The 3rd International Online Systemic Functional Linguistics Interest Group Conference (SFLIG 2025)

Systemic Functional Linguistics Across Disciplines
10 - 13 November 2025

ABSTRACT BOOKLET

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ACKNOWLEDGEMENT OF COUNTRY

The '*Systemic Functional Linguistics Interest Group'* acknowledges, with deep respect, the traditional custodians of the land where this program was developed, the Palawa people of the Lutruwita Nations.

The Palawa people belong to the oldest continuing culture in the world. They cared and protected Country for thousands of years. We pay respects to elders past and present and to the many Aboriginal people that did not make elder status and to the Tasmanian Aboriginal community that continues to care for Country. We recognise a history of truth which acknowledges the impacts of invasion and colonisation upon Aboriginal people resulting in the forcible removal from their lands.

Our Tasmanian Island is a unique place with spectacular landscapes; our cities and towns are surrounded by bushlands, wilderness, mountain ranges and beaches. We stand for a future that profoundly respects and acknowledges Aboriginal perspectives, culture, language and history, and a continued effort to fight for Aboriginal justice and rights, paving the way for a strong future.

On behalf of the University of Tasmania, we acknowledge the custodians of the lands where our conference co-organisers, presenters, reviewers, advisers, and participants live and work across Australia and internationally. We acknowledge all countries participating in *the 3rd International Online Systemic Functional Linguistics Interest Group Conference (SFLIG 2025*), their Elders and Ancestors and their legacy to us.

SYSTEMIC FUNCTIONAL LINGUISTICS INTEREST GROUP (SFLIG)

The Systemic Functional Linguistics Interest Group (SFL Interest Group, or SFLIG in short) was first created on Facebook on the 12th of May in 2014 by Vinh To when Vinh was a PhD student in educational linguistics at the University of Tasmania, Australia. SFLIG Facebook Discussion Group has served as an important informal venue for all sorts of questions and answers related to SFL among SFLIG Members during the past decade. SFLIG has been managed by an amazing team of international SFL scholars including Vinh To, Thomas Amundrud, Dongbing (Mus) Zhang, Kathryn Accurso, Isaac N. Mwinlaaru, Jacqueline Nenchin, Eric Cheung, Awni Etaywe, Marta Filipe Alexandre and many other interested members.

Since COVID-19 started in early 2020, the first international SFLIG webinar series was hosted by the University of Tasmania from June to November 2020. Following this, the first international online SFLIG Conference was co-organised by the University of Tasmania, the Australian Catholic University, Molloy College, and the University of British Columbia in November 2021. The outputs of the 1st SFLIG conference include peer-reviewed conference proceedings (To et al., 2023), and an edited Special Issue in *Linguistics and the Human Sciences* (To & Thomas, 2023). The second international online SFLIG Conference was co-organised by the University of Tasmania and the School of Professional Education and Executive Development at the Hong Kong Polytechnic University in November 2023. The outputs of the 2nd SFLIG conference include an edited Special Issue in *Linguistics and the Human Sciences* and an edited book with University of Toronto Press (in press).

Vision:

- Promoting SFL theory, its advancement, and application in diverse global contexts to contribute to making the world a better place for all.
- Recognising that geography and costs are no longer barriers to participation in SFL professional development opportunities.
- Promoting social equity through free access to learning and research development in SFL worldwide via informal channels such as the SFLIG Facebook Discussion Group, and the SFLIG Mailing List and through formal channels such as SFLIG webinars and online SFLIG conferences.
- Enhancing the dissemination of knowledge through spoken communication in a more accessible and sustainable way via the SFLIG YouTube Channel.

WELCOME MESSAGE

It is with great pleasure we extend the warmest welcome to all speakers and participants of the Third International Online SFLIG Conference (SFLIG 2025), hosted by the School of Education at the University of Tasmania, the School of Professional Education and Executive Development at the Hong Kong Polytechnic University, and Nara University of Education from 10th to 13th of November, 2025.

Global dynamics such as geopolitical tensions continue to reshape language and meaning-making, and our understanding of such. SFLIG2025 acknowledges the constant changes in linguistic landscapes, from the emergence of AI-driven communication to shifting sociopolitical discourses and environmental challenges. Aside from our adaptability to these changes, SFL applications are seen to be encompassing traditional domains while embracing new frontiers in digital technology, sustainability, and post-pandemic communication patterns.

With the theme "Systemic Functional Linguistics Across Disciplines", the Conference aims to provide a platform for scholars to explore those changes and interdisciplinarity through not just Systemic Functional Linguistics, but also other theoretical and conceptual frameworks such as Legitimation Code Theory, Multimodality, ESG and so on. Conference delegates are all invited to engage in stimulating discussions of the most cutting-edge research and ideas about the application and advancement of the SFL theory in response to the changing nature of our complex world in a range of disciplines.

We would like to express our most sincere gratitude to the SFLIG 2025 organising committee members, academic reviewers, plenary speakers, all authors submitting their proposals and participants for making this third SFLIG Conference happen. We wish you a rewarding and inspiring experience at the conference, through learning, knowledge sharing and stimulating discussions. We hope that your experience at the conference will be personally, professionally, and academically enriching.

Once again, welcome to SFLIG 2025! Enjoy the conference and make the most of this valuable opportunity to learn, connect, and grow!

Kindest regards,
SFLIG 2025 Convenors

Remembering Michael Halliday on the centenary of his birth

2025 marks 100 years since the birth of the father of Systemic Functional Linguistics, Michael Alexander Kirkwood Halliday. Among his many positive attributes was a dedication to an *appliable linguistics* that seeks to solve real-world problems with theoretical rigour. Beyond establishing SFL's foundational framework, Halliday's most enduring legacy lies in bridging disciplines and fostering collaborative inquiry across theoretical traditions. Recognising that language could not be adequately understood in isolation, Halliday actively promoted dialogue between SFL and other disciplinary fields, including education, multimodality, sociology, and cognitive science. By positioning SFL not as a closed theoretical system but as an open, evolving approach to understanding meaning-making in social contexts, Halliday's work created intellectual space for interdisciplinary collaboration that continues to generate innovative applications and theoretical refinements across global academic communities.

Professor Halliday saw clearly the importance of making the study of language in use a global endeavour. It is in that spirit that SFLIG 2025 continues to embody and encourage the work he began.

Vale Frances Christie (1939-2025)

The international SFL community was greatly saddened by the loss of Professor Frances Christie, Professor Emeritus at the University of Melbourne, earlier this year. Frances was a pioneer in the application of genre to classroom discourse: her groundbreaking work on genre in classroom discourse fundamentally transformed literacy education, as evident in her seminal publications such as *Classroom Discourse Analysis: A Functional Perspective* (2002) and *School Discourse* (2008, co-authored with Beverly Derewianka). Christie was also instrumental in building institutional support for educational linguistics, serving as the founding President of the Australian Systemic Functional Linguistics Association (ASFLA) and as a passionate advocate for bringing knowledge about language into classroom practice.

It is no exaggeration to say that all of us working with SFL and classroom discourse owe her a debt of gratitude for her extensive work. Professor Christie's warmth, vitality, and insight will continue to motivate research in SFL and education at this conference and beyond. SFLIG 2025 is dedicated to her honour, with our deepest thanks.

SFLIG 2025 ORGANISING COMMITTEE

Lead Convenor and Program Chair:

- Vinh To, School of Education, University of Tasmania

Co-Convenors:

- Eric Cheung, School of Professional Education and Executive Development, The Hongkong Polytechnic University
- Thomas Amundrud, Nara Education University

Committee Members:

- Awni Etaywe, Charles Darwin University
- Dongbing (Mus) Zhang, University of International Business and Economics
- Kathryn Accurso, the University of British Columbia
- Liem Thanh, AMES Australia
- Winfred Xuan, Hongkong Metropolitan University

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https://www.facebook.com/groups/827907327236613/
Linkedin: https://www.linkedin.com/in/sfl-interest-group-2142902b9/

Twitter: https://twitter.com/InterestSfl

YouTube

https://www.youtube.com/channel/UCgzB_Vt7Z3oQnweprY94U0A?view_as=subscriber

Join the SFLIG mailing list via Google Groups and Freelists

Google : https://groups.google.com/d/forum/sfl-interest
https://www.freelists.org/list/sflig

Email all SFLIG members: sfl-interest@googlegroups.com and sflig@freelists.org
Email Admin: Vinh.To@utas.edu.au or sflinterestgroup@gmail.com

SFLIG 2025 ABSTRACT REVIEWERS

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- Molly Pan
- Nathan Lowien
- Shoshana Dreyfus
- Thu Ngo
- Vinh TO
- Xuan Wenhui
- Xiaoling Jin
- Yusnita Febrianti

SFLIG 2025 SCHEDULE: 10-13 NOVEMBER 2025

Zoom details: (Hobart/Sydney time)
Join Zoom Meeting: https://utas.zoom.us/j/89663118879
Meeting ID: 896 6311 8879

Conference Day 1 - Monday, 10 November

Time (Hobart)	Breakout Room 1	Breakout Room 2	Breakout Room 3
9:00-9:30	**Acknowledgement of Country & Conference Opening – SFLIG 2025 Convenors & Organizing Committee** (Chairs: Dr Vinh To & Dr Sally Humphrey)		
9:30-10:30	**Plenary 1: Distinguishing functions of nominalizations and abstract nouns in disciplinary texts** **Dr Sally Humphrey (Australia) (Chair: Dr Vinh To)**		
10:30-10:45	**Morning Tea**		
10:45-11:45	**Session 1a: AI/ChatGPT (Chair: Vinh To)** *SFL informed ChatGPT use to support multilingual graduate students' writing* **Maria Brisk, USA** **Sharika Tasnim , Bangladesh** *It's about time for a Systemic Functional Linguistics GenAI chatbot: A proposal* **Locky Law, Hong Kong**	**Session 2a: Appraisal (Chair: Thomas Amundrud)** *Lexical Metaphor and Bonds in Australians' Facebook Discourse: Enacting (Dis)Affiliation Concerning the Voice to Parliament Referendum* **Mamoun Bani Amer, Australia** *A Corpus-Based Study of Disclaim Resources in Donald Trump's Inaugural Speeches* **Giang Nguyen, Vietnam**	
11:45-12:30	**Lunch**		
12:30- 13:15	**Keynote 1: Some issues around the discussion of a morpheme rank in an axis-based model of language** **Assoc. Prof. Dongbing Zhang (China) (Chair: Dr Thomas Amundrud)**		
13:15-14:45	**Session 1b: Education (Chair: Vinh To)** *Grammatical Metaphors of Modality in the Abstracts of Economic Research Papers: A Contrastive Analysis of English and Vietnamese* **Oanh Nguyen and Trung Nguyen, Vietnam** *Thematic Progression and Thematic Patterns in Argumentative Writing: A Tri-Group Comparison in IELTS Academic Writing Task 2* **Khoa Le, Vietnam** *Exploring meaning-based complexity in EFL writing: The case of four genres* **Timothy Lawrence, Spain**	**Session 2b: Language Description and Typology (Chair: Thomas Amundrud)** *Imperative MOOD System of Mizo* **lal tleipuii, India** *A Systemic Functional Analysis of Themes in Hadhrami Arabic Imperative Clauses* **Mohammed Lahmdi, Yemen** **Hassan Alfadly, Oman**	**Session 3a: Translating and Interpreting (Chair: Dongbing Zhang)** *Reconstructing Character in Translation: The Case of Legends of the Condor Heroes* **Shiwei Fu, China** **Jing Fang, Australia** *Implication of Systemic Functional Grammar on Translation Studies: A Complex Relationship between Language, Context, and Meaning* **Farzana Sohail, Pakistan** *The logico-semantic and tactic analysis of Chinese explaining flowing sentences: The SFL and PRL perspective* **Lanhui Zhu, China**
14:45- 15:00	**Afternoon tea**		

Time (Hobart)	**Breakout Room 1**	**Breakout Room 2**	**Breakout Room 3**
15:00-15:45	**Plenary 2: Point of View: An interpersonal interpretive divide between graphic novel and animated movie versions of literacy narratives - Professor. Len Unsworth (Australia)** **(Chair: Dr Thomas Amundrud)**		
15:45- 16:30	**Book Launch** **Language and Literacy: Essential knowledge for all teachers** *Michael Carey, Vinh To, Xuesong Gao* **Building a language toolkit for teachers: A functional Approach** *Sally Humphrey, Ruslana Westerlund, Olga Malin*		

Conference Day 2 - Tuesday, 11 November

Time (Hobart)	Breakout Room 1	Breakout Room 2	Breakout Room 3
9:30-10:30	**Plenary 3: People and place in UN resolutions on Palestine (1947-2020)** **Professor Annabelle Lukin (Australia) (Chair: Dr Vinh To)**		
10:30-10:45	**Morning Tea**		
10:45-12:15	**Session 1a: Education (Chair: Dong Bing Zhang)** *Exploring Student Attitudes Toward English Learning in Ceuta: A Case Study in a Multilingual Context* **Carmen Ortega Robles, Spain** *Connecting Teacher Development with Learner Outcomes: A Systemic Functional Linguistics Approach to Enhancing English Education Quality in Hong Kong Kindergarten Contexts* **Xuan Wang, Hong Kong** *Analysing Multimodal Pedagogic Discourse: Grammatical and Semiotic Insights from EFL Teaching* **Guoqiang Liu, China** **Wan Farah Wani Wan Fakhruddin, Malaysia**	**Session 2a: Political Discourse (Chair: Awni Etaywe)** *Critical Discourse analysis of Xenophobia in UK Political Party Blogs* **Nourah Almulhim, UK** *(Re)constructing Favorable International Images: A Discourse-historical Approach to Speeches Given by Japan's PM at General Debates of UNGA (77th-78th Sessions)* **Ying Wang and Huabin Wang, China** *Representing War: A Comparative Systemic Functional Linguistics Analysis of Pakistani and Indian Foreign Minister's Speeches* **Seemab jamil Ghouri, Pakistan**	
12:15-13:00	**Lunch**		
13:00- 13:45	**Keynote 2:** **Pro-Palestinian solidarity in Jewish activism: Humanising 'we-ness', confronting colonial framing, and advancing obligations within shared moral fields Dr Awni Etaywe (Australia) (Chair: Dr Eric Cheung)**		
13:45-15:15	**Session 1b: Education (Chair: Vinh To)** *Teaching the Video Curriculum Genre in English for Academic and Professional Purposes: A Genre-Based Approach to Student Production* **María Cecilia Gago and Cynthia Edith Quinteros, Argentina** *Analysing ESL Teachers' Paralanguage Through Systemic Functional Linguistics: A CDA of Teaching Practices in Pakistan* **Rashid Ahmad Shah, Fawad Khan, Arif Khan Pakistan** *A logical meaning analysis of writing samples in an English self-study platform in Vietnam* **Tam Nguyen, Vietnam**	**Session 2b: Multimodality (Chair: Eric Cheung)** *Childhood Socialization Through Picture Book: A Systemic Functional and Multimodal Exploration of Kali Wants to Dance* **Sthuthi M V, India** *"We feel profoundly guilty and remorseful!": Ambient affiliation in corporate crisis public relations statements* **Yufei Liu, China** *Interpreting Visual Representations: A Multimodal Discourse Analysis of an ESP Textbook* **Ngoc Bich Pham, Vietnam**	**Session 3a: Multilingualism (Chair: Awni Etaywe)** *Appraisal in Science Instruction: Constructing Scientific Knowledge in Indonesian Bilingual Classrooms* **Wawan Gunawan, Yanty Wirza, and Lukman Hakim, Indonesia** *Theme-Rheme Structure in the Selected EnglishTranslation of Èjì-Ọgbè: A Systemic Functional Linguistics Approach* **Festus Onipede,** Nigeria *Improving Pharmacy Services for Stronger Health Systems and Better Health Outcomes: A Multimodal Discourse Analysis of USAID's MTaPS Programme in Nigeria* **Peter Makinde, Nigeria**
15:15- 15:30	**Afternoon tea**		
15:30-16:30	**Plenary 4: Halliday's Categories: the origin of an evolving theory of language** **Jonathan Webster, Hongkong (Chair: Dr Eric Cheung)**		

