The history and function of international war law is increasingly contested, with some law scholars rejecting “the standard Western-European-centric view” characterized by the “grand narrative of international law as the purveyor of peace and civilization to the whole world” (Jouanet and Peters, 2014: 4). Critical accounts of international war law argue that this body of law in its various forms does not constrain the use of violence, but rather is a crucial source of its legitimation (e.g. Jochnick and Normand, 1994; Mégret, 2016; Normand and Jochnick, 1994; Lukin in press). Indeed, Mégret argues, that treaties, statutes and customary war law sources “enable, constitute and perpetuate” war and have produced “the basic building blocks of the international grammar of violence” (Mégret, 2016, 773, 777).

The focus of my paper is the legal concept named “military necessity” by German-American legal scholar Francis Leiber. At the request of the general-in-chief of the American Civil War Union armies, Leiber produced the “Instructions for the Government of Armies of the United States”, where he formalised the concept and gave its first definition. Promulgated by President Lincoln in 1863, Leiber’s document became the central authority on legal matters during the American Civil War (Labuda 2014). “Military necessity” is now considered one of the “fundamental principles” in the law of armed conflict (Crawford and Pert, 2015: 41).

A legal “principle”, viewed linguistically, is no more and no less than a coherent cluster of wordings, subject to the same semiotic forces as any other act of linguistic meaning, including the two vectors of realization (the natural and the arbitrary – Halliday 2002/1992) which have been a feature of language since the semiotic “big bang”, and which are central to its always ideological character (Lukin 2019). In this paper, I will
explore the wordings through which this concept has been articulated, for example by Leiber and by judges in the US Military Tribunal in Nuremberg (United States vs Wilhelm List et al case), and the manner in which it is integrated into key international war law sources, such as the Rome Statute, an international treaty which brought the International Criminal Court into being. My central inquiry will be around the potential of linguistic analysis to provide evidence from semantics and grammar of “military necessity” for the critical interpretations of war law, i.e. that it permits the right to life to be “sacrificed on the altar of inter-group violence” (Mégret, 2016, 776).

Bibliography

Cases and Treaties
Languages, literacies and the school in Aboriginal Australia

Dr David Rose
Reading to Learn & University of Sydney

Language and literacy are central concerns for Indigenous communities in Australia. Families are deeply concerned for their children to learn both the academic literacies they need to succeed in school and further education, and the spoken languages of their elders and ancestors. In this International Year of Indigenous Languages, the whole nation has reasons for concern. Of the hundreds of languages once spoken across Australia, only 13 are now spoken by Indigenous children at home (Simpson 2019). At current rates of literacy improvement for Indigenous students, it has been estimated that the Indigenous ‘gap’ in school literacy will not close until next century (Gerathy 2019).

This paper focuses on the role of the school in language and literacy learning for Indigenous students. It first asks why Australian schools so often fail to provide Indigenous children with adequate literacy skills, or to support Indigenous communities to maintain and revive their ancestral languages, from the perspectives of policy, pedagogy and teacher education. It then illustrates a set of pedagogic principles and teaching strategies that have been developed with teachers, to enable Indigenous children to succeed with language and literacy learning (Rose 2010). Thirdly, it outlines an approach to knowledge about language and learning that can enable teachers to effectively support both academic literacy and Indigenous languages in the school.


Ambient affiliation and lifestyle minimalism: The construction of multimodal point of view in decluttering vlogs on YouTube

Dr Michele Zappavigna
University of New South Wales

Communicating about accumulated or newly purchased domestic objects is an important semiotic practice through which people share their lived experiences online. This paper explores how people present their relationship to these objects in ‘decluttering’ vlogs on YouTube showing the process of getting rid of undesired items. These videos are associated with discourses of lifestyle minimalism that are currently prevalent on social media platforms. The paper adopts a multimodal social semiotic approach, focusing on how language, gesture, and the visual frame coordinate intermodally to make meanings about objects. The multimodal construction of deixis in coordination with a type of ‘point-of-view shot’, filmed from the visual perspective of the vlogger, is examined. The broader aim is to investigate what these videos reveal about how digital semiotic capitalism is inflecting the lived experience of social media users. What is at stake is how people articulate intersubjective meanings about their experiences and relationships through the way they communicate about their objects. In other words, what does it mean when we bond with others by showing the process of throwing out our stuff?

Keywords
Genre pedagogy has been extensively applied in primary and secondary education in diverse contexts around the world. Beyond the schooling years, work on teacher training programs, adult education (e.g. de Sylva Joyce, Hood & Rose, 2008) and higher education (Dreyfus, Humphrey, Mahboob & Martin, 2016) have been relevant applications of genre pedagogy in the Australian context. Interestingly, applications in adult and higher education emerged mostly as a respond to the literacy needs of learners who have English as a second or foreign language. In Latin America, on the other hand, applications of genre pedagogy in tertiary education have been mostly concerned with literacy in Spanish as first language (e.g. Moyano, 2018), in order to address the needs of a growing number of first-generation students in university. Overall, applications of genre pedagogy in tertiary education contexts have yet to reach the same centrality that implementations in primary and secondary education have enjoyed.

This talk describes a project that aimed to apply genre pedagogy within the curriculum of an undergraduate program in Spanish. The project focused on providing lecturers with pedagogic strategies to enhance students’ writing in the domain of clinical practice in Speech Therapy. This talk describes the general design and application of this project, considering its different stages, including overall results of this implementation. In
addition, the talk aims to explore and discuss the diverse challenges that the application of genre pedagogy faces in tertiary contexts. The talk aims to offer a possible alternative for the appliability of genre pedagogy in diverse contexts, arguing that this implementation requires a certain degree of adaptation and flexibility to arising contextual issues and the specific institutional constrains, in order to open up the space for wider literacy interventions.

References


A love story of a translator with SFL

A/Prof. Mira Kim
University of New South Wales

This talk is a personal account of why I fell in love with Systemic Functional Linguistics (SFL) and how it has enhanced my confidence as a professional translator and translator educator and enabled me to make contributions as a researcher to the fields of translation studies and SFL. Starting with my language learning history and professional translator training, I will discuss how SFL has empowered me and challenged me at the same time at different stages of my career as an academic for two decades and how I plan to move forward from where I am.
Move systems: Realising knowledge exchanges

Dongbing Zhang (Mus)
University of Sydney

This talk is concerned with reasoning about classes of move from above in relation to exchange structure. The classes of move introduced in Martin (1992) – the SPEECH FUNCTION system – mainly follows Halliday’s (1985) speech functional interpretation of the English MOOD system (from below). Therein the move classes are also reasoned about from around in relation to how propositions are modalised and proposals modulated. Martin (1992) recognises the limitation of the speech functional analysis of interaction and proposes the system of NEGOTIATION at a rank above – exchange – to handle patterns in interaction which involve up to five moves in relation to Berry’s (1981a, b, c) work on exchange structure. However, no explicit attempt is made to relate the system and structure at exchange rank with the system at move rank. In other words, the classes of move are not reasoned about from above in relation to the types of exchange.

This talk thus adopts a top-down perspective on classes of move drawing mainly on conversational data from Khorchin Mongolian. It will focus in particular on the move classes that realise knowledge exchanges – the type of exchange that concerns the negotiation of information. The talk explicitly argues for the diversification of meaning-making resources between exchange rank and move rank. It consequently proposes the move system of INTERLOCUTOR POSITIONING. The system subsumes the speech functional conception of move commonly adopted in SFL descriptive work on languages other than English (e.g. Caffarel et al. 2004; Teruya et al. 2007). At the same time, the system provides more explanatory power that enables a move-by-move analysis of the dynamic positioning of interlocutors with respect to their knowledge of the information under negotiation.

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**Instantiating the Sydney School’s Teaching/Learning cycle in online curriculum design at Charles Sturt University**

A/Prof. Elizabeth A. Thomson and Sally McCarthy

Charles Sturt University

Over the past few years, CSU has invested significantly in degree/course design (Thomson et al 2017; Thomson et al 2019) and improvements in online subject development and delivery (http://uimagine.edu.au/csulx/documents/OLM-V2-A4.pdf). As we have trialled and evaluated innovations in course design and online delivery, an issue which is motivating the Division of Learning and Teaching staff is embedding a pedagogical framework for online teaching. How we teach online is just as important as what we teach online. While CSU has a model for online learning underpinned by rigorous design, academic staff are still requesting educational designer support to realise the intent of the subject design in the online environment. They want to produce lessons in the online space which are true to the design and assessment requirements that are both engaging and impactful. To address this issue, a small team
of academics from two disciplines along with Learning Design staff decided to apply the Teaching and Learning (T/L) cycle (Martin and Rose 2012) to the task of developing lessons for subjects designed for online. This team is keen to demonstrate the utility of the T/L cycle beyond language and literacy contexts into other disciplines in Higher Education. Toward that end, two academics: one from, the School of Communication and Creative Industries, tasked with the challenge of teaching Drawing entirely online; and one from the Graduate School of Policing and Security Studies, teaching the subject Contemporary Issues in Financial Crime in the Master of Fraud and Financial Crime along with Learning Design staff set out to apply the T/L cycle. This presentation will demonstrate the application of the cycle to two new disciplinary contexts and present the process and the final online products. The impact, success or otherwise, of this experiment will be reported through student evaluations which were collected as they experienced the online subjects.

**SFL and language revitalisation: a new application for the theory**

Anna Crane  
University of Sydney

In the International Year of Indigenous Languages, this paper will ask what contribution we as SFL linguists are and could be making to the problem of language endangerment in Australia. As colonisation continues to unfold in this country, many of our Indigenous communities are striving to hold on to their languages, keep them vital or wake them up from generations of silence. Linguists have long been a part of this process, from documenting and describing languages to collaborating with speakers and learners to design educational resources and programs. Our role as language experts is sometimes crucial, often problematic or damaging but never theory-neutral. Contributions from the systemic functional linguistic community have been rare to date. This presentation will share some insights into what dimensions of SFL and genre theory are proving useful to supporting efforts to revitalise Gija, an endangered language from the Kimberley. In particular it will focus on how a stratified model of language in context affords some fresh approaches to looking beyond the clause at texts in this culture. It will also explore what
challenges this application poses to us as researchers and practitioners using a theory explicitly concerned with language and social justice. Using the example of education efforts in Gija, I will ask how we might contribute to understanding these languages better and supporting their reinvigoration in transparent ways that engage with complexities and asymmetries of knowledge and power.

**Connecting identities: Linguistic iconographies across contexts**

Dr Ken Tann  
University of Queensland

Cultural icons provide communities with an important way to identify and rally with one another. From the social constructionist perspective of SFL, such icons are not merely physical objects and historical persons, but a reservoir of culturally transmitted and persistent semiotic resources that members draw on, to articulate and share their meaningful experience of the world. The icons permeate both their collective imagination and social life, where they serve to socialize, demarcate, regulate, manage, challenge, and reconcile identities across varying contexts. The framework of iconography recently developed within SFL has been productively applied to explore identity construction in mass media (Tann, 2011, 2012, 2017), workplace practices (Thomson, 2014), poetry (Don, 2014), politics (Tann, 2016), education (Tilakaratna, 2016), social media (Wignell, Tan & O’Halloran, 2017; Zappavigna, 2018), and law (Zappavigna & Martin, 2018). This paper lays out the theoretical underpinnings of the framework, and compares how iconography is used strategically to achieve very different ends in different contexts.

**References**


The linguistic correlates of patient-centredness in advanced cancer care: Looking out, looking in, and looking forward

Dr Neda Karimi
Ingham Institute for Applied Medical Research

Patient-centred care is endorsed as one of the dimensions of a safe and high-quality health system (Australian Commission on Safety and Quality in Health Care, 2011). However, evidence indicates that end of life care in Australia is not always patient-centred (AIHW, 2017). There are numerous guidelines, models, and research studies that describe patient-centred communication at the end of life based on analyses of authentic data of clinician-
patient communications. Despite being focussed on communication, a large proportion of this literature does not treat language as a phenomenon requiring any kind of theoretical framework. A scoping review of this literature was performed with the aim to assemble and categorise the resources this literature identifies as patient-centred around a theory of language. In other words, the scoping review provides a linguistic description of patient-centred care as suggested by this literature.

The review includes 36 papers found using Google Scholar, Scopus, and bibliographies. The results of the review are presented and discussed within the framework of a functional perspective towards language (Halliday & Webster, 2010; Halliday & Matthiessen, 2014). This outward approach arguably contributes to a process of trying to bring health communication and linguistics a little closer together. It provides a comprehensive summary of the resources that are considered patient-centred within the discipline of health communication, organises these resources around a theory of language, and identifies areas that need further development. The approach contributes to linguistics and, more specifically, systemic functional linguistics by consulting healthcare subject-matter experts’ views towards health communication, language and semantics and through incorporating analyses of a large body of data.

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**Exploring intermodality in science animated videos**

Yufei He
University of Sydney
Intermodality has long been a key issue in multimodal discourse studies. There are two different approaches to the study of intermodality: first, use resources within the systems of one semiosis (for example language) to explain intermodal relations (e.g. Martinec & Salway, 2005); second, map out the systems of the contributing semiosis and examine the integration of the options in the systems in a text (e.g. Painter, Martin, & Unsworth, 2012). Following the second approach, this study examines intermodality between animation and language (both written and spoken) in online science animated videos by first developing the systems of animation on both the expression plane and content plane. This study then offers two complementary perspective on intermodality in science animated videos: a bottom-up and a top-down perspective. A bottom-up perspective focuses on exploring the integration of the two semiosis on their expression plane, which shows that a synchrony between animation and the prosodic features of voiceover forms the basis of a coherent multimodal text. A top-down perspective examines the co-instantiation of field in the two semiosis, which reveals the potentials and constraints of animation in construing field knowledge. The two complementary perspectives also raise questions on the modeling of fields across different semiosis and the approach of comparing instantiation of resources in different semiosis across metafunctions and strata.

References


Colloquia

Scaffolding Indigenous Language Learning

David Rose and Anna Crane
Building on Indigenous language descriptions presented in the colloquium, participants will be invited to learn a little of the languages, demonstrating how genre-based pedagogy can be used for Indigenous language learning.

