

The 1st International Online Systemic Functional Linguistics Interest Group (SFLIG) Conference

16 to 19 November 2021

DAY 1 SCHEDULE: TUESDAY, 16 NOVEMBER (Hobart/Sydney/Melbourne time)

Time	Parallel 1 (Breakout Room 1)	Parallel 2 (Breakout Room 2)	Parallel 3 (Breakout Room 3)
8:30-9:00	SFLIG Conference Opening Ceremony (Chair: Dr Vinh To & Dr Sally Humphrey)		
9:00-10:00	Plenary 1: Prof. Louise Ravelli (Chair: Dr Sally Humphrey) Museum Communication in the 21 st Century: A new research agenda		
10:00-10:30	MORNING TEA		
10:30-13:00	Session 1a: SFL & Education (Chair: Dr Vinh To) <p>David Kellogg Zones of Proximal Tedium: Vygotsky's ZPD and the Development of Possibility, Abstraction, and Explicit Themes in Korean from Four to Seven</p> <p>Emily Morgan A Systemic Functional Linguistic Approach to IELTS Essay Teaching and Analysis</p> <p>Hang Pham and Tam Nguyen Teaching writing career portfolio texts in genre-based approach: An action research in Vietnam</p> <p>Esmat Babaii Towards a More Child-friendly Discourse in Primary School Textbooks</p> <p>Patrick Mannion SLA Doctoral Students' Expressions of Beliefs about the Ideal and Obligatory Practices of Second/Foreign Language Teachers https://www.youtube.com/watch?v=Fq3y20nNQe8</p>	Session 1b: SFL & Multimodality & Media (Chair: Dr Sally Humphrey) <p>Taofeek Dalamu Colour Grammatical Effects on Advertising Nuances: A Social Semiotic Perspective</p> <p>Locky Law Creativity and systemic functional linguistics: An update on the latest theories and analytical frameworks</p> <p>Loan Bui Systemic functional linguistics and advertising discourse</p> <p>Margo Lecompte-Van Poucke 'You've got this!': A critical discourse analysis of 'toxic positivity' as a social construct on a public Australian Facebook™ page https://www.youtube.com/watch?v=0StX5oQR3P8</p>	Session 1c: Advance in SFL theory, Translating, Health (Chair: Dr Dongbing Zhang) <p>Dongbing Zhang Move options in action exchange</p> <p>Yan Yue Epistemic stance in the translations of Chinese medicine classics: a case study of Huang Di Nei Jing</p> <p>Esther Asare Construing Experience as Body Parts in Akan Lexico-grammar</p> <p>Dragana Stosic Debilitating disorders and credentialed psychologists: reclaiming attitude from 'axi-tech' in reports of randomised controlled trials</p>
13:00-14:00	LUNCH		

Time	Parallel 1 (Breakout Room 1)	Parallel 2 (Breakout Room 2)	Parallel 3 (Breakout Room 3)
14:00-16:30	<p>Session 2a: SFL & Education (Chair: Dr Vinh To)</p> <p>Andrew Scott Managing pedagogic modalities to achieve course goals while also responding to learners: a comparison of four experienced teachers working in the same context</p> <p>Martam Sadat Ghiasian Moving Forward in Writing a Persian Academic Text: An Introduction to Cohesive Devices</p> <p>Parinyaporn Preecha Preecha Analysis of Generic Structure and Clause complexes of Exposition Genre Written by pre-cadets: Sydney Genre- Based School Functional Linguistics Perspectives</p> <p>Yaser Hadidi, Massoud Yaghoubi-Notash and Arash Talebi Gender in Hypotaxis: Differences in Use between Advanced Male and Female Language Learners</p> <p>Elih Sutisna Yanto and Hikmah Pravitasari The Realization of Interpersonal Meaning of Spoken Texts in an EFL International Textbook: A Systemic Functional Linguistics Perspective https://www.youtube.com/watch?v=8NHe4iWN-O4</p>	<p>Session 2b: SFL & Multimodality & Media (Chair: Dr Sally Humphrey)</p> <p>Manel Mefteh Gender Representation in Tunisian Contemporary Commercial Posters</p> <p>Kingsley Cyril Mintah Relational patterns as a linguistic classification tool of newspapers: The case of state and private newspapers</p> <p>Styliani Karatza and Fei Victor Lim Towards a pedagogic metalanguage for the teaching of hypermedia</p> <p>Ngoc Tai Huynh, Vinh To, Angela Thomas & Victoria Carrington An East Asian Framework for Interpreting Cultural Representations in Vietnamese Children's Picturebooks https://www.youtube.com/watch?v=U1b3G3qSyBc</p>	<p>Session 2c: SFL & Appraisal (Chair: Dr Dongbing Zhang)</p> <p>Alexanne Don "Invoking Fashion: the language of being knowledgeable about style in newspaper journalism</p> <p>Claire Simpson-Smith How much wriggle room? Engagement as a critical resource in engineering discourse</p> <p>Nida Tahseen Attitudinal positioning in media discourse: An evaluative study of portrayal of women issues in journalistic commentary during pandemic.</p> <p>Lok Ming Eric Cheung Investigating How Rhetorical Structuring Supports Stance-taking in the hyperNews of Explanation Essays by Associate Degree Business Students https://www.youtube.com/watch?v=UP_XBQgRJ_M</p> <p>Sebastian Andres Amado Ideological Stance Disclosed by the use of Appraisal and Irony in a Film. https://www.youtube.com/watch?v=ELvAmeLAorU</p>
16:30-17:00	AFTERNOON TEA		
17:00-18:00	<p>Plenary 2: Assoc. Prof. Derek Irwin (Chair: Dr Sally Humphrey) Building a holistic model for theatre semiotics</p>		

DAY 1 SESSION INFORMATION

Plenary 1: Prof. Louise Ravelli, University of New South Wales, Sydney, Australia

Title: Museum Communication in the 21st Century: A new research agenda

Abstract: The first two decades of the 21st Century have seen many innovations in the nature of communication for museums around the world – and that was before the COVID-19 pandemic hit! Pre-COVID, the ongoing pressures of mass tourism, the consistent uptake of the affordances of digital technologies, and slowly-shifting societal roles for museums, have all impacted aspects of communication in museum contexts. With the onset of the COVID-19 pandemic, some of these changes have been amplified, particularly the use of digital space to offset the absence of physical access to museums.

