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

16 to 19 November 2021

DAY 3 SCHEDULE: THURSDAY, 18 NOVEMBER (Hobart/Sydney/Melbourne time)

Time	Parallel 1 (Breakout Room 1)	Parallel 2 (Breakout Room 2)	Parallel 3 (Breakout Room 3)
9:00-10:00	**Plenary 1: Dr Emilia Djonov** (Chair: Dr Shoshana Dreyfus) From studies of software to digital literacy pedagogies: A critical multimodal approach		
10:00-10:30	**MORNING TEA**		
10:30-12:30	**Session 1a: SFL Presentation** (Chair: Dr Vinh To) **SFL & Appraisal** **Jumani Clarke** The politics of praising the dead and synergies between Appraisal Theory and classic rhetorical stylistics **Yaser Hadidi, Ali Dezhkameh and Nasim Layegh** Grammatical Metaphor and Invoked/Inscribed Attitude in Tory Discourse **SFL & Education** (pre-recorded) **Nurhadianty Rahayu and Siti Ulfa Musyarofah** Standing on Middle Ground: When Teacher's Reflection and Student's Perceptions Meet https://www.youtube.com/watch?v=pruuYp0-QGE **Nana Zhou** Disciplinary English—New Trend in ELT https://www.youtube.com/watch?v=OKvMCDLzAqo	**Session 1b: SFL & LCT Presentation** (Chair: Dr Thomas AMUNDRUD) **Mark Brooke** Football Yada Yada: Learning how to reflect critically about sport as a social field **Jiani Chen and Michele Zappavigna** "We do the right thing. Period." – How Uber attempted and failed to bond with audiences on Twitter **Yuanyuan Zhang, Marta Alexandre and Yuzhong Zhou** Discovering knowledge-knower structures of the approaches to Language Policy and Planning based on LCT and SFL **Thomas Amundrud** What's going on? - Exploring early-career teacher practices through SF-MDA and LCT	**Session 1c: Pre-recorded Presentation Discussion** **SFL & Multimodality & Media** (Chair: Dr Shoshana Dreyfus) **Yongming Shi** Evoking emotions in picturebook images: a Multimodal Discourse Analysis Perspective https://www.youtube.com/watch?v=CARIPADlYrY **Haneen Aljuhani** Remixed Internet Memes of Depression in the Arab and Western Cultures https://www.youtube.com/watch?v=54-vIZMRqNs **Jowayreyah Mishiming** Player Immersion in the Interactive Narratives of Video Games: A Multimodal Discourse View to The Witcher 3 as a Case https://www.youtube.com/watch?v=AzHhoI9j49c **Shanghao Wang** A Discursive Construction of Ambient Identities in Comments on Doctor-patient Conversations Videos https://www.youtube.com/watch?v=wbNh3X4y808
12:30-13:30	**LUNCH**		

Time	Parallel 1 (Breakout Room 1)	Parallel 2 (Breakout Room 2)	Parallel 3 (Breakout Room 3)
13:30-15:30	**Session 2a: Pre-recorded Presentation Discussion** (Chair: Dr Angela Thomas) **Typology** **Lanhui Zhu** A Re-examination of the Validity of the Typological View of Mandarin as a Topic-Prominent Language: A Quantitative Study https://www.youtube.com/watch?v=NGv8Z-toALs **Translating** **Inako Ayumi** Glossing as choice: A contingent approach to the methodology of glossing. https://www.youtube.com/watch?v=_6Zn8pFMpUE **SFL & Multimodality & Media** **Litiane Macedo and Bernadette Hofer-Bonfim** A Transitivity Analysis of Covid-19 anti-vax discourses in Brazilian Portuguese and German on Twitter. https://www.youtube.com/watch?v=21-Pj6hP3Xw **Yanmei Gao** Language-Image Interaction in Online Texts of Classical Chinese Poems https://www.youtube.com/watch?v=1T6o3pzCh2U	**Session 2b: Pre-recorded Presentation Discussion** (Chair: Dr Thomas AMUNDRUD) **SFL & LCT** **Billy Meyer** Genre + Sequencing = Power Composition? https://www.youtube.com/watch?v=7p_3YpzTiYY **Xiaolei Shi** On the construction of chemistry knowledge from a perspective of technical terms https://www.youtube.com/watch?v=tBVdSpOKwLA **SFL & Health** **Zao May Ooi and Sridevi Sriniwass** A Systemic Functional Linguistic Investigation into the Mental Health Community: Articulating Personal Recovery for Collective Healing https://www.youtube.com/watch?v=HrOOeCYpnS0 **SFL & Appraisal** **Fevzudina Saračević and Liljana Mitkovska** Appraisal on internet forums: analysing Engagement in Macedonian forum discussions on COVID-19 https://www.youtube.com/watch?v=G3EIGceJgVY	**Session 2c: Pre-recorded Presentation Discussion** **SFL & Multimodality & Media** (Chair: Dr Shoshana Dreyfus) **Awni Etaywe** The role of bonding in the (de)legitimization of violence in extremists' public threatening communication https://www.youtube.com/watch?v=i6HBTgFvMbY **Tehmina Farrukh and Sajjad Rasool** Memes of Mockery: Transitivity Analysis of Memes Related to Umar Akmal https://www.youtube.com/watch?v=zTCPk3Fz7kg **Rahaf Assaedi** Representation of the Cultural Identity in Advertisements on Saudi National Day: A Multimodal Critical Discourse Reading https://www.youtube.com/watch?v=dBVr_JXImf0 **Olivia Inwood** Analysing Affiliation and Legitimation in YouTube Conspiracy Videos https://www.youtube.com/watch?v=1ZvyJQJkQCk
15:30-16:00	**AFTERNOON TEA**		
16:00-17:00	**Plenary 2: Prof. Karl Maton & Y. J.Doran** (Chair: Dr Shoshana Dreyfus) Constellations: The significance of relations among ideas for building knowledge		

Plenary 1: Dr Emilia Djonov, Macquarie University, Sydney, Australia

Title: From studies of software to digital literacy pedagogies: A critical multimodal approach

Abstract:

From office applications to social media platforms, software tools have significantly increased the ease of using different communication modes and media and have become essential technologies for making meaning and participating in a steadily growing range of social practices. Research on multimodality can therefore no longer restrict its focus to different semiotic resources, texts and interactions. It also needs to consider how software tools privilege some semiotic resources and ways of making meaning, and thereby promote certain semiotic and social practices, while excluding or backgrounding others.