Conference Day 3 - Wednesday, 12 November

Time (Hobart)	Breakout Room 1	Breakout Room 2
9:30-10:30	**Plenary 5: Antiracist Genre Pedagogy: Reimagining SFL Praxis Through Critical Race Cross-Pollination** **Dr Kathryn Accurso** (Canada) **(Chair: Awni Etaywe)**	
10:30-10:45	**Morning Tea**	
10:45-12:15	**Session 1a: Education (Chair: Thanh Liem)** *Ideational and Interpersonal Angles on Decontextualisation: Preliminary findings from a pedagogical experiment in a Sierra Leone postgraduate writing course* **Stephen Ney, Canada** *Multimodal hortatory expositions and the upper primary classroom* **Jennifer Asha, Australia** *Analysis of appraisal and intercultural communicative competence through video interaction in teaching and learning: The case of Spanish* **Elena Sheldon, Australia**	**Session 2a: Media & Multimodality (Chair: Thomas Amundrud)** *Popularizing health in the digital era: A multimodal study of health popularization webtoons as macrogenre on Chinese social media* **Chuanlin Liao, China** *Appraisal and coupling in the government public health crisis communication on China's social media* **Juan He Xiamen, China** *Use of language reflecting power and ideology in marketing discourse* **Nimra Mukhtar and Waheed Shahzad, Pakistan**
12:15-13:00	**Lunch**	
13:00- 13:45	**Keynote 3: Grading Graduation Through Corpora** **Dr Thomas Amundrud (Japan) and Dr Michael Maune (USA) (Chair: Dr Awni Etaywe)**	
13:45-15:15	**Session 1b: Education** (Chair: Winfred Xuan) *Student attitude towards feedback in higher education: A corpus-assisted discourse analysis* **Margo Van Poucke, Australia** *English language function capabilities of young children on the autism spectrum from a Systemic Functional Linguistics perspective: A Systematic Literature Review* **Agung Ginanjar Anjaniputra, Indonesia** **Thu Ngo, Australia** *The Effect of Storytelling as a Developmental Tool on Iranian EFL Young Learners' Writing Performance* **Sepideh Abbasifard, Iran**	**Session 2b: LCT & Multilingualism** (Chair: Thomas Amundrud) *Mass and Presence as translations for Semantic Gravity and Semantic Density* **Anne McCabe, Spain** *Monolingualism or Bilingualism?: Outcomes of Young-Adults with ASD* **Amy Marie Mc Intire, Italy** *Exploring Patient-Centeredness in Indian Oncology Consultations: A Contextual Analysis* **Miriyala Ramya Geethi and Jasti Appa Swami, India**
15:15- 15:30	**Afternoon tea**	
15:30-16:30	**Plenary 6: Semiotic systems as resources: the past, present and future roles of system networks in representing them** **Professor. Christian M.I.M. Matthiessen (Spain) (Chair: Dr Winfred Xuan)**	

Conference Day 4 - Thursday, 13 November

Time (Hobart)	Breakout Room 1	Breakout Room 2	Breakout Room 3
9:30-10:30	**Plenary 7: Systemic Functional Linguistics in Education: Informing Educational Semiotics** **Assoc. Prof. Fei Victor Lim, Singapore (Chair: Dr Kathryn Accurso)**		
10:30-10:45	**Morning Tea**		
10:45-12:15	**Session 1a: COVID-19 & Multimodality (Chair: Kathryn Accurso)** *How UK politicians, scientists and journalists communicated a scientific breakthrough: a situational and appraisal analysis of announcements of the first COVID-19 vaccinations* **Sheena Gardner, David Beauchamp, Benet Vincent, UK** *Reading without words: Shared reading of wordless picturebooks and its potential to support children's multimodal literacy* **Ting Zhou, Australia** **Emilia Djonov, Australia** **Alice Chik, Australia** *Picturebooks and other semiotic artefacts in library storytime as a semiotic practice* **Emilia Djonov, Australia**	**Session 2a: Various topics (Chair: Thomas Amundrud)** *Venting Frustration and Displaying Resistance Through Graffiti: A Case Study of Tertiary Students' Responses to Political and Social Influence in Eswatini* **Virginia Thontea Dlamini-Akintola, Switzerland** **Stellenbosch University, South Africa** **Cynthia Thwala, Switzerland** *Revisiting the Schematic Structure Components of Introduction Sections in Conference Presentations: A corpus-based study in Immunology* **Laura Lucía Laurenti, Spain**	
12:15-13:00	**Lunch**		
13:00- 13:45	**Keynote 4: Using ideational concurrence to create accessible classroom metalanguage** **Lucy Macnaught and Ruth French (Australia) (Chair: Dr Thomas Amundrud)**		
13:45-14:45	**Session 1b: ESG and political discourse (Chair: Eric Cheung)** *Greenpeace's Emotional Appeal: Linguistics and Multimodal Strategies* **Sebastian Amado, Argentina** *A linguistic-rhetoric Approach to Political Discourse Analysis: A Theoretical Methodological Avenue for Interdisciplinary Research Works* **Jamila ZGHAL, Tunisia** *Halliday's Ideational Grammatical Metaphor Analysis in Theresa May's Speeches* **Marwa Kamal, Egypt**	**Session 2b: Appraisal & Multimodality (Chair: Winfred Xuan)** *Decoding Maternal Anxiety: A Social Semiotic Analysis of Mother-Daughter Communication in WeChat Video Channels* **Yuting Song, China** *Strategies in video games and their impact on consumers* **Gorete Marques and Marisa Dinis, Portugal** *Exploring Disciplinary Affiliation in Academic Book Reviews: A Systemic Functional and Corpus Linguistic Analysis of Rhetorical Structures and Appraisal in Applied Linguistics* **Fahmida Yasmin Chowdhury, Australia**	**Session 3a: Language Description and Typology (Chair: Thomas Amundrud)** *Contextualisation of Proverbs in Ideational Metafunctional Praxis* **Michael Uyanne, Marcel Ezechukwu, Nigeria** *The circumstance as a focus in a register study* **Kingsley Cyril Mintah, Ghana**
14:45- 15:00	**Afternoon tea**		

Time (Hobart)	**Breakout Room 1**	**Breakout Room 2**	**Breakout Room 3**
15:00-16:00	**Plenary 8: Enhancing Evidence for Systemic Functional Linguistics and Genre Theory in K-12 Literacy Education** **Assoc. Prof. Clarence Green, Hongkong (Chair: Dr Eric Cheung)**		
16:00:16:30	**Thank You and Conference Closing (*Vinh To, Eric Cheung and Conference Committee)***		

Plenaries

Plenary 1: Distinguishing functions of nominalizations and abstract nouns in disciplinary texts

Dr Sally Humphrey

Abstract:
This presentation draws on recent developments in SFL theory to distinguish some functions nominalisations and other abstract nouns in building disciplinary knowledge. Inspired and informed by Halliday's distinction of 'live' and 'dead' grammatical metaphor, descriptions of ideational discourse semantics and field (e.g. Doran & Martin, 2021; Hao, 2021, Hao & Humphrey, 2019) provide a metalanguage teachers to reveal and address often overlooked linguistic challenges of reading disciplinary texts and assessing students' writing development. I demonstrate the use of a discourse semantic metalanguage in texts composed in a range of secondary school disciplines.
for the 'what' and 'how' of effective apprenticeship to SFL's rich toolkit.

Biography:
Dr Sally Humphrey has worked for many years as a TESOL and languages teacher, teacher trainer and educational linguist in Australia and internationally. She has been involved in research using systemic functional linguistics for over thirty years, particularly to describe the literacy demands of a range of educational and social contexts. She has contributed to a number of influential research projects led by Professors James Martin, Frances Christie, Beverley Derewianka and Len Unsworth and contributed to many research publication. Sally has also co-written a number of tertiary level text books and work books designed to introduce pre-service and practicing teachers to Functional Grammar for learning in primary and secondary schools.

Plenary 2: Point of View: An interpersonal interpretive divide between graphic novel and animated movie versions of literacy narratives

Professor. Len Unsworth, Australian Catholic University

Abstract:
Literary narratives for children and adults are increasingly adapted as graphic novels and animated movies. Even when the graphic novel and animated movie versions are ostensibly ideationally very similar, the interpretive possibilities they afford frequently vary due to differences in the interactive or interpersonal meanings conveyed in the visual depictions in the graphic novel and animated movie media. Analyses of several literary narratives which have been adapted both as graphic novels and animated movies indicates that the visual point of view constructed for the audience is consistently distinctively different across these two media versions of the same story. This presentation illustrates these distinctive differences in the visual construction of point of view in examples of graphic novel and animated movie versions of literary texts for children and adults. Implications are drawn for explicit teaching of visual semiotics as a crucial aspect of developing students' appreciation of multimodal narrative art and their critical media literacy.

Biography:
Len Unsworth is Professor in English and Literacies Education at the Australian Catholic University in Sydney. Len's current research interests include systemic functional semiotic perspectives on multimodal and digital literacies in English and in curriculum area teaching and learning. He has been a chief investigator on eleven large national Australian Research Council funded projects since 2005, and has published extensively in leading journals in literacy and education as well book chapters and a number of books, including: *Reading Images for Knowledge Building in School Science* – with Jim Martin (Routledge, 2024); *Functional Grammatics: Reconceptualising Knowledge about Language and Image for School English* with Mary Macken-Horarik, Kristina Love and Carmel Sandiford (Routledge, 2017); *English Teaching and New Literacies Pedagogy,* with Angela Thomas (Peter Lang Publishing 2014); and *Reading Visual Narratives* (Equinox, 2013) with Clare Painter and Jim Martin.

Plenary 3: People and place in UN resolutions on Palestine (1947-2020)

Professor Annabelle Lukin, Macquarie University

Abstract:
In The United Nations and the Question of Palestine: Rule by Law and the Structure of International Legal Subalternity (Imseis 2023), international law scholar Ardi Imseis argues that the United Nations has failed to take Palestine and its people seriously. By this Imseis means that in its dealings on Palestine and Palestinians, the UN has treated both people and place as an object 'to be ignored, casually dismissed, or represented for' rather than as a subject with 'a sustained history, presence and agency of its own' (Imseis 2023: 4). The UN, he argues, has created for Palestine and Palestinians a state of 'international legal subalternity', a state in which the 'promise of justice through international law is repeatedly proffered under a cloak of political legitimacy funished by the international community, but its realization is interminably withheld' (Imseis 2023: 2). This paper examines Imseis' claims, drawing on a new corpus of General Assembly resolutions on Palestine (Lukin et al, in press), from the 1947 Resolution 181(II), which recommended the partition of Palestine, until the end of 2020 (671 resolutions; around 650, 000 words). As resolutions are a key form of action by the United Nations, and a key site for the construction of concepts of people and place, this paper draws on linguistic theory and methods, including corpus linguistics (Brezina et al 2020; McEnery and Hardie 2012), to examine the ways in which Palestine and Palestinian people have been constructed across nearly 8 decades of UNGA resolutions.

Biography:
Annabelle Lukin is Professor of Linguistics at Macquarie University in Sydney. She researches language in diverse contexts including politics and media, international war law, healthcare communication, and the climate crisis. Her major publication is War and Its Ideologies: A Social-Semiotic Theory and Description (Springer, 2019), based on over a decade of research into media reporting of the 2003 invasion of Iraq. She has a Substack newsletter where she writes about language in the climate crisis.

Plenary 4: Halliday's Categories: the origin of an evolving theory of language

Professor Jonathan Webster

Abstract:
In 1961, M.A.K. Halliday's *Categories of the Theory of Grammar* (1961) was published in *WORD* (Vol. 17, Issue 2, pp. 241–292). *Categories* was Halliday's first journal article following the completion of his doctoral dissertation six years earlier. Firth's influence is evident in this paper, which Jim Martin describes as "generally landmarked as the founding paper for what evolved as systemic functional linguistics" (*WORD*, Vol. 62, Issue 1, pp. 35–58). What becomes evident from this comparison between the seminal concepts presented in *Categories* and the current state of SFL theorizing about language is that the same brilliant mind that produced *Categories* never ceased in the pursuit of a better understanding of how language works to make meaning.

Biography:

For more than ten years, Jonathan Webster headed up the Department of Chinese, Translation and Linguistics at City University of Hong Kong (CityU). He has served as the Editor of the Collected Works of several leading scholars, including M.A.K Halliday, Ruqaiya Hasan, Sydney Lamb, and Braj B. Kachru. He authored the book *Understanding Verbal Art: A Functional Linguistic Approach*, published by Springer; and co-authored (with M.A.K. Halliday) *Text Linguistics: The how and why of meaning*, published by University of Toronto Press. In addition, he is the founding Editor of *Linguistics and the Human Sciences* (University of Toronto Press); and Managing Editor of the journal *WORD* (International Linguistic Association and Taylor & Francis)

Plenary 5: Antiracist Genre Pedagogy: Reimagining SFL Praxis Through Critical Race Cross-Pollination

Dr Kathryn Accurso, University of British Columbia

Abstract:

What does it mean to reimagine SFL praxis through an explicitly antiracist lens? In this talk, Dr. Kathryn Accurso reflects on nearly a decade of conceptual and empirical work cross-pollinating critical race theory and genre pedagogy in North American teacher education across K–12 and adult learning contexts. At the core of this work is a framework for antiracist genre pedagogy, which seeks to break disciplinary silences on the racialized and racializing nature of 'academic language' and support teachers to consciously change the system of meaning-making choices used, taught, and valued in school settings. This presentation traces affordances and challenges of mobilizing an antiracist genre pedagogy framework to confront racial and linguistic inequities in language/literacies education and teacher preparation.
The talk draws on a rich action research dataset that includes five years of written, oral, and multimodal reflections on antiracist genre pedagogy by pre- and in-service teachers; curriculum they designed; and instructor interviews/memos. Findings from a critical race reflexive thematic analysis of these data point to: (1) affordances such as increased critical disciplinary consciousness, antiracist dispositions, deeper engagement with diverse voices for learning, and intentional curriculum design that foregrounds equity; (2) challenges such as navigating institutional constraints, developing racial literacy alongside genre knowledge, and sustaining critical reflexivity over time; (3) additional competencies that may be involved (e.g., trauma-informed practices, understandings of harm and reconciliation, discourse-level analysis of power, collaborative curriculum design); and (4) directions for future research and praxis as the pursuit of justice now continues in the context of shifting discourses and commitments toward equity, diversity, inclusion and hyperfixation on narrow forms of 'evidence-based' language/literacies instruction.

