal nature (see Manfredi & Bartolini 2023). Such concepts will be revisited by drawing on research within Multimodal Studies, Translation Studies and Multimodal Social Semiotics. Ultimately, museum ADs will be viewed as instances of “intermodal” products whose meaning making fits with the contemporary goals of social inclusion and human well-being.

“And so I’m presumably in that camp”: Statements by a cis het, white male, 47 years old.

Erika Matruggio, Amanda Baker, Noeline Weatherby-Fell
University of Wollongong, Australia

Friday 24th November
1.40-2.20
Location: 21:115

Equity, Diversity and Inclusion (EDI) has received increasing focus in Australian universities. At one university, Associate Deans of EDI and EDI officers have been appointed and funding allocated to improve support for individuals and encourage research advancing EDI in the workplace. Reporting on

preliminary findings from a university-funded cultural EDI project, this paper contributes to the discussion around EDI by investigating the way one of the 13 research participants represents himself in an interview about his experiences of EDI at the university. The broader project found a stark contrast between the way participants view themselves and the way they view ‘the university’ or ‘management’. Thus, a closer analysis of how individuals represent their own cultural identities can contribute to a better understanding of how they view cultural-related EDI issues, especially if compared to how they represent others. In this paper, we use Appraisal from within SFL to analyse a segment of one of the transcribed interviews in which the participant categorises three entities: himself, ‘white men’ and ‘other people’. Analysis reveals that he uses a complex interplay of accumulated inscribed and invoked attitude resulting in a positioning of himself which contradicts his self-categorisation as ‘in that camp’ of white men. Results are illustrative of the ways in which many of the research participants categorise themselves through talking about other people and demonstrate the importance of careful manual analysis in understanding the complexities of interpersonal meaning-making in the representation of personal identity.

On the same page? Exploring patient-gastroenterologist alignment in consultations about inflammatory bowel disease (IBD)

Alison Moore¹, Neda Karimi^{2,3}, Annabelle Lukin⁴, Ashleigh Jones⁴

¹University of Wollongong, Australia

²UNSW, Sydney, Australia

³Liverpool Hospital, Sydney, Australia

⁴Macquarie University, Sydney, Australia

Wednesday 22nd November

10.05-10.45

Location: 21:Go8

Good clinical communication is crucial for effective healthcare, particularly in chronic conditions such as IBD, a gastrointestinal condition that undermines patients’ quality of life and emotional well-being. IBD-specific communication research is scarce but one promising goal is strengthening patient-doctor alignment, which can improve chronic disease outcomes (Karimi et al 2023).

This paper investigates the extent to which IBD patients and specialists are “on the same page” regarding topical focus and communicative/relational aspects of clinical care.

Data comprise (i) audiorecorded face-to-face or telehealth consultations between 69 patients and 7 specialists; and (ii) audiorecorded debrief interviews, where participants independently recalled consultation “main points” and described their clinical relationship.

We scored dyads for alignment on the “main points” then explored communicative choices in consultations that might help explain strong or weak alignment. Analyses drew on generic staging in health consultations (Moore 2004); semantic options in responding to questions and statements (Karimi et al 2020, Hasan 1983), and interpersonal/ideational alignment in healthcare (e.g. Eggins and Slade 2012, Moore et al 2001; Moore 2004).

We discuss our results and what they imply for systems (re)design as well as communication training in IBD healthcare, since misalignment and miscommunication do not simply signal skills deficits but are “part of a situated process in a wider context of institutional practices” (Myers 2021: 374). Acknowledging always that “communication is a matter of degree, understanding is partial or fragmentary” (Linell 1995: 184), we reflect on how this work might help move alignment research forward more generally.

Modelling the interpersonal functions of sound in narrative films

Thu Ngo
University of New South Wales, Kensington, Australia

Wednesday 22nd November
10.05-10.45
Location: 21:115

Sounds in narrative films refer to speech sound, sound effect and music. Among these sound resources, music has been most extensively researched in association with its emotive function, i.e ‘music is either expression or the stimulant of human emotion’ (Manvell & Huntley, 1957, p. 143). This presentation proposes an approach to model the interpersonal functions of film sounds beyond just music under two categories: what we do with sound (i.e. stimulating

human emotion) in the here-and-now context and what sound expresses (i.e., expressing human emotion). In this paper, 'what we do with sounds' is termed the 'presenting' function, following Martinec's description of the kind of interaction we can do (with actions) (Martinec, 2001). 'What music expresses' is in fact its signifying capability in terms of interpersonal meaning, referred to as 'representing' function (van Leeuwen, 1999).

In terms of literature education, the conceptualisation of film sounds from the systemic functional semiotics perspective proposed in this study will add to Language Arts teachers' toolkit for teaching critical comprehension and interpretation of film as multimodal digital literary texts.

Using register choices to help teachers plan for and evaluate the pedagogic process of the 'gradual release of responsibility'.

Bronwyn Parkin
University of Adelaide, Australia

Thursday 23rd November
1.45-2.25
Location: 21:Go8

One of the challenges when working in schools is trying to contribute to teacher work in ways that enhance and enrich their pedagogy, rather than over-complicating or confusing. Current pedagogic practices include 'scaffolding' and the 'gradual release of responsibility' as separate theories coming from different sources.

The gradual release of responsibility is a pedagogic process first attributed to David Pearson in 1983. Echoing the Vygotskian notion of scaffolding, and Bruner's term of 'handover', the idea of gradual release has been enthusiastically and simplistically taken up by many in the primary teaching community. It has been simplified to 'I do (teacher) - we do (class) - you do (individual students)', usually within a lesson.

This paper presents findings from my doctoral thesis *Scaffolding science for educationally marginalised students*'. Using register variables of Field, Tenor, and Mode, I analysed the scaffolding processes across a science topic of the highly skilled teacher with whom I worked. This analysis revealed a pattern of the gradual release of control from teacher to students similar to Pearson's in a way that demonstrates the complementarity of scaffolding and gradual release.

I think that the use of register variables to track 'handover' might be a useful tool for teachers and their mentors when reflecting on the effectiveness or otherwise of pedagogic choices, and could warrant further investigation.

