



School of Professional Education and
Executive Development
專業進修學院

SPEED

The 2nd International Online Systemic Functional Linguistics Interest Group Conference (SFLIG 2023)

**SYSTEMIC FUNCTIONAL LINGUISTICS RESEARCH IN A
CHANGING AND CHALLENGING WORLD**

13 - 16 November 2023

PROGRAM BOOKLET



University of Tasmania, Inveresk Campus. Picture: Vinh To

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ACKNOWLEDGEMENT OF COUNTRY

The '*Systemic Functional Linguistics Interest Group*' acknowledges, with deep respect, the traditional custodians of the land where this program was developed, the Palawa people of the Lutruwita Nations.

The Palawa people belong to the oldest continuing culture in the world. They cared and protected Country for thousands of years. We pay respects to elders past and present and to the many Aboriginal people that did not make elder status and to the Tasmanian Aboriginal community that continues to care for Country. We recognise a history of truth which acknowledges the impacts of invasion and colonisation upon Aboriginal people resulting in the forcible removal from their lands.

Our Tasmanian Island is a unique place with spectacular landscapes; our cities and towns are surrounded by bushlands, wilderness, mountain ranges and beaches. We stand for a future that profoundly respects and acknowledges Aboriginal perspectives, culture, language and history, and a continued effort to fight for Aboriginal justice and rights, paving the way for a strong future.

On behalf of the University of Tasmania, we acknowledge the custodians of the lands where our conference co-organisers, presenters, reviewers, advisers, and participants live and work across Australia and internationally. We acknowledge all countries participating in *the 2nd International Online Systemic Functional Linguistics Interest Group Conference (SFLIG 2023)*, their Elders and Ancestors and their legacy to us.

SYSTEMIC FUNCTIONAL LINGUISTICS INTEREST GROUP (SFLIG)

The Systemic Functional Linguistics Interest Group (SFL Interest Group, or SFLIG in short) was first created on Facebook on the 12th of May in 2014 by Vinh To when Vinh was a PhD student in educational linguistics at the University of Tasmania, Australia. SFLIG Facebook Discussion Group has served as an important informal venue for all sorts of questions and answers related to SFL among SFLIG Members during the past decade.

Since COVID-19 started in early 2020, the first international SFLIG webinar series was hosted by the University of Tasmania from June to November 2020. Following this, the first international online SFLIG Conference was co-organised by the University of Tasmania, the Australian Catholic University, Molloy College, and the University of British Columbia in November 2021. The outputs of this global conference include peer-reviewed conference proceedings (To et al., 2023), and an edited Special Issue in *Linguistics and the Human Sciences* (To & Thomas, 2023).

SFLIG has currently been managed by an amazing team of international SFL scholars including Vinh To, Thomas Amundrud, Dongbing (Mus) Zhang, Kathryn Accurso, Isaac N. Mwinlaaru, Jacqueline Nenchin, Eric Cheung, Marta Filipe Alexandre, Awni Etaywe and staff members at the University of Tasmania including Vinh Nguyen and David Hicks. This group has also received invaluable advice and support from experts, including Sally Humphrey, Shoshana Dreyfus, Derek Irwin, Anne McCabe, Karl Maton, Jim Martin, Christian Matthiessen, Jonathan Webster, Yaegan Doran, Louise Ravelli, Trish Weekes, Helen Cape, Katina Zammit, Thu Ngo, Lise Fontaine, Teresa Oteíza, just to name a few.

Vision:

- Promoting SFL theory, its advancement, and application in diverse global contexts to contribute to making the world a better place for all.
- Recognising that geography and costs are no longer barriers to participation in SFL professional development opportunities.
- Promoting social equity through free access to learning and research development in SFL worldwide via informal channels such as the SFLIG Facebook Discussion Group, and the SFLIG Mailing List and through formal channels such as SFLIG webinars and online SFLIG conferences.
- Enhancing the dissemination of knowledge through spoken communication in a more accessible and sustainable way via the SFLIG YouTube Channel.

WELCOME MESSAGE

On behalf of the SFLIG 2023 Organising Committee, it is my absolute pleasure and honour to extend the warmest welcome to all speakers and participants of the Second International Online SFLIG Conference (SFLIG 2023), hosted by the School of Education at the University of Tasmania and the School of Professional Education and Executive Development at the Hong Kong Polytechnic University from 13th to 16th of November, 2023.

Inspired by the great success of the First International Online SFLIG Conference in 2021, SFLIG Conferences are now organised biennially, with the current conference happening fully online via Zoom. All the pre-recorded presentations and the recordings on Zoom later uploaded on YouTube will enable knowledge dissemination in a wider and more sustainable way to a global audience.

With the theme “*Systemic Functional Linguistics research in a changing and challenging world*”, conference delegates are all invited to engage in stimulating discussions of the most cutting-edge research and ideas about the application and advancement of the SFL theory in response to the changing nature of our complex world, including political issues, the COVID-19 pandemic, the emergence of AI/Chat GPT, sustainability, environment, society and governance, health, education, and so on.

I would like to express my most sincere gratitude to the SFLIG 2023 organising committee, academic reviewers, plenary and roundtable speakers, all authors submitting their proposals and participants for making this second SFLIG Conference a reality. We wish you a wonderful time at the conference, embarking on the journey of enrichment and enlightening of knowledge sharing, innovative ideas, and transformative discussions.

Once again, welcome to the Second International Online Systemic Functional Linguistics Interest Group Conference, SFLIG 2023! We hope you will make meaning connections and seize your opportunities at SFLIG 2023!

Kindest regards,

Dr Vinh To, University of Tasmania, Australia
SFLIG Founder and Lead Convenor

SFLIG 2023 ORGANISING COMMITTEE

Lead Convenor and Program Chair:

- Vinh To, School of Education, University of Tasmania

Co-Convenor:

- Eric Cheung, School of Professional Education and Executive Development, The Hongkong Polytechnic University

Committee Members:

- Dongbing (Mus) Zhang, University of International Business and Economics
- Jacqueline Nenchin, Molloy University
- Kathryn Accurso, the University of British Columbia
- Isaac N. Mwinlaaru, University of Cape Coast
- Winfred Xuan, Hongkong Metropolitan University
- Margo Van Poucke, Macquarie University
- Patrick Mannion, US State Department
- Angela Thomas, University of Tasmania
- Tai Huynh, Tra Vinh University
- Awni Etaywe, Charles Darwin University

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Facebook Discussion Group:

<https://www.facebook.com/groups/827907327236613/>



Twitter: <https://twitter.com/InterestSfl>



https://www.youtube.com/channel/UCgzB_Vt7Z3oQnwepY94U0A?view_as=subscriber

Join the SFLIG Google Groups Mailing List!

 : <https://groups.google.com/d/forum/sfl-interest>

Email all SFLIG members: sfl-interest@googlegroups.com

Email Admin: Vinh.To@utas.edu.au or sflinterestgroup@gmail.com

SFLIG 2023 ABSTRACT REVIEWERS

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- Dongbing (Mus) Zhang
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- Derek Irwin
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- Andrew Pollard
- Ngoc Tai Huynh
- Giovanna Carloni
- Ines Ghachem
- Bilyana Todorova
- Mahmood Ibrahim
- Mohamed Ali Bardi
- Nguyễn Thị Minh Tâm
- Moses Ayoola
- Esterina Nervino
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- Kathryn Accurso
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- Awni Etaywe
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- Moses Ayoola
- Gorete Marques
- Loan Bui
- Bambang Ruby Sugiarto
- Sonja Molnar

SFLIG 2023 SCHEDULE

13-16 November 2023

Conference Day 1 - Monday, 13 November

Time (Hobart)	Breakout Room 1	Breakout Room 2	Breakout Room 3
8:30-9:00	Acknowledgement of Country & Conference Opening (Chairs: Dr Vinh To & Dr Sally Humphrey)		
9:00-10:00	Plenary 1: Dr Sally Humphrey (Chair: Dr Vinh To) <i>The role of SFLIG in supporting isolated scholars to build a foundational SFL toolkit</i>		
10:00-10:15	Morning Tea		
10:15-12:15	Session 1a: Education (Chair: Jacqueline Nenchin) Colloquium 1: Exploring Middle Grades' Literacies in The North American Context Paper 1 <i>A linguistic analysis of middle school word problems</i> Jennifer green, Beth Dillard and Joanna Schroeder Paper 2 <i>Becoming experts: exploring a holistic approach to middle grades reading instruction</i> Holly graham & Kathryn Accurso Paper 3: Supporting sixth grade emergent bilingual learners' participation in social studies inquiry through translanguaging Mina Hernandez Garcia Paper 4: <i>Using SFL to support Indigenous studies: lessons for the middle grades from a university EAP instructor</i> Jennifer Walsh Marr	Session 1b: Education (Chair: Sally Humphrey) <i>Supporting genre-based assessment of student writing: A concrete example of SFL in pre-service teacher education coursework</i> Darrell Allen & Anne-Coleman Webre <i>When monologue isn't: SFL perspectives on dialogic teaching</i> Erika Matruggio <i>Dialogic Teaching meets SFL: Using Pedagogic Register Analysis to explore DT-fostered argumentation in linguistically diverse classrooms.</i> Margaret Turnbull <i>The realization of thematic progression in online IELTS Writing Task 2 samples in an English-learning website: a case study</i> Văn Thắng Nguyễn	Session 1c: Appraisal (Chair: Eric Cheung) <i>The Writer's Appreciation towards Joko Widodo Biography 'Man of Contradiction: Joko Widodo and the struggle to remake Indonesia': Appraisal Perspective</i> Setyo Cahyono <i>Analysing end users' perception on song lyrics translation: An appraisal-framework analysis</i> Jia Zhang <i>From Discord to Rapport: Exploring Attitude Resources in Chinese People's Mediators' Discourse</i> Borui Fan <i>Exploring the dialogism of media newspapers articles: Heteroglossic Engagement in newspapers articles about Saudi Women Empowerment in Arab News Journal</i> https://www.youtube.com/watch?v=17V7CLUgOGc Manar Almayouf
12:15-13:15	Lunch		

Time (Hobart)	Breakout Room 1	Breakout Room 2	Breakout Room 3
13:15-15:15	<p>Session 2a: Sustainability, society, and governance (Chair: Winfred Xuan)</p> <p><i>Acceptable risks: An Appraisal analysis of environmental impact statements</i> Claire Simpson-Smith</p> <p><i>A Comparative Analysis of Climate Change Communication in Scientific and Popular Media: A Systemic Functional Linguistics Perspective</i> Naeem Fatima</p> <p><i>Ecological Discourse Analysis of Niyi Osundare's Ours to Plough, Not to Plunder from a Hallidayan Perspective</i> Festusmos onipede</p> <p><i>Thematic System-based Study on Ecological Attributes of the Blue Partnership Principle from the Perspective of International Ecological Discourse Analysis</i> Ying Wang</p>	<p>Session 2b: Multimodality (Chair: Tai Huynh)</p> <p><i>Multimodal texts for developing intercultural competence in the teaching-learning of Brazilian Portuguese as an additional language: A single case study at the university of Amazonas state</i> Vanúbia Moncayo</p> <p><i>A Multimodal Semiotic Analysis of the Animated Movie Trailers of Minions (2015)</i> Sawsan Sheikh</p> <p><i>A Multimodal Construction of Emotions in Animation Series</i> Manel Mefteh</p> <p><i>Semiotic Landscapes of Religious Signboards in Awka Metropolis: A Multimodal Analysis</i> Peter Makinde</p>	<p>Session 2c: Appraisal (Chair: Eric Cheung)</p> <p><i>Voices on the Ground: Appraising Monolingual Curriculum in a Multilingual Setting</i> Lorenzo Dumalina</p> <p><i>'Kya Hua?': The construal of attitudinal meanings by Hindi Wh-KEY system</i> Meena Debashish</p> <p><i>Engagement Resources in Paratexts of Video Games: An Appraisal Analysis of Promotional Material of "God of War Ragnarök"</i> https://www.youtube.com/watch?v=zGi2Rm8Tn6o Mashaël Alajmi</p> <p><i>Dialogism in Applied Linguistics Research Articles: Engagement Resources in Introduction Sections by Professional Scholars</i> Atheer Hunjur https://www.youtube.com/watch?v=3elKGYdcF7o</p>
15:15- 15:30	Afternoon tea		
15:30-16:30	<p>Plenary 2: Assoc. Prof. Shoshana Dreyfus (Chair: Dr Vinh To)</p> <p><i>From empathy to activism: an analysis of letters to the Minister which resulted in successful outcomes for a person living with severe intellectual disability and their family</i></p>		
16:30- 17:15	<p>Book Launch (Chair: Dr Vinh To)</p>		

Conference Day 2 - Tuesday, 14 November

Time (Hobart)	Breakout Room 1	Breakout Room 2	Breakout Room 3
9:00-10:00	Plenary 3: Dr David Rose (Chair: Dr Thu Ngo) <i>Cultures, texts and people: challenges of change in SFL practice</i>		
10:00-10:15	Morning Tea		
10:15-12:45	Session 1a: Education (Chair: Kathryn Accurso) Colloquium 2: <i>Antiracism and SFL: Freedom dreaming through cross-pollinations for equity and justice</i> Paper 1: <i>From Halliday's Marxist social class emancipation to race-conscious cross-pollinations for justice-and-equity</i> Jason Mizell & Kathryn Accurso Paper 2: <i>Critical self-reflections on disrupting racialized perceptions of bilingual student writing through SFL and translanguaging pedagogies</i> Mileidis Gort, Molly Hamm-Rodriguez, Mary Beth Snow, Devon Hedrick-Shaw, And Vanessa Santiago Schwarz Paper 3: <i>Remixing SFL with critical race theory: Disrupting dominance in elementary language/literacies instruction</i> Kathryn Accurso & Jason D. Mizell <i>Constructing Cultura: A Critical Analysis of High School Spanish World Language Textbooks</i> https://www.youtube.com/watch?v=9tZY0DrRxxM Amanda Holbrook & Kathryn Accurso	Session 1b: Education (Chair: Tai Huynh) <i>'Game Changing': Language Based Pedagogy a Whole School Approach</i> Gail Forey <i>Language Power and Access to Higher Education: How can we empower and inspire marginalised groups?</i> Ben Van Praag <i>Preparing pre-service science teachers of an EMI program in optimizing meaning-making resources: SFL perspective</i> Wagoen <i>Investigating the Interpersonal (De)Commitment Strategies in Social Sciences Undergraduate Summary Writing</i> Lok Ming Eric Cheung <i>Reading history in an EFL context in Argentina: Analysis of causal and temporal relations in historical accounts</i> Natalia Rius and Vanina Pamela Neyra	Session 1c: Media (Chair: Patrick Mannion) <i>The necrobiopolitics of COVID-19 in Brazil: transitivity choices in global media representations</i> Fábio Bezerra & Anderson de Souza <i>Constructing Gender Through Transitivity Choices in Television Advertisements Broadcast In Akan</i> Esther Asare & Comfort Bonsu <i>Migration discourse: Legitimation of japa in Nigerian Facebook posts</i> Olubunmi Oyebanji <i>Logicity in News Text Translation through Conjunction and Continuity from the Systemic Functional Linguistics Perspective</i> Pham Duc <i>A Transitivity Analysis Of Chinese And U.S. Online News Coverage Of Kamala Harris's Visit To Vietnam</i> Nguyệt Nguyễn
12:45-14:00	Lunch & Break		
14:00-15:00	Plenary 4: Prof. María Estela Brisk (Chair: Dr Eric Cheung) <i>Breaking the Chains that Constrain Writing Instruction: SFL Genre Pedagogy in Action</i> https://www.youtube.com/watch?v=sYN36forTHE		
15:00-15:15	Afternoon tea		
15:15- 17:15	Session 2a: Education (Chair: Vinh To) <i>Cohesion as a principle in Halliday's social semiotics</i> Bob Hodge <i>Rendering Nuance Visible: A Linguistic Examination of First-year Students' Writing about Literature</i> https://www.youtube.com/watch?v=RX6xlenDXY8 Ruth Li <i>The Evolution of the Recipe: A Diachronic Analysis through Systemic Functional Linguistics</i> Sara de Blas Hernández <i>EFL Teachers' knowledge, understanding of written genres and teaching writing practices in Vietnamese higher education</i> Vinh To, Giang Tran, Phi Tran	Session 2b: Multimodality & Media (Chair: Tai Huynh) <i>A Multimodal Study on the Construction of Ecological Meanings in Chinese and American Children's Picture Books</i> Qianying Shen <i>Reporting Cricket in Pakistani Print Media: A lexico-grammatical analysis</i> Tazanfal Tehseem <i>A Social Semiotic Ludonarrative Approach of Videogames: It Takes Two as a Case</i> https://www.youtube.com/watch?v=sy0tXAndZt4 Njoud Alghamdi <i>A Systemic Functional Investigation of Ideologies in Fukuyama's article and its Arabic translations</i> Eman Al Herz	Session 2c: Various topics (Chair: Eric Cheung) <i>Construal of Interpersonal Meanings by Bangla Tones</i> Souranil Paul & Meena Debashish <i>Interpersonal Resources in the Linguistic Enactment of Agency in the Pursuit of Rationality in Language</i> Paul J. Thibault <i>A Stylistic Study of Selected Contemporary Gospel Songs in Nigeria</i> Ayokunle Osakinle <i>The Logico-Semantic And Tactic Analysis Of Chinese Explaining Flowing Sentences—The SFL And PRL Perspective</i> https://www.youtube.com/watch?v=x4kl9rgftBs Lanhui Zhu

Conference Day 3 - Wednesday, 15 November

Time (Hobart)	Breakout Room 1	Breakout Room 2	Breakout Room 3
9:00-10:00	Plenary 5: Dr Thu Ngo (Chair: Dr Vinh To) <i>The role of film sounds in constructing plot and setting in narrative films: A systemic functional semiotics perspective</i>		
10:00-10:15	Morning Tea		
10:15-12:45	Session 1a: Education (Chair: Patrick Mannion) <i>A socio-analysis of English for Academic Purposes (EAP): Operationalizing Bourdieu's Field theory with Systemic Functional Linguistics</i> Laetitia Monbec & Alex Ding <i>Analysing Primary and Secondary Tones of Bangla Declarative Clauses: A Systemic Functional Linguistics Study</i> Anannya Mondal <i>The Evolution of the Recipe: A Diachronic Analysis through Systemic Functional Linguistics</i> Sara de Blas Hernández <i>A discursive approach to Morphosyntax written exams at a postgraduate level: an application of the system of figure</i> María Gauna <i>Investigating Mood System of Mark Gospel Text, New Testament of Kupang Malay called Janji Baru</i> https://www.youtube.com/watch?v=mz3w8Dfzwz8 Madalena Ngongo	Session 1b: Education (Chair: Vinh To) <i>Cohesive devices in Lubukusu: A Systemic Functional Grammar Approach</i> Aggrey Wafula Watulo <i>An SFL genre pedagogy for EFL primary education students in Spain</i> Yanira Bresó González <i>Nominalization and its functions in literary texts</i> Laura Hlavacka <i>Generic Macrostructure Potential of Short Stories: Relationship between the Macrostructure and Its Inserted Genres and the Themes of Short Stories</i> Grisel Salmaso <i>A Corpus Functional stylistic Study of Climate change in Social media discourse</i> Eman Adil Jaafar	Session 1c: Multimodality (Chair: Margo Van Poucke) <i>Systemic Functional Discourse Studies to Multimodal Pedagogic Discourse: A Review of Literature</i> Guoqiang Liu <i>A multimodal discourse analysis of selected YouTube videos about Vietnam: A case study</i> Liên Nguyễn Hồng <i>Towards An Analysis of Visual Images In English Textbooks In Vietnam</i> Thị Hương Lan Nguyễn & Liên Nguyễn Hồng <i>Beyond representation-A social semiotic multimodal approach to manga covers</i> https://www.youtube.com/watch?v=8AA114OG640 Saqifah Azlan
12:45-13:30	Lunch & Break		
15:30 – 17:30	Session 2a: Education (Chair: Dongbing Zhang) <i>The Academic Oral Presentation: Generic Macrostructure Potential</i> Agustina Dalla Torre <i>An investigation of how grammatical metaphor improves students' performance in test-prep courses</i> Oanh Nguyen Hong <i>Teacher's perceptions of the benefits and challenges for using multimodal approaches to teach ESL in Indian primary classrooms</i> Geethu Baby, Vinh To, Angela Thomas, Belinda Hopwood <i>Investigating Cohesive Devices in Indonesian EFL Students' Recount Texts: SFL Analysis</i> Sri Wahyuningsih	Session 2b: Education (Chair: Vinh To) <i>No, It's Not Obvious: When Instructors Analyze Their Feedback through the Lens of System Functional Linguistics</i> https://www.youtube.com/watch?v=rW2pqFRVW4Y Miriam Moore <i>Initial teacher education in online spaces: using interpersonal meaning making resources to build relationships and improve engagement</i> Rachael Adlington <i>Blunt consultant or cautious adviser? Modality keys and student identity in academic business reports</i> James Henry <i>Thematised Noun Phrases in Advanced Saudi L2 Students' Academic Writing -</i> https://www.youtube.com/watch?v=I2pVULjmASs Nagla Alqaedi	Session 2c: Media (Chair: Tai Huynh) <i>The environmental responsibility of a brand under debate: the case of a Facebook post</i> Gorete Marques & Neiva Soares <i>Identity construction through emojis on Chinese social media-A Systemic Functional Perspective</i> Juan He <i>God save "their" Queen?: An examination of the presentation of Queen Elizabeth II in Ghanaian Newspapers</i> Kingsley Cyril Mintah <i>Analyzing Language Variations in the News Reports of Crime against Women through Transitivity System Network</i> Naeem Fatima
17:30-18:30	Plenary 6: Dr Anne McCabe (Chair: Dr Vinh To) <i>Using Systemic Functional Linguistics for Crossing Boundaries in CLIL</i>		