This presentation introduces a model that we have developed for critical multimodal studies of software as a semiotic technology (see Djonov & Van Leeuwen, 2011; 2012; 2013; 2018a; 2018b; Van Leeuwen & Djonov, 2013, 2015; Van Leeuwen, Djonov & O'Halloran, 2013; Zhao, Djonov, & Van Leeuwen, 2014). In reviewing the model's development, I will highlight how our studies of the design and use of semiotic software and discourses about semiotic technologies led us to re-evaluate and adapt concepts from systemic functional linguistics (Halliday, 1978, 1994) and social semiotic theory (Kress, 2010; Kress & Van Leeuwen, 2001; Van Leeuwen, 2005) such as 'system', 'text', 'instantiation' and 'markedness'.

I will then review research on digital literacy pedagogies and propose ways in which our model could inform the design of pedagogies that encourage children to adopt a critical multimodal perspective towards software as a semiotic technology. This proposal will draw on a small number of case studies of children's use of software for designing multimodal texts, including the LEGO stop-motion animation that a 10-year-old child created to represent a scene from William Joyce's award-winning narrative *The Fantastic Flying Books of Mr. Morris Lessmore*.

Key words: semiotic technology, software, children's digital literacy, critical multimodal studies

Biography:

Dr Emilia Djonov is Senior Lecturer at Macquarie University, Australia. Her research interests and expertise lie in social semiotics, critical and multimodal discourse analysis, early language and literacy, and multiliteracies education. Drawing on social semiotic theory and systemic functional approaches to language and multimodality, she has examined the interaction between the design of hypermedia texts and semiotic technologies and their use. Djonov's research has been published in journals such as *Discourse: Studies in the Cultural Politics of Education, Critical Discourse Studies, Visual Communication*, *Social Semiotics*, *TESOL Quarterly* and *Text & Talk*. She has co-edited the volumes *Critical Multimodal Studies of Popular Discourse* (Routledge, 2014, with Sumin Zhao) and *Advancing Multimodal and Critical Discourse Studies* (Routledge, 2018, with Zhao, Björvall and Boeriis).

Plenary 2: **Prof. Karl Maton,** University of Sydney, Sydney, Australia
Dr Yaegan. J.Doran, Australian Catholic University, Sydney, Australia

Title: Constellations: The significance of relations among ideas for building knowledge

Abstract:

Academic discourse is complex. Subject areas not only comprise a large number of ideas, belief and practices, they also involve numerous ways of relating those stances together. Yet how relations among ideas may shape how best to teach (or present research about) those ideas remains underexplored. Most approaches to education suffer from knowledge-blindness: they do not see knowledge as an object of study whose forms help shape educational practices. So, questions of where to start and how to proceed through a set of ideas remain underexplored. In this talk we introduce the method of *constellation analysis* from Legitimation Code Theory as a way of showing that relations among ideas affect how they are taught. We focus on scientific explanations and offer as simple an analysis as possible of differences between how they relate together ideas. Specifically, we analyse explanations of the tides and seasons. In each case we analyse the logic of explanations presented in school textbooks and compare this 'constellation' to how the explanation is taught in a classroom. These analyses show that explanations of seemingly similar kinds of phenomena differ in terms of how ideas are related together and that the logic of these relations impacts on how they are taught in classrooms. We conclude by suggesting that constellation analysis offers huge potential as a practical tool for researchers, curriculum designers, educators and students.

Key words: Legitimation Code Theory, field, knowledge, science education, explanations

Biography:

Karl Maton is Professor of Sociology at the University of Sydney, Director of the LCT Centre for Knowledge-Building, and Visiting Professor at Rhodes University and the University of the Witwatersrand in South Africa. He is the creator of Legitimation Code Theory (LCT), which is being widely used to shape research and practice in education, sociology and linguistics. His most recent books include: *Knowledge and Knowers* (2014, Routledge), *Knowledge-building* (2016, Routledge), *Accessing Academic Discourse* (2020, Routledge), and *Studying Science* (2021, Routledge). The last two are collections bringing together cutting-edge ideas from Legitimation Code Theory and systemic functional linguistics. See: http://www.legitimationcodetheory.com for more about LCT.

Y. J. Doran is a researcher at the University of Sydney who focuses on language, semiosis, knowledge and education, spanning the interdisciplinary fields of educational linguistics, multimodality, and language and identity. He works primarily on English and Sundanese, and from the perspectives of Systemic Functional Linguistics (SFL) and Legitimation Code Theory (LCT). His book, *The Discourse of Physics: Building knowledge through language, mathematics and image*, was published by Routledge in 2018. He is also an editor of *Accessing Academic Discourse* (2020, Routledge), and *Studying Science* (2021, Routledge), which bringing together ideas from SFL and LCT.

Session 1a: SFL Presentation

The politics of praising the dead and synergies between Appraisal Theory and classic rhetorical stylistics

Jumani Clarke, University of Cape Town, Cape Town, South Africa

Abstract:
Funeral orations are an example of epideictic oratory, which is the branch of rhetoric that speakers draw upon to perform praise or blame foremost with regard to the present with elaborate and decorative language, the kind of speech characteristic of occasions of ceremony and entertainment, as opposed to forensic and deliberative oratory, which concern the past and the future respectively according to Aristotle writing in the 4th century BC. However, while the ornamental style of extant orations offered delivered by prominent Athenian citizens in the classical period in honor of fallen citizen-soldiers can be characterized in terms of style according to the western tradition of rhetorical stylistics practiced over the centuries from antiquity until at least early modern times, it is interesting to ask how Appraisal Theory compares as an alternative method of analysis with which to situate such texts in their context. In this talk, by analyzing a funeral speech by Demosthenes delivered in 338 BC in honor of the fallen citizen-soldiers of the battle of Chaeronea and a speech by Julius Malema at the funeral of Winnie Mandela in 2018 with both methods, I highlight how each speaker used their oration to achieve their political objectives, as well as how classical rhetorical stylists can supplement Appraisal Theory.