(Un)learning from the Genre-debates: Insights from the Global South

Andrés Ramirez¹, Yuly Andrea Gonzalez²

¹Boynton Beach, Boynton Beach, USA

²Universidad de La Salle, Bogota, Colombia

Wednesday 22nd November

1.40-2.20

Location: 21:228

As one of the most successful and widely used literacy approaches in Australia in the last decades, it is not surprising that genre-based pedagogy (GBP) has faced recurrent waves of steep resistance and questioning as well as sustained periods of conceptual dissemination and exponential growth. As GBP increases in popularity due to its effective language-based principled approach to developing proficiency across academic registers for all students including those traditionally marginalized, similar discussions are reenacted in other parts of the world. After revisiting key arguments on the genre debates forged in Australia that may be of use to those in other contexts, presenters focus on the latest critique to GBP in the United States represented by a current version of raciolinguistic ideologies (Rosa & Flores, 2015, 2017). Anchored in postcolonial thought, this 'new' critique asserts that teaching 'genres of power' tends to marginalize other genres, especially those emerging from the working class, minoritized, or indigenous communities. This issue however, has already been addressed by Australian educational linguists (i.e., Christie, 2013; Rose and Martin, 2012).

Rather than simply re-engaging with the inadequacies of these critiques and thus contribute to the cyclical polarized argumentation that has up to now dominated the discussion, this presentation focuses on exploring decolonial theory insights (as opposed to postcolonial) advanced by southern epistemologies (Quijano, 2000; Mignolo 2013) that have not been considered up to now in the discussion around genres and that have the potential to add a nuanced and insightful perspective to the now longstanding genre debate.

The represented participants portrayed on an Indonesian tourism website: A multimodal analysis of destination pages

Agita Risma Nurhikmawati
UNSW Sydney, Sydney, Australia

Wednesday 22nd November
11.15-11.55
Location: 21:114

The tourism industry is a significant contributor to the Indonesian economy, and the government's official tourism website is an important means by which tourism opportunities are presented to possible visitors. This website is necessarily multimodal in nature, but few studies have attempted to describe it in detail. This study aims to investigate how the represented participants are portrayed on the destination pages of the Indonesian government's tourism website and to examine how semiotic modes frame the tourists whether as observers, active participants, and/ or social actors. Kress and van Leeuwen's metafunctional analysis for images is employed to answer the aim, along with content analysis in describing the initial background on the structure of the homepage and the destination pages. The results of this study offer a semiotic framework which can be applied by several parties namely: government officials, corporate agencies, and independent web designers.

Divinatory symbols as a resource for meaning making in Major Odu Ifa corpora: Peirce's semiotic perspective

Festus Moses Onipede
University of Lagos, Nigeria

Wednesday 22nd November
1.40-2.20
Location: 21:114

This paper investigates the use of divinatory symbols as a resource for meaning-making in Major Odu Ifa (MOI) corpora. MOI is an African divination system used by the Yoruba people of West Africa. It is a corpus of sixteen principal divinatory symbols, each having its own set of interpretations and meanings. This paper uses Peirce's three-way classification of sign types as a theoretical framework to analyse the structure and meaning of the MOI corpus. Through a close examination of the MOI corpus, it is demonstrated that divinatory symbols are used as a resource for communicative purposes by the practitioners of MOI. Signs are utilised in the MOI corpus to convey complex meanings that are embedded within the divinatory system. By incorporating Peirce's three-way classification of sign types, it is possible to explore the structure and meaning of communicative systems such as MOI. Through the analysis of the MOI corpus, it is shown that the use of different divinatory symbols enables the practitioners to communicate complex ideas about reality. The results of this paper demonstrate that divinatory symbols are used as a resource for meaning-making in the MOI corpus. This paper provides insight into the communicative functions of MOI and also provides a deeper understanding of the structural and semantic aspects of the MOI corpus.

Making Meaning in Analytical Texts: A Toolkit

Silvia Pessoa, Maria Pia Gomez Laich, Thomas Mitchell
Carnegie Mellon Qatar, Doha, Qatar

Wednesday 22nd November

11.15-11.55

Location: 21:228

This presentation reports on a set of SFL-based tools that we use to make explicit the linguistic features of analytical and argumentative writing in a first-year writing (FYW) program at an American university in the Middle East. The focus on argumentative writing is important because many students, particularly second language (L2) writers, encounter difficulties when writing analytical and argumentative texts (Authors, 2017; Schleppegrell, 2006).

In line with writing expectations in the disciplines, we have redesigned the FYW curriculum to prepare students for the types of writing they will encounter in subsequent years. In this presentation, we focus on a problem analysis in which students apply a disciplinary framework to analyze a case. This assignment aims to simulate the writing expectations of a case analysis, a prominent genre in many disciplines that students often struggle with (Gardner, 2012). The students tend to engage in knowledge display rather than knowledge transformation, failing to meet the genre expectations of applying disciplinary concepts to evaluate the case, identify problems, and argue for potential solutions. In this presentation, we show how we used the Onion Model (Humphrey & Economou, 2015) to make explicit the language of description, analysis, and argumentation, and how we used the heuristic I know; I see; I conclude (Hao, 2020) to scaffold the development of logical arguments. We show samples of student uptake of these tools and our continuous efforts to help students write cohesive texts that effectively connect know, see, and conclude moves.

#ActuallyAutistic: A functional exploration of how Twitter's Autistic community makes meaning

Stephanie Phillips, Cassi Liardet
Macquarie University, Sydney, Australia

Thursday 23rd November

1.45-2.25

Location: 21:228

Since its inception in 2006, Twitter has played host to a growing number of niche online communities, ranging from elite athletes (Tovares, 2020) to terrorists (Etaywe & Zappavigna, 2021). Through Twitter, marginalised communities are provided a platform that allows them to communicate in a way that amplifies their previously unheard or seldom-heard voices. The autistic community is especially suited for Twitter communication, given its “dilution of conversational obligations” (Zappavigna, 2018), its omission of the nonverbal cues inherent to face-to-face communication and its allowance for delayed response times.