**Language and literacy education in remote Indigenous contexts**

Bronwyn Parkin, Helen Harper, Carmel Leahy

This colloquium is presented by teachers of scaffolding pedagogy, enacted as the Accelerated Literacy program. We reflect on the realisations of language and literacy education in different remote Indigenous contexts over the past decades: from the Kimberley in Western Australia; to remote schools in the Northern Territory and South Australia. These contexts are educationally challenging. Not only is there little alignment between Indigenous and Western world views, values, social goals, and motivations for formal learning; but Australia’s social welfare policies mean that there is little economic imperative for schooling. In addition, not only are students taking on new academic discourses, they are learning English as a second, third, or fourth language.

The three papers in this colloquium are sequenced in the following way. The first presentation by Dr Bronwyn Parkin from the University of Adelaide, reflects on the range of language and literacy programs that have been tried in remote Indigenous settings over the past few decades. Drawing on Bernstein’s four pedagogic quadrants, the presentation looks at the affordances and constraints of the many, often repeated attempts at effective literacy programs.

In the second presentation, Dr Helen Harper from the University of New England, burrows into some of the complex decision making required in producing written texts in a bilingual language and literacy program. When world views and subsequent culturally-valued texts are so different, how do we support students in developing quality, useful texts with wider application.

The third presentation, by Carmel Leahy, support teacher and linguist at Yiyili Aboriginal School in the Kimberley region of Western Australia, introduces her work in Accelerated Literacy with remote Indigenous secondary students. Through a functional analysis of George Orwell’s *Animal Farm*, she developed language and literacy skills while at the same time opening up access to the broader Australian curriculum and participatory citizenship, culminating in a trip to Canberra.

**Linguistic Chronogenesis: Text, Time, and the Processing of Temporal Experience**

Masayuki Asahara, Ichiro Kobayashi, Ayako Ochi, Yayoi Tanaka, David G. Butt

Time, like consciousness, is an enduring mystery: its investigation through physics has only made it more paradoxical and more relative to location and contingent forces, like gravity. Personal experience of time extends the challenges to any enquiry, since, as pointed out by Whorf (1956), time can be regarded from many different semiotic perspectives. A method for...
investigating the human experience of time is through language and its alignment with evidence now available in the brain’s dynamic language processing, as well as evidence from variation in the human biological and bodily responses to change.

Languages, and their traditions of literature, capture temporal experience in diverse ways, and not just through tense, aspect, and explicit lexical expressions. For instance, in functional linguistic approaches, the clause is both a quantum of information and is also indicative of a quantum of change. Information and change are part of the experience of logogenesis: the unfolding of text. So there is a quality of ‘flow’ in the very channel and in the structure of event-ness bestowed on experience by choices in, and across, clauses.

In projects based in Japan, this experience of ‘flow’ has already been tracked along a number of central, sequentially active regions of the human brain. A collaborating team produced a map of mental time over the medial surface of the cerebral cortex. But the real job of the interpretation and the representation of human temporal experience remains. These themes are also to be researched through the development of time consciousness in children; through the evidence of temporal experience and aging; as well in relation to pathologies and putative ‘distortions’ of time. All developments will draw on the modelling produced by the linguistic research team presenting here.

The project team have set out from the evidence that language provides on how the perception of time originates and endures as a presence in our minds. They proposed models constructed of neural networks to recreate the temporal ordering of events in line with corpus based and textual evidence. The modelling of ‘artificial neural networks’ (ANNs) is to be constructed and ultimately analyzed by teams of researchers from 1) linguistics, 2) philosophy and 3) engineering. The linguistic components are based on Systemic Functional Linguistic theory (SFL).

In structure, this colloquium will begin with a brief introduction of the scope of the study by Ichiro Kobayashi: the linguistic analyses of time expressions will be set out by Ayako Ochi: and the creation of the target corpora will be presented by Masayuki Asahara. The ‘artificial neural circuits’, constructed from data drawn initially from corpora of news, can later be enriched by the findings of 4 other collaborating research teams in the overall suite of 5 Japanese funded project. These include those investigating children’s speech in order to estimate developmental changes in time consciousness – an ontogenetic perspective on time in the human brain. Another ontogenetic angle will come from teams analyzing time processing in aging brains, and brains suffering pathologies or traumas.
Parallel Papers

Acting ethically without approval: Online adventures with SFL
Rachael Adlington

Research that uses the Internet pushes many ethical boundaries and challenges traditional models of ethical research. This is especially so for SFL-oriented research that involves the linguistic artefacts of humans located in the public domain. While it is important to consider ethics in any research and many issues pertinent to offline studies hold true for their online counterparts, the shift to the online realm has necessitated fresh thinking on what it means to act in an ethical manner. Rethinking occurs around three points of tension; the concept of research on human subjects, notions of ‘personhood’, and definitions of privacy. This paper will explore these points of tension in light of underpinning ethical principles: the consideration of the people involved in the production of data; harm minimization; and, the proportional obligation of the researcher to protect the ‘human element’ of the study.

As a starting point for this venture into the complex realm of online research, I will articulate what constitutes online research. Focusing on inquiry involving online texts, I will discuss some of the different approaches taken to text analysis and how they view and manage ethical considerations. Finally, I will argue for the need to act ethically to honour and protect the ‘human element’ in research that does not directly involve humans or human contact, and provide examples from my own blog-based online research of how ethical action may be taken at different points in the inquiry process.

A pedagogical genre of literature reviews
Nur Afifi

This study was part of a cycle of classroom-based action research aimed at implementing lasting curriculum change. In the implementation of an initial short course, I did a genre analysis of 50 literature reviews from publications and completed theses in applied linguistics, in order to identify suitable generic patterns used in literature reviews that could be implemented in the context of my project. The context was an English Department in a State Islamic College in Indonesia. The immediate aim of the study was to teach students to write a literature review for their research proposal and eventually for their thesis. From my observation as a faculty member in this department, I had found the students struggled with writing research proposals and their undergraduate thesis, especially writing the literature review chapter. Much of the time, students effectively copied and pasted literature reviews from the previous theses that had similar topics to theirs. While faculty members have made efforts to reduce this practice, it has remained from generation to generation. From my observation of the curriculum, I found that an absence of explicit teaching of academic writing throughout the period of their study, especially before semester seven when they should have been prepared for thesis writing, may contribute to this situation. Therefore, I have been determined to implement a curriculum innovation to anticipate academic genres the students need at least in their undergraduate study. In this study I conducted a genre
analysis of literature reviews, and developed a genre description that suits my students’
English proficiency level. The result is a pedagogical genre of literature reviews. The term
pedagogical genre was named after the notion of pedagogical grammar, defined by
Derewianka (2001, p.241) as “the kind of knowledge about grammar needed by the teacher
and the way this is made available to the student in the form of lessons or materials
(descriptions, explanations, examples and exercises)”. So, that definition also defines
pedagogical genre of literature review with the term grammar replaced by genre of literature
reviews.

Theme analysis of English translations from Indonesian
Muhammad Aminuddin, Ping Yang and Hiromi Muranaka

This paper concerns with textual meanings of translations of an abstract in hadith (a
collection of prophetic traditions of Muhammad) study from Indonesian into English. In
particular, the paper investigated how information in clauses is organised. Theme analysis
was deployed to address how three groups of translators (learner, teacher, and accredited
translators) organised their information when translating the text. The study collected 34
translated texts and it found that the three translator groups produced more unmarked topical
Themes in the target text than the source text. The new unmarked topical Themes were
generated as a result of the same strategy used among translators to deal with long complex
Indonesian sentences. In addition to the use of unmarked topical Theme, an interesting shift
in Theme appeared when translators intended to shift the attention of the message from
hadith development and Al Ghazali’s profile as a hadith scholar to the ideas of his seminal
works about hadith. Besides topical Theme, the study also identified a slightly higher average
of textual Theme and interpersonal Theme in the target text. This informs us that changes of
Theme have occurred; however, the occurrences of different choices in each Theme type
among translator groups generally do not obstruct the flow of information in the translated
text.

A systemic functional analysis of students’ oral production to determine the effectiveness of
cooperative learning to enhance students’ English language resources for communication
Angelica Romero Arcas

Cooperative learning is claimed to be an effective methodology in second language teaching
over traditional teacher-centred methods (Johnson & Johnson, 1994; Slavin, 1995), since it
provides students with comprehensible input, feedback and opportunities to produce modified
output in a meaningful context (García Mayo & Pica, 2000; Keck et al., 2006; Mackey &
Goo, 2007).

For this reason, the aim of this paper is to explore the effects of cooperative learning on ESL
students to enhance their communicative ability by measuring the linguistic resources they
use for meaningful purposes. In order to meet this aim, a study involving two groups of
students has been conducted in a high school in Madrid during a three-week intervention
period. The outcomes of the application of these structures in the experimental group were
contrasted with the ones produced by the control group, in which cooperative structures were
not put into practice. Data were collected through pre- and post-oral tests administered before
and after the research period and consisting of three types of tasks: (1) describing a picture, (2) giving an opinion about a topic studied in class and (3) interacting with a partner to reach an agreement. Apart from a general analysis based on Wolfe-Quintero et al. (1998) and applied to students’ oral production in all the tasks, different systemic-functional models were used to analyse them: Halliday & Matthiessen’s (2004) description of clause complexes for Task (1), Martin & White’s (2005) framework of Appraisal Theory for Task (2), and Eggins & Slade’s (1997) model of speech functions for Task (3). The findings reveal significant development of students’ fluency and accuracy as well as in their linguistic resources in some of the features analysed in each of the activities.

Towards a More Child-friendly Discourse in Primary School Textbooks

Esmat Babaii

According to Systemic Functional Linguistics (Halliday & Mattheisen, 2014; Schlepegreel, 2004), child language is essentially different from that of adult, in terms of form-meaning congruence which is manifested through certain lexico-grammatical features such as lower “lexical density”, lower “abstractness”, and higher incidence of “material” and “behavioral” processes in which humans or personified creatures, not nominalized, impersonal or unspecified subjects, are the main participants in the processes. In this paper, it is assumed that to enhance learnability of teaching materials and getting closer to the child’s mental world, materials could be presented in a more child-friendly language and modality. To demonstrate the feasibility of such a practice, sample lessons of similar content but different linguistic and visual realizations taken from two textbooks designed for teaching literacy in Persian to Iranian primary school children are analyzed and compared.

Both of the samples are taken from second grade textbooks taught at different time periods in Iranian schools and they are similar in terms of the topic: the life cycle of a butterfly. The first text (T1) (see Figure 1), however, is more oriented towards how silk is made, thus, describes the procedures followed in silk factories, even including the process of killing the larvae which seems to be too cruel to mention to an eight-year old child. The text adopts a matter-of-fact, impersonal tone. Only the first two sentences are addressed to the child audience: “You know silk threads are stronger than other types of threads. But, do you know how silk is made?” Then the life cycle of butterfly is described using third person grammatical forms, adding to the impersonality of the text through treating the creatures as objects. The subjects (and the doer of actions) in the rest of sentences, which are about what is done in silk factories, are “unspecified they” which can be roughly taken as passive construction in Persian. The fact that in Persian as a pro-drop language, it is permissible to delete the agents (grammatical subjects) in sentences which leads to the difficulty in findings the referents, adds an extra processing load for the readers, especially less proficient learners or children with little grammatical sophistication. The “descriptive” text type is used as the most common type of text for one-sided transmission of information. The illustrations, depicting different creatures (larva, chrysalis and adult butterfly) show them as “represented” not “interactive” participants (Kress & van Leeuwen, 2006) “the participants who constitute the subject matter of the communication [...] about whom or which we are speaking or writing or producing images (Kress & van Leeuwen, 2006, p. 48).

Text 2 (T2) (see Figures 2.1. and 2.2), on the other hand, uses an anthropomorphic approach, linguistically as well as visually toward presenting the content. The text is adopting a
narrative monologue style in which a butterfly is narrating the story of her development for the child audience: “I am a butterfly with colorful wings [...] we, butterflies, lay eggs on the leaves ....” The butterflies’ personification is reinforced by the smiling human-like faces that are looking at the audience, wishing to communicate with the reader. Verbal and visual materials together, thus, depict butterflies not as “represented” but “interactive” participants. Unlike T1, which is using “relational”, formal “material”, and pseudo-passive processes in complex sentences, T2 makes use of every-day simple “material” processes with active participants in mostly one-clause sentences. Besides, T2 is restricted to the life story of butterflies and does not talk about what humans (heartlessly) do to the larvae in silk factories. Finally, the print type in T2 resembles human handwriting while T1’s materials are quite similar to machine-typed stuffs which can peripherally contribute to the visual differences discussed before.

It can be argued here that T2 is more congruent with children’s life experience, therefore, is potentially more successful in communicating with the child audience and facilitate their “engagement” especially affectively. Considering the importance of “engagement” as “prerequisite for participation” (McKinnon & Vos, 2015, p. 301), materials developers need to be aware of the textual and contextual potentials for engaging the audience when they are selecting and modifying teaching materials for child education. They can consult the findings of corpus linguistics as well as multimodal research. In fact, it is recommended that for each materials development team responsible for developing textbooks for teaching different subject matters to children, we need a discourse analysis consultant, with adequate knowledge of corpus linguistics theories and findings, to help make the materials more engaging and age-appropriate.

Towards a description of the discourse of art

Jennifer Blunden

Often derided as ‘artspeak’, the language used to talk and write about art can be difficult and alienating for many people, both students and public audiences. Yet compared to other forms of public and educational discourse, the language of art remains relatively unexamined from a systemic functional/social semiotic perspective. A small number of studies have begun the process of bringing to view its characteristic features and affordances (eg, Rada 1989, Ravelli 1998, Rothery 2008, Blunden 2016). However, we still do not have the kinds of detailed and systematic descriptions that have been shown in other disciplines to be of enormous value to the study and practice of that discipline, for example, in terms of helping teachers scaffold the specific literacies their students need and helping professionals adapt their language for different audiences and purposes. In the context of current debates around access to and participation in the visual arts, the need for such descriptions is especially urgent. This paper will share findings from a current research residency at University College London that set out to address this gap. Drawing on both classroom and museum contexts, it will present emerging descriptions of a range of art texts, including student texts, exhibition texts and texts considered within the field as ‘exemplary’. It will also look at the underlying values and beliefs that motivate and regulate the linguistic and multimodal choices being made by a range of art professionals and educators. The analysis takes a broadly metafunctional approach, anchored in the discourse semantics stratum.
Guiding Fragments: projects Halliday could not complete
David Butt and Jonathan Webster

During his period of being very unwell, Michael Halliday did manage to jot out and discuss a number of themes which had animated his thinking over decades. But unlike so much he achieved in writing and lectures, these topics were not realized. He was hopeful that others in our research community might find these themes worth reflection, and possible development. Unfortunately, the guiding fragments he left were slight, and puzzling in a number of ways. We have no doubt that Michael discussed the issues with many colleagues around the globe, and we welcome a chance to bring the advice of others in on our seeking a better understanding.