Keywords: Rhetoric, Stylistics, Appraisal theory

Grammatical Metaphor and Invoked/Inscribed Attitude in Tory Discourse

Yaser Hadidi, Ali Dezhkameh and Nasim Layegh
University of Tabriz, Tabriz, Iran

Abstract:
Formal political addresses targeting audience transformation to manipulate the collective critical mindset is thought to accompany systemic functional devices like Grammatical Metaphor that help the speaker introduce the condensing or cross-mapping needed for the direction and meaning the message is supposed to take. The evaluative system of attitude is also manipulated to such effects at the same time, geared to grappling with and subduing the arguments from the opposition bench as well. This study means to look at a sample of discourse produced by the major officials from the Tory Government in the British House of Commons in the past two years, especially their Covid-related rhetoric. The aim is to see and analyze to what extent the deployment of Grammatical Metaphor coincides with inscribed or invoked attitudinal choices in their discourse. In the language by these Tory politicians loudly touting their spearheading the battle against the pandemic that they try to justify as being judiciously navigated with unrivaled acumen, there seem to be interesting synergies between the systemic and functional properties of Grammatical Metaphor and Inscribed Attitude. The two systems seem to work in tandem towards these so-called frontline Tory soldiers boldly and unceremoniously defending their strategies and justifying their chosen means of handling the pandemic. Such combined tools of discourse and systemic analysis as used in this study can help illuminate how politicians might, in some contexts, cast aside all implicitness of the message and discursive indirectness, defending their methods and decisions, however wrong, using inscribed positive attitude accompanied by Grammatical Metaphor to boldly and rather fearlessly justify what they want to portray as their well-entrenched positons and uniquely wise decisions.

Key words: Grammatical Metaphor, Inscribed and Invoked Attitude, Tory Cabinet, Covid

Standing on Middle Ground: When Teacher's Reflection and Student's Perceptions Meet

Nurhadianty Rahayu and Siti Ulfa Musyarofah
STKIP La Tansa Mashiro, Lebak, Indonesia

Abstract:
Studies on the affordances and challenges of implementing Systemic Functional Linguistic (SFL)-informed genre-based writing instruction (GBWI) has been plentiful. However, the use of Exploratory Practice (EP) in informing the implementation of a year-long SFL-informed GBWI has been underexplored. EP is a safe space for both teacher and students to develop a more profound understanding of their learning issues by discussing things that puzzle and acknowledging that answers might not be immediately available (Allwright, 2017; Poole, 2015). Essential to EP is the act of understanding before solving problems, which can be explored through learning puzzles. Puzzles are then evaluated and reflected to inform pedagogic manoeuvres during the implementation of SFL-informed GBWI based on students' learning needs. Students' learning diaries and after-class reflections are then scrutinized in the lens of Martin & White (2005) APPRAISAL framework to measure students' AFFECT and JUDGEMENT towards the learning experiences. Analysis of ATTITUDE provides a clue towards the rhetoric of empathy in students' puzzle narratives. The study is conducted at a private teacher training college in Indonesia in which there are twenty pre-service teachers who learn to write in English. The findings show that discussing learning puzzles and comprehending students' reflection can promote openness and empathy in which there is improvement in the quality of classroom life which results in a more fine-tuned pedagogic intervention. The article concludes by outlining some implications for analysis of students' AFFECT and JUDGEMENT to inform future implementation of SFL-informed GBA that can be conditioned based on students' voice and their learning pace.
Keywords: SFL-informed GBWI, Foreign Language Writing, Appraisal, framework, Learning Puzzles, Reflection
Link to the pre-recorded presentation:
https://www.youtube.com/watch?v=pruuYp0-QGE

Disciplinary English—New Trend in ELT

Nana Zhou, Hainan University, Haikou, China

Abstract:
Disciplinary English is a newly-emerged approach in English Language Teaching even though many relevant studies have been done in other existing approaches such as English Medium Instruction (EMI), Content and Language Integrated Learning (CLIL) and etc. In this article I gave a description to disciplinary English: a response to the learners' needs for specific disciplinary knowledge as well as the corresponding linguistic knowledge in English in a local context. It indicates three basic components—disciplinary knowledge, the corresponding linguistic knowledge and local context which constitute its essence and function as the distinguishable features in ELT. I also revised the model of approaches to language and content teaching developed by Galloway & Rose (2018) to display its relation with language and content compared with other approaches in English language teaching. By reference to this revised model, it is easy to distinguish these current approaches in ELT. To figure out the status of disciplinary English, I discussed the relevant studies on learning and teaching of disciplinary knowledge in English, including approaches, methods, and objectives all of which show what have done previously and implicate what we can do now. This article also articulates why disciplinary English should be put forward as an independent approach as well as its significance for internalization of disciplinary knowledge in English.

Keywords: disciplinary English, linguistic knowledge, disciplinary knowledge local context, English Language Teaching, the revised model of approaches to language and content

Link to the pre-recorded presentation:
https://www.youtube.com/watch?v=OKvMCDLzAqo

Session 1b: SFL & LCT Presentation

Football Yada Yada: Learning how to reflect critically about sport as a social field

Mark Brooke

Abstract:
The presents key learning outcomes of a Sport and Socialization module which is to enable students to select an appropriate theoretical framework for an IMRD academic paper and to use the framework in research design as well as interpreting empirical data collected through qualitative or mixed method research. Undergraduate students taking this course tend to be newcomers to Sociology, and consistently indicate a lack of knowledge of the frameworks commonly applied. However, these theories are essential as they enable us to explore social phenomena using a toolbox of concepts, and in so doing, they provide us with "a framework for asking questions … to help predict and explain what is happening; and a guide for making informed decisions" (Beedie & Craig, 2010, p. 44). A theory also simultaneously identifies the axiological positioning of the user towards the social phenomenon in question. In this way, effective theory application is capable of having a 'real impact on how we perceive our own individual place in the world and how our experiences actively reflect broader processes of social change' (Miles, 2001, p.1).

The research study was conducted over six semesters from Academic Year (AY) 2018-2019 to AY 2020-2021. In each semester, there were four groups of 15 or 16 male and female second-year undergraduate students from multiple faculties, including Science; Engineering; Business; Law; Arts and Social Sciences. The paper explores the knowledge building processes that facilitate students' learning and application of theoretical frameworks. Semantics (Maton, 2013; Maton & Doran, 2017), one of the dimensions of LCT, comprising semantic gravity and semantic density, and SFL's Attribution, from the APPRAISAL system (Martin & White, 2005) are enacted. Semantic density and semantic gravity explore both condensation of meaning and relationships between knowledge structures. Attribution demonstrates how writers acknowledge academic sources. The research

"We do the right thing. Period." – How Uber attempted and failed to bond with audiences on Twitter

Jiani Chen and Michele Zappavigna
The University of New South Wales, Sydney, Australia