Many of these changes are thought of as a change in the ‘how’ of communication: there are new ways of delivering information, such as new online portals and resources, and multiple forms of digital media in exhibitions. But as we know from a theoretical framework such as Systemic-Functional Linguistics, changes in *how* communication takes place bring their own implication for meaning, as well as concomitant changes in *what* is being communicated and *who* is communicating. This includes what it is that counts as knowledge, and who has the right to convey it.

This paper proposes that a comprehensive research agenda is needed to account for the multimodal spectrum of communication in museums, from the new visibility of displayed writing, to the hyper-linked forms of web presentation, to the three-dimensional forms of exhibitions. Such an agenda needs to account not just for the ‘how’, but also for the ‘what’ and the ‘who’, and for how such an agenda might inform our understanding of the communicative potential of museums in the 21st Century.

Key words: museums, communication, systemic-functional linguistics, spatial discourse analysis

Biography:



Louise Ravelli is Professor of Communication in the School of the Arts and Media at the University of New South Wales, Australia and Joint Chief Editor of the journal, *Visual Communication*. She has a long-standing interest in understanding how language, images and other modalities - including spatial design - work in communication contexts, using multimodal discourse analysis and systemic-functional linguistics. Books include *Multimodality in the Built Environment: Spatial Discourse Analysis* (Routledge, 2016, with Robert McMurtrie), *Museum Texts: Communication Frameworks* (Routledge, 2006), and *Doctoral Writing in the Creative and Performing Arts* (Libri UK, 2014, with Brian Paltridge and Sue Starfield).

Plenary 2: Assoc. Prof. Derek Irwin, University of Nottingham Ningbo China, China

Title: Building a holistic model for theatre semiotics

Abstract:

This talk explores an SFL-based approach to theatrical performance by understanding it as a complex event in which discourse participants are both present and not present (Short 1996), as a type of Verbal Art (Hasan 1995), and as a multimodal event which combines elements of the written, spoken, and visual (Tan, Wignell & O'Halloran 2017) with forms of paralinguistic meanings. It is also important to realize that each performance instantiates these various systems in a relationship with the particular audience at that time, and that we can group a run of a show as a recontextualization of the base text (written script) which uses reasonably consistent choices among meaning potential systems to create a meaningful whole. Thus there is also tension between the participants and text on stage with other performances; the embodiment of an actor in a role has meaning potential in terms of other actors who have played that role, or actors who are known for other roles, or both. Context of culture is also key here in terms of the source culture of the text and the target culture of the performance and audience, including the interplay of these realms.

This model is tested using a bilingual performance from our Tri-Campus Arts Festival, in which students from the UK, Malaysia and China brought to life parts of *Journey to the West*, a classic Chinese novel most famous for the character of The Monkey King. By examining the ways in which the text went through series of adaptations before being brought to life in front of an audience who themselves reacted in certain ways to it, the various parts of the holistic approach are highlighted in terms of how they contribute to the overall meaning in a theatrical performance event.

References:

- Hasan, R. (1985). *Linguistics, Language, and Verbal Art*. Oxford: Oxford UP.
- Short, M. (1996). *Exploring the Language of Poems, Plays and Prose*. Essex: Pearson Education.
- Tan, S., Wignell, P. & O'Halloran, K. (2017). Multimodal Semiotics of Theatrical Performances. In Sindoni, M., Wildfeuer, J. & O'Halloran, K. (eds.) *Mapping Multimodal Performance Studies*. London: Routledge.

Key words: Theatre semiotics; verbal art; multimodal discourse analysis; recontextualization

Biography:

Derek is the Chair of the International Systemic Functional Linguistic Association and the Head of School of Education and English at the University of



Nottingham Ningbo China (UNNC). His recent work has focussed on the movement of lexical items across languages, textual analysis of literary and dramatic texts, and approaches to literacy and language skills for post-secondary writers, particularly in terms of the grammatical resources employed in these activities. He is currently supervising PhD and EdD students working in Critical Discourse Analysis of political and literary texts, gestural and multimodal analysis in learning and in translation, discourse patterns in corpora of expert and learner texts in music, and critical thinking for the curriculum. He is one of the coordinators of arts activities at UNNC, and has worked with a number of high schools and universities internationally and in China on theatre and arts events, including training teachers on the use of drama in the EFL classroom. Derek spends his free time directing, acting, and writing fiction.

Session 1a: SFL & Education

Zones of Proximal Tedium: Vygotsky's ZPD and the Development of Possibility, Abstraction, and Explicit from Four to Seven Themes in Korean

Dr David Kellogg, Sangmyung University, Seoul, South Korea

Abstract:

Teachers and parents intuitively judge the “level” of the child and the “level” of the text and try to match them; they know that overestimation or underestimation of either will be met with restlessness or boredom. In this way, they have an empirical understanding of Vygotsky's ZPD—the zone of proximal development he envisioned as measuring the maturity of still-dependent functions in children. But this concept of “level” describes two different things with two different definitions. We try to go beyond it, using Halliday's work on child development and his systemic-functional linguistics to measure the emergence of modality, abstraction, and explicit clause Theme in Korean. We analyze four conversations with a single child over three years—from age four to seven. We find that there is a strong shift in the proportion of her clauses devoted to probability and towards explicit, textual themes. Counterintuitively, however, the nominal groups in her vocabulary become more concrete rather than more abstract. We conclude that Vygotsky's ZPD can be accurately gauged and traced through speech development, but for that very reason it cannot be reliably explained by either the child or the environment.

Key words: Vygotsky, Halliday, Korean, Possibility, Abstraction, Theme

Teaching writing career portfolio texts in genre-based approach: An action research in Vietnam

Hang Pham and Dr Tam Nguyen, Hanoi University of Industry, Hanoi, Vietnam

Abstract:

The findings from recent studies of genres and genre-related issues reveal that developing students' awareness of various genres is essential in promoting students' language skills (Barwashi & Reiff, 2010; Cheng, 2006, 2015; Yasuda, 2011). While former approaches such as writing as a product and writing as a process have exposed its own weaknesses to learner and teacher, genre-based approach are expected to exert a significant impact on improving the writing of students as it combines the formal and functional properties of a language while providing insights into the specific social context and purpose (Swales, 1990). Equipped with genre knowledge in writing, students can explicitly understand the reasons behind the construction of a text and thus form a repertoire of background knowledge to activate in their next learning situation (Kim, 2005). In addition, teachers armed with genre pedagogical implications are empowered to facilitate and instruct students' composition of texts informed manner. This study examined career portfolio, a particular genre with the social purpose of marketing students' skills, abilities and experience to the potential employers (Campbell, 2002). In this action research, genre-based approach was incorporated in an eight-week writing course for 25 students in a university in Vietnam with the aim to better support the development of students' writing performance on both the generic and rhetorical levels of these texts. The analysis of students' writing samples can reveal the possible effects of genre-based activities on their writing development, which are triangulated in semistructured interviews along with observations in class