Conference Day 4 - Thursday, 16 November

Time (Hobart)	Breakout Room 1	Breakout Room 2	Breakout Room 3
11:00-12:00	Plenary 7: Prof. Jonathan Webster (Chair: Dr Eric Cheung) <i>Speaking of change: theories to live by</i> https://www.youtube.com/watch?v=maC2imdlcv8		
12:00-13:15	Lunch		
13:15-15:15	Session 1a: Political analysis (Chair: Awni Etaywe) <i>An Analysis of Russian Genocidal Talk against Ukraine</i> https://www.youtube.com/watch?v=qFnx1bUurPc Jacqueline Nenchin <i>Halliday's Ideational Grammatical metaphor analysis in Theresa May's speeches</i> Marwa Kamal <i>Systemic Functional Linguistics Perspective of President Joe Biden's Speeches Regarding COVID-19</i> Meily I. E. Neman <i>Inter-lingual re-instantiation in the process of police blotter writing</i> Ersweetcel Servano	Session 1b: Healthcare communication & Chat-GPT (Chair: Eric Cheung) <i>Construing pain: Contributions and challenges of applying the Appraisal framework in healthcare communication</i> Mariana Pascual <i>An Appraisal Attitude Analysis of Broca's Aphasia</i> Dalia Elleuch <i>Engagement in (pseudo-)medical menopause discourse on YouTube</i> https://www.youtube.com/watch?v=0vzkVNlnPlc Margo Lecompte-Van Poucke <i>The Re-shaping of the Semiotic Landscape in Tunisian Cities during COVID 19 Pandemic: A Social Semiotic Perspective</i> Dorra Moalla	Session 1c: Sustainability, society and governance (Chair: Vinh To) <i>A Comparative Analysis of Climate Change Communication in Scientific and Popular Media: A Systemic Functional Linguistics Perspective</i> Naeem Fatima <i>A revolution in decline: Iconization in the media statements of the African National Congress in South Africa</i> Ian Siebörger <i>Not Much Green in Stories by Six Nigerian Political Parties' Conceptualisation of Environment and Environmental</i> Clara Vande-Guma
15:15- 15:30	Afternoon tea		
15:30-18:00	Session 2a: Political analysis (Chair: Awni Etaywe) <i>Interpersonal grammar in a political speech: ideological stance</i> Sebastian Amado <i>Towards Saudi Women Empowerment: A Social Semiotic Analysis of the Speech of HRH Princess Reema Bint Bandar Al-Saud</i> Nada Albaradei <i>Populism in Trump's inaugural address</i> Junling Zhu <i>Contextualizing the use of gestures in Political Speeches: A Multimodal Discourse Analysis approach</i> Erikson Saragih <i>The linguistic representation of political identity and ideology in political songs in Nigeria: a systemic functional grammatical analysis</i> Moses Ayool	Session 2b: COVID-19, society and governance (Chair: Eric Cheung) <i>A Systemic Functional Linguistic Analysis of a Publicly Released Twitter Troll Dataset in the Era of ChatGPT</i> https://www.youtube.com/watch?v=etDjFQjfbY Olivia Inwood <i>Translating metaphors in popular science: Covid-19 as a case study</i> Fatma Benelhadj <i>The structures of the apologies arising from the #MeToo movement</i> https://www.youtube.com/watch?v=IwAVUixkqC0 Ha Anh Tran <i>The UN Secretary-General's Cop27 Speeches Released on UN TV Website: A Thematic Analysis</i> Minh Tam Nguyen Thi	Session 2c: Sustainability, society and governance (Chair: Dongbing Zhang) <i>The TeXture and "ArchiteXture" of Online Philanthropic Fundraising Discourse: A Systemic-Functional Analysis of Charity Websites</i> https://www.youtube.com/watch?v=3jliBLZkaGo Xuan Wang & Jonathan J. Webster <i>World crises and the emotionalization of discourse: Appraisal analysis of science popularization notes in a Mexican public university</i> Daniel Rodriguez-Vergara <i>Attitudinal Stance by Ghanaian Netizens in Discourses on Corruption in Social Media</i> Ameyaa Jennifer <i>An Ecological Discourse Analysis of the Commentaries of Nature Documentary from the Perspective of Transitivity Theory</i> Baoyu Ma
18:00-20:00	Dinner & Break		
20:00-21:00	Roundtable: Prof. Christian Matthiessen, Prof. Jonathan Webster, Dr Vinh To and Dr Eric Cheung (Chairs: Dr Vinh To & Dr Eric Cheung) <i>Systemic Functional Linguistics evolving with its environment</i>		

Plenaries

Plenary 1: The Role of SFLIG In Supporting Isolated Scholars To Build A Foundational SFL Toolkit

Dr Sally Humphrey, Australian Catholic University



Abstract:

As we know, our community of SFLIG was established primarily to support the vast the number of scholars, teachers and students who are working with its changing and challenging systems without the benefit of formal apprenticeship in the form of courses and seminars led by an expert. While conferences, the associated publications and social media communication of SFLIG offer great benefits to those who are working in isolation, presentations at such forums necessarily focus on the ever-changing knowledge that comes from the ever-changing contexts of SFL research. It is astonishing that so many in the community not only keep up but contribute to the growth of theory without formal apprenticeship. In this presentation I would like to respond to the conference theme by reflecting on how SFLIG can support foundational knowledge building activities to broaden and deepen such contribution. I will review a range of 'self-study' resources that have been developed in the form of print and/or digital reference, text and workbooks – and, drawing from 30 years teaching and developing such resources in university and professional learning settings, make suggestions for the 'what' and 'how' of effective apprenticeship to SFL's rich toolkit.

Biography:

Sally Humphrey is a senior lecturer in literacy education at the Australian Catholic University in New South Wales. Sally has worked for many years as a TESOL and languages teacher, teacher trainer and educational linguist in Australia and internationally. She has been involved in research using systemic functional linguistics for over thirty years, particularly to describe the literacy demands of a range of educational and social contexts. She has contributed to a number of influential research projects led by Professors James Martin, Frances Christie, Beverley Derewianka and Len Unsworth and contributed to many research publication. Sally has also co-written a number of tertiary level text books and work books designed to introduce pre-service and practicing teachers to Functional Grammar for learning in primary and secondary schools.

Plenary 2: From Empathy to Activism: An Analysis Of Letters To The Minister Which Resulted In Successful Outcomes For A Person Living With Severe Intellectual Disability And Their Family

Assoc. Prof. Shoshana Dreyfus, University of Wollongong



Abstract:

People living with intellectual disability are known to experience greater disadvantage than either people without disabilities or people with only physical disabilities (WHO 2011). They have poorer outcomes across most areas of life, including education, employment and health (Roulstone & Barnes 2005). They are also known to experience higher levels of poverty, violence and incarceration, and it is typically incumbent upon their family members and supporters to champion their rights, especially when they have communication challenges. One study of intellectually disabled adults living in residential care (Mansell et al. 2002) found that 43% had major communication difficulties, 63% had impaired social interaction and 35% used severe challenging behaviour (also called behaviours of concern), when they have no other means to get their needs met.

Families who live with a family member with intellectual disability who uses behaviours of concern typically face a range of challenges that can include interpersonal violence, destruction of their home and environment, sleep deprivation, high levels of depression and stress, lower quality of life generally and social isolation (Biswas, Moghaddam, & Tickle, 2015; Duignan & Connell, 2015; Griffith & Hastings, 2014; Hubert, 2011; Maes, Broekman, Dosen, & Nauts, 2003; Ng & Rhodes, 2018, Dreyfus & Dowse 2018). When these challenges are ongoing and extreme, and when governments and organisations are not able to be responsive and provide enough support to families, one way forward is to write letters to one's Disability Minister, to try to initiate change. These letters are not always successful in gaining the desired response, however some letters are successful.

This talk discusses the analysis of two such letters to the New South Wales Minister for Disability regarding problems identified within the disability service sector. Both letters resulted in successful outcomes, meaning that what was asked for in the letters was delivered to the benefit of the family and the person/s living with disability whom the letters were focused on. The aim of the research was to understand how the letters did their work of convincing the Minister and relevant departments that the problems identified were worth remedying, in order that we may be able to model this kind of letter writing to other families who feel the need to write such letters.

The letters were analysed for their generic structure and key discourse features, to make visible the phases and stages this hortatory exposition genre (Martin 1985) moves through to achieve its purpose of change. APPRAISAL analysis (Martin & White, 2005) was the point of departure with two other sets of social semiotic/SFL analytical tools to supplement the APPRAISAL analysis findings: Legitimation (van Leeuwen, 2007) and CONNEXION (Martin, 1991; Martin & Rose, 2007). The findings of this analysis show particular patterns of meaning realising the different phases that form this kind of letter writing.

Biography:

As a (systemic functional) linguist, my research covers a wide range areas. These include language disorder, language and power, social media text, disciplinary knowledges and academic discourse, disability studies (including family members and carers of people with disabilities) and different applications and aspects of systemic functional linguistic theory. I am the co-convenor (with Associate Professor Pauline Jones) of the Interdisciplinary Discourse Analysis in Education, Arts and Social Sciences (IDEAS) research group. IDEAS focuses on the applications of theories of linguistics and semiotics to a broad range of social issues and objects of study. Its membership comprises an intergenerational group of scholars from across UOW and beyond who meet regularly for a program of seminars, workshops and student and visiting scholar presentations. I started and am also the co-convenor of UOW's Global Challenges funded Disability Research Network (DRN). This network has brought together UOW scholars researching in the disability space and is forging links between UOW, people living with disability, the disability sector, the local council, and scholars at other institutes. The DRN hosts seminars at UOW on disability related topics. I supervise students in many areas where systemic functional linguistic analysis is used as a theoretical framework for the analysis of language, texts and meaning, such the genre and register analysis of textbooks, and peer reviews of journal articles; second language development children with autism spectrum disorder, circumstantial meanings in academic journal articles, sports discourse, multimodal discourse analysis and more.

Plenary 3: Cultures, Texts and People: Challenges Of Change In SFL Practice

Dr David Rose, University of Sydney



Abstract:

Thanks to Jay Lemke, SFL has a model for interpreting change at three time scales, named for us by Michael Halliday as *phylogenesis* for the evolution of semiotic systems, *ontogenesis* for the growth of persons, and *logogenesis* for the unfolding of texts. Jim Martin has associated these scales of change with three hierarchies in our model of semiosis. Phylogenesis is associated with the hierarchy of *realisation*, between evolving systems at the strata of genre, register, discourse, grammar and phonology. Ontogenesis is associated with the cline of *individuation*, from personae to groups, communities and master identities. Logogenesis is associated with the *instantiation* cline, from systems to text types to texts to readings. Perhaps most relevant to the research themes of this conference are clines of individuation - how communities affiliate around issues of environment, governance and conflict, how semiotic repertoires are allocated by institutions such as education and healthcare, and now how to characterise the place of AI in semiotic communities.

For SFL researchers, variations in affiliation and allocation are found by comparing patterns instantiated in texts. A difficult question is how to grapple with this complexity in our data and our arguments. The traditional practice of listing features with clause examples falters beyond systems of grammar and phonology. One alternative is to leave linguistic analysis for statistics, mining texts for clause or item types and counting their frequencies. Another is to interpret data discursively with loosely defined topologies.

But if our goal is changing practices in these fields, we need to be able to show how systems are instantiated and individuated at each semiotic stratum, in ways that will be useful for non-specialists. For me, that means hanging on to texts, and presenting them in novel formats that foreground the patterns we are concerned with. These formats must also be economical for the analyst, and concise enough for publication. In this talk I will illustrate some processes for designing analyses, that couple multiple perspectives on texts, while keeping them intact.

Biography:

David Rose is Director of *Reading to Learn*, an international literacy program that trains teachers across school and university sectors, and an Honorary Associate of the University of Sydney. His research interests include literacy teaching practices, teacher professional learning, analysis and design of classroom discourse, language typology and social semiotic theory. His books include *The Western Desert Code* (Pacific Linguistics, 2001), *Working with Discourse*, with J.R. Martin (Continuum, 2007), *Genre Relations*, with J.R. Martin (Equinox, 2008), *Learning to Write, Reading to Learn*, with J.R. Martin (Equinox, 2012), *Reading to Learn, Reading the World*, with Claire Acevedo & Rachel Whittaker, Equinox, 2023) and *Languages of Australia's First Peoples in Narrative: Australian Stories* (Bloomsbury, in press).

Plenary 4: Breaking The Chains That Constrain Writing Instruction: SFL Genre Pedagogy In Action

Prof. María Estela Brisk, Boston College



Abstract:

Writing instruction in the schools is limited by two forces: the dominance of reading series that guide literacy instruction and the limitation of using the country's dominant language for education. Reading series typically include cycles of modules with multiple reading and content activities to develop students' reading comprehension skills. Toward the end of a cycle a writing activity is suggested that uses the readings the students have done to promote writing, i.e. text-based writing. There is no attempt to actually teach writing, depriving the students of resources to be able to make decisions as to what and how to write.

In a world where populations move due to political or economic conditions populating schools with speakers of multiple languages, education, to a great extent, is conducted through the dominant language. When students are restricted from using all their linguistic resources to produce writing, especially in the early stages of acquiring the new language, their products are limited and do not reflect their cognitive abilities.

SFL genre pedagogy that uses the students' full range of linguistic resources, promotes the development of writing, giving students informed agency in producing text to the full extent of their cognitive abilities.

The presentation will use an SFL lens to dissect the products constrained by the chains of text-based and monolingual writing and illustrate the potential of writing when those chains are broken by instruction guided by SFL Genre Pedagogy and the acceptance of students bi/multilingualism.

Biography:

For decades, Maria Brisk's work has focused on language and education—individually and where they intersect. Teaching since the mid 1960s, her expertise has centered on how literacy and bilingualism are developed. After joining the Lynch School in 1999, Brisk served as Chair of the TESpECI Department from 2007–2012. She uses systemic functional linguistics to teach writing and implement genre-based pedagogy, most recently and successfully at Russell Elementary School.

Brisk earned her first degree from the Universidad Nacional de Córdoba in Argentina, her master's degree from Georgetown University, and her doctorate from the University of New Mexico. She recently won the AERA Bilingual Research SIG Lifetime Achievement Award and was appointed chair of the 2018 International System Functional Congress.

Her illustrious career includes dozens of book and scholarly journal publications, as well as speaking engagements around the world. Brisk has been a translator, Spanish instructor for the U.S. Peace Corps, and even served as an expert witness on several court cases on desegregation and bilingual education. She was a long-standing member of the Board of Editors for the Bilingual Research Journal.

Plenary 5: The Role of Film Sounds In Constructing Plot And Setting In Narrative Films: A Systemic Functional Semiotics Perspective

Dr Thu Ngo, University of New South Wales



Abstract:

Sounds in narrative films refer to speech sound, sound effect and music. Studies on narrative films from the systemic functional semiotics perspective have largely focussed on the visual mode outside of language (O'Halloran, 2004; Unsworth, 2014; Wildfeuer, 2014). In understanding and appreciating narrative films as literary works, it would be a great gap to not consider film sounds. This paper proposes the conceptualisation of the semiotics of sounds in constructing interpreting plot and setting in narrative films. The paper starts with the concepts of plot and setting in literature (Moon, 2017) before explaining how different sound resources (together with other filmic resources) contribute to the representation of plot and setting in films. The knowledge presented in this paper will add to Language Arts teachers' toolkit for teaching critical comprehension and interpretation of film as multimodal digital literary texts.

Biography:

Dr. Thu Ngo is senior lecturer in Language and Literacy Education, School of Education, University of New South Wales. She is director of the B.Ed Primary (Honours) program, commencing at UNSW in 2024. Thu's teaching focus is on the K-6 English curriculum. Her current research takes the Systemic Functional Semiotics approach to examine children's literature filmic adaptation. Thu's work focusses on conceptualization of literary meaning realised by language, visual and sound elements of film. The two publications below represent Thu's recent research focus:

Ngo, T., & Unsworth, L. (forthcoming). *Digital Multimodal Adaptations of Children's Literature: Semiotic Analyses and Classroom Applications*: Routledge.

Ngo, T., Hood, S., Martin, J. R., Painter, C., Smith, B., & Zappavigna, M. (2022). *Modelling paralinguage from the perspective of Systemic Functional Semiotics: Theory and application*. London: UK: Bloomsbury.

Plenary 6: Using Systemic Functional Linguistics For Crossing Boundaries In CLIL

Dr Anne McCabe, Saint Louis University



Abstract:

One of the needs for education in a world which is becoming increasingly trans/cross/inter/multi-disciplinary is a focus on language which brings meaning-making to the forefront. Those who work within Systemic Functional Linguistics (SFL) know of its immense potential to help bridge understandings of what language is and how it works across a range of semiotic endeavours. However, it is not always easy to take this understanding into new contexts, where participants are not used to thinking and talking about language in ways which are unfamiliar to them. This session will showcase an application of SFL for analysing how language works in a Content-and-Language-Integrated-Learning (CLIL) situation in Spain, and then for taking the understandings back to the teachers as a way of fomenting inter-, cross-, and multi-disciplinary conversations about how language works and how it can be best taught. In the first part of the talk, we will look at findings of how secondary school age Spanish students construct cognitive discourse functions (Dalton-Puffer, 2013), focusing on *define* and *evaluate*, through the language of instruction, English and across a range of disciplines. Then we will follow the students' responses through content and English language teachers' perspectives, mediated by an exercise in comparative judgement of the students' CDFs. We will see how the focus on meaning, in this case the expression of CDFs, led to fruitful conversations between content and language teachers about the role of language in the subject classroom, conversations which then led the design of activities for both content and language classrooms to help students build their range of semiotic resources for expressing CDFs across disciplines. Thus, this session highlights a way in which SFL can help bridge disciplinary boundaries from the bottom up in educational contexts, "creating new forms of activity which are thematic rather than disciplinary in their orientation" (Halliday, 2003[1990]: 140).

Biography:

Anne McCabe is an Associate Professor in the Department of English at Saint Louis University's Madrid Campus, where she teaches courses in rhetoric, academic writing, linguistics, public speaking, and ESL. She has published numerous articles and book chapters using Systemic Functional Linguistics (SFL) related to language teaching/learning. She has co-authored edited collections, *Language and Literacy: Functional Approaches* and *Advances in Language and Education* (Bloomsbury), with Rachel Whittaker and Mick O'Donnell, and recently published *A Functional Linguistic Perspective on Developing Language* (Routledge). She is a member of the UAM-CLIL research group, which carries out applied linguistic research on Content and Language Integrated Learning in school settings.

Plenary 7: Speaking of Change: Theories to Live By

Prof. Jonathan Webster, City University of Hong Kong



Abstract:

Halliday's metafunctional approach owes in part to Karl Bühler's earlier work: Bühler's representational corresponding to Halliday's ideational, and Bühler's conative and expressive to Halliday's interpersonal. However, Halliday uniquely added a third metafunction not mentioned by Bühler, or anyone else, i.e. the textual metafunction. There is an unfortunate tendency to treat the ideational and interpersonal as core metafunctions, and the textual as something almost like a third wheel, providing only peripheral support to the other two. But the textual is not just some third-wheel metafunction. Rather, arguing that the textual metafunction is intrinsic to human language, Halliday describes a text as having its own structure as metaphor for the structures it is imposing on the material world. Our theories are told through our texts. We tell stories, we theorize about the world, we try to change the world, and we do so by means of the metaphor-making potential of text. The textual metafunction actualizes a non-linear step into the theory-making potential of discourse/text, something which Halliday likens to the Knight's Move in Western-style chess. This ability to articulate symbols/metaphors results from the partial freeing of the lower-level systems (lexico-grammar and phonology) from the control of the semantics, or what Mukařovský called 'de-automatization'. De-automatization enables our theories to live by. In verbal science, processes instead of being realized by verbs are now realized grammatically by nouns, i.e. grammatical metaphor. In verbal art, the poet foregrounds their theme against the background of a pattern of grammatical choice specific to the text. Toward the end of their lives, Halliday and Hasan were collaborating on a book showing how grammatical metaphor in verbal science and foregrounding in verbal art are really but one phenomenon relying on the metaphor-making potential of text.

Biography:

Professor Jonathan Webster is Honorary Professor at Macquarie University, and Professor at the City University of Hong Kong (retired). He was the Director of The Halliday Centre for Intelligent Applications of Language Studies (2005-2021), and Head of the Department of Chinese, Translation and Linguistics, City University of Hong Kong (2005-2011). Professor Jonathan Webster is the Founding Editor for *Linguistics and the Human Sciences* published by Equinox, and Managing Editor for *WORD*. Professor Jonathan Webster is also the Editor of 36 books on topics in Systemic Functional Linguistics.

Roundtable

Systemic Functional Linguistics Evolving with Its Environment

Prof. Christian M.I.M. Matthiessen, Complutense University

Prof. Jonathan Webster, the City University of Hong Kong

Dr Vinh To, the University of Tasmania

Dr Eric Cheung, the Hongkong Polytechnic University

Abstract: Our theories about language and semiosis are shaped by our experience of language as realized in society and through our interaction. To paraphrase Darwin, SFL has been, and is being evolved, even as we speak. It is this expectation that our theory must evolve to meet the challenges of change that has kept SFL relevant while other theories have fallen by the wayside. The true test of a theory of language is its success in problem solving for society's sake, not just for determining the grammaticality of a particular utterance. While SFL continues to develop beyond Halliday's original formulation dating back more than half a century, Halliday's foundational and applicable principles of language as a social semiotic have given SFL its lasting ability to deliver valuable insights into how we make meaning work for us.

Biographies:



Professor. Christian M.I.M. Matthiessen is Professor under the María Zambrano scheme, Complutense University; Distinguished Professor in the Department of Linguistics, UIBE; and Distinguished Professor in the School of Foreign Languages, Hunan University. He has degrees in linguistics from Lund University (BA), where he also studied English, Arabic and philosophy, and in linguistics from UCLA (MA, PhD), and has previously held positions at USC/ Information Sciences Institute, Sydney University, Macquarie University, and the Hong Kong

Polytechnic University. He has held visiting appointments at the University of Hamburg and the Brain Science Division of the RIKEN Institute in Tokyo. He is Honorary Professor, Beijing Normal University, Beijing, the Australian National University, Canberra, and Guest Professor, University of Science and Technology, Beijing. Matthiessen has lectured and given courses around the world, including in China, Japan, S. Korea, the Philippines, Thailand, Indonesia, India, Greece, Germany, Denmark and the UK, Lebanon, Canada, Colombia, Brazil, Argentina and Chile, and he is involved in a number of international research networks. Matthiessen has authored and co-authored over 15 books and 170 book chapters and journal articles.