Biography:

Kathryn Accurso is an Associate Professor of Teaching Multilingual Learners in the Department of Language and Literacy Education at the University of British Columbia. Her work focuses on preparing K–12 educators to support multilingual learners' engagement, growth, critical thinking, and well-being. She engages

antiracist approaches to disciplinary literacies, SFL and genre pedagogy, and action research as a tool for professional development that helps teachers support diverse learners in engaging with, acquiring, critiquing, and reimaging knowledge and language across subjects.

Plenary 6: Semiotic systems as resources: the past, present and future roles of system networks in representing them

Professor. Christian M.I.M. Matthiessen

Abstract:
In Systemic Functional Linguistics (SFL), language is construed as a higher-order semiotic systems — as a resource for making meaning, **a meaning potential** (e.g. Halliday, 1973, 2013, 2023), and since the 1980s, scholars have used this conception to interpret semiotic systems other than language as well. To represent language as meaning potential, Halliday (e.g. 1964, 1966, 1967, 1967/8, 1969) designed system networks in the 1960s as part of his "axial rethink", treating the paradigmatic axis as primary rather than the syntagmatic axis. Making the paradigmatic axis the foundation of "semiotic order" was unique among theories of language, the default being to treat the syntagmatic axis as the foundation — represented by constituency or dependency structures (cf. Martin, 2013; Matthiessen, 1995, 2015, 2023; Matthiessen & Teruya, 2024). While other strands within linguistics have caught up or begun to catch up with other aspects of his theory that were "out of phase" with linguistics in the 1960s (e.g. his conception of language as a probabilistic system, his view of lexicogrammar as a continuum rather than as separate modules, his prosodic representation of phonology, his distinction between the general theory of language and descriptions of particular languages, his meaning-oriented account of grammar; and his transcendence of the distinction between theoretical and applied linguistics), SFL is still unique among theories of language in giving priority to the paradigmatic organization to theorize and model language as a resource for making meaning.

This year, 2025, is Halliday's centenary and it seems appropriate and timely to take a view steps back to consider the past, present and future roles of system networks as representations of semiotic resources. I will review what we have gained from them in the past (e.g. the integration of lexicogrammar, the "domestication" of intonation

through systemic representations, system-based language comparison and typology, systemic snapshots of language learners growing meaning potentials; the modelling of semiotic systems with syntagmatic representations very different from those of language — see e.g. O'Grady, Bartlett & Fontaine, 2013).
Next I will discuss the present potential for system networks both within linguistics (e.g. the current exploration of their roles in L2 education, as in Arús-Hita, Matthiessen & Xuan, 2024; Matthiessen & Xuan, 2024) and across sciences, where network-based theories are now proliferating (as in *network science*, Barabási, 2016). Network-based theories enable researchers to observe, analyse, describe and models systems of various phenomenal orders holistically — network-based systems thinking (cf. Capra & Luisi, 2014; Noble, 2016; Noble & Noble, 2023; Harari, 2024). And they are ideal for investigations based on "big data" (as in corpus linguistics, and so-called Generative AI based on large language models) using techniques of machine (and deep) learning and neural network representation. In educational contexts, teachers and learners can now simulate system networks using various "mind-mapping" applications, which typically enable users to visualize the systemic information by means of different kinds of display (cf. Mohan's, 1986, demonstration of the value to student of learning to "translate" the representation of bodies of knowledge between different semiotic systems).

Finally, I will suggest that future actualizations of the current potential looks very promising and that new possibilities will emerge — very probably in inter-disciplinary, in trans-disciplinary or in what I have called meta-disciplinary networking (Matthiessen, forthcoming). This will surely include further developments of the use of system networks in L2 education, and more broadly a systemic functional version of contrastive linguistics. The development of neurosemiotics involving SFL will also continue, based on key contributions from Latin America: e.g. Trevisan & García (2019), García & Ibáñez (2023). Hopefully, SFL can play a central role in the next phase of computational linguistics and AI when researchers realize that they need to complement the probabilistic modelling with linguistic theory; this seems quite conceivable since SFL already embodies the probabilistic part as well. As network science continues to develop, it is of course entirely possible that system networks will be replaced or improved by a new more powerful network representation, something foreshadowed by Michael Halliday at ISFC 2002 in Liverpool. If so, the systemic functional theory of paradigmatic organization will be more powerfully realized and the potential for applications will increase.

Biography:
Professor. Christian M.I.M. Matthiessen is Professor under the María Zambrano scheme, Complutense University; Distinguished Professor in the Department of Linguistics, UIBE; and Distinguished Professor in the School of Foreign Languages, Hunan University. He has degrees in linguistics from Lund University (BA), where he also studied English, Arabic and philosophy, and in linguistics from UCLA (MA, PhD), and has previously held positions at USC/ Information Sciences Institute, Sydney University, Macquarie University, and the Hong Kong Polytechnic University. He has held visiting appointments at the University of Hamburg and the Brain Science Division of the RIKEN Institute in Tokyo.

He is also Honorary Professor, Beijing Normal University, Beijing, the Australian National University, Canberra, and Guest Professor, University of Science and Technology, Beijing. Matthiessen has lectured and given courses around the world, including in China, Japan, S. Korea, the Philippines, Thailand, Indonesia, India, Greece, Germany, Denmark and the UK, Lebanon, Canada, Colombia, Brazil, Argentina and Chile, and he is involved in a number of international research networks. Matthiessen has authored and co-authored over 15 books and 170 book chapters and journal articles.

With researchers around the world, he is working on health communication, aspects of educational linguistics, language description, registerial cartography, multilingual studies, language arts, the language of space, and the development of Systemic Functional Linguistic theory. The most recent books are Matthiessen (2021), Systemic Functional Linguistics, Part I, edited by K. Teruya; Matthiessen, Wang, Ma & Mwinlaaru (2022), Systemic Functional Insights on Language and Linguistics. Matthiessen & Teruya (2023), Systemic Functional Linguistics: a complete guide (Routledge), Matthiessen (2023), System in Systemic Functional Linguistics: a system-based theory of language. Wang & Ma (2023), Theorizing and Applying Systemic Functional Linguistics Developments by Christian M.I.M. Matthiessen, provides an overview of some domains of his work.

Plenary 7: Systemic Functional Linguistics in Education: Informing Educational Semiotics

Assoc. Prof. Fei Victor Lim, National Institute of Education and Nanyang Technological University

Abstract:

The increasing multimodality of contemporary communication demands a rethinking of how we conceptualise literacy in education (New London Group, 1996). From digital news interfaces to interactive video games, from cinematic texts to educational websites and student-designed posters, meaning is no longer conveyed through language alone. In this plenary, I explore the role of Systemic Functional Linguistics (SFL) in informing educational semiotics, with particular attention to the development of a pedagogic metalanguage for thinking and talking about multimodal meanings. Drawing on the foundational work of Halliday in viewing language as social semiotic (Halliday, 1978), SFL provides not only a descriptive framework but also a generative theory for supporting the development of multimodal literacy in learners (Lim & Tan-Chia, 2023). I conclude by identifying future directions for research: the need for scalable teacher professional development in multimodal pedagogies, the refinement of pedagogic metalanguages across learning contexts, and the exploration of AI-mediated learning environments where multimodal meaning-making is increasingly shaped by algorithmic design (Lim & Unsworth, forthcoming).

Biography:

Dr Fei Victor Lim is Associate Professor and Deputy Head (Research), English Language and Literature, at the National Institute of Education, Nanyang Technological University, Singapore. He researches and teaches on multiliteracies, multimodal discourse analyses, and digital learning. He is an editor of *Multimodality and Society* and an associate editor of *Computers and Composition* and *Designs for Learning.* He is also author of the book, *Designing Learning with Embodied Teaching: Perspectives from Multimodality*, lead author of the book, *Designing Learning for Multimodal Literacy: Teaching Viewing and Representing*. He has received awards for his excellence in research, teaching and service.

Plenary 8: Enhancing Evidence for Systemic Functional Linguistics and Genre Theory in K-12 Literacy Education

Assoc. Prof. Clarence Green, University of Hong Kong

Abstract
Systemic Functional Linguistics (SFL) and Genre Theory (GT) have influenced decades of research in first and second-language literacy education. However, recent systematic reviews highlight a gap in large-scale interventions and controlled trials evaluating their impact (Green et al., 2024). This presentation explores how the evidence base for SFL and GT's effectiveness on K-12 student literacy outcomes can be strengthened through research designs that extend beyond those commonly currently used in SFL/GT K-12 classroom research. Interventions with control groups demand significant collaboration among schools, funding agencies, universities, and researchers, but without them current evidence syntheses are constrained by the existing limited evaluations of SFL and GT's potential benefits in K-10 classrooms. Given international shifts in educational policy and practice calling for the types of research discussed in this presentation, it is proposed that the research community consider adopting designs that align with rigorous evidence standards, such as those set by educational evaluation bodies (e.g., What Works Clearinghouse) and systematic review guidelines for evaluating educational evidence via interventions. The discussion of where SFL/GT classroom research might go in the future is valuable for stakeholders engaged in policy, curriculum development, and teacher training across multiple countries, offering a pathway to more robust evidence-informed literacy education practices.

Biography:
Dr Clarence Green is an Assistant Professor, Faculty of Education, University of Hong Kong. His research focusses on vocabulary, reading, first and second language acquisition, language psychology and disciplinary literacy. He holds a PhD (University of Melbourne), and was formerly a k-12 teacher (Victorian Institute of Teachers, Ontario College of Teachers). He co-chairs the Australian Linguistics Society's 'Linguistics in the Schools' SIG, is Associate Editor of the Asia Pacific Journal of Education, and editorial board member of the Journal of English for Academic Purposes and Australian Journal of Linguistics. He received the 2025 recipient of the UKLA/Wiley Research in Literacy Education Award.
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Keynote 1: Some issues around the discussion of a morpheme rank in an axis-based model of language

Assoc. Prof. Dongbing Zhang, University of International Business and Economics

Abstract

The talk takes an empirical stance on the question of morpheme rank in language description informed by systemic functional theory. It illustrates the way a morpheme rank is made redundant when it is approached from certain systems at higher ranks. This point is illustrated through the resources that are involved in the realisation of features in the systems of TENSE/ASPECT and VOICE in Khorchin Mongolian, English, and Mandarin Chinese, three genetically unrelated languages with distinct cross-rank division of grammatical labour. The paper argues that for languages that assign heavy grammatical labour to word rank (i.e., synthetic languages), morphemes can be described as grammatical items that designate functions in word structure. The paper additionally teases apart two types of realisations—preselection and designation, which are crucial for the discussion of morpheme rank in systemic functional descriptions.

Biography:

Dr Zhang Dongbing (Mus) holds a PhD in linguistics from the University of Sydney and is Associate Professor of Linguistics at the School of International Studies, University of International Business and Economics. He is mainly interested in understanding the way grammar works in discourse across languages (with particular focus on Mongolian, Chinese, and English), the dynamic unfolding of social interaction, and the systemic modelling of semiotic systems in general. Dr Zhang has contributed to several collaborative works on systemic functional language typology and is currently editing a special issue on verbal groups across languages for *Lingua* (with J. R. Martin, Christian Matthiessen, and Isaac Mwinlaaru). More about him can be found on his professional website: https://dongbingzhang.com/.

Keynote 2: Grading Graduation Through Corpora

Dr Thomas Amundrud Nara University of Education
Dr Michael Maune, Massachusetts Institute of Technology

Abstract:

The system of GRADUATION in APPRAISAL realizes scalar assessments of lexical items across two axes - intensity or amount (FORCE) and prototypicality (FOCUS) (Martin & White, 2005). To help enhance the reliability and prominence of Systemic Functional Theory (SFT) and the APPRAISAL framework, we build on Read and Carroll (2012) in using interrater reliability (IRR) methods to evaluate GRADUATION analyses of L2 English learner social science critiques in the BAWE corpus (see Nesi & Gardner, 2012 & 2018). Following Read and Carroll (2012), we first compiled a list of anchor words both coders agreed realized GRADUATION. From these anchor words, the preliminary results suggest that agreement at lower degrees of delicacy, like FORCE and FOCUS, is moderate, with $\kappa = 0.49$ (see McHugh, 2012 for κ-scale). At higher degrees of delicacy, such as QUALITY, PROCESS, NUMBER, MASS, and EXTENT, we find higher agreement ($\kappa = 0.68$) due to a filtering effect in our methods that eliminates words not coded by both coders. We found more moderate levels of agreement for parallel systems of INFUSING/ISOLATING ($\kappa = 0.45$) and UPSCALE/DOWNSCALE ($\kappa = 0.52$). We conjecture that the inconsistent levels of agreement may be attributable to factors such as systemic indeterminacy (Halliday & Matthiessen, 2014, p. 217), insufficient procedural guidance for coding in Martin & White (2005), and procedural problems arising from the complexities of international research. In this presentation, we present the background and current findings of this study, and discuss implications for the APPRAISAL system and its potential applications.

Biography:

Thomas Amundrud is an Associate Professor of English Education at Nara University of Education, Japan. His dissertation (Macquarie, 2017) looked that the multimodal realization of a classroom genre of teacher-student consultation in two university EFL classrooms. His subsequent research has expanded this to Japanese secondary school EFL classrooms, incorporating Legitimation Code Theory to look at how gestures and classroom semiotic modalities like PowerPoint contribute to the teacher-student co-construction of classroom knowledge.

Michael Maune (Ph.D.) is a lecturer at Massachusetts Institute of Technology, where he teaches written and oral communication in mathematics, computer science, and political science. His research focuses on corpus-based approaches to genre pedagogy and experimental methods in SFL and Legitimation Code Theory.