Key words: genre-based approach, writing skills, writing development, career portfolio

A Systemic Functional Linguistic Approach to IELTS Essay Teaching and Analysis

Emily Morgan, University of Tasmania, Launceston, Australia

Abstract:

Students of English as a Foreign Language frequently complete standardised tests such as IELTS in order to gain positions at English-language universities. Once successful, students must then cope with the demands of academic English genres and their distinct language features. However, test-preparation courses and Academic English courses remain uncommon in contexts including Japanese universities. Systemic Functional Linguistics (SFL) offers both a framework for teaching content and a means for analysing student output. A ten-week teaching program took place at a Japanese university, in which students who wished to improve their written IELTS scores and academic English writing completed a multimetafunctional program including lessons on nominalisation (mapped to the ideational metafunction), coherence, cohesion and structure (textual metafunction) and evaluative language (interpersonal metafunction). Students also practised writing IELTS-style short persuasive essays. Essays were collected prior to and following the teaching program and a dual analysis was conducted, using a SFL assessment framework and the IELTS Writing Task 2 Assessment Rubric. Results showed improvements to overall essay quality according to both assessment measures, suggesting that an SFL approach to teaching in this context is effective. Additionally, the results from both assessment frameworks were generally consistent, suggesting that a SFL approach may be useful in assessing approximate IELTS levels in the classroom prior to testing. Pedagogical and analytical implications are discussed.

Key words: SFL, IELTS, metafunction, genre-based pedagogy, EFL

SLA Doctoral Students' Expressions of Beliefs about the Ideal and Obligatory Practices of Second/Foreign Language Teachers

Patrick Mannion, Mobara City, Chiba Prefecture, Japan

Abstract: This presentation reports the preliminary findings of an ongoing study focusing on Second Language Acquisition (SLA) doctoral students' expressions of what they consider the ideal and/or obligatory practices of second/foreign language (L2) teachers, particularly in relation to the implementation of educational technology (ET) in L2 education. This study was part of a larger research project focusing on the ways in which international doctoral students and a doctoral candidate, enrolled in a program focusing on SLA and ET at a large research university in the Southeast of the US, expressed beliefs about ET use in L2 education in course assignments (digital stories and asynchronous online discussion forums). Employing the concept of obligation in the MODALITY system network of Systemic Functional Linguistics (Halliday & Matthiessen, 2014), I analyzed the participants' statements about ideal or obligatory ET-related teaching practices for their ORIENTATION (subjective explicit, subjective implicit, objective explicit, objective implicit) and VALUE (degree of obligation: high, median, low) (Halliday & Matthiessen, 2014). Preliminary findings indicate most of the participants expressed with a high or medium degree of obligation (value) that L2 teachers should develop a deep understanding of their students and their cultural backgrounds, remain current with ET-related knowledge, and employ ET to improve the processes and outcomes of L2 education. However, the participants also expressed beliefs that before L2 teachers implement ET in their classrooms, they should engage in critical thought regarding choices of specific types of ET, purposes of their use, and the ways in which they will employ ET. Analysis of the value and orientation of these statements provided insight into both the degree to which the participants believe L2 teachers are obligated to engage in ET-related practices and what the participants perceived as the sources of these duties. Implications for L2 teacher education and research are discussed.

Key words: SLA doctoral students obligation MODALITY system network language teacher practices Education Technology

Towards a More Child-friendly Discourse in Primary School Textbooks

Esmat Babaii, Kharazmi University, Tehran, Iran

Abstract:

According to Systemic Functional Linguistics (Halliday & Mattheissen, 2014; Schleppergrell, 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.

Key words: SFL, trasitivity, lexical density, abstraction

Link to the pre-recorded presentation:

<https://www.youtube.com/watch?v=Fq3y20nNQe8>

Session 1b: SFL & Multimodality & Media

Colour Grammatical Effects on Advertising Nuances: A Social Semiotic Perspective

Taofeek Dalamu, Anchor University, Lagos, Nigeria

Abstract:

The goal of advertising is to stimulate people to patronized goods and services. That informed this study to examine the application of colour on advertising semiotic systems in order to convincingly distribute meaning to readers. The researcher considered seven advertisements of different shades to explicate this demand. Parametric systems, as supported with grammatical groups, served to process the frameworks. As there were discussions on the pictorial dimensions, the written modes underwent quantitative analysis, where tables and graphs operated to evaluate the recurrence of the grammatical components. The study revealed that colours have symbolic measures as much as personal emotive influences. For examples, red, yellow, orange, and pink signify blood, wisdom, joy, and entertainment on the one hand; and courage, wealth, extraordinary entertainment, and inevitable temptation on the other hand. One also observed the role of colour in constituting a framework of a theme-rheme format, using its characteristic to create coherence in the co-presence of modes. As signmakers deploy colour to form shapes, there is a need for every designer to understand the functionality of colours as to influence their appropriate applications into a semiotic system, and not in a haphazard form. Such knowledge will enhance stimulation to patronization in no small measure.)

Key words: Advertising, Colour, Multimodality, Parametric System, Social Semiotics

Systemic functional linguistics and advertising discourse

Loan Bui, Van Lang University, Vietnam

Abstract:

Systemic functional linguistics (SFL) has been used for discourse analysis because this theory helps both writers and readers code and decode advertising discourses. The paper used the SFL theory to compare 400 Vietnamese advertising discourses and 400 English ones. The findings indicated that there were some similarities and differences in genre, transitivity, realizations of appraisal and visual grammar. The results of the paper will be beneficial to the teachers who have difficulty teaching Vietnamese and English advertisements and the ones who study advertising discourses.