In this session, we consider 3 examples:
1) The difference between the merely ‘abstract’ and the function of ‘abstraction’ in verbal art and verbal science. This is in fact derived from the broader issue of “the knight’s move” in text and cultural representations: how does one create a renewal of engagement with experience, or with a profound problem in life or science? How do such renewals take place? These questions are crucial in that they marked a point of theory in which Halliday saw his own work on grammatical metaphor in a relationship of ‘complementarity’ with Hasan’s depiction of “symbolic articulation” in verbal art. Perhaps MAKH was emphasizing the fact that, through the ‘3 times of text’ (phylo-onto-logo genesis), the text has been “twice-cooked” under the sociosemantic pressures of textual organization and novel ideational configurations (for instance, in science, any emerging potential to measure a phenomenon and define ‘it’ through equations).

2) The texts of the great revolutions – documents which reveal the cultural patterns involved in the English Civil War; the French Revolution; the Chinese Revolution; and the Russian Revolution. A number of Michael’s own books on these revolutions are most helpful in this investigation of ‘semohistory’.

3) The ‘great detectives’ (Brother Cadfaell; Sherlock Holmes; Poirot…) and certain structures in film were also a means of understanding the ‘knight’s move’ and conceptual innovation. This is a particularly open topic, and ideas from all around might help in bringing this connection out into a practical form. Halliday is one of many semioticians and luminaries fascinated by these directions in human culture (eg. Vygotsky; Luria; Eco; Sacks).

In 2 illustrative talks we will be focused on issues 1) and 3): we set out from brief summaries of Hasan’s approach to verbal art (using her notes on Kenneth Slessor and Robert Frost; see below) before opening up the discussion of metaphor specifically in relation to grammatical metaphor, innovation, and recent ideas from neuroscience about “The Poet’s Voice in the Making of Mind” (the title of a 2016 volume by the psychiatrist Russell Meares). By poet, detective, or scientist, phenomena can be dramatically reconstructed through metaphors which have consequences for the ways we manage the world... this is to say, through metaphors, which re-dimensionalise our selves as human bring - bring endowed with “meaning potential”.

Flagging discourses of change on Australia Day: How a nation remembers
Helen Caple
Australia Day is a national public holiday in Australia. It is celebrated on a date that is increasingly controversial, namely the arrival of the First Fleet of British ships in New South Wales. Recent years have seen an emerging debate about the date on which the public holiday is celebrated, with numerous protests and a movement towards changing the date. In this presentation, I examine how both traditional news discourse (newspapers) and social media discourse (Instagram) engage in the discursive struggle around Australia Day, with a particular focus on how visuals contribute to the discussion. I draw on the theoretical concepts of bonding (Stenglin 2004; Martin & Stenglin 2007), iconization (Martin & Stenglin 2007; Tann 2010) and affiliation (Martin 2009) to analyse how both the Australian and Aboriginal flags are used in visual news reporting and in Instagram posts and the extent to which they contribute to discourses of change.

Beyond ‘plumbing’: Bonding and affiliation in sex education
Georgia Carr

Comprehensive sex education has been proven to contribute to a number of positive health outcomes, including delayed initiation of sexual intercourse, increased use of condoms and increased use of contraception (UNESCO 2018). In addition, comprehensive sex education can have a positive impact on confidence and self-identity, on knowledge and acceptance of diverse sexualities, and on gender equitable attitudes including preventing and reducing gender-based and intimate partner violence (ibid.). At a time when sexual health outcomes among young Australians are declining (Giordano & Ross 2012), and issues of institutional and gender-based violence have been highlighted by #metoo and the Royal Commission on Institutional Sexual Assault, comprehensive sex education is of paramount importance. We typically think of education in terms of ideational content, but sex education prioritises both the organisation of knowledge (e.g. reproductive anatomy, the menstrual cycle – the ‘plumbing’) and the organisation of values systems (e.g. negotiating relationships and intimacy). From the perspective of SFL, we can consider this in terms of bonding and affiliation (Stenglin 2004, Martin & Stenglin 2007, Knight 2010). This talk will explore how we teach uncommonsense values in sex education, with the aim of understanding how we can better equip students to be ‘successful’ learners, and with the broader goal of understanding how values are transmitted and help to shape a fairer and more equitable world.

Developing competent writers: Fostering audience awareness in primary school writing classrooms
Honglin Chen and Emma Vale

The ability to consider audience and write consciously to address and invoke them is a hallmark of becoming an effective writer (Kroll, 1984). The concept of audience has often been narrowly framed and understood as a real, concrete person whom the writer can imagine and write for (Magnifico, 2010). ‘Consider your audience’ has thus become one of the most frequently mentioned but least understood concepts (Ede, 1979; Lunsford & Ede, 1996). Within a Systemic Functional Linguistic view, resources to engage and position an audience can be found in a student’s control of the interpersonal metafunction (e.g. Martin & Rose, 2008; Martin & White, 2005). Yet a full conception of audience and how we make meanings
that address, support and shape a particular kind of reader is complex and has significance for a wide range of linguistic choices, including field and mode related meanings, in the writing process. Such nuanced and increasingly sophisticated understandings about audience develop over the years of schooling and are apparent in the curriculum, yet often remain largely implicit in the classroom.

This paper aims to examine ways in which the notion of audience is represented in the Australian Curriculum: English (ACE) and enacted in two literacy classrooms in one regional primary school in Australia. Using document analysis, interviews and lesson observation data, this presentation will focus on some of the ways in which teachers supported students to understand and address the expectation and needs of the audience while learning to write persuasive and narrative texts. The paper makes suggestions on how we may support and foster young writers’ capacity to represent, respond to and connect with audience.

A Systemic Functional Transitivity and Field of Social Activity Investigation of the 14th Malaysian General Elections 2018
Ryan Cooper and Sridevi Srinivas

This study is a Systemic Functional Transitivity and Field of Social Activity Investigation of the 14th Malaysian General Elections 2018. Halliday’s notion of “field” of social activity (Halliday and Matthiessen 2014, p. 33) is used to expound ideational meaning in texts. Halliday (1979) says “by and large, the field – the nature of the social activity – determines the ideational meanings.” Ideational meanings, and specifically for this study, those from the experiential component are sought from the system of transitivity. (Halliday 1979 cited in Webster, 2002, p.201) A text analysis approach was used as commonly carried out in SFL research. (Halliday and Matthiessen, p. 54)

Given recent interest in digital humanities, this study acknowledges the social relevance of online news reports and applies an SFL transitivity analysis to such, enabling researchers to identify local socio-political factors influencing news production. Attention is given to how Malaysia’s unique socio-political context strongly influences local media coverage. Previous research on journalistic discourse primarily adopted a CDA perspective, such as those of Hou, (2015), Ulum, (2016), Behnam and Zenouz, (2008), and Isti’anah, (2014), aiming to exemplify hidden biases in news reports. The study closest to this study is that of Isti’anah, (2014) in which reports covering Jakarta’s gubernatorial elections were analysed. However, larger scale elections have not been explored. This study uncovers descriptions in reports of Malaysia’s elections from a purely SFL perspective. Data for the study were ten articles covering each day of election week. The articles appeared in the Malaysian, English-language broadsheet publication The Star from May 7th-May 11th 2018. The findings show verbal processes in quotations from Barisan Nasional representatives in articles from both two and three days before election day reflected quantitatively as 25.5% and 27.7% for verbal processes two days before election day, as well as 26.6% and 22.1% for one day before election day. Additional usage of relational processes with verbs such as “is” assigning attributes such as “fragile” and “weird” to the Opposition cast it in a negative light while glorifying Barisan Nasional. The analysis of the field of social activity presented in the ten texts reveals a bias representation of the elections with negative characterizations of the Opposition and positive characterizations of Barisan Nasional coupled with the absence of quotes from the Opposition’s representatives. This implies that a linguistic representation of
daily experiences can in be manipulated through omission of information and negative characterizations of participants.

Genre, field and registerial consistency: pedagogic discourse

Ding Ma

For Halliday & Hasan (1976: 23) a text “is a passage of discourse which is coherent in these two regards: it is coherent with respect to the context of situation, and therefore consistent in register; and it is coherent with respect to itself, and therefore cohesive.” This paper explores how we can make sense of ‘consistent in register’ in contemporary models of Systemic Functional Linguistics (SFL). I doing so it draws on the tradition of genre research focusing on classroom discourse → specifically curriculum genres and their realisation through field, tenor and mode. Recent Legitimation Code Theory (LCT) work on autonomy is then reviewed, drawing out its implications for an SFL perspective on registerial in/consistency. The discussion will be exemplified through data instantiating pedagogic discourse.

Attitudes expressed in EFL Vietnamese university students’ argumentative writing: challenges and developments from an APPRAISAL perspective

Liem Dinh

This study examines the ways in which EFL university-level Vietnamese students who major in English convey their attitudes in the construction of evaluative meanings in argumentative writing. The study draws on aspects of the ATTITUDE framework of APPRAISAL (Martin & White, 2005) developed within the theoretical foundation of Systemic Functional Linguistics (Halliday & Hasan, 1976). Despite numerous discourse research adopting APPRAISAL, very little research compares attitudes expressed by the same cohort of students at different time intervals. Analyses of student argumentative texts reveal challenges in relation to the expression of attitudes encountered by the cohort at the pre-intervention stage and developments they made after completion of a semester-length intervention. While challenges can be viewed in terms of a great tendency to convey Attitude as Affect in the pre-test argumentative writings, developments are evident in preferences to encode Attitude as Appreciation in the post-test writings. The findings seem to display students’ progression in terms of a shift from a more to less personalised expression of emotions, leaving more space for other institutionalised discoursal resources such as Appreciation to occur upon constructing post-intervention arguments. The findings have significant pedagogical implications for what and how EFL students might be apprenticed to manage the demand of argumentation for academic success.

Mapping disciplinary discourse practices in the School of Humanities and Social Inquiry at the University of Wollongong

Shoshana Dreyfus and Trish Weekes

Addressing the disciplinary discourse demands of written assignments in different university subjects poses a challenge for many first-year humanities students. To address this need, the
School of Humanities and Social Inquiry (within the Faculty of Law, Humanities and the Arts) at the University of Wollongong is developing a new compulsory unit of study for all first-year students. The explicit aim of the subject is to support the development of students’ discipline-specific academic literacy skills. This presentation shows the genre mapping work being conducted to develop this academic, discipline-specific literacy apprenticeship subject. The humanities disciplines involved are English, History, Linguistics, Philosophy, Sociology, Politics, International Studies, Cultural Studies, and Science and Technology Studies. As part of the work to craft this subject, data has been collected on all first year “essay” questions or prompts that require students to produce extended writing. In addition, lecturers have been asked to provide high scoring student answers to these prompts. These texts are being analysed to identify their genres and their key discourse and language features. This presentation will showcase findings from the project so far, including the range of genres that have been thus far identified across the school and what is being valued by each discipline, the kinds of questions/prompts used to motivate these genres, the rubrics used to mark these assignments and the workshops and conversations with disciplinary lecturers that aim to build a shared metalanguage across the school.

The music, colour and texture of climate change – multimodal critical discourse analysis of educational films
Eirik Granly Foss and Marthe Øidvin Burgess

While numerous studies have been undertaken on the discourses of climate change in public media (Koteyko and Atanasova 2016; Schäfer and Schlichting 2014), the discursive construction of climate change in educational materials have thus far received little attention (Sharma and Buxton 2015, 262; Román and Busch 2016, 889). Furthermore, the field of climate communication has primarily focused on written language and imagery (Hansen and Machin 2013; O’Neill and Smith 2013; Manzo et al. 2010; Schneider 2012). Sound and colour, in particular, have been suggested as underexplored areas of research (Hansen and Machin 2013, 159).

We therefore wish to complement previous research by exploring how colour, texture and music contribute to the discursive construction of anthropogenic climate change in four Norwegian educational videos. Additionally, we aim to explore how social semiotic theory can be used to model multimodal analysis in alternative ways. In the pioneering work of describing the visual mode by Michael O’Toole (O’Toole 2011) and Kress & Van Leeuwen (Kress and Van Leeuwen 2006), one has assumed that the visual mode can be described in a universal, systemic way to the same extent as the verbal mode. However, the high degree of functional and contextual specialization of forms of representation such as diagrams and photography suggests it may be problematic to trace instantiations of these all the way back to a shared overarching semiotic system of visual modality (Halliday and Matthiessen 2004, 48).

Genre analysis of Lipman’s philosophical stories in the Sydney school
Maryam Ghiasian, Sara Razmju and Saeed Najji
To develop thinking skills, Lipman (2017), founder of Philosophy for Children, wrote philosophical stories as educational content. The stories must act as a stimulus for philosophical discussion between children. Such stories are claimed to be a new genre (Sharp, 2017). Critiques from some countries like Iran, Australia and Denmark, posit that Lipman’s stories follow American culture and it is, therefore, preferred to rewrite them or write new stories in accordance with their native cultures (Cam, 2017). Yet, preserving the original genre in new written stories has been considered a crucial issue. So, the aim of this paper is to identify the genre of Lipman’s stories in the Sydney school’s classification (Rose, 2012). Lipman’s stories include eight books; In this current study the first chapter of each book was selected for examination. It was found that a “problem” is presented as an “experience” and a “reason” is given as a “response” but they have no clear boundary. Namely, the “reason” would be a “problem” for another “reason” and it lasts until the story ends with a “problem”. Although “problem” and “reason” are Lipman’s terms (Lipman, 2003), the authors in this paper use them for two phases of “experience” and “response” finding evidence for a new story genre. This is confirmed by Ghiasian (2019) who adds another genre to the five previous ones found in the Sydney school (Rose 2012). This paper will focus on the characteristics of unresolved philosophical story for children, with the staging of “thought experiments” producing an “attitude of uncertainty”.

