

# SFL Webinar June 4 2020

Designing an SFL informed  
multiliteracies pedagogy  
for health literacy in an  
initial teacher education  
program for the middle  
years

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# Our real agenda....

- To start a conversation about how SFL can inform research and pedagogy in health education in school contexts
- to suggest links that might be made between current SFL educational research and school based 'health literacy' (Nutbeam, 2000, 2008)
- To encourage international trans/ multi-disciplinary research collaboration around 'health multiliteracies'

# Standing on the shoulders of ...

The multimodal  
communication of clinical  
and health promotion  
information - A report to  
Family Planning New  
South Wales

Anna Rose Crane and  
Theo van Leeuwen  
Australian Catholic University

# Family Planning NSW

## Setting the context for health literacy pedagogy

- Focus issue/s: sexual health
- Purposes:
  - Providing information about a sexual health issue
  - Promoting services related to sexual health
- Target Audiences:
  - Under 25s,
  - Culturally and Linguistically Diverse;
  - Disabled people;
  - Aboriginal and Torres Strait Islander
- Modes/formats: pamphlet, factsheet, videos<sup>4</sup>

# Digital and print promotional texts



# Multimodal information texts



# Foundations: SFL & discipline literacies

Supporting students to:

- move to developing genres which build uncommonsense knowledge
- distinguish the ways that meanings are technicalised and distilled to build disciplinary knowledge
- ‘see’ the often implicit and downplayed values systems underpinning disciplines and the language used to organize them
- Interpret and create representations which integrate multiple semiotic modalities in construing disciplinary knowledge and values

# Perspectives of Discipline literacy (e.g. science)

1. Disciplinary practice as '**Being a scientist**'

2. School curriculum as recontextualised science

*'(In school science)..the process of **reproducing***

*scientific knowledge in the school science classroom*

*is often very different to the process of **creating***

*scientific knowledge in the laboratory or **applying** it in*

*industry' (Veel 1997, p.166)*

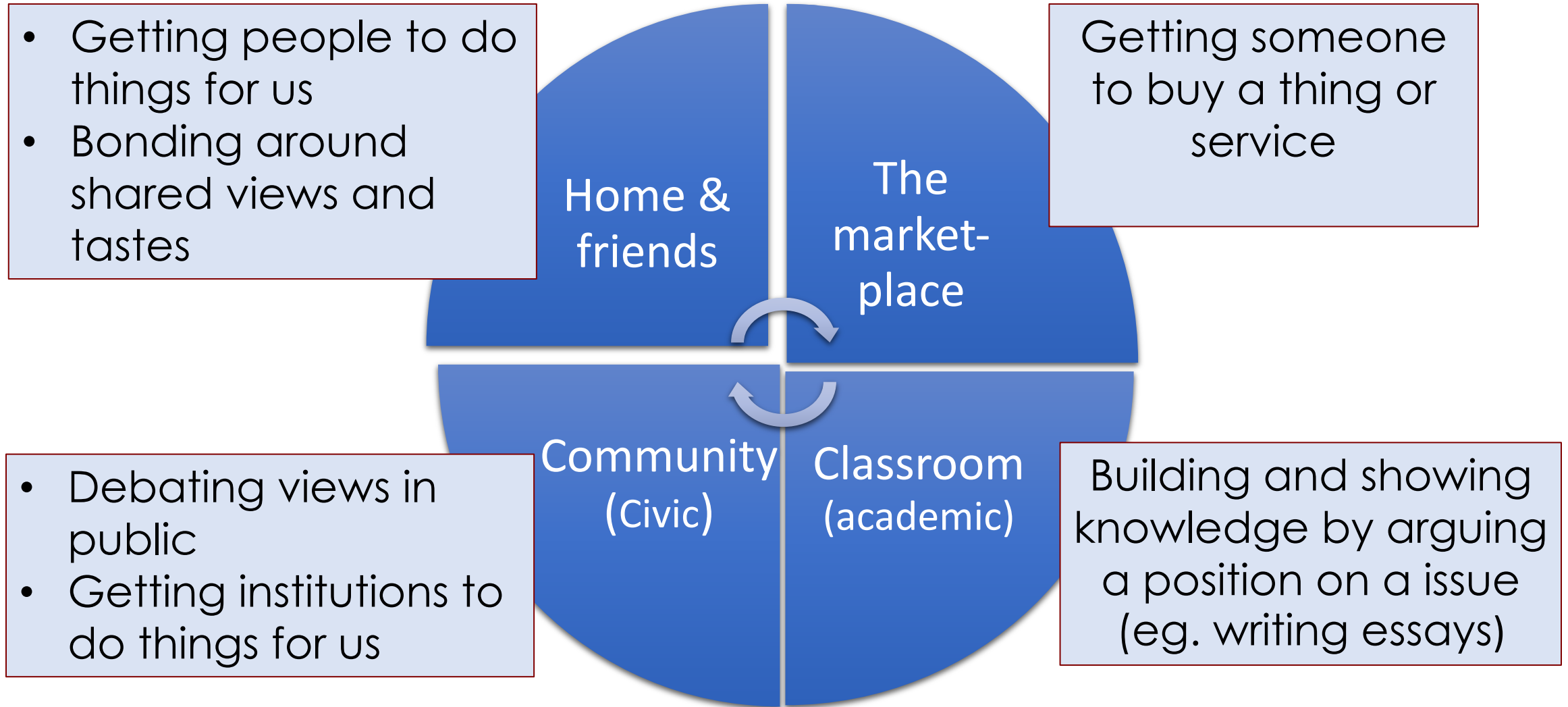
# Modelling context: domains of learning (after Macken-Horarik, 1996)

