

Systemic Functional Linguistics Interest Group (SFLIG)

2020 PRESENTATION SCHEDULE

	Week 1	Week 2	Week 3	Week 4
June	<p>Dr Sally Humphrey Australian Catholic University <i>Thursday 4 June, 4-5pm</i> (Hobart/Sydney time) Zoom & Facebook Live</p>		<p>Dr Jacqueline Nenchin Molloy College</p> <ul style="list-style-type: none"> <i>Thursday, 18 June 2020, 12pm</i> (Hobart/Sydney time) <i>Wednesday 17th June, 10pm</i> (New York time) <p>Facebook Live</p>	<p>Dr Thu Ngo Australian Catholic University <i>Thursday, 25 June, 4-5pm</i> (Hobart/Sydney time) Zoom</p>
July	<p>Yufei He University of Sydney <i>Thursday 30 July, 4-5pm</i> (Hobart/Sydney time) Zoom</p>	<p>Dr Winfred Wenhui XUAN Hong Kong Polytechnic University <i>Thursday 16 July, 4-5pm</i> (Hobart/Sydney time) Zoom</p>		<p>Dongbing (Mus) Zhang University of Sydney <i>Thursday 9 July, 4-5pm</i> (Hobart/Sydney time) Zoom</p>
August		<p>Prof Karl Maton University of Sydney <i>Thursday 13 August, 4-5pm</i> (Hobart/Sydney time) Zoom & Facebook Live</p>		<p>Tai Huynh University of Tasmania <i>Thursday 27 August, 4-5pm</i> (Hobart/Sydney time) Zoom</p>
September		<p>Dr Thomas Amundrud Nara University of Education <i>Thursday 10 September, 4-5pm</i> (Hobart/Sydney time) Zoom</p>		
October				<p>Dr Isaac N. Mwinlaaru University of Cape Coast <i>Thursday 29 October, 4-5pm</i> (Hobart/Sydney time) Zoom</p>
November		<p>Dr Vinh To University of Tasmania <i>Thursday 12 November, 4-5pm</i> (Hobart/Sydney time) Zoom</p>	<p>Dr Eszter Szenes Norwich University <i>Thursday 19 November, 12-1pm</i> New York time Zoom</p>	

ABSTRACT & AUTHOR BIO

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

Dr Sally Humphrey, Australian Catholic University, Australia



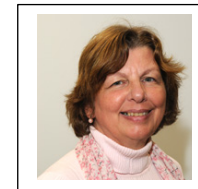
Abstract: This presentation reports on an ongoing investigation to identify and develop primary pre-service teachers' confidence, knowledge and skills for supporting students to achieve health literacy goals of the Australian Health and Physical Education (HPE) curriculum. The transdisciplinary study, involving teacher educators and researchers from Health and Literacy education, responds to concerns that teachers of HPE lack a specialised metalanguage for health literacies and rely themselves on information sources and understandings of socio-cultural views of health that may not be pedagogically appropriate for school contexts. Teachers are thus challenged to meet the literacy needs of middle and secondary school students, particularly those of culturally and linguistically diverse (CALD) learners. Informed by contemporary models of critical health literacy and disciplinary multiliteracies pedagogies, this research will explore how pre-service teachers can be supported to implement curriculum goals through a multimodal metalanguage derived from systemic functional linguistics. The metalanguage framework is designed to assist teacher educators to integrate explicit talk about health promotion and academic evaluative texts into the 'core-business' of their initial teacher education health unit. By integrating engaging and creative activities to work with authentic community and school-based texts and develop reflexive pedagogic skills, the study aims to prepare pre-service primary teachers to support all students to achieve their health literacy and broader curriculum goals.

Five key words/phrases: Multiliteracies, metalanguage, health literacy, multimodal texts, health promotion

Bio: **Dr Sally Humphrey** is a senior lecturer in literacy education at the Australian Catholic University. Sally has worked for many years in the field of discipline literacies, English for Academic Purposes and social semiotics in school and higher education contexts. Sally has participated in a number of influential Australian research projects, which have drawn on systemic functional linguistics, genre and appraisal theory and rhetoric to support adolescent and adult learners to develop the literacies needed for participation in academic and civic life.

