

49th International Systemic Functional Congress (Sydney, July 1 - 5, 2024)

Schedule

Monday, 1 July, 2024

08:00-09:00 Strand A ONLINE MB G5

[Registration \(Mathews Building Theatre B Foyer\).](#)

[Add Abstract Here](#)

09:00-09:30 Strand A ONLINE MB G5

[Welcome to Country and Opening \(Mathews Building Theatre B\).](#)

Empathic listening as a resource for enriching life: A systemic functional perspective

We are living in an era of increasing conflict, polarisation and talk of war with adversarial kinds of discourse present in political and public debate, and media on a daily basis. As linguists we have spent time analysing how we got here through, for example, the description of the language of terrorism (Etaywe 2022), political discourse (Li, Lui & Fung 2020) and journalism (Thomson & White 2008). We know how these discourses work to construct meanings of alienation and 'othering'. But how do we get out of here? How do we offer "a complementary perspective on language and semiosis which functions to make the world a better place" (Martin 2004:179)?

Towards this end, I am using positive discourse analysis (PDA) to identify, describe and disseminate positive discourse as a means of positive social action, "concerned with progress toward a better world" (Hughes 2018). I want to support a transformation of public discourse from alienating to enriching mutuality; to speak and listen with an intention to connect using language which enables interpersonal connection and understanding. The more we humanise each other, the more likely we are to act with compassion to relieve rather than create suffering (Bandura 2016:38). The process of humanising includes empathy. An effective empathic listener can shift a speaker out of pain and into a state of self-regulation and of needs identification. Once needs are identified, it becomes possible to strategise to meet those needs.

As linguists, we can use our analytical skills to describe the language of harmony, compassion and empowerment. By way of example, this paper will introduce a kind of listening which serves to offer empathy based on the premise that people typically need empathy before they are able to learn, contribute or consider another opinion. This kind of empathic listening is a cornerstone of the communication framework, Nonviolent Communication (Rosenberg 2015:94). This cornerstone will be described using Hasan's Generic Structure Potential (Hasan 1996), noting semantic variation and the obligatory and optional semantic and lexicogrammatical features. In so doing, this paper will illustrate four strategies deployed by an empathizer to support a person in pain. Using Appraisal theory (Martin and White 2005), I will illustrate how a translation by an empathizer from incongruent, institutionalised negative attitudes of judgements and appreciations to congruent feelings of affect (Martin and White 2005:45) contributes to being heard and seen. This translation shifts the speaker from being 'lost in the story of judgement' to the identification of feelings and ultimately, needs. When needs are unmet this causes emotional arousal, dysregulation and pain. The empathic listener plays a vital role in the transmutation of a speaker's pain into action. This transmutation is partly realised through choices in thematic progression (Daneš 1974) and arrangements of Given and New information (Halliday 1994:308). The paper will show how language choices can recast alienating meanings into meanings of connection, compassion and understanding.

If we know which choices achieve this kind of shift, then we can teach it, model it, share it and contribute meaningfully to making the world a safer and more harmonious and compassionate place. What a privileged position we, as linguists, have at this moment in history.

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10:30-10:50 Strand A ONLINE MB G5

[Morning Tea \(Mathews 230 Foyer\)](#)

10:50-11:30 Strand A ONLINE MB G5

[\[ONLINE Discourse Analysis\] "Multidimensional analysis of popular science discourse: Construing "black holes" into meaning" \(Danni Xu\)](#)

Discourse Analysis

10:50-11:30 Strand B Matthews 230

[\[Healthcare\] Who's who and what's what in clinical psychology discourse \(Dragana Stosic\)](#)

Healthcare and Clinical Linguistics

10:50-11:30 Strand C Matthews 226

[\[Education \] Grammatical metaphors across disciplines \(Weifan Xia\)](#)

Educational and Applied Linguistics

10:50-11:30 Strand E MB G4

[Discourse Analysis] Modelling tenor in stand-up comedy (Lorenzo Logi).

Discourse Analysis

10:50-11:30 Strand F MB LG2

[Education] Revitalising disciplinary literacy integration: Insights from a three-year project (Chen, Turney, Jones, Matruglio)

Educational and Applied Linguistics

11:30-12:10 Strand B Matthews 230

[Healthcare] Myth-busting during acute emergency situations: An Appraisal analysis (Didem AYDIN).