A social semiotic analysis of musical expression gesture

Joshua Han

This paper proposes and outlines a Social Semiotic framework for analysis of correspondences between music and movement, and uses this to analyse various data of orchestral music conducting and gestures used in a music master class. I use van Leeuwen’s model of the parametric system (e.g. van Leeuwen, 2009) to build an analytical framework. This model can be used to identify synaesthetic qualities that correspond between expression media (van Leeuwen, 2016) which in this case are sound and bodily movement. These parametric systems are useful for describing experiential meaning potential i.e. semiosis based on material qualities of the medium of expression (Kress and van Leeuwen, 2001: 74-85). The purpose of this framework is to provide tools that account for how directly comparable meaning making resources in both music and movement function within their social contexts. In this paper however, I will be using this framework to account for gesture as metasemiosis - in these data, movements of the body are used to construe musical expression, which itself is a semiotic phenomenon. The conducting data exemplify a relatively codified form of musical expression gesture, whereas the gestures in the master class (which accompany vocalisations of music rather than spoken language) are relatively ad hoc and spontaneous. I will demonstrate, however, that in both, the same underlying semiotic principles are evident and that there are varying degrees of freedom and constraint in meaning making of this kind (c.f. Kress and van Leeuwen, 2006: 232-238).

How language and body language cooperate to make meanings prominent in pedagogic contexts

Susan Hood
This presentation adopts a textual perspective on embodied meaning-making. In particular it focuses on the synchronous convergence of language and body language (embodied paralanguage) in composing the wave-like structuring of information flow in discourse. The metaphor of ‘waves’ captures the way in which peaks of textual prominence are followed by troughs of lesser prominence, in rhythmic alternation, as texts unfold (Martin 1992; Martin & Rose 2007). The discourse semantic system of PERIODICITY frames an analysis and discussion of the synchronous convergence of language and embodied paralanguage from a bottom up perspective. Drawing on video data from live face-to-face lectures, we focus first on how embodied paralanguage converges with smaller waves of prosodic phonology in peaks of prominence typically referred to as beats or accents (e.g., Halliday 1970, Smith & Greaves 2015). This convergence with the sound of language is referred to as sonovergence. From there we can consider how the two modalities configure intersemiotically into larger and larger waves of semovergence that structure meanings of indefinite extent in discourse – from groups and phrase, to clauses, to phases and on to stages of genres – as a ‘hierarchy of periodicity’ (Pike 1982, Martin 1992, Martinec 2002, van Leeuwen 2005, Martin & Rose 2007). While higher levels of periodicity are especially characteristic of reflective written text, they remain relevant to the spoken mode of live lectures in phases of planned reflective content. The study points to the significance of this textual intersemiosis in pedagogic contexts, as coordinated systems support students to interpret the relative prominence of information, pulse by pulse, as knowledge accumulates in teaching/learning encounters.

Interpreting Cultural Meanings of Non-Western Images with East Asian Philosophical Concepts

Ngoc Tai Huynh, Angela Thomas and Vinh To

For more than two decades, a range of educational policies have been implemented to promote what is termed as “Asia Literacy”, whereby all teachers have been encouraged to explicitly teach students about Asian peoples and culture. Most recently, this has been translated into a national cross-curricular priority for all schooling. Despite the policies and curriculum drivers, significant issues have still been identified in terms of teachers’ ideologies and practices. On one hand, understanding Asia-related texts has been found to be an influential factor in teachers’ Asia literacy (Halse et al., 2013). On the other hand, the Australian Curriculum (ACARA, 2016) draws heavily on Kress and van Leeuwen’s (2006) semiotic theory when teaching visual language. Although the usefulness of a semiotic approach to visual analysis has been evident, Kress and van Leeuwen admitted their framework is culturally constrained. This paper aims to explore Vietnamese cultural aspects in three significant scenes of a contemporary picture book about Vietnamese culture with both a semiotic framework and East Asian philosophical concepts. The results of our interpretations demonstrate the extent to which current semiotic frameworks (Kress & van Leeuwen, 2006; Painter, Martin & Unsworth, 2013) can be applicable to non-Western images. Additionally, significant cultural meanings in selected images are also revealed when influential East Asian philosophical concepts in aesthetic practices are applied. The findings of this paper, therefore, provide teachers and researchers in field of visual analysis with more ideas on potential theoretical frameworks for exploring non-Western images in the East Asian perspectives.
Understanding the Values Enacted in the Design of Blockchain Technologies by Applying Social Semiotics and the Walkthrough Method

Olivia Inwood

Blockchain technology is a relatively new phenomenon that has informed many discourses regarding the future of governance, economics, and the internet. However, current research has tended to generalise the politics of blockchain technology and has not considered the ideologically diverse blockchain start-up companies that have recently emerged. This study aims to understand the values enacted in the design of blockchain technologies by applying social semiotic discourse analysis, in particular drawing on appraisal (Martin and White, 2005) and multimodal analysis (Kress and van Leeuwen, 2006), in combination with the walkthrough method (Light, Burgess and Duguay, 2016) to a dataset of blockchain apps/websites (Steemit, Creativechain, Democracy Earth and Bitnation) and their accompanying white papers. This mixed method analysis revealed that the blockchain start-ups held shared values around the concepts of decentralisation, trust in algorithms, and trust in individuals over institutions. The start-ups were ideologically diverse in their political orientations, expressing ideals around the digital commons, cyber-libertarianism and capitalism. These orientations are related to values typically associated with blockchain enthusiasts such as cyber libertarianism, crypto-anarchy and communal ownership of technology. Although blockchain technologies may change in the future in terms of technical specification, these key issues will remain. Overall, this study has shown how the values embedded in blockchain technologies can be understood empirically through close discourse analysis. It has also made a novel contribution to the field by offering a new augmented app walkthrough method that allows the analyst to consider the multimodal resources used in these technologies.

Danish learners’ written language proficiency is dominated by basic interpersonal communicative skills –why is this a problem?

Susanne Karen Jacobsen, Bente Melgaard and Anne Katrine Kryger

According to an evaluation of English as a foreign language, EFL, in the Danish comprehensive school in 2003 (Eva, 2003), Danish learners had a high level of fluency when communicating about everyday and common-sense issues. However, on the downside their accuracy and vocabulary was proven less sufficient (ibid.). Now 15 years later, our findings show that – despite ministerial attempts to implement a learning goal centered praxis – the language dominating EFL in a Danish comprehensive school context is still characterised by basic interpersonal communicative skills, BICS (Cummins, 1980; Gibbons, 2015; Lin, 2016; Maton, 2014).

Our presentation provides an analysis of learner texts from the national written exam for EFL and of examples of the ministerial assignments typically given, using semantics from Legitimation Code Theory (Maton, 2014), transitivity and theme/rheme analysis from SFL and attitude, graduation and engagement from Appraisal Theory (White, 2015). Semantic Gravity is used to give a first impression of the texts and to identify passages of interest, and subsequently an SFL and appraisal analysis of these passages provides a deeper insight into
the quality of the texts. Furthermore, the presentation discusses the pedagogical implications of the results, as they raise a very important discussion of which content English language learners should engage with throughout their nine years of compulsory schooling.

Halliday’s Ideational Grammatical Metaphor Analysis in Theresa May’s Speeches
Marwa Kamal

This study is about the ideological presentation of Theresa May’s three speeches during the referendum time. It applies Halliday and Matthessian’s strategy (1999, 2004) of IGM to convey May’s ideology. May in this context, asserts that the UK will remain a close partner of the EU in the future despite its vote to leave the EU. This study is done to explore how an IGM is realized in May’s speeches, and to show how nominalization in her speeches is useful in conveying her message about the superiority and unity of the UK. It aims at evaluating the role of IGM in May’s three speeches by showing its contribution to the meaning through nominalization and process types investigating the heights of process types. It also aims at examining May’s use of nominalization to express her message through IGM model in the form of nominalization. Hallidayan SFL’s model of IGM analysis is used as a benchmark to extract metaphorical expression and render its possible congruent wording which based on the process types of the clause and leads to the function of nominalization in politics. It also depends on explaining the possible congruent wording to reveal the function of nominalization based on transitivity system. This study seeks to show how nominalization is deployed in political discourse through pinpointing the distribution of nominalization in terms of process types, and its role in politics to initiate the audience into an ideological certain situation. The findings reveal what nominalization does for the politician, the audience, and the form of speech. The choice of IGM’s analysis in nominalization form illuminates May’s ideological attitudes at this critical time. IGM is utilized in the nominalization form, by analyzing metaphorical wording and rendering it into congruent one. IGM is realized by adopting the ideas of Halliday (1994), Halliday and Matthiessen (1999, 2004) and Martin et al. (1997). The principle resource of creating IGM is nominalization. It is the application of noun form; through it, process meaning is offered. Process types are regarded as another way to realize IGM, as there is a link between IGM and transitivity system which allows us to construe the world of our experience through identifying them. Nominalization occurs frequently in May’s speeches. Through it, verbs or adjectives become concepts and this affect the minds of hearers. By conceptualizing experience from a different angle as the politician wants, the ideological orientations of the audience are formed.

Examining the genre and social practice of Peer Review
Najmeh Kheradparvar

In order to be successful in academic life, researchers within the tertiary sector must publish their research in peer reviewed journals, however, as Swales (1996) argued, while peer review is a common practice, it has remained an occluded genre. Using the theory of genre (e.g. Martin & Rose, 2008) and the appraisal system (Martin & White, 2005), this PhD research seeks to make visible the generic structure of peer review and its main linguistic features. The results are expected to have pedagogical benefits for prospective members of
academic communities, particularly those from areas outside the Global North (Connell, 2014), who can be at a disadvantage when trying to enter this academic practice.

What’s the difference between learning a first language and learning a second language? 

John Knox

In this paper, I rely on theory and reflection, not directly on data and analysis, in order to explore the differences between learning a first language (L1) and a second language (L2) from a social-semiotic perspective. I posit two ends of a cline: an infant learning a first language, and an adult learning a second language. I do not take a cognitivist/psycholinguistic perspective, as is common in the field of Second Language Acquisition (SLA) and debates around the Critical Period Hypothesis (CPH). Rather, I draw broadly on the work of scholars such as Malinowski, Ochs, Bernstein, Vygotsky, Saussure, Whorf, Halliday, Painter, Martin, Lemke, Larsen-Freeman, Krämer, Deacon, and Edelman, in an attempt to account for commonly observed differences in the outcomes of L1 learning and L2 learning.

An Appraisal Analysis of the performance of Malaysian Fresh Graduates in a Job interview

Isai Amutan Krishnan, Dr.Sridevi Sriniwass, Hee Sio Ching and Dr. Selvajothi Ramalingam

The current study shows the application of Systemic Functional Linguistic (SFL) to understand the performance of fresh graduates in a job interview in a Malaysian context. The current study is linked to the issue of graduate employability of undergraduates of Malaysian higher education institutions (e.g. The Star Online, March 25, 2017 & Free Malaysia Today January 18, 2018; Erni et al., 2019). The National Graduate Employability Blue Print 2015-2025 disclosed that 60,000 graduates were unemployed attributable largely to lack of proficiency and inability to impress the interviewer in English (MHEM, 2016; Siti Zaidah et al., 2019). The issue of graduate employability had been of global concern as far as two decades ago as indicated in Knight’s (2001) study on the calibre of employable graduates. More recent competing perspectives on employability are offered by Holmes (2013) on graduate identity, De Cuyper et al. (2011) on job control and social support and Singh & Singh (2008) on perceptions of employers and employees on employability skills. In Malaysia, the concern is mainly about the inability of the undergraduates to express themselves adequately in English at the job interview. Although most institutions of higher learning in Malaysia especially Malaysian public universities require undergraduates to take a variety of English for Specific Purposes courses to prepare them for the work force, their performance at interviews is still appalling as observed by Clement and Murugavel (2015). The current study is undertaken to investigate how fresh graduates perform in English and why they are successful, reserved or unsuccessful in job interviews from the perspective of SFL Appraisal Theory namely from the Attitude subsystem (Martin & White, 2005) with a focus on the English language proficiency of the interviewees in terms of their ability to verbally express their stance in English. Data of the study comprised walk-in interview transcripts of 10 fresh graduates for the post of Administrative Officer. An Appraisal analysis to reveal stance is sought from answers to the very popular and general interview question, “How do you face challenges?” Preliminary findings show that the Appreciation subsystem
of Attitude was used predominantly by interviewees who were found to be successful. More “employability-development-opportunities” (Harvey 2010, p.1) need to be in place in institutions of higher learning. The current study hopes to advance knowledge on performance of graduates at job interviews and contribute to the field of SFL and Educational Linguistics.

Working with voice and sound in children’s own digital and multimodal picture books at a third grade level

Kirsten Kruse

In comparison with written and visual text creation, sound and voice as meaning making resources are less emphasized in literacy research (Dyson 2005 and Shanahan 2012). In this presentation I will investigate how young readers make use of prosodic features in read aloud processes, and how they create a multimodal soundscape in an interplay between voice, sound and music in digital picture books. As an important part I will also look at how the teacher scaffolds the text creation processes. The main theoretical framework for this project is a multimodal and social semiotic perspective on sign making and communication (i.a. Kress 2010 and van Leeuween 1999). In the analysis of text, context and learning dialogues, I have combined the social semiotic approach with perspectives from dialogic and sociocultural theory (i.a Littleton, K. & Mercer, N. 2013), film and sound theory (Baldry & Thibault 2006) and studies about expressive oral reading and reading fluency (i.a Aksnes 2007, Tainio and Slotte 2017, Kuhn et al. 2010). The study is conducted as theory informed classroom interventions inspired by Educational design research methodology (EDR) (i.a McKenney & Reeves 2013). The results of the analysis of the students’ picture books show that sound, voice and pictures add a new layer of meaning and an emotional dimension to the narratives (Kruse 2018). Creating a soundscape and working with music, sound and voice simultaneously, and scaffolded by the teacher, seems to support and inspire the students’ ability to read aloud in fluent and expressive ways.