Native and Nonnative English-Speaking Teachers of English and Their Academic Literacy

Dr Jacqueline Nenchin, Molloy College, USA



Abstract: In the world today, the demand for English teachers is growing exponentially in wide-ranging contexts and for numerous purposes. Despite this demand, teachers who do not speak English as their first language continue to experience bias in hiring and in the workplace even when they are well-qualified. In the United States, where the immigrant population has grown and continues to grow significantly, TESOL programs are also scurrying to meet the demand for ESL teachers. The teacher learners themselves form a diverse pool of native (NES) and nonnative English (NNES) speakers with various backgrounds in language learning. This qualitative study delved into the academic writing of the NES and NNES participants, who were enrolled in a Master's in Education/TESOL program in New York. The purpose of this cross-sectional study was to investigate their literacy development and language learning to add to the growing body of research in this area, specifically to discover more about the background and needs of NESs and NNESs in teacher preparation programs.

This study explored the nature of literacy and language development among NES and NNES teacher learners through an analysis of surveys and a two-pronged textual analysis, which involved a thematic content analysis and a Hallidayan Systemic Functional Linguistic (SFL) analysis of the literacy and linguistic autobiographies that the participants wrote as part of their coursework. Specific observer perspectives offered within the SFL framework, in particular the experiential and interpersonal metafunctions, were used as tools to discover how the participants construed and negotiated their experiences of language and literacy. SysConc, an SFL concordancing tool, aided in the selection of targeted clause complexes with the pronominal “I” and words related to literacy, including *read, write, listen, speak, book, language, and learn*.

The interpretation of the data indicated that literacy learning and language development are complex, interactive, and sometimes emotionally charged processes, about which the participants often expressed themselves through non-assertive lexicogrammatical choices. The comparison of data also revealed the people who most influenced the participants’ language development, and the similarities and differences among their writings from the standpoint of grammatical intricacy. The research has implications for the development of literacy and the training of teachers of English.

Five key words/phrases: nonnative English-speaking teachers, SFL, second language writing, academic literacy, teacher preparation

Bio: Jacqueline Endres Nenchin received a BA in Russian and German from SUNY Oswego, an MA in Russian from Vanderbilt University, an MS in Education/ TESOL from Molloy College, and a PhD in Linguistics from Macquarie University in Sydney, Australia. Her dissertation is entitled *Native and Nonnative English-Speaking Teachers of English and Their Academic Literacy*. She is a professor at Molloy College in the Graduate TESOL Program in Rockville Centre, NY. In addition, she teaches English composition, linguistics, and Russian literature in the English Department, and is a published translator of Russian and German ecclesiastical, hagiographical, and historical texts. Her research interests include Systemic Functional Linguistics and its application to pedagogy, social life, and translation, the role of technology in language teaching and learning, grammar, and second language writing.



Interpersonal semovergence: Paralinguistic resources for signalling emotions in animated film

Dr Thu Ngo, Australian Catholic University, Australia

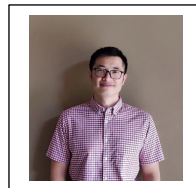
Abstract: This paper discusses on interpersonal paralinguistic resources of facial expressions and voice quality for signalling emotions and enacting social relations in the animated film, *Coraline*, directly by Henry Selick (2009). The paper begins with a discussion of interpersonal meaning potential of individual paralinguistic resources before considering the simultaneous orchestration of all resources deployed by animators and voice actors to represent the emotions of and social relations among characters in the film. The interpersonal meaning model proposed in this paper responses to call for a truly comprehensive MULTImodal model for examining paralanguage in social interactions that is lacking in current social semiotics, linguistics and Film and Cinematography studies.