Healthcare and Clinical Linguistics

11:30-12:10 Strand C Matthews 226

[Education] Unpacking, repacking and assessing consent in sex education (Georgia Carr).

Educational and Applied Linguistics

11:30-12:10 Strand D MB G3

[Multimodality] Digital adaptation of picture books reshaping young readers' narrative literacy? an analysis of a translingual, digital adaptation of A Place for Mulan (Kunkun Zhang).

Multimodality/Multisemiotics

11:30-12:10 Strand E MB G4

[Discourse Analysis] Toxic masculinity: Support and solidarity in online communities of former extremists and 'male allies' of gender equality (Eszter Szenes).

11:30-12:10 Strand F MB LG2

[Education] Promoting and Teaching of Indigenous Languages through social media: A Case Study in Brunei Darussalam (Norazmie Yusof).

Educational and Applied Linguistics

12:10-13:30 Strand A ONLINE MB G5

Lunch & early career cafe (Mathews 230).

13:30-15:30 Strand B Matthews 230

[COLLOQUIUM - online access] Beyond the marking rubric: Using SFL to understand high-scoring students' NAPLAN narrative writing choices - 13.30 Jack Walton & Damon Thomas; 14.10 Kelly Shoecraft & Ken Tann; 14.50 Andrew Scott & Nathan Lowien

Educational and Applied Linguistics

13:30-14:10 Strand C Matthews 226

[Education] Embedding an ethical mindset in AI development (Claire Simpson-Smith).

Educational and Applied Linguistics

13:30-14:10 Strand D MB G3

[Multimodality] Visual-Verbal Synergy in English Textbook Videos Used in Chinese Universities (Qinyi Lin).

Multimodality/Multisemiotics

13:30-14:10 Strand E MB G4

[Appraisal] Alignment and affiliation to expert researchers in L1/L2 essays in biomedical and biological sciences (Paul White).

The Language of Evaluation (Appraisal/Stance etc.)

14:10-14:50 Strand C Matthews 226

[Education] How meanings become knowledge: a dynamic intermodal analysis of teaching and learning (David Rose).

Educational and Applied Linguistics

14:10-14:50 Strand D MB G3

[Multimodality] Narrative Empathy in the Courtroom: Multimodal Graduation in Attorney's Closing Arguments (Huishu Cao).

14:10-14:50 Strand E MB G4

[Appraisal] Increasing engagement in online learning: How initial teacher education students experience belonging (Rachael Adlington).

The Language of Evaluation (Appraisal/Stance etc.)

14:50-15:30 Strand A ONLINE MB G5

[ONLINE. SFL Theory] Categorizing Projections from the Perspective of Ecosystem Types (Jing Li).

SFL/SFG Theory and Description

14:50-15:30 Strand C Matthews 226

[Educational] Going Meta: Teaching First-Year Education Students SFL (David Caldwell).

Educational and Applied Linguistics

14:50-15:30 Strand D MB G3

[Typology] Classical Chinese Nominal Group: System and Structure, and with a Focus on Prosodicity (Hua Zhao).

Typology

15:30-16:00 Strand A ONLINE MB G5

Afternoon Tea (Mathews 230 Foyer)

Empowering literature and its students: Hasan's Systemic Socio-Semantic Stylistics and reflection literacy

"[...] of all the applications of linguistics, that to the study of literature is potentially the most challenging and most fruitful" (Hasan 1975: 49)

My epigraph voices a passionate belief, but a decidedly minority one. Indeed, Hasan's own systemic functional grammar-based framework of Systemic Socio-Semantic Stylistics (SSS) (1989 [1985]) is probably the least known and/or appreciated portion of her profuse and manifold work – even in SFL stylistic circles (Miller 2021: 32 ff.), with notable exceptions. This talk moves between that framework and its foremost stimulus: her rich thought on language-in-literature literacy, and critiques the largely overlooked or underrated value of both.

This it does, firstly, via an exploration of their theoretical conflation, which dates from Hasan's work on her PhD thesis concerning linguistic style in literature in the early '60s. At this same time, she was grappling with the ways the study of verbal artistry could be taught so that students were enabled to produce self-reliant analyses independent of prevailing canonical criticism (2011b: xv). For her, the issue was of the highest importance, "socially, morally and pedagogically", and one that is reasserted in her subsequent call for a 'reflection' literacy which would ambitiously offer students the means to participate in the production of valued forms of knowledge, rather than merely encourage their uncritical reproduction (1996 [2011a]).