Key words: SFL, discourse analysis, genre, transitivity and appraisal

Creativity and systemic functional linguistics: An update on the latest theories and analytical frameworks

Dr Locky Law, Centre for Applied English Studies, The University of Hong Kong

Abstract:

In recent years, the study of creativity has slowly made its way from applied linguistics to systemic functional linguistics (SFL). As theories and analytical frameworks emerge, definitions and descriptions of creativity has expanded and is bridging the gap in our understanding. Creativity is defined as the interplay between forming and reforming of patterns (Carter, 2004) in text of any medium. When instantiated at the context of situation, it “has undergone changes brought about by [] phylogenesis, ontogenesis and logogenesis to reach a logogenetic stage where meanings can be created, reinforced or altered by a language user's choices to reach a target audience” (Law, forthcoming, p. 3). This presentation aims to provide an update on the latest systemic functional linguistic-based theories and analytical frameworks for creativity research. It covers aspects such as quantitative methods for the extraction of creative instances from corpora (Law, 2019a, 2020c); qualitative theories and frameworks for the analysis of linguistic and multimodal creativity with respect to register, field, tenor values, information status, and the cline of creativity complexity; their applications in analysing creativity in popular/internet culture; as well as implications for education and pedagogy in digital literacy (Law, 2018, 2019b, 2020a, 2020b, 2020d). Examples of data used in this presentation include authentic speeches, company logos, social media posts, YouTube videos, TV dramas and films. Future directions for SFL-based creativity research will also be discussed.

Key words: Creativity; Theory; Framework; Multimodality; Digital Literacy

‘You’ve got this!’: A critical discourse analysis of ‘toxic positivity’ as a social construct on a public Australian Facebook™ page

Margo Lecompte-Van Poucke, Macquarie University, Sydney, Australia

Abstract: An increasing number of Australian organisations and charities are making use of social media platforms to raise public awareness, gather funds, organise events, and educate and support individuals with invisible chronic conditions (ICCs). In 2020, during the COVID-19 pandemic, the social disconnectedness already experienced by people with ICCs led to a rapid rise in their use of social media, mainly for emotional purposes. Although more and more systemic functional linguistic studies of electronically mediated discourse are being carried out, few of them have focused on the dialogic interaction and power relationships between organisations engaging with social media, and other users. The article examines the dominant and counter-discourses on the chronic condition of endometriosis using a pragma-functional approach to critical discourse studies to uncover the ongoing silent suffering of individuals with the disease due to the online social construct of ‘forced/toxic positivity’. A corpus of posts and comments was extracted from the public Endometriosis Australia Facebook™ page using Facepager and analysed combining systemic functional linguistics, pragma-dialectics, and critical theory. The study revealed that both dominant and other interlocutors on the social media platform often engage in discursive moves based on the American neoliberal ideology of ‘being able to control one’s own body’, discriminating against individuals who do not have the same resources at their disposal.

Key words: systemic functional linguistics, critical discourse studies, critical theory, pragma-dialectics, COVID-19 pandemic

Link to the pre-recorded presentation:

<https://www.youtube.com/watch?v=0StX5oQR3P8>

Session 1c: Advance in SFL theory, Translating, Health

Move options in action exchange

Dongbing Zhang, University of International Business and Economics, Beijing, China

Abstract:

Action exchange is a type of exchange that resolves around an action, as opposed to knowledge exchange, which is concerned with the negotiation of information (Berry 1981a, 1981b; Martin 1992). Options available to speakers in a knowledge exchange are proposed in Berry (1981a) with respect to the speaker's knowledge of the information. This has been developed in Zhang (2021) by taking into account the addressee's knowledge. Following this line of reasoning, this paper proposes a move system for action exchange by examining the way the speaker and the addressee are positioned in terms of their responsibility for carrying out an action. The paper will illustrate that at different points in an action exchange, there are four options available to the speaker: (i) the speaker is positioned as responsible and the addressee as not responsible; (ii) the addressee is positioned as responsible and the speaker as not responsible; (iii) both the speaker and the addressee are positioned as responsible; (iv) neither the speaker nor the addressee is positioned as responsible. The paper discusses these options in relation to the structure of action exchange and their grammatical realisations in languages such as English, Khorchin Mongolian, and Mandarin Chinese. The significance of the study is twofold. First, the paper further develops the move systems beyond Halliday's (1984) speech functions. Second, a move system reasoned in terms of the options available to speakers at different points in an exchange is useful for discussing the ways in which responsibility is dynamically negotiated as interactions unfold. Berry, Margaret. 1981a. Systemic linguistics and discourse analysis: A multi-layered approach to exchange structure. In Malcolm Coulthard & Martin Montgomery (eds.), *Studies in discourse analysis*, 120–145. London: Routledge & Kegan Paul. Berry, Margaret. 1981b. Towards layers of exchange structure for directive exchanges. *Network* 2. 23–31. 2 Halliday, M.A.K. 1984. Language as code and language as behaviour: A systemic-functional interpretation of the nature and ontogenesis of dialogue. In Robin

Construing Experience as Body Parts in Akan Lexico-grammar

Esther Asare, University of Cape Coast, Cape Coast, Ghana

Abstract:

Languages across the globe demystify the abstract nature of internal experiences by expressing abstract concepts (such as emotions) in terms of concrete ones. Given the intricate relationship between culture, body, and language, languages express emotions by making reference to body organs. In this paper, we examine the lexico-grammar of Akan (Niger-Congo, Kwa) embodied fear and joy expressions via the Systemic Functional Linguistics theory coupled with Conceptual Metaphor Theory. The specific objectives of this paper are to examine the typical body parts associated with the conceptualisation of fear and joy in Akan; and the transitivity patterns of these embodied expressions. Data was collected from multiple sources, including discourse data (corpus data and data from Akan narrative texts), elicited data from Akan speakers, constructed examples, and secondary data (data from published works on emotion metaphors). Conceptual metaphor analysis of the embodied fear and joy expressions reveals that the Akan conceptualise fear and joy in terms of two aspects of the human body, namely, the unseen and the physical body parts. A finding informed by the Akan's belief in dualism. These unseen and physical body parts occur as source domains in embodied fear and joy metaphors. Both fear and joy expressions occur in the container metaphor as SOLID AND LIQUID SUBSTANCES CONTAINED IN A BODY PART. Apart from this, fear is also conceptualised, among others, as A (SUPERNATURAL) BEING; and joy, as A PRESENT. Also, transitivity analysis of the embodied fear and joy expressions reveals four recurring PROCESS TYPES: material process, mental process, behavioural process, and relational process. The material process occurs more frequently and behavioural process, the least. The paper contributes to systemic functional theory and the development and documentation of Akan. This paper is also a significant contribution to language education and the description of African languages.