Five key words/phrases: Social semiotics, interpersonal paralinguistics, facial expression, voice quality, film studies

Bio: Thu Ngo is a lecturer in Language and Literacy at Australian Catholic University. Her current research interest is in paralanguage and its meaning potential in multimodal digital children’s literature adaptation, systemic functional semiotics, and literacy education. Her co-authored work with high profile Australian linguists to theorise paralanguage from the perspective of systemic functional semiotics titled ‘*Modelling paralanguage from the perspective of Systemic Functional Semiotics: Theory and application*’ is going to be published in 2020 by Bloomsbury. She is working at moment on another research monograph on teaching digital multimodal children’s literature adaptations.

TENSE in Khorchin Mongolian: An interpersonal perspective

Dongbing (Mus) Zhang, University of Sydney, Australia



Abstract:

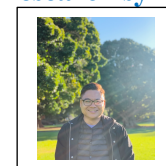
This paper examines the TENSE system in Khorchin Mongolian from an interpersonal perspective based on the theoretical assumptions in Systemic Functional Linguistics. Previous studies on TENSE in Khorchin Mongolian have mainly taken a representational view, focusing primarily on the way different tense suffixes construe relationship between events. However, this perspective cannot sufficiently address the distinction between participle and non-participle tense suffixes (e.g. *-x* vs. *-n* for non-past, *-sən* vs. *-t/ε* for past). This paper, on the other hand, interprets the difference in meaning between the participle and non-participle realisation of TENSE in relation to the interpersonal clause system of MOOD (declarative and interrogative in particular). The uses of the different tense suffixes are discussed with respect to embedding and discourse patterns in exchange. It is shown that while the non-participle tense suffixes in Khorchin Mongolian are typically associated with the process of settling propositions (i.e. presenting them as negotiable), participle tense suffixes are typically associated with settled propositions (i.e. presenting them as non-negotiable). The paper complements the representational perspective on TENSE in Khorchin Mongolian and models a methodology for interpreting morphological distinctions in the context of larger and more abstract units.

Five key words/phrases: tense; Khorchin Mongolian; interpersonal grammar; embedding; discourse

Bio: Dongbing (Mus) Zhang is a Postgraduate Teaching Fellow at The University of Sydney. His main research interest lies in the systemic description of Khorchin Mongolian and functional language typology in general. His most recent publications include ‘Towards a discourse semantic characterisation of the modal particles in Khorchin Mongolian: A case study of an interaction’ (*Journal of Pragmatics*, 2020) and ‘Axial argumentation below the clause: The verbal group in Khorchin Mongolian’ (*Systemic functional language description: Making meaning matter*, Routledge, 2020).

How far have we come? Taking stock of accumulated knowledge in grammatical metaphor studies from Systemic Functional Linguistics: a research synthesis

Dr Winfred Wenhui XUAN, Hong Kong Polytechnic University, Hong Kong



Abstract: In this seminar, I will answer three major questions on research synthesis: 1) What are the differences between traditional review and research synthesis? 2) Why do we need research synthesis? 3) What are the basic principles in conducting a research synthesis?

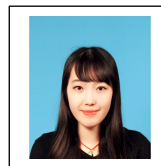
As an example, this presentation will share findings from a primary research studies on grammatical metaphor (GM) within Systemic- Functional Linguistics and maps the research landscape since Halliday proposed this concept in 1985. Based on the data from 118 primary studies, I first report on the publication and methodological features of these studies. I then conduct content analysis, which is based on five domains of interest, viz. language description, register variation, education, language comparison, and translation. Major findings are: (i) The type of GM in these studies is dominated by ideational GM; less attention has been given to interpersonal GM; (ii) Textual GM has emerged as a heated issue recently. (iii) While education represents the most studied field, there remains considerable research space in other domains. Finally, some theoretical issues and implications for future directions are highlighted.