Self-reliance is not, however, synonymous with subjective responses based on private tastes. I show how Hasan's arguments for a reflection verbal art pedagogy resonate with her two-fold conviction that any objective and replicable analysis of literature demands (1) a coherent public externalisation of such responses (1985 [1989]: 27) and (2) a linguistic approach, without which "the study of literature must remain a series of personal preferences, no matter how much the posture of objectivity is adopted" (1985 [1989]: 104). I contend

that her Systemic Socio-Semantic Stylistics provides potent tools for such study, as well as for bringing to light just what it is that engenders this 'special' register's "language that is artistic and art that is linguistic" (Hasan, pc, 15/04/2014).

These are among the major issues this talk explores. But my claims demand evidence. Without side-stepping the analytical and educational hurdles Hasan's model throws up, I would illuminate its power by brief illustration of its 'challenging' and 'fruitful' application via a poem on suspended dreams.

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17:00-17:30 Strand A ONLINE MB G5

Book Launches (Mathews Building Theatre B).

17:30-18:30 Strand A ONLINE MB G5

Drinks and Chatter (Mathews 230 Foyer).

Tuesday, 2 July, 2024

08:00-09:00 Strand A ONLINE MB G5

Registration (Mathews Theatre B Foyer).

09:00-10:00 Strand A ONLINE MB G5

[\[ONLINE ACCESS\] Plenary: Awni Etaywe \(Mathews Building Theatre B\)](#)

Yaegan Doran

Navigating compassion development in digital activism through moral affiliation enactivism

This talk initially introduces the concept 'compassion' and its multifaceted nature, encompassing ethics, performance, and assessment criteria, using corpus analysis. The focus then shifts towards modelling compassion development in digital activism as moral affiliation enactivism. What is at stake here is understanding how digital texts enact affiliation (i.e. unite communities), share and urge alternative positionings, and reveal activism motivations, ethics, and "allegiance to the goals and guiding values of a particular movement" (Markham, 2016, p. 951). The moral affiliation model of analysis illustrates compassion evolution through: aligning identities; positioning the audience within shared moral fields in which actors take positions of rights and duties and engage with each other (Van Langenhove, 2017); and exhorting people towards purposeful social actions. The analysis examines texts from activist movements, such as BDS movement, shedding light on how compassion evolves as a coordinated response to wrongdoing (Sznaider, 2015) and how non-violent resistance projects' design facilitates social change (Hughes, 2018) and counters two challenges faced by compassion discourses, ignorance of people's suffering and compassion fatigue (Höijer, 2004). Compassion is taken as the desire/moral motivation and effort to alleviate suffering, affirming master sociocultural frames (e.g. freedom) and human rights (Sznaider, 2015; Bandura, 2016). Given that digital texts are pregnant with evaluations, a functional approach to evaluative language is crucial in discerning acts of compassion driven by moral beliefs and evaluations, which can account for motivations (cf. Kádár et al., 2019). Key (un)shared bonds, 'communing affiliation' tactics (Etaywe & Zappavigna, 2023), and patterns of 'tendering' proposals (Doran et al., forthcoming) will be unpacked as used in the ongoing process of 'authentication' (Bucholtz, 2003) of individual compassionate identity.

Keywords: compassion, social media activism, communing affiliation, positioning others, alignment, framing, identity processes, stance-taking

10:00-10:20 Strand A ONLINE MB G5

[Morning Tea \(Mathews 230 Foyer\)](#)

10:20-11:00 Strand A ONLINE MB G5

[Multimodality] Violence and Compassion: Analyses of discourse on the Israeli-Palestinian Attacks.
(Abdelsamie, Mwinlaaru, Makinde).

Multimodality/Multisemiotics

10:20-11:40 Strand B Matthews 230

[COLLOQUIUM Online access] Solidarity and Contact: the Tenor relations of alignment and affiliation:
10.20 Peter White; 11.00 Paul White ... continues after lunch ... 13.00 Charlotte Hommerberg; 13.40
Alexanne Don) [continues...]

The Language of Evaluation (Appraisal/Stance etc.)

10:20-11:00 Strand C Matthews 226

[Multimodality] Inter-semiosis of language and paralinguistics: foregrounding segmentation and
significance in live lectures and lessons. (Susan Hood)

Multimodality/Multisemiotics

10:20-11:00 Strand D MB G3

[Discourse Analysis] 'Stand up' to the absurd: Chinese women in stand-up comedy competitions (Beili Liu).