The #ActuallyAutistic hashtag is worthy of exploration given it is designed to be used solely by and for autistic people. Previous studies have investigated #ActuallyAutistic through various lenses (e.g., Egner, 2022, Guberman, 2022); however, to date, no studies have examined it through a linguistic lens to identify how it is used to make meaning within the neurodivergent community.

In this study, a corpus of 200 #ActuallyAutistic tweets are analysed to determine how members of the autistic Twitter discourse community engage with each other and what meanings are expressed through the hashtag. Findings indicate that members of the #ActuallyAutistic community used the hashtag to promote advocacy, offer personal reflection, education, humour, and rallying.

Autism diagnosis, research, and funding are examples of fields that, for too long, have been uninformed by the lived experience of autistic people. It is our hope that these findings will illuminate pathways of platforming autistic voices such that these voices could then inform the policy-making that directly impacts their community.

Australian Stories: languages of Australia's First Peoples in narrative

David Rose
University of Sydney, Australia

Wednesday 22nd November
3.25-4.05
Location: 21:115

This paper reports on a study of stories told by elders in 20 Indigenous languages of Australia and Papua. The stories are described from the perspectives of their register (their episodes, phases, events, people and places), their discourse semantic patterns (such as tracking participants through event sequences) and their grammatical strategies for realising discourse functions. Rather than comprehensive descriptions of systems at each stratum, just the resources deployed in each story are identified, in the context of their functions in the unfolding text. The advantages of this instantial approach are that 1) reading the stories in so many languages becomes manageable, 2) the languages are encountered as they were actually spoken, as patterns of meaning in texts rather than features in systems, 3) learning the instantial patterns in each story is a starting point for learning to read and speak the languages. The paper will show how these instantial patterns are described, using a set of unique displays developed in the study, illustrated with one of the stories. It will conclude with an overview of patterns of meaning in languages across the region.

Unfolding reasoning in year 7 science explanations

Emma Rutherford Vale
University of Wollongong, Australia
University of Tasmania, Hobart, Australia

Thursday 23rd November
2.30-3.10
Location: 21:114

Writing development is an area of increasing research attention in Australia, propelled by recent findings from the Australian Education Research Organisation (AERO) which report a decline in student persuasive writing skills over ten years of national literacy testing (Australian Education Research Organisation, 2022, p. xi). At the same time, development of a National Literacy Learning Progression has highlighted the relatively scant evidence base for writing development (Australian Education Research Organisation, 2022, p. 9). In this paper, I explore year 7 students' emergent resources for logical meaning in a set of causal explanations. Specifically, I use the lexicogrammatical and discourse semantic systems of TRANSITIVITY, IDEATION and CONNECTION, coupled with GENRE analysis to look for indicators of writing development and consider the extent to which student writing maps to existing descriptions of writing trajectories (Christie & Derewianka, 2008; Lewis, 2014; Ratcliffe, 2022). Results include evidence of expanding resources for

reasoning, suggesting a shift towards more mature forms of scientific meaning making (Veel, 1997. pp.188 - 189). The findings contribute to a robust description of writing trajectories in science in the first year of high school, but also draw attention to the problematic of what constitutes 'at standard' language development in relation to curriculum expectations. Significantly, consideration of students' 'first draft' science writing draws attention to the importance of writing practice to foster both student writing development and student reasoning.

Multimodal analysis of Indonesian EFL students' posters: how do they make meanings in an EMI classroom?

Ahmad Sugianto, Wawan Gunawan, Emi Emilia
Universitas Pendidikan Indonesia, Bandung, Indonesia

Thursday 23rd November
11.20-12.00
Location: 21:Go8

The use of more than one semiotic resource, hence multimodality, in English classrooms is deemed to significantly help students' learning. Even though multimodality has become a burgeoning field and its power to assist students' learning and teachers' instructions has been acknowledged in Indonesian EFL contexts, previous studies have mainly focused on the resources generated by teachers or on the instructional materials, and little attention was paid to the meanings, for instance, realised through the posters, made by students. Therefore, this study aims to reveal the ways students make meanings, particularly in the English as a Medium Instruction (EMI) classroom. This context is challenging for the status of English in Indonesia is a foreign language. In this light, most of Indonesian students only use the English language in a few particular settings or conditions. Using systemic functional multimodal discourse analysis, the present study will scrutinise forty posters on the topic 'How to Use Electricity Safely' created by fourth graders of one primary school in Bandung City, West Java, Indonesia. The results of the present study are expected to provide insights into the ways students make meanings by investigating the nature of the image-text relations of the students' posters. Additionally, these will also be used as a means of uncovering their understanding regarding the topic in question.

Celebrating semiosis in AI-friendly EAP classrooms: Reciprocal Meaning-making through the Multimodalities-Entextualisation Cycle

Phoebe Siu¹, Angel M. Y. Lin²

¹College of Professional and Continuing Education, The Hong Kong Polytechnic University, Hong Kong

²Faculty of Education, Simon Fraser University, Vancouver, Canada

Friday 24th November

11.15-11.55

Location: 21:228

Michael Halliday's systemic functional theory (SFT) (Halliday, 1994; 2004) provides a liberatory platform to understand dynamic meaning-making systems and choices in the process of modeling, analyzing, understanding, and interpreting multimodal texts, interactions and events. This paper begins with problematizing the influences of substance-based ontology on English-Medium Instruction (EMI) higher education from which academic literacies are often delimited into monolingual deliverables. This paper then uses process-based ontology (Thibault, 2021) to counter-propose a "becoming" (Barad, 2007; Ingold, 2011; Hill, 2017, Siu et al., 2023) approach to co-designing Artificial Intelligence (AI)-friendly classroom interactions in English for Academic Purposes (EAP). To provide empirical examples in AI-friendly EAP classrooms, a case study of 85 tertiary students enrolled in a 13-week English for Academic Purposes (EAP) course in Hong Kong is reported to investigate the potentials and challenges in using the Multimodalities-Entextualisation Cycle (Lin, 2016; 2020) as a curriculum genre (Christie, 2014) to leverage the roles of multilingual and multimodal resources (Liu & Lin, 2021) on assessment and learning. Data collection and analysis include lesson observations, focus group discussion, semi-structured interviews, course material reviews and assessment samples collected from consented teacher and student informants. Research findings point to a direction to examine how translinguaging and trans-semiotizing (Lin, 2019; Baker, 2021) may contribute to activate classroom interactions among plurilingual, pluricultural teachers and students in AI-friendly EAP classrooms, advancing the conceptual understanding of transknowledging (Heugh, 2020) in Asian EAP contexts that liberate choices of social semiotics and metafunctions (Halliday, 1985) ideationally, interpersonally and textually through reciprocal meaning-making.