Keynote 3: CDA/PDA of Jewish Activism and Discursive Resistance to Disinformation on Palestine: Humanising We-ness, Ethical Tenor, and Moral Positioning within Shared Moral Fields

Dr Awni Etaywe, Charles Darwin University

Abstract

This keynote examines how Jewish activists and human rights organisations – *B'Tselem*, *Jewish Council of Australia*, *Breaking the Silence*, and *Jewish Voice for Peace* – strategically use language to counter disinformation and reframe narratives surrounding the Palestinian struggle within post-truth media environments. Adopting a complementary Critical and Positive Discourse Analysis (CDA/PDA) framework (e.g. Martin, 2024; Hughes, 2018) and extending recent models of systemic compassion development (Etaywe, 2024; Etaywe et al., 2024), the study explores how ethical tenor, attitudinal rapport, and moral bonding processes operate to construct solidarity and counter colonial framings. Drawing on the four organisations' website contents and social media (namely Instagram) posts and campaigns (February 2024–June 2025), a corpus-assisted macroscopic analysis identifies key evaluative patterns, followed by close textual analysis of positioning and moral alignment strategies.

Findings reveal how these organisations invoke (re)humanised *we-ness*, ethical obligation, and shared responsibility through attitudinal stancetaking and axiological bonding, challenging state-sponsored frames of "conflict" and "disputed territories." Instead, they foreground discourses of *illegal occupation*, *apartheid*, *genocide*, and *ethnic cleansing* – reframing Israeli state actions as morally and legally indefensible. Through convergent and divergent bonding clusters, the activists balance solidarity-building and ideological disruption. They use rapport enhancement to foster compassion and co-humanity, and rapport challenge to expose systemic injustice and disinformation. These strategies, realised through legally and morally charged lexis (e.g., *freedom*, *justice*, *dehumanisation*, *love*) and semiotic icons (e.g., the *apartheid wall*), reconfigure power relations across nested moral fields – legal, sociocultural, institutional, and interpersonal.

The paper advances the argument that disinformation in colonial contexts functions as epistemic and symbolic violence – reconstructing truth to legitimise oppression and obscure atrocity. In response, these Jewish counter-voices emerge as *alternative Jewish movements* – moral and political actors who rearticulate Jewish identity around justice, co-resistance, co-humanity, and systemic compassion. Their discourse constructs "communities of truth" and "moral affiliation," framing solidarity with Palestinians not only as a political act but as an ethical Jewish imperative grounded in shared humanity and interdependent moral orders. Ultimately, this study demonstrates how ethical and relational discourse becomes a site of moral resistance, where language re-humanises truth, contests colonial epistemologies, and activates global moral accountability.

Biography:

Dr Awni Etaywe is a linguistics lecturer whose research investigates violent extremist discourse for forensic purposes and advances positive discourses of solidarity and activism. He earned his PhD from the University of New South Wales, Sydney, and has since developed a distinctive research portfolio at the intersection of language, security, and digital deviance. Dr Etaywe currently leads a national project funded by the Australian Department of Home Affairs on countering violent extremism through corpus-based and AI-assisted forensic linguistic analysis. He also co-leads the ASFLA Inc. Special Interest Group on the Semiotics of Peace, Compassion, and Empathy. His work integrates corpus and discourse analytic approaches and has been published in leading journals including *Discourse & Society*, *Language in Society*, and *Discourse & Communication*. Beyond academia, his expert commentary has featured in media outlets such as ABC, Sky News, Radio New Zealand, *Australian Quarterly*, and the *New Zealand Defence and National Security Magazine – Line of Defence*.

Keynote 4: Using ideational concurrence to create accessible classroom metalanguage

Dr Lucy Macnaught, Auckland University of Technology
Dr Ruth French, University of Technology Sydney

Abstract:

SFL scholars have long argued that a shared metalanguage is essential for making valued meanings explicit. Metalanguage enables teachers and students to talk about types of language choices and share reasoning about when and where to deploy them. Recent research has also illuminated how a multimodal view of metalanguage, including intonation and hand movements that accompany verbiage, takes into account the relationship between *what* teachers and students may talk about and the dynamic process of *how* they talk about it. Extending Hasan's reading of semiotic mediation, such multimodal metalanguage contributes to making what is being mediated visible to students.

In this paper, we examine how teaching materials contribute to students developing knowledge of semiotic systems. We focus specifically on how images, with their constituent colors and shapes, contribute to classroom metalanguage. We trace earlier scholarship and then investigate the system of CONCURRENCE in teaching materials. Examples involve materials for Master's of Nursing Science students undertaking research projects and undergraduate trainee teachers taking a literacy subject. Findings highlight how shapes and colors make meaning in combination with their co-text. Such ideational concurrence contributes to making language choices visible and accessible. It also provides insight into how convergent intersemiotic couplings are a mechanism through which non-disciplinary fields are 'imported', in this case, for teaching knowledge about language. These findings invite further investigation of the recontextualized systems that our students experience. They also point to current limitations with GPTs and the kinds of AI capacities that we might want.

Biography:

Lucy Macnaught, PhD, is a Senior Lecturer/Learning Advisor at Auckland University of Technology. Her book, Writing with Students: New perspectives on collaborative writing in EAP contexts, is currently shortlisted for the M.A.K. Halliday Book Prize. It illuminates how metalanguage and the organisation of classroom talk enables students to critique and justify their choices and teachers to guide but not provide wording. Additional research interests include GenAI for writing development and embedding academic literacy in coursework and research programs.

Ruth French, PhD, is a Lecturer in the School of International Studies and Education, University of Technology Sydney. Her research and teaching interests include language and literacy education, children's literature, primary curriculum and pedagogy. A particular research interest is the development of children's knowledge about language, including grammar.

Parallel Sessions

The circumstance as a focus in a register study

Dr Kingsley Cyril Mintah
University of Ghana, Legon, Ghana

Abstract

The study is an investigation of cohesion and cohesive devices in Lubukusu within systemic functional grammar. Lubukusu, a language spoken in Bungoma and parts of rift valley has not had a thorough linguistic research on elements that tie a text together to make it readable or cohesive. In light of this, the present study provides a set of all cohesive devices, position of usage in a sentence and the functions they operate in syntactical structures. the study looked at how clauses are expanded, extended and enhanced through the use of parataxis and hypotaxis. the study was contacted in Bungoma county where by the data was collected through the naturally occurring conversations during Bukusu festivities. apart from the spoken data, the written data was sourced from the Bukusu bible. the chapters along with the verses that comprise the cohesive devices were read keenly and underlined for purposes of analysis. the data was organized into coordination, subordination, co-subordination then an explanation of the functions of the elements. the analysis of the data was descriptive and constrained within the tenets of systemic functional grammar. the results of the study indicated that Lubukusu has just few aspects of cohesion and it is not comparable at any point to an Indo-European language like English.

Key words: cohesion, cohesive devices, coordination, subordination

Grammatical Metaphors of Modality in the Abstracts of Economic Research Papers: A Contrastive Analysis of English and Vietnamese

Oanh Nguyen and Trung Nguyen
Ho Chi Minh City National University, University of Social Sciences and Humanity, Ho Chi Minh City, Vietnam

Abstract

This study examines the use of grammatical metaphors of modality in the abstracts of economic research papers in English and Vietnamese. Grounded in Halliday's Systemic Functional Linguistics (SFL) framework, the research categorizes modality into modalisation (probability and usuality) and modulation (obligation and inclination) to investigate how academic writers employ modal metaphors to convey certainty, probability, necessity, and intention. Using a corpus-based contrastive analysis, this study analyses 30 abstracts from peer-reviewed economic journals, including Journal of Economic Perspectives (JEP), Cambridge Journal of Economics, Tạp chí Nghiên cứu Kinh tế (Economic Studies Journal), and Tạp chí Kinh tế và Dự báo (Economy and Forecast Review). Findings indicate that English abstracts predominantly employ modalisation to hedge claims and maintain academic objectivity, while Vietnamese abstracts favour modulation, often using obligation-based structures to assert stronger rhetorical positions. These differences suggest that English economic discourse values cautious reasoning, whereas Vietnamese discourse exhibits a preference for assertiveness and direct persuasion. This study contributes to contrastive linguistics and English for Specific Purposes (ESP) by highlighting cross-linguistic variations in modality use. The findings provide pedagogical implications for academic writing instruction, particularly for Vietnamese scholars aiming to align with international publication standards.

Theme-Rheme Structure in the Selected EnglishTranslation of Èjì-Ogbè: A Systemic Functional Linguistics Approach

Festus Onipede
University of Lagos, Lagos, Nigeria
The Federal Polytechnic Ilaro, Ilaro, Nigeria

Abstract

Although Ifá discourse has been the subject of numerous research, there aren't many that analyse how thematic structures are preserved or altered in translation using systemic functional linguistics (henceforth, SFL). As a result, this calls into question how the meaning of the text is altered during translation. The study's objectives are to: 1) analyse Èjì-Ogbè's textual meaning using the Theme-Rheme structure; 2) find thematic shifts in Èjì-Ogbè translations and how they affect coherence; 3) examine the thematic progression patterns in various translations; and 4) assess the implications of these shifts for translating Yorùbá Ifá discourse. The study focuses on textual meaning and thematic structure in various translated versions of a few chosen Èjì-Ogbè texts that were translated by Dayo Ologundudu (Institute of Yorùbá Cultural Studies: The Original Major Odù Ifá Ilé-Ifè, Volume 1 of 18, 2008), Agbovi, Axosu Agelogbagan (Iwe Fun Odu Ifa: An Old African Sacred Scripture, 2018), and Emmanuel Abosede (Ifá (As Literature): English Translation of Yorùbá Text of Revd. E.M. Lijadu, 2010). The first Odú Ifá book, Èjì-Ogbè, serves as the foundation for subsequent Odús in seniority sequence. Each of the written texts on Odú Ifá has three verses chosen from it. SFL is responsible for qualitative analysis of the data. The study investigates how thematic choices influence meaning across different translations using Halliday's Theme-Rheme structure.The findings reveal patterns in thematic progression that influence interpretation, highlighting the need for a more systematic approach to Ifa discourse translation.

Keywords: Theme-rheme, thematic structure, translation of Èjì-Ogbè, SFL, Ifa discourse

Implication of Systemic Functional Grammar on Translation Studies: A Complex Relationship between Language, Context, and Meaning

Farzana Sohail
Hamdard University, Karachi, Pakistan

Abstract
Translation is profoundly connected to linguistics, relying heavily on an understanding of language structure, grammar, and meaning. This connection underscores how linguistics offers a theoretical framework that encompasses various levels, including phonology, morphology, syntax, and semantics.
This study applies Systemic Functional Grammar (SFG), a linguistic theory developed by the esteemed linguist M.A.K. Halliday in the 1960s, to investigate translation shifts between languages. The aim is to understand how meaning is conveyed through the SFG approach during the translation process. The focus is on examining the grammatical functions and contextual elements within a text, analyzing how translation choices impact and retain the meaning of the target text.
The primary objective of the study is to identify the functional elements within the source text. A qualitative approach is employed to explore how meaning is communicated across languages. The data is derived from an excerpt from an Urdu newspaper and is analyzed using Halliday's three metafunctions: Ideational, Interpersonal, and Textual. Moreover, a lexico-grammatical approach known as "transitivity," which falls under the Ideational metafunction, is emphasized to assess the applicability of Systemic Functional Grammar. The study concludes that by utilizing SFG, translators can develop specific strategies to address linguistic phenomena such as metaphors, idioms, and complex sentences, ensuring that the translation accurately captures the intended meaning and style of the original text.

The logico-semantic and tactic analysis of Chinese explaining flowing sentences: The SFL and PRL perspective

Lanhui Zhu
Nanning Normal University, Nanning, China

Abstract
Due to their uniqueness, Chinese flowing sentences have attracted much scholarly attention. While previous studies agreed that flowing sentences are complex clauses, and noticed that there is one type of flowing sentence which contains a clause that explains the preceding clause, it appears that the differences between the explaining clause with and without “jiù shì (just be)” had not been properly distinguished yet in terms of logico-semantic and interdependent relationship. Aiming to address this gap, the current study uses Systemic Functional Linguistics and Port-Royal Logic as an approach to analyze such sentences. It was observed that the explaining clause without “jiù shì (just be)” paratactically elaborates on its preceding clause. In contrast, the explaining clause with “jiù shì (just be)” hypotactically elaborates on its preceding clause. This means the explaining clause with “jiù shì (just be)” in Chinese flowing sentences is the so-called non-defining relative clause. In this regard, the findings of this study thus complete the language system previously not fulfilled by other studies of Mandarin Chinese in that the Chinese flowing sentences with “jiù shì (just be)” reflect the non-defining relative clauses of English. The outcome of this study can be used to enhance future studies in translation and Chinese teaching and learning.

SFL informed ChatGPT use to support multilingual graduate students' writing

Maria Brisk, Boston College, Chestnut Hill, USA
Sharika Tasnim, Asian University for Women, Chittagong, Bangladesh

Abstract

The appearance of ChatGPT in 2022 caused a major stir in students' written production in higher education. Researchers and educators have struggled with ethical issues regarding authorship and plagiarism in students' papers (Anson & Straume, 2022). Additional problems include the responses given by ChatGPT are often wordy, repetitive, and inaccurate. It even invents content and citations (Fyfe, 2022; Hong, 2023). Other educators have found positive functions especially for supporting second language writers. ChatGPT allows them to practice the language in a non-threatening environment, suggests grammatical and vocabulary improvements, and can give explanations in the students' native language (Khonke et al. 2022). This paper studied how ChatGPT was used to support multilingual graduate students in Bangladesh to write argumentative essays, while practicing what they had learned about SFL theory in relation to specific aspects of grammar. The instructor used the teaching and learning cycle to guide the students in creating the essays. After they planned, wrote one paragraph, and wrote their whole essay, they were asked to run it through ChatGPT. Using the SFL lens, they decided which suggestions they were going to adopt and which they were not. The results showed that students switched from viewing ChatGPT as the writing authority to a helpful tool that needed informed scrutiny. Both instructors and students found which aspects of language the students needed most support. The tasks also revealed which students had internalized what they had learned about language as described by SFL and which ones were still struggling.

(Re)constructing Favorable International Images: A Discourse-historical Approach to Speeches Given by Japan's PM at General Debates of UNGA (77th-78th Sessions)

Ying Wang, Sun Yat-sen University, Guangdong, China
Huabin Wang, Sun Yat-sen University, Guangdong, China

Abstract

This study employs a Discourse-historical Approach to investigate the portrayal of Japan's favorable international images in Prime Minister Kishida's speeches at the 77th and 78th United Nations General Assembly. The main objective is to uncover its self-representations through discursively (re)constructed realities manipulated by the government while (re)considering power dynamics within social-historical context. A topic-based Intertextuality analysis using KH Coder reveals these images at the macro level. Additionally, Transitivity analysis, facilitated by the UAM Corpus Tool, explores how these images are linguistically realized within Systemic Functional Linguistics framework. The findings indicate that Japan is depicted as a responsible democratic nation committed to UN principles and human rights and as an innocent, peace-loving country dedicated to denuclearization. However, a comparison of these narratives with actual policies suggests that Nationalism and Opportunism remain pervasive within Japanese society.