Abstract:
This presentation explores the function of affiliation in corporate crisis communication on social media through a case study of an unsuccessful image repair campaign by Uber. This "Moving Forward" campaign was launched in 2018 after a series of serious public relations crises. The presentation focuses on two issues: (1) how Uber attempted to bond with the ambient Twitter audience and different types of audiences (e.g., drivers, riders, and bystanders), and (2) how affiliation was negotiated between Uber and these audiences. Multimodal discourse analysis and an SFL affiliation framework (Knight, 2010a, 2010b; Zappavigna, 2018) were used to analyse Uber's tweets and replies by other users, sampled for detailed coding using a grounded theory approach. The study found that Uber tabled bonds through multimodal ideation-attitude couplings (Martin, 2000, 2008). These couplings were both verbal and visual (embedded images and short videos), and functioned to convoke affiliation with the ambient audience through various types of bonds. These bonds centred around Uber's new company values and culture, introduced to correct Uber's cultural problems. They functioned to promote Uber as a reformed, respectful, humble and caring company. The analysis of the comments, however, showed that the bonds were generally dismissed, rejected, refuted, or ridiculed in the feed of replies. Replies, especially by Uber drivers, instead rallied around couplings negatively evaluating Uber as greedy and hypocritical. The main finding was that that Uber's attempt to bond with the audiences was unsuccessful due to its failure to address the audiences' concerns.

Keywords: Systemic Functional Linguistics, Affiliation, Multimodal discourse analysis, Social media, Corporate crisis communication

findings are presented through several selective codes essential to the process of teaching students how to apply these theoretical frameworks. These are: semantic waves; semantic ranges; entry points of abstraction; upshifts and downshifts; semantic flow; and semantic threshold.

Beedie, P., & Craig, P. (Eds.). (2010). Sport sociology. Learning Matters.
Maton, K. (2013). Making semantic waves: A key to cumulative Knowledge-Building. Linguistics and education, 24(1), 8-22.
Maton, K., & Doran, Y. J. (2017). Semantic density: A translation device for revealing complexity of knowledge practices in discourse, part 1—wording. Onomázein: Revista de lingüística, filología y traducción de la Pontificia Universidad Católica de Chile, (1), 46-76.
Martin, J. R., & White, P. R. (2005). The language of evaluation (Vol. 2). Palgrave Macmillan.
Miles, S. (2001). Social theory in the real world. Sage.

Discovering knowledge-knower structures of the approaches to Language Policy and Planning based on LCT and SFL

Yuanyuan Zhang, Ningxia University; Yinchuan University of Science and Technology, China
Marta Alexandre, ESECS, Polytechnic Institute of Leiria; CELGA-ILTEC, University of Coimbra, Leiria, Portugal

Abstract:
Language planning can be defined as a body of ideas, laws and regulations (language policy), change rules, beliefs, and practices intended to achieve a planned change (or to stop change from happening) in the language use in one or more communities (cf. Kaplan & Baldauf 1997). Theoretical approaches to language policy and planning (LPP) have developed for 60 years resulting from language problems of the modernization of developing countries gaining independence, and include the classical approach, the language management approach (Language Management Theory, LMT), the domain approach and the critical approach (Baldauf 2012). Produced from different socio-historical and/or philosophical frameworks, these approaches emphasize positivism (epistemic relation) or constructionist relativism (social relation). The key variable which separates the older, positivistic approaches from the newer critical ones is agency, that is, the role(s) of individuals and collectivities in the processes of language use, attitudes, and, ultimately, policies. This paper analyzes the premises of the current theoretical approaches to LPP, focusing on the concepts of knowledge and knower and applying analythical categories provided by Legitimation Code Theory (Maton 2014) and by Discourse Semantics (Martin & Rose 2003). Following a previous cartography of scientific knowledge in Portugal (Alexandre 2012), an exploratory scrutiny is applied to classifications of theoretical approaches to LPP from Baldauf, Reaume & Pinto, and Neustupny, in order to chart the historic approach change of LPP by means of knowledge code, knower code, elite code and relativist code, and explore the discursive representation of knowers and knowledge in the context of language management.

What's going on? - Exploring early-career teacher practices through SF-MDA and LCT

Thomas Amundrud, Nara University of Education, Japan

Abstract:
How teachers embody their pedagogy through their use of gesture, space, and other classroom modalities, and the connection of these extralinguistic modes to the language of both their day-to-day teaching and larger curricula, is of long-standing interest to researchers in various fields. Through its perspective on language and other modes as meaning-making resources, SF-MDA (Systemic Functional-Multimodal Discourse Analysis) is uniquely placed to provide valuable insights into how teachers enact their pedagogy. The present research pairs this SF-MDA lens with that of Legitimation Code Theory (LCT), which provides an expanding methodological toolkit to, for instance, examine though Semantics the density and complexity of knowledge practices conveyed in classroom language and action, and through Autonomy their connection to other fields of knowledge. This presentation will share data and tentative findings from continuing research into two early-career Japanese secondary English as a Foreign Language (EFL) teacher's pedagogic practice, for which such insights may be particularly valuable. This presentation will further develop these paired approaches, use them to explore what went on in the classroom data observed, and elucidate how these tools might help researchers assist new teachers such as these two examine and improve their teaching. Time will be allotted for the audience to discuss and explore the challenges and potentials of combining these two approaches.

Session 1c: Pre-recorded Presentation Discussion

Evoking emotions in picturebook images: a Multimodal Discourse Analysis Perspective

Yongming Shi, Xi'An Jiao Tong Liverpool University, Suzhou, China

Abstract:

This presentation reports an investigation of the bi-modal construal of the emotions of story characters in picturebooks. While picturebooks have been considered as a significant educational tool for developing emotional literacy for children (Nikolajeva, 2013), the evaluative aspects of picturebooks have been insufficiently explored. Against this background, the current investigation aims to further expand the understandings of the visual meaning-making mechanism in relation to the evaluative aspects of the picturebook stories, from a SF-MDA (Systemic Functional Multimodal Discourse Analysis) perspective. The data of the current study consists of two Chinese picturebooks for mature readers, namely Turn Left, Turn Right (Liao, 1999) and The Starry Starry Night (Liao, 2009). The findings suggest three general strategies of evoking evaluative meanings in picturebook images, namely [figurative], [intensive] and [affording]. Together with verbal resources of evocation attitudes, these three visual meaning-making strategies are found to be significant in construing various specific social emotions of story characters. In so doing, readers are maximally invited to participate in the interpretation of the emotions of story characters. This investigation makes contribution to the description of visual evaluative meanings in relation to story characters in picturebooks, by specifying the ways in which visual images evoke evaluative meanings from readers. Furthermore, the current investigation also provide a strong basis for conducting educational studies investigating how teachers and young readers engage with the evaluative meaning-making aspects of the picturebooks, such as the interplay of visual symbolic qualities and lexical metaphor, identified in the current investigation.