With researchers around the world, he is working on health communication, aspects of educational linguistics, language description, registerial cartography, multilingual studies, language arts, the language of space, and the development of Systemic Functional Linguistic theory. The most recent books are Matthiessen (2021), *Systemic Functional Linguistics, Part I*, edited by K. Teruya; Matthiessen, Wang, Ma & Mwinlaaru (2022), *Systemic Functional Insights on Language and Linguistics*. Matthiessen & Teruya (2023), *Systemic Functional Linguistics: a complete guide* (Routledge), Matthiessen (2023), *System in Systemic Functional Linguistics: a system-based theory of language*. Wang & Ma (2023), *Theorizing and Applying Systemic Functional Linguistics Developments by Christian M.I.M. Matthiessen*, provides an overview of some domains of his work.



Prof. Jonathan Webster is Honorary Professor at Macquarie University, and Professor at the City University of Hong Kong (retired). He was the Director of The Halliday Centre for Intelligent Applications of Language Studies (2005-2021), and Head of the Department of Chinese, Translation and Linguistics, City University of Hong Kong (2005-2011). Professor Jonathan Webster is the Founding Editor for *Linguistics and the Human Sciences* published by Equinox, and Managing Editor for *WORD*. Professor Jonathan Webster is also the Editor of 36 books on topics in Systemic Functional Linguistics.



Dr Vinh To is a Senior Lecturer in English Education at the University of Tasmania, Australia, and the leading organiser of the International Online Systemic Functional Linguistics Interest Group Webinars and Conferences (SFLIG 2020, SFLIG 2021, and SFLIG 2023). She is the Co-Editor of "*Systemic Functional Linguistics theory and application in global contexts*" by the University of Tasmania (2023), Co-Author of "*Theoretical perspectives on cultural representations in Vietnamese children's picturebooks* (2023) by Cambridge Scholars and Co-Editor of "*Applying SFL to meet the challenge of change*" (in progress) by Equinox. She is also the Guest Editor for *Linguistics and the Human Sciences*.



Dr Eric Cheung is a Senior Lecturer in the Division of Languages and Communication, Hongkong Polytechnic University, College of Professional and Continuing Education. He is the Associate Editor for *Linguistics and the Human Sciences*, Co-Convenor for the 2nd International Online Systemic Functional Linguistics Interest Group Conference (SFLIG 2023), and Co-Editor of "*Applying SFL to meet the challenge of change*" (in progress) by Equinox.

Colloquia

Colloquium 1

Exploring Middle Grades' Literacies in The North American Context

Colloquium description: Middle grades learners returning to school after pandemic disruptions require highly focused, relevant, and responsive pedagogy to support their development of content knowledge, disciplinary literacies, and sociopolitical consciousness. This panel explores SFL's potential for contributing to this goal. Across five papers, presenters use SFL tools to explore possibilities for more explicitly teaching language for math, conceptualizing middle grades reading in language arts/history, supporting bilingual development through social studies inquiry, promoting students' engagement in Indigenous studies, and understanding productive language demands in science.

Paper 1

A LINGUISTIC ANALYSIS OF MIDDLE SCHOOL WORD PROBLEMS

Jennifer Green, Beth Dillard and Joanna Schroeder
Western Washington University

Because mathematics has specific discursive practices that multilingual students can find challenging, teachers need specific disciplinary linguistic knowledge (Turkan, et al., 2014; Accurso et al., 2017). WIDA (2020), the most common of the K-12 English language development standards in the United States, uses an SFL lens to describe the most frequently used language functions and features of various content areas, including mathematics. While WIDA describes the language students need to explain and defend their mathematical thinking, it stops short of describing word problems. Solving word problems requires students to interpret multimodal language and apply relevant concepts (Huang & Normandia, 2008). Rather than just looking for 'key words' like 'total', students need to parse conjunctions, technical vocabulary, dense noun groups, nominalization, ellipsis, relating and operative processes, and implicit logical relationships (Huang & Normandia, 2008; Schleppegrell, 2007; O'Halloran, 2000).

Using Palm Kaplan's (2018) *school algebra discourses* as framework (symbolic, geometrical, arithmetical, (un)realistic, and scientific), we analyzed 100 ratio and proportion word problems from three middle school curricula. We describe how the ideational, interpersonal, and textual metafunctions interact in symbolic discourse (mood choice, e.g., imperatives), arithmetic discourse (operational processes, e.g., *dividing*), and (un)realistic discourse. (Un)realistic discourse, the "forced ontological perspective of reality," (Kaplan, p. 59) is most similar to the narrative genre. Examples in our corpus include: material processes describing actions of story characters, relational processes defining and characterizing participants, prepositions and tense-aspect combination creating relationships of time and space, and modality and if/then statements establishing probability and possibility.

Paper 2

BECOMING EXPERTS: EXPLORING A HOLISTIC APPROACH TO MIDDLE GRADES READING INSTRUCTION

Holly Graham (Mount Holyoke College) & Kathryn Accurso (University of British Columbia)

Literacy development has been a relatively neglected domain in North American middle schools, as reflected in recent reading scores nationwide, leaving many teachers wondering what practices might best support motivated and engaged middle grades reading in their content areas. In response, this paper explores one Grade 7 language arts/history classroom where the teacher used an SFL-inspired approach in a curricular unit on the topic of freedom. The students in this class had been designated as poor performers, yet in this class achieved highly, ultimately contributing to professionally-produced curriculum as “experts” on the complexities of abolition. Therefore, we ask: (1) What SFL concepts were useful for designing and scaffolding their reading instruction? (2) How did they participate in critically reading informational texts? Case study data was collected Jan–June 2021 (curricular materials, recordings of teaching and learning, samples of student work and feedback, teacher field notes). Thematic analysis of these data revealed that SFL concepts of *field* and *mode* were particularly salient to reading instruction in this classroom and were effectively used by the teacher for text modification and by students for detailed reading activities around lexical chains. More broadly, students’ critical reading processes were marked by an impulse to un-abstract information about the concept and experience of freedom and to build solidarity with historical figures seeking freedom. These findings have implications for teachers’ understanding of engaged middle grades reading as movement between solidarity and abstraction, as well as scaffolding reading for content, cohesion, perspective, and stance.

Paper 3: SUPPORTING SIXTH GRADE EMERGENT BILINGUAL LEARNERS’ PARTICIPATION IN SOCIAL STUDIES INQUIRY THROUGH TRANSLANGUAGING

Mina Hernandez Garcia (University of Michigan, Ann Arbor)

Research on language and subject-matter learning calls for moving away from the hegemonic monolingual education in U.S. schools and instead making *translanguaging* the norm by supporting bi/multilingual students to use their full linguistic repertoires as they participate in classroom learning (Li & García, 2022; Seltzer & de los Ríos, 2021). During 2021-22, an Arabic-speaking teacher and I co-taught a sixth-grade social-studies inquiry curriculum through translanguaging at a Midwestern public school.

This case study narrative (Mertova & Webster, 2020; Yin, 2012) explored how the Arabic-speaking teacher made meaning through translanguaging to support her Arabic-speaking emergent bilinguals while reading and evaluating sources and how the students responded. I drew on García, Johnson, and Seltzer's (2017) *translanguaging classroom framework*, SFL perspectives on linguistic register (Halliday & Hasan, 1985; Schleppegrell, 2004), and on disciplinary literacy and thinking in social studies (Monte-Sano, 2011; Wineburg, 1991) to analyze teacher and student interviews, students' written-work, and recorded translanguaging events from 45 lessons during four investigations.

Findings show: (1) Translanguaging was mostly motivated by the presence of newcomer students, supported by dialogue with others willing to use Arabic; (2) The teacher and students faced constraints when their current Arabic registers did not support them in explaining disciplinary concepts or interacting about the inquiry topics; and (3) Over time, the teacher and students developed new Arabic language registers along with English through participation in inquiry.

This study identifies supports needed to promote the development of students' and teachers' disciplinary bilingual registers in the context of hegemonic English in U.S. schools.

Paper 4:

USING SFL TO SUPPORT INDIGENOUS STUDIES: LESSONS FOR THE MIDDLE GRADES FROM A UNIVERSITY EAP INSTRUCTOR

Jennifer Walsh Marr (UBC Vantage College)

Two issues have drawn keen attention in middle grades contexts recently: a need for greater incorporation of Indigenous knowledges and perspectives, and a need for greater explicit disciplinary literacy instruction (e.g., Shear et al., 2015; TRC, 2015; Snow, 2023). SFL work has more heavily focused on the latter, but this paper takes the occasion to explore how it might be usefully used to address both issues. First, the session will recount how one EAP instructor has been using SFL to highlight the role of language and power in representing Indigenous and settler relations in Canada with first year international students (Walsh Marr, 2019; Thieme & Walsh Marr, 2023). Using excerpts from disciplinary Political Science, Human Geography and History texts, student-facing tasks analyse such topics as headlines of newspaper coverage, which participants are present or omitted in social studies textbooks, how nominalization is used within a land claim court case analysis, and the role of logical connectors in official apologies to Indigenous peoples.

Colloquium 2:

Antiracism And SFL: Freedom Dreaming Through Cross-Pollinations for Equity And Justice

Kathryn Accurso & Jason D. Mizell

Keywords: systemic functional linguistics, critical race theory, translanguaging, social justice, justice, equity, emancipation

Colloquium Description: This colloquium composed of SFL researchers and teacher educators presents a critical interrogation of the origins and effects of race-conscious cross-pollinations of SFL in pursuit of social change.

Paper One introduces the issue and lays a foundation for subsequent presentations. Through a selective literature review of sources from 1960–2022, the authors trace SFL’s origins as a socially accountable linguistics influenced by Marxist aims of social class emancipation, and the body of education research this perspective of social change gave rise to in the Americas. Authors then review critiques of this approach from a raciolinguistic perspective and trace efforts to cross-pollinate SFL with more race-conscious social theories in response (e.g., critical race theory, LangCrit, translanguaging).

Papers Two and Three present empirical data from projects that pair SFL with these theories, including analyses of:

- Long-term use of SFL/translanguaging pedagogies in two Western U.S. bilingual elementary schools; and
- K-7 teacher education in Canada that uses principles from SFL and critical race theory to prepare new teachers to develop and enact antiracist language/literacies instruction.

As presenters explore the affordances and limitations of these race-conscious cross-pollinations of SFL, they tackle bigger questions about applied linguistics as a liberatory pursuit, such as “Freedom from what?” and “For whom?”

Paper 1: FROM HALLIDAY’S MARXIST SOCIAL CLASS EMANCIPATION TO RACE-CONSCIOUS CROSS-POLLINATIONS FOR JUSTICE-AND-EQUITY

Jason Mizell (University of Miami) and Kathryn Accurso (Univ of British Columbia)

Is race-consciousness important for achieving SFL’s emancipatory aims?

Pursuing this question, this paper traces SFL’s formulation as a type of Marxist linguistics that sees language as “part of the superstructure that evolved on top of the economic base of society” (Halliday, 2015, p. 96). Class-conscious origins have centrally informed SFL applications in education, which aim to democratize outcomes by helping marginalized students obtain access to the economic benefits of education through particular kinds of language development.

However, we critique this focus on social class emancipation as having led to a noticeable silence on the role of racialization in education. Race-evasive renderings of text/context dynamics have led to just critiques of SFL praxis as playing a role in the whitewashing of minoritized students' and communities' languaging practices, undermining their emancipation from unjust power dynamics (Flores, 2020; Thompson & Watkins, 2021).

In response, we argue for cross-pollinating SFL with critical race-conscious theories and pedagogies, on the basis that cross-pollination is part of Halliday's theoretical stance. Halliday drew from various traditions to engage with social problems, arguing that SFL, as a socially accountable linguistics, "cannot be taken in from one angle" (Halliday, 1975, p. 89). In making this argument, we review recent efforts to complement SFL with critical race theory, culturally sustaining pedagogies, and translanguaging and call for SFL scholars to interrogate their assumptions about what freedom looks like and sounds like, and pursue cross-pollinations that center the wants, needs, voices, and knowledges of racialized and minoritized communities.

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Paper 2: CRITICAL SELF-REFLECTIONS ON DISRUPTING RACIALIZED PERCEPTIONS OF BILINGUAL STUDENT WRITING THROUGH SFL AND TRANSLANGUAGING PEDAGOGIES

Mileidis Gort, Molly Hamm-Rodriguez, Mary Beth Snow Balderas, Devon Hedrick-Shaw, and Vanessa Santiago Schwarz (University of Colorado Boulder)

U.S. writing instruction for racialized bilingual students is shaped by ideologies of language standardization that hierarchically evaluate writing based on proximity to a monolingual “standard.” These evaluations are often rooted in raciolinguistic ideologies that marginalize the languaging practices of racialized bilingual students. Our experience learning alongside K-5 educators in two bilingual education programs serving Latinx students reveals the importance of explicitly contesting these ideologies in SFL praxis. Through this five-year self-study of a professional development (PD) partnership between eight university-based teacher educators and 30+ bilingual teachers, we reflect on the evolving ways we have addressed, disrupted and, at times, reproduced these ideologies.

SFL informed the design and implementation of our partnership to validate and expand racialized bilingual students’ semiotic system and processes, which we understand to be complex, multimodal, and grounded in deeply valued cultural-historical roots. However, we encountered tensions between monoglossic orientations about language separation, “academic language,” and “correctness,” and the legitimization of students’ languaging practices. Analysis of focus groups, instructional observations, and video-elicitation interviews illuminates these tensions. Field notes and artifacts from research team planning meetings and PD sessions illustrate how we grappled with designing learning opportunities that responded to them. Ultimately, we trace our experiences co-designing and implementing a socially accountable linguistics that moves towards increasingly race-conscious cross-pollination of SFL, critical language awareness, and translanguaging pedagogies to center and cultivate the full deployment of racialized bilingual students’ linguistic repertoires while disrupting socially constructed hierarchies of named languages and conceptions of proficiency.

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Paper 3: REMIXING SFL WITH CRITICAL RACE THEORY: DISRUPTING DOMINANCE IN ELEMENTARY LANGUAGE/LITERACIES INSTRUCTION

Kathryn Accurso, University of British Columbia
Jason D. Mizell, University of Miami

This critical race teacher action research study explores elementary preservice teachers' (PSTs) experiences of preparation for the practice of antiracism in language/literacies instruction in Canada. Following broad calls for antiracism and decolonization in teacher education programming, we (a group of 36 PSTs and two teacher educators assigned to teach core language/literacies methods courses) observed that there was little content in our program that specifically addressed antiracist language/literacies pedagogies. As a result, our group spent five weeks exploring an SFL-inspired framework for antiracist genre pedagogy, including principles for color-conscious text selection, analysis, remixing, writing, and assessment in multilingual classrooms. Six months later, after PSTs' extended student teaching experience, we met in focus groups to reflect on PSTs' responses to the framework; what dominating ideologies they noticed, challenged, and/or reproduced in working with it during coursework; and how, if at all, they enacted it during their student teaching.

Resulting data sources included course curriculum, assignments, free-writes, instructor field notes, and focus group transcripts. Thematic analysis rooted in critical race grounded methodology revealed three kinds of findings: (1) patterns of PSTs' noticing and challenging racialized curriculum choices and dominating correspondences between text-type and purpose; (2) patterns of PSTs' reproducing dominating correspondences, as well as color-evasiveness, and anti-Blackness; and (3) affordances and challenges PSTs' experienced in internalizing and implementing antiracist practices in their teaching contexts and from their particular positionalities.

We conclude with implications for the ongoing practice of disrupting raciolinguistic dominance in elementary teacher education.

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Then, based on these examples and student reflections, the session will discuss possible implications and adaptations for grades 6–8 settings.

Parallel Sessions

Construing Pain: Contributions And Challenges of Applying the Appraisal Framework In Healthcare Communication

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Abstract

Adopting SFL as the core linguistic framework, and the System of Appraisal as the main conceptual and methodological perspective, this chapter aims at contributing to the debate on the potentialities and limitations of applying appraisal for the analysis of oral discourse. Specifically, we focus on data from previous studies conducted by our research group on healthcare communication. Using data collected in 30 autobiographical recounts by Chilean chronic patients who suffer endometriosis, we identified a series of strengths and challenges faced when conducting this type of analysis.

Endometriosis is a high incidence gynaecological condition (about 10% of women worldwide suffer this condition in various degrees of gravity). However, there is no certainty as to its aetiology or to the effectiveness of different treatments. One of the symptoms of this condition is severe chronic pain, which usually brings about a dramatic impact on the patients' life-quality. The impoverishment of their social life, their sexuality and professional development, among others, is clearly related to attitudinal values constructed in the autobiographical recounts that they produce. When women describe their pain, the limitations that it imposes on their daily activities and also, very often, their infertility, they make use of a great variety of resources to construe the intensity and defining character of the physical and emotional pain that they experience.

The System of Appraisal has proved to be a valuable resource for the understanding of how subjects construct their attitudes in discourse. However, most studies have been conducted in written corpora. The great capacity of the framework of Appraisal to shed light on how oral interaction operates seems somehow diminished due to the characteristics of the orality. Oral interaction relies more heavily on shared knowledge, therefore resulting in discourses that are less syntactically organized, more spontaneous, and less explicit. These characteristics pose a great challenge for discourse analysts, who are usually confronted with new and blur dimensions of attitude.

Cohesive Devices in Lubukusu: A Systemic Functional Grammar Approach

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Abstract

The study is an investigation of cohesion and cohesive devices in Lubukusu within systemic functional grammar. Lubukusu, a language spoken in Bungoma and parts of rift valley has not had a thorough linguistic research on elements that tie a text together to make it readable or cohesive. In light of this, the present study provides a set of all cohesive devices, position of usage in a sentence and the functions they operate in syntactical structures. the study looked at how clauses are expanded, extended and enhanced through the use of parataxis and hypotaxis. the study was conducted in Bungoma county where by the data was collected through the naturally occurring conversations during Bukusu festivities. apart from the spoken data, the written data was sourced from the Bukusu bible. the chapters along with the verses that comprise the cohesive devices were read keenly and underlined for purposes of analysis. the data was organized into coordination, subordination, co-subordination then an explanation of the functions of the elements. the analysis of the data was descriptive and constrained within the tenets of systemic functional grammar. the results of the study indicated that Lubukusu has just few aspects of cohesion and it is not comparable at any point to an Indo-European language like English.

Key words: cohesion, cohesive devices, coordination, subordination

The realization of thematic progression in online IELTS Writing Task 2 samples in an English-learning website: a case study

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Abstract

This research aims at investigating the frequency of Thematic Progression (TP) patterns and their effects on quality of online IELTS Writing Task 2 samples. Derived from an online website, the corpus of 24 sample essays was analysed using both quantitative and qualitative methods as well as McCabe's (1999) model of thematic progression. According to the results, Simple Linear pattern is the most employed one in the corpus, followed by Constant, Split Rheme, Split Theme and Derived Hypertheme patterns respectively. Such frequency order is generally in line with the existing literature, while that of Split Rheme is found to be considerably higher than in other studies. The analysis also shows that proper employment of TP overall is a contributing factor to the text's coherence and cohesion, with each exerting different effects. Simple Linear pattern, with

its cross-referential links, yields a constantly developing and cohesive text whereas Constant Progression keeps a strong thematic focus. Meanwhile, Split Rheme and Split Theme patterns are both found to offer a planned text development and Derived Hypertheme progression creates cohesion with hypernym-hyponym relation. Problems related to the overuse of the theme “It” and “There” are also reported. Despite the limited corpus size and subjective analysis, the results show that the online samples can be useful for students’ self-study and teachers’ use in instructional settings to support students to produce a coherent text. However, problematic areas identified in the study highlight the necessity for writers to be heedful when crafting an essay to ensure its quality.

Ecological Discourse Analysis of Niyi Osundare's Ours to Plough, Not to Plunder from a Hallidayan Perspective

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Abstract

The Hallidayan approach of ecolinguistics focuses on the language of ecology, and it is concerned with the impacts of language on human ecological and non-ecological behaviour. Eco-critical discourse focuses on the role of language in the ecosystem and how language can build relationships that are conducive to ecological sustainability (Stibbe, 2014). This paper presents the ecological discourse analysis of Niyi Osundare's "Ours to Plough, Not to Plunder" based on transitivity, ergative structure, and appraisal analysis under the theory of Systemic Functional Linguistics (hereafter, SFL). The poem is broken into clauses to examine the transitivity choices and the hidden ideology behind the choices.

Keywords: SFL; ecological discourse; plough; plunder; ideology

Voices on the Ground: Appraising Monolingual Curriculum in A Multilingual Setting

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Abstract

This paper sets out to appraise a monolingual curriculum in a highly multilingual setting using the attitudes of teachers and students and how these affect their teaching and learning of English as a second or foreign language. More specifically, this research is a Systemic Functional Linguistics (SFL) Discourse Analysis study with reference to the Appraisal Attitudinal Framework of Martin and Rose (2007) to categorize the types of attitudes (affect, judgement, and appreciation) of non-native English language teachers with two to ten years of teaching experience and senior foreign language students with B2 to C1 English proficiency levels at a licensed Cambridge international school in Lao PDR.

In appraising the monolingual curriculum, the participants were asked to answer a narrative essay prompt. The linguistic data were then coded and interpreted using the appraisal tools of Martin and Rose (2007), which contain detailed tables that provide examples of positive and negative affect, judgement, and appreciation. The data were also critically evaluated and checked by inter-coders to ascertain the level of reliability of the results of this research. The findings unveil authentic linguistic evidence and significant insights that expose participants' positive and negative attitudes towards the curriculum and of themselves as teachers and learners of English.

As this research is the first of its kind in the country, it ultimately demonstrates the affordances of modifying and/or tweaking the curriculum to address the concerns of multilingual teachers and students more broadly.