Domains /genres	Field	Tenor	Mode
<b>Everyday</b> Observe/ comment Retell experience	Observed experience, familiar topics, simple logic	Me and You: Personal and subjective composer perspective, solidary relationships	Here and now Spontaneous, simple, close to experience
<b>Academic</b> store and reason about accepted knowledge & values	Disciplinary Describe: disciplinary items, properties and relations (static) Explain: implication activities (dynamic)	Objective and authoritative expert perspective distanced representation of phenomena	Organized, signaled integration of modalities to focus on topic
<b>Reflexive</b> Evaluate, transfer, challenge, extend	transfer of knowledge for different contexts	Multiple roles/ perspectives and value	Coordination of multiple modalities



# Recontextualising...

# Spheres of persuasion..



# Crossing boundaries: bioethics

## Exposition and narrative in bioethics (Jordens 2008; Martin, 2008)

- expository discourse - the unmarked, taken-for-granted means of communicating within the scholarly community. Entails defining, interpreting and using logic to make valid inferences –processes associated with reason and philosophy. ..
- a “turn to narrative” ..Stories are a means of bonding by sharing the feelings of others without going through exactly the same experiences as they have. .. Moral argumentation is qualitatively different if it enables us to bond with others as well as win us over to another opinion with reasons and evidence

...we should understand the difference between these two ways of meaning, and the extra work that one enables in combination with the other.

# **Potential for 'Boundary crossing' in the Health curriculum** (NSW St6)

...The Ottawa Charter for Health Promotion ...provides a framework where **enabling, mediating and advocating for health is acted upon** through the key strategies of:

- *building healthy public policy*
- *strengthening **community action***
- *creating supportive environments*
- *developing personal skills*
- *reorienting health services.*

## *'Middle years Health curriculum (Yrs 5-6)*

- **Evaluate** the reliability of health information from different sources before making decisions
- **Research websites and places** where they can seek help and prioritise those that are reliable and trustworthy
- **Analyse** health messages and compare interpretations
- Discuss how diversity is recognised when **promoting positive health messages and information.**

# 'Academic' writing to evaluate health information

## **Evaluating The 'Play Safe' Website Andy B. Year 10**

The Play Safe Website is a website provided to the NSW citizens by the NSW Government to reduce the rates of sexually transmitted diseases (STIs) in Australia. Although the website has some problems, it has a number of positive features which allow young people to easily access relevant information about sexual health issues.