Five key words/phrases: Research synthesis; grammatical metaphor; Systemic Functional Linguistics; meta-data; content analysis

Bio: Dr Winfred XUAN is a lecturer of College of Professional and Continuing Education, The Hong Kong Polytechnic University. His research interests include systemic functional linguistics, research synthesis, second language writing, English for academic purpose, and teaching Chinese as a second language. His works appear in journal of *WORD*, *Applied Linguistics Review*, *Functional Linguistics* and *The Asia-Pacific Education Researcher*.

Animation as semiosis: towards a semiotic typology of visual-spatial based semiosis

Yufei He, University of Sydney, Australia



Abstract: Animation is widely acknowledged for dynamically visualizing information and has been increasingly used in educational context. However, the growing presence of animation used for educational purposes has not been accompanied by well-informed studies that focus on the semiotic features of animation (Berney & Bétrancourt, 2016; Ploetzner & Lowe, 2012). This study models animation as semiosis in the tradition of Social Semiotics and Systemic Functional Semiotics, drawing on the key concept of stratification. Of great relevance are the modelling of paralanguage (Martin & Zappavigna, 2019; Ngo et al., forthcoming) as visual-spatial based semiosis. Animation is basically about changing images/words. Since change is an essential component for animation and kinesics is concerned with the movement of body parts or whole body, the modelling of animation shows strong affinities with paralanguage studies. The range and speed of movement identified as meaning potential of different parts of the body (Hood, 2018) are also important meaning making resources for animation. Martin and Zappavigna's (2019) discussion of ideational semovergent paralanguage is pertinent to the different types of changing visuals in animations. The metafunctional approach to an examination of the convergence between language and paralanguage also inspires the modelling of intermodality between animations and their voiceover. In conclusion, studies on visual-spatial based semiosis such as paralanguage provide important reference for the modelling of animation. A systematic description of these semiotic systems on their own terms is the basis for building a semiotic typology that will inform future studies on visual-spatial based semiosis.

Five key words/phrases: animation, visual-spatial based semiosis, paralanguage, semiotic description, intermodality

Bio: Yufei He is a PhD candidate in the University of Sydney. Her research focuses on multimodal discourse analysis, particularly on knowledge building in science animations. She has published relevant research of science animations on *Social Semiotics* and *Semiotica*.

The Next Phase of Collaboration with Legitimation Code Theory: Autonomy tours and building knowledge from diverse sources

Prof Karl Maton, Director, LCT Centre for Knowledge-Building, University of Sydney, Australia



Abstract:

Systemic functional linguistics (SFL) and Legitimation Code Theory (LCT) push each other forward. In recent years, both approaches have made significant progress thanks to working together in interdisciplinary research projects. For LCT this collaboration inspired the development of new concepts allowing fine-grained analysis of discourse in terms of 'semantic gravity' and 'semantic density'. In turn, these concepts inspired new SFL concepts of 'mass' and 'presence', which gather together linguistic resources to offer a more comprehensive understanding of how language handles context-dependence and complexity. In this paper I discuss recently developed concepts in LCT that may begin a new phase of dialogue and pose more questions to SFL (which, I am sure, will lead to SFL posing more questions to LCT).

The concepts are from the LCT dimension of Autonomy. Specifically, I discuss 'autonomy codes' which conceptualize where knowledge practices come from and for what purpose they are used. I illustrate what these concepts can reveal through analyses of data from a major research project on schooling. I focus on classroom practice in both humanities and science lessons in secondary schooling in New South Wales, Australia. Using examples of different ways of attempting to integrate the teaching of academic literacy in History and mathematics into science, I show how the classroom discourse of teachers is characterised by different autonomy codes and patterns of movements between codes that enable or constrain knowledge-building. I also discuss student

presentations in science that shows how successful learning involves specific patterns of bringing together diverse forms of knowledges. In particular I highlight how a particular pattern of codes, called ‘autonomy tours’, is crucial for achievement. From these analyses I draw wider implications for how one can bring together diverse forms of knowledge in teaching and research practice, whatever the level of education.