Lexical Metaphor and Bonds in Australians' Facebook Discourse: Enacting (Dis)Affiliation Concerning the Voice to Parliament Referendum

Mamoun BANI AMER
The University of Technology, Sydney, UTS, Australia

Abstract

The 2023 Australian Indigenous Voice referendum highlighted deep national divisions over Indigenous constitutional recognition, with Facebook serving as a key site for ideological debate and community formation. This thesis examines how lexical metaphors shaped public perceptions, social affiliations, and attitudes in the "Yes" and "No" campaigns. Despite extensive discussions on the referendum, little is known about the role of metaphor in constructing ideological bonds on social media.

This study investigates metaphorical language in Facebook posts and comments, focusing on three dimensions: (1) the moral values ascribed to the referendum by institutions like the Australian Electoral Commission and the Australian Human Rights Commission, (2) the interpretive and functional varieties of metaphors used by Australian Facebook users, and (3) the rhetorical strategies through which metaphors influence attitudes and affiliations.

Employing corpus linguistics and Systemic Functional Linguistics, particularly the appraisal framework (Martin & White, 2005) and affiliation theory (e.g., Knight, 2010; Martin, 2010; Zappavigna, 2018; Etaywe, 2024a, 2024b), alongside cognitive metaphor studies (e.g., Hart, 2014), this research explores the interaction between metaphorical framing, ideological stance, and digital discourse. Findings will reveal how lexical metaphors evoke emotions, foster inclusion or exclusion, and shape public perceptions—subtly guiding judgments and reinforcing or fracturing trust in institutions. This study contributes to discourse analysis by demonstrating metaphor's role as a cognitive and ideological tool in political debate, offering insights for policymakers, educators, and advocates navigating divisive public discourse.

Keywords: lexical metaphor, Facebook, digital discourse, affiliation, disaffiliation, 2023 Australian Indigenous Voice referendum, bonding, Systemic Functional Linguistics, corpus linguistics.

Student attitude towards feedback in higher education: A corpus-assisted discourse analysis

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Abstract

Feedback literacy development is indispensable to enable students to adequately understand and apply critique. As such, it contributes to successful learning outcomes. The negotiation of interpersonal meanings in discursive feedback practices tends to vary across contexts, shaped by multiple facilitators and barriers, such as the unequal power relationship between educator and student. Drawing on SFL-based Appraisal theory, this paper investigates appraisal strategies in online student comments with regard to feedback and assessment. It examines learners' attitudes towards the concepts based on past feedback experiences.

The study adopts a mixed-methods approach, combining quantitative analysis of inscribed appraisal through the implementation of computational statistical methods such as Principal Component Analysis (PCA), k-means clustering and Pearson residual analysis, and qualitative discourse analysis. The quantitative results reveal noteworthy semantic clusters and statistically significant patterns of over- and under-represented markers, which are further explored to assess student attitude as expressed through oral-like Reddit discourse.

The corpus-assisted discourse analysis demonstrates how the use of affect, judgement and appreciation resources may be linked to students' discursive goals of expressing positive and negative views regarding feedback and its effects on their wellbeing. Its main findings show that the student discourse strongly prioritises emotional engagement and predominantly employs attitude resources to encourage a sense of belonging. By appraising learner feedback literacy from a novel perspective, the research provides insights into students' affective feedback response and perceptions. It also advances appraisal analysis through the use of computational methods for examining evaluative language in digital registers.

Exploring Student Attitudes Toward English Learning in Ceuta: A Case Study in a Multilingual Context

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Abstract

Students' attitudes toward learning English offer key insights into how language acquisition is perceived, shaped by both educational and socio-cultural influences. This is especially significant in Content and Language Integrated Learning (CLIL), where language and content are taught together as an interconnected framework (Somers & Llinares, 2021). This case study explores the perspectives of first-year secondary school students (ages 12-13) in Ceuta regarding their experiences with English learning through CLIL. As a Spanish enclave in North Africa, Ceuta provides a distinct multilingual and multicultural environment, where students encounter varying levels of language exposure. Through a mixed-methods approach, this research surveyed 30 students to investigate their motivations, attitudes, and perceived challenges in learning English, with a focus on its role in their daily lives and future prospects. Appraisal Theory (Martin & White, 2003) was applied to examine both explicit and implicit attitudes, complemented by statistical analysis using corpus analysis tools (O'Donnell, 2008). Factors such as linguistic diversity, local educational policies, and socio-economic background were considered to understand their impact on students' perceptions. Initial findings indicate that students in Ceuta, benefiting from frequent exposure to multiple languages, tend to exhibit greater metalinguistic awareness, which positively shapes their outlook on learning English. This study emphasizes the need for context-specific teaching strategies in multilingual settings and provides valuable insights into fostering more inclusive and effective language learning practices.

Critical Discourse analysis of Xenophobia in UK Political Party Blogs

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Abstract

This paper takes a CDA approach to investigating discourse and ideology in one political blog that is 'Conservative Home' . I mainly explore the writers and commenters attitudes towards Islam and Muslims, then, hence their construction of these identities.

I rely on Van Dijk's (2001) cognitive approach along with Fairclough's (2010) dialectical approach to understand dominant discourses. Consequently, I analyzed qualitatively 13 articles with more than 500 comments within the period 2016-2023, to explicate the dominant discourses. I further aim to produce systematic analysis of actor, action, argument (KhosraviNik, 2011) to understand identity construction and attitudes using socio-semantic categorization (Van Leeuwen, 2011; Machin and Mayr, 2011) and appraisal analysis (Martin and White, 2007).

One of the findings indicates that active social actors in both data sets are identified as either out-groups corrupters or national reformers. Writers name political identities to signal the government's positive role in countering extremism and boosting national security using verbal or behavioral processes such as 'explaining', and 'getting on the front foot'. Commenters use the active voice to report Muslim group violence, representing them as 'Messianic death cults' and 'Muslim extremist' and active agents of material process verbs 'blighted', 'want', 'chased' and mental process verb 'aim'. Wodak's (2011) concept of doing politics has been one of the discourses identified. Consequently, both writers and commenters used their authorial voice and expert identity to urge for future-oriented actions using singular pronoun 'I' and the collective identity 'we' with mental and material process verbs such as 'think', 'need', 'feel', 'conflate'.

Improving Pharmacy Services for Stronger Health Systems and Better Health Outcomes: A Multimodal Discourse Analysis of USAID's MTaPS Programme in Nigeria

Peter Makinde, Nnamdi Azikiwe University, Awka, Nigeria

Abstract

The critical role of pharmaceutical industries in strengthening health systems and achieving improved health outcomes has gained increased recognition globally, particularly in low- and middle-income countries (LMICs) like Nigeria. In response to continuous challenges in pharmaceutical governance, supply chain management, and regulatory oversight, the interventions made by the USAID-funded Medicines, Technologies, and Pharmaceutical Services (MTaPS) Programme has been shown to bring a strategic paradigm shift across several Nigerian states. Unfortunately, this intervention was abruptly aborted by the USA policy, which led to the withdrawal of all aids to LMICs under the leadership of President Donald Trump. In view of the foregoing, this study undertakes a multimodal discourse analysis of the MTaPS initiatives in Nigeria in order to examine how language, visual imagery, institutional narratives, and semiotic choices collectively represent the programme's objectives, achievements, and ideological underpinnings. The study also aims to challenge the Nigerian Federal Government to rise to the task of curbing the gaps that this policy has created. Anchored on the framework of Multimodal Discourse Analysis (Kress & van Leeuwen, 2006; 2020), this study analyses textual and visual data from MTaPS reports, infographics, videos, and web communications. The study employs a qualitative approach to multimodal data analysis. Findings from the study show that a number of linguistic cues laced with multiple modes are utilised to represent USAID's MTaPS Programme in Nigeria. This study, thus, underscores the importance of critical multimodal engagement in evaluating MTaPS programmes and highlights how communicative strategies shape perceptions of health system reform. The study concludes by drawing the attention of the FGN to the urgent task of cushioning the effects of USAID's withdrawal from critical areas such as health and pharmaceutical services in Nigeria

Keywords: MTaPS, pharmacy, health system, MDA, USAID, Nigeria

A Systemic Functional Analysis of Themes in Hadhrami Arabic Imperative Clauses

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Abstract

The current research paper aims to provide a comprehensive account of the Themes of imperative clauses of Hadhrami Arabic (henceforth, HA), a variety of Arabic spoken in Hadhramout Governorate in the Republic of Yemen. The primary aim of this study is to descriptively explore the HA Themes of imperative clauses based on the Systemic Functional Grammar (SFG) framework, which was originally formulated by M.A.K. Halliday in the early 1960s. Specifically, this study identifies the textual systems of the Themes and the Rhemes in HA, adopting a qualitative research design particularly linguistic ethnography approach, accumulating data firstly through Hadhrami informants by adopting the judgement sampling and secondly by previous written studies. The findings of the study firstly concern the textual system of HA imperative clauses as grammatical resources organizing the clause as a message encompassing the two thematic structures: Theme and Rheme in imperative moods which determine the types of the Theme system plus the information structure that incorporates two elements the Given and New. One crucial finding is that several speakers of HA tend to utilize nominal clauses in imperative moods which is opposed to the well-established linguistic fact that imperative clauses, especially in SFG should begin with Predicators instead of nominal expressions. In conclusion, the current study has contributed generally to Systemic Functional Linguistic theory and particularly to Arabic linguistics and it has concluded with a number of further research recommendations.

Keywords: Hadhrami Arabic, Systemic Functional Grammar, Textual Metafunctions, imperative mood

Imperative MOOD System of Mizo

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Abstract

Mizo is a language that falls under the Tibeto-Burman branch of the Sino-Tibetan language family. It is primarily spoken by the indigenous population of Mizoram, a state located in the northeastern region of India.

This research explores the interpersonal function described by Halliday in 1970, which highlights two basic categories of mood: indicative and interrogative. The principal objective of this study is to investigate the mood system within the lexicogrammar strata of Mizo, with a specific focus on the Imperative Mood. Mood structure pertains to the expression of interactional meaning within the language. The central idea is to analyze the subject-finite relationship in a clause to determine its mood. Notably, this research reveals that, in contrast to many European languages, Mizo incorporates distinct interpersonal elements that accompany specific mood types within its lexicogrammar stratum. The study further explores these distinct elements of the Imperative mood comprehensively, detailing their variants and functions. Subsequently, this analysis has led to establishing an Imperative mood system tailored to the Mizo language.

Keywords: Mizo, Mood, Imperative, Distinctive elements.

Thematic Progression and Thematic Patterns in Argumentative Writing: A Tri-Group Comparison in IELTS Academic Writing Task 2

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Abstract

Coherence in argumentative essays remains a major challenge for Vietnamese learners of English. Previous comparative studies on coherence have lacked consistency and replicability in their coding procedures. This study adopts Thematic Progression and Thematic Repetition Analyses to examine 40 essays by Vietnamese ESL students, 20 by British experts, and 15 by Vietnamese expert writers. The findings reveal that both Vietnamese learners and expert writers tend to rely on implicit assumptions, indirect references, and marked topical themes, which may create more Motivated-New Themes. In contrast, British experts use a more balanced mix of textual and referential repetition, leading to higher Rheme-Theme pattern frequency. These contrasts offer valuable pedagogical insights in teaching argumentative essays for Vietnamese ESL.

Childhood Socialization Through Picture Book: A Systemic Functional and Multimodal Exploration of Kali Wants to Dance

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Abstract:
Inculcating values through verbal and visual narrative plays a significant role in the socialization of children at a very young age. Picture books have a major role in the socialization of children. This study will look at a picture book by Pratham Books, an NGO publisher, titled Kali Wants to Dance (2021) by Aparna Karthikeyan and illustrated by Somesh Kumar, that promotes socio-cultural values. Using Halliday's Systemic Functional Linguistics (SFL) and Kress and van Leeuwen's Multimodality as theoretical frameworks, this paper explores how meanings are construed in both linguistic and pictorial elements. This paper will analyze how visual and verbal elements of the chosen book are independent and interdependent in their narration throughout the story. The Theme and Rheme in SFL help uncover the text's dominant social hierarchy, perspective, and pedagogical intention through the use of language and structuring of the sentences with the help of understanding how the Theme-Rheme is placed - how the meaning is staged in the story. Moreover, the Multimodality shows us how the visual illustrations add minute details to deep narration, exposing the layer of socio-cultural values. The findings in this study help us realize that the choice of language is motivated by the purpose of constructing and reflecting the situational, cultural, and ideological contexts. This clause-by-clause analysis refreshes our idea of how the dominant voice is promoted and helps the readers focus on which perspective to look at.

"We feel profoundly guilty and remorseful!": Ambient affiliation in corporate crisis public relations statements

Yufei Liu, Peking University, Beijing, China

Abstract
Issuing crisis public relations statements is a common measure for enterprises to deal with crisis events, in which social media platforms are now serving as critical tools. However, little academic attention has been paid to this specific discursive practice employed in corporate crisis management. Against this backdrop, the present study, from an interdisciplinary perspective, positions corporate crisis management as a sociosemiotic practice that reconstructs the public semiotic sphere through strategic discourse production. Drawing on the framework of "ambient affiliation" in Systemic Functional Linguistics, this paper aims to investigate how enterprises discursively establish social bonds of shared values with the public in their statements. 30 public relations texts posted on two Chinese social media platforms, Weibo and WeChat Official Accounts were collected. Mixed-methods discourse analysis of the statements shows that companies constructed the ambient affiliation with the public through three types of identity-building (i.e., a responsible company, a sincere company and a reliable company), realized by recurrent deployment of communing affiliation strategies that act upon particular ideational-interpersonal couplings in the online statements. Findings suggest that crisis public relations statements can function as a discursive projection of the ideal corporate crisis management, with affiliation strategies as a way of safeguarding the enterprise reputation. This study provides insights into demystifying the "black box" of corporate crisis communication through

linguistic theories, in hope of providing enterprises with a reusable semiotic toolkit to deal with crisis.

The Effect of Storytelling as a Developmental Tool on Iranian EFL Young Learners' Writing Performance

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Abstract

Developing writing skills in young EFL learners presents unique rivals, often because of limited exposure to language input and lack of meaningfulwriting contexts. This present study was conducted to investigate the effect of storytelling as an instructional approach to enhance narrative writing performance in EFL learners at the primary level. To fulfill the purpose of this experimental study 36 young learners aged under 12 were selected by means of administrating a placement test and then divided into two groups of experimental and control. The participants, elementary school students learning English as a foreign language were exposed to a series of storytelling sessions over a six-week period. A pre-test and post-test designs wereemployed to assess improvements in writing performance, focusing on content, organization, grammar, and vocabulary. The findings demonstrated that a statistically significant improvement in the writing skills of the experimental group compared to the control group, highlighting the pedagogicalpotential of storytelling in EFL contexts for young learners. These results suggest that storytelling can serve as an effective instructional tool to foster creativity, engagement, and writing development among Iranian EFL young learners.