Keywords: multimodal discourse analysis, evaluative meanings, social semiotics, Chinese picturebooks

Link to the pre-recorded presentation:

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

Player Immersion in the Interactive Narratives of Video Games: A Multimodal Discourse View to The Witcher 3 as a Case

Jowayreyah Mishiming

College of Languages and Translation, University of Jeddah, Jeddah, Saudi Arabia

Abstract:

Video games have taken the concept of narrative into a whole new level introducing storytelling with the element of interactivity. Interactivity enables video game players a sense of agency to control the path of narrative, determine several story devotions and endings, and render the narrative as compelling and highly immersive. This study therefore aims to explore the way players interact with the multimodal components of the cutscenes, meaningfully interpret their elements as implemented within the social semiotic system of the game world to make their decisions. The study examines four interactive cutscenes that possibly play into a set of 10 different cutscenes depending on the player's decisions upon the interactive moments. The choices are offered to the player as textual inputs in the form of dialogue-response options accompanied with several multimodal semiotic resources. Each decision counts as either a positive or negative ending point leading to one of three extensive epilogues: good, bad, and neutral. The study investigates the multimodality of the interactive cutscenes employing Halliday's Systemic Functional Grammar (2004; 2014) along with Kress and van Leeuwen (2006) multimodal discourse analysis model to analyze the way language, along with accompanied semiotic resources, play a role in relating what is said and written to the narrative context of the virtual game's world and enhance agency in decision making. Preliminary results of the verbal and visual analyses showed a prominent use of material and mental clauses as to indicate a course of change in the flow of events, externally and internally is consistently taking a place. Similarly, the narrative structure is frequently represented in action and reactional processes to indicate the agentive role the player takes over the narrative. Therefore, the study sheds light on the concept of interactive narrative as utilized within video games taking the narrative into a further stage.

Keywords: SF-MDA, Video Games, Interactive Narrative, The Witcher 3, Multimodality

Link to the pre-recorded presentation:

https://www.youtube.com/watch?v=AzHhoI9j49c

Remixed Internet Memes of Depression in the Arab and Western Cultures

Haneen Aljuhani, University of Jeddah, Jeddah, Saudi Arabia

Abstract:
Internet memes are iterated and remixed messages shared and spread widely to represent a shared ideology in a community of a particular digital culture. Mental illnesses, e.g. depression, make a sensitive area treated and received variably across cultures. Inevitably, therefore, various cultures make special uses of internet memes to represent prevalent ideologies pertaining to mental illness. This study compares Arab and Western remixed internet memes of depression to identify the intertextual and socio-semiotic features of the resources that realize mental illness representations in these cultures. It explores how remixed internet memes associated with depression change their textual mode in order to promote different ideologies. To do so, a total of 30 Arabic and English internet memes have been collected from Facebook according to multiple collection criteria and by using 6 keywords in different combinations. Later, they have been classified into internet memes that are directly and indirectly related to depression. Socio-semiotic systemic functional-multimodal discourse analysis tools are employed to analyze the remixed internet memes. More specifically, Kress and van Leeuwen's (2006) model is utilized to realize the compositional meanings in the visual field, while, Halliday's (2004; 2014) model is employed to analyze the textual discourse to realize the experiential meanings. The results of the visual analysis are in line with the recently published third edition of Kress and van Leeuwen's (2021) suggesting that today's visual compositions have large quantities as Center-Margin compositions. Also, the highest experiential process is the material process which indicates that depression is seen as an outer world experience rather than an inner world one in both Arab and Western internet memes. This study increases awareness regarding the implemented ideologies in remixed internet memes and fills the gap in literature in distinguishing between Arab and Western internet memes in terms of ideology, intertextuality and socio-semiotic features.
Keywords: internet memes, depression, ideology, culture, remixed memes
https://www.youtube.com/watch?v=54-vIZMRqNs

A Discursive Construction of Ambient Identities in Comments on Doctor-patient Conversations Videos

Shanghao Wang, Peking University, Beijing, China

Abstract:
Research on social media health communication has been driven by interdisciplinary nature due to the multiplicity of social media. Drawing on the theory of ambient affiliation by Zappavigna (2013) grounded in systemic functional linguistics, this study explores how viewers commune putative viewers align around particular shared values through comments. The corpus-assisted discourse analysis identifies two types of ambient affiliation in the comments. The attitudinal ambient affiliation, realized by couplings of "ideation + interpersonal: attitude" (e.g., positive judgement towards the doctor, negative appreciation towards the disease, etc.), shows that the attitudinal ambient affiliation is constructed unitarily through an empathy bond with putative viewers; and the non-attitudinal ambient affiliation, realized by couplings of "ideation + interpersonal: MOOD" (e.g., declarative clauses to share self-experience, interrogative clauses to consult symptom to the doctor, etc.), shows that the non-attitudinal ambient affiliation is constructed multifaceted through bonds of shared experiences. The results demonstrate that the basic type of ambient affiliation constructed through comments refers to non-attitudinal one, which indicates that viewers tend to look for provision of social support or suggestion through ambient affiliation with the doctor or other viewers. It is hoped that the study provides implications for theoretical studies of affiliation, and for doctors to promote effective social media health communication via doctor-patient interaction videos.

Keywords: Ambient affiliation, comments, social media health communication, doctor-patient interaction video, attitude, MOOD

Link to the pre-recorded presentation:
https://www.youtube.com/watch?v=wbNh3X4y808

Session 2a: Pre-recorded Presentation Discussion

A Re-examination of the Validity of the Typological View of Mandarin as a Topic-Prominent Language: A Quantitative Study
Lanhui Zhu, Nanning Normal University, Nanning China

Abstract:
The typological view of Mandarin as a Topic-prominent language (TP language) has been exerting great influence since it was first proposed by Li and Thompson in the1980s. While this typological view is generally considered valid, many studies have questioned its validity since the 1980s (e.g., Breivik, 1984; Schlobinski and Schütze-Coburn, 1992; Sasse, 1995; Chen & Gao, 2000; Paul, 2002; Lapolla, 2009; Liu, 2009; Kimmelman, 2015; Sze, 2015). Among these studies, only three studies (Chen & Gao, 2000; Lapolla, 2009; Liu, 2009) have directly challenged this typological view by providing quantitative findings. However, closer observation shows that the findings generated from these three quantitative studies can neither support nor refute the typological view of Mandarin as a TP language as the definition of Topic, the criteria for the identification of Topic and the scope of Topic-Comment sentences (TCS) adopted by the three quantitative studies are different from it adopted by Li and Thompson (1981).