Tackling research articles from a systemic functional perspective

Dragana Stosic

Macquarie University, Sydney, Australia

Wednesday 22nd November

11.15-11.55

Location: 21:230

In this talk, I reflect on my experience with applying the “Sydney School” genre approach to analysing research articles (RAs) – namely clinical psychology RAs that report on randomised controlled trials (RCT reports). With the emergence of the “Sydney School” interest in higher education genres, SFL researchers started exploring the generic structures of longer pieces of writing, including student assignments and scholarly publications (e.g., Hood, 2010; Humphrey & Dreyfus, 2012; Humphrey & Hao, 2013; Szenes, 2017). To explain the phenomenon of “big” texts and segment the texts into smaller chunks of meaning, this line of enquiry has employed the concepts of multi-generic structures (i.e., genre complexing and embedding) and staging/phasing. However, the use of SFL metalanguage in the descriptions of multi-generic texts and genre-stage-phase relations has been somewhat inconsistent and/or vague. Accordingly, this presentation focuses on my attempts at resolving the methodological issues encountered during the genre analysis of RCT report Introductions and Methods, which were found to expand through genre embedding. To start with, the presentation will provide an overview of the experienced challenges, mainly revolving around the labelling of ‘chunks’ of texts that function as stages (e.g., which generic unit becomes supplanted by an embedded genre). I will then move on to proposing solutions to these challenges by revisiting Martin’s (1996) and Szenes’ (2021) views on text expansion and introducing a generic rank scale. Ultimately, this presentation carries implications for SFL researchers working with “big” texts that are “bigger than a page” (e.g., RAs).

Saviours of the Nation: An SFL-LCT Analysis of Radicalisation Strategies of Female Right-Wing Extremists

Eszter Szenes

University of Adelaide, Australia

Friday 24th November

11.15-11.55

Location: 21:115

Most research into far-right extremist movements has predominantly described such movements as ‘men’s parties’ and has therefore focused on male far-right extremism, which concerns issues of male aggression and violence, heteronormativity, anti-feminism, misogyny, and toxic masculinity (Erzeel & Rashkova, 2017; Köttig, Bitzan & Petö, 2017, Lawson 2023). Due to gendered stereotypes about the ‘inherent peacefulness of women’ (Bloom, 2007), security agencies have been complacent in considering women’s involvement in extremism. Regarding gender roles, an ideological shift seems to be taking place within the far right: women have been taking on more active roles as activists, leaders as well as engaging in violence (Geva, 2014, 2018; Kováts & Pöim, 2015). While exploiting the issue of gender equality and emancipation by constructing a kind of ‘pseudo-emancipatory’ rhetoric (Wodak et al, 2013), female far-right activists often spread stereotypical gender ideologies (e.g. ‘real’ women’s place is with their families) (Köttig, et al., 2017) via ‘underground’ movements and female-only neo-Nazi websites. In this presentation I will show how an interdisciplinary SFL-LCT methodology can be used to identify clusters of values, morals and attitudes in radicalisation strategies in online far-right propaganda aimed at recruiting potential new female members, focusing especially on ‘anti-genderism’. I will show how anti-feminist values are built up in online propaganda to form clusters of meanings that reinforce discourses of male victimhood and become stabilised parts of a constellation that legitimises far right ideologies. I conclude by discussing the implications of these ideologies for achieving gender equality, a matter of social justice.

Complexity in assignment prompts

Anne Thwaite, Janet Hunter

Edith Cowan University, Perth, Australia

Thursday 23rd November

1.45-2.25

Location: 21:115

There are growing concerns around student performance on assignments, particularly around the potential use of AI programs such as ChatGPT. Some of the difficulties students have with crafting their assignments may be due to the complexity of academic writing; this includes reading and interpreting assignment

prompts or questions. Contemporary studies, including our own work (Ansarifar et al., 2018; Thwaite et al., 2021) indicate that complexity at the level of the group or phrase, rather than the clause or sentence, may be particularly problematic. This aligns with Halliday's (1985) work on the differences between spoken and written language. Students also comment that too much information may be given in assignment instructions, that there are too many difficult to find resources. Additionally, they are often confused about the shape of the target genre.

Recent work (Harper et al., 2019) clearly demonstrates that difficulty in understanding assignment instructions is an important factor distinguishing students who cheat from those who do not. Furthermore, academic staff strongly believe that they are explaining assignments clearly. This paper reports on an investigation into assignment prompts in two postgraduate courses. The prompts are analysed according to the features our previous research identified as likely to cause students difficulties, especially focussing on nominal group complexity. We also note any other problematic features not previously investigated. Additionally, we report on interviews with staff regarding what features of their assignments they consider will aid in avoiding plagiarism and cheating.

Bringing literature to life: Examining Vietnamese Language Arts Curriculum In Primary Education (Year 1-3) From A Systemic Functional Linguistic perspective

Thien An (Annie) Tran
University of Sydney, Australia

Friday 24th November
3.25-4.05
Location: 21:114

In the context of the reformation of textbooks in Vietnam in 2018, the goal of this dissertation is to investigate the Year 1 to 3 revised Vietnamese literature textbooks from a Systemic Functional Linguistics (SFL) and a genre-based pedagogy approach. The study employs a theoretical framework based on SFL, the Genre-based pedagogy of the Sydney School, and on the concepts of realms of social practices – in order to undertake a comprehensive analysis of the new Vietnamese curriculum and pedagogy, including a genre analysis, an examination of the texts' register variables and a pedagogy analysis. The main

findings of the study reveal both the new curriculum's strengths in relation to text selection and pedagogy when compared to its previous counterpart. The advantages include better field organisation, the inclusion of various language uses and modalities, exposure to various power dynamics and social interactions, and the incorporation of a greater variety of genres. The study also draws attention to the inexplicitness of genres presented in the textbooks, the prevalence of incomplete staging and mixed genres, and the potential psychological impact on young students in the curriculum. Regarding pedagogy, the curriculum emphasises cultural and communication values but lack sufficient guidance in relation to reading and writing genres. The dissertation offers insights for educators, policy makers and researchers in the field while contributing to the ongoing discussion regarding curriculum and pedagogy in Vietnam.