Keywords: storytelling, writing skills, EFL, young learners, Iranian students, experimental study

Pre-Recorded Presentation

Analysing ESL Teachers' Paralanguage Through Systemic Functional Linguistics: A CDA of Teaching Practices in Pakistan

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Fawad Khan
University of Engineering and Technology, Mardan, KPK, Pakistan

Arif Khan
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Abstract
This study investigates how ESL teachers' paralanguage influences writing instruction in Pakistani universities' classrooms, particularly sonovergent features (vocal elements like pitch, stress, and intonation) and semovergent features (nonverbal elements such as gestures, gaze, and spatial positioning). Using Systemic Functional Linguistics (SFL) and Critical Discourse Analysis (CDA) as theoretical frameworks, the research employs a mixed-methods approach combining micro-ethnographic video analysis of 16 writing classes with surveys of 300 undergraduate students across public and private institutions. Findings demonstrate that teachers' strategic use of sonovergent cues (such as rhythmic stress and pitch variation) and semovergent cues (like deictic gestures and mutual gaze) significantly enhances students' understanding of writing structure and coherence. The study reveals that instructors in private institutions employ more dynamic integration of sonovergent-semovergent techniques, correlating with stronger student performance in areas learners identify as most challenging: grammar (M=4.31) and coherence (M=4.07). These results offer three key contributions: (1) empirical evidence for paralanguage's pedagogical value in ESL writing instruction, especially in resource-constrained environments; (2) an SFL-based framework for analyzing sonovergent-semovergent interactions in teaching practices; and (3) practical recommendations for incorporating these techniques into teacher training programs. The insights provide actionable directions for improving writing pedagogy in Pakistan and similar contexts where traditional methods have proven inadequate.

Keywords: ESL writing instruction, teacher paralanguage, Systemic Functional Linguistics, nonverbal communication, pedagogical effectiveness

It's about time for a Systemic Functional Linguistics GenAI chatbot: A proposal

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Abstract

The rapid advancements in generative artificial intelligence (GenAI) have paved the way for innovative applications in linguistics and language education. This proposal introduces the concept of a Systemic Functional Linguistics (SFL) GenAI chatbot, which leverages the principles of SFL to enhance language learning and teaching. The proposed chatbot is designed to facilitate a deeper understanding of language functions and structures by providing contextually relevant and functionally effective responses.

The potential benefits of an SFL GenAI chatbot are manifold. It can offer personalized and adaptive learning experiences tailored to the needs of individual learners. By analysing learners' language use and providing feedback based on SFL principles, the chatbot can help users improve their communicative competence in various contexts, including academic and professional settings. The chatbot can serve as a valuable tool for educators, enabling them to design more effective and engaging learning activities that align with the functional needs of their students.
Despite its potential advantages, the implementation of an SFL GenAI chatbot also raises concerns. One major issue is the accuracy and reliability of the chatbot's responses. Furthermore, there are ethical considerations related to the uploading of published articles and books to as well as the potential income generated for the GenAI service providers.

In this presentation, a short demonstration of a proposed SFL GenAI chatbot prototype will be shown, highlighting its capabilities in real-time language analysis and feedback. Attendees will witness how the chatbot can analyse user inputs, identify linguistic features, and provide constructive feedback based on SFL principles.

Exploring Patient-Centeredness in Indian Oncology Consultations: A Contextual Analysis

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Jasti Appa Swami
University of Hyderabad, Hyderabad, India

Abstract:

Communication in healthcare settings, particularly in oncology, is crucial for patient well-being and informed decision-making. This study aims to explore patient-centeredness in oncology consultations within an Indian hospital by analyzing the contextual factors, from SFL perspective, that shape the interactions between doctors and patients. Research indicates that oncologist's role is multifarious and composite. Karimi (2017) identified 'facilitator' as one of the roles based on analysis of medical oncologist's role in advanced cancer care using the framework of Hasan's m-systems for field, tenor and mode. In the role of a facilitator, Karimi argues, oncologist facilitates a new doctor-patient relationship that makes patient an informed participant in the decision-making process. In this paper, we attempted to identify the textual realizations of contextual elements that establish the oncologist's role as a 'facilitator' to highlight the importance of doctor-patient communication and the need for culturally sensitive approaches in diverse settings like India. The doctor-patient consultations which happened in a bilingual mode were recorded and analyzed for the purpose. The data was analyzed at contextual level for reclassification of doctor-patient relationship by examining actions in field, aspects in tenor and, turn and duration in mode of oncologist talk. The findings suggest that there is a shift in the role of oncologists, in Indian context, from that of an authoritative decision-maker to that of a facilitator attempting to involve patients in the decision-making process by guiding them through the process of treatment. However, the findings are subjective and are influenced by cultural and ethnographic factors.

Connecting Teacher Development with Learner Outcomes: A Systemic Functional Linguistics Approach to Enhancing English Education Quality in Hong Kong Kindergarten Contexts

Dr. Xuan Wang, Hong Kong

Abstract:
English as an international language has driven the expansion of English as a Second Language (ESL) education. In Hong Kong's unique bi-literate and trilingual context, the Kindergarten Early English Project (KEEP), launched in 2022, addresses the challenges of early ESL instruction. Grounded in Systemic Functional Linguistics (SFL), this initiative employs a school-based professional development (PD) approach to tackle ESL in early childhood education (ECE).

Implemented in five charity-affiliated kindergartens, KEEP involved school principals, K3 English teachers, and their students in two years of participatory action research. Guided by SFL's stratified language-context framework, these professional development initiatives strengthened partnerships among the project team, principals, and teachers while collaboratively refining the English curriculum, timetable, staffing allocations, resource deployment, and the overall learning environment in the schools. Professional development coaches conducted monthly training sessions, and in-class coaching was provided to K3 teachers to enhance their understanding of pedagogical content and instructional practices.

The findings indicated that the school-based approach enhanced the ESL-friendly environment. Structural improvements included developing an English curriculum, hiring dedicated ESL staff, revising the timetable to integrate English into daily routines, and providing appropriate resources. Teachers also demonstrated improved pedagogical skills and self-efficacy, delivering high-quality English instruction. Meanwhile, students showed measurable progress in English literacy and gained confidence in their communication skills.

By linking SFL theory to ECE practice, KEEP highlights the effectiveness of systemic, context-sensitive professional development frameworks. The findings provide insights into professional development practices and ESL teaching and learning within Hong Kong's local ECE setting.

Analysing Multimodal Pedagogic Discourse: Grammatical and Semiotic Insights from EFL Teaching

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Dr Wan Farah Wani Wan Fakhruddin, Universiti Teknologi Malaysia, Kuala Lumpur, Malaysia

Abstract
This study applies a functional grammatical annotation and analysis framework to examine the functional meanings in multimodal pedagogic discourse in an English as a Foreign Language (EFL) classroom. Our results show that the SFMDA approach, through this framework, effectively uncovers the functional meanings of various semiotic resources, including language, gesture, space, gaze, and PowerPoint slides. The results suggest that semantic convergence in pedagogic discourse is achieved through the generation of similar meanings such as power and authority, affect, and levels of formality, while semantic divergence arises from ideational or interpersonal conflicts enabled by textual meanings. This study not only emphasises the potential of functional analysis for detailed grammatical insights and understanding of semiotic relations in EFL teaching contexts, but also offers practical implications for optimising teachers' multimodal strategies to engage students and improve pedagogic effect.

Pre-Recorded Presentation

Appraisal in Science Instruction: Constructing Scientific Knowledge in Indonesian Bilingual Classrooms

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Abstract
Scientific literacy, particularly within bilingual elementary education, faces persistent challenges due to the limited integration of academic language with disciplinary content. This study investigates the realization of the appraisal system rooted in Systemic Functional Linguistics (SFL) in the discursive practices of science instruction in lower and higher levels of bilingual elementary school classrooms. Employing a qualitative case study design, the research focuses on science teachers' pedagogical approach to teaching topics in science learning including nature, infection, and health. Data were gathered from a series of video-recorded classroom observation and instructional materials, which were then analyzed to examine both the genre of classroom discourse and the deployment of appraisal resources. The findings reveal that positive appreciation predominates in the teachers' discourse, serving as a critical linguistic resource for constructing and clarifying scientific concepts. Furthermore, the strategic use of engagement markers illustrates how the teachers negotiate meaning and promote dialogic interaction, highlighting culturally embedded patterns of appraisal in the translanguaging practices. This study underscores the pivotal role of language in shaping students' conceptual understanding in science and offers insights into how evaluative meaning contributes to the development of scientific knowledge in multilingual educational settings.

Interpreting Visual Representations: A Multimodal Discourse Analysis of an ESP Textbook

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Abstract

Recent developments in Multimodal Discourse Analysis (MDA) have sparked significant scholarly interest, positioning it as a highly relevant analytical framework for exploring the interplay between linguistic and visual elements. This study adopts MDA as its primary methodological approach, drawing on the theoretical underpinnings of Systemic Functional Linguistics to examine the linguistic dimensions of visual media. Employing a qualitative research design, the analysis is grounded in the representational metafunction of images as theorized by Kress and van Leeuwen (2021). The dataset comprises 292 images extracted from a 13-chapter English for Specific Purposes (ESP) textbook. The primary aim of this research is twofold: first, to elucidate the representational meanings conveyed through visual imagery, and second, to investigate the ways in which verbal and visual modes interact to reinforce meaning within the textbook. The findings reveal that the images encompass both narrative and conceptual representations. In terms of verbal integration, the visuals are often accompanied by textual elements such as announcements and emblems. This multimodal cohesion fosters a reciprocal reinforcement of meaning, wherein textual and visual components collaboratively contribute to message delivery and viewer interpretation.

Teaching the Video Curriculum Genre in English for Academic and Professional Purposes: A Genre-Based Approach to Student Production

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Abstract

This article presents evidence supporting the teaching of English for academic and professional purposes through a genre-based approach. At the National University of General Sarmiento (UNGS), the Foreign Language – English faculty has adopted a pedagogy grounded in the genre-based teaching framework (Boccia et al., 2019; Martin & Rose, 2005, 2007; Rose et al., 2003) to design didactic sequences scaffolded according to the communicative practices students need to access and participate in the professional world. This paper focuses on the implementation of a teaching sequence centered on the video curriculum (video CV) genre in the third level of the Academic and Professional English Pathway (TIAP). First, the genre is characterized from the perspective of Systemic Functional Linguistics (SFL), particularly the Sydney School. Next, the foundations of the teaching-learning cycle are outlined, including the social contextualization of model texts, genre deconstruction, and lexico-grammatical analysis to support joint construction and, ultimately, independent production. The article then presents the results of the implementation and discusses the extent to which the experience met its objectives. The approach adopted is based on the premise that scaffolded instruction in video CV production enables students to develop socially situated oral discourse that contributes to their professional formation.

Popularizing health in the digital era: A multimodal study of health popularization webtoons as macrogenre on Chinese social media

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Abstract
This study investigates health popularization webtoons posted on Chinese social media. Proposing these health popularization webtoons as a form of macrogenre (Martin, 1994), this study aims to identify the types of genres involved within these webtoons and analyze how they interact throughout the process of health knowledge dissemination to the lay public. Grounded in systemic functional linguistics (SFL)-based genre theory (Martin, 1992; Martin & Rose, 2008; Rose, 2007), the concept of macrogenre (Martin, 1994, 1995; Szenes, 2020), and Halliday's typology of structure (Halliday, [1965] 1981, [1979] 2002, 1985), this study examines 41 health popularization webtoons from three WeChat official accounts. The results show that seven elemental genres are incorporated into these webtoons, which broadly serve informative and persuasive functions. These genres are integrated within the health popularization webtoons as a macrogenre through two distinct structural patterns: (1) Genre simplex, in which narrative functions as a multivariate structure, incorporating other genres through embedding, insertion, and paralleling. (2) Genre complexes, where elemental genres operate as independent stages within the webtoon, connected through logico-semantic relations without forming a unified whole.

Mass and Presence as translations for Semantic Gravity and Semantic Density

Dr. Anne McCabe
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Abstract
Legitimation Code Theory and Systemic Functional Linguistics have enjoyed fruitful dialogue for over two decades (Christie, 2007; Maton, et al., 2016; Maton & Doran, 2017a; Martin, et al., 2020). They share the common purpose of making explicit ways of creating knowledge in different realms of human experience, including the educational. However, there are concerns that lines can become blurred between the two perspectives. Therefore, Martin (2020) put forth the concepts of presence and mass, which serve as SFL-based translation devices of the LCT concepts of semantic gravity and semantic density, respectively. The SFL-based concepts draw on linguistic resources from across the metafunctions, such as the systems of IDEATION, IDENTIFICATION, and PERIODICITY.

In this paper, we review the resources from the ideational and interpersonal metafunctions that have been operationalized by the UAM-CLIL research group to identify how Spanish secondary school children write about biology in their second language, English. Using the UAM CorpusTool (O'Donnell, 2008), we applied this operationalization to 50 texts each from seventh and tenth grades. Results show differences, such as greater context-dependency and less abstraction in Year 7 than in Year 10, and fewer technical terms with less condensation of meaning in Year 7 as well. Given the expectedness of the findings across the years of schooling, we suggest that presence and mass serve as linguistic translation devices for semantic gravity and semantic density. The linguistic terms point to specific ways that teachers

in content classrooms can focus students' attention on language resources for writing academic texts.

Appraisal and coupling in the government public health crisis communication on China's social media

Dr Juan He Xiamen, Xiamen, China

Abstract

When emotional strategies did not pay off in persuading the public to accept a policy, it is worthwhile to find out the reason(s) in their different reactions. From the perspective of appraisal and ideation coupling, this article examines the Wuhan lockdown announcement and the associated comments on the Chinese social media of Weibo at the outbreak of the COVID-19 pandemic. The analysis shows that the announcement is heavily invested with positive Judgement in positive tricouplings and bicouplings in order to convene readers around trust in the government for the lockdown decision. However, the government is negatively targeted for its incapacity while counted on by the commenters for controlling the contagion. The commenters also share Affect of insecurity, empathy and comfort about Wuhan people by verbal-visual unicouplings, bicouplings and tricouplings in relation to the policy. Theoretically, a refined topology of three-level couplings is proposed for analyzing the relations between appraisal and its source and target within and across (multimodal) texts. Practically, the findings could be used to critically understand the political ideologies and reading ideologies behind the public health crisis interactions in the Chinese context.