Key words/phrases: LCT, interdisciplinary Legitimation Code Theory, autonomy tours

Bio: Karl Maton is Professor of Sociology and Director of the LCT Centre for Knowledge-Building at the University of Sydney and Visiting Professor at the University of the Witwatersrand and at Rhodes University (both South Africa). Karl is the creator of Legitimation Code Theory (LCT), which is being widely used by researchers in sociology, linguistics and education. Karl has co-edited collections on using LCT with systemic functional linguistics, including Disciplinary (2011, with Frances Christie) and Accessing Academic Discourse (2020, with J. R. Martin and Y. J. Doran). Karl’s book, Knowledge and Knowers: Towards a realist sociology of education, which sets out key ideas from LCT, was published by Routledge in 2014 to widespread acclaim. A primer of research studies using LCT, Knowledge-building: Educational studies in Legitimation Code Theory, was published by Routledge in 2016. Karl is Series Editor of the LCT book series for Routledge.

East-Asian Philosophical Concepts as Analytical Framework for Interpreting Non-western Images in Children’s Picturebooks

Tai Huynh, University of Tasmania, Australia



Abstract:

In contemporary Western cultures, picturebooks are a mainstream means for young children to first attend to print and start learning to read. Also, the use of children’s picturebooks has been reported as supporting intercultural awareness in children. Multiliteracies researchers suggest that other theoretical frameworks should be applied in addition to the semiotic approach of interpreting picturebooks, especially picturebooks from non-Western cultures. This calls for new ways of understanding how Eastern images make meaning. This chapter aims to theorize how Eastern philosophical concepts influence the meaning-making potential of illustrations in Eastern picturebooks. To do this, the authors first discuss the cultural constraints when applying a contemporary semiotic framework in analyzing non-Western images. Then, the authors introduce a framework developed based on philosophical concepts that have influenced East-Asian art forms, particularly that of painting, to understand the Eastern artistic traditions. After that, this chapter demonstrates how to apply this framework for interpretation of non-Western images to working with multicultural picturebooks.

Key words/phrases: Asia Literacy, Buddhism, Confucianism, Cultural Symbols, Intercultural Understanding, Nature-Human Relationship, Picturebooks, Taoism.

Bio: Mr. Ngoc Tai Huynh is a PhD candidate working on a project on Australian Curriculum and Vietnamese culture at the University of Tasmania, Australia. He was previously employed as a full-time lecturer at School of Foreign Languages, Tra Vinh University, Vietnam. He has presented at international conferences and published papers in journals such as Asian EFL Journal, Australian Journal of Teacher Education, and Journal of Early Childhood Teacher Education, and IGI Global.

What can looking at multimodal pedagogy in EFL tell us about visual-spatial communication?

Dr Thomas Amundrud, Nara University of Education, Japan



Abstract: If scaffolding meaning-making in additional languages can help our students access languages of power, even as it simultaneously makes them more global ‘human resources,’ then social semiotic and systemic-functional multimodal analysis (SF-MDA) approaches owe our students and our theories the continued exploration of their teaching. Classrooms have been subject of extensive multimodal study around the world, including Japan (Amundrud, 2017). However, continued work is needed in varied national and pedagogic contexts order to validate our claims to be able to describe modes such as gesture, space, and gaze and their couplings, both with language and each other, and to explore their role in realizing pedagogy (e.g. Hao & Hood, 2019). This presentation will examine data collected from Japanese secondary school English as a Foreign Language (EFL) classes to explore through the lens of SF-MDA the language correspondent and language independent roles of gesture, space, and gaze in the pedagogy realized, in conjunction with examinations of the role of these modes and language in the Legitimation Code Theory (LCT) dimensions of Semantics and Autonomy (e.g. Maton, 2014, Maton & Howard, 2018). It will also apply recent systemic proposals for analyzing semovergent and sonovergent gesture (Martin & Zappavigna, 2019), and the assertion by Martin (2019) that gesture and potentially other modes can be examined in discourse semantic terms. From these, future directions for this project and beyond will be discussed.