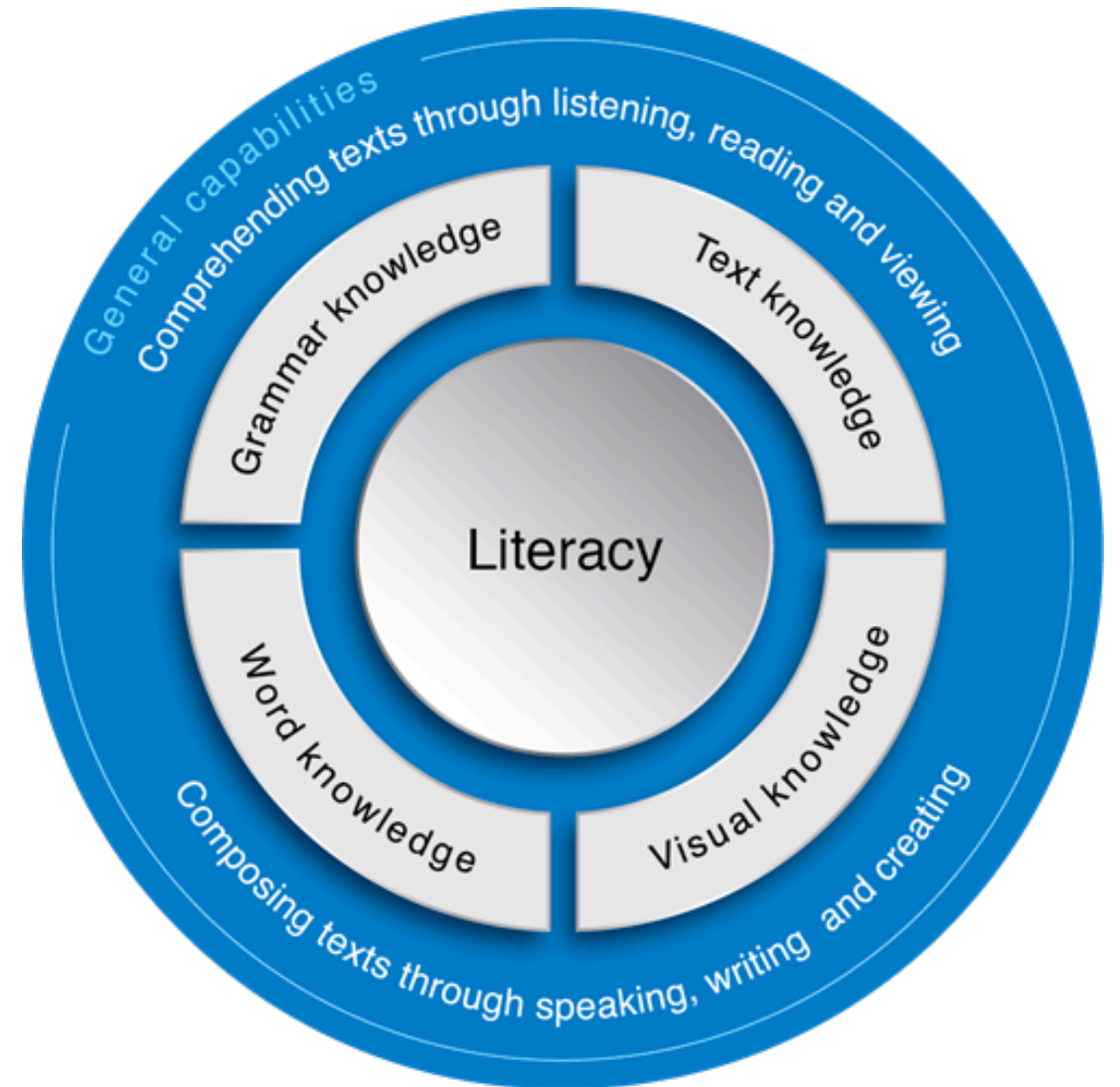
Because the "Play Safe" website is a government site, the information is more likely to be accurate and reliable. The information about common STIs is relevant to young people, particularly about Chlamydia which is the number 1 most reported STI in Australia. The simple & specific information increases the likelihood that young viewers will read and remember the key points. The website design is colourful and interactive with enough images so that people don't get bored and stop reading. The "cool" interactive approach can be seen as an attribute in promoting safe sex. For example, when entering the website, a zip comes up, which the viewer unzips to enter the website. The uncovered text says to always wear a condom. Design features like this make navigation easier for young people who may have reading difficulties.

However there are some negative aspects of the website design which affects its useability. One issue is that the search bar often comes up with blanks or information that does not relate to the questions. The search engine could be improved by adding common search terms for specific pages so that the search bar can link more questions with the right answers. A second issue is that the information provided by the website does not cover all areas that may be of interest to young people.

Overall it is evident that the "Play Safe" website addresses the issues of sexual health well. Although the website could do with a few improvements, the positive aspects outweigh the negative. Young viewers are provided with information they need to know quickly and easily. Hopefully the increased awareness and knowledge will reduce the rates of STI's in Australia.

# Supporting literacy in health

## 1. Literacy as a general capability



## 2. Health literacy

### **Health literacy** and the NSW Health syllabus

One of the five propositions of the NSW Health syllabus:

- Focus on educative purposes
- Take a strength-based approach
- Critical inquiry approach
- **Develop health literacy**
- Value movement

# Health literacy: the global context



Individual  
risk

Strength-  
based:  
community  
well-being

- The capacity to acquire, understand and use information in ways which **promote and maintain good health**
- an asset to be built, as an outcome to health education and communication that **supports greater empowerment in health decision-making.**
- Health promotion communication acknowledges and addresses **social and environmental influences** on lifestyle choices (Ottawa Charter)



# Dimensions of Health literacy

*Recontextualised from 'mainstream' literacy model (Freebody & Luke, 1990)*

- **Functional** – research and apply information relating to knowledge and services to respond to a health-related question
- **Interactive** – develop personal skills such as problem solving, communication and decision making to ‘engage with a health issue to apply new information to changing circumstances’
- **Critical** – selectively access and critically analyse health information from a variety of sources to take action to promote health, safety, wellbeing and participation in physical activity for themselves and others

# School based applications of health literacy

**Inquiry-based:** multiple activity types to engage students with **authentic health promotion materials** and **real-life practices of health professionals** in the community. (McCuaig & Nelson, 2012)

**Challenge:** Overcoming knowledge blindness (Maton, 2013)

- focus on **learner engagement** rather than the **learner faced with** distinctive curriculum learning. (Freebody, Martin, Maton 2008)

## **What are learners faced with?**

- **multimodal texts** that are produced for a greater **range of audiences** than texts found in school curriculum contexts
- **multiple ways of using these texts:** e.g. interpret and extract information; assess sources of information; create promotional texts ..(ACARA..).