Fostering pedagogic engagement: A case study of preservice teachers in a dynamic multimodal assessment task

Annette Turney
Australian Catholic University, Sydney, Australia

Thursday 23rd November
11.20-12.00
Location: 21:228

Calls for teachers to encourage learners' engagement with science content are widespread. Thus, teacher educators have sought to integrate assessments that task pre-service teachers with developing dynamic pedagogic materials that explain science content and encourage learners' engagement. Such tasks foster trainee teachers' nascent pedagogic knowledge of explaining complex scientific knowledge while developing their ability to cultivate effective interpersonal relations with young learners. The aim for such products to be engaging is significant as the interpersonal interactions promoted by pedagogic materials mediate the quality and effectiveness of the learning experiences potentially arising from such artefacts for viewers (Koutsikou et al., 2021). However, little empirical work exists on how effective pedagogic interactions might be recognised when presented multimodally in dynamic digital media.

In this presentation, I consider a case study involving an assessment task in a pre-service primary teachers' education subject (n=10). The assessment task involved students creating a digital product (short video) that explained a scientific concept to primary-aged learners. Using analytical tools derived from Systemic Functional Semiotics (Halliday & Matthiessen, 2014; Kress & van Leeuwen, 2021; Painter et al., 2013), I examine the student-made products to characterise the multimodal engagement strategies that eventuated as the students completed this task. This characterisation lays the groundwork for supporting students to become effective digital media makers and foster learners' engagement with science.

Reading Images for Knowledge Building in School Science: An Extended Framework for Analysing Visual Design

Len Unsworth
Australian Catholic University, Sydney, Australia

Wednesday 22nd November
3.25-4.05
Location: 21:114

The centrality of images (and language) to constructing and communicating knowledge is well recognized, as is many students' struggle with the increasing complexity of disciplinary literacy as subject area learning becomes progressively more technical and . Some researchers have used the pioneering systemic functional semiotic (SFS) grammar of visual design by Kress and van Leeuwen (1990, 1996, 2006, 2021) to describe images in learning materials and inform pedagogy. This presentation outlines a re-orientation of SFS frameworks for image analysis, from the perspective of register and discourse semantics addressing complexity and recognisability (Martin & Unsworth, 2023).

Firstly, the adaptation of Martin's (Martin, 2020; Martin & Matruglio, 2020) concepts of mass and presence to images is briefly described . Focussing then on mass (roughly complexity), networks summarizing options for depicting technicality (activity, composition, classification and property) are illustrated, highlighting parameters distinctive to this framework. Aggregation is then similarly introduced showing ways in which activity, classification, composition and property are integrated as a visual whole. Turning to presence (roughly recognisability) networks and image examples introduce:

- explicitness (the extent and clarity with which phenomena are portrayed),
- congruence (the continuum of depiction – from approximating perceptual reality to representing conceptual relations), and
- affiliation (visual design encouraging affinity and engagement with represented participants and providing infotainment and aesthetic appeal).

Again, highlighting presence parameters distinctive to this framework.

Finally, brief exemplification of the framework application compares the affordances of different images on the same topic for the same and successive education levels, and pedagogic implications are briefly discussed.

Towards a social semiotic theory of interpretation

Theo van Leeuwen
University of Southern Denmark, Odense, Denmark

Wednesday 22nd November
3.25-4.05
Location: 21:228

It would be fair to say that the 'stratification' theory Gunther Kress and I set out in *Multimodal Discourse* (2001) is oriented towards practices of production. Nevertheless, we said there that our model "applies equally to interpretation" (p.8). I see this aspect of the theory as a piece of unfinished business which I hope to address in the coming years. In this paper I will offer some potential key characteristics of a social semiotic theory of interpretation:

- A social semiotic study of interpretation studies what are regarded, in a given context of situation or context of culture, as valid objects for interpretation. Such objects must usually be transformed before they can become valid as objects of interpretation in a given interpretive practice;
- A social semiotic theory of interpretation regards interpreting as a practice and looks for 'signs of interpretation';

- A social semiotic theory of interpretation studies resources for interpretation as well as the way they are used in specific practices, including the degree of interpretive freedom that exists in specific practices,

These ideas are tentatively explored in relation to four interpretive practices: playing with toys, sermons, visual communication in geography textbooks and the work of Gunther Kress.

Kress, G and van Leeuwen, T. (2001) *Multimodal discourse - The modes and media of contemporary communication*. London: Arnold.

Learner-chatbot interaction in a higher education setting

Margo Van Poucke
Macquarie University, Sydney, Australia

Friday 24th November
3.25-4.05
Location: 21:228

As a social networking service (SNS), r/AskAnAustralian provides users with the opportunity to ask spontaneous questions covering a wide range of interest areas, including Australian politics, culture, or history. This paper compares a set of answers (26,625 words) generated by members of the subreddit and by ChatGPT (GPT-3.5) to investigate how the chatbot employs grammatical metaphors of modality as engagement resources in an attempt to provide relevant and accurate answers to human queries. It further aims to outline some of the functional and socio-interactional affordances related to the use of large language models (LLMs) as potential virtual tutors in higher educational institutions. The Appraisal framework can provide valuable insight into how human and artificial conversational agents negotiate interpersonal meanings. The theory may be applied to the analysis of congruent and incongruent constructions involved in the expression of authorial attitude and commitment and to detect issues linked to the dialogical exchange of questions and answers between LLMs and students. My preliminary findings demonstrate that, while ChatGPT is able to show empathy and engages with learners in a respectful manner, its responses still lack some of the interpersonal nuances that characterise human dialogue. This research aims to contribute to a better understanding of the effectiveness of chatbots in delivering socio-culturally appropriate information as teaching assistants and to make suggestions for the development of more

inclusive and user-sensitive AI. Further research into student-chatbot interactions using Systemic Functional Linguistics (SFL) can have positive implications for the implementation of LLMs in an educational setting.