Keywords: Attitudes, Monolingual Curriculum, Multilingual Setting, Systemic Functional Linguistics (Appraisal), Discourse Analysis

Tackling end users' perception of song lyrics translation: An attitude-analysis approach to subtitling comments about "See You Again" in Chinese music app NetEase Cloud

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Abstract

Appraisal theory, which approaches the interpersonal meaning of discourse as social practice under Systemic Functional Linguistics (SFL), has long been employed to analyse social actors' emotions and feelings, their stance-taking procedure, and the degree to which both are presented. To put it into the context of translation studies, one key aspect for AT to contribute is by analysing the level of reception among the target text receivers, paying attention to their comments about the translation quality. Based on the subcategories of attitude, i.e., affect, judgement, and appreciation, this research qualitatively analysed end users' comments on the song lyrics translations in the Chinese online music app NetEase, with "See You Again" (2015) as a case study. By collecting 1200 pieces of comments related to translation a month before and after the translation was publicised, the paper revealed how music consumers perceive lyrics translation and what is expected from translators. Theoretically, the present research illustrates how appraisal theory, specifically the SFL concept of attitude, can be applied in song lyrics translation, paying attention to end users' desire for and perception of the translation. Empirically, it contributes by challenging the traditional idea that song lyrics translation should be treated as a kind of "poetry translation".

Halliday 's Ideational Grammatical metaphor analysis in Theresa May's speeches

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Abstract

This study attempts to analyze Ideational Grammatical Metaphor to investigate the function of nominalization as a communicative resource at Theresa May's Three speeches which amount to 9496 words, during Brexit. The ability to depict political speech in a formal and abstract way is one key skill needed for superiority in the political area. Halliday and Matthiessen's model (1985,2004) of ideationalgrammatical metaphor from the point of frequency and functions of Nominalization is applied as a theoretical framework for a qualitative and quantitative linguistic analysis of this study. The contextual strategy of extracting all the ideational grammatical metaphors in terms of nominalization and process types are extensively utilized. The major objective of this study is to elucidate a pivotal role of nominalization in construing the experience in political speeches through presenting a new dimension of meaning. Results reveal that the ideational grammatical metaphor in this study pervaded to serve the speaker's political agenda. Nominalization is realized in May's speeches through the technique of extracting metaphorical wording, rendering its possible congruent wording, and process types. May used nominalization as a linguistic tool to convey her message of the superiority and unity of the United Kingdom with the dominance of material process as a mark for power. Finally, May utilized IGM mechanism to function as a gateway to abstractness, formality, objectification, conceptualization, and condensation of political text.

Keywords: SFL, IGM, Nominalization, CDA, Political speeches, Referendum, Brexit

The necrobiopolitics of COVID-19 in Brazil: transitivity choices in global media representations

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Abstract

Global media have reported widely on the (in)actions of the Brazilian federal government, particularly of President Jair Bolsonaro, in dealing with the COVID-19 pandemic. This presentation aims to describe media representations in terms of their transitivity choices (Halliday & Matthiessen, 2004) and to discuss how emerged language patterns may be indicative of particular ways life and death have been controlled in terms of a coupled conceptualization between biopolitics (Foucault, 2008) and necropolitics (Mbembe, 2019) which we call necrobiopolitics. Feedspot was used to select websites according to traffic rank, social media followers, and domain authority. The selection resulted in 12 websites, wherefrom the data was collected for the transitivity analysis to be carried out. Finally, we discussed how described language patterns may be indicative of how the global media perceive the role of the Brazilian federal government in dealing with the COVID-19 pandemic. Overall results indicate how the death of babies and mothers, the collapse of hospital and health service, the spike in hunger, the dismissal of the severity of the pandemic, and the purposeful delay in purchasing vaccines were instrumental in the way president Jair Bolsonaro implemented a political agenda that defines whose lives are worthy and whose deaths are tolerated. In general, this study has illustrated not only how language analysis can contribute to social change, but also how seemingly ordinary political and economic decisions may actually instrumentalize a vicious necrobiopolitical system that continues to tip the balance between life and death in favor of the more privileged.

The Writer's Attitude on Biography of Joko Widodo 'Man of Contradiction: Joko Widodo and the Struggle to Remake Indonesia'

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Abstract

This study explores the writer's attitude towards Joko Widodo in his biography 'Man of Contradiction: Joko Widodo and the Struggle to Remake Indonesia' through the use of Appraisal approach. Appraisal under the study of systemic functional linguistics, specifically in Interpersonal meaning, concerns with evaluation in which negotiated in a text, the feelings' strength involved and the ways in which values are sourced and readers aligned (Martin and Rose, 2007: 30). Meanwhile, this study focused on one of appraisal systems called attitude comprises into affect, appreciation, and judgment. This study employs qualitative method and adopts appraisal theory proposed by Martin and White (2005). The source of data in this study was taken from chapter 4 of Joko Widodo biography purposively and it was published in 2021 by Penguin Books. Meanwhile, the data were collected by employing content analysis and they were analyzed by using domain, taxonomy, and componential analysis. Furthermore, the data were validated by three raters through Forum Group Discussion (FGD). The results of the study show that the most dominant types of attitudes found is appreciation with 106 occurrences. Then, it is followed by judgment with 74 and affect with 33 occurrences. The number of its finding is mostly positive, indicating that the writer gives his positive point of view by showing his appreciation towards Jokowi Widodo's ambition to build new Indonesia and his contradictions.

Engagement Resources in Paratexts of Video Games: An Appraisal Analysis of Promotional Material of “God of War Ragnarök”

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Abstract

The current study employed Martin and White’s (2005) Appraisal framework to explore the use of engagement resources in the promotional paratexts of the “God of War Ragnarök” video game, which won six prizes at the Game Awards in 2022. Since there is a lack of literature on the study of the promotional paratexts of video games using the appraisal framework, this necessitated conducting this study. This study combined quantitative and qualitative methods to investigate the engagement resources used in the official trailers of the game and the interviews made with the game's director, Eric Williams, and Cory Barlog, the game's producer. The study revealed that all data sets employed both monoglossia and heteroglossia, but with more heteroglossic propositions than monoglossic propositions. The monoglossic formulations in the trailers helped create the narrative of the game, while the monoglossic formulations utilized by the directors were merely for describing the game. As for the heteroglossic propositions utilized in both data types, there is a preference for contractive over expansive resources. Employing more contractive formulations than expansive formulations in the promotional trailers generated anticipation before the game's release. The directors were also more contractive in the interviews to boost game hype pre-launch, as they could not divulge much. Moreover, disclaim resources were employed more in both the trailers and the interviews than proclaim resources, indicating the preference for either rejecting or replacing the current opposing propositions being employed.

Dialogism in Applied Linguistics Research Articles: Engagement Resources in Introduction Sections by Professional Scholars

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Abstract

This study investigates how professional applied linguistics authors use evaluative language to express their views and dialogic stance while also anticipating their audience's stance. The engagement model of the appraisal framework was employed to analyze the introductions of 16 applied linguistics articles published in six high-impact journals. The corpus was annotated manually using UAM CorpusTool. The analysis focused on the frequencies of each item both in the whole corpus and per 1000 words. The results revealed that engagement resources were used to varying degrees. Overall, from greatest to least frequency, the following engagement resources were used: entertain, monogloss, pronounce, acknowledge, justify, counter, deny, endorse, distance, affirm, and concede. These findings indicate that applied linguistics authors tend to welcome alternative voices, negotiate opposition with caution, and avoid explicit criticism. The paper provides support for previous research and adds new evidence by including justify as a subsystem of engagement. This work also contributes to the field of English for academic purposes and will help novice authors to improve their effective usage of evaluative language.

Analyzing Language Variations in the News Reports of Crime against Women through Transitivity System Network

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Abstract

Systemic Functional Grammar focuses on the syntagmatic and paradigmatic choices in a language. It studies language from the micro-level of morphemes to the macro-level of textual and socio-cultural contexts. Within the SFG, the Transitivity System Network (TSN) explores variations in the structure of language and individual and social biases through 'choice'. This study embarks on an exploratory journey to investigate the extent to which transitivity analysis (TA) can yield data that effectively captures language use, allowing for interpretations across multiple levels of functional contexts. This research investigates the variations in the language of news reports of crime against women, especially rape and murder, to trace any possible social biases through transitivity analysis. The texts of some specific crime reports from different newspapers in both Urdu and Pakistani English were selected and compared to disclose systematic differences in the ideology of newspapers—revealing or concealing attitudes regarding the crimes, the victims, and the perpetrators. The selected corpus was analysed both quantitatively and qualitatively to study the processes of meaning-making about one and the same 'news' (theme or topic). Further, an attempt was made to identify the functional contexts in news stories of rape and murder of women and explore how the transitivity choices (language in context) represent specific ideologies of different newspapers and how much is dependent upon interpretation and knowledge of the social context.

An Appraisal Attitude Analysis of Affect in Broca's Aphasia

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Abstract

Broca's aphasia is a language disorder resulting from damage to Broca's area, affecting the expressive and communicative abilities of its sufferers (Acharya, & Wroten, 2023). While previous studies have probed into Broca's aphasia linguistically, an unaddressed gap lies in Systemic Functional Linguistics (SFL) exploration. This study aims to address this gap by employing the Appraisal framework, a central tenet of SFL, to investigate embodied emotion manifestations. Interviews with five Broca's aphasia individuals (totaling approximately 50,000 words) were analyzed using the Appraisal framework (Martin & White, 2005). Both quantitative and qualitative methods were implemented using the UAM Corpus Tool 6.2v (O'Donnell, 2023), unveiling a prevalence of positive resources over negative ones. In addition, linguistic features of affect were contextually dependent across diverse communicative tasks, including spontaneous speech, narration, repetition, and naming. In conclusion, the present study demonstrates the utility of the Appraisal framework in analyzing the language of individuals with neurological conditions, underscoring the significance of adopting interdisciplinary methodologies in language research.

Inter-Lingual Re-Instantiation in The Process Of Police Blotter Writing

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Abstract

In this study, I investigated whether English transcription by the Philippine police may produce important shifts in meaning. Recording reports involves a modal shift from an oral interview in a local language to an English written document. Only the latter is used as the basis for investigations, and it may also be attached to court documents or used as a news source.

In this study, police text in pairs was collected, each pair comprised the audio-recorded spoken text (transcribed with English gloss) and its English written version. Data analysis involved analyzing the construal of crime information in both spoken and written data and the transfer of meanings from spoken to written.

To clarify whether the process of writing the English transcription affects meaning, Systemic Functional Linguistics (SFL) was used to analyze ideational and textual meanings. Ideational meanings were analyzed through Ideation, the discourse semantic system for construing experience, and textual meanings were investigated through Identification, the discourse semantic system for tracking participants. Findings revealed that re-instantiating the oral-vernacular interview into English written document **altered** meanings. The change in meaning that appeared in the results of the analysis of the reports showed how language is related to the workings of law. I conclude that we should further discuss the importance of tackling language practices in the Philippine police force for the benefit of justice.

Thematic System-based Study on Ecological Attributes of The Blue Partnership Principle from the Perspective of International Ecological Discourse Analysis

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Abstract

As highlighted in the 14th Sustainable Development Goal (SDG) proposed by the United Nations, marine ecosystem plays a significant role in maintaining the stability of the global ecosystem. Nevertheless, compared to other SDGs, this goal is the least funded by the global community. To improve this situation, The Blue Partnership Principle (TBPP) was published by China during the United Nations Ocean Conference 2022, aiming at establishing a mutually beneficial partnership for improving the marine environment. In light of that, the present study conducts an ecological discourse analysis of TBPP based on the International Ecological Discourse Analysis (IEDA), an evolving framework derived from Hallidayan Systemic Functional Linguistics. Specifically, it discusses the ecological thematic system represented by participant role (PR) themes with all the PR themes annotated, visualizing their distribution so as to explore whether it fits in with the criteria of an eco-friendly text. The findings demonstrate that about 60 percent of PR themes represent diverse participants in marine ecosystem protection, manifesting strong eco-friendly attributes. However, human-related PR themes occur continuously in the text, indicating that the interaction among different themes still requires to be emphasized.

Engagement in (pseudo-)medical menopause discourse on YouTube

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Abstract

This research paper examines instances of medical misinformation surrounding the treatment of menopause symptoms. The study investigates oral online discourse employed by 'health influencers' and medical professionals in terms of its rhetorical impact. Two sets of YouTube videos were selected for analysis. The first corpus consists of 20 videos (89,046 words) uploaded between 2010-2022 by individuals promoting compounded Bioidentical Hormone Therapy (cBHT) as a treatment for menopause symptoms. The second dataset includes 16 videos (66,333 words) added by institutions and medical professionals between 2013-2022 advocating for Menopausal Hormone Therapy (MHT). To investigate the rhetorical effects of the discourse, the study focuses on the speakers' use of subjective mental verb projections and reporting verbs. It was found that health influencers employed a higher number of incongruent mental verb projections as engagement strategies to establish rapport with viewers. They used strong assertive and evaluative epistemic constructions to persuade the audience and to align them with their own stance. Additionally, the health influencers predominantly attributed the shared information to human sources and demonstrated a lack of commitment to the validity of their sources. In contrast, the medical professionals mainly opted for mental verb projections as engagement devices to share specific views of reality grounded in scientific consensus. They attributed the knowledge they communicated on YouTube mostly to objective research evidence, employing reporting verbs that indicated a high commitment to factual information and endorsing sources. The study underscores the need for increased awareness of the prevalence of medical disinformation in the digital sphere.

Not Much Green in Stories by Six Nigerian Political Parties' Conceptualisation of Environment and Environmental

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Abstract

According to Halliday (1990), grammatics needs to retrace itself from encrypting anthropocentric fallacies in the lexicogrammar. As a contribution to Ecolinguistic Discourse Analysis (EDA), this paper makes normative assessments of the use of the words environment and environmental in a corpus comprising the manifestos of six Nigerian political parties. The framework for analysis comprises lexis as most local context (Fontaine, 2017) and lexis as the microcosm of the experiential sub-function. As most local context, both words are lexical items instantiating the lexeme environ in the corpus. As microcosm of the experiential sub-function, their semantic paradigms signify reference to the natural world in the corpus. Using the corpus tool keyword(s) in context (KWIC), the paper explores the collocations of both lexical items from the syntagmatic order, whereby environment and environmental are nodes and their meanings are a product of their co-text (collocates). KWIC searches reveal that although both nodes share the concept of the lexeme environ, their experiential mappings codify different concepts of the natural world in the corpus. The ecocentric potential of environment to encompass balanced reference to the natural world is diminished by its collocates; while environmental maps out much of the ecosocial themes in the corpus. Thus findings show that the dissimilarity reflects disproportionate concerns for environment and development without sustainability plaguing the Nigerian state and acknowledges the place of EDA in making the discourses about development in Nigeria more ecosocial.

Exploring the dialogism of media newspapers articles: Heteroglossic Engagement in newspapers articles about Saudi Women Empowerment in Arab News Journal

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Abstract

This study focuses on using heteroglossic formulations in Arab News Journal articles about women's empowerment in Saudi Arabia. More specifically, it provides explanations of how Arab News Journal shows their position regarding women's empowerment and compares how female and male writers engage with the same topic with the use of engagement features. Appraisal theory, developed by (Martin & White, 2005), was employed in the present study. It focuses on interpersonal meanings that provide writers and speakers with the means to be critical of, value, reject, accept, and challenge other positions mentioned in the articles. The findings reveal that the highest engagement instances are acknowledgement, endorsement, and contraction resources. Whereas female writers utilised more acknowledgement resources, male journalists used more endorsement and contraction resources. Thus, Arab News Journal and its authors support women's empowerment. Moreover, they attribute other voices in their articles supporting women's empowerment in Saudi Arabia. This study is the first on Arab News Journal and Saudi women's empowerment in Saudi Arabia. More studies on the same topic using other journals or different columns are recommended. The study contributes new understandings of interpersonal meaning in the news discourse in Saudi Arabia from the functional perspective of appraisal theory.

Contextualizing the use of gestures in Political Speeches: A Multimodal Discourse Analysis approach

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Abstract

Politicians' speeches have been the subject of research in the past, most of which were based on linguistic analysis of the politicians' language. It is now possible to gather multimodal data, such as how politicians employ gestures, placement, and audience space to enact particular communication patterns, thanks to the availability of video recording tools. Understanding how to annotate and evaluate such multimodal data presents a problem for the researchers. This essay suggests a method for noting and examining how politicians use gestures to convey meaning during speeches. The Systemic Functional Multimodal Discourse Analysis approach to the formal and functional classification of politicians' use of gestures in speech is introduced, and it is situated within Systemic Functional Theory. The method extends the classifications using examples drawn from a sample of occurrences from an authentic speech corpus while building on existing research and theoretical notions of gestures. The objective is to create a theoretical framework for noting and analyzing how Indonesian presidential candidates utilize gestures during speeches.

Keywords: Gestures; multimodality; Political speech; Systematic Functional, Multimodal Discourse

Reporting Cricket in Pakistani Print Media: A lexico-grammatical analysis

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Abstract

This paper attempts to demonstrate how the entities like war and aggression and the opposing sides are represented in apparently different texts, with the aim of highlighting how the underlying ideology is very similar despite the differences in the field therefore, the study is based on the news reporting of Pakistan Vs. India cricket combat. For the exploration and analysis of linguistic choices in transitivity which construe the ideological assumptions, Halliday's model of transitivity: a lexicogrammatical theory (Halliday and Matthiessen, 2014) has been employed. The analysis has approved the working hypothesis that it is typically not just the choices in an individual clause that are significant in revealing the ideological considerations, but the patterns of choices across the texts (Thompson, 2008). The data comprising news reporting on cricket matches between the two arch-rivals come from two different newspapers namely the News, and the Nation. The decision to use texts from the selected newspapers was made for getting a wider sample with the assumption that both reflect essentially the same ideology that the journalists represent war-like categories in reporting a game.

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Beyond representation-A social semiotic multimodal approach to manga covers

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Abstract

Manga (Japanese comics) covers represent an underexplored type of multimodal text with the potential to unpack commercial imperatives shaping the manga industry in Japan from how social relations between producers and the readership audience are managed. Existing scholarship on manga expression tends to overlook the broader dimensions of manga as a cultural commodity and focuses narrowly on representation within the stories without considering the communicative potential of the covers in a commercial context. This study builds on frameworks (Kress and van Leeuwen, 2006; van Leeuwen, 2008; Painter et al., 2013) from past multimodal cover studies to explore the covers of Boys Love (BL) manga. BL offers the prospect of exploring meaning-making in a unique context as a manga genre that has thrived on a commercial scale for half a century and has significantly impacted women's manga culture in Japan despite its unconventionality. The findings show how commercialization shaped the way the genre is strategically configured on the covers using linguistic and visual features while also incorporating affect and aesthetics in marketing the genre to its target audience. Specifically, BL manga covers use descriptive and monologue titles to evoke ranges of ambiguity that align with character visuals. This study makes a significant contribution by extending the applicability of social semiotic frameworks in the domain of Japanese popular culture and challenging prior understandings of manga expression beyond the narrative through the lens of covers.

Supporting genre-based assessment of student writing: A concrete example of SFL in pre-service teacher education coursework

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Abstract

While genre-based pedagogy offers students and teachers explicit tools to scaffold the development of literacy skills, the question remains how best to support people learning to be teachers (teacher-learners) in developing and applying a genre-based understanding of language in the limited time available for teacher education. This paper presents one concrete example of implementing SFL in an educational linguistics class for pre-service teachers at a large university in the United States, focusing on how they used adapted versions of genre-based rubrics to assess student writing. The guiding questions include to what degree and how SFL ideas were explicitly and implicitly taken up in the teacher-learners' feedback for students. Based on SFL-framed prompts, the paper analyzes how they responded regarding various text features for that genre. Additionally, the teacher-learners decided in the end on the most important writing features to work on with the student and explained how they would work on those features. The findings show that the teacher-learners incorporated ideas from genre pedagogy in rudimentary yet promising ways and the paper offers examples across content areas and genres. We conclude that teacher-learners can learn and implement genre pedagogies in feedback and we discuss ways to adjust the amount of grammar and linguistic input for different teacher education programs and courses. The paper concludes by discussing what teacher educators working with SFL in their teacher training programs can learn from such research and argues for broader sharing of teacher training materials and content to strengthen SFL in teacher education.

The structures of the apologies arising from the #MeToo movement

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Abstract

The validity of Public Apologies as a genre has been the topic of much recent debate, especially during the #MeToo movement, where many apologies for sexual misconduct were criticized for being insincere or inadequate. This study uses Hasan's (1984) approach to Generic Structure Potential to identify the obligatory and optional structural elements of those #MeToo apologies; simultaneously, the semantic resources used to realize each element are discussed. These elements are then compared to Ogiermann's (2009) felicity conditions of apologizing to determine if the #MeToo apologies are successful. The analysis of these linguistic features serves as the cue to discuss the relationship between these apologies and the goals of the #MeToo movement. The data set of this study comprises six apologies made by influential men in the entertainment industry in Hollywood, the United States – the place attracting the most attention of the #MeToo movement. Although they share the same purpose of apologizing to victims of sexual harassment, the apologies vary greatly regarding their length, the number of structural elements employed, and the different ways these elements are worded. Based on the analysis, there are a total of thirteen elements appearing in the chosen apologies, which are composed of only one obligatory element called "Quote of apology" and twelve optional elements. By comparing the full GSP analysis of the apologies with the goals of the #MeToo movement, a more refined picture can be obtained of how such apologies are accepted as sincere and genuine within a given sociocultural context.