Discourse Analysis

10:20-11:00 Strand E MB G4

[Education] Investigating Nominal Structures in L2 Chinese Writing (Xiaofei Pan).

Educational and Applied Linguistics

10:20-11:00 Strand F MB LG2

[Translation] Empowering translation students to tackle the challenge of English-Chinese long sentence
translation (Alisa Tian).

Translation and Interpreting

11:00-11:40 Strand A ONLINE MB G5

[ONLINE Educational] Cultivating Critical Language Awareness: Unraveling Populism in Trump's Inaugural
Address (Junling Zhu).

Educational and Applied Linguistics

11:00-11:40 Strand C Matthews 226

[Multimodality] Multimodal transcription - analysing tertiary classroom interaction (Xiaoqin Wu).

Multimodality/Multisemiotics

11:00-11:40 Strand D MB G3

[Discourse Analysis] Harmonious Discourse Analysis of Ecological Discourse (Liu Xiaolin).

Discourse Analysis

11:00-11:40 Strand E MB G4

[Education] Japanese Student Understanding of Academic Essays - Genre-Based Approach v. Traditional skill-based Approach (Akiko Nagao).

Educational and Applied Linguistics

11:00-11:40 Strand F MB LG2

[Translation] An SFL analysis of translation choices associated with "unnatural" translations of academic texts (Sari Puspita Dewi)

Translation and Interpreting

An SFL analysis of "unnatural" translations of academic texts

This paper examines the phenomenon of academic text sounding unnatural due to errors in translation choices by employing the well-established theoretical framework of Systemic Functional Linguistics (SFL). The primary objective is to identify the most frequent errors made by the translators, which result in the production of unnatural-sounding academic texts. The data was sourced from "Psikologi: Sebuah Pengantar Singkat" and "Prinsip Pembelajaran dan Pengajaran Bahasa", along with their English source texts, titled "Psychology: A Short Introduction" and "Principles of Language Learning". Through a comparison of the source text (ST) and the target text (TT), it was revealed that the errors in experiential meaning were the most common, followed by textual and interpersonal meaning. The findings highlight that the translation issues often arise in collocations, redundancy, paratactic structure, textual reference, and the informality. By pinpointing these common errors and understanding their implications for text coherence and scholarly communication, translators can enhance the quality and effectiveness of their work in academic settings.

11:40-13:00 Strand A ONLINE MB G5

Lunch and Early Career Cafe (Mathews 230)

13:00-13:40 Strand A ONLINE MB G5

[ONLINE SFL Theory.] A phylogenetic perspective on honorifics in Japanese: preliminary exploration from texts in Early Middle Japanese (Ayumi Inako)

SFL/SFG Theory and Description

13:00-14:20 Strand B Matthews 230

[... continues COLLOQUIUM online access] Solidarity and Contact: the Tenor relations of alignment and affiliation: 13.00 Charlotte Hommerberg; 13.40 Alexanne Don

13:00-13:40 Strand C Matthews 226

[Multimodality] Learning Compound Noun Stress with Audio Support: Merriam-Webster versus YouGlish (Ting Yun Chen)

Multimodality/Multisemotics

13:00-13:40 Strand D MB G3

[SFL Theory] White Australia has a Black History (David Rose)

SFL/SFG Theory and Description

13:00-13:40 Strand E MB G4

[Educational] Genre-based approach of writing studies: Systematic review (Cassi Liardét, Akiko Nagao).

Educational and Applied Linguistics

13:00-13:40 Strand F MB LG2

[Healthcare] Negotiating patient experience: Comparing interactions among physiotherapists in history taking (Harni Kartika-Ningsih).

Healthcare and Clinical Linguistics

13:40-14:20 Strand A ONLINE MB G5

[ONLINE Environmental] "How do I feel?" a corpus-informed study of eco-emotions in readers' reviews (Cinzia Bevitori, Jane Helen Johnson).

Environmental/Eco Linguistics

13:40-14:20 Strand C Matthews 226

[Multimodality] Analysis of photos of the intolerant, unjust and inequitable deportation of elderly Jews of Wiesbaden (Shoshana Dreyfus).

Multimodality/Multisemotics

13:40-14:20 Strand D MB G3

[SFL Theory/Description] Re-visiting verbal groups in Sundanese: systems and structures (Lungguh Bangga).