Achievements, models and work experience: exploring generic characteristics of Chinese feature stories

Jun Li and Wenjing Man

Feature stories are very common in the Chinese national newspapers. It is regarded as a unique genre by Chinese journalists and scholars. However, there is no systematic analysis of this genre from the linguistic approach. Drawing on genre theory as developed in Systemic Functional Linguistics and Appraisal Theory, the study analyses the Chinese feature stories in People’s Daily to explore its genre characteristics from three perspectives: the subject matter, the journalistic voice and the textual structure. It is found that (1) ideationally, Chinese feature stories are positive-loaded, which construct the world as becoming better and people as capable and dependable; (2) interpersonally Chinese features are distinguished by different type of evaluation: news features and non-person features are reported with reporter voice involving emotional reaction and appreciation, and person features with correspondent voice.
involving authorial judgment; (3) textually, news features are typical of the serial structure, person features are typical of the nuclear structure, and non-person features cover both the serial structure and nuclear structure. In doing so, this study gives insights into the distinctive characteristics of the Chinese feature and its potential in journalistic practices.

Labelling APPRAISAL and INVOLVEMENT states in Chinese Web Forum Texts
Long Li

APPRAISAL and INVOLVEMENT are two intricately linked interpersonal systems in discourse semantics, however, distinction between the two can be blurry, with APPRAISAL being more elaborately categorised and extensively researched but INVOLVEMENT yet to be clearly defined. This study discusses the ongoing research conducted from 2018 for the commonwealth funded project “Labelling Appraisal States in Chinese Web Forum Texts”, the data of which consist of Chinese online posts and comments with a strong nationalistic orientation and which can be highly charged interpersonally. It will begin with descriptions of problems that had occurred when applying the English APPRAISAL framework (Martin and White 2005; Dreyfus & Tilakaratna Forthcoming) to describe evaluative linguistic resources in Chinese; such problems have been found to congregate in three particular systems within JUDGEMENT of ATTITUDE: respectively NORMALITY, SOCIAL SANCTION, and PROPRIETY. It will then discuss the relation between APPRAISAL and INVOLVEMENT, and the reason why some examples should be conceptualised within INVOLVEMENT instead of in APPRAISAL. Based on the analyses of the given data, it will set out to draw a system network of the lexicogrammatical realisation of INVOLVEMENT in the Chinese language.

Trump vs. Trudeau: Exploring the power of grammatical metaphor for effective communication
Cassi Liardet and Sharyn Black

When developing an academic or professional ‘voice’, students often struggle with the nuances of cohesion, formality and conciseness (Coffin & Donahue, 2014; Schleppegrell, 2001; Parkinson & Musgrave, 2014). To achieve these aims, research has identified a powerful resource: grammatical metaphor (GM; Halliday, 1989; 1993; Martin, 2008). Although GMs, and their most popular form, nominalizations, are critical for achieving the language valued in academic contexts, teachers and students alike often find these terms abstract and difficult to understand. Further, while research has investigated GM extensively, there are few models for teaching this linguistic tool (e.g., Gebhard, Chen & Britton, 2014). This paper presents an accessible exploration of GM and its impact on communication, using a transcript from a press conference involving Donald Trump and Justin Trudeau. Although these texts are spoken, the context of a presidential press conference requires a certain degree of formality and their responses provide two distinct models of more or less effective communication. These activities were taught in a writing workshop for university students. During the scaffolded workshop, students engaged with the resources of GM, editing their own assignments and capturing these edits using Word’s “Track Changes” functionality. The paper then reports on an analysis of these edits, providing insight into students’ uptake of
GM. In short, the aim of this analysis is to provide English Language Learners and English Language Teachers with an accessible classroom activity, exploring the power of GM for transforming dynamic, informal, everyday language into the static, ‘academic’ expression valued in university and beyond.

**Performing comedy: paralanguage in humorous affiliation**

Lorenzo Logi and Michele Zappavigna

This paper explores the interaction between recent developments in the SFL paralinguistic framework (see Hao & Hood, 2019; Martin & Zappavigna, 2019) and the SFL model of bonding and affiliation (see Knight, 2010, 2011, 2013; Martin & Stenglin, 2006; Stenglin, 2008). In particular, it focuses on how gesture, expression and phonology co-occur with linguistic resources to generate tension that is then discharged through laughter, construing humorous affiliation, thereby building on earlier work on paralinguistic affiliation in (Zappavigna & Martin, 2017). This work thus explores how semiotic resources both within and across modes can form couplings that wrinkle against interactants’ expectations, revealing the shared, implicated bonds for how these resources are expected to combine in a given register and genre. The findings contribute to the elaboration of the SFL model of bonding and affiliation as a social semiotic framework for inferring the negotiation of identity and community between interactants as enacted in individual texts. The research comprises a multimodal analysis of a stand-up comedy text, with a number of excerpts discussed in detail to illustrate specific findings, and proposes a coding rubric for similar analysis that can be adopted or adapted by other researchers.

**Organising data to reveal relationships and connections within and between Wiradjuri words**

Pettina Love

This research began with the question “how can Wiradjuri words be understood and described on its own terms?” and quickly turned into “how am I going to analyse these Wiradjuri words?”

At the core of Wiradjuri Language Revival is the desire for learners to become functional users of the language. One of the challenges that learners face is understanding how Wiradjuri words “work”. In general, Australian Aboriginal languages have been described as morphologically complex, agglutinating languages (Wiglesworth & Keegan, 2014) and this description appears to hold true for Wiradjuri language.

The aim of this research is to provide useful descriptions that enable Wiradjuri language, specifically verbs, to be understood and described on its own terms. Wiradjuri words can be complex because they are constructed through the addition of affixes to a stem; with the core concept or meaning of the stem transformed through the choice of affix.

This presentation is about the challenges of building an analytical tool (Excel spreadsheet), that enables the relationship between patterning within (and between) Wiradjuri words and the way that the meaning conveyed has been transformed through the addition of affixes, to be analysed.
An Analysis of Preliminary Assessment Discourse in Community Correction from the Perspective of Genre Structure and Exchange Structure

Xing Luo and Chuanyou Yuan

China’s criminal justice practice is experiencing a transition from retributive justice to restorative justice and community correction, as a new form of crime punishment towards restorative justice, is being widely practiced in China. Preliminary assessment (or risk assessment) is the first step and a necessary procedure of community correction, which aims to improve the quality and effect of community correction, reduce the recidivism rate, and realize a social and effective community correction. In Guangzhou, the whole assessment process is based on the Assessment Questionnaire of the Correctees’ Needs in Community Correction and proceeds in a form of face-to-face interview between the judicial social worker and the individual correctee. This paper applies Martin’s Appliable linguistics theory to analyze the preliminary assessment discourse in community correction and describe the data collected from field observation, recordings and transcriptions of 10 assessments. According to Martin’s genre theory, the preliminary assessment discourse can be seen as a macro-genre with an overall goal and specific goals of each stages to be realized as the interview unfolds. By means of interpreting the discourse from generic structure and exchange structure, it is aimed to illustrate how the goals are realized through the discourse semantic system of NEGOTIATION. Through analysis, special attention is paid to providing the social worker with more effective linguistic resources and an ideal model of exchange structure and thus promoting the accuracy and effectiveness of preliminary assessment.

Tracing Halliday’s history as a meaner and as a knower: reflections on verticality and knowledge/knower structures

Jesus David Guerra Lyons

Among disciplinary fields, linguistics is special in that its object of study, language, is also the main resource available to scholars for the construction of linguistic theories: as Halliday (1996, p. 1) rightly notes, linguistics is “language about language”. However, despite abundant work on the description of disciplinary discourse, the semiotic strategies employed by linguists themselves to construct linguistic theories remains largely underexplored. Little is known about the ideational strategies employed in the construction of uncommonsense representations of language and its related domains, or about the interpersonal strategies employed by prominent linguists to position themselves vis-à-vis the scholarly community. This talk explores these issues by considering the semohistory of one of the most prominent contemporary linguists, Michael Halliday, and by discussing the diachronic unfolding of his strategies for ideating language and enacting relations with his readership. I favour the descriptive dimensions of stratification and semogenesis by looking, on one hand, at the relation between field of knowledge, ideational semantics and transitivity in Halliday’s linguistic theory construction since the 1960’s; and, on the other hand, at the diachronic enactment of institutional roles through speech-functional realizational choices. I also reflect on the changing nature of Halliday’s semiotic strategies in the construction of linguistic theory from the notions of verticality and knowledge/knower structures (Bernstein, 1999; Maton, 2006), indicating connections between these epistemological dimensions and the linguistic features identified in his discourse.
Construing musical discourses: axial reasoning for a contrastive description of habitual ideational resources in English and Korean, with reflection on translation

Kathleen Macdonald

This study uses Systemic Functional Linguistics (SFL) as a general framework to investigate particular differences in the ways that English and Korean represent experience and logic within the domain of music. A comparable corpus of English and Korean texts were compiled with attention to the field of discourse (contemporary interpretations of traditional music), and the functional variety of those discourses (that is, their register or text type). Discoursing about music, thus, provided a locus of cultural ‘reality’ in the data. This comparable corpus allowed for investigation of divergence in structural realisations of ideational meanings in the clause as experiential meanings (PROCESSES and CIRCUMSTANCES) and beyond the clause as logical relations (TAXIS, EXPANSION and PROJECTION). Stark differences were found in the patterns of preference in representing logico-semantic relations. Korean, for example, has a far more complex system of enhancement features than English – a finding which contributes to the dimension of systems of resources for English and Korean, by extending in delicacy the system networks elaborated by Halliday & Matthiessen (2014), Martin et al (2010) for English, and those put forward by Park (2013) and Choi (2013).

The study also used translation as a means to identifying those linguistic resources most at risk when these discourses of music were construed in the language of the other. Thus, an additional parallel corpus was developed during the project as translations of the 16 texts, for which the 8 Korean-English (KE) translations were analysed again for ideational meanings. Some interesting patterns emerged, which distinguished the translations from both the ideational meanings in their Source Language, as well as from that expected from the Target Language, such as the sequencing of dependency clauses. In a small way, this research offers empirical evidence for the influence of language in what we notice and value in the world around us, in support of insights from the great legacy of Edward Sapir and Benjamin Lee-Whorf nearly a century ago (Sapir, 1922; Whorf, in Carrol, 1956; Lee, 1996).

Autonomy pathways in classroom metalanguage

Lucy Macnaught

This paper examines metalanguage used by teachers and students in lessons focused on academic writing development. Data includes studies of secondary (Humphrey, 2016) and pre-tertiary (Macnaught, 2015) language learning. Drawing on a social semiotic definition of semiotic mediation (Hasan, 2005), the paper begins by outlining why metalanguage is seen as critical to language development. It then examines metalanguage from the perspectives of Systemic Functional Linguistics and Legitimation Code Theory. Recent studies of classroom metalanguage have drawn on new theorisation of paralanguage (Martin & Zappavinga, 2019) to identify the multimodal nature of metalanguage in classroom interactions (Macnaught, 2018). These findings are complemented by using the newly revamped concepts of ‘autonomy codes’ (Maton & Howard, 2018) to consider how shared
understandings of writing practices are gradually created between teachers and students. In this paper, I introduce and use a translation device for examining autonomy codes in the classroom discourse analysis of writing lessons. Findings show how iterative movements or ‘return trips’ between sovereign codes and introjected codes (i.e. strengthening and weakening positional autonomy but keeping relational autonomy stronger) contribute to teachers defining and explaining target concepts in accessible ways. Over time, these ‘return trips’ can support the integration of new knowledge about specific writing practices with students’ current knowledge of social activity and relationships in everyday settings. However, in fast-flowing interactions, there are risks associated with clearly identifying these different knowledges, and I discuss some of the risks that teachers face. The findings provide insight into flexible and portable characteristics of effective classroom metalanguage.

“Positivity” and crime news reports: sociocultural perspectives from the Iranian news journalism context
Mohammad Makki

This paper is concerned with how “newsworthiness” is constructed linguistically/discursively in a sample of Iranian crime and misbehavior reports. Crime reports in general and Iranian/Farsi language crime reports in particular have not lent themselves to thorough discourse analysis studies, except for few studies including Machin and Mayr (2013). For this paper, one-month worth editions of two Iranian newspapers, namely Kayhan and Etemaad were collected, and the data were analysed both quantitively and qualitatively with reference to the analytical framework of Bednarek and Caple (2017). This paper, in line with another study, Makki (2019), specifically focuses on the construction of the news value of Positivity in Iranian crime reports and it will be shown how Positivity is constructed through such reports. Linguistic resources to construct Positivity include but not limited to ATTITUDINAL language of Martin and White (2005), references to positive emotion and attitude, positive evaluative language, positive lexis, and description of positive behaviour. The results of the study will show high frequency of Positivity compared to other news values in the Iranian crime reports. It will be shown how positive JUDGEMENT of the police forces play an important role in the crime and misbehavior reports. These results suggest that Positivity is an important news value in one of the most typical form of hard news reporting, crime and misbehavior, in which normally “the basic news value of Negativity” should prevail. These results might show the possible role of ideology and culture in the reporting of “negative” events and issues in the Iranian newspaper journalism.