Reconstructing Character in Translation: The Case of Legends of the Condor Heroes

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Dr. Jing Fang, Macquarie University, Sydney, Australia

Abstract

This study investigates how the English translation of the best-selling Chinese Wuxia novel Legends of the Condor Heroes re-characterises its protagonist, Guo Jing, through the translator's conscious selection of lexicogrammatical resources. In the Chinese source text, Guo Jing's inner world is conveyed through dense mental processes and complex clauses representing mental projections. By contrast, the English translation streamlines these ideational resources, shifting the emphasis to the character's external behaviour. Using a Systemic Functional Linguistics framework to analyse a purpose-built parallel corpus, we examine the re-portrayal of Guo Jing's inner world experience by examining the translation of his mental processes and the structural complexity of sentences representing his projected thoughts. A mixed-methods approach—combining quantitative analysis, qualitative exemplification, and a reader reception experiment—reveals that the translator employed systematic omissions, substitutions, and clausal condensation to externalise and simplify Guo Jing's subjectivity. Through these translation strategies, the character becomes closer to the Western action-hero prototype, which also results in an accelerated narrative pace. Interview findings indicate that these translation strategies were primarily driven by the translators' intention to meet ideological norms in portraying heroes and market expectations in the target culture. A reader reception experiment with English-

speaking audiences provided further evidence supporting the claimed motivations behind these translation choices. This study highlights the broader significance of SFL's ideational tools for examining cross-cultural re-characterisation in literary translation.

A logical meaning analysis of writing samples in an English self-study platform in Vietnam

Dr Tam Nguyen
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Abstract

Writing is not an isolated activity but a dynamic, socially mediated process which serves as a means of communication and a tool for accomplishing tasks. As a text construction technology, academic writing involves multiple skills that must be developed through practice and experience (Grabe & Kaplan, 1996). For around two decades, various English centres have emerged in Vietnam, and many of them have constructed their own writing practice platforms for their students' self study and practice in writing, and also other school-goers who are interested in writing practice. These self-study platforms were developed to support students' writing development while also serving as promotional channel for the centres. This study examined the writing samples provided by an English self-study platform to seek the answer to the question "How is logical meaning realised in the clause complexes in the English writing samples in platform X to demonstrate idea development in writing?". The data analysis process was based on Systemic Functional Linguistics, focusing on logical meaning and its realisation in clause complexes. The findings unveiled how sample essays provided in platform X illustrated the logical connections between clauses, which might influence the logical flow of ideas and the overall cohesion of the whole essay. Based on these findings, teachers of English in general and the teachers as content developers of platform X might teach their students to better understand how to structure their writing for better cohesion and clarity. This research highlights the importance of effective self-study materials in developing students' academic writing skills.

Strategies in video games and their impact on consumers

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Abstract

Based on an interdisciplinary study between the areas of Applied Linguistics and Law, we intend to analyze which strategies are applied in the universe of online video games to influence players, in particular, to become compulsive consumers. We then analyze, through Systemic-Functional Linguistics (Halliday, 1985, 2013), Social Semiotics (Kress and van Leeuwen, 1996, 2020) and Consumer Law, semiotic-

discursive strategies used in two online video games, aimed at different audiences, whose purpose is to convince players to become consumers. In this designer-player dimension, different strategies, already studied in another corpora (Dinis and Marques, 2024), are identified in the interpersonal dimension and in the interactional meaning. From the analysis carried out, through the discursive roles, the types of visual relations and factors and other transversal elements, such as movement and color, we observed that games are constructed in such a way as to convince the player, who also legally assumes the role of consumer, to perform a certain act that he would not otherwise perform and that, in the extreme, may constitute a harmful situation. In short, the "deconstruction" of design allows the legislator to be aware of the subject in all dimensions.

A linguistic-rhetoric Approach to Political Discourse Analysis: A Theoretical Methodological Avenue for Interdisciplinary Research Works

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Abstract
This paper briefly reviews research areas in linguistics and cultural studies for the end of teasing out a qualitative toolkit that can be applied to language study in Political discourse and Media discourse analyses. These areas are Critical Discourse Analysis (CDA), Political Discourse Analysis (PDA), Rhetoric and Systemic Functional Linguistics (SFL). These are conventional research premises which synergy provides a comprehensive methodological avenue helpful in political discourse analysis from co-related approaches. Discursively, this research paper is intended to extend a theoretical perspective on the linguistic and rhetorical study of language use in politics. An interdisciplinary approach is appropriate because political discourse is a complex phenomenon; as an object of research, it has an interdiscursive character (Chigasheva, 2023). This mixed approach may not be a novelty in academic research but it intends to proffer a cross-disciplinary perspective that targets objectivity and enhances the quality of research in two fields significant to the public opinion: Politics and Media. « The broad approach to studying discourse in linguistics is explained by its multidisciplinary and synthesis of cognitive and communicative approaches » (Horbenko, 2023, p. 166). This study is intended to be worthy of scholarly attention, in that, an accessible resource for researchers whose research interests range from CDA, PDA and Media discourse to DIFFERENT related areas within linguistics of linguistic application (Wang and Yuanyi, 2024, xxiv).

Ideational and Interpersonal Angles on Decontextualisation: Preliminary findings from a pedagogical experiment in a Sierra Leone postgraduate writing course

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Abstract

Martin and Matruglio (2020) have proposed that writers' use of not only textual but also ideational and interpersonal meaning-making resources contribute to the attenuation of "presence" associated with academic writing, an attenuation that they helpfully equate with context-independency. This paper, built on research in a majority-world classroom where the pressures of globalised knowledge tend to pull knowledge and language away from the local context, builds on Martin and Matruglio's proposal by questioning whether increasingly context-independent knowledge and language is what writing classrooms should aim to produce. It also seeks to measure whether this is what emerging scholars do produce, given that every scholarly statement is a response to others, and that every genre presumes a community.

The author, who teaches research writing to Sierra Leonean PhD candidates, used a WhatsApp forum to track the development of eight students' academic writing skills. Using two simple, quantitative, SFL-inspired metrics, the analysis measured changes in iconicity (via frequency of material processes) and negotiability (whether arguability applied to nearby interlocutors) – variables that relate to ideational and interpersonal meaning-making, respectively. Whereas the former variable decreased between the first and the second samples, as the mainstream view on context-independent academic writing might predict, the latter variable increased. The findings suggest that a specific context such as a WhatsApp forum can call forth interpersonal meaning-making resources that balance the inherently decontextualising, potentially colonising, influence of highly theoretical, abstract academic writing.

Multimodal hortatory expositions and the upper primary classroom

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Abstract

Print-based advertisements are among the persuasive texts used in upper primary classrooms as mentor texts for teaching the critical reading-viewing and writing-composing. This paper reports on part of a case study undertaken as part of the author's PhD research. It aims to add to teachers' understanding of these persuasive multimodal texts by examining the patterns of meaning making.
Beginning from a conceptualisation of genre based on Systemic Functional Linguistics (SFL) (Martin & Rose, 2008), this paper will examine how the verbal and imagic components of sample print-based advertisements work together to meet their persuasive purpose. From this analysis new multimodal genres are proposed. The description of these new genres draws on Visual Rhetoric theory (Messaris, 1996; Olson et al., 2008) and Social Semiotics (Kress & Van Leeuwen, 1996) to describe the visual and verbal meaning making resources used to realise their persuasive function. Additionally, work in the fields of Systemic Functional Linguistics regarding attitudinal meanings (Martin & White, 2005; Humphrey, 2017) and affiliation (Knight, 2010) will be used to describe the particular ways in which the multimodal genres use image to attract viewer attention and support persuasive meaning making.
This paper will conclude with some suggestions for how teachers might use the proposed description of multimodal hortatory expositions to teach students about persuasive multimodal texts. These suggestions including the role of metalanguage for teaching about visual metaphor, symbolism and the way visual components evoke attitudinal meanings.

Representing War: A Comparative Systemic Functional Linguistics Analysis of Pakistani and Indian Foreign Minister's Speeches

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Abstract
This research is design to study how Foreign Ministers from Pakistan and India construct narratives of war and conflict in the official speeches. Through Systemic Functional Linguistics and Appraisal Theory, the research identifies ideational, interpersonal, and textual levels with a focus on evaluative language as a means of revealing the different rhetorical strategies. The data comprises four speeches: two each from the foreign ministers, delivered between April and May 2025. This methodological approach allows a contrastive study of how each minister represents actions, expresses attitudes, and organizes information to frame their respective national stances. The findings that both ministers utilize on material and relational processes to represent actions and states, with the main difference occurring in assigning agency. Appraisal analysis shows that the evaluative language is diffracted in its uses: the Pakistani minister expresses affective responses, while the Indian minister asserts judgmental language to enunciate a moral position. The study concluded that the linguistics choices in such diplomatic speeches lead to the formation of divergent national narratives of conflict that further connect to broader geopolitical strategies and international perceptions.

A Corpus-Based Study of Disclaim Resources in Donald Trump's Inaugural Speeches

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Abstract
This study employs a corpus-based mixed-methods approach to investigate the use of Disclaim resources— Deny and Counter within the Engagement system of Appraisal Theory (Martin & White, 2005)—in Donald Trump's 2017 and 2025 inaugural addresses. The analysis reveals a notable increase in Disclaim instances, from 39 in 2017 to 56 in 2025. Deny expressions rise significantly from 23 (59.0%) to 39 (69.6%), while Counter expressions show a marginal increase from 16 to 17, though their proportional use declines from 41.0% to 30.4%. This shift suggests a move toward a more assertive rhetorical style in the 2025 speech, characterized by intensified rejection of alternative viewpoints and reduced dialogic engagement. Particularly, despite their decreased proportion, Counter expressions in 2025 exhibit greater lexical diversity, reflecting strategic variation in rhetorical deployment. Beyond its linguistic focus, the study offers insights into political communication, media literacy, and English language education by illustrating how Disclaim resources function to construct stance and shape meaning in contemporary political discourse.

English language function capabilities of young children on the autism spectrum from a Systemic Functional Linguistics perspective: A Systematic Literature Review

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Abstract

Language is the foundation for learning and a crucial developmental factor in young children. However, children on the autism spectrum (CAS) who are also affected by intellectual disability tend to have quite severe language development delay. These children need substantial support with everyday and academic activities. To date, most studies concerning language development among CAS are conducted from the perspective of cognitive linguistics or the capacity for mental processing of language. There is a paucity of research examining the social functions these children can perform with language. This systematic literature review attempts to interpret and understand from existing research what young CAS are able to do with the English language resources they have and to systematise what has been documented in research. In this review, the authors collected journal articles published in the last twenty years, from 2004 to 2025, and employed Systemic Functional Linguistics (SFL) to interpret documented language function capabilities of autistic children from 18 months to eight years old. The analysis result provides a map for medical and educational linguists to navigate to the areas of language functions that are yet to be explored for further studies. For educators, therapists and social support workers, the analysis result informs them about the specific functions CAS can perform and other functions they need to be taught to communicate. The information gained from this review can also inform Language curriculum developers in terms of differentiating language needs for CAS so that guidelines or support materials for teachers can be developed.

Use of language reflecting power and ideology in marketing discourse

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Abstract

This study applies systemic functional linguistics (SFL) and critical discourse analysis to see the construction of power relations and ideological assumptions by language in discourse within digital marketing. This paper aims to identify the interpersonal and ideational and textual meta-functions in the digital marketing discourse, then finding out how these features uncover the ideological strategies used to affect all people The corpus analyzed is consisting of social media advertisements, and web content. Using the framework of Halliday's three meta-functions of language - ideational, interpersonal, and textual - this research identifies how lexical and grammatical choices serve persuasive purposes and make meaning in marketing communications. The approach takes a combination of systemic functional linguistic analysis and critical discourse analysis for the purpose of unlocking the hidden persuasion strategies and power issues across the different marketing genres and platforms. Research findings thus equip researchers with imperative based insights into how choices in language position consumers, reflect ideological assumptions, and enact social relations. This research thus aid in the progression of the theoretical

understanding of meaning-making in professional discourse and direct practical applications towards more ethical and effective marketing communication. This study therefore fills a gap within the prevailing literature since it applies modern systemic functional theory to authentic marketing texts and contributes to disciplines in both linguistics and marketing through its interdisciplinary nature.

Monolingualism or Bilingualism?: Outcomes of Young-Adults with ASD

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Abstract

Autism Spectrum Disorders (ASD) diagnoses are rising at an alarming rate. Coupled with rapid globalization, this means that there are numerous children with autism growing up in multilingual contexts. However, research into bilingualism in ASD remains limited, and doctors continue to advise against bilingualism, notwithstanding the fact there is "no scientific evidence to support the clinical recommendation that a monolingual environment is beneficial for the language development of children on the autism spectrum" (Gilhuber et al., 2023, p.1519). Considering that language is a "channel" through which children learn culture and the appropriate behaviors of a given society (Halliday, 1987, p.9), negating children with ASD, who already struggle with communication and socialization difficulties, the possibility of learning the languages of their context could unnecessarily limit their repertoire to "mean" (Halliday, 1978, p.19), in addition to having serious negative consequences on their ability to navigate between their different cultural contexts.

This paper presents the outcomes of three people with ASD who were born into bilingual contexts. All families were told to expose their children to only one language. Two of the families imposed monolingualism on their children as prescribed, whereas the third family brought up their child bilingually. The outcomes of Case 1 and Case 2 reinforce previous findings that monolingualism does not necessarily provide benefits to the development of children with ASD, while the remarkable improvement of Case 3 supports previous findings that bilingualism is not detrimental to the development of children with ASD.

Venting Frustration and Displaying Resistance Through Graffiti: A Case Study of Tertiary Students' Responses to Political and Social Influence in Eswatini

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Abstract

Young people are pivotal actors in shaping political discourse, leveraging their energy and globally disseminated ideologies—particularly through social media—to challenge systemic injustices (Davies, 2017). In Africa, youth mobilization has intensified in response to authoritarianism, corruption, and economic stagnation,

inspired by transnational movements like the Arab Spring. While such protests often escape global attention, their local impact is profound, as seen in Eswatini, where youth-led resistance culminated in violent clashes between underground political groups and state security forces in 2021 (Matsilele & Moyo, 2023).

This study employs Systemic Functional Linguistics (SFL) and Multimodal Discourse Analysis (MDA) to examine how tertiary students in Eswatini anonymously articulate political dissent through graffiti, blending textual, visual, and spatial semiotic resources to evade identification and repression. SFL's meta-functional framework reveals how these graffiti constructs experiential (political grievances), interpersonal (collective solidarity), and textual (public-space subversion) meanings. MDA extends this analysis to multimodal resistance tactics, where graffiti's visual grammar (Kress & Van Leeuwen, 2006)—color, placement, and iconography—amplifies its ideological charge.

Findings demonstrate that graffiti serves as a covert political canvas, reflecting: Frustration with governance (e.g., critiques of monarchy and economic inequality), Resistance through subversive humor and symbols and Mobilization via intertextual references to global movements. The study underscores graffiti's role in democratizing dissent within oppressive regimes, aligning with broader discourses on structural violence and urban resistance. It also highlights the need for further research on youth-led semiotic activism in understudied contexts like Eswatini, where linguistic and visual modes intersect to navigate political repression.