# Augmenting inquiry-based health literacy pedagogies

Experience-based inquiry needs to be augmented by 'text-based inquiry' (Feez & Quinn, 2017)

Multiliteracies approaches (Cope & Kalantzis, 2015; Unsworth, 2001)

- integrate **visible teaching practices** with those of critical and creative inquiry
- emphasise the benefit of a **metalanguage** to enable teachers to talk with students about how and why meanings are made in multimodal text-making.

Investigating  
health  
multiliteracies  
in the middle  
years

## **Goal**

To support health teachers' understandings of multimodal texts and multiple ways of using these texts for middle years health literacy

## **Research team**

Health education: *Nicki Brake, Rebecca Pagano*

English literacy/ educational semiotics:

*Sally Humphrey, Therese Barrington, Thu Ngo, Tingjia Wang*

## Curriculum context

How does a healthy, safe and active lifestyle enhance connection with others? (Stage 3)

- Evaluate the reliability of health information and messages from different sources before making decisions
- Devise questions to analyse health campaigns and initiatives
- Research websites and places where they can seek help and prioritise those that are reliable and trustworthy
- Analyse health messages and compare their interpretations
- Discuss how diversity is recognised when promoting positive health messages and information.

# Connecting with literacy in the middle years English curriculum

### **Comprehension:**

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)

### **Analysing and evaluating texts**

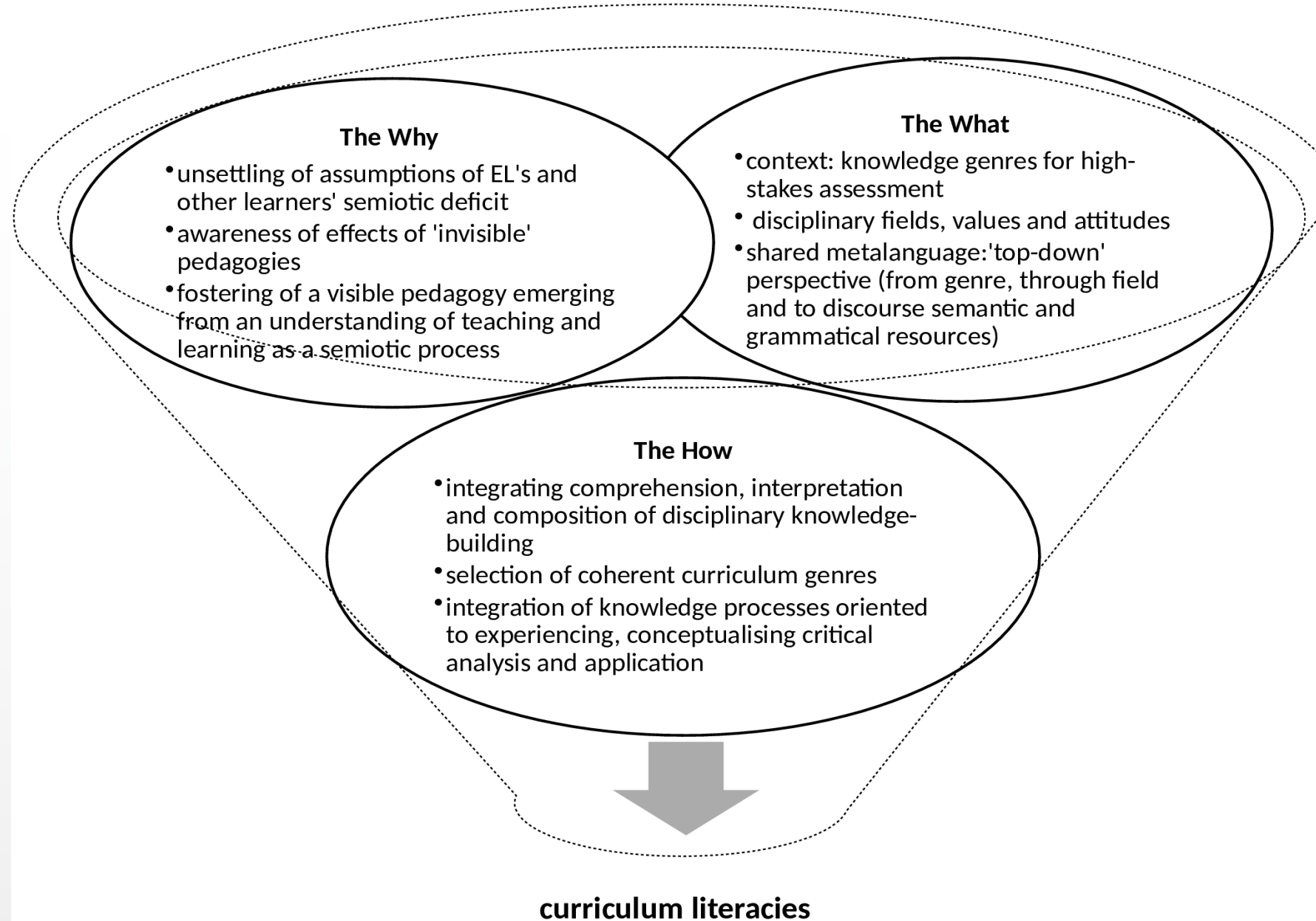
Analyse strategies authors use to influence readers (ACELY1801)