Key words: Transitivity, Body parts, Akan, Emotion

<p>Fawcett, Michael A.K. Halliday, Sydney Lamb & Adam Makkai (eds.), <i>The semiotics of culture and language</i> (Vol. 1 <i>Language as social semiotic</i>), 3–35. London: Frances Pinter. Martin, J.R. 1992. <i>English text: System and structure</i>. Amsterdam/Philadelphia: John Benjamins. Zhang, Dongbing. 2021. Dynamism in knowledge exchanges: Developing move systems based on Khorchin Mongolian interactions. <i>Discourse Studies</i> 23(3).</p> <p><i>Key words:</i> action exchange, move system, Khorchin Mongolian, responsibility</p>	
<p>Epistemic stance in the translations of Chinese medicine classics: a case study of Huang Di Nei Jing</p> <p><i>Yan Yue, Macquarie University, Sydney, Australia</i></p> <p>Abstract: This article is a contrastive study of epistemic stance in the English translations of the Chinese medical classic Huang Di Nei Jing by clinicians and nonclinicians. Epistemic stance is concerned with a translator’s certainty about the proposition of a statement and is highly consequential to information validity. By drawing on the systemic functional linguistic framework and using two sets of translations of the Chinese medicine classic, Huang Di Nei Jing, by both clinicians and non-clinicians, the study investigates the linguistic choices concerning epistemic stance. The findings show that epistemic stance is closely related to the translators’ domain knowledge and expertise, with clinician-translators more likely to express their epistemic stance in the translations. However, this study also finds a counterintuitive epistemic pattern: non-clinician translators express more certainty in their translations.</p> <p><i>Keywords:</i> domain knowledge; epistemic stance; medical translation; systemic functional linguistics; traditional Chinese medicine</p>	<p>Debilitating disorders and credentialed psychologists: reclaiming attitude from ‘axi-tech’ in reports of randomised controlled trials</p> <p><i>Dragana Stosic, Macquarie University, Sydney, Australia</i></p> <p>Abstract: Although appraisal analysis entails a principled investigation of evaluative meanings, coding decisions are dependent on the analyst’s reading of the context and co-text in which the instantiation appears (Hood, 2010; Martin & White, 2005). Defining one’s reading position is critical for applying appraisal in the analysis of specialised discourses that draw upon attitudinal lexis to create axiologically charged technicality (hereafter ‘axi-tech’). For instance, criminal offences (e.g. murder or libel) represent axi-tech in legal discourses, which means that they may invoke negative judgement despite not expressing feelings per se (Martin & Zappavigna, 2016). Similarly, the medical terms for disorders (e.g. depression) and specialists (e.g. psychologist) can be considered medical axi-tech (Stosic, 2021). In a recent study of reports of randomised controlled trials (RCTs), Millar, Salager-Meyer, and Budgell (2019) have revealed that medical issues and experts are often targets of evaluative items that reiterate the qualities already subsumed under the target’s definition. In other words, although medical disorders necessarily cause a body part or mind to stop functioning properly and psychologists need to have qualifications, RCT reports tend to write about ‘highly debilitating disorders’ and ‘credentialed psychologists’. Millar et al. (2019, p. 141) attribute this phenomenon to an ethically problematic</p>

	<p>hype used “to glamorize, promote, embellish and/or exaggerate aspects of their [authors’] research.” This paper, however, argues that RCT writers need to use graduating and/or appraising items to reclaim attitude from axitech for the purpose of a persuasive medical discourse. A sample of recently published RCT reports in clinical psychology will be used to illustrate the process of reclaiming attitude from axi-tech. This study carries important methodological implications for applying appraisal in the analyses of medical as well as legal discourses.</p> <p>References:</p> <p>Hood, S. (2010). Appraising research: Evaluation in academic writing. Basingstoke, England: Palgrave Macmillan.</p> <p>Martin, J. R., & White, P. R. R. (2005). The language of evaluation: Appraisal in English. London: Palgrave Macmillan.</p> <p>Martin, J. R., & Zappavigna, M. (2016). Rites of passion: remorse, apology and forgiveness in Youth Justice Conferencing. <i>Linguistics and the Human Sciences</i>, 12(2–3), 101–121. https://doi.org/10.1558/lhs.36986</p> <p>Millar, N., Salager-Meyer, F., & Budgell, B. (2019). “It is important to reinforce the importance of ...”: ‘Hype’ in reports of randomized controlled trials. <i>English for Specific Purposes</i>, 54, 139–151. https://doi.org/10.1016/j.esp.2019.02.004</p> <p>Stosic, D. (2021). Persuasion strategies for demonstrating topic significance in reports of randomised controlled trials. <i>English for Specific Purposes</i>, 62, 1–14. https://doi.org/10.1016/j.esp.2020.11.002</p> <p><i>Key words:</i> Appraisal analysis, axi-tech, medical discourse, radomised controlled trials, appraising research</p>
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Session 2a: SFL & Education

Managing pedagogic modalities to achieve course goals while also responding to learners: a comparison of four experienced teachers working in the same context

Andrew Scott, Lancaster University, UK

Abstract:

The uses of pedagogic modalities, that is spoken, written, visual and bodily modalities (Rose, 2014, p.2), play an important role in language classrooms, providing teachers with a resource for both sourcing meanings and also bringing these meanings into classroom discourse (Rose, 2014, p. 2). The selection and management of pedagogic modalities is an essential element of curriculum enactment and the achievement of lesson objectives and course goals. As complex sites of language use and social practices, classrooms have been investigated by linguists seeking to understand the role of language in classroom teaching and learning (Christie, 2007; Rose & Martin, 2012; Rose 2014; 2018; 2020). However, language classrooms for adult learners with English as an additional language or dialect (EALD) preparing for English medium university study are currently under-researched sites (MacNaught, 2015; Unlu & Wharton, 2015). This paper aims to begin to fill this gap by reporting on some initial findings from the analysis of language from the classrooms of four experienced teachers. By analysing the classroom discourse of these teachers, working in an English language centre at an Australian university, using analytical tools from discourse semantics and Rose's pedagogic register analysis (2014; 2018; 2020) from the Martinian model of systemic functional linguistics (Martin, 1992; Martin & Rose, 2007), this paper reports on insights into how teachers manage pedagogic modalities (Rose, 2020). The paper aims to describe the differences in writing feedback lessons through examining pedagogic modalities while also identifying underlying patterns in the use of these modalities. As a result, the study raises a broader question: How do experienced teachers use pedagogic modalities to achieve course goals while also responding to learners and their emerging language? The findings shed light on how teachers select and use both analogue and digital modalities to source meanings and bring these into their lessons.