To complement previous findings and respond to the call for the re-examination of the validity of the typological view of Mandarin as a TP language, this study has also carried out a quantitative analysis by using spoken data under the guidance of Systemic Functional Linguistics (c.f. Halliday & Matthiessen, 2014). Consistently following the definition of Topic, the criteria for the identification of Topic and the scope of TCS adopted by Li and Thompson (1981), this study found out that out of a total number of 34,458 clauses generated from the spoken data selected by this study, the number of TCS is only 956 and 2.77%. With this small amount and the low percentage of TCS, this study cannot support the typological view of Mandarin as a TP language. Findings from this study would contribute to the development of studies of the Chinese language and general linguistics.

Glossing as choice: A contingent approach to the methodology of glossing
Inako Ayumi, Kobe City University of Foreign Studies, Japan

Abstract:
Interlinear unit-by-unit glosses can be understood as 'giv[ing] information about the functions, classes and lexical translations for linguistic items' (SLaM 2018). That is easier said than done, since functions, classes and/or lexical translation of any linguistic items themselves are often the goal, not the starting point, of a linguistic exploration. Standardised glosses are useful in the context of language typology (Lehmann 1982, SLaM 2018, Martin, Doran & Figueredo 2019), but may risk downplaying or ignoring other aspects of the language that are yet to be standardised. The alternative approach considers that glossing is a matter of choice that is contingent on the purpose of the study for which glossing is used, while acknowledging the inevitable distortion of the meaning made in the original text (McDonald 2008). This contingent glossing provides a wider perspective on how linguistic items are presented: ready to be, but not yet, analysed. Standardised glossing can be considered as one of the options that linguists can choose if, for instance, the purpose is typological comparison. Conceiving of glossing as an active choice involved in different stages of the process is a useful way to establish a methodology for contingent glossing. Inako (2017) discussed stages of romanisation, segmentation, item-by-item annotation, and group-, clause- and/or clause-complex- level translation, but there is also the initial stage where the choice of whether or not to provide a gloss is made. Each stage needs revisiting from a more general perspective in relation to the purpose of glossing, the readership, the relationship between the language to be glossed and the language of the glossing, among others. In this paper, I focus on the stage of transcription and discuss possible options and issues involved in transcribing Japanese using roman alphabets incorporating historical, dialectal and political perspectives.

Keywords: glossing, contingent approach, methodology, transcription, Japanese
Link to the pre-recorded presentation:
https://www.youtube.com/watch?v=_6Zn8pFMpUE

A Transitivity Analysis of Covid-19 anti-vax discourses in Brazilian Portuguese and German on Twitter.

Litiane Macedo, Universidade Federal do Piauí, Brazil
Bernadette Hofer-Bonfim, Vienna University of Economics and Business, Austria

Abstract:
The Covid-19 pandemic has accelerated the spread of disinformation and conspiracy narratives and has further revived anti-vaccine movements around the globe. In order to understand the central arguments and discursive patterns present in these movements, this research aims to describe, analyse, and compare the transitivity patterns of anti-vax campaigns on Twitter in Brazilian Portuguese and German posted between December 2020 and February 2021. Looking at the representational meanings of anti-vaccination discourses in Brazilian Portuguese and German, in two distinct socio-political contexts will allow new insights into anti-vax discourses from a context-sensitive and language-comparative perspective. In terms of the methodological approach, the linguistic resources were analysed through the Transitivity System proposed by Halliday (2004, 2014). Partial results have shown that the local socio-political context affects the main arguments of the anti-vaccine Tweets, which also reflect nationalist discourses. The social relevance of this research is based on the necessity to understand the arguments and ideologies that support anti-vax movements to start a 'non-judgemental' dialogue (Kata, 2012). Such a dialogue can open up new perspectives on anti-vax discourses as well as new approaches of tackling the negative effects of misinformation such as e.g. vaccine hesitancy.
Keywords: Covid-19, Anti-vax Discourse, Portuguese Language, German Language, Transitivity System.
Link to the pre-recorded presentation:
https://www.youtube.com/watch?v=21-Pj6hP3Xw

Language-Image Interaction in Online Texts of Classical Chinese Poems

Yanmei Gao, Peking University, China

Abstract:
Classical poems play a foundational role in literacy education in China. Young pupils begin to read classical poems from the very beginning of their school education. To make those ancient messages more accessible and attractive to the young readers, now all these texts in lower grade textbooks are illustrated and the digital versions are provided by the publisher via its online learning platform. How do the images relate to the texts and how and to what extent can they help decode the complicated messages conveyed in the classical texts? By examining the language - image interaction in 23 online texts from Grade 1 to 3, we explored how verbal texts and images co-present the same constituents and how they complement each other in the construction of complete ideational, interpersonal or textual configurations. Research findings indicate that ideational concurrence, both full and partial, are the most prominent interactional patterns in the multimodal texts. Two kinds of interpersonal concurrences are found in the data, one between participants in the activities and the other displayed as the alignment between the poet, the viewer and the reader. Textual concurrences are observed from the placement of text and image in the layout. Complementarity occurs when implied or inferred messages in one mode are systematically presented by the other mode. The two salient complementarity patterns are (1) the augmentation /adding of participants by images to the transitivity processes implied in the verbal texts, and (2) the thematic function of participants in images as extension of temporal and spatial backdrop to the whole texts. The study will enhance a better understanding of images as social semiotics across languages and cultures.
Key words: language-image interaction, concurrence, complementarity, augmentation, extension
Link to the pre-recorded presentation:
https://www.youtube.com/watch?v=1T6o3pzCh2U

Session 2b: Pre-recorded Presentation Discussion

Genre + Sequencing = Power Composition?

Billy Meyer, University of KwaZulu Natal, Pietermaritzburg South Africa

Abstract:

A close reading of texts and powerfully organized writing are hallmarks of success in academic discourse at the level of further education and training. However, the actual curriculum assumes and tacitly presumes these competencies to have been covered in foundation and general education. In South Africa, like other postcolonial states, this situation is complicated with English as the language of learning and teaching and the attendant challenges of learning an additional language.