### **Creating texts**

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)

Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)

A  
multiliteracies  
framework  
for curriculum  
literacies  
(Humphrey &  
Vidal Lizama in  
press)



# The what?

A social semiotic metalanguage for talking about..

## Health:

- health information that is aimed at assisting young people to address health issues (St 4 HPE)

## English:

- content from a variety of textual sources including media and digital texts (ACELY1713)

Metalanguage as mediating tools for use in shifting and disrupting normative scenarios which marginalise many learners from successful participation in specialised discourses



building a  
metalinguage  
'toolkit' for  
multimodal  
health literacies

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## **A metalinguage toolkit for:**

### **❖ Interpreting and composing health materials in the community**

Multimodal print and digital health information designed by health professionals to:

- Promote services to different target groups
- Provide information and advice to different target groups

### **❖ Composing evaluative texts in the academic domain**

Written essays and short answer responses to evaluate health information for school assessment

# Foundational knowledge for developing a metalanguage

## Multimodal Disciplinary Literacies

- builds on SFL linguistic and social semiotic research to reveal how **multiple representative resources** construe **complex meaning** in school and university disciplines
- extends the **discourse-oriented metalanguage** of systemic functional linguistics to make more direct links to meanings across modes

# What is 'discourse-oriented' metalanguage?

## **Examples:**

Verbal meanings in early years science reports (Hao & Humphrey, 2019)

<b>Strata</b>	<b>Resources for revealing genre stages and phases</b>
<b>School Discipline</b>	Science in early years: Collecting, analysing and presenting scientific data (e.g. about living things)
<b>Genre and stages Describing and classifying scientific phenomena</b>	<p>(Information) report – construct and store bodies of accepted knowledge, focus on items, properties &amp; their relation</p> <ul style="list-style-type: none"> <li>○ Descriptive report: classify a phenomenon and then describe its features through stages of Classification ^ Description</li> </ul>
<b>Phases</b>	<p>Configurations of: Ideational meanings related to ‘parts’, ‘types’, ‘behaviours’, ‘appearance’ of phenomenon textual meanings to organize information as pulses of information</p>

Strata	Verbal resources across language strata in report genres	
Scientific field	Discourse semantics (beyond clause)	Grammatical functions & structures (within clauses)
<b>technical: Scientific/ biological</b> <ul style="list-style-type: none"> <li>○ <b>Activities</b></li> </ul>	<p>IDEATION</p> <ul style="list-style-type: none"> <li>● Entities: various entity types name scientific phenomena (e.g. generic, non-human)</li> <li>● Lexical relations between entities (e.g. whole-part; class-member)</li> </ul> <p>EXTERNAL CONNECTION</p> <p>relationships that realise unfolding of field, comparison (e.g. whereas)</p>	<p>TRANSITIVITY</p> <ul style="list-style-type: none"> <li>● Entities realised through noun groups (e.g. Classifier ^ Thing) in Participant or Circumstance role.</li> <li>● Relational processes. e.g. attributive</li> <li>○ external connection realised congruently through conjunction (between clauses in sentences)</li> </ul>