Reading history in an EFL Context in Argentina: analysis of causal and temporal relations in historical accounts

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Abstract

Historical Accounts (HAs), a type of chronicle whose purpose is to show causal relations between historical events as they unfold over time (Rose & Martin, 2012), are one of the most frequently used genres in the field of history at higher education. Reading and producing HAs requires students to (re)construct complex lines of reasoning, since these texts display a high degree of abstraction, generic participants and varied realizations of causal and temporal relations (Coffin, 2006). Although the interplay between cause and time poses great difficulty for students, history lectures tend to focus on the content and disregard the meanings conveyed by the variety of linguistic choices realizing causal and temporal relations. To the best of our knowledge, the interaction of cause and time in HAs has not received much attention. Drawing on the main tenets of SFL (Halliday & Matthiessen, 2004, Martin, 1992), and Reading to Learn (Martin & Rose 2008; Rose & Martin, 2012), this paper aims to provide a detailed analysis of temporal and causal circumstances in five HAs taken from history books frequently used in English Teaching Programmes in Argentina. These texts deal with WWI, a key topic in the history syllabus, and are representative of the many HAs we have explored in this secondary subject in terms of the causal and temporal relations. The findings of this study are expected to contribute to the development of teaching materials that can raise students' awareness of the lexico-grammatical features construing HAs and therefore improve their comprehension and production of such texts.

When monologue isn't: SFL perspectives on dialogic teaching

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Abstract

This paper proposes disciplinary oracy as a subject requiring further attention. Educational linguistic research has advanced our understanding of subject-specific literacy, however subject-specific oracy has not been researched in a similar manner. Classroom talk is critical for knowledge-building and educational success (Freebody et al., 2008; Macnaught et al., 2013) and is part of the epistemology, or knowledge structure, of subjects (Alexander, 2018; Martin et al., 2010). This makes the study of disciplinary oracy critical to fully understand how educational knowledge might be made accessible to all students equally.

This paper begins with Alexander's (2020) dialogic teaching principles and uses mass (Martin, 2017) and presence (Martin & Matruglio, 2013) from SFL to demonstrate some grammatical and discourse strategies used to teach dialogically. Using transcribed classroom data from one senior secondary subject in Australia, it demonstrates linguistically how teacher talk which at first appears largely monologic and teacher-centred is "monologic in form but in its content more dialogic than at first sight it appears" (Alexander, 2019, p. E9).

The pedagogical implications have international significance. Firstly, an understanding of the language involved in teaching dialogically will better enable teachers to consciously and consistently design it. Secondly, results contribute to understanding disciplinary oracy, which together with an understanding of disciplinary literacy, helps build a more detailed picture of the nature of particular subjects in the school curriculum. This understanding, in turn, can help make subjects more accessible to students, particularly students from diverse and/or marginalised groupings.

The Re-shaping of the Semiotic Landscape in Tunisian Cities during COVID 19 Pandemic: A Social Semiotic Perspective

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Abstract

The concept of “semiotic landscape” refers to the semiotic resources “that mark the public space” (Ben Rafael, 2009, p. 40), i.e., all meaning-making resources in cities outside private homes. The present study explores an under-examined aspect of the semiotic landscape and focuses on the layout of public spaces- the display and arrangement of people and things in public spaces. Following the spread of the COVID 19 pandemic, the layout of public spaces in Tunisia has witnessed a significant re-shaping. The present paper argues that though the re-shaping of the semiotic landscape has been triggered by sanitary reasons, its social implications have gone beyond the sanitary. This new semiotic landscape has contributed to constructing new experiences, promoting ‘new’ social values and fostering existing power relationships. This paper adopted a social semiotic approach combined with a sociological one to explore the re-shaping of the semiotic landscape and its social implications. A questionnaire was administered to 200 Tunisian respondents to probe their evaluation of the social implications of this re-shaping. A social semiotic approach based on the grammar of visual design (Kress and van Leeuwen, 2006) was adopted to develop a typology of the new semiotic landscape and to highlight the changes in participant roles and process types. A focus group discussion was conducted with a group of Tunisians to probe their attitudes towards the new semiotic landscape and their perceptions of their roles and their relations with others. Appraisal framework was used to annotate the focus group discussion (Martin and White, 2005).

A discursive approach to Morphosyntax written exams at a postgraduate level: an application of the system of figure

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Abstract

This paper explores the discourse and field of Linguistics at postgraduate level through the study of written exams in Morphosyntax, which is one of the central subjects in the Linguistics Master Program at Pontifical Catholic University in Chile. The research is underpinned by Systemic Functional Linguistics (SFL), and it aims to identify key ideational discourse semantic patterns in a group of highly graded written exams, based on the figure system (Hao, 2020). This approach proposes a theoretical and methodological distinction between experiential discourse semantic and lexicogrammatical resources dealt with in the transitivity system. On the one hand, the analysis allows the identification and predominance of figures oriented towards the construction of a static field, in which we can find mostly co-elaborated entities which taxonomize items in this field (Hao, 2020). On the other hand, the analysis identifies a group of figures of a more dynamic order, oriented towards constructing forms of doing and reasoning in Morphosyntax. This analysis enables interpretations of field constructed in written exams at a postgraduate level in Linguistics, demonstrating the productivity of the figure system for the study of specialised discourses in Spanish from a systemic perspective.

Dialogic Teaching meets SFL: Using Pedagogic Register Analysis to explore DT-fostered argumentation in linguistically diverse classrooms

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Abstract

Dialogic Teaching (DT) is a pedagogical 'stance' based on a framework of principles and repertoires, which emphasises collaborative knowledge building in an inclusive classroom culture (Alexander 2020). In this research, I use Systemic Functional Linguistics (SFL) tools to examine the affordances offered by DT to develop reasoned argumentation.

This study involves the iterative implementation and refinement of a teacher-researcher co-designed pedagogic innovation informed by DT principles in a high school in South Western Sydney with a significant population of students learning English as an additional language across years 7, 9 and 11.

In this presentation I describe how the pedagogy in the focus classrooms changes over time. Using the Pedagogic Register Analysis (Rose, 2014, 2018), a tool grounded in SFL theory, I examine how teachers create the supportive and intellectually engaging space where disciplinary argumentation can occur and how this is realised through language choices.

This research confirms the importance of the Interpersonal aspect of dialogic teaching (Alexander 2020) and enhances our understanding of how Interpersonal meanings evolve over time and influence the development of reasoned argumentation. The findings suggest that a pedagogic intervention informed by both DT principles and SFL can be mutually enriching of both theories.

Constructing Cultura: A Critical Analysis of High School Spanish World Language Textbooks

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Abstract

Herman (2007) argued that Spanish textbooks construct “small” and “invented worlds” that don’t lend themselves well to critical language teaching. Therefore, when AUTHOR 1’s district adopted a textbook series that claimed to teach cultura, it raised questions about what exactly was being constructed through the language and image choices in these texts. In response, this paper uses Halliday’s SFL and Kress and van Leeuwen’s visual semiotics to understand how Spanish speakers and cultures are construed in this mandated series. Research questions include: (1) How does a 2020 Spanish world language textbook series construe Spanish speakers and cultures in written text and visual images? (2) In what ways are discourses of linguistic and cultural dominance challenged and/or reproduced in the textbook series? We address these questions using multimodal discourse analysis across a corpus of 24 cultura texts (approx. 11,135 words and 30 images) focusing on transitivity, appraisal, and theme analysis of written texts, visual analysis of photographs, and integrated multimodal interpretation. This analysis demonstrates that the textbooks semiotically background Spanish speakers as contributors to culture and construct membership in a nation-state as the most salient aspect of Spanish speakers’ cultural identities. Afro-descendant and Indigenous members of Spanish-speaking communities are particularly backgrounded, and when present, frequently historicized. Culture is positioned as a commodity for tourist consumption. We discuss how these semiotic choices reproduce deficit raciolinguistic ideologies around Spanish speakers and cultures in the U.S. context, as well as implications for world language teachers wishing to challenge these ideologies.

Systemic Functional Linguistics Perspective of President Joe Biden's Speeches Regarding COVID-19

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Abstract

Presidential speech is one of the communication forms enacted by a president that is very influential for the country. This study tries to convey the ideational meaning of transitivity in President Joe Biden's speeches regarding COVID-19. The transitivity features in this study consist of three components, namely, process, participant, and circumstance, based on the theory of Halliday (1994). The speech transcriptions were taken from the official White House government website, published from January to October 2021. This research is expected to be significant both theoretically and practically for the readers and for the researchers. Theoretically, it helps enrich the theoretical development in the field of discourse analysis by using systemic functional linguistics as the analytical tool, and practically, this can be significant for the readers, to be informed about the ideational meaning of Joe Biden's speech regarding COVID-19.

Keywords: transitivity, speech, Joe Biden, COVID-19

Reference: Halliday, M.A.K. 1994. Introduction to Functional Grammar, 2nd ed. London: Edward Arnold.

The Logico-Semantic and Tactic Analysis of Chinese Explaining Flowing Sentences——The SFL And PRL Perspective

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Abstract

Due to their uniqueness, Chinese flowing sentences have attracted much scholarly attention. While previous studies agreed that flowing sentences are complex clauses, and noticed that there is one type of flowing sentence which contains a clause that explains the preceding clause, it appears that the differences between the explaining clause with and without “jiù shì (just be)” had not been properly distinguished yet in terms of logico-semantic and interdependent relationship. Aiming to address this gap, the current study uses Systemic Functional Linguistics and Port-Royal Logic as an approach to analyze such sentences. It was observed that the explaining clause without “jiù shì (just be)” paratactically elaborates on its preceding clause. In contrast, the explaining clause with “jiù shì (just be)” hypotactically elaborates on its preceding clause. This means the explaining clause with “jiù shì (just be)” in Chinese flowing sentences is the so-called non-defining relative clause. In this regard, the findings of this study thus complete the language system previously not fulfilled by other studies of Mandarin Chinese in that the Chinese flowing sentences with “jiù shì (just be)” reflect the non-defining relative clauses of English. The outcome of this study can be used to enhance future studies in translation and Chinese teaching and learning.

Acceptable risks: An Appraisal analysis of environmental impact statements

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Abstract

Environmental impact statements assess the environmental, social and economic impacts of a proposed project and outline measures to minimise any adverse impacts. These documents form a core component of development approval processes for major infrastructure and resource projects, and are generally written by consultants hired by the project proponent. Environmental activists and researchers have raised questions as to the reliability of these documents, their capacity to fulfil their apparent purpose of protecting the environment and whether they may be used for political purposes (Tager 2013). In Australia, it is highly unlikely that a project will be rejected on the basis of an environmental impact statement.

This paper uses the Appraisal framework (Martin & White 2005) to analyse seven Australian environmental impact statements to provide insight into the stance created by interpersonal language choices. The findings indicate that appraisal resources frame the technical findings of the study in ways that align the reader to view the proposed project in a positive light and therefore encourage approval of the project. These findings illuminate the discourse of documents operating at the junction of scientific and administrative domains, and which have significant influence over environmental outcomes.

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Towards an Analysis of Visual Images In English Textbooks In Vietnam

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Abstract

Vietnam's general education curriculum has undergone innovation, changing the way textbooks are used across all subject areas (Ministry of Education and Training, 2018). Academic specialists design textbooks in accordance with the curriculum framework that the authority has provided, leading in the scenario where there are several textbooks to be utilized for the same curriculum. In addition, the use of visual resources in language classrooms has long been supported in the field of second language acquisition because language educators believe that visuals may aid students in learning a language in a variety of ways (Vu & Febrianti, 2018; Elmiana, 2019). Therefore, this research paper examines the functions of the visual resources taken from three new English textbooks for grade 10 used in Vietnamese classrooms in order to assess the suitability and appropriateness of images in learning and teaching English in accordance with the new curriculum (as prescribed by the government (Ministry of Education and Training, 2017, 2019)). This research adopts a multimodal approach, employing the framework of the grammar of visual design proposed by Kress and Van Leeuwen (1996, 2006) to analyse the images regarding representational meaning (such as ethnicity, gender, religion, profession, age, culture, and social status), interactional meaning (including learner-centeredness, learners' creativity, learners' activeness), and compositional meaning (namely alignment to learners' age and level, alignment to internationalization processes, and others). The findings are anticipated to be of great importance to enhancing textbook design in Vietnam.

Interpersonal meaning through facial affect: An investigation into experiences of foreigners in Vietnam

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Abstract

YouTube, one of the most popular social media sites in the world, allows users to record, share, and watch videos from across the globe. The practice of "review shows" involves filming a character experiencing the targeted-review subject and shares his/her opinion towards a large internet audience. Therefore, viewers who yet to know about that issue tend to be largely impacted by these kinds of review videos. Among various semiotic modalities that can be displayed through this kind of communication, facial expression is of great importance to enact social relations in cooperation with spoken language. Following Systemic Functional Linguistics, this study focuses on exploring the facial affect – a component of the interpersonal semovergence paralinguistics from the SFL-inspired model proposed by Ngo et al (2021). Having examined a series of exotic food review videos in Vietnam, the study has revealed sprit up as the most common paralinguistic expressions of attitude while surprise and fear are two features illustrated when the characters have unusual experiences. The findings indicate that there are cases where language and paralinguistics converge consistently, or diverge distinctly. The study is expected to show how facial affect can paralinguistically construe interpersonal meaning in life events in digital settings.

A revolution in decline: Iconization in the media statements of the African National Congress in South Africa

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Abstract

The African National Congress (ANC), South Africa's ruling party, has declined from commanding almost 70% of the vote in 2004 to 46% in 2021 (IEC 2021, 2019). The party, which presents itself as the leading liberation movement in the struggle against apartheid, is beset with internal factionalism and has become a target for citizens' dissatisfaction with corruption, low economic growth rates and failures in service delivery (Mlambo 2023). In this paper I present a corpus analysis of the ANC's media statements from April 2022 to March 2023, using keywords to show how the party positions itself using various catchphrases. Analysis of the co-text of these keywords shows how the party uses linguistic resources to affiliate with current potential voters. I examine couplings between Appraisal, grammatical metaphor, technicality and Periodicity to show how the party draws on and develops icons (Tann 2013) to justify its policy platform and defend itself against critiques. The party's self-positioning is then described using constellation analysis from Legitimation Code Theory (Maton 2014). This analysis shows how the party continues to draw on its history in the anti-apartheid struggle to legitimate current policies as elements of its ideology of National Democratic Revolution, drawing attention away from current failures in governance.

Rendering Nuance Visible: A Linguistic Examination of First-year Students' Writing about Literature

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Abstract

In this study, I illustrate the ways attending to the meanings in students' language choices can render visible abstract, impressionistic qualities in literary interpretation such as nuance. Students are expected to interpret the complexities and nuances of literary texts, yet might struggle with interpreting texts in ways that are academically valued in literary studies. Examining students' language choices can support instructors and students with developing concrete, explicit understandings of the ways language creates meanings in discourse. I investigate meanings in students' language choices by drawing on the Appraisal framework within Systemic Functional Linguistics (SFL), which offers a means by which to more systematically recognize the degree of nuance in students' writing. I posit that investigating the interweaving of Attitudinal resources — refining an interpretation, Engagement resources — inviting or foreclosing alternative interpretive possibilities, and Graduation resources — calibrating the strength of the attitudes infused into an interpretation — can illuminate insights into the elusive yet essential quality of nuance. By collecting, coding, and analyzing 12 A-scoring essays and 12 B-scoring essays from four sections of writing about literature courses and interviewing the instructors, I discern differential patterns of language use across higher- and lower-scoring essays. Findings illustrate that higher-scoring writers interpret the possible significances of literary texts using Engagement (e.g., “could mean”), indicate the layers of their interpretations using Graduation (e.g., “at first glance”), and construe the subtle shades of significance using Graduation (e.g., “subtly”). I thus elucidate valued qualities of writing, creating pathways toward more just, equitable practices of writing pedagogy and assessment.

The Texture and “Architexture” Of Online Philanthropic Fundraising Discourse: A Systemic-Functional Analysis of Charity Websites

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Abstract

Fundraising is critical for charitable and non-charitable organizations' existence and operation, especially in the new digital era with various media and fundraising channels. Applying a theoretical and methodological framework based on Systemic Functional Theory and Rhetorical Structure Theory, the qualitative analysis of data collected from Hong Kong charities' websites reveals the salient lexicogrammatical choices organized around the metafunctional principle. It also reveals the rhetorical patterns of online fundraising discourse. The findings of this study provide a more comprehensive analysis of online philanthropic fundraising discourse both in terms of systemic description ('teXture') and organizational structure ('architeXture'). A better understanding of this specific register may be usefully applied by practitioners in the charity sector who want to succeed in fund-raising. At the same time, the insight obtained from this study reveals the linguistic means by which the target audience is motivated into donating.

The Un Secretary-General's Cop27 Speeches Released On Un Tv Website: A Thematic Analysis

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Abstract

As language has the function of expressing and organizing ideas into a coherent and consistent text, the way the clause constituents are thematised may affect how different details are foregrounded in the text, thus affecting the communicative goals of the text. Theme and thematic progression analysis shed light on the aspect of “how speakers construct their messages in a way which makes them fit smoothly into the unfolding language event” (Thompson, 2014, p. 117). Political speeches, which are made in political frames for the purposes of raising public awareness of national, regional or global issues, may initiate discussion among parties on these issues, showing arguments for or against some political decisions, actions, movements or proposed plans. The analysis of theme choices and thematic progression patterns in political speeches may indicate what opinions the speakers conceal in linguistic forms in order to create persuasion for ideological support (Rafiu, 2015). The 27th UN Climate Change Conference (COP27) held in Sharm El-Sheikh in November 2022 was an important UN event. This study explores the thematic features of the speeches that the UN Secretary-General made at COP27. The data were taken from the UN TV website - the official channel for UN speech release. The thematic analysis results are expected to reveal how the theme choices and the patterns of thematic progression employed in the UN Secretary-General's speeches might have helped him in focusing the audience on different climate issues raised in COP27 and directing them towards the discussion of proposed solutions to these climate problems.

Continuities and disruptions in oral discourse: the role of phonology in structuring texts

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Abstract

When describing the nature of language, Halliday (2003, p. 76) refers to the textual function as the way in which language creates “a parallel universe of its own: a world that is made of meaning, and hence instantiated in the semiotic process.”

It is our intention to argue that the phonology plays a crucial role in this construal. Intonation choices do not only mold the flow of discourse but they also contribute to the cohesion of texts. In this work, we carry out a critical discourse analysis of a TEDtalk, starting with a macro-analysis – considering its cultural level and generic structure – and moving to a micro-analysis – the discourse-semantic and lexico-grammatical meanings. Then we analyze the phonological choices in the light of other co-occurring discursive features, to explore the cohesive power of prosody, which allows the speaker to project disparate concepts as equivalent realities, and vice versa.

We base our phonological description on Systemic Functional Linguistics (Halliday & Greaves 2008; Tench 1996) in combination with Discourse Intonation (Brazil et al. 1980; Brazil, 1997). We transcribe the sections under analysis following our auditory perceptions and then confirm our impressions by instrumental means (Boersma & Weenik 2022, Praat). We have found that phonology contributes to express textual meanings through resources which show the segmentation of a text into thematic units, and the alignment or disalignment of speakers. As teacher trainers in an ELT context, we believe this work has pedagogical implications for the teaching and learning of oral discourse.

Functional Stylistic Studies to Pedagogic Discourse: A Systematic Review of Literature

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Abstract

Pedagogic discourse has been studied stylistically from many theoretical perspectives. However, there is no recent systematic review of the functional stylistic approach to pedagogic discourse. This study presents a systematic review of the functional stylistic approach to analyzing multimodal pedagogic discourse using systemic functional linguistics and visual grammar. The systematic search was conducted across major academic databases, including Web of Science, ScienceDirect, Scopus, Google Scholar and ProQuest. The search encompassed theses, books, book sections, and peer-reviewed journal articles, published between 1998 and 2022. It included relevant studies on verbal or multimodal pedagogic discourse based on or inspired by the functional stylistic approach. Studies with non-English language or unrelated to functional stylistics or pedagogic discourse were excluded. The review ultimately focuses on 45 reports and demonstrates that most studies focus on analyzing multimodal pedagogic discourse, such as language, gesture, space, gaze, facial expressions, PowerPoint slides, mathematic symbolisms, whiteboard, and educational apps, from the perspectives of context, meta-functional meaning, and semiotic relations, and preferred qualitative analysis methods. The review also proposes a functional grammatical framework for pedagogic discourse stylistic analysis and implies a strong demand for a quantitative or mixed-methods approach to further investigate pedagogic discourse and its impact on pedagogic effect.

World crises and the emotionalization of discourse: Appraisal analysis of science popularization notes in a Mexican public university

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Abstract

This paper presents an ongoing research project whose main purpose is the description of the discourse semantic resources that instantiate emotionalization through the popularization of science in the biggest public university of Mexico, the National Autonomous University of Mexico (UNAM). The study of the emotionalization of discourse stems from the concerns raised by the global crises that emerged at the beginning of the current decade (e.g. the COVID 19 pandemic and the Russia-Ukraine conflict). Thus, as part of our methodology, we compiled a corpus of 20 notes from the UNAM gazette that contain the word 'crisis' in the headline, and that were published in 2022 and 2023. For the analysis, we used Appraisal Theory (Martin and White, 2015) from a qualitative perspective, focusing on prosodic structures. So far we have found cross-cut patterns of cumulative meanings (saturation, intensification and domination) in specific parts of the notes. Those patterns can include realizations of inscribed or evoked attitude, graduation, and deontic modality. We claim that the popularization of science has adopted those prosodic resources as persuasion strategies inasmuch as the presentation of crisis-related scenarios with experiential resources is insufficient, especially in a decade when human crises have become a household name.

A Social Semiotic Ludonarrative Approach of Videogames: It Takes Two as a Case

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Abstract

Videogames are multimodal composite that combine gameplay narratives and rules as aspects of the game to establish the players' interactivity. This study examines the role of gameplay narratives and its mechanism to explore the multi-player game of It Takes Two (2021) through a multimodal discourse analysis, employing a mixed-method approach of Halliday's Systemic Functional Grammar (SFG) (2014) and a ludonarrative model (game mechanism and narrativity) (Toh, 2015, 2019) to analyze how visual (images) and verbal (language) modes play a role in associating the gameplay mechanism and narrative of 16 scripted cutscenes. The ludonarrative model combines Ryan's theories (2006,2009) and Fludernik's (2003) to analyze mechanism and narrativity through visuals. The main criterion for selecting It Takes Two (2021) is that it combines scripted narrative sequences with linear gameplay mechanisms.