Analysis of Generic Structure and Clause complexes of Exposition Genre Written by pre-cadets: Sydney Genre- Based School Functional Linguistics Perspectives

Parinyaporn Preecha Preecha, AFAPS, Bangkok, Thailand

Abstract

This study reports on the investigation of generic structure and clause complexes in selected exposition essays written by pre-cadets at a military school in 2020 academic year. The exposition genre writing tests were applied as main data collection in this study. The purpose of the study is to compare and contrast their writing before and after SFL genre based instruction. The detailed analysis of sample of essays comparing to pre-test essays showed that pre-cadets could write their post-test exposition essays more clearly than their pre-test essays due to the fact that their post-test essay included all of the basic elements of exposition genre mentioned in the literature (orientation, preview, arguments, point elaboration and restatement). The clause complexes in students' essay were categorized based on their interdependent and logico semantic relationship. In regard to the interdependent relationship, the clause complexes are categorized in parataxis and hypotaxis. The projection (locution and idea) and expansion (elaboration, extension and enhancement) are analysed according to the logico –semantic relationship. The findings showed that various mixed typed clauses are mostly found in high proficiency learners whereas the extension parataxis are the dominant clauses in low proficiency learners. Interestingly, critical thinking skills were developed during SFL genre based instruction according to students' journals. Therefore, it is possible to implement critical genre based in EFL educational contexts. The study suggests that it is beneficial for students to applied linguistic resources and understand typical generic structure as mentioned in SFL to develop their critical writing ability.

Keywords: Exposition essay, generic structure development, genre based approach, clause complexes

Key words: classroom discourse, pedagogic register analysis, pedagogic modalities, tertiary pathway course, English as an additional language or dialect (EALD) learners.

Gender in Hypotaxis: Differences in Use between Advanced Male and Female Language Learners

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University of Tabriz, Iran*

Abstract: There are few instances of research on possible differences between male and female learners in terms of their deployment of relations above the clause, and what this useful delicacy in above-the-clause tools of linguistic use afforded by Systemic Functional Linguistics can tell us about gender differences in learner production. Along similar lines, perhaps because there has always been a fear of not being able to draw inherent cognitive extrapolations from such patterned differences, the deployment of taxis and logicosemantic relations among male and female learners of English as a foreign language has not received much attention in research. This study undertakes to look at written essays by 30 male and 30 female advanced Iranian learners in the BA programme of English Language and Literature elicited by and in response to an abstract free topic from task 2 IELTS, to bring out these learners' free hand and real choices in writing. These written essays are then analysed in terms of choices in taxis and logico-semantic relations. The differences emerge between male and female learners according to SFL, semiotic, social and functional in nature. Just a little way away in adjacent disciplines, all this would, in a decided way, also have cognitive implications in terms of gender differences in learners, which is one of the facets of gender studies, alongside the said social, semiotic, ideological and cultural ones. The functional nature of the vast distinctions in choices and networks that systemic functional grammar offers should be used more in Applied Linguistic accounts of learner production, learner differences and fine-tuned pedagogy. Although there is already a vast legacy of contribution of the theory to foreign language pedagogy, there are still many uncharted territories in the vast realm of Systemic Functional Linguistics that could have many insights in store for pedagogical contexts.

Key words: taxis; logico-semantic relations; Gender Differences; Learner English; Written Production

Comparative study of cohesive devices in English and Persian academic writing

Martam Sadat Ghiasian, Payame Noor University, Tehran, Iran

Abstract:

Teaching Persian academic writing as one of the crucial issues seems to have been neglected. Reviewing the written books on writing and editing Persian indicates there is no difference between general and professional Persian and the writers consider formal standards in Persian scripts. On the other hand, paying attention to the text has been done in several academic textbooks in which researchers report quantitative statistics of cohesive devices in their corpus. A foreign language learner advanced in general Persian language who plans to do a master or a PhD degree in medicine cannot write an academic article in her/his field based on the current mentioned books or research. This paper explores specific features of an academic text in English Persian language and elaborate on how and which cohesive ties contribute to producing a fluent and comprehensible text for professional readers. To achieve this purpose, firstly, the data will be extracted randomly from many English and Persian professional articles in different fields of medical, basic sciences, humanities and social sciences published in authentic journals. Secondly, they have been analyzed based on Halliday and Hasan's (1986) cohesive devices. Findings of the study show the crucial role of cohesive devices like reference and conjunction in creating and publishing an English and Persian article. Furthermore, in spite of previous Persian literature considering reference as substitution, and incohesive ellipsis in coordination instead of cohesive ellipsis, substitution and ellipsis cannot be applied in Persian academic writing. In comparison, nominal substitution can be found in English academic texts as verbal and clausal substitution specifically relates to the question-answer process in dialogue (Halliday & Hasan, 1976; Halliday & Matthiessen, 2004). The extracted data from linguistics, psychology, medical and mathematical journal articles and also Altikriti and Obaidat's (2017) records show low frequency of verbal and no instances of clausal substitution in English.

Key words: Functional linguistics, English/Persian academic writing, cohesion, coherence

The Realization of Interpersonal Meaning of Spoken Texts in an EFL International Textbook: A Systemic Functional Linguistics Perspective

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Hikmah Pravitasari, Rangkasbitung Lebak Banten, Indonesia

Abstract: Drawing on systemic functional linguistics (hereafter SFL) as the primary theoretical and analytical framework, this article explores the interpersonal meanings realized in the mood and modality resources of an Interchange series textbook, the fourth edition textbook used for students in level 3 or intermediate. The research aims at examining the social roles and social status, social distance, and speaker persona are presented in the spoken texts of the textbooks. The data for corpus analysis is sixteen texts and the sample to analyse is the first two texts from the analysed texts. The analysis employed a message semantic approach, developed by Hasan (2009) in Thompson et al (2019, p. 500). The findings show that there is a very high frequency of declarative clauses (146 or 53.09%), and 64 or 23.27% of interrogative clauses, and none of the imperative clauses employed in the texts. Additionally, the number of modalisation employed in the sixteen texts are probability (26 or 9.45%), usuality (10 or 3.64%) and, obligation (9 or 3.27%) respectively. This empirical evidence suggests that language textbook designers could include a variety example of interpersonal meaning in upcoming editions of the book. The implication suggests that knowledge of the interpersonal grammar of exchange dealing with the semantics of speech functions and modality could be introduced by language teachers to students explicitly and systematically. This is because the grammar of interpersonal meaning helps language learners to deconstruct or construct spoken interactive texts more successfully. Both teachers and students should have the opportunity to engage critically with textbooks as a sociosemiotic agent, for instance, and how socially connected or distant interlocutors are is likely to influence the degree to which the language used is formal or informal, including the terms of address.