Scientific tenor	Discourse semantics (beyond clause)	Grammatical functions & structures (within clauses)
<p data-bbox="89 364 420 635">'objective' and impersonal</p> <p data-bbox="38 706 343 863">Low affiliation</p> <p data-bbox="38 935 394 1206">Relatively large social distance</p>	<p data-bbox="496 228 1401 371">NEGOTIATION: statements giving information</p> <p data-bbox="496 428 764 478">APPRAISAL</p> <ul data-bbox="496 521 1541 1420" style="list-style-type: none"> <li data-bbox="496 521 1414 678">● Attitude (types of evaluative vocabulary) <ul data-bbox="586 714 1477 956" style="list-style-type: none"> <li data-bbox="586 714 1477 956">○ Appreciation – 'objective' assessments of significance and importance etc ,</li> </ul> </li> <li data-bbox="496 999 1541 1156">● Graduation – quantification may flag significance and precision</li> <li data-bbox="496 1199 1337 1420">● Engagement – monogloss (single voiced) consensus viewpoint</li> </ul>	<p data-bbox="1579 221 2395 378">MOOD: Indicative (Subject ^ Finite) clause pattern</p> <p data-bbox="1579 421 2051 478">Attitudinal lexis</p> <ul data-bbox="1579 521 2458 1049" style="list-style-type: none"> <li data-bbox="1579 521 2458 763">● Inscribed Attitude values can be represented across grammatical categories</li> <li data-bbox="1579 806 2458 1049">● Graduation can be realized across grammatical categories</li> </ul>

Scientific Mode	Discourse semantics (beyond clause)	Grammatical functions & structures (within clauses)
<p><b>organized, multimodal organization of verbal elements focus on topic under investigation</b></p>	<p>INTERNAL CONNECTION (comparison, cause etc between parts of discourse e.g. In contrast</p> <p>PERIODICITY: pulse of information organized as waves of prominence. Peaks of prominence through macroTheme, hyperTheme and Theme.</p> <p>IDENTIFICATION: presenting &amp; tracking meanings in the discourse</p>	<p>THEME:</p> <ul style="list-style-type: none"> <li>● Repeated ‘topic’ as choice of departure of a clause (Topical Theme)</li> <li>● Identification realized through pronouns and determiners etc.</li> </ul>

## Text 1: Min's story

<https://www.youtube.com/watch?v=3TwhTL6BjX0&feature=youtu.be>



**What community resources can I use to explore health promotion?**

### Family Planning NSW

- **Focus issue/s:** sexual health
- **Purposes:**
  - Providing information about a sexual health issue
  - Promoting services related to sexual health
- **Target Audiences:**
  - Under 25s,
  - Culturally and Linguistically Diverse;
  - Disabled people;
  - Aboriginal and Torres Strait Islander
- **Modes/formats:** pamphlet, factsheet, digital video



What  
metalanguage do  
I need to talk  
about these  
resources with my  
students?

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## A toolkit for:

### ❖ Interpreting and composing health materials in the community

Multimodal print and digital health information  
designed by health professionals to:

- Promote services to different target groups
- Provide information and advice to different target groups



Behind the scenes.....

Building a multimodal  
metalanguage toolkit for health  
literacy

# VERBAL METALANGUAGE TOOLKIT: COMMUNITY TEXTS

TEXTS	Promotional posters, brochures, videos	Information ‘factsheets’, pamphlets, videos
VERBAL LANGUAGE & CONTEXT	<ul style="list-style-type: none"> <li>• How is the text structured to create a <b>story</b> or a <b>description</b> of people’s experience? E.g. <i>through stages such as ‘orientation’ and ‘events’ (story)</i></li> <li>• How does the language make the characters <b>relatable</b> for the target group? e.g. <i>through selected descriptions, activities and settings</i></li> <li>• How does the language build <b>close interaction</b> with the target audience/s? e.g. <i>through personal pronouns such as ‘you’ and ‘we’; ‘in-group’ terms such as ‘guys’, ‘yarning’</i></li> <li>• How does the text <b>build rapport with target audiences?</b> e.g. through <b>subjective evaluative vocabulary</b> such as             <ul style="list-style-type: none"> <li>○ <i>Changing emotions of the character from negative to positive as the story unfolds</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• How is the text structured as a <b>report or explanation</b> of a health topic? e.g. through stages such as <i>classification, description, explanation</i></li> <li>• How does the text present <b>generalized medical information</b> about the topics? e.g. through:             <ul style="list-style-type: none"> <li>○ <i>classifying topics with category terms such as ‘methods of..’, ‘types of...’;</i></li> <li>○ <i>defining and describing technical terms</i></li> <li>○ <i>making compare/contrast or cause/effect relationships</i></li> </ul> </li> <li>• How does the text <b>interact with the target audience</b> to give information? (<i>e.g. less closely through monologue; or more closely through question/answer?</i>)</li> <li>• How does the text <b>give advice and instructions</b> e.g. through <i>direct commands such as ‘Be flexible’ ; statements with modality such as ‘Both partners <u>must</u> say yes’)</i></li> <li>• How does the text <b>make information seem credible?</b> E.g. <i>through objective evaluative vocabulary such as</i> <ul style="list-style-type: none"> <li>○ <i>Assessments of effectiveness, reliability, including statistics)</i></li> </ul> </li> </ul>