Results provide a contribution in which they illustrate the way variant semiotic resources (language and images) aid to make meaning. Ludic aspects are illustrated in the core mechanics of the game final cutscenes representing them as feedback to players. The narrativity of scripted cutscenes is shown in the processes of material, mental and relational experiences of the characters with the aid of circumstantial clauses (e.g., locative) and participant roles (e.g., actor and sensor). Accordingly, results offer a holistic understanding of ludic aspects of the core mechanics, narrativity, and players' agency. It is hoped that the ludonarrative relationships in videogames and verbal mode analysis (SFG) could aid future researchers of linguistics, game developers and gamers to understand their logogenetic meaning of experiences.

God save “their” queen?: An examination of the presentation of Queen Elizabeth II in Ghanaian Newspapers

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Abstract

The death of Queen Elizabeth II had a great impact on the media discourses of several countries including Ghana, a former colony of Britain. In Ghana, where several media organisations show great affinity to Pan-Africanism and hail the sovereignty of the nation, reporting about the death of the Queen placed several of these media organisations in a dilemma. This study examines how the media in Ghana presented the Queen in their reports about her death and burial. The data for the study consists of reports on the death and burial of the unfortunate incident from eight highly ranked newspaper and radio organisations in Ghana. Using Appraisal theory as its tool of analysis, the study discusses the presentation of the identity of the Queen as exclusive of or as belonging to the Ghanaian society by focusing on the attitudes expressed by the newspapers in their reports.

Semiotic Landscapes of Religious Signboards in Awka Metropolis: A Multimodal Analysis

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Abstract

This study examines the Semiotic Landscapes (SL) of religious signboards in Awka Metropolis, Anambra State, Nigeria. Through ethnographic observation and multimodal discourse analysis of signboards and public signage, the study aims to analyse the symbols and other signs in the public space. In particular, the study seeks to identify the languages and meaning-making resources used in religious signboards and explore how they contribute to the semiotic landscape of Awka Metropolis. Furthermore, this study aims to analyse the symbolisation of religious identity in Awka Metropolis and its implications for the broader semiotic landscapes. Data for the study were collected through an ethnographic observation of religious signboards in Awka Metropolis. Data on religious signboards were collected using a phone camera from the study sites. The data were analysed using a qualitative multimodal discourse analysis approach, focusing mainly on the different symbolic representations used in religious signboards. The analysis revealed that a number of semiotic resources ranging from languages, colours, images and other artefacts serve as meaning-making resources for distinguishing the semiotic landscapes and the various religious symbols used to signal religious identity. The study is theoretically framed around Kress and van Leeuwen's (2006, 2020) multimodality and Reh's (2004) typology of multilingual writing. Findings from the study show that the semiotic landscape of Awka Metropolis is complex and multi-layered. Furthermore, it is instructive to note that the multiplicity of languages in the study area and symbols used in the religious signboards in Awka Metropolis contribute to a highly diverse semiotic landscape. In conclusion, this study shows that the religious signages in Awka Metropolis play an essential role in the broader semiotic landscape of the city and that further research is needed to explore the implications of religious symbols for the semiotic landscape of Awka Metropolis and Anambra State in general. Keywords: Semiotic Landscapes (SL), religious signboards, religious identity, multilingualism, multimodality, Awka metropolis, Nigeria

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Interpersonal Meanings in A Political Speech: Ideological Stance

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Abstract

Within a systemic functional grammar perspective, language is viewed as a semiotic system, that is, a conventionalized coding system organized as a set of choices. This paper aims to describe some categories of the interpersonal function in Kennedy's inaugural speech delivered in the sixties. We have chosen this canonical text not only because of its rich linguistic features but also because of the societal values it transmits; values which all nations should try to adhere to such as the pursuit of national and international goals of freedom and the spread of peace.

The interpersonal metafunction includes its own system of choices. Within the interpersonal perspective, we can find not only the system of Mood, subject personal pronouns, modality but also the choice between interrogative meanings (questions), declarative meanings (statements) and imperative meanings (commands) (Halliday, 2014).

The findings indicate that Kennedy makes full use of the language to achieve his political purpose by using different devices to fulfill interpersonal meanings. Kennedy's choice of certain interpersonal features in the speech shed light on the way political orators, or speakers of any text for that matter, take an ideological stance which may disclose an adherence to a hegemonic discourse (Gramsci, 1971; Bourdieu, 1992; Fairclough, 1992; Dijk, 2006/2008). In other words, there seems to be an undeniable connection between strategies of discourse and ideological structures as ideologies are expressed, acquired, enacted, and reproduced by discourse (Volosinov, 1973; van Dijk, 2006).

At the same time, and most importantly, our findings show that the interpersonal choices Kennedy uses in the speech such as the use of inclusive "we", modalised expressions and other interpersonal categories can make us feel that we, as world interlocutors, not only embrace a specific ideology but, also, that we are taking part in crucial and important decisions for the world.

The Evolution of the Recipe: A Diachronic Analysis through Systemic Functional Linguistics

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Abstract

The genre of the recipe and its evolution throughout history has caught the attention of researchers from fields like linguistics (Arendholz et al., 2013; Diemer, 2013; Fisher, 2013), literature (Nadeau, 2020; Gómez Bravo, 2017) and many other disciplines. Using systemic functional linguistics as its foundation, this paper explores the evolution of the genre by analysing different versions of the same recipe, dulce de membrillo. The recipes were taken from five sources: two cooking manuals for professionals from the 17th and 18th century, a handwritten notebook with recipes signed by a female cook ca. 1740, the popular Spanish book 1080 Recetas de cocina published in 1972, and a recipe taken from a cooking webpage. The goal of this paper is to identify the linguistic similarities and differences between the texts selected, and to study their function within the social settings where they were produced. Results show that the recipes from the cooking manuals had a more authoritative tone and followed the conventions of the written mode, while the handwritten recipe notebook showed the opposite traits: it was less authoritative and more oral. Additionally, the use of a wider variety of discourse connectors, as well as more instances of synonymy and meronymy, seems to indicate more cohesion in the modern texts. In recent years, culinary knowledge is mainly shared online not only through text, but a combination of text and images, and even videos. Therefore, future research should consider the role of multimodality, which presents multiple avenues for research.

Cohesion as a principle in Halliday's social semiotics

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Abstract

This talk revisits the seminal ideas of Halliday and Hasan on cohesion with a view to develop them further within a social semiotic framework. It begins with the classic test Cohesion in English (1976), outlining an elemental analytic apparatus, and then extends its observations on verbal language into a general semiotic theory, applied to all semiotic modes in all contexts of use. In the process it argues that cohesion is always in a dialectic relationship with forces and effect of discohesion, separation. It also shows that such extensions always involve differences in degree which morph into differences of kind, producing patterns of cohesion and discohesion in larger fields of thought, which can be analysed with the elemental analytic apparatus drawn from Cohesion in English. I argue for the value of a general theory of cohesion which is intrinsically dialectic along these lines, complemented with forces of discohesion and separation. I show how well the basic notation of networks can be adapted to analyse a wide range of social semiotic phenomena. I also use this analytic apparatus to better understand the role of context in social semiotic objects. I will use a single social semiotic text to illustrate the principles as they arise, and to demonstrate the explanatory power of this use of the concept of cohesion.

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A Systemic Functional Linguistic Analysis of a Publicly Released Twitter Troll Dataset in the Era of ChatGPT

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Abstract

In 2018, Twitter released an archive of over 10 million tweets from state-sponsored troll accounts, encompassing tweets from agencies like the GRU (Russian military intelligence) and IRA (Internet Research Agency based in Russia). This dataset has already been widely used in many computational social science studies in order to understand Russian troll strategies and develop detection methods to combat this dangerous discourse (c.f., Alizadeh, Shapiro, Buntain, & Tucker, 2020; Golovchenko, Buntain, Eady, Brown, & Tucker, 2020). This presentation will firstly provide a systemic functional linguistic (SFL) analysis on selected tweets from this dataset, in particular, applying the frameworks of appraisal (Martin and White, 2005), affiliation (Zappavigna, 2018), and legitimation (van Leeuwen, 2007), to highlight the different types of textual personae (linguistically enacted identities) evident in the dataset.

This analysis will then go one step further to explore and reflect on how an SFL perspective on textual personae can work in tandem with natural language processing (NLP), particularly in regards to recent advancements with generative pre-trained transformers like ChatGPT. Data will be drawn from two projects that the presenter worked on with computer scientists, applying SFL and NLP methodologies. The ideas outlined in this presentation can be applied to future interdisciplinary analyses of political propaganda to develop linguistic profiles of various communities engaging with information disorders. In addition, this presentation will add to the current conversation in the SFL community regarding the applicability of SFL in the era of ChatGPT.

An Investigation of How Grammatical Metaphor Improves Students' Performance In Test-Prep Courses

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Abstract

In Vietnam, there has been an increasing demand for IELTS scores among students, as the Ministry of Education accepts this certificate as a competitive advantage in university entrance exams. As a consequence, English centres offer numerous courses to prepare students for this language test. However, not all teachers and students acknowledge the importance of life-long learning and sustainable progress in language acquisition while joining these test-prep courses. Therefore, the researcher has attempted to apply grammatical metaphors in some of her test-prep courses at a university in Vietnam to see whether this Halliday's concept can improve learners' performance. A group of 40 students who took an IELTS-prep course at a university was employed in this study to initially analyse how grammatical metaphors, both ideational and interpersonal, influence students' academic writing performance. Participants take a pre-test task at the beginning of the course before being introduced to grammatical metaphors, and a post-test at the end of the study. All of their writings are kept in a personal portfolio for ongoing progress assessment. Research findings provide scientific support and motivation for the researcher to further apply grammatical metaphors in her other courses, not only for IELTS tests but also in courses on academic writing.

Construal of Interpersonal Meanings by Bangla Tones

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Abstract

This paper delves into the use of Bangla intonation in conveying attitudinal meanings, with a focus on secondary tones, utilizing Halliday's Systemic Functional framework of intonation (1967, 1970, 2008). Approximately 245 million people in Eastern India and Bangladesh speak Bangla, comprising around a sixth of the world's population (Islam, Islam, Mubassira, & Das, 2019; Islam M., 2009). While Bengali intonation has been studied previously by Ferguson & Chowdhury (1960), Hayes & Lahiri (1991), Hasan (2015), Systemic Functional Linguistics studies on Bangla intonation are scarce.

The hypothesis posits that the Bangla KEY system, responsible for expressing attitude, is more delicate than its English counterpart. Data collection occurs in two stages. First, clauses representing four mood types are constructed to elicit attitudinal meanings, which are articulated by ten native speakers. Second, a contextually rich dialogue is rendered by five speakers, realizing target attitudinal meanings. These renditions are analyzed acoustically using PRAAT to establish the secondary tone system in Bangla. A perceptual study then involves ten listeners who evaluate the renditions within their specific contexts. This is done to gauge their capacity to discern conveyed attitudes through tone perception.

In today's interconnected world, effective communication is paramount. Suprasegmental features like intonation play a crucial role and can lead to misunderstandings when the intended meaning does not align with the perceived one. This study contributes to a deeper comprehension of how Bangla functions and conveys attitudinal meanings, offering potential insights into areas where miscommunication occurs and how to prevent it in an evolving and challenging global context.

‘Kya Hua?’: The construal of attitudinal meanings by Hindi Wh- KEY system

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Abstract

An English Wh- Interrogative is realized with Tone 1 to construe the neutral meaning of ‘demanding non-polar information’. Marked realizations are with either Tone 2 (‘request for permission to ask’) or Tone 5 (‘puzzlement or surprise’) (Halliday and Greaves, 2008). While the neutral tone for realizing a Wh- Interrogative in Hindi (an Indo-Aryan language) is Tone 1 (with a rising movement) (‘rise-fall’ Kachru, 2006) the tones for marked realizations are varied. This paper aims to explore the phonological realizations of the Hindi Wh- Interrogative ‘Kya Hua?’ (‘What happened?’) for construing all the possible attitudinal meanings in different contexts of situations. The hypothesis is that the KEY system for Hindi Wh-Interrogative is much more delicate than the one for English.

The phonological realizations of ‘Kya Hua?’ in all the possible contexts were studied in this paper with PRAAT, a speech analysis computer software, with reference to the attitudinal meanings being construed. Later, an attempt was made to set up the secondary tone system for Hindi Wh-Interrogative, which did prove the hypothesis right. This study is part of a wider on-going research on Hindi English (HEng) (Debashish, 2023), to determine whether the variations observed in the English spoken by Hindi speakers are systemic (i.e., a different system from standard English, or different patterns of selection from the same system) or just a lack of understanding of English intonation systems, which has wider implications in the context of teaching and learning English as a second language in India.

Analysing Primary and Secondary Tones of Bangla Declarative Clauses: A Systemic Functional Linguistics Study

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Abstract

This study aims to analyse the tones of Bangla declarative clauses based on the theoretical description by Halliday (1970) and Halliday & Greaves (2008) and determine the primary and secondary tones that construe the attitudinal meanings in different contexts. For the study, two Bangla declarative clauses have been chosen and explored in four different constructed contexts, such as neutral, happiness, irritation etc. The data has been collected from twenty Bangla native speakers among whom ten speakers are female and ten are male. The hypotheses of the study are – 1. The unmarked variety of the declarative clauses of Bangla is realized in the falling tone. 2. In all contexts, the declarative clauses use the falling tone with slightly varying pitch contours and tonic syllables. 3. The falling tone can construe different attitudes in different contexts. 4. The native speakers of Bangla can identify and distinguish the contexts and attitudes of the varied tones. The analysis of the study was done using PRAAT software that shows the acoustic features of the tones, such as duration, intensity, pitch contour etc. The finding reveals that the primary tone is the falling tone in the declarative clauses with the medium (.), wide (+) and narrow (-) type falls and even (.) and uneven (-) pretonic. A flat type of falling variation of tone has also been observed in the experiment which shows the pitch contour in the form of a line. It has been represented as (—).

Keywords: Primary tone, Secondary tone, Construe, Realization, Marked and Unmarked variety.

Identity construction through emojis on Chinese social media-A Systemic Functional Perspective

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Abstract

On the Chinese social media of Weibo, there is a growing demand for emojis to share emotions and construct identities among young users. From the perspective of Systemic Functional Semiotics, this article examines the metafunctions of emojis which are used individually or combined with language in response to three news posts starting with the headline “The expert suggests that...”. The findings show that interpersonally the emojis featuring facial expressions function as emotive representations. Ideationally some emojis depicting gesture and object are invested with attitudes as bonding icons, while a number of emojis such as the smiling face and Doge are established as an identity of resistance or alliance for users to express disagreement and signal membership. The recognition of particular emoji as the stance taker’s identity is a challenge for those Weibo users outside the community of shared values.

A Systemic Functional Investigation of Ideologies in Fukuyama's article and its Arabic translations

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Abstract

This paper explores appraisal meanings within Francis Fukuyama's 2021 article "The End of American Hegemony" and its six Arabic translations. The investigation involves a thorough comparison of appraisal meanings between the Source Text (ST) and the Target Texts (TTs), with a primary goal of identifying and classifying translation 'shifts', as conceptualised by Catford (1965). It draws on a Systemic Functional Linguistic (SFL) framework, namely the system of APPRAISAL (Martin and Rose, 2008), which expresses the writer's (and the translator's) attitude and perspective. The study identifies four major patterns of shift in translation, as discussed by Toury in 1995/2012: (1) neutralisation, (2) intensification, (3) de-intensification, and (4) intersubjective shifts. The investigation reveals that the majority of neutralisation shifts involve negative evaluations, contributing to a mitigation of the negative attitude expressed by Fukuyama in his description of the end of US hegemony worldwide. A close examination of instances of shifts in reporting verb (i.e., intersubjective shifts) also demonstrates that TT2 tends to shift monoglossic propositions into heteroglossic ones, using expansive verbs with a different level of certainty, attributing the truth of these propositions to the author and entertaining the possibility of dialogic alternatives. By this means, the translator incorporates Fukuyama's personal voice into the translation; TT2 attributes the truth of the proposition more to Fukuyama's views than Fukuyama himself had presented.

From Discord to Rapport: Exploring Attitude Resources in Chinese People's Mediators' Discourse

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Abstract

People's mediation is a non-litigation dispute resolution with Chinese characteristics, in which people's mediators' discourse is decisive in settling disputes and constructing harmonious interpersonal relationship. The present study collected authentic people's mediation data to explore people's mediators' manipulation of attitude resources to manage rapport between disputants. The results have shown that Attitude resources and rapport management in people's mediators' discourse are of their own uniqueness and highly correlated. Judgment and Appreciation resources manage the face sensitiveness by some face-saving strategies, emphasizing on legal justice of parties' behavior and facts instead of overwhelming parties by embarrassment or shame; the management of interactional goals also realized by these two subsystems explore the full range of alternatives for mediation to achieve mutual consent and restore relations; the Affect and Judgment resources manage the social rights and obligations reflected on engagement of people's mediation's equality and voluntary nature as well as mediators' appropriate empathy. The new paradigm on appraisals' interpretation of the relational nature of people's mediation mirrors social capital, legal resources and cultural background grounded in people's mediators' discourse. This study contributes to some linguistic advice for the improvement of people's mediation system with Chinese characteristics.

Investigating Mood System of Mark Gospel Text, New Testament of Kupang Malay called Janji Baru

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Abstract

This paper aimed to investigate and described mood system of Mark Gospel text, New Testament of Kupang Malay. It was based on Hallidayan systemic-functional grammar focusing on mood that realized interpersonal metafunction of meaning. It provided to answer the questions: how is mood system realized by text of Gospel Mark, What is the mood structure, and how does mood realize metafunction of interpersonal meaning in text? Data were collected from the written text of Bible, New Testament called Janji Baru especially Mark Gospel text of Kupang Malay. Data were analyzed based on descriptive qualitative analysis. The result showed that mood system of Mark Gospel was realized by indicative and imperative. The indicative covered declarative and interrogative. The declarative consisted of exclamation and affirmative. The affirmative type was the most used than others. Modalization and modulation were also used in text, i.e Dia musti bataan iko tarus 'He must keep following', Dong dapa pegang dia pung kaen sa 'They can only hold his cloths' Mood structure of text such as affirmative is S[^]P Yesus tau dong pung pikiran 'Jesus knows their thought'; exclamative is EW[^]S[^]P Naa! Dia su mati! 'Naa! He had died!'; imperative is P[^]C Paku Dia di kayu palang suda!; yes/no interrogative is S[^] P Lu su bisa dapa lia ko? 'You can see Him?'; and wh-interrogative is S[^]P[^]QW Bapatua omong apa? 'That old man say what?'. Interpersonal metafunction of meaning aimed to get and shared information or to state opinion.

Thematised Noun Phrases in Advanced Saudi L2 Students' Academic Writing

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Abstract

Developing proficiency in constructing informational writing is crucial for academic writing in the university context, especially for L2 students. One way to understand this development is by investigating the interplay between Themes and noun phrases, referred to as thematised noun phrases 'Th/NPs', to illuminate the evolution of academic texts within students' writing. Specifically, this study examines the information weight of thematic choices together with the complexity of NPs, with a central emphasis on comparing Th/NPs in initial drafts and final versions to understand their progression and development during drafting and revision phases. The data for this study was collected from Saudi university students who were advanced learners of English. 36 groups collaboratively produced three versions of a proposal paper, totalling 108 documents. These documents were then used to form the corpus which was analysed using the UAM CorpusTool (O'Donnell 2008). In this study, a Th/NP encompasses everything that comes up to the grammatical Subject of the sentence (cf. Subject Theme, Berry 1995, 2013). The analysis draws on Berry's (2013) classification of contentful and contentlight Subject Themes and Martin's (1992) participants identification system. I propose a three-way distinction for information weight, adding a mid-weight to Berry's heavy and light information weight. The findings emphasize heavy Th/NPs in all drafts, with students often using unmodified Th/NPs or with only determiners. This study highlights the importance of Th/NP analysis for enhancing L2 students' academic writing proficiency and understanding text evolution from initial to final drafts.

Blunt consultant or cautious adviser? Modality keys and student identity in academic business reports

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Abstract

The presence of recommendations has been recognised as a defining and central feature of the case study report genre (Gardner, 2012) and as an obligatory move in student business reports (Nathan 2010; 2013). It is therefore important for Business students to be able to write clear recommendations which provide 'specific answers for specific questions' (Yeung, 2007: 162) using appropriate disciplinary language. As these recommendations often develop from the student writer's own awareness of the business world, it is also a section of the report where the writer's own voice or identity can be more easily identified.

Drawing on the appraisal framework conception of 'key' (Coffin, 2002; Martin & White, 2005), four distinct 'modality keys' are proposed to account for student identity in business report recommendations. These keys are characterised by the regular occurrence of modality resources in the report advisory sections. The four identities of cautious adviser, objective adviser, subjective consultant and direct consultant are categorized according to the frequency of modalization, implicit subjective / objective, explicit subjective / objective modulation, or the congruent imperative present in the advice given to the company (Halliday & Matthiessen, 2014; Thompson, 2014).

The presentation concludes with the pedagogical implications of using SFL theory to categorise student recommendations and a discussion of how this theory can help teachers to make the linguistic features of successful recommendations clearer to student writers. The theoretical implications of applying the appraisal concept of key to modality will also be discussed.

Towards Saudi Women Empowerment: A Social Semiotic Analysis of the Speech of HRH Princess Reema Bint Bandar Al-Saud

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Abstract

Women's empowerment is a reflective of a society's transformation and growth. It is an essential and critical element for a society's prosperity and comprehensive development. This study aims to explore the concept of women's empowerment as represented in the interviews conducted with Her Royal Highness Princess Reema Bint Bandar Al-Saud. As an inter-discipline that investigates the relation of language, society, and ideology, Critical Discourse Analysis (CDA) has attracted copious research attention, as it can be applied to analyze linguistic features under certain social and cultural contexts. Drawing on the Hallidayan Systemic Functional Linguistics (SFL) approach, the current study seeks to investigate the thematic, stylistic, and persuasive power employed in the two selected interviews conducted with HRH Princess Reema Bint Bandar as it sheds light on the social initiative of empowering Saudi women. It fundamentally aims to conduct a comprehensive analysis of the textual and ideational meanings in her speech from a lexico-grammatical stratum, with particular focus on its cultural context.