Shifting from the “here and now” to encapsulated phenomena; the role of grammatical metaphor in academic texts

Jennifer Walsh Marr
University of British Columbia, Vancouver, Canada
University of Toronto, Canada

Wednesday 22nd November
2.25-3.05
Location: 21:228

One of the key challenges novice readers and writers have with English academic texts is recognizing and reproducing the abstracted concepts of academia. Academic English instruction that engages with the phenomenon of grammatical metaphor (GM) enables novice scholars to both recognize and untangle these abstracted concepts and manipulate linguistic forms to suit the communicative context. This presentation engages with nominalization of ideas through ideational GM, as well as logic (eg. showing condition without if or causation without because) and interpersonal (eg. giving instructions with a polite question). An awareness of grammatical metaphor facilitates deciphering non-literal meanings, paraphrasing (Walsh Marr, 2019), and academic acculturation. This presentation shares exemplar tasks designed to facilitate first year multilingual undergraduate students interrogate a range of congruent and metaphoric meanings in authentic texts, note typical metaphoric shifts, and build repertoires for meaning making that both suit the context and represent students' own intended meaning.

Pinpointing the Textual and Logical Choices in Halliday's "Computing Meanings" and Its Two Chinese Translations

Bo Wang¹, Yuanyi Ma², Christian Matthiessen³

¹University of Macau, Macao.

²Independent researcher, Macau, Macao.

³Hunan University, Changsha, China & Complutense University of Madrid, Spain

Thursday 23rd November

1.45-2.25

Location: 21:230

Translation studies is one of the major research areas that Systemic Functional Linguistics (SFL) has been applied to over the past decades. It has been widely accepted that SFL, as one kind of applicable linguistics, is a theory suitable to be applied to translation studies (e.g. Steiner 2019; Wang & Ma 2021, 2022).

In this presentation, we analyse "Computing Meanings" written in English by M.A.K. Halliday (2002a) (i.e. source text, ST) and its two Chinese translations (Halliday 2002b, 2015) (target texts, respectively TT1 and TT2) in the perspectives of the textual and the logical modes of meaning. We first review the relevant literature and characterize the studies in terms of the dimensions and registers involved. Then we introduce the data and the analytical framework, drawing on Matthiessen's (2014, 2021) conceptualization of translation as recreation of meaning in context through choice (i.e. "re-meaning"). In our analysis, we pinpoint the choices made in systems of theme, taxis and logico-semantic type in the ST and the TTs. Based on the analysis, we build a quantitative profile of the choices involved and show the distribution of choices. We also relate the translation equivalences and shifts to the styles of translators.

This study is a further development of works by Halliday (e.g. 2009, 2010) and Matthiessen (e.g. 2001, 2014, 2021). It proves that the analysis of choices in the ST can guide translators during their processes of translation. By integrating SFL and error analysis, we also explain why misunderstandings have arisen in reading TT2.

Speech Functions and Second Order Semiosis in Cormac McCarthy's "The Sunset Limited"

Carol Webster

College of Professional and Continuing Education (CPCE) The Hong Kong Polytechnic University, Hong Kong

Thursday 23rd November

12.05-12.45

Location: 21:230

The focus of this study in linguistic stylistics is Cormac McCarthy's *The Sunset Limited*, "a novel in dramatic form", in which the playwright creates a multi-layered meaning space of rare imaginative intensity. Actualised as a screenplay, the words come to life through two actors-as-characters whose ninety minutes of intense one-on-one dialogue take on the status of an "extended metaphor," described by Hasan as a second order of "symbolic articulation" (1985), and by Halliday as a "de-automatization" of available semiotic resources (1982). Projecting the artist's challenging hypotheses about aspects of social and spiritual experience, the conversation between the two characters, Black and White, originates out of Black's concern for White's psychological state leading to his attempted suicide. Their dialogue becomes a contest of wills as it plays out on a minimalist stage, in a cross-semiotic kaleidoscope of verbal, visual, and dramatic crafts. The two characters with very different social and ethnic identities not only have opposing views about life and God, but also very different agendas for what they hope to achieve through their dialogue. By applying Eggins and Slade's (1997/2006) ontology of speech functions, one observes a patterning in the use of speech functions against which the artist foregrounds Black's 'jailhouse story'; White's academic 'lecture'; and a psychoanalytic pastiche. The vehement dialogic tensions and the elaborating vignettes create an ensemble: an existentialist dialectic between value and hope, and a drama revealing the artist as-an-"agonizing agnostic" (Broncano, 2014), caught between opposing appeals of Gospel and anti-Gospel.

The Aspirational Explanation genre in secondary school literacies

Trish Weekes
Literacy Works, Sydney, Australia

Thursday 23rd November
10.05-10.45
Location: 21:114

A range of Explaining genres in schooling have been mapped by SFL scholars (Martin and Rose 2008, Derewianka and Jones 2023) including Causal, Sequential, Cyclical, System, Factorial, Consequential and Conditional Explanations. This presentation proposes an addition to the Explaining genre family: Aspirational Explanations. This is based on a corpus of student writing and syllabus documents from secondary schools. Aspirational Explanations explain how a goal or aspiration is attained or how someone aspires or strives towards a desired state or goal. These types of explanations are found in subject areas such as Personal Development, Health and Physical Education (e.g. Explain how health promotion initiatives promote social justice) and Studies of Religion (e.g. Explain how the understanding of peace is expressed through sacred texts in two religious traditions.) Aspirational Explanations often contain the word 'how' in the prompt or question and focus on the way the aspired state or goal will be attained or expressed. Instances of this type of Explanation will be presented in the session and language features will be identified.

Derewianka, B. and Jones, P. (2023). *Teaching Language in Context*. Third Edition. Oxford University Press.

Martin, J. R. and Rose, D. (2008). *Genre relations*. Mapping culture. Equinox.