As a first-year teacher at a university, my job is to integrate close reading and organized writing in English into my disciplinary module in Biblical Studies. To do so, I have adopted an integrated literacy and genre approach inspired by David Rose and Jim Martin, alongside the condensation of knowledge through English discourse from Karl Maton and Yaegan Doran's work. This paper looks at my approach to and practice of integrated literacy in 2020, facing the added challenge of emergency remote teaching due to the Covid19 pandemic. The paper will take the example of a lesson cycle on the historical sociology of Palestine in the first century CE looking at the changing patterns and conditions of Roman rule. I will show my analysis of a factorial explanation of the condition rulers had to meet to stay in power. This genre analysis helped me to appreciate the organization of the text to teach it more effectively. Besides, I needed to emphasize discourse features and language patterns that condense, organize and sequence the knowledge of Roman government underlying the factors of the explanation. To achieve this goal, I have adapted the sequencing tool from Maton and Doran (2017) into a learnable and teachable system of power composition features. These features help my students to recognize and then realize this power composition in their personal understanding and their independent writing. The paper will conclude with examples from student writing to illustrate the extent of my lesson cycle's success.

Keywords: SFL, LCT, Genre, Power Trilogy, epistemic condensation

Link to the pre-recorded presentation:
https://www.youtube.com/watch?v=7p_3YpzTiYY

On the construction of chemistry knowledge from a perspective of technical terms

Xiaolei Shi, Peking university, Beijing, China

Abstract:

This paper endeavors to explore the construction of chemistry knowledge from a perspective of technical terms based on introductory chemistry textbooks of high school level and university level. Firstly, following functional typology of technical terms with Systemic Functional Linguistics (SFL, hereafter), a systematic description of all the technical terms in the textbooks is made. Then the different degrees of technical terms in the contribution to constructing knowledge are explored along the epistemic semantic density (hereafter, ESD) of Legitimation Code Theory (LCT, hereafter). Lastly, different levels of chemistry knowledge are compared. This research can demonstrate the enlarged explanatory power in the study of knowledge construction by an integrated framework of SFL and LCT.

Keywords: technical terms, functional typology, ESD, knowledge, construction, SFL

Link to the pre-recorded presentation:
https://www.youtube.com/watch?v=tBVdSpOKwLA

A Systemic Functional Linguistic Investigation into the Mental Health Community: Articulating Personal Recovery for Collective Healing

Zao May Ooi and Sridevi Sriniwass
University of Malaya, Malaysia

Abstract:
This paper reports on an ongoing referential cohesion study looking into the intricacies of mental health recovery narratives. More specifically, the articulation of lived human experience transpiring in the time of personal recovery was examined. Previous work on systemic functional linguistics (SFL) was by Pun, Matthiessen, Williams, and Slade (2017) to do with the development of a dual-goal communication framework addressing the doctor-patient relationship. In resolving the challenges to the quality of doctor-patient communication due to time pressure and staff shortages, the current work will explore the application of narrative-based therapy as a form of complementary and alternative medicine (CAM). To be exact, the current work will attempt to elucidate the structure of narratives from the linguistic perspective by employing Martin's (1992) theory of referential cohesion as the analytical framework. Four mental health memoirs written by medical practitioners in the contemporary global health community were selected as the data source. These memoirs come with a collection of authentic narratives constituting a genre known as recovery-oriented narrative discourse. The current study sets out to investigate the manner in which referential devices are structured as chains for contributing to the texture in the construction of such genre. Findings may inform us about participant identification in which people are introduced and then being tracked in the unfolding of the discourse (Martin & Rose, 2003, p. 145). By virtue of this, the changes in narrative identities as portrayed in the discourse can be interpreted. Overall, the findings show the presence of exophoras, a kind of reference devices used for presuming an identity that is "recoverable from the environment of the text" (Halliday & Matthiessen, 2014, p. 624). The study implications may contribute to the knowledge base for extending literacies in attending to the mental health challenges encountered by people during these times of COVID-19 pandemic, especially for those who are at a greater risk due to an underlying mental health condition.

Appraisal on internet forums: analysing Engagement in Macedonian forum discussions on COVID-19

Fevzudina Saračević and Liljana Mitkovska
AUE-FON University, Skopje, Republic of North Macedonia

Abstract:
Internet fora, as a type of computer-mediated communication (CMC), allow internet users to discuss largely anonymously on various topics and to thereby engage in community building on the forum. Some discussions, such as those advocating alternative explanations on the COVID-19 pandemic, appear to be discouraged. Discourse in discussion threads is found to be influenced by features of the forum as a medium, features of the discussion itself, the general socio-cultural context, but also by language-specific factors. This genre of CMC, especially from the viewpoint of SFL, has scarcely been investigated in languages other than English.
For the purpose of this research we analyse a semi-length discussion (about 20 000 words). We study Engagement categories both quantitatively and qualitatively to examine participants' stance towards both COVID-19 related issues and towards one another. Drawing on findings from previous attempts to analyse this type of discourse in Macedonian employing the Appraisal Framework (Saračević & Mitkovska 2021; Saračević 2021), we are particularly interested in how patterns of contraction and expansion strategies act to characterise participants' interpersonal style, their individual rhetorical strategies as well as strategies peculiar to emerging same-opinionated groups, and how this situates them in the discussion and then in the respective forum community. We expect discourse which construes solidarity and builds up tolerance for a diversity in viewpoints. Our interest lays in how patterns of appraisal reflect this.
The main contribution of this study is then the employment of the AF, which is based on English, to study other languages, in this case a South Slavic language, i.e. Macedonian. It is also an attempt to employ the Framework to examine the role of internet discourse in precarious times, and additionally, to assess its suitability to studying forum discussions, which are of semi-interactive nature.

References:

Saračević, F. (2021). Interpersonal discourse-semantic analysis: appraisal in an online discussion forum. [Unpublished Master thesis, AUE-FON University in Skopje].
Saračević, F. and Mitkovska, L. (2021). Affective positioning in internet forum discussions. Presented at the International Conference on Social Sciences and Humanities, International Balkan University (IBU-ICSSH21), 10-12 June 2021.