Populism in Trump's inaugural address

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Abstract

This study examines how former President Donald Trump uses meaning-making choices to construct populism in his inaugural address to appeal to Americans. This study is informed by Halliday's Systemic Functional Linguistics (SFL) and Fairclough's Critical Discourse Analysis (CDA) (e.g., Halliday and Hasan 1985; Halliday and Matthiessen 2004; Fairclough 1989, 1992a, 1992b, 2010). The data consists of the transcribed inaugural addresses from the White House website. The data analysis involves a genre and register analysis of Trump and other presidents' inaugural addresses. The genre analysis includes identification of the functional moves in Trump's inaugural address and a comparison with Obama's and Bush's inaugural addresses to analyze the commonalities and departures in the production of this text type. The register analysis involves clause breaks as well as field, tenor, and mode analysis to identify patterns of meaning making. The findings indicate that Trump employs a combination of a populist rhetorical style, including anti-establishment, anti-elitism rhetoric, collectivism rhetoric, pro-nationalist sentiments, and linguistic choices of simplicity and repetition. He uses these rhetorical strategies to appeal to both supporters and opponents in an attempt to build solidarity. The implications of this study center on the value of raising citizens' awareness of how politicians use linguistic resources to engage, persuade, or manipulate their audience(s) to achieve their political goals. In democracies, it is important to raise citizens' critical language awareness so that they can make informed choices about political leaders in the future.

Translating metaphors in popular science: Covid-19 as a case study

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Abstract

Studies on metaphor during the covid-19 pandemic revealed that it has been framed in terms of different conceptual domains such as WAR, MONSTER, STORM, etc. (Wicke and Bolognese, 2020). Later, there has been a call to re-frame the topic using the FIRE conceptual metaphor (CM) (Semino, 2021) to avoid the negative implications of the WAR metaphors. This paper aims to study the translation of these CMs into Arabic to check whether the same CMs are used across languages and whether the re-frame call has also affected the Arabic CMs about covid-19. To reach this purpose, a corpus of articles (63,893 words) is purposively selected from NATURE (<https://www.nature.com/>) (from 28-01-2020 to 23-12-2021), together with their Arabic translations (62,878 words) (also available on site). The CMs are extracted following the MIPVU method (Steen, 2006) from the two languages. The CMs and their translations are manually aligned and compared in order to investigate the differences and similarities between the languages in terms of use of source domains (SDs). The results highlighted the frequency of the WAR metaphors across the languages, and revealed that while the Arabic translation maintained almost the same CMs, certain shifts are observed at the level of the lexical items. The translation shifts/equivalence (Matthiessen, 2014) are experientially explored to identify the effect of the register of popularised science on the translation of conceptual metaphor.

A Multimodal Metaphorical Construction of Emotions in Animation Series

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Abstract

Animation series are multimodal ensembles loaded with emotions (anger, disgust, fear, joy, sadness, and surprise) that are conveyed to the viewers through the interactions between characters inside the film, between the characters and setting, or between verbal and non-verbal resources. Drawing on Conceptual Metaphor Theory and Feng and O'Halloran's (2013) multimodal semiotic approach, this study seeks to unravel the multimodal metaphorical constructions of emotion in animation series, namely Remi and Princess Sarah. More precisely, the research considers the verbal, visual, and cognitive processes conveying interpersonal emotional interaction. The study adopts a qualitative content analysis of both animation series, focusing on the characters' pre-designed multimodal metaphorical representations of emotions to uncover various emotive scenarios. The results show that animation series often use not only metaphors but also semiotic and discursive constructs of feelings to strengthen the storyline and character development. Among the metaphors identified in the series under study are SAD IS DOWN / HAPPY IS UP/ SYMPATHY IS SOFTNESS. The present paper contributes to the research direction of cognitive linguistic studies of moving images, social semiotics, and multimodal research in general.

Challenging brands' environmental-responsible claims: the case of a Facebook post

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Abstract

Brands have been developing a strategic orientation whose objective is to be understood as being organizations that defend values of social, environmental and sustainable responsibility. Those values are now associated with the UN Sustainable Development Goals that make up the UN 2030 agenda. However, consumers demand evidence to back up those claims. They demand “verification” of this commitment. In this sense, the study of brand values implies the analysis of their integrity, which corresponds to the seriousness of what is promised through positioning and differentiation (Kotler, Kartajaya and Setiwan, 2015).

In this study, we analyze the semiotic-discursive aspects conveyed in a specific context of a post (verbal text and a video about a video about less impactful means of transport), published on 11/26/2023, on the Nestlé Facebook page, the reactions of internet users to the post (42 comments) and, in that sequence, the brand's response (5 answers). We follow the principles of Systemic Functional Linguistics, the Transitivity System (Halliday, 2014), Critical Discourse Analysis, conditions of production and reception of texts (Fairclough, 1992) and the Situational Theory of Crisis Communication (Coombs, 2014). In the verbal post, the brand represents itself as a responsible agent for environmental issues, through a material and a mental process, with a special emphasis on the present. Visually, there is a complement of the creation of that meaning: the environmental solution is created through shipping. We also observed that the integrity of the brand is called into question due to the various positions when referring to the adopted transport. The comments are mostly made with negative criticism, direct sentences, questions and little argumentation. Concerning the brand, we observe an alleged dialogue, with processes in the first person and the use of the epistemic modality, focusing its socio-environmentally role. In this dialogue, the brand demonstrates its knowledge on the production process that wishes to disseminate to the public.

An Analysis of Russian Genocidal Talk against Ukraine

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Abstract

Much work has been done to evaluate propaganda through critical discourse analysis of texts; however, there remains more work to be done on the ways that the systems of language are used in effective propaganda that promotes genocide. Hasan notes that “language is a fearsome resource through which we not only do seemingly trivial things, e.g., greeting, gossiping or buying a loaf of bread, but through it we can have the power of doing enormously momentous things” (1996, p. 34). In Lukin’s (2013) analysis of news, the connection between context and text is evident in the linguistic choices made by speakers or writers to cause alterations in their audience’s ways of thinking and being about the situation. Texts reveal ideology and convey meaning that impacts others’ thinking. The current war initiated by the Russian Federation against Ukraine is a hybrid war, not only involving men and weaponry, but also texts designed to influence and manipulate across media platforms and languages in aid of the Russian campaign of genocide against Ukrainians. The Russian and English texts used in this qualitative study come from official Russian Federation representatives, television, and social media. An analysis of the texts focuses on the interpersonal and textual metafunctions, specifically the nominal groups, their use in collocations, and their role as Subject and Theme. These linguistic strategies contribute to the effectiveness of the dehumanization of Ukraine and Ukrainians that the propagandists seek to convey.

Initial teacher education in online spaces: Using interpersonal meaning making resources to build relationships and improve engagement

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Abstract

Online learning is a well-established mode for initial and ongoing teacher education. However, while models of both effective online learning and teacher professional development abound, technology-mediated learning at a distance continues to face challenges to participant engagement. In particular, the critical need to build and maintain relationships in learning is complicated by the geographic and temporal distribution of online participants as well as the nuances of the technology in use. Online learning occurs in collaborative text-spaces within learning management systems, social media spaces and their attendant learning objects such as forums. As such, persistent challenges to engagement in online PLD may be met by considering the language-based interpersonal affordances of these text-spaces. This paper presents a case study of the use of evaluative language resources by one teacher educator to engage initial teacher education students in online learning. Appraisal analysis of weekly forum posts across three iterations of a unit of study shows how a change in language choices positively impacted on student experience. This illuminates the relationship between online learning design and language, and how judicious use of the meaning making resources associated with the interpersonal metafunction can be used to improve online participant engagement.

A Stylistic Study of Selected Contemporary Gospel Songs in Nigeria

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Abstract

This study explores the stylistics of gospel songs in Nigeria as one of the ways by which people assume spirituality as a means of negotiating meaning in Christian Religious communication in Nigeria. Many scholars have worked extensively on the stylistics of secular music in Nigeria but have not done much with respect to the stylistics of gospel songs in Nigeria. To this end, this study examines the relationship between style and the projection of meaning as well as how the choice of words in contemporary gospel songs in Nigeria projects the needed intended meaning to the audience. The study draws theoretical insights from M.A.K. Halliday's Systemic Functional Linguistics which accounts for the possible rationale behind the choice of words used in contemporary gospel music in Nigeria. The study utilised a total of four contemporary gospel songs of Mercy Chinwo, Moses Bliss, Nathaniel Bassey and Osinachi Kalu Okoro-Egbu popularly known as Sinach. The analysis of data reveals that language use in contemporary gospel songs in Nigeria, there is the use of simple sentences which is indicative of the fact that the gospel artists are in a hurry to quickly project/communicate their intentions to the audience and to make them believe in God who can do all things once they have the belief in Him.

Keywords: gospel songs, style, stylistics, SFL, communication.

No, It's Not Obvious: Pedagogical Insights from SFL-Oriented Feedback Analysis

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Abstract

For decades, linguists and composition scholars have investigated features of written feedback and its usefulness for students. In many such studies, the practitioners composing the written feedback are not the researchers who analyze it. This paper, however, reports on one linguist's investigation of her own written feedback and demonstrates pedagogical applications from the process of resolving procedural quandaries during analysis. The researcher compiled her feedback on 105 student drafts submitted via Google Docs during a single semester, yielding a dataset of 969 comments, 3372 clauses, and 22,656 words. Although multiple conceptual tools were applied to the data, this presentation highlights methodological challenges encountered while coding for mood and appraisal (Martin 2000; Eggins 2004; Macken-Horarik & Isaac 2014; Cunningham & Link 2021):

1. Defining "comment" as a textual/rhetorical unit within Google Docs
2. Applying appraisal—particularly categories of appreciation and judgment—when exemplars extended across clausal boundaries, contained "nested" iterations of inscribed and invoked evaluations (see Thompson 2014), or addressed both existing and possible future drafts
3. Understanding "inscribed" and "invoked" as scalar and not binary labels.
4. Recognizing the context-specific interpretation parameters for analyzing this particular instantiation of written feedback.

Reading feedback data for coding illuminated potential barriers to student uptake of the comments (Carless and Boud 2018), barriers the instructor/researcher had not recognized while interacting with students previously. Such points of uncertainty have led to a development of a dialogue framework to support student feedback literacy (Carless 2020; Molloy et al. 2020) and advance instructor-driven research and pedagogy.

A Corpus Functional stylistic Study of Climate change in Social media discourse

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Abstract

Climate change is a universal issue that demands people's attention and immediate action. Social media discourse provides essential data for linguists about this global issue. This paper aims firstly to identify roles (actors) through youtube interactions about climate change as a global crisis. Examining roles helps to check who is responsible for such crises according to the interlocutors' views. Secondly, the study aims to examine how interlocutors view the climate change issue in their interactions. This gives insights into how audience from different parts of the world interacts with emergent crises. The corpus is collected from the digital interactions on selected videos posted on youtube. Both Corpus and systemic functional linguistics tools (Halliday & Matthiessen, 2014) are applied to answer the questions of this research. In sum, studying the comments of communicators on youtube plays a vital role in understanding the views, reasons, and solutions for this crisis according to interlocutors around the globe.

Investigating Cohesive Devices in Indonesian EFL Students' Recount Texts: SFL Analysis

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Abstract

Recount text is one of the texts included in the curriculum of English materials for EFL students in Indonesia. The present study aims to investigate cohesive devices used by students in Indonesian higher education in composing recount texts and find out an inaccuracy in using cohesive devices. This study used qualitative content analysis (QCA) of five recount texts written by students in the second semester in the writing for a professional context course. They were analyzed using the theory postulated by Halliday and Hasan. The findings show that students mostly used lexical cohesion in writing recount texts. In addition, reference and conjunction are also utilized as cohesive devices. However, some inaccuracies in using cohesive devices existed in their texts. They tended to misuse conjunction and reference devices. Further, they used repetition devices redundantly. The finding of the study presents an implication of the need for lecturers to motivate students how to write texts cohesively by providing them with insightful knowledge of systemic functional linguistics (SFL) and giving meaningful feedback to enhance the student's skills in composing texts.

Keywords: Cohesive devices, Indonesian EFL students, recount text, SFL analysis

A Multimodal Semiotic Analysis of the Animated Movie Trailers of Minions (2015)

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Abstract

Movie trailers are a crucial visual marketing tool in the movie industry. They have a significant function from a semiotic perspective as well due to the multimodal, multisemiotic resources they engage to deliver their promotional messages. However, only a small number of academic works have attempted to explain the semiotic value of movie trailers despite their universality. Minions (2015) is commercially a successful movie: it is the highest-grossing animated movie not produced by Walt Disney Pictures of all time. Therefore, this paper offers an intersemiotic reading of the collaboration of emotional signals and conversational signals, as a non-verbal communication mode, and with the representational, interactive, and compositional meanings, as the three meta-functions of the visual mode of images, as a tool to support the promotional goals of the Minions original movie trailers. A triangulation of theoretical frameworks, Ekman's framework of universal emotions (1992) and Kress and van Leeuwen's framework of visual grammar (2021) is utilized to examine the selected data from the three trailers to understand how meanings and emotions are delivered to fulfill promotional purposes. The results of this paper conclude that the collaboration between emotions, gestures, and visual elements presents the movie as a harmonious and universally-appealing experience for the audience. The study findings are expected to significantly contribute to the research community in general, especially the semiotics community, and add more knowledge in the field of media and multimodality.

Teacher's perceptions of the benefits and challenges for using multimodal approaches to teach ESL in Indian primary classrooms

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Abstract

India is a multicultural and multilingual country, bringing together people speaking over 121 major languages. English has been used as a bridging language to connect people nationally. Reports show that there are several deficiencies in teaching English at the primary level. While multimodal approaches from the systemic functional linguistics perspective (Kress, 2009; Kress & Leeuwen, 2001; Mills, 2015) plays a significant role in Western school curriculum and English classrooms and have grown in prominence in literacy research in international settings, how multimodality and multimodal approaches are understood and used by English teachers in India are still under researched. This study investigated ESL teachers' understanding of multimodality and their perceptions of this method of instruction in their classrooms in Kerala, India the state with the highest literacy rate. It used a qualitative research design and semi-structured interviews conducted with twenty-four ESL teachers in India via Zoom due to COVID-19 travel restrictions in 2021. The study was divided into three sections: how multimodality and multimodal approaches are perceived and used by English teachers; benefits of incorporating multimodality in ESL instruction in India; and difficulties encountered by Indian ESL teachers when implementing multimodal approaches in their classrooms. The last section, which discusses the difficulties Indian ESL teachers encounter while incorporating multimodal techniques, is addressed in the conference presentation. This study's findings are important as it will enhance curriculum design and teaching pedagogies in ESL classrooms in India which in turn improves students' English learning outcomes.

A socio-analysis of English for Academic Purposes (EAP): Operationalizing Bourdieu's Field theory with Systemic Functional Linguistics

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Abstract

This paper presents parts of a socio-analysis of the field of English for Academic Purposes/Academic Literacy by which we aimed to illuminate the norms, orthodoxies, and fallacies which have shaped the field. To do this, we brought Bourdieu's Field Theory together with a Critical Discourse Analysis/Historical Discourse Analysis approach. We used publicly available data such as theses, interviews, obituaries, and autobiographical accounts, and a survey of Academic Literacy/EAP practitioners in different geographical contexts and started by mapping the narratives of origin of the discipline. These, we argue, have shaped legitimation practices, impacting pedagogy and the knowledge-base and limited our collective imagination. In this presentation, we will focus on the detailed SFL-informed linguistic operationalization of Bourdieu's Field theory. We start from a theoretical discussion of Bourdieu's perspectives on language and draw parallels with Systemic Functional Linguistics, (Bartlett, 2014; see Hasan, 1998). Various SFL theoretical elements are deployed such as transitivity, evaluation and appraisal, to show how various agents are represented, and how power relations, legitimation strategies, affiliation, identity, agency and ideology are construed. We draw mainly from Bednarek and Martin (2010) Martin and White (2005), Bartlett (2014), Lukin (2019) as well as Van Leeuwen's (2008) Social Actors theory to show ways inclusion and exclusion are expressed linguistically.

An Ecological Discourse Analysis of the Commentaries of Nature Documentary from the Perspective of Transitivity System

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Abstract

From the perspective of Transitivity System, this thesis makes an analysis of the commentaries of the BBC nature documentary Planet Earth II at the experiential level. The linguistic strategy behind the commentaries is explored to analyze the ecological stances of the commentaries. This thesis adopts quantitative analysis and qualitative analysis. The frequency and proportion of the Processes and Participants in the commentaries are counted. The role of transitivity resources in conveying ecological stances is discussed through detailed illustrations. It is found that Material processes hold the highest frequency in the commentaries of Planet Earth II. A large number of Material processes are used to show the living status and daily activities of different members of the ecosystem and their close connections. Relational processes hold lower frequency than Material processes. They are used to reveal biodiversity and the potential threat to the ecosystem. Through Mental, Behavioral, and Verbal processes, the documentary highlights the initiative of animals and plants and the idea of anti-anthropomorphism. The Existential processes show the interdependence of various creatures and the surrounding environment. The frequency of human participants is very low and the existence of human participants is intentionally weakened. Non-human participants are either set in individual ways as the telling center of the stories, or in groups, highlighting their diversified identities. It is observed that the documentary stresses on the diversity of the ecosystem, the intrinsic value of non-human participants, and the interdependence of different members, as well as makes a reflection of human impact on the Earth.

A Multimodal Study on the Construction of Ecological Meanings in Chinese and American Children's Picture Books

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Abstract

This paper analyzes representative English picture books from winners of US-based Green Earth Book Award, the first environmental stewardship book award for children's and young adult books, and Chinese picture books from Eco Children's Books, China's first children's environmental education book list focusing on the relationship between people and the environment. Specifically, it focuses on how Chinese and American picture books with ecological themes construct ecological meanings through texts, images, and text-image synergy ideationally. To address the question, this study uses linguistic transitivity analysis (Halliday & Matthiessen, 2004), which is supplemented by the account of ecological nature of participants and processes from Ecological Discourse Analysis (He et al., 2021) to analyze the verbal text in the picture books, visual transitivity analysis (Kress & Leeuwen, 2021) to analyze the pictures, and logico-semantic analysis (Martinec & Salway, 2005) to analyze the image-text relations. The results indicate that Chinese and English ecology-themed picture books tend to use different ecological meaning construction strategies. Compared with English picture books, Chinese picture books tend to construct more interactive acts between human and natural beings in material processes, employ more perceptive mental processes, and prefer to represent animals as well as animals and human in the visual mode, trying to convey eco-consciousness by evoking readers' love for nature. In contrast to Chinese picture books, English picture books tend to use more material processes, more cognitive mental processes, and represent more social participants in the visual mode, to show readers the specific procedures in saving natural beings.

Evaluation of the candidate in thesis examiners' reports: A Systemic Functional Linguistic Approach

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Abstract

Evaluation is concerned with interpersonal uses of language and how the subjective presence of the writer or speaker intrudes into communication to convey an attitude to both those they address and the material they discuss. In other words, evaluation involves assigning worth to an object, indicating our perception of an object and our attitude towards one another.

The present study, therefore, investigated the nature of the Candidate as an evaluated entity in 100 thesis examiners' reports of MPhil theses purposively selected from four disciplines (English, History, Hospitality and Tourism Management, and Population and Health) in University of Cape Coast. Specifically, the study examined the various linguistic variants of the word 'Candidate' and their various associated grammatical processes. The present study adopted Transitivity approach which also doubled as an analytical framework. Qualitative content analysis was applied to the data set. The study revealed two key findings: First, six (6) different referents of the word 'Candidate', with 'Candidate' as the highest linguistic variant employed by examiners. The least frequent linguistic variant was 'Applicant', followed by Author. Second, for the grammatical roles, Material process was the highest occurring process in terms of frequency of occurrence, Relational Process placed second, and the least frequently occurring process was Existential. Theoretically, the present study adds to the usefulness of the theory that underpinned the present study in interpreting the findings, with particular reference to the entity evaluated and the grammatical process associated with it..

Key words: candidate, examiners' reports, evaluation, linguistic variant, MPhil theses, transitivity

Constructing Gender Through Transitivity Choices In Television Advertisements Broadcast in Akan

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Abstract

The system of transitivity is considered one of the most effective resources for unearthing hidden ideologies in texts. Its application to gender construction in the advertising genre, however, remains limited. Few studies have shown how ideational meaning is construed in advertisements by analysing transitivity. This study adopts an innovative perspective to the study of gender portrayal in advertisement by combining the social semiotic approach to multimodality and transitivity analysis. Data for this study are from fifteen advertisements in the Akan (Niger-Congo, Kwa) language broadcast on Ghana-based televisions. Findings show two main trends of gender construction. First, some advertisements present stereotypical assumptions of women including mothers as affectionate, mothers-in-law, as demanding and difficult to please and wives, as materialistic; and men as proactive, providers and aggressive. Secondly, some of the advertisements show a combination of traditional stereotypical gender roles and the so-called androgynous roles, including women as independent and action oriented and men as nurturing and domestic. These gender roles are revealed through the transitivity choices and role dynamism of participants in these advertisements, and are emphasized with visuals including gestures, images and colors. Men and women are represented as participants who directly or indirectly participate in constructing and/or representing these socially constructed roles by acting, sensing, having/being, saying and behaving. This study contributes an Akan, and by extension Ghanaian, perspective to the scholarship on language and gender, transitivity and multimodality. The analysis of transitivity patterns is also useful for a full systemic description of the grammar of Akan.