# VISUAL METALANGUAGE TOOLKIT: COMMUNITY TEXTS

## TEXTS

### Promotional posters, brochures & videos

### Information 'factsheets', pamphlets & videos

#### 'Story' images (still and moving images)

- How do images make the experience of the characters **relatable to the target audience**? e.g. through
  - *showing authentic characters, settings and activities which build a group identity in terms of age, ethnicity etc..*
- How do images show **realistic** characteristics and activities e.g. through *photos or realistic drawings with depth and colour variation*
- How do images build **close interaction** with the target viewer? e.g. through
  - *direct gaze with viewer or between characters*
  - *close-up shots*
  - *speech bubbles or voice-over in moving images*
- How do images **build rapport with target audiences** e.g. through:
  - *facial expressions such as smiling*
  - *gestures such as nodding at the doctor: huaqing*

#### 'Scientific' images (mainly still images)

- How do images **give generalised information** about the topic or issue? e.g. through:
  - *Analytical relations which describe structures such as body parts*
  - *Classifying relations which group things through colour contrast, arrangement, size, framing.*
  - *Dynamic relations which show activities*
- How are images made **more or less realistic** for target audiences? E.g through:
  - *photos or drawings with depth and variation of colour*
  - *abstract symbols and simplified drawings which are generalised with less detail and colour*
- How do the images show more **distant interaction** with the viewer to focus on the topic? E.g.

## IMAGE with language

# Domains of health literacy

<b>Domains</b>	<b>Personal</b>	<b>Community</b>	<b>Academic</b>
<b>Purposes</b>	Sharing experience	Promoting behaviour, products and services -- advising --describing -- explaining -evaluating	Describing explaining evaluating

How?

Conducting a  
health literacy  
inquiry  
processes

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**Experiencing:**

- Reflect on health information you have accessed over the past month.
- Use a community website to find information related to a health issue.

**Conceptualising:**

- Build knowledge of the multimodal resources used for health communication

**Analysing functionally and critically**

- Analyse and evaluate choices of multimodal resources in real life health promotion

**Applying:**

- Design health promotion materials to promote and apply health messages for a particular group of young people

# Recontextualising again...

## How do I use the toolkit to analyse and evaluate a promotional video story?

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### **Text 1: Min's story**

<https://www.youtube.com/watch?v=3TwhTL6BjX0&feature=youtu.be>

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PROBE QUESTIONS FOR A  
HEALTH LITERACY FOCUS:  
A TOP DOWN PERSPECTIVE

1. What are the three main things you learned from this video?

2. How does the narrative serve the promotional purpose?

3. How do the images and language make the experience relatable and realistic for the target audience?

4. How do the images and language build rapport with the target viewer?

5. How does Min's identity connect with the community identity?

# Sample responses: meaning making resources of a promotional story

## 3. Making the experiences relatable and realistic through..

### Min's Identity.

- image and language build authentic descriptions, activities, settings: e.g. *'responsible, articulate, young, studious, Asian, who is in a relationship but boyfriend is not a main character'*
- *Language 'pronoun' I*



### Text 1: Min's story

<https://www.youtube.com/watch?v=3TwhTL6BjX0&feature=youtu.be>

## 5. Connecting I with You

**(community)** Real life actors as target group characters

**Community identity:** Visual 'You' -direct gaze to audience and close up (at beginning and end) –

Intertextually – web-page- organization (CALD tab)..

## 4. Building Rapport with target audience through...

- Change in feelings shown in image and language: *Journey from negative concern, e.g. 'pretty nervous' to positive, e.g. 'comfortable'; smiling*
- Positive judgement of staff explicit in language, e.g. *'non-judgemental'* and inferred in image through *nodding etc..*
- *direct gaze between character and staff, nodding (staff)*

## 1. Giving information about the service through...

- shot to shot relations showing generalised steps in using the service



Setting a context  
for health  
communication in  
the academic  
domain

*An Evaluative text*

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❖ **Link to Syllabus learning activities (examples)**

- Evaluate the reliability of health information and messages from different sources before making decisions **(Stage 3)**
- Research and appraise the effectiveness of health information and support services available in the community **(Stage 5 PD5-2)**
- ...

2. PDHPE Inquiry (Year 10)

Research a health service (e.g. a website) and evaluate it as a source for young people to gain positive health messages and information.