Session 2c: Pre-recorded Presentation Discussion

The role of bonding in the (de)legitimization of violence in extremists' public threatening communication

Awni Etaywe, University of New South Wales, Sydney, Australia

Abstract:
Public threatening communication aims at coercing in-group audiences, and legitimizing a collective action (Cap, 2017). Contributing to research on the 'legitimizing' function of threatening communication, this paper explores bonding as a legitimation act as realized in extremist public statements. Specifically, legitimation is viewed as being a social, discursive practice which takes bonds as a foundation for perception and action. This paper explores the patterns of bonds and the strategies geared towards delegitimating out-groups and legitimating an in-group as deployed in terrorist incitement texts communicated publicly by the 'jihadist' Osama bin Laden – after 9/11 terrorist attacks – and the far-rightist Brenton Tarrant of Christchurch attacks. The analytical approach mainly draws on the social semiotic approach to bonding grounded in Systemic Functional Linguistics. The (de)legitimating strategies were labelled thematically, following van Dijk (1998). Considering the persuasive nature of extremist discourse, the Aristotelian persuasive strategies (pathos, ethos and logos) were integrated to examine how bonds mapped onto these strategies. For example, "…what few know is that Rotherham is just one of an ongoing trend of rape [...] perpetrated by these non-white scum" construes 'immigrants are rapists' bond realized in [ideation: these non-white scum (immigrants)/attitude: negative judgement] 'evaluative coupling' (Knight, 2010). This bond comes under [ethos: delegitimation of action]. Findings showed ATTITUDE-based bonds mobilized through specific critique dynamics (e.g. 'moral evaluation'). Through drawing on audiences' emotions, speaker's character, and reasoning, these bonds were exploited in: raising the value of violence proposed; and reinforcing the belief in the link between violence and in-group values. The (de)legitimation strategies used by OBL were of actions, goals, values, social positions, and membership. Tarrant used a sixth strategy, (de)legitimating access to social resources. Findings emphasized that through bond-based legitimating strategies, which presuppose values claimed to be accepted and defendable in a society, each extremist tends to legitimize resort to violence.

Memes of Mockery: Transitivity Analysis of Memes Related to Umar Akmal

Tehmina Farrukh and Sajjad Rasool
Air University, Islamabad, Pakistan

Abstract:
Internet memes are multimodal artifacts profoundly created, shared and used by netizens. They can be regarded as the most powerful medium utilizing visual and verbal elements in digital era to represent, highlight or direct general public attention towards current issues and thus indirectly constructing general public opinion. Drawing on the analytical framework of Transitivity Analysis proposed by Halliday and Kress and Van Leeuwen's grammar of visual design and framework of analysis, the present study is an endeavor to look at the discursive features and harm created via verbal and visual elements of memes. The paper looks at the ideational meta-function of linguistic elements and verbal humor of selected memes related to Umar Akmal, a famous former Pakistani cricketer. The results of the analysis confirmed that Transitivity System of analysis served as powerful tool investigating on discursive construction of social image and general identity. As in case of memes related to Umar Akmal, it is revealed that linguistic, as well as multimodal elements of memes created aimed to mock and make fun of him, are indirectly discursively constructing the negative image of Umar Akmal.

Keywords: Memes, mockery, transitivity analysis, visual humor, Multimodality, Umar Akmal

Link to the pre-recorded presentation:
https://www.youtube.com/watch?v=zTCPk3Fz7kg

Representation of the Cultural Identity in Advertisements on Saudi National Day: A Multimodal Critical Discourse Reading

Rahaf Assaedi, University of Jeddah, Jeddah, Saudi Arabia

Abstract:
Advertisers aspire to become example of success and pursue establishing positive connections with the consumers. To do so, they target special occasions like national days to adhere to situational contexts in creating their video's content. Through content making, advertisers utilize multiple socio-semiotic modes to represent identities of specific cultures. Therefore, this paper aims to explore the socio-semiotic representation of cultural identity in advertising in the context of Saudi National Day as a case. It provides a qualitative, comparative analysis of the integration of the social semiotic modes in creating two viral advertisements on Saudi National Day. The two videos are: Maestro Pizza's ad on the 89th anniversary which received general positive feedback with more than 44 thousand likes on Twitter (Maestro Pizza, 2019), and PepsiCo's ad on the 90th anniversary which was met with general negative feedback coercing the corporation to delete it (šai mā šiftūh, 2020). To analyze the data, the study implements Halliday's (1994, 2014) systemic functional grammar and Kress and Van Leeuwen's (1996; 2006) model of visual grammar. Initial results reported that the advertisements diverged in the patterns of representing Saudi cultural identity through the socio-semiotic modes. Maestro Pizza's ad highlighted the glory of Saudi cultural identity through the textual mode and reflected it through the symbolic visual representation of the heroic participants and the complementing settings of the video. However, PepsiCo's ad relied on the textual mode to highlight typical activities in the Saudi society that unify the Saudis which are overlooked in the visual representations of the participants and the setting of the video. The results contribute to the literature in advertising fields by highlighting the vital role of context in the success of the advertisements. They offer insights on the socio-semiotic modes impacting the viewers' attitudes in the Saudi society on the national day.

Analysing Affiliation and Legitimation in YouTube Conspiracy Videos

Olivia Inwood, University of New South Wales, Sydney, Australia

Abstract:
Over the years, extreme right-wing communities have formed on YouTube, spreading discourses of white supremacy and conspiracy. This paper applies a combined communing affiliation (Zappavigna and Martin, 2018) and legitimation (Van Leeuwen, 2007) framework to the verbal and visual content of YouTube conspiracy videos about the Notre Dame Fire. The Notre Dame Fire was one of the most googled news events of 2019, and an event that ignited hate speech by white supremacists and conspiracists who blamed innocent religious groups and officials for instigating the fire. Communing affiliation refers to how values are positioned as bondable in situation where users don't interact directly (Zappavigna and Martin, 2018). It is formed from couplings of ideational (what is being evaluated) and attitudinal (how it is evaluated) meaning as per the appraisal framework (Martin and White, 2005), hence forming a value that is bondable. Legitimation (Van Leeuwen, 2007) refers to how discourses establish authority and can be realised via various linguistic and multimodal resources.

This combined framework will focus on the key bonds and legitimation strategies used in these videos. In particular, it will focus on the idea of 'technological authority' construed by positive evaluations of video clips as evidence and the use of screenshots as visual evidence. Overall, this paper will show how key bonds are working in tandem with (de)legitimation strategies, how de(legitimation) can further explain the significance of this bonding, and how YouTubers artificially create credibility in their videos.

References:

Martin, J. R., & White, P. R. R. (2005). The Language of Evaluation: Appraisal in English. New York: Palgrave Macmillan.

Van Leeuwen, T. (2007). Legitimation in discourse and communication. Discourse & Communication, 1(1), 91-112.

Zappavigna, M., & Martin, J. R. (2018). # Communing affiliation: Social tagging as a resource for aligning around values in social media. Discourse, Context & Media, 22, 4-12.