Five key words/phrases: systemic-functional multimodal analysis (SF-MDA); classroom multimodality; pedagogy: English as a Foreign Language (EFL); secondary schools

Bio: Dr. Thomas Amundrud (PhD Linguistics, Macquarie) is an associate professor in English Education at Nara University of Education, where he teaches systemically informed EFL (English as a Foreign Language) and teacher education classes for undergraduates. His research interests include how language and other modes, such as gesture, classroom space, and gaze, interact in classroom pedagogy. His most recent publications include: (1) a brief survey of the meaning of metaphor in gesture in cognitive linguistic and SF-MDA (Systemic functional-multimodal discourse analysis) based gesture studies, and (2) a co-authored interview with Prof. Karl Maton, published in *The Language Teacher by the Japan Association for Language Teaching*.

Definiteness and specificity in the Dagaare noun group

Dr Isaac N. Mwinlaaru, University of Cape Coast, Africa



Abstract:

The noun group has been studied quite extensively in descriptive and typological accounts of languages. Whereas most of these studies have focused on the structure of the noun group with some of its structural properties entered in WALS, a few studies have examined definiteness and specificity in the noun group, revealing interesting typological differences across languages. The present study examines the noun group in Dagaare, focusing on its structure and the marking of definiteness and specificity. The Dagaare noun group shows a complex marking of definiteness and specificity. The definite article can co-occur with demonstratives and possessive determiners (1, 2) and can also occur with nouns that are inherently definite in meaning (3):

- (1) à kpá-sélè átà nè
 DEF shirt-black.PL three DEM
 ‘Those three black shirts’
- (2) à ì kpá-sélè átà nè
 DEF 1SG shirt-black.PL three DEM
 ‘Those three black shirts of mine’
- (3) Á (tì) Nàaŋmìn kpèw-dàa-sòb
 DEF 1PL God strength-wood-owner
 ‘(Our) God almighty’

While typological studies on definiteness reveal that the co-occurrence of the definite article with demonstratives is a common phenomenon, investigations on the motivation for this complex definiteness and specificity marking is inconclusive. Using systemic functional linguistics theory, the present study will show that the choice and combination of definiteness and specificity markers in the Dagaare noun group is determined by (discourse) semantic and lexicogrammatical factors. Specifically, the study will (1) examine the syntagm of the Dagaare noun group: (DEF) (POSS) N (-ADJ) (NUM) (DEM); (2) its experiential and logical structure, and (3) the realisation of and interaction between definiteness and specificity in the noun group in relation to the co-occurrence of the definite article, demonstratives, possessive determiners, and nouns that are inherently definite in meaning.

Five key words/phrases: Noun group, definiteness, specificity, demonstratives, systemic functional linguistics

Bio: Dr. Isaac N. Mwinlaaru is currently a Lecturer in the Department of English of the University of Cape Coast, Ghana. He completed his PhD degree in the Language Sciences at the Hong Kong Polytechnic University. His award-winning thesis is the first comprehensive discourse-based description of the grammar of Dagaare (the Lobr dialect). His research interests include systemic functional theory, functional grammar, language typology, and grammaticalization. Since 2012, he has presented twenty-two papers at both local and international conferences in nine countries across Africa, Asia and Europe. He has published in internationally recognised journals, notably *Corpora*, *Functions of Language*, *Ibérica*, *Language Sciences*, *Research in African Literatures*, *Sociolinguistic Studies* and *WORD*. He has recently contributed to *The Routledge Handbook of African Linguistics* (2018) – with Christian M.I.M. Matthiessen and Ernest Akerejola. His current project is on the discourse functions of deixis in African languages.