A Transitivity Analysis of Chinese And U.S. Online News Coverage Of Kamala Harris's Visit To Vietnam

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Abstract

This study examines how lexico-grammatical choices in online news reports convey different perspectives and the strategies used by writers to express their positions. The data consists of English reports on Kamala Harris's visit to Vietnam from Chinese and U.S. news websites, analyzed through Halliday's transitivity system (1985, 1994). The findings reveal contrasting portrayals of the United States and China in the two datasets. Chinese reports tend to depict the U.S. as aggressive and unreliable while presenting China as a victim of the U.S.'s master plan but also an influential force in the region. In contrast, U.S. reports have the tendency to emphasise the U.S.'s commitment as a reliable partner and responsible world leader, depicting China as assertive and opportunistic. The linguistic representations of Kamala Harris's visit to Vietnam in the news reports demonstrate both similarities and differences, reflecting reporting styles, cultural influences, and persuasive strategies. It is hoped that these findings enhance our understanding of the complexities and nuances in media representations of international events.

Key words: transitivity, Chinese news reports, U.S. news reports, Kamala Harris's visit to Vietnam

The Academic Oral Presentation: Generic Macrostructure Potential

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Abstract

This work is part of a research project called “Macrogenres short story and academic oral presentation: insights into their generic macrostructure potential and lexico-grammatical realisations of their constituents” (SIIP Cod. 06/G075-T1). One of the aims of this research project is to go deeper into the modeling of the generic macrostructure potential of two macrogenres: short stories and academic oral presentations (AOPs) proposed in a previous project (Salmaso: 2019-2021). We frame our work in the theory of SFL, taking Hasan’s Generic Structure Potential (1996), and expanding on Martin’s definition of macrogenre (1994). The project considers short stories and AOPs as macrogenres since they are a combination of elementary genres that occurs in an iterative manner and with a certain frequency and that can, therefore, be captured in a generic macro-structure potential (Salmaso: 2022). Another aim is to carry out a thorough lexico-grammatical analysis of short stories and AOPs: an analysis focused on transitivity patterns, and thematic patterns and thematic progression respectively. The purpose of this work is to present the generic macrostructure potential of AOPs, which is a result of a quantitative and qualitative analysis of 13 AOPs. These were produced by students in the subjects Language III and IV of the teaching training, translation, and research courses of studies at Facultad de Filosofía y Letras, UNCuyo, Mendoza, Argentina. In this work, we will show the resulting generic macrostructure potential and its macroconstituents: Announcement, Contextualization, Analysis, and Restatement, as well as the microconstituents and elemental genres inserted in them.

Generic Macrostructure Potential of Short Stories: Relationship between the Macrostructure and Its Inserted Genres and the Themes of Short Stories

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Abstract

This paper is framed in the research project called “Macrogenres short story and academic oral presentation: insights into their generic macrostructure potential and lexico-grammatical realisations of their constituents”, carried out in the subjects Language III and Language IV of the teaching training, translation and research courses of study of the English Department, at FFyL, UNCuyo, Mendoza, Argentina. One of the aims of this research project is to go deeper into the analysis of the generic macrostructure potential of short stories on the basis of the model previously presented (Salmaso, 2019-2021; Salmaso, 2022), which is grounded in studies on narrative genres in Systemic Functional Linguistics (Plum, 1988/2004, Martin y Rose, 2008; Hasan, 1996; Rothery, 1994; Rothery y Stenglin, 1997; Eggins y Slade, 1997; Jordens y Little, 2001; Jordens, et al., 2004; Salmaso 2014, 2017, 2021). The genre short story is herein conceived as macro-genre, so called due to the fact that it is a combination of elementary genres that occurs in an iterative manner and with a certain frequency and that can, therefore, be captured in a generic macro-structure potential (Salmaso, 2022). In this paper, we present the results of the qualitative analysis of three short stories written by novel writers, whose structure was compared with the structure of short stories written by renowned authors. Results show that short stories written by novel writers present a clearer relationship between the macrostructure and its inserted genres and the themes of the short stories than those written by renowned authors.

The Linguistic Representation of Political Identity And Ideology in Political Songs In Nigeria: A Systemic Functional Grammatical Analysis

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Abstract

Politics and political campaigns in Nigeria go with songs. Campaign songs and songs are often used to spread particular points of view; to gather support and solidarity for political candidates/parties and to as well abuse and spread negative identity of an opposition parties and candidates. Thus, Political song is another kind of political texts where events that take place in the “real” world are expressed through the linguistic choices that are deliberately made by the politicians and their supporters to represent certain ideologies and identities. The corpus for analysis in this study is selected 2023 presidential and gubernatorial election campaign songs in Nigeria. The study seeks to identify the dominant and prevalent themes of the songs and how identity and ideologies from the themes are represented linguistically through the various lexical and grammatical choices. The Hallidayan Systemic Functional Grammar (SFG) is chosen as a theoretical framework to analyse the text of the songs. A public survey with the use of questionnaire and personal interview is equally carried out to find out the beliefs of the people on the themes of the songs. This supports the result of the lexico-grammatical analysis. The study therefore w sheds light on how the lexical and grammatical choices of the songs interact with the social context to imbue the texts with the meanings that are expressed in the political songs. This would enhance good understanding and proper evaluation of linguistic representations of identity and ideology in Political songs in Africa and Nigeria in particular.

A Comparative Analysis of Climate Change Communication in Scientific and Popular Media: A Systemic Functional Linguistics Perspective

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Abstract

This research paper presents a comparative analysis of climate change communication in scientific journals and popular media, utilizing a Systemic Functional Linguistics (SFL) perspective. The study examines the linguistic features employed in the representation and discourse of climate change in these media domains. The sample includes scientific articles from journals such as *Nature*, *Science*, *Environmental Science & Technology*, and *Climatic Change*, and popular media texts from newspapers like *The New York Times* and *The Guardian*, magazines like *National Geographic* and *Time*, and online platforms such as *Huffington Post* and *BuzzFeed*. A coding scheme based on SFL principles analyzes lexico-grammatical patterns, rhetorical devices, modality, and appraisal systems. The findings reveal differences in language use: scientific media prioritizes technical language and empirical evidence, while popular media adopts accessible language, emotive rhetoric, and vivid metaphors. These linguistic disparities shape how climate change is framed and perceived by the public. The research highlights the importance of language in climate change communication and provides valuable insights for scientists, journalists, policymakers, and communication practitioners seeking effective strategies to bridge the gap between scientific knowledge and public understanding. This study contributes to the growing body of research on environmental discourse analysis and offers practical implications for fostering public awareness and support for climate action.

Multimodal Texts for Developing Intercultural Competence In The Teaching-Learning Of Brazilian Portuguese As An Additional Language: A Single Case Study At The University Of Amazonas State

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Abstract

Multimodal texts serve several different purposes in the teaching and learning process of a target language. Intercultural competence accounts for one of these purposes. This study aims at discussing the effects of the use of multimodal texts upon helping develop intercultural competence in the teaching and learning process of Brazilian Portuguese as an additional language to postgraduate foreign students from the Partnerships Program for Education and Training (PAEC) at Amazonas State University, in the North of Brazil. Of qualitative approach, this is a case study which embeds itself in the theoretical accounts of the Grammar of Visual Design (Martin and Rose, 2005), of which observational data comprising the effects of the use of multimodal texts from the six-month Brazilian Portuguese lessons were collected as a way to figure out the means by which intercultural competence is attained. In a broad sense, the results showed that the application of multimodal texts, if oriented, aids students to sharpen awareness, empathy and respect for their own culture and that of others. These aspects are at the heart of intercultural competence.

Investigating the Interpersonal (De)Commitment Strategies in Social Sciences Undergraduate Summary Writing

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Abstract

Summary writing remains challenging for student writers, as its complexity lies both in the selection of core meanings from the source text, and the underlying changes in the choice of language resources from the source text to the summary. Summarising can also be considered an intertextual practice: writers need to re-present the argumentation and stance of other scholars in the source text. From the perspective of commitment (Hood, 2008), attitudinal meanings from the source text may be consolidated in the summary as a way to “re-instantiate” the author’s attitude, thus interpersonally more committed or less so. To illustrate the interpersonal commitment in effectively written summaries, the present study examines ten high-graded undergraduate summaries from an academic writing course for social sciences students, who summarised an 800-word research article excerpt. The collected texts are analysed with Attitude of the Appraisal framework (Martin & White, 2005). The findings are then compared against the attitudinal resources of the source text to identify notable changes made in the summary text. Preliminary findings show that effective writers tend to couple explicit Attitude with ideational meaning related to the field of research (e.g., “notable findings”, “the authors’ findings have significance”), and place attitudinal meanings in the textually prominent positions (i.e., Macro-Theme and Hyper-Themes). This study aims to pedagogise the notion of commitment with a focus on “choice”, so that students can focus on the strategic placement of attitudinal meaning that can elucidate the stance of the source text.

Preparing pre-service science teachers of an EMI program in optimizing meaning-making resources: SFL perspective

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Abstract

The teaching practices of interdisciplinary literacy have shown the need for a meaning-making strategy that does not only count on the language aspects but also other semiotic elements. Previous studies pointed out that there is a great opportunity for teachers to utilize language and other semiotic systems in an attempt to improve disciplinary learning. However, previous research findings indicate a low level of utilization of semiotic sources to help convey disciplinary content to learners. The findings echo the Indonesian context of preservice science teachers in an EMI program. This research seeks to investigate the way in which preservice teachers utilize meaning-making resources before and after participating in a month-long interventional program for optimizing meaning-making resources from an SFL perspective. The data will be gained from interventional program observation, focused interviews, and document analysis in the form of teaching resources, teaching preparation assignments, lesson plans, and teaching videos. The participants in this study include preservice science teachers and science teachers. The collected data will be analyzed and explained with reference to the SFL perspective on meaning-making. The results of the analysis are expected to provide insights into and practices for improving disciplinary teaching practices in universities in Indonesia.

Keywords: SFL, disciplinary literacy, pre-service science teachers, semiotics.

Language Power and Access to Higher Education: How can we empower and inspire marginalised groups?

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Abstract

As a result of government intervention, UK universities are currently engaged in outreach work designed to support those from marginalised groups in enter into higher education (HE). However, these outreach activities often focus on pupils from Y11-13. This study worked with Y5 to Y8 students from marginalised groups, in particular those that use English as an additional language (EAL) and have special educational needs (SEN). The project employed Arts-based, Co-Creation methodology to design and paint a mural to visually communicate post-education aspirations of the selected participants. Arts-based methodologies, which were highly motivational for the participants and provided opportunities to engage with academics and artists, Co-Create knowledge and Co-Create a tangible output in the form of a large-scale piece of public art. Adopting an SFL Multimodal discourse analysis (MDA, Kress & van Leeuwen, 2020) approach to examine to the preliminary designs and the final mural provided insight into the post-educational aspirations of the participants. Findings will be used to support and empower EAL/SEN students in Y5-Y8 from marginalised communities in the UK in working towards achieving their aspirations and heighten their awareness of opportunities available to them. This study contributes to the literature of Co-Creation and Arts-based methodologies and will have implications for the teaching of aspirations in primary and early secondary schools and widening participation engagement with those that use English as an additional language.

'Game Changing': Language Based Pedagogy a Whole School Approach

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Abstract

In schools knowledge and teaching about language in many disciplines is often implicit or even absent in the curricula. This paper examines the use of Systemic Functional Linguistics (SFL) metalinguistic resources, and the teaching and learning cycle to develop 'a shared language for literacy' and pedagogy across a whole school. Based on a case study at a large coeducational secondary school with a population of 1800 students and 153 staff in Melbourne, initial findings from the implementation of a language-based pedagogy will be discussed.

Teachers at the school attended a Language and Literacy for Learning (3L) PD programme, which adopts a sustainable train-the-trainer PD approach (www.lexised.com). The trainer is given the skills and resource to lead and support the PD of colleagues. Data was collected from questionnaires, interviews, teaching material and student written texts. Initial findings demonstrate how SFL has had a tremendous positive impact on the teachers and learners at the school. In addition, the challenges of implementing such a whole school approach, e.g. the tension between 'content' and 'skill', the scope and sequence of skills/knowledge, how a cross-curricular approach can be developed, etc. are discussed. More convincingly, the findings show that a whole school approach has been 'game-changing', teachers have started to 'buy-in' and have adopted SFL and the teaching and learning cycle across the curriculum. Teachers have developed model texts, shared cross curricular conversations about language and literacy, and both teachers and students are using SFL metalanguage to improve language and literacy in the school.

Logicity in News Text Translation through Conjunction and Continuity from the Systemic Functional Linguistics Perspective

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Abstract

This study examines the concept of conjunction and continuity from the perspective of the Systemic Functional Linguistics (SFL) in the translation of news texts from English to Vietnamese and vice versa. The study focuses on the linguistic features of news reporting such as cohesive ties, temporal sequence, and logical relations through the analysis from of the SFL perspective with the hope of facilitating the translation process. This objective of this study is to explore the effective representations of the inherent logical relationships in news narratives in translation. The study collected the samples of news texts from the Internet in both English and Vietnamese to demonstrate how the framework of conjunctions such as additive, adversative, causal, and temporal is instrumental in maintaining continuity and coherence in translated texts. The paper may underscore the challenges in translating conjunctions due to linguistic and cultural differences, which may lead to working out some practical solutions that originate in the SFL theory. The study may indicate that a systemic functional approach can promote a deeper understanding of the cohesive devices in the source texts and the target texts, ensuring the maintenance of the intended meaning and the textual unity in the translated versions. The findings of the research could lead to the more logical- semantic achievements in translation studies and provide more support for the application of SFL in translation practice, specifically in the context of news translation.

Migration discourse: Legitimation of japa in Nigerian Facebook posts

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Abstract

“Japa”, a Yoruba term meaning “to escape” in the Nigerian context, has gained vast popularity recently in the Nigerian public sphere. Studies on migration in the Nigerian context have focused on the socio-economic implications of emigration, without adequate attention being paid to the linguistic aspect of the discourses surrounding the recent quest to emigrate to European countries, mainly for the purpose of finding greener pastures. This study, therefore, considers legitimation strategies in the discourses on Japa on Facebook between January 2022 and January 2023, being period of serious debates on emigration in Nigeria. The study adopts van Leeuwen’s theory of legitimation and Critical Discourse Analysis for their contextual approaches to language. Findings reveal that writers of Facebook posts often use role-model/personal authority, indexed by verbal processes, conformity, evaluation and analogy to legitimize japa.

Nominalization and its functions in literary texts

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Abstract

Nominalization as experiential grammatical metaphor has received considerable attention in Systemic Functional Linguistics as a resource to create technicality and abstraction in Natural Sciences and the Humanities respectively (Halliday and Martin, 1993; Martin, 2013; Hao, 2021). Little attention seems to have been paid, however, to its use in literary texts. This presentation discusses the results of a study of nominalization and its use in literature based on a sample of the work of the American writer Kate Chopin. The functions nominalization seems to serve in the work of this author are, among other, (i) representing characters' actions, behaviors and qualities in a more impersonal and abstract way, especially in Circumstances of manner, apparently for more effective evocation in the reader of personal experiences they can draw upon to interpret the meanings made in the literary piece; (ii) construing certain qualities and behaviors as independent of the characters' will, and thus as unconscious, or as participants exerting control over the characters; and (iii) disclosing certain qualities (mostly emotional in nature) as values in identifying clauses with actions or physical features as tokens standing for them, seemingly to **show** affect rather than to **tell** about it. If progress in the study allows for it, I will seek to determine the extent to which nominalization in the functions identified are a feature of the work of other writers and of fiction in general. In all the functions identified nominalization could be said to be "arresting the universe" for contemplation.

Attitudinal Stance by Ghanaian Netizens on Discourses of Corruption on Social Media

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Abstract

Corruption has been identified as one of the main obstacles impeding growth in the South Saharan African region (Uneke, 2010). The study examines how netizens on Facebook and Twitter indicate attitudinal stance towards corruption in Ghana. The study uses the attitude system of the appraisal framework propounded by Martin and White (2005) as the analytical framework. Data consists of 1,000 comments on Facebook and Twitter. The study presents the attitudinal stance of netizens by critically examining two discourses of corruption; “I Shall Protect the Public Purse” discourse on Facebook which generated from the presidential inaugural speech of H.E Akuffo Addo in the year 2017 and the #FixTheCountry discourse on Twitter in 2021 as a result of the economic crisis Ghana faces. The analysis reveals that netizens on both social media platforms use mostly negative resources of affect, judgement and appreciation in enacting their attitude towards the corruption although a few instances portrayed the use of positive resources. It further revealed that netizens of Facebook use more attitudinal resources than netizens of twitter. This research contributes to the vast studies of corruption and social media discourse and serves as a fertile ground for further research.

Keywords: Corruption, Attitude, Facebook, Twitter, Comments, Appraisal Theory, Ghana.

An SFL genre pedagogy for EFL primary education students in Spain

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Abstract

According to Systemic Functional Linguistics (SFL), language is a system of meanings constructed by forms through which meanings can be realized (Halliday, 1994) studying it as a form of action from a sociocultural dimension (Halliday, 1994; Halliday & Hasan, 1985) existing in context, what influences on how language is constructed to make a semiotic system (Eggins, 1994) and to achieve varying social purposes (Halliday, 1994; Matthiessen, 2012). Nowadays, this is the main aim of foreign language teaching (FLT), so its methodologies need to show an evolution (MLS, 2007; Hurst & Bektashi, 2018). Consequently, an SFL-based approach could be an effective perspective for developing languages (McCabe, 2021). However, even though there is a wide range of studies that explore its application in secondary education or with university students (e.g. Martín Menéndez, 2007; Daniello, 2012, French, 2013, Accurso & Gebhard, 2021), there are few that emphasise on analysing SFL-based teaching in Primary Education paying attention to the development of students' linguistic proficiency, particularly in Spain. This study pretends to bring some light on the application of an SFL-based approach and a genre pedagogy (Rose & Martin 2012, Herazo Rivera, 2012; Brisk, 2023) in the EFL classrooms of primary education to examine how this metalinguistic awareness (Symons & Bian, 2022) contributes to the success of, not only communicative competence but language function. The expected results will be the product of a comparative analysis of students' performance before and after through a mixed-method approach (qualitative and quantitative).

Keywords: Linguistics, education, foreign language teaching, systematic-functional linguistics, teaching-learning process.

EFL Teachers' knowledge, understanding of written genres and teaching writing practices in Vietnamese higher education

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Abstract

Writing is a crucial skill for success in higher education, academic accomplishments, and the professional sphere. However, Vietnamese high school students face a challenge in honing their writing abilities due to the limited time dedicated to writing instruction in English curricula. Even in English-majored programs in Vietnam, while students are given some writing time, there remains a need for explicit teaching focused on writing practice. Due to the strong influence of the traditional grammar approach which emphasizes decontextualized practice and lacks the integration of grammar with purposeful and audience-oriented writing, many teachers and students struggle with the concept of writing with a clear purpose, audience awareness and making explicit language choices tailored to different text types to fulfill their social purposes. Genre-based pedagogy originated from Systemic Functional Linguistics (SFL) adopted in Australian schools over the past four decades (Halliday, 1985; Martin & Rose, 2008; Rose & Martin, 2012) advocates for teaching writing explicitly with a social purpose, a staged-structure and specific language choices. Despite its global impact on curricula, genre pedagogy remains relatively overlooked in the Vietnamese education context. This research as part of a larger project presents findings from a national survey investigating EFL teachers' understanding and knowledge of written genres and their current writing teaching practices in Vietnamese higher education. This research provides useful insights into the methods used by Vietnamese EFL teachers in teaching writing and offers valuable information for professional development in writing pedagogy to improve both teaching practices and student learning outcomes.

Cohesive devices in Lubukusu: A Systemic Functional Grammar Approach

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Abstract

The study is an investigation of cohesion and cohesive devices in Lubukusu within Systemic Functional Grammar. Lubukusu, a language spoken in Bungoma and parts of Rift valley has not had a thorough linguistic research on elements that tie a text together to make it readable or cohesive. In light of this, the present study provides a set of all cohesive devices, position of usage in a sentence and the functions they operate in syntactical structures. The study looked at how clauses are expanded, extended and enhanced through the use of parataxis and hypotaxis. The study was conducted in Bungoma county where by the data was collected through the naturally occurring conversations during Bukusu festivities. Apart from the spoken data, the written data was sourced from the Bukusu bible. The chapters along with the verses that comprise the cohesive devices were read keenly and underlined for purposes of analysis. The data was organized into coordination, subordination, co-subordination then an explanation of the functions of the elements. The analysis of the data was descriptive and constrained within the tenets of Systemic Functional Grammar. The results of the study indicated that Lubukusu has just few aspects of cohesion and it is not comparable at any point to an Indo-European language like English.

Key words: Cohesion, cohesive devices, coordination, subordination

Interpersonal Resources in the Linguistic Enactment of Agency in the Pursuit of Rationality in Language

Paul J. Thibault

Abstract

Agents act to bring the world into line with their desires, in the process acting according to their beliefs about the world. In order to achieve desired changes in the world according to beliefs, the agent must satisfy criteria of rationality. Such criteria are different from reasons. Criteria of rationality are intrinsic to what it means to be a human agent acting in what I call the human ecology. The principal domains are the following: (1.) VOLITION (inclination, desirability, intentionality, etc.); (2.) CAPACITY (possibility, ability, permission); (3.) MORAL-NORMATIVE NECESSITY (evidentiality, inferentiality, obligation, rightness-wrongness, good-bad); (4.) USUALITY (temporality, typicality, predictability); (5.) BEING (truth, falsity, appearance, reality, simulation of); (6.) SINCERITY (feelings, emotion displays, simulation of).

With reference to (1) the scoping relation of the Mood element in the clause to the predication theorised in the work of Davise and McGregor; (2) the interactive shaping and scoping of the Residue -- called the "interactive raw material" by Davidse -- and (3) modality in the clause as meta-semantic operators on propositions and proposals, I will consider with reference to analysed examples how the interpersonal resources of mood and modality functional in the enactment and coordination of agency between persons and between persons and aspects of their worlds. I link these considerations to the question of how we are persons who (1) have a sense of our own and others' personhood (rather than being automata driven by subpersonal programmes); and (2) and what this means for both personal and interpersonal control and its exercise; and (3) how (1) and (2) relate to the agent's pursuit of rationality. This has implications for a relevant ontology of both persons and the world and the relationship of both persons and the world to language.