- Focus issue: effective communication of sexual health issue
- Purpose:
- Evaluating health information analytically
- Target audiences: teachers
- Mode: written essay

# Metalanguage Toolkit: Academic evaluation of health communication (Verbal text and context)

## FOCUS TEXTS

Concession to present position as balanced

Generalised features, through category terms (*features, problems, issues, the rates of, a number of..*)

*Noun groups* condense information

Classification according to positive properties of specific features: *information; design*

Topic sentence 1 introduces main feature, (*information*), and criteria for evaluation (*accurate, reliable*)

○ Objective evaluative vocabulary assesses features:

○ Directly as adjectives *the information is accurate and reliable*; and adverbs *make it easier*

○ Indirectly (e.g. *(it has) enough images so that people don't get bored and stop reading*)

○ Evaluation appears balanced through modality (e.g. *can be seen; increases the likelihood*)

○ Text connective signals contrastive relationship (However)

○ noun groups, including attitude and category terms (e.g. *some negative aspects of the website design*).

○ Technical terms (e.g. *portal, search bar*) and some medical terms (e.g. Chlamydia)

○ Text connective signals conclusion (Overall)

## VERBAL LANGUAGE & CONTEXT:

Expressing and developing ideas  
(The What)

Interacting with audiences and evaluating  
(The Who)

Structure and

Structure (Phases)	Empowering Individuals & Communities	Key Language Features
<p><b>Classification of service to be evaluated</b></p> <p><b>Preview of Position</b></p>	<p>The Play Safe Website is a website provided to the NSW citizens by the NSW Government to reduce the rates of sexually transmitted diseases (STIs) in Australia. <u>Although the website has some problems</u>, it has a number of positive features which allow young people to easily access relevant information about sexual health issues.</p>	<p><u>Concession</u> to present position as balanced</p> <p>Generalised features, through category terms (features, problems, issues, the rates of, a number of..)</p> <p>Noun groups condense information</p>
<p><b>Analysis of Positive features</b></p> <p><b>point/elaboration cycles including examples</b></p>	<p>Because the “Play Safe” website is a government site, the information is <u>more likely</u> to be <u>accurate</u> and <u>reliable</u>. The information about common STIs is <u>relevant</u> to young people, particularly about Chlamydia which is the number 1 most reported STI in Australia. The <u>simple &amp; specific</u> information <u>increases the likelihood</u> that young viewers will read and remember the key points. The website design is <u>colourful</u> and <u>interactive</u> with enough images so that people don't get bored and stop reading. The “<u>cool</u>” interactive approach <u>can be seen</u> as an attribute in promoting safe sex. For example, when entering the website, a zip comes up, which the viewer unzips to enter the website. The uncovered text says to always wear a condom. Design features like this make navigation <u>easier</u> for young people who <u>may</u> have reading difficulties.</p>	<p>Classification according to positive properties of specific features: information; design</p> <p>Topic sentence 1 introduces main feature, (information), and criteria for evaluation (accurate, reliable)</p> <ul style="list-style-type: none"> <li>○ Objective evaluative vocabulary assesses features:</li> <li>○ Directly as adjectives the information is <u>accurate</u> and <u>reliable</u>; and adverbs make it <u>easier</u></li> <li>○ Indirectly (e.g. (it has) enough images so that people don't get bored and stop reading</li> <li>○ Evaluation appears balanced through <u>modality</u> (eg.can be seen; increases the likelihood)</li> </ul>
<p><b>Analysis of Negative features and recommendations</b></p>	<p>However there are some negative aspects of the website design which affects its useability. One issue is that the search bar often comes up with blanks or information that does not relate to the questions. The search engine could be improved by adding common search terms for specific pages so that the search bar can link more questions with the right answers. A second issue is that the information provided by the website does not cover all areas that may be of interest to young people.</p>	<ul style="list-style-type: none"> <li>○ Text connective signals contrastive relationship (However)</li> <li>○ noun groups, including attitude and <u>category</u> terms (e.g. some negative aspects_of the website design).</li> <li>○ Technical terms (e.g. portal, search bar) and some medical terms (e.g. Chlamydia)</li> </ul>
<p><b>Final position</b></p>	<p>Overall <u>it is evident that</u> the "Play Safe" website addresses the issues of sexual health well. Although the website could do with a few improvements, the positive aspects outweigh the negative. Young viewers are provided with information they need to know quickly and easily. Hopefully the increased</p>	<ul style="list-style-type: none"> <li>○ Text connective signals conclusion (Overall)</li> <li>○ <u>Concession</u> and modality present position as balanced</li> <li>○ noun groups, including attitude and category terms (e.g.</li> </ul>

## Analysing and applying

## Tutorial activity

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### **Analysing functionally and critically**

- Analyse the choices of image, verbal text, layout and navigational pathways in a print and digital resource.
- Evaluate how the designers achieve different purposes, on different topics and for different audiences?

### **Applying:**

- Create a scenario to promote and apply credible health messages and information to positively influence the decisions of a particular group of young people
- Design health promotion materials for this group, using ICT tools as appropriate,

# Selected References

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