Australia’s National Tobacco Campaign: a linguistic and socio-semiotic perspective
Aurelie Mallet

Australia’s approach to tobacco control has been successful in decreasing smoking prevalence rates and smoking uptake rates across the country. This success is due to the National Tobacco Campaign (NTC) launched in 1997. One of the most important aspects of the NTC is the collaboration and commitment between Federal, State and Territory governments, and non-government organisations (NGOs) to reduce smoking prevalence of tobacco smoking and its associated health consequences. However, other public health
campaigns in Australia have not shown the same level of success, for example, campaigns aimed at obesity and diabetes. Therefore, a model is needed to ensure the success of future public health campaigns. Using Positive Discourse Analysis (PDA) as an overarching framework, the NTC was deconstructed to analyse how the various contexts, community’s values, beliefs, ideologies and knowledge influenced the linguistic and socio-semiotic resources used in the materials of the NTC, in order to design a model for future public health campaigns. This presentation presents the preliminary findings of the Health Warnings campaign, launched in 2005-2006 as part of the NTC. Through various analyses, the results identify two broad strategies used in the materials of the Health Warnings campaign to encourage smokers to quit smoking, and these strategies are influenced by the various contexts and community’s values, beliefs, ideologies and knowledge. We will see that the various strategies are organised through distinctive linguistic and imagic patterns. For the language, the key shifts surround the use of appraisal and ideation, while for image, the shifts centre around ambience, in particular, saturation. Identifying these key shifts in linguistic and imagic patterns is invaluable in designing a model for future public health campaigns.

From freedom to constraint: ‘you have to know not to vomit all the information down’

Erika Matruglio and Pauline Jones

This paper reports on work in progress investigating transitions from primary school to high school, in particular literacy practices in English. Using insights from Bernstein ( Bernstein, 2000) and Genre-Based Pedagogy (Martin, 1999) we illustrate the pervasiveness of progressivist ideology in primary school English poetry teaching and contrast this with more scaffolded (Hammond & Gibbons, 2005) approaches of the junior secondary school. The data consist of transcribed video-recorded classroom observations and associated texts, and audio-recorded interviews with teachers and students. Preliminary analysis of our classroom observation data showed that poetry is taught with a great deal of latitude with respect to interpretation and creation in the primary school. In contrast, poetry teaching in the secondary school is both more structured and supportive with respect to the allowed responses and the processes of creation. Analysis of the interviews confirmed a less structured approach to teaching English in the primary school when compared to the junior high school, which sometimes led to rocky transitions for students. Our findings suggest an almost counter-intuitive approach to literacy development wherein there appears to be more freedom in the early apprenticeship into literacy and literature than in later years, which are more constrained. This is at odds with the current emphasis on the gradual release of responsibility encouraged by curriculum documents (Pearson & Gallagher 1983) and seems to undermine the distinctiveness and rigour of English as a discipline in the primary school.

Using the Teaching Learning Cycle in a policing context at Charles Sturt University

Sally McCarthy

A recent evaluation of CSU’s Associate Degree in Policing Practice highlighted a disconnect between policing theory and operational practice. This was identified by successive student cohorts, employed as NSW Police Probationary Constables in the second year of the degree. A review was undertaken with a particular focus on connecting the academic requirements of
the course with the realities of operational practice. CSU’s Division of Learning and Teaching staff worked with academic staff and members of the NSW Police Force to develop a new curriculum framework. Elements of text-based syllabus design were used to develop new subjects. Topics including Legislation, Investigation, Community & Partners and Ethos & Resilience are examined. Policing genres are used to link each topic to the next and lessons developed around the teaching-learning cycle. Deconstruction, joint and independent construction activities are used to scaffold student learning. The revised subjects were implemented in line with CSU’s online learning model. This presentation will examine the design and effectiveness of the new year two curriculum, drawing on student feedback, student academic results and feedback from members of NSW Police Force.

On Evaluation in English-Chinese Translation: from the perspective of meanings of grading
Yuan Meng

This study explores the translation commensurability of the evaluative meanings in English-Chinese translation from the perspective of GRADUATION. GRADUATION, as one of the three sub-systems of the APPRAISAL system proposed by Martin and White (2005), is mainly concerned with the up/down-grading nature of evaluation in language (i.e. FORCE), and the sharpening and softening of the boundaries of semantic categories (i.e. FOCUS). This paper focuses on “GRADUATION: FORCE” and more specifically on the feature of “intensification” which concentrates on the grading of the intensity of an evaluative meaning. For this purpose, a small dataset is built with the Apple Company’s advertisements for electronic products (such as iPhone, iMac and iMac Pro), collected from the official website of the manufacturer. On the website, each English advertisement has three corresponding Chinese translations for the mainland China market, the Hong Kong market and Taiwan market respectively, all in Mandarin. UAM Corpus Tool is used to annotate the instances of “intensification” in both English texts and Chinese texts. According to the annotations, not only the raw count number of instances is different among the English source text and three Chinese target texts, but their gradings are also varied. This study aims to discuss to what extent these instances are commensurate with each other and in what way, rather than judging which Chinese target text is the best translation.

A genre-based writing approach in EFL classrooms: From novice to experienced L2 writers
Akiko Nagao

The purpose of this qualitative study is to explore whether first-year Japanese university students, who are novice L2 (second language) English writers, become better writers after a 15-week program utilizing a genre-based approach (GBA) (Feez & Joyce, 1998; Knapp & Watkins, 2005; Martin & Rose, 2008; Rose & Martin, 2012). The first research question examines the effectiveness of the Teaching and Learning Cycle (TLC) stages for first-year university students within a tertiary education context. In addition, the study will explore changes in the English as Foreign Language (EFL) learners’ understanding and awareness of different language resources in the target genres.

As for the Research Question 1, surveys were conducted immediately after the participants completed each stage of the TLC, and then six learners were selected for follow up
interviews. As for the RQ2, participants’ pre- and post-essays were rated using the Systemic Functional Linguistics framework rubric.

The survey results for RQ1 indicated that highlighting and analysing a peer’s essay was useful to writing the target genre essay during the TLC stage, ‘modelling and deconstructing the text’. The approach of GBA, with TLC writing, included enough guidance for learners to understand the target text via interaction with the context, and for the writers and readers of the text, when learners engaged in the writing process. Their understanding moved from the sentence to the whole-text level, and they managed to identify the target lexicogrammatical features in their essays.

The results for Research Question 2 indicate that there were substantial gains in learners’ understanding of ideational meaning, which affects the essay contents and their function in language usage to express their experience. That is, these EFL learners’ understanding of knowledge related to the essay topic improved. It may be that some tasks during the modelling stage of the TLC can influence the understanding of content related to the essay topic. On the other hand, the students’ understanding of textual meaning did not improve significantly.

Importantly, some of limitations of this study are that input tasks related to target genre texts could improve the quality of feedback students receive on their essays from instructors and peers, which could also influence data and results. Additionally, the assessment rubric needs further development. Despite these limitations, the study’s findings provide positive support for explicit writing instruction with a focus on generic structure and lexicogrammatical features.

The Front Page of Contraception Discourse; Affiliation Around Health Values on Reddit
Giselle Newton

Social networking sites and online support groups have become popular channels for health communication and social support where users share their experiences, ask questions, and ignite attitudinal alignments or disagreements. Through these practices, individual and communal identities are negotiated and social bonds are created. This project aims to highlight how users express their values about contraception on Reddit while examining how affiliation occurs through aligning or distancing with others through attitudinal stances. This study uses mixed methods by simultaneously employing a Corpus Linguistic lens and a Systemic Functional Linguistics approach to examine how users express interpersonal meanings as values which are affiliated around. The dataset was collected from the subreddit r/birthcontrol and includes a corpus of 975 comments and sub-corpus of 60 comments on contraception. The key finding of this study is that in discussing contraception, users align and avoid disagreement by explicitly supporting each other’s comments, piling up first person narratives without engaging with the previous comments, or by ignoring the coupling entirely to avoid conflict. This thesis extends research on affiliation by demonstrating that in at some female dominated communities, users strive to align in conversation through agreement.
Disambiguating Indeterminacy and Reducing Socio-communicative Risks and Failures in Healthcare: An Ideational Examination of Construals of Requests For Action

Anthony Ng

Requests for action are significant for ensuring clear and effective communication and thus the delivery of quality health care when citizens navigate through the healthcare system (before, during and after the patient journey). However, they are under-represented in Systemic Functional Linguistics (SFL) and health care, let alone in terms of ideational resources and public health communication. This research investigated the notion of requests for action (Action Orientation), its shadow notion of references of information (Information Orientation) and its significance for both SFL and healthcare communication. By examining quantitatively and qualitatively 1,206 instances of construals in government “health letters” to education institutions in Hong Kong and drawing upon resources of theories of SFL (Halliday & Matthiessen, 2014) and critical consciousness (Freire, 1973; Wang, 1991), this study offers a complementary way, ideational (construing cross-institutional healthcare communication in pre-hospitalization as meaning with each process as a quantum of change in our experience) rather than traditionally interpersonal (enacting healthcare provider-patient relationships during the patient journey), of looking at requests for action as instances of exchange of social meanings in semiotic systems involving institutional addressers and addressees in the light of counterparty risks, relationships and accountabilities (Halliday, 1978, 1984a & 1984b). The findings showed that the registerial profiling of requests can (a) identify the markers of requests (process types and verbs of request) and (b) contribute to reducing indeterminacy due to hidden requests for action and references of information, causing socio-communicative risks and failures in healthcare (Matthiessen, 2013).


Kate Power, Lucy Rak and Marianne Kim

Despite the growing percentage of women involved in the business sector (United States Department of Labor, 2016), women remain underrepresented in business media coverage, with negative consequences for their entrepreneurial aspirations (Eikhof, Summers, & Carter, 2013). Discourse studies scholars have evaluated how often women are featured in business media, how frequently they are cited, and the dominant discourses in terms of which they are represented. Research has also explored depictions of female entrepreneurs in mainstream newspapers, self-representations by business women, and narrative identity constructions by female entrepreneurs. However, the discursive positioning of women in modern business media has yet to be examined using fine-grained linguistic analysis.

In this paper, therefore, we use van Leeuwen’s (1999) “social actor” analysis and Hallidayan (1994) transitivity analysis to document how three top-selling American business magazines (Forbes, Fortune, Bloomberg Businessweek) represent women. First, the frequency with which men and women are mentioned will be compared across all articles published in these magazines between 2015 and 2017, with a view to determining any statistically significant variation. Second, the number of mentions of women per article will be identified in a representative sample of articles, in order to gauge the level of prominence assigned to
women. This same sample will also be analyzed qualitatively, focusing on whether and how women are activated and/or passivated, and the process types in relation to which they are depicted. Drawing on current business studies scholarship (e.g., Poggesi, Mari, & De Vita, 2016), this paper will also critically evaluate and situate media depictions of women within 21st century Western business culture, bringing an interdisciplinary approach to questions of gender equality in business. In doing so, this paper will contribute to a growing literature on media representations of powerful women; it will also provide gender equality advocates with valuable information concerning the extent to which business media representations of women accurately reflect women’s contemporary position within the Western business world.

Disney’s ‘World of Avatar’: A complex representation of an indigenous culture
Louise Ravelli

The complex world of Disney theme parks provides a rich source of material for investigating the potential and limits of Spatial Discourse Analysis (Ravelli and McMurtrie 2016, McMurtrie 2017). Disney World, Florida, brings to life the ‘World of Avatar: Pandora’, posing complex questions about visitors’ positioning in relation to the indigenous peoples of this ‘land’. Based on James Cameron’s 2008 film, Avatar, this land includes a number of rides and experiences for visitors.

The film itself made ground-breaking use of 3D effects. Set in 2154, the film follows the story of a paraplegic US Marine (Jake), who takes on the form of an avatar to infiltrate and learn about the native people, the Na’vi, on behalf of his employer, the Resource Development Administration. The RDA wants to mine the planet, putting at risk its exceptional natural and cultural beauty. The storyline has all the semiotic complexity of any Hollywood blockbuster: natural = good; technological = bad; women = nurturers; men = leaders etc etc etc.

As with readings of the film itself, discursive analyses which note such semiotic complexities are somewhat easy to arrive at, but not always easy to explain. Using methods from multimodal and spatial discourse analysis, this paper uses a metafunctionally-based analysis to demonstrate how specific semiotic resources are used to position (some) visitors, particularly in relation to the indigenous peoples and environment of Pandora. Issues of visitors’ culturally-based reading positions are also addressed.

Looking in: understanding teacher feedback in writing lessons for adult language learners
Andrew Scott

This paper reports on the initial findings of a study into teacher-led feedback practices in a university pathway course for international students. Language is a complex phenomenon (Martin & Rose, 2007, p. 296), as is its role in the classroom. Language classrooms are particularly complex due to the need to create an additional outer situation of context, what Halliday termed the contextual contradiction inherent in language teaching (2007, p. 278). One challenge for teachers is to respond to learners’ current language needs. Studying how experienced teachers achieve this is important in understanding how teaching and learning occurs. This paper aims to investigate how teachers respond to learners’ language needs in
writing lessons. The complexity of the classroom makes it difficult to determine which data to select and analyse (Christie, 2002, p.99). This study used Legitimation Code Theory’s dimension of Semantics (Maton, 2012) to examine the context-dependence of knowledge practices in teacher-led feedback to trace semantic profiles of these interactions. This was investigated further using exchange structure analysis (Martin, 1992, p.46; Martin & Rose, 2007, p.236; Dreyfus, Macnaught & Humphrey, 2011) and pedagogic discourse analysis (Rose, 2014) to examine the role language played. Initial results suggest changes in the semantic profile occurred when the teacher guided learning in response to learners’ needs. This can be modelled linguistically through the moves of pedagogic activity (Rose, 2014, p.13). Semantic profiles and exchange structure analysis offer complementary means of understanding classroom interactions, each informing the analysis and adding to our understanding of classroom discourse.

Exploring and demonstrating differences in resources of Entertain between English and Japanese

Masaki Shibata

Martin and White’s (2005) Appraisal framework has been widely adopted for discourse analysis in not only English but also other languages. While the framework has a significant impact on linguistic studies, some argue that modification may be necessary for other languages due to differences in expressions and meanings of “equivalent” words. This study explores differences and similarities between English and Japanese in one of the Appraisal systems, Engagement, by which a speaker closes or opens dialogic space regarding a proposition. This presentation specifically focuses on Entertain, by which a speaker allows space and entertains other points of view. Although Japanese has a similar resource to Entertain in English, such as omoo ‘think’, Japanese increases or minimises subjectivity of the proposition by adopting various lexical and grammatical resources including the Subject, watashi ‘I’. Actual use of Entertain and its dialogic function in communication will also be demonstrated by a televised political debate where a “Japanese” Donald Trump and other politicians debate over implementing a metropolis system in the Osaka prefecture.