Education forum: Opportunities for SFL in dynamic educational contexts

Led by Trish Weekes
Literacy Works, Sydney, Australia

Friday 24th November

11.15-2.20

Location: 21:Go8

School education in Australia is experiencing a time of change and challenge due to curriculum reforms as well as reviews of Initial Teacher Education (Australian Government, 2023). These reforms have given prominence to cognitive models of language development, such as the Science of Reading and phonics-based pedagogies. These have caused concern to the SFL community, as discussed in April 2023 at a Sydney SFL seminar (Jones et al, 2023). Nonetheless, there could also be opportunities for SFL due to recommendations about disciplinary literacies and scaffolding pedagogies which could be seen to be aligned with SFL-based knowledge about genre and language as well as the Teaching and Learning Cycle.

The aim of the Education Forum is for colleagues in educational contexts to share ideas for ways to navigate dynamic education contexts and not lose heart. The forum will focus on opportunities for opportunities for SFL-based educational semiotics and possible synergies and collaborations with colleagues in education, within and between educational contexts (primary schooling, secondary schooling and in teacher education).

“Patience is a virtue – up to a point”: interpersonal and experiential simultaneities and options for attitudinal positioning

Peter R.R. White

University of New South Wales, Sydney

Friday 24th November

11.15-11.55

Location: 21:114

This presentation offers suggestions for further theorising the ways in which speakers position addressees to take negative or positive views of people, behaviours, happenings, entities and situations. It will interrogate the proposal that linguistic choices by which such attitudinal positionings are realised can be described via the metaphor of “coupling” – specifically the notion that such positionings said to involve the “combining” of “coordinated choices from system networks” associated with the interpersonal and the ideational (see, for example, Martin 2008; Hood 2010). Referencing work by Szenes (2017), I will

propose that it is useful to more deliberately attend to the lexicogrammar and particularly the transitivity choices by which attitudinal positionings are effected. Therein it becomes possible to offer more delicate accounts of the attitudinal and experiential simultaneities in evaluative utterances and through this, provide for more elaborated models of what such utterances put at stake interpersonally. Along similar lines, such a line of analysis also makes possible a theoretically principled account of what is entailed attitudinally and experientially in utterances such as that cited above in this paper's title: "Patience is a virtue – up to a point" - by reference to a proposed distinction between utterances which are "norm setting" versus those which are "norm applying". This leads on to the proposal that some texts have "ultimate" or "global" attitudinal targets with respect to which addressees are positioned attitudinally, even by utterances in which this target is not referenced – for example a Sydney *Daily Telegraph* editorial which positions the reader to excuse, even to applaud, the grossly criminal acts of Australia's most decorated soldier, Ben Roberts-Smith.

Hood, S. (2010). *Appraising research: Evaluation in academic writing*, Palgrave Macmillan.

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Argument in the age of TikTok: Teaching and assessing spoken language in English

Lindsay Williams
QCAA, Brisbane, Australia

Friday 24th November
10.05-10.45
Location: 21:115

How do young people agitate for social change in the online space? How do English teachers ensure the teaching of spoken texts is relevant for the twenty-first century?

In this paper I will reflect critically on the way spoken language tasks are currently taught in secondary English, and consider opportunities for re-imagining these practices provided by the Australian Curriculum. I will analyse the use of persuasive ‘speeches’ in what Humphrey (2010) and Macken-Horarik (1996) call the civic domain. The focus is a case study of a young, gun-control activist from the United States, David Hogg. I will explore his use of video (mediated by platforms such as Twitter) to call viewers to ac

tion. In doing this, he purposively manipulates genre and multimodal features such as clothing, visual framing, shot types and camera movement – using nothing more than his mobile phone. In addition, I will use studies of paralanguage (e.g. Ngo et. al. 2021) to examine the way Hogg uses features such as facial affect and voice affect to influence relationships with the viewer enacted across the stages and phases of his video. I also explore his use of prominence markers such as hand beats and nods as resources for structuring his text. The paper concludes by considering how English teachers might use these new analytical tools with their students.

The Moral language Framework as an inductive method to identify moral assumptions: an application to seminal economic publications

Rachel Wiseman

University of Wollongong, Wollongong, Australia

Moral values commonly underscore polarized issues and have also been known to predict cognitive bias in people, even on supposedly fact driven topics. Reflecting its social-psychological importance, research into morality has been increasing yet there are few inductive methods available for describing and understanding how moral values are encoded in language and none of which ground the moral concept in the theoretical literature. This paper introduces a mixed-method approach, the Moral Language Framework (MLF), which incorporates elements from the APPRAISAL framework (Martin & White, 2005) in conjunction with moral theory, and which is used for the exploratory, inductive identification of moral evaluation in text. The method is supported by validity and reliability test results, with tests performed on samples from seminal economic works including *Capital in the 21st Century* (Piketty, 2013), *Wealth of Nations* (Smith, 1776), *The Affluent Society* (Galbraith, 1959), and *The Communist Manifesto* (Marx & Engels, 1848). MLF analysis reveals implicit as well as explicit moral assumptions, providing valuable insight into the moral bias embedded in our social, cultural, academic, and politic institutions. Becoming

cognizant of moral bias can facilitate productive discourse and help avoid division into polarised factions, which is critical if we are to successfully cooperate on the important challenges facing humanity today.

Illustration as meaning maker: A multimodal comparison of illustrated versions of two literary classics

Nóra Wünsch-Nagy¹, Maria Cleary²

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Thursday 23rd November

10.05-10.45

Location: 21:230

Illustrated narratives provide rich materials for research in the contexts of literacy education and multimodal discourse analysis. Literary classics are continuously adapted and republished in a variety of media, which are most often bimodal texts such as picturebooks, illustrated readers, graphic novels, and original editions with illustrations. Typically, with each adaptation and edition of a story, the meaning of the text becomes reinterpreted and recontextualised. These changes are realised through the visual choices made by the book editor and illustrator, but are seldom made explicit. Although the cultural interpretations and contexts of the texts are often well-explained, the subtle decision-making process guided by the cultivated gaze (Maton, 2014) of book editors and illustrators is often much less obvious. Gaining knowledge of what meanings are made available through the illustrated versions of literary classics could inform literacy educators and book creators of the creative process and pedagogical potential of these books. In our case study, we analyze and compare illustrated adaptations of Charles Perrault's Little Red Riding Hood and Mary Shelley's Frankenstein. Our analysis is guided by two approaches: the metafunctional and intermodal meanings of the illustrated texts are mostly explored through a social semiotic multimodal approach based on the work of Painter, Unsworth and Martin (2013), and theory of adaptation by Linda Hutcheon (2006). Apart from a semiotic analysis of the selected texts in diverse cultural contexts, we also offer unique insights from a book editor, who works in the field of illustrated readers for language learners.