Keywords: Declarative clause, imperative clause, interpersonal meaning; modalisation, systemic functional linguistics

Link to the pre-recorded presentation:

<https://www.youtube.com/watch?v=8NHe4iWN-O4>

Session 2b: SFL & Multimodality & Media

Gender Representation in Tunisian Contemporary Commercial Posters

Manel Mefteh, Sfax, Tunisia

Abstract: The aim of this paper is to study the depiction or creation of gender stereotypes in a corpus of contemporary Tunisian TV commercial posters collected from the internet. Kress and van Leeuwen's (1996, 2006) framework is taken as a starting point to quantitatively and qualitatively analyze a sample of 20 posters portraying women and men in various settings. Findings indicate that stereotyped representations are visually detected. In fact, women are mainly portrayed, in home settings and in the company of their children. Men, in contrast, are mostly depicted in different scenes namely work scenes. However, when portrayed together, unlike women, men appear to be passive in family scenes.

Key words: Semiotic Resources, Tunisian commercial posters, stereotyped portrayals, gender portrayals

Relational patterns as a linguistic classification tool of newspapers: The case of state and private newspapers

Kingsley Cyril Mintah, Wisconsin International University College, Ghana

Abstract: The study responds to the need for linguistic classification of newspapers. It also interrogates the observation by Hasty (2005) that there are some linguistic differences in the language employed in private and public newspapers which projects a possible linguistic classification of newspapers even if the same registers of the newspapers are selected. It focuses on the use of the patterns of the relational processes in some selected state and private newspaper editorials as the means of linguistic identification and characterization. The study employed a mixed method approach in examining political editorials of four newspapers selected through a purposive sampling procedure. To confirm the statistical relevance of the distributions, the research conducted Chi square tests at Pearson's critical value of 0.05. The findings of the research suggest that the patterning of the intensive, circumstantial and possessive types across the identifying and attributive modes are relatively different in quality and quantity across the newspapers. For instance, with the attributive mode, while the state newspapers patterned the relational process in the order of Intensive > Possessive > Circumstantial attribution, the private newspapers followed the order of the Intensive > Circumstantial > Possessive attribution. With the Intensive Attributive process, the private newspapers pattern followed Membership Specification > Phase Attribution > Domain of Attribution order, while the state newspapers followed the order of the Membership Specification > Domain of Attribution > Phase Attribution. With the identifying mode, while the state newspapers patterned the process in the order of Circumstantial > Intensive > Possessive attribution, the private newspapers followed the order of the Intensive > Circumstantial > Possessive attribution. The study concludes that there are significant systematic linguistic patterns that can serve as viable yardstick to distinguish between private newspapers from state newspapers. 4.

Key words: newspapers, relational process, media, register

Towards a pedagogic metalanguage for the teaching of hypermedia

Styliani Karatza, University of Athens, Greece

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Abstract: In today's digital age, engagement with hypermedia, such as websites and homepages, are common literacy practices even amongst the young primary school students. We argue that it is important to develop the students' multimodal literacy (Unsworth & Mills, 2016), that is their use of different semiotic resources (e.g., language, image, colour, layout) for the viewing and representing with multimodal texts, especially in digital contexts, by supporting teachers with a pedagogic metalanguage. Our study focuses on the development of a pedagogic metalanguage for the teaching of hypermedia to primary school students. We draw on the work of Michael Halliday's Systemic Functional Theory, which recognises that meanings are the result of specific choices which are made in specific systems (Halliday & Matthiessen, 2004), and aims to develop students' critical thinking through SF-based multimodal discourse analysis (O'Halloran, Tan, & E, 2017; Lim, 2018). This work follows the earlier approach of developing a pedagogic metalanguage for posters (Lim, O'Halloran, Tan & E, 2015; Lim and Tan 2017), films (Lim & Tan, 2018), and video games (Toh and Lim 2020) to be used in the teaching with secondary schools students. The pedagogic metalanguage for hypermedia will draw upon existing frameworks for multimodal discourse analysis, such as Djonov and Knox (2014) and O'Halloran et al (2019) on webpages and Adami's (2015) on blogs. In this presentation, we will report on the initial findings from our trial with primary school students and reflect on the implications of translating SF-based multimodal research into a pedagogical approach to develop students' multimodal literacy.

Key words: pedagogic metalanguage; hypermedia; Systemic Functional Multimodal Discourse Analysis; teaching of multimodal texts; Primary School students

An East Asian Framework for Interpreting Cultural Representations in Vietnamese Children's Picturebooks

Ngoc Tai Huynh, Vinh To, Angela Thomas & Victoria Carrington

University of Tasmania, Launceston, Australia

Abstract: Among various applications of Systemic Functional Linguistics (SFL) theory was the development of semiotic frameworks for interpreting multimodal texts including the frameworks for analysing children's picturebooks (Martin, Painters & Unsworth; 2013; Serafini, 2010; 2014). On one hand, contemporary semiotic framework has its constraint within Western cultures (Kress & van Leuven, 2006). On the other hand, recent research has revealed limitations of applying contemporary semiotic framework for interpreting cultural representations in Vietnamese children's picturebooks (Huynh, Thomas, & To, 2019; 2020). Furthermore, little research has worked on exploring the usefulness of non-Western analytical frameworks for interpreting cultural representations in East Asian children's picturebooks. To fill such a gap in the literature, this paper firstly introduced an East Asian framework for interpreting visual meanings of images in Vietnamese children's picturebooks. Then, the paper demonstrated the usefulness of such a framework in exploring cultural representations in children's picturebooks about Vietnam. Findings and discussions in our paper will be a significant contribution to research on the theory of multimodality. Also, the proposed analytical framework 2 in this paper will be helpful reference for researchers and teachers to apply in their studies and teachings of intercultural awareness through multicultural picturebooks.