A multifunctional analysis of industrial and academic engineering texts

Claire Simpson-Smith

Requirements for professional writing in engineering are varied, and can be expected to differ to academic engineering writing. Engineers must write in a way that is clear and closely bound to a concrete situation while drawing on more abstract knowledge. They must account for different audiences, and foreground for the reader any limitations or uncertainties around findings and recommendations. Ineffective communication can have serious consequences in the real world.

Systemic Functional Linguistics (SFL) takes a tripartite view of language, and SFL text analysis can offer insight into engineering discourse, helping engineers develop their writing to meet the demands of the profession. This paper investigates a small group of texts across
the three metafunctions at the discourse semantic level, in particular in terms of Circumstantiation, Engagement and Periodicity. The texts are drawn from both an industrial and academic context: project summaries of infrastructure projects and civil engineering journal articles. The findings indicate that there are differences between academic and professional engineering texts, knowledge of which may be of use for educators preparing engineering students for the workplace.

Planning and Scaffolding Students’ Academic Writing with LCT Semantics and SFL in Teacher Education

Anna-Vera Meidell Sigsgaard and Susanne Jacobsen

Student teachers often exhibit difficulty writing about pedagogic practice in a theoretically informed way (Nielsen, et. al., 2006), an essential element of a successful bachelor’s thesis within teacher education. In order to support students in their bachelor-writing process, we have developed a set of three writing workshops focusing respectively on the description of data, the analysis and the organisation of theory. The content of the workshop is informed by analyses of successful academic writing employing semantics from Legitimation Code Theory (Maton, 2014) and grammatical metaphor and process types from SFL (Halliday & Matthiessen, 2014; Martin, 1992) and engagement from Appraisal Theory (White, 2015). In this paper, we relate how LCT and SFL provide both analytical and pedagogical tools for the three workshops (Meidell Sigsgaard & Jacobsen, accepted), both in terms of identifying patterns in successful bachelor theses and related academic texts, as well as how to communicate these to students. Together, the workshops provide students with simple yet powerful tools for writing independently. Combining LCT with SFL and Appraisal also provides theoretical implications, exploring areas of development between these theories and supporting their mutual relations.

Choosing in the textual metafunction: Periodic systems of English

Bradley Smith

In this talk I will discuss the textual metafunction with reference to systems of rhythm and intonation in English. Systems such tonicity have been addressed within SFL from a syntagmatic perspective, as Given-New structure, but there is little work which addresses these systems paradigmatically, that is, as choice from sets of systemic options. While the issue of analysing choice in the textual metafunction, rather than structure, tends not to arise in the scholarly study of THEME, predominantly in prepared, edited and structured written text, the study of RHYTHM and SALIENCE, TONICITY, TONALITY in casual conversation and other forms of spoken dialogue presents analytical if not a theoretical issue, raising questions such as: what is the systemic potential for a textual choice - what are the options at any point for choices in these systems?; and what does it mean to choose within the textual metafunction - what is the consequence for meaning of one choice over another in these systems? I will suggest ways of responding to these questions in the analysis of textual systems in spoken dialogue; and show how they are involved in the co-creation of text-in-context. I distinguish between periodic and prosodic systems of phonology, the former expressing textual, the latter interpersonal, meanings; as this distinction helps both in the
phonological and the discourse analysis of both sets of systems. Prior knowledge of phonology is not necessary for this talk.

Sridevi Sriniwass

The current study applies systemic functional linguistics (SFL) to understand the relationship between grammar and discourse in a religious text, The Bhagavad Gita As It Is, by A.C. Bhaktivedanta Swami Prabhupada, first published in 1972 and the largest selling English edition of the Gita which has been translated into over 76 languages. Data for the study are the English commentaries of this Bhagavad Gita, named purports, of which there are 700 of them. This book is widely used during ritualised worship, prayer events, invocations, blessings and spiritual discourses on a daily basis in ISKCON Hare Krishna temples worldwide by believers of Gaudiya Vedic Vaishnavism from multiethnic backgrounds (DiPecoraro (2017), Charan Das (2012), Narayini Dasi (2010), Burtjana Dasa (1997)). The study will use the descriptions of conjunctions provided by Halliday and Matthiessen (2014) and Downing and Locke (2006). The study will also draw on conjunction work developed by Martin (1992) and Martin and Rose (2007). The study aims to investigate the syntactic functions, semantic features and distribution patterns of conjunctions, whether linkers, binders, cohesive, experiential, pragmatic or prepositional in the expression of religious and spiritual beliefs in the Bhagavad Gita. While it’s important that studies on religious language have focussed on aesthetics, religious register, archaistic elements, euphemism and metaphor (Keane 1997 & 2004), it’s also important that research is carried out on their linguistic aspects, particularly from an SFL point of view, as the link between grammar and discourse and how the text functions as a semantic system can be closely understood. The current study shows how conjunctions are used to create meanings related to several broad religious themes. Examples of previous research on SFL and religious language have been on Quranic narratives (Alamiri 2018) and the Mahabharata (Sriniwass 2014). Also research into conjunction in SFL has had its focus on ESL/EFL writing (e.g. Don and Sriniwass 2017), EAP writing, narrativera, medical discourse, teaching and learning, translation and foreign languages among many other genres. The study hopes to encourage interest and appreciation of religious texts and hopes to be of value to systemic functional linguistic practitioners, discourse analysts and spiritualists.

A systemic-functional perspective on the generic structure of research articles in clinical psychology
Dragana Stosic

The research article (RA) has become a valued currency in academia, whereas English has become a preferred medium of communication in high-impact international journals. To provide genre-specific training in research writing, a remarkable number of studies on English for specific purposes has focused on identifying the structural RA features using Swalesian move analysis (Swales, 1990, 2004). However, there is limited SFL-based research on the generic structure of research articles and the very nature of the RA genre remains debatable within the SFL community. On the one hand, Martin and Rose (2008)
consider the RA to be a procedural recount – a multivariate structure comprising four stages as its elements – Introduction, Method, Results, and Discussion. On the other hand, due to the average RA length, some SFL publications refer to the RA as a macrogenre – a univariate serial structure consisting of a number of elemental genres as steps (Hood, 2010; Rose & Martin, 2012). The latter view draws from the premise that elemental genres can form longer texts through genre complexing (Martin, 1994, 1995). Szenes’ (2017) recent study of undergraduate business reports, however, has shown that texts can expand through genre embedding, which implies that longer texts may not necessarily be macrogenres. This paper argues that the RA should be investigated as a procedural recount whose stages have the potential to increase in length if they contain embedded genres and/or go through several phases. A sample of recently published clinical psychology RAs will be used to illustrate the proposed analytical approach.

The cross-cultural communicative effectiveness of Australian wine labels

**Ping Tian**

This paper offers a cross-cultural and cross linguistics analysis of Australian wine labels. Wine labels provide product information and create brand image (Koenig & Lick 2014). Little is known about the effectiveness of wine labels in the Chinese market. Questions such as the communicative advantage or disadvantage of including bilingual English-Chinese texts have been left largely unexplored. Scholars of social semiotics have argued the importance of strategic choices in utilising semiotic resources, e.g., colour in designing logos to build brand image (Kress & van Leeuwen 2002, Johannessen 2016). Meanwhile, scholars of business communication emphasize on the influence of visuals on users, such as meaning making of visuals in strategic management (Knight et al 2018).

This paper presents an analyse of language choices (Chinese vs. English vs. bilingual), colour and layout of 75 wine labels from producers who participated in the International wine and spirit show and the China food and drinks fair (May 2019). This study will serve as a pilot study for a larger project which includes ethnography and consumer survey.

An investigation into the image-text interplay in English language teaching textbooks from Nicaragua and Norway

**Nahum Misaël Torrez**

This paper reports of an investigation which analyzed a corpus of images from two textbooks which are used in secondary school in Nicaragua and Norway (grade eight), along with the verbal text accompanying them. The textbooks are entitled *Secondary English Book* (Moraga, 2016) and *Enter* (Diskin et al., 2015) respectively. The aim was to gain insight into the interplay between images and verbal text in English language teaching (ELT) textbooks. Empirical research has examined the image-text relation and the meaning potential in different multimodal texts (Bezem & Kress, 2009; Kvåle, 2012; Løvland, 2010; Painter, Martin, & Unsworth, 2014). I aimed to add to the literature on the affordances of images and verbal text in ELT textbooks. My analysis built on the work of van Leeuwen (2008) on representation of participants, which is anchored in a social semiotic approach to language
and communication (Halliday, 1978; Halliday & Hasan, 1989; Halliday & Matthiessen, 2004; van Leeuwen, 2005). I payed close attention the representation of people portrayed in images and verbal text in terms of the roles they play, specific and / generic representations, as well as exclusion. I examined the actions and the events in which they participate. Moreover, I looked at the relation between images and verbal text using the notions of elaboration and extension from van Leeuwen (2005). In delimiting my analysis, I investigated images and verbal text that have to do issues of terrorist attacks, natural disasters and sexually transmitted infections, which are central topics in the textbooks.

Transforming science: reflecting on resemiotisation in student-generated multimodal artefacts
Annette Turney

Student-generated tasks that require students to produce dynamic multimodal artefacts are being used increasingly in universities to evaluate students’ understanding of scientific concepts. Part of a trend towards using student-generated media in tertiary science education (Hoban, Nielsen, & Shepherd, 2015), these tasks ask students to explain complex scientific processes and entities. In recontextualising their understandings, students integrate semiotic resources in dynamic media products. With the proliferation of such assessments in tertiary settings, there is a need for principled analytical approaches to explore how semiosis operates within these artefacts. This paper focuses on the analysis of multimodal artefacts created by students in the tertiary science discipline of Pharmacology. The students were asked to transform a technical literature review into a dynamic standalone presentation for a non-expert audience. In creating their explanation the students engaged with a range of semiotic modes to represent a pharmacokinetic process. To explore the semiotic mechanisms employed, a Systemic Functional approach is adopted here, rooted in Halliday’s (1978) social-semiotic theory of language and extended to account for multimodal phenomena (Bateman, Wildfeuer, & Hiippala, 2017). This approach with its broad semiotic focus, allows the analyst to examine how meanings are instantiated in a range of semiotic resources. The analysis reveals how students’ conceptual understanding and multimodal literacy affects their ability to explain scientific concepts. This work highlights the need for the pedagogy surrounding these tasks to offer support not only in building scientific understanding but also multimodal literacy practices.

Meaning making at the transition from primary to high school science
Emma Rutherford Vale and Pauline Jones

Research into trajectories of literacy development is gaining in importance with the development of the National Literacy Learning Progressions, to inform and report on student literacy progress, pointing to the need for more linguistically informed research into the precise nature of literacy development. While a significant body of research into reading development exists (Weekes, 2016) there are far fewer linguistically informed studies of writing development (Christie & Derewianka, 2008; Lewis, 2014; Myhill, 2009; Perera, 1984).

Of the extant studies of writing development, few focus on the writing of secondary students and fewer still on writing in disciplines outside English. The current study explores writing development in a diverse attainment group across the transition from year 6 to year 7 in
science, examining how students’ writing repertoires are developing at the transition from primary to high school.

In this paper, we draw on Systemic Functional Linguistic analysis at the level of discourse semantics and lexicogrammar to analyse the writing of three students who represent different attainment levels. The analysis provides a snapshot of students’ resources for making meanings in science as they transition into high school. Analysis focuses on development of the nominal group and the kinds of entities realised in student science texts (Hao, 2015), contributing to a better understanding of diverse trajectories of writing progression and shedding light on features of writing that may be critical to success at the transition. Importantly, analysis reveals that students’ linguistic repertories leave them differently equipped for the demands of disciplinary learning as they enter high school.

On the notion of text
Theo van Leeuwen

In this paper I revisit the notion of text from the point of view of a theory of social practice (Van Leeuwen, 2008). From this point of view, texts are resources for practices. I will explain this idea, and its consequences for the notions of ‘genre’ and ‘context’, and propose a classification of texts based on the role they play in various practices. I will then focus in particular on what I call ‘oracular texts’, that is, resources for practices of interpretation. In such practices, texts are artefacts treated as sources of meanings which, however, can only be revealed by means of specific interpretive practices. What can be counted as texts is then subject to practice-specific eligibility conditions.

I will also comment on the increasing importance of ambient meaning making. From the point of view of a theory of social practice, ambient meanings provide identity to the environments in which practices are enacted, and, like resources, are subject to practice-specific eligibility conditions.

In both case, eligibility conditions evolve as a result of changes in the social and cultural context.

I will finally emphasize that, from the point of view of a theory of social practice, all concrete elements of social practices (activities, the presentation and performance of actors, spaces, and resources) make meaning, and do so in ways that enlist specific configurations of modes and media.

A Comparative Study of Interpersonal Meanings of Traditional Hymns and Contemporary Christian Songs in China
Xingrong Wang and Lei Zhang

Contemporary Christian songs (CCSs) are gaining more favor in Chinese churches than traditional hymns (THs) nowadays; however, many scholars have criticized the intimate relationship established with God in CCSs from the perspective of theology. This study aims to explore whether the God-human relationship built in THs and CCSs has experienced a change by carrying out a comparative analysis of their respective constructed interpersonal meanings. Combining Halliday’s framework with judgment in Martin and White’s Appraisal system, this study compares 100 CCSs and THs from the aspects of modality, judgment,
mood and projected roles with the help of UAM Corpus Tool 3.0., with some changes of the original categories of judgment system due to the specific nature of the judged subject in the data. The semantic analyses show that the God-human relationship constructed in hymns has changed, with the encompassing view of God narrowed to one focused on love, the sinful nature of humans replaced by their incapability, and the assurance in and reverence to God outweighed by closeness and intimacy with Him. Some cultural realities and the situation of the church are referred to to explain this change.