Deaf Translators' Dialogic Positioning in Chinese Sign Language Translation

Qingxin Xu

College of Foreign Languages and Cultures, Xiamen University, China

Friday 24th November

1.40-2.20

Location: 21:114

Dialogic positioning in translation refers to how translators position themselves and take stances when translating. When Deaf signers are involved in the translation process, their dialogic positioning choices reveal how they navigate the complex linguistic and cultural differences between the Deaf and hearing worlds, as well as their perception and construction of the Deaf identity.

This presentation reports on preliminary findings of a Chinese Sign Language (CSL) translation project, which features the translation from written text into recorded sign language rather than prototypical signed-spoken language interpreting. The project involved a Deaf translator team producing 100 CSL translation videos for the Chinese President's recent political speeches for dissemination among the Chinese Deaf community. In referencing the ENGAGEMENT system (Martin & White, 2005; White, 1998), the study examines the (in)variance vis-à-vis dialogic positioning between the source (written) and target (spoken/signed) texts. The study also explores the impact of this sign language's visual capacities on the construal of subjectivity-related meanings in the CSL translations. The findings indicate that changes in dialogic positioning reflect differences in the authorial stance towards the text's value positions and a shift in the presupposed addressee. The study reveals a certain degree of variance between the dialogic positionings in the source and target texts, with the CSL translation being overall more dialogically heteroglossic than the Chinese source text. These findings are discussed in light of the implications of the methodological approach and Deaf translators' identity construction in sign language translation.

Martin, J. R., & White, P. R. R. (2005). *The Language of Evaluation: Appraisal in English*. Palgrave.

White, P. R. R. (1998). *Telling Media Tales: The news story as rhetoric* [Doctoral Thesis]. University of Sydney.

The recontextualization of art exhibition text panels for children: a comparative analysis of the semiotic resources in audience-sensitive texts

Thursday 23rd November

10.05-10.45

Location: 21:Go8

Debbie Siyu Yao, Yumin Chen

Sun Yat-sen University, Guangzhou, China

It is currently part of the mission of art museums to actively involve children in learning experiences and empower them through a variety of programmes – including developing text panels specialized for children. To date, we have only a limited understanding of the semiotic resources in audience-sensitive exhibition text panels. Drawing upon Systemic Functional Linguistics, this paper analyses and compares 56 text panels in an exhibition from the Art Gallery of New South Wales in Australia. They are comprised of two versions of text panels for 28 artworks, targeting different groups of audiences, respectively (children and adults). It is found that the children's texts have been recontextualized to evoke interest in learning to paint, while the adults' texts focus on aesthetic appreciation. The comparative analysis shows that audience-sensitive text writing is interrelated with its social context in view of field, tenor, mode, and genre. This paper further explores how the production of audience-sensitive text panels contributes to the pedagogic, commercial, and community value of art museums.

Discursive legitimation strategies in legal argumentation: A corpus-based study

Wei Yu

The University of Melbourne, Australia

Wednesday 22nd November

1.40-2.20

Location: 21:Go8

Judges use linguistic strategies to legitimize and naturalize their judicial arguments and decisions in their legal judgments. Via such strategies, their expressions are improved in terms of their legal argumentation and enhanced in terms of persuasiveness. In this presentation, I compare the evaluative language in two sets of judgments from the trial court. The difference between the two sets of judgments only lies in their appeal decisions. One set consists of judgments that are either successfully overturned or successfully appealed and received mitigation in sentencing. Another set is that the appeals are dismissed and the trial decisions remain the same. In each set of legal judgments, there are thirty trial judgments, rather than the appeal judgments. They are all judgments of criminal cases written in legal Chinese. Every judgment from the trial court is written by a single judge. Some judges hold divergent political views. I assume that the successfully appealed judgments are more biased in terms of the language, which means that the trial judges employ much more and diversified evaluative expressions to present their stance and positioning. Their stance and positioning could either be the conviction of not guilty but the accused is guilty in reality or the accused is convicted guilty and severely sentenced. However, the trial judgments that are not successfully appealed and whose judgments remain unchanged are less biased and just fair. This chapter can contribute to the linguistic manipulation of justice.

Appraising the body in Punjabi

Abbas Zaidi
University of New South Wales

Friday 24th November
2.25-3.05
Location: 21:114

The human body has been a focus of several studies in anthropology, postcolonial literature, feminism, and cultural studies. One of the arguments underlying these studies is that the body is framed in ideological terms whereby people are stereotyped or given identities. The discussion of the body is typically conducted discursively along disciplinary principles. In contrast, the Appraisal framework provides linguistic instruments to unpack how texts evaluate people, phenomena, and artifacts, specifically its account of the systems of ATTITUDE, ENGAGEMENT, and GRADUATION. Despite the availability of an enormous Appraisal-based corpus on various stances taken by texts, there is very little work on how texts (or people) evaluate the body for various purposes, such as establishing interpersonal relationships and ideological stereotyping. The purpose of this presentation is to outline how the Appraisal framework can

be used to understand the body-based meaning-making mechanisms in the Punjabi language. The main question that this presentation seeks to answer relates to the justifications which underlie attitudinal choices texts make in order to evaluate people. Various aspects of the Appraisal framework will be referenced to investigate a number of texts. The main finding is that various parts of the body are appreciated to assess a person, among other things.

Coupland, J., & Gwyn, R. (Eds.). (2002). *Discourse, the body, and identity*. London: Springer.

Jary, M. (2022). *Nothing is Said: Utterance and interpretation*. Oxford: Oxford University Press.

Martin, J. R., & White, P. R. (2005). *The language of evaluation*. Basingstoke: Palgrave Macmillan.

Watson, N., & Cunningham-Burley, S. (2001). *Reframing the body*. London: Palgrave.