Key words: Cultural representations; Children's picturebooks; Visual meanings; Analytical framework; Multicultural picturebooks

Link to the pre-recorded presentation:

<https://www.youtube.com/watch?v=U1b3G3qSyBc>

Session 2c: SFL & Appraisal

“Invoking Fashion: the language of being knowledgeable about style in newspaper journalism”

Alexanne Don, Sydney, Australia

Abstract:

In this study, I examine a small number of online articles as representative of wider trends in style reporting, and focus on how the authors of these pieces indicate their membership of the cognoscenti of style and trend-aware readers. Through reference to sometimes little-known areas of knowledge within the wider community – names of designers, places where certain styles may be seen, recent developments in clothing manufacture, and other assumed referents - the authors of these articles concurrently evaluate the goods they describe, but also position their readers, and the wearers of these products at the same time. Analysis shows that, in addition to attitude being invoked (evoked) through use of sometimes obscure references, the authors can also be seen to deploy highly heteroglossic discursive resources in promoting their own personae based on intimate knowledge of the industry and the latest trends. In tracing the use and potential recognition of such invoked attitudes, we refer to the notion of a spectrum of invocations (Don 2016) where writers co-position themselves and their addressees through an array of strategies ranging from lexical metaphor through to the use of various types of intertextual reference and extra-textual associations, notably what Humphrey (2015) has termed ‘burnishing’. References: Don, Alexanne (2016) ‘ “It is hard to mesh all this”: Invoking attitude, persona and argument organisation.’ *Functional Linguistics*. 3:9. <https://rdcu.be/byslr> Humphrey, Sally (2015). Building a critical stance in academic and civic discourse: Burnishing and tarnishing. *TESOL International Journal*. Special Issue: Systemic Functional Linguistics and English Language Teaching, Vol 10 (1). 47-61.

Key words: Appraisal, Attitude, invoked attitude, fashion, news media

How much wriggle room? Engagement as a critical resource in engineering discourse

Claire Simpson-Smith, The University of South Australia, Adelaide, Australia

Abstract:

Written engineering discourse is embedded in the social relations between engineer and client. A strong understanding of the client’s needs and the regulatory context is needed in order for engineering writers to be able to frame their evidence as part of a convincing argument. To present this understanding and framing in text, the grammatical resources covered by the ENGAGEMENT framework are crucial. These resources offer the tools with which to position the voice of the writer in relation to the reader and other voices. This paper presents the findings of an investigation of the use of engagement resources in a corpus of professional engineering texts being used persuasive discourse of engineering. The results indicate that engineering writers strategically manipulate the contraction and expansion of the discourse space in accordance with the purpose of the text and to construe a particular persuasive stance. This manipulation either opens or closes the amount of room afforded to the reader to disagree with the propositions presented. Engagement meanings are also graded to increase likelihood of success, and downplay negative perceptions. These findings have implications for the teaching of writing to engineering students.

Key words: Appraisal analysis, Engagement, Persuasion, Engineering, Written Communication

Attitudinal positioning in media discourse: An evaluative study of portrayal of women issues in journalistic commentary during pandemic

Nida Tahseen, University of New South Wales, Sydney, Australia

Abstract:

Women are subject to linguistic discrimination in the way language depicts them (Cameron 2014). There is a rich vein of scholarship available on the representation women in journalistic texts (Black 2015) particularly in news reports. Although some studies indicate that the linguistic representation of gender stereotypes has been weakening over time (Popp et al. 2003), relatively few studies have investigated the linguistic choices adopted in the construction of journalistic commentary in Australian media. In this regard, opinion pieces have been playing a significant role in shaping public opinion on different societal issues particularly those related to women. Therefore, this paper investigates the representations of women in commentary articles published in Australian newspapers (The Australian and Sydney Morning Herald) during the pandemic i.e. between March 2020 and March 2021. It investigates to what extent the ‘commentator’s voice’, as identified by Martin and White (2005) is similar and dissimilar in these newspapers. The study draws on the Appraisal framework (Martin & White, 2005) as a linguistic tool to analyse the attitudinal language of the articles in order to explore the stances adopted by the authors (Graham & Johnston, 2013, p. 23). The findings of the study intend to show the role that evaluative meanings play in the dissemination of authorial identities and the reader/writer relationship.

Key words: Appraisal Analysis, media, women representation, media and linguistics

Investigating How Rhetorical Structuring Supports Stance-taking in the hyperNews of Explanation Essays by Associate Degree Business Students

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Abstract:

In written texts, the dynamic flow of interpersonal meaning (e.g. APPRAISAL, Martin & White, 2005/2007) is commonly attributed to textual organisation. Evaluation tends to bundle in the textual boundaries, specifically at the positions of hyperTheme and hyperNew (Hood, 2010), propagating the writer’s overall stance across the phase of text, or in the form of paragraph. According to Hood (2010), the “punch” is stronger in the hyperNew, with an aim to “move the conditions of community alignment along” (p. 156). Such writer/reader positioning through semiotic punch were also discussed in Martin (1995) through variations in how modality is articulated. However, it is yet to be made specific as to how a stronger interpersonal punch is achieved in the hyperNew, while one possible explanation is that a more frequent coding of attitude occurs in the concluding component of a paragraph (Hood, 2010, p. 155). In light of this, the present paper seeks to extend the study on interpersonal punch through examining ten factorial and consequential explanation texts written by business associate degree students. Adopting a discourse-semantic perspective, the present paper investigates how APPRAISAL is organised in rhetorical complexes (Matthiessen, 2002) of rhetorical paragraphs. This aims to shed light upon how a paragraph is concluded with an insight into the topic, which goes beyond a simple restatement of the hyperTheme. The present paper will close with a brief discussion on pedagogical implications, such as what kind of scaffolding or guiding questions are feasible for elucidating the requirements for a “punchier” concluding sentence.

Key words: Appraisal, rhetorical relations, logico-semantic relations, explanation genres, novice academic writing

Link to the pre-recorded presentation:

https://www.youtube.com/watch?v=UP_XBQgRJ_M

Ideological Stance Disclosed by the use of Appraisal and Irony in a Film

Sebastian Andres Amado, Argentina

Abstract: Both forms of interpersonal meanings, the use of appraisal and the use of irony, take part in an inferential model of communication, in which the right inferences or assumptions on the part of the interlocutor are crucial to the success of communication. This paper aims to describe various ways of linguistic realization of interpersonal meanings in language use; the purpose of this description is to show that our choice of words may not only transmit ideology but also influence our interlocutors' ideas. Ideological stance is considered from a Critical Discourse Analysis (CDA) perspective which delves into the dialectal relationship between discursive and social structures (Fairclough, 1989). The analytical framework is based on Systemic Functional Linguistics (Halliday, 1994), mostly on Appraisal Theory (Martin & Rose, 2003). In order to show some different strategies to convey ideology, the use of appraisal and irony in Moore's movie 'Capitalism: A love story' (2009) is analysed. Quantitative methods are adopted to analyse the data. Findings show that our lexical choices disclose our most intimate ideology.

Keywords: ideology, appraisal, irony, interpersonal metafunction.

Link to the pre-recorded presentation:

<https://www.youtube.com/watch?v=ELvAmeLAorU>

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