Projecting personality in Cormac McCarthy’s The Sunset Limited
Carol Webster

The play by Cormac McCarthy, The Sunset Limited (later turned into an HBO film directed by Tommy Lee Jones) presents an unusual opportunity to test the efficacy of linguistic and pragmatic theories about interpersonal dimensions of deep dialogic exchanges. Drawing on my current doctoral research, this paper focuses on the question of how the resources of language are mobilized in a verbal exchange to project the intersubjective construct of personality. Personality is an intersubjective construct because distinctive linguistic patterning and social positionings (eg. of race; gender; social class) are always ‘contested’, even in informal exchanges. Indeed, in verbal art, the linguistic resources can be turned back on the listener/reader in dominant, seemingly motivated strategies. As Halliday has illustrated in his study ‘The De-Automatization of Grammar: from Priestley’s An Inspector Calls’ ([1982]2002), dialogue is the dramatist’s resource for creating a world of meaning. Citing Berger and Luckmann (1966), Halliday describes the “reality-generating power of conversation” as ‘a power that is covert and implicit in its effects: “most conversation does not in so many words define the nature of the world . . . [it] implies a world within which . . . simple propositions make sense, [and so] confirms the subjective reality of this world”([1982]2002:130). The Sunset Limited pits two characters, Black (B) and White (W), in a contest of wills, played out in a small tenement flat ‘in a black ghetto in New York City’ (cf. opening stage directions). For ninety minutes, the members of the audience suspend disbelief and immerse themselves in this fictional universe being played out on stage. Along with highly crafted changes in the two players’ postures and positions (by two masterful performers of ‘natural’ speech) the action is confined to a single room, and to dialogue. The two players have been brought together by the fact that B pulled W back from suicide before the oncoming train, The Sunset Limited. Their dialogue becomes a clash of polarized codings of experience, in which social variation confounds agreement. Furthermore, coming to the text through the film opens up future investigations of systems of prosodic and visual cues crafted to project personality. We see in the play/film simulation of a variety of registers, ranging from verbal sparring, to lecturing, and on to something resembling psychiatric therapy.
Journalistic epistemics: analysing strategies of believability and persuasiveness in news media discourse.

Peter R. R. White

News journalism has always been subject to criticism for its alleged bias and inaccuracy. More recently, however, the questioning of the news media’s believability has reached something of a fever pitch, with powerful politicians labelling as “fake news” any report which they regard as contrary to their own interests. This, in turn, has led to efforts by the media itself to reassert its epistemic bona fides, seeking to shore up its believability in the eyes of the public by, for example, and the allocation of additional resources to “fact checking”.

In this paper, attention is turned away from the practices of news gathering and production (professional and otherwise) to consider the linguistic basis for any claims by the news media that the versions of events and attitudinal responses it favours should be believed and regarded as persuasive, as opposed to the alternative versions of events and attitudinal responses which they disfavour. This issue is particularly pertinent given that news reports often deal with multiple, sometimes conflicting versions of events and attitudinal responses. The paper reports on a study which sought to correlate the various ways journalists report versions of events and attitudinal response with apparent journalistic expectations as to what readers will regard as believable and/or persuasive. That is to say, what would the expectations and attitudes of a reader need to be for her/him to find a report or a commentary piece well-founded and evidently sound? Specifically the paper reports on a study of the use, in a range of UK, US and Australian newspapers, of mechanisms which (1) establish regimes of epistemic authenticity/inauthenticity, with particular reference to the journalist’s own epistemic bona fides and (2) by which news items directly or indirectly position readers to favour or disfavour versions of events and attitudinal responses attributed to quoted sources. Attention is also paid to how we might deal analytically with the reporting of extended arguments of quoted sources and the extent to which the reporting goes beyond presenting the thesis of the quoted source’s argument to also supplying evidence and argumentation in support of that thesis.

Enabling Agency in Student Writers

Ingrid Wijeyewardene

Rhetorical agency—the capacity to act discursively through the production of texts—is exercised by expert writers to achieve their rhetorical goals. When producing their texts, these writers are able to anticipate the impact of their linguistic choices and act strategically by planning how to best achieve the desired effect, subject to features of the context that may enable or constrain their act (Ahearn, 2001; Archer, 2003; Shapiro, Cox, Shuck, & Simnitt, 2016). Understanding how expert users of academic discourse appropriate and exploit genres and discourses can inform the teaching of academic writing to university students. Making students aware of these practices can help them with their writing development and, ultimately, gain greater confidence and control in their own writing practices. This paper looks first at a study of rhetorical agency in the published articles of three Thai academics. The study found that rhetorical agency was realised in the texts in a number of ways, for
example, by appropriating different genres, combining and embedding them within other genres to create macrogenres; by using resources of periodicity to manage the flow of information in their texts and direct readers’ attention to salient points; and by engaging with other texts and discourses to position their own texts. The paper then reflects on the pedagogical implications of these findings for teaching academic writing to students. In particular, the paper considers how the Reading to Learn program (Rose & Martin, 2012) may offer a promising approach to facilitate student’s awareness of how they might choose to express their agency through their writing.

Material Spaces and Social Practices: A Systemic Functional Semiotic Perspective on University Settings and Educational Practices
Xiaoqin Wu

This presentation is a multimodal discourse study that explores how a new type of tutorial classroom -- active learning spaces, facilitates and materializes teaching and learning practices at the University of New South Wales, Sydney. In particular, it examines the ways in which teachers and students make use of the physical space and the learning resources available to communicate and make meanings together. For its framework of analysis, it draws on multimodal discourse analysis (Kress & van Leeuwen 2006), systemic functional linguistics (Halliday 1978; Halliday 2014; Martin & Rose 2007), spatial semiotics (Ravelli & McMurtrie 2016; Stenglin 2004) and sociomateriality (Barad 2003; Fenwick et al 2011). The social, material and semiotic aspects of spatial affordances of university educational practices are investigated together. It presents what metafunctional meanings are made and exchanged and how different potentials of different resources are chosen and work together to construct activities and build social relationships as the text unfolds. It also reveals this new type of classroom has good potential to enable active learning experiences, maximize users’ agency and strengthen the role of students in knowledge building. The aim is to identify the spatial affordance manifested in its design and use in order to critically analyze their impact on educational practices. In doing so, it may identify ways in which the embodied meaning-making can contribute to effective teaching and learning experiences. This will broaden multimodal discourse studies as well as inform and possibly improve educational processes even further.

Taxonomies in Data News America Under the Gun: A SFL Trinocular Perspective
Junjun Xing

Data news refers to news reports which are based on data analysis and presented in visualized texts (verbal texts, interactive and/or static images) and/or videos. It is often instantiated as multimodal artefacts. Some studies in the media academia (Appelgren & Nygren 2014; Wu 2017 etc.) identify it as a new genre, arguing that its main purpose has shifted from telling stories to deducing factual conclusions. However, it has not been made clear what genre it is. Neither has it been made clear how data news as a genre can be realized semiotically or linguistically. In the present paper, we try to build up a taxonomy of entities in the data so as to see how data news is different from or similar to other news genres. We will come to the taxonomies from a SFL trinocular perspective—by looking above at the field, by looking
around at the interaction with other discourse semantic systems and by looking below at the lexicogrammatical realizations. The data for the analysis is America Under the Gun, one of the 72 Data Journalism Award finalists in 2013. Contents presented in this single online multimodal artifact include a multimodal headline in the top middle, 5 verbal texts, 3 infographics and 2 tables, an interactive map and a video. This paper focuses on the taxonomies of entities in the 5 verbal texts. The analysis will build up a taxonomy system of entities in the data. It will also see how the configurations of meaning at the stratum of discourse semantics help to identify stages of an elemental genre and to map out genre relations. The analysis can be a first step towards the description and identification of the generic feature of data news as a multimodal artifact.

The presentation of self via evaluative language

Qingxin Xu

This presentation is interested in how users of language perform their identity within uses of language. It will investigate the variations in the speakers’ evaluative meaning making choices in family dispute resolution reality TV programs broadcast in mainland China. These programs feature real family members currently involved in conflict (e.g., contemplating divorce) who outline their concerns and/or grievances in front of a panel of family relations experts. The programs provide spoken language data consisting of complaints and confrontations between the family members, feedback and advice provided by panel members, and comments from online viewers. This text type is rich in evaluative meaning making, identity construction, and community affiliation.

The presentation will take three episodes of such programs as the data source, all about a similar conflict issue: wayward spouse. Drawing on the Appraisal framework (Martin & White, 2005), this presentation will investigate the deployment of evaluative meanings by each speaker. The analysis will focus on the patterns of occurrence and co-occurrence of the speakers’ evaluative meaning making (their evaluative styles) which could be interpreted as their discursive persona. It will also attend to the correlations between recurrences in the speakers’ use of evaluative language and features traditionally associated with social identity – e.g. gender, marital status, age, and generation. Accordingly, the presentation will discuss the possibility to interpret any such recurrent evaluative styles as indicating there were certain conventionalised ways of “presenting self” in such contexts – i.e. culturally recurrent styles for verbally enacting “personhood” in contexts of family dispute.

A Contrastive Analysis of Predicated Thematic Relations in English and Urdu Clauses

Humaira Yaqub and Mubashir Iqbal

The current study explores the metafunctional significance, i.e. ideational, interpersonal and textual, of the interplay between predicated thematic structures and thematic progression in the English novel, Things Fall Apart by Chinua Achebe and its Urdu translation, Bikharti Duniya by Ikram Ullah. It is claimed that the predicated thematic structures are connected with an explicit formulation of contrast i.e. it was or it was not (Halliday, 1967, 1968, 2005). Focusing this claim, this study investigates what is considered predicated theme in English and Urdu and how the translator deals with English predicated theme. Using the UAM
Corpus Tool, predicated thematic structures of English and Urdu texts have been annotated to compare and contrast their frequency of occurrence. Predicated thematic structures contribute to cohesion and coherence of message with relevance to thematic progression which discusses the flow of information in text and context as a whole. Following McCabe’s (1999) thematic progression, this study has discussed what thematic progression patterns are in English and how the translator handle thematic progression patterns in Urdu. The results reveal that it-cleft along with predicative formula i.e. it + be + highlighted element + relative clause (Lirola, 2013) is used as predicated thematic structure in English while Urdu lacks clefts (Malhotra, 2009) so, it incorporates demonstrative pronoun jah as an equivalent of it-cleft. But being a pro-drop language (Hasan, 1984), Urdu incorporates demonstrative pronoun as an optional marker which can be dropped when an exclusive emphatic particle hi is used to emphasize its preceding NP as highlighted element and to exclude something else which may not be expressed (Schmidt, 1999) in Urdu predicated thematic structures. According to another observation, both demonstrative pronoun and exclusive emphatic particle can be subsumed together to design predicated thematic structures in Urdu. Furthermore, the Urdu copular verbs (to be) he, hē, ḫa, ḫe, ḫi are used for theme predication. These observations justify that Urdu designs a predicated thematic structure in which demonstrative pronoun and exclusive emphatic particle are optional e.g. demonstrative pronoun + highlighted element + exclusive emphatic particle + copular verb + relative clause. This study further finds that the predicated themes are more frequent in English. These themes have specific information focus to maintain information flow which varies in Urdu translation and causes ambiguity due to unmotivated displacement of themes. It is concluded that both languages have variant linguistic preferences and contextual links to mark predicated themes and thematic progression.

‘Women’s script’ and the culture of wedding: A multimodal approach

Hailing Yu

Nūshu (‘women’s script’) is script that was used exclusively among Miaominority women in Jiangyong County in Hunan province of southern China. It is said to be “a language by women, for women”. There is no consensus as to how and when the script came into being, though it is acknowledged that nūshu is derived from Chinese characters. Most nūshu works are related to wedding and marriage, either spoken or written. Nūshu songs are usually sung before and during the wedding by the bride and her “sworn sisters” (结拜姊妹jié bā iz īmèi). Most of the written nūshu works appear in women’s clothes, accessories such as fans, handkerchiefs, hats, etc.

The data of the study include video recordings of the singing ceremony and pictures of women’s clothing and accessories with nūshu characters. Taking a multimodal approach, this study aims to investigate how nūshu, as a verbal resource, also functions as a visual resource (embroidered in clothes and accessories) and an acoustic resource (the conventional singing pattern) in the wedding ceremony, and how nūshu functions to convey the sentiments of its users. The concept of ‘coupling’ by Painter, Martin, and Unsworth (2013) will be adopted to see how meanings realized by nūshu and other sign systems converge with and diverge from each other. The significance of the study lies in its integration of nūshu with other signs in constituting an integral multimodal discourse (the wedding). It will also attract attention to
indigenous languages that mainly survive in the multimodal/ceremonial environment nowadays.

Building chemistry knowledge through structural formulas
Zhigang Yu

Chemistry relies heavily on diagrams to build its disciplinary knowledge for they carry significant explanatory weight within the discipline. Among the many different types of diagrams, structural formulas are ubiquitous in both organic and inorganic chemistry textbooks and research articles. However, how structural formulas construe the highly technical meanings in chemistry and their role in developing chemistry knowledge remain untrodden. To fill this gap, this paper will provide a detailed descriptive model of structural formulas in chemistry textbooks used by secondary schools in New South Wales from the perspective of Systemic Functional Semiotics, and attempt to interpret how structural formulas build the knowledge-structure of chemistry drawing on Semantics from Legitimation Code Theory.

Interpersonal Themes in Animal Farm and its two Indonesian translations
Zulprianto

It is widely accepted that translation is an ideological undertaking based on the understanding that any act of translation involves various elements and interests. In general, indications of ideological intervention in translation can be sought extra-textually or intra-textually. This study intra-textually investigates ideological content in a source and target texts through the use of interpersonal Themes, based on Systemic Functional Linguistics (SFL). This study considers the English novel Animal Farm by George Orwell and two Indonesian translations, Binatangisme by Mahbub Djunaidi and Animal Farm by Bakdi Soemanto, which remain popular in Indonesia likely for its political purpose. Fifty paragraphs from the source text and the corresponding paragraphs from the target texts were selected for analysis. Interpersonal Themes are worth investigating as their uses are likely motivated. Since an interpersonal Theme occurs optionally and, therefore, is grammatically peripheral, its use is personally motivated. More importantly, interpersonal Themes indicate the author or translator’s attitude on the proposition being made, reflecting his or her ideological move. The results of analysis show that interpersonal Themes occur more frequently in the two Indonesian translations. This suggests that the translators made ideological interventions to the source text for reasons of personal or contextual significance although the ideological intervention is more visible in one translation than in the other.