Grammatical metaphor: WHAT, WHY and HOW

Dr Vinh To, University of Tasmania, Australia



Abstract: Lexical metaphor is a familiar aspect of persuasive writing instruction in Australian schools. Another form of metaphor known as *grammatical metaphor* is widely used in the research literature. However, this term is less known in school contexts, although it implicitly relates to a number of content descriptors from Year 1 to Year 10 in the Australian Curriculum: English, and strongly influences the marking criteria of the NAPLAN rubric. In this presentation, I will explain what grammatical metaphor is, why it is important to student persuasive writing, and how it relates to the Australian Curriculum: English and the NAPLAN marking guide. The presentation will be supported by an analysis of the content descriptors of the Language Strand, of the NAPLAN marking guide, and of student persuasive texts that scored highly on the 2011 NAPLAN writing test. This presentation is drawn on a two-year project (2017-2019) investigating different types of grammatical metaphors in persuasive texts written by high achieving students in the NAPLAN test in Tasmania in 2011. The findings have been published in research articles (To & Thomas, 2017; To et al., 2020). This research is valuable to primary and secondary school teachers who seek to understand explicit language choices in persuasive writing to prepare their students for effective writing of this text type in the standardized and authentic contexts.

Bio: Dr Vinh To is a Lecturer in English Curriculum and Pedagogy at the University of Tasmania, Australia. She is the Creator and lead Admin of the Systemic Functional Linguistics Interest Group (SFLIG) and the Convenor of the 2020 SFL Webinars for the SFLIG. She is also Associate Editor of the *Literacy Learning: the Middle Years* journal. Her research interest includes Systemic Functional Linguistics, English, literacy, TESOL and languages education, writing development and Asian Literature. She has published a number of journal articles and book chapters and delivered talks at national and international conferences. Her selected publications appear in *the Australian Journal of Linguistics*, *the Australian Journal of Language and Literacy*, *Linguistics and the Human Sciences*, *English in Australia*, and *the International Journal of Early Years Education*.

Caretakers' of nature, 'stewards' of the land: An SFL-LCT analysis of eco-fascist propaganda

Dr Eszter Szenes, Peace and War Centre, Norwich University, USA



Harmony with nature, pristine countryside, organic farming, renewable energy, zero waste, sustainable development. This imagery tends to be associated with 'green liberal' environmentalist movements and more broadly, left-wing political ideologies. However, concern for the environment and warnings about the imminent climate crisis are gaining traction within far-right and white supremacist movements. This talk will focus on the re-birth of white supremacist environmentalism based on analyses of manifestos published by neo-Nazi and white supremacist groups in Hungary and the Nordic countries. Drawing on appraisal from Systemic Functional Linguistics, I will show how an eco-fascist ideology is built up through couplings of judgements in far-right propaganda. Drawing on the concept of 'axiological constellations' from Legitimation Code Theory, I will then show how recurring couplings form clusters of meanings that reinforce far-right grievances. By showing how such clusters form axiological constellations, I will demonstrate how they become stabilized parts of a constellation that functions to legitimise far-right ideologies. I conclude by discussing the implications of these findings for democracy and peace, considering what the promotion of neo-fascist 'solutions' to the climate crisis could mean for climate justice and (trans)national security.

This presentation is part of an ongoing project that has received funding from the European Union's Horizon2020 Research and Innovation Programme under the Marie Skłodowska-Curie Grant Agreement No 845643. For more information, see <https://cordis.europa.eu/project/id/845643>.

Keywords: eco-fascism, far-right extremism, attitude analysis, axiological constellations, climate change

Bio: Dr Eszter Szenes is a Marie Skłodowska-Curie Actions Research Fellow at the Department of Sociology and Social Anthropology, Central European University, Vienna, Austria/Budapest, Hungary, seconded to the Peace and War Center, Norwich University, Vermont, USA. She holds a doctorate in Systemic Functional Linguistics from The University of Sydney, Australia. In her current research project, Dr Szenes focuses on radicalisation strategies in online far-right propaganda and disinformation campaigns. Her research interests include far-right extremism and radicalization, critical thinking and disciplinary literacies. She primarily draws on the theoretical foundations and methodologies of Systemic Functional Linguistics and Legitimation Code Theory.