Revisiting the Schematic Structure Components of Introduction Sections in Conference Presentations: A corpus-based study in Immunology

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Abstract
The dissemination of knowledge in the academic and scientific world has always been a core practice in discourse communities, with the research article (RA) and the conference presentation (CP) being the preferred formats to communicate scientific endeavors. However, upon bibliography consultation, studies on the RA outweigh those on the CP. Fortunately, after the Covid-19 pandemic, the interest in communicating science orally experienced a resurgence, and its circulation worldwide has been made possible through virtual environments and the use of English as the vehicle language. Even though new genres and formats have emerged, the most traditional spoken discourse to communicate science, the Conference Presentation (CP), has not yet been fully described and analyzed, and remains a fertile niche which deserves further exploration. This communication intends to unveil the schematic structure of the set-up section of CPs produced in English by Additional Language (EAL) speakers in the Immunology field. To achieve this aim, we collected and analyzed a video-corpus of 15 CPs produced by Argentinian researchers. The study reveals that they use coincidental and differing components from those proposed by Hood and Forey (2005) for plenary talks. Besides, the number of functional components proves to be less than the ones found by these authors. We can derive that

the differences may be discipline-bound and that the language proficiency may have also impacted the configuration of this introductory stage. Our findings can serve as the basis for new pedagogical proposals in the Health Sciences.

Decoding Maternal Anxiety: A Social Semiotic Analysis of Mother-Daughter Communication in WeChat Video Channels

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Abstract

In recent years, a special way of communication between mothers and daughters has appeared on Chinese social media, especially on WeChat video channels, where many mothers forward short videos to their daughters. These videos, often with over 100,000 likes and shares, typically give advice or warnings, such as "Always tell your parents where you are" or "Six safety rules every girl should know."

This study adopts systemic functional linguistics and social semiotics to analyze these videos, especially focusing on how the videos represent the world, how they demonstrate relationships between mothers and daughters, and how they organize information. By examining the videos, the study explores how these videos project maternal anxiety, reflecting broader socio-cultural concerns about daughters' safety and autonomy in modern China. Furthermore, it investigates how mothers are empowered by social media to navigate and overcome relational challenges, reinforcing their roles as protectors. The analysis reveals how these videos serve as a semiotic resource for negotiating motherhood, and addressing perceived vulnerabilities in the mother-daughter relationship within a digital context.

How UK politicians, scientists and journalists communicated a scientific breakthrough: a situational and appraisal analysis of announcements of the first COVID-19 vaccinations

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Abstract

With effective vaccines against COVID-19 came the hope of return to pre-pandemic life. Therefore the way this was announced carries great importance. This paper compares the announcement of the vaccines in the UK media from 2 December 2020 by politicians, scientists and journalists. The comparisons examine the language different authors use to persuade their envisaged audiences and therefore focus specifically on the Appraisal resources of Attitude and Attribution.

By comparing different announcement texts, we are able to see what is constant in political discourse, scientific discourse and journalism, and where variations occur. Specifically, the analysis shows that the vaccine is seldom announced but is rather introduced as news; that vaccine collocates strongly with Pfizer and first; that different actors are credited with its introduction (people, countries, companies); and different contexts (scientific reports, press releases, political briefings, news reports, tweets) liberate their authors to express opinions and emotions in different ways.

Our findings exemplify through situational and appraisal analysis how announcements of such scientific breakthroughs are conveyed to different audiences. They also indicate how the political leanings of UK politicians and the media cut across text types. The attribution analysis reveals not only which groups and individuals are credited with the development of the vaccine, but also that the main scientific report that authorises the vaccine is not available. This helps to explain why different authors pick up on different aspects of the report and suggests that such communication can only succeed if the respective audience trusts what they are told.

Picturebooks and other semiotic artefacts in library storytime as a semiotic practice

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Abstract
Library storytime is a well-established practice, supporting efforts to promote early language and literacy, in many countries around the world. In storytime sessions, library professionals read aloud picturebooks, tell stories to young children and their caregivers, and engage them in singing, reciting nursery rhymes, dancing and craft. Building on social semiotic studies of toys, picturebooks and pedagogic practices such as shared reading, I will examine how objects such as picturebooks, puppets and musical instruments are multimodally integrated in storytime. Inspired by research in children's literacy and literature, anthropology and theatre semiotics, I approach picture books and other objects as 'semiotic artefacts', rather than texts, that is, as meaning-making resources that include and offer selections from various modes and media. This supports examination of how these objects are co-deployed with resources such as gesture, speech and 3D space in complex multimodal events. I will illustrate this through detailed analyses of a small number of storytimes, from a data set of 57 sessions recorded at public libraries in Australia, and insights from interviews with the sessions' presenters. My analysis draws on Van Leeuwen's (2008) model of social practice, Stenglin's (2008) 'bonding icon', Barthes' (1964) semantics of the object, Veltrusky's (1940) semiotics of theatre, and Turner's (1967;1977) hierarchy of symbols in ritual. The findings support evaluations of how the integration of various artefacts helps storytime achieve its goals - to foster early language and literacy learning, love of reading, and a sense of belonging to a community of readers.

Reading without words: Shared reading of wordless picturebooks and its potential to support children's multimodal literacy

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Abstract
Many studies have demonstrated the value of shared reading, the practice of an adult reading and talking about a picturebook with one or more children, for promoting children's multimodal literacy, that is, their ability to interpret meanings constructed through language and images. However, very few studies have examined the shared

reading of wordless picturebooks (WPBs), where visual resources carry primary responsibility for conveying meaning. Drawing on social semiotics, this study investigated how the design of the WPB 'Sunshine' (Ormerod, 1981) shapes the way parents and their 4-5-year-old children interact with the book and how their interactions reflect and could extend preschool children's multimodal literacy. The analysis of the dyadic interactions around the WPB reveals (1) children's capacity to note salient pictorial elements and appreciate aesthetic effects of colour; (2) challenges young children experience in interpreting the identity of participants, focalisation, symbolic meaning and inter-event relations across images; and (3) the value of parental support in extending children's capacity to engage with social values, develop inferential reading skills and understand layout principles. These findings contribute to identifying suitable starting points and pedagogic principles for developing effective approaches to multimodal literacy education in school. The findings also have implications for parents, teachers, and children's book publishers to consider the opportunities WPBs provide to extend young readers' multimodal literacy.

Reading to Learn and its Implementation in Prospective University Students in a Foreign Language

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Abstract

As foreign language teachers at the university level, we recognize the difficulties many students face both in understanding and producing written texts belonging to different genres. Within the framework of a broader research project whose main objective is to implement the Reading to Learn (R2L) program (Rose & Martin, 2012) in higher education, we carried out pedagogical practices with prospective university students in Argentina. This pedagogical approach offers a methodology which, through a carefully-designed teaching sequence that involves the deconstruction, modeling, and production of disciplinary texts typical of academic discourse, provides students with the necessary scaffolding to access specific disciplinary content (Martin & Rose, 2008; Rose, 2014; Vygotski, 1964). The objective of this presentation is to share an experience where a series of workshops were delivered using the R2L methodology. Our corpus consists of 15 descriptive reports (Rose & Martin, 2012, p. 130) of a touristic city in Argentina written after students have received explicit instruction in this genre. The specific objective of the workshops was to determine whether there were improvements in terms of the organization of ideas and in the use of lexico-grammatical resources prototypical of this genre in the participants' productions. The results support the hypothesis that performance improves after explicit instruction of the RL2 strategies in the descriptive report genre.

Greenpeace's Emotional Appeal: Linguistics and Multimodal Strategies

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Abstract
This paper analyzes linguistic resources such as the use of pronouns, transitivity, types of indicative and imperative clauses, and modality in ten multimodal texts from Greenpeace's campaigns on oceans and forests. The analysis is based on SFL and explores how these linguistic resources contribute to the discursive formation of Greenpeace, aiming to evoke emotional responses and persuade the audience to support their cause (Martin & White, 2005; Bajtín, 2011; Verón, 1987). The theoretical framework includes appraisal theory, which encompasses linguistic resources within a system of interpersonal meanings, and the concept of engagement, which deals with dialogic perspective and heteroglossia (Martin & Rose, 2007; Voloshinov, 1973; Matthiessen & Xuan, 2024). The findings highlight various linguistic strategies used by Greenpeace to construct an empathetic connection with the audience and persuade them to support their cause. These strategies include the use of inclusive pronouns, imperative clauses, and evaluative language that conveys moral judgments and appreciation (White, 2000; Martin, 2025; Scheleppegrell & Oteíza, 2023). Additionally, the paper examines multimodal features such as the use of color and typography in Greenpeace's texts, which enhance the visual appeal and emotional impact of the campaigns. The discussion compares these findings with previous research, emphasizing the role of dialogism and heteroglossia in constructing a persuasive and emotionally engaging discourse (Martin & White, 2005; Bajtín, 2011; Matthiessen & Teruya, 2024; Martin, Quiros & Figueiredo, 2021). The conclusion underscores the significance of linguistic and multimodal resources in Greenpeace's discursive strategies, particularly in achieving ideological alignment between Greenpeace and its audience (White, 2025; Verón, 1987; Rudge, 2021).

Exploring meaning-based complexity in EFL writing: The case of four genres

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Abstract
Despite numerous studies investigating L2 writing at the university level, few have examined how L2 writing is impacted by multiple genres. This study investigates the differences in L2 writing in response to meaning-based complexity measures for argumentative essays (AE), job application letters (AL), complaint letters (CL), and describing a process essays (DP). The analysis examines 117 student papers using a broad array of measures derived from systemic-functional linguistics. Results revealed that learners employ distinct meaning-based complexity measures to meet the functional requirements of genre-specific tasks. Data indicated L2 learners utilized condition and reason subordinators in hypotaxis and enhancement more often in AEs and CLs while temporal subordination was applied more frequently in DPs. A unique finding was that learners used extending and elaborating conjunctions at higher frequencies in AEs while enhancing conjunctions were observed to have an elevated frequency in DPs. Results for projection indicated learners used a limited repertoire of ideational and locutory resources with no evidence of direct quotes in L2 texts. Learners were observed to align their meaning making through grammatical metaphor

according to genre. The findings from this study provide pedagogical insights into the way genre plays a pivotal role in meaning-based L2 education and research.

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

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Abstract

This study attempts to analyze 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 in a formal and abstract 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 presenting a new dimension of meaning and construing the experience in political speeches. IGM is realized in May's speeches through the technique of extracting metaphorical wording, rendering its possible congruent wording and process types with the dominance of material process as a mark for power. In view of Halliday's Ideational Grammatical Metaphor, results reveal that nominalization pervaded to serve the speaker's political agenda. May used nominalization as a linguistic tool to convey her message of the superiority and unity of the United Kingdom. Finally, May utilized Nominalization to function as a gateway to abstractness, formality, objectification, conceptualization, and condensation of political text.

Exploring Disciplinary Affiliation in Academic Book Reviews: A Systemic Functional and Corpus Linguistic Analysis of Rhetorical Structures and Appraisal in Applied Linguistics

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Abstract

Academic book reviews (ABRs) in applied linguistics serve critical evaluative and affiliative functions within scholarly communities, yet the linguistic mechanisms underlying these functions remain underexplored. Addressing this gap, this research employs a combined approach of Systemic Functional Linguistics (SFL) (Halliday, 1994) and corpus linguistic (McEnery & Hardie, 2012) analysis to examine the rhetorical structures and appraisal resources (Martin & White, 2005) that reviewers utilize to construct their academic identities and foster disciplinary affiliation.

Through qualitative SFL analysis, this study unravels the ideational, interpersonal, and textual meanings encoded within ABRs, while quantitative corpus analysis identifies prevalent lexical items, collocations, and phraseological patterns characteristic of the genre. Analyzing a corpus of 100 peer-reviewed ABRs from a leading journal in applied linguistics called Journal of Applied Linguistics, the research highlights how reviewers strategically navigate evaluative language to align with disciplinary values, negotiate scholarly relationships, and influence reader perceptions. The findings aim to enhance the pedagogy of academic writing, particularly benefiting second-language (L2) writers by providing explicit guidance on how to master evaluative language and rhetorical conventions along with disciplinary affiliation. Ultimately, the particular study contributes to a deeper understanding of genre-based writing as a process of disciplinary affiliation while also offering practical insights into the nuanced ways reviewers engage to effectively articulate their academic identities and navigate professional affiliations within applied linguistics.

Analysis of appraisal and intercultural communicative competence through video interaction in teaching and learning: The case of Spanish

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Abstract

This study draws on Systemic Functional Linguistics, in particular Appraisal Theory (Halliday, 1994 & Martin & White, 2005), which explores evaluative aspects of the language. We focus our analysis on the Attitude subcategory of Appraisal, which is supported by Byram's (1997) discourse move framework. The combination of these approaches aims to capture how abstract aspects of move types can be made visible in the discourse organization and to find out which language features make visible the Attitude meanings in building interpersonal relations between speakers. This study examines the teaching and assessment of Attitudes and ICC of twenty students in upper-intermediate-level Spanish as a foreign language (FL) in tertiary education in Australia and twenty native speakers in a university in Spain. The course took place over six weeks and took the following form: class instruction focusing on the treatment of refugees and migrants from Hispanic countries, Australia, and the US, followed by a conversation between the students at the two universities. The analysis of the transcribed oral student-student interactions: firstly, reveals that the two groups have expanded their social-political and cultural knowledge on the treatment of refugees and migrants; and secondly, provides a baseline with which to detect Attitudes in a dialogic performance. Text clauses with judgment and amplification are found to be the preferred means of expressing Attitude by non-native speakers, while native speakers prefer clauses with appreciation, effect, and some instances of judgment among the subtypes of Attitude, demonstrating which precise discursive moves and language resources characterized and enabled ICC.

Contextualisation of Proverbs in Ideational Metafunctional Praxis

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Abstract

Proverb is created and used based on the informed episteme of experiential confines of the user in order to accomplish his specific intentionality. It is the expressive window that unveils the deeper recess of the inner being, and outer experience of the world of reality which is represented via language; it is pristine outlet that steams out the ideology or consciousness, that is, what is going on around the users intrinsically and extrinsically. So, proverb is the reflections of the metaphorical or semiotic capturing of the prevailing ontology of the immediate ideation of its users. The ideation revolves around the field of discourse of particularity, which therefore determines the choice of experiential or ideational meanings that are socially influenced by the events the participants are verbally immersed in. Ideational metafunction bears the potency of language of being the receptacle of human experience; in sense of social reality and worldview. We can say as a matter-of-factly that language is a means of representing the world whether perceived or imagined.. This paper therefore accesses the proverbs of the Igbo language, from the experiential prism of ideational metafunction as the semiotics of the epistemic experience of the users, being influenced by the ideological and cultural values of the host language. Thus, system of transitivity is used for analysis, because the experiential metafunction is expressed in it. Moreover, transitivity is the representation in language processes, the participants and the circumstantial factors which represent the users' experience or something else around the world.