SFL/SFG Theory and Description

13:40-14:20 Strand E MB G4

[Educational] Shared reading as a pedagogical practice in early childhood centres with infants under 24 months (Jane Torr).

Educational and Applied Linguistics

13:40-14:20 Strand F MB LG2

[healthcare] Partnership and empowerment in clinician-patient relationship: SFL guides health communication research (Neda Karimi, Ashleigh Jones).

Healthcare and Clinical Linguistics

14:20-15:00 Strand A ONLINE MB G5

[ONLINE Environmental] Transitivity and Nominalisation patterns in climate change vs. climate crisis (Antonella Luporini).

Environmental/Eco Linguistics

Yara Abdelsame

14:20-15:00 Strand B Matthews 230

[Digital Humanities] NLP that Detects Information Disorders: The Role of Appraisal and Social Meaning (Olivia Inwood).

Digital Humanities

14:20-15:00 Strand C Matthews 226

[Multimodality] Promoting Asia in Disney's eyes - portrayals of Asian culture(s) in the trailers of post 9/11 Disney animations (Sawsan Aljahdali)

Multimodality/Multisemotics

14:20-15:00 Strand D MB G3

[SFL Theory] NOMINAL CLASSIFICATION IN AKAN: A SYSTEMIC FUNCTIONAL PERSPECTIVE (Esther Asare).

SFL/SFG Theory and Description

14:20-15:00 Strand E MB G4

[Educational] Chinese male and female preschool educators' child-addressed talk: Interpersonal differences in speech function (Jiangbo Hu).

Educational and Applied Linguistics

14:20-15:00 Strand F MB LG2

[Healthcare] Engaging with occupational stigma: empowering aged care workers with appraisal resources (Ken Tann).

Healthcare and Clinical Linguistics

15:00-15:30 Strand A ONLINE MB G5

Afternoon Tea (Mathews 230 Foyer).

The Treatment of Animals in Linguistics

1. As any first-year linguistics student can tell you, the question of whether non-human animals have language is considered asked and answered (see e.g. Bauer 2012, Fromkin et al 2021, Yule 1983/2020, which rely heavily on Hockett, e.g. 1960).

2. Based on a meta-analysis of 40,000 farms in 119 countries and covering 40 food products that represent 90% of all that is eaten by humans, Oxford scholars Poore and Nemecek (2018: 5) suggest that one of the most significant things we could do to reduce GHG emissions is to switch to a diet that excludes animal products.

3. Mother cows separated from calves can grieve audibly for days, signalling to humans their disagreement and distress (Adams 2018, Boyde 2018). These noises are sometimes heard as worrying by nearby human residents but within the industry cows mooing is more routinely dismissed either as not grief or as insignificant (Boyde 2018, Gaard 2013, Gillespie 2018).

What is the connection between these statements? What is their relevance for linguistics and social semiotics? To what extent does systemic function linguistics/semiotics offer a different approach? In the first part of this presentation I'll discuss how linguistic and semiotic thinking has positioned animals and animality; in the second part I'll present some critical discourse work that aims, ultimately, to transform the lives of non-human animals and their relations with us humans.

Adams, C. 2018. Provocations from the field, Female reproductive exploitation comes home. *Animal Studies Journal* 7(2): 1-8.

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Wednesday, 3 July, 2024

08:00-09:00 Strand A ONLINE MB G5

Registration (Mathews Theatre B Foyer)

Jim Martin

Systemic Functional Translation Studies: The past, present and future

In this presentation, I will trace the development of Systemic Functional Translation Studies (SFTS), a hybrid of SFL and the traditional translation studies. Firstly, attention is given to SFL scholars interested in translation studies (such as Halliday 1992, 2001, 2009; Huang 2005, 2017, Matthiessen 2001, 2014, 2017, etc.), translation scholars adopting SFL concepts and ideas (Hatim and Mason 1990, House 2001, 2014, Manfredi 2011, Munday 2000, 2012, Steiner 1998, 2004, 2015, etc.), and scholars playing an active role in both fields (Kim 2007, Kim and Huang 2012, Pagano 2014, Wu 2009, Yu 2019, etc.). The different identities of the scholars inevitably give rise to different focuses and inspirations.

Then, on the basis of around 150 studies on SFTS published worldwide, I will examine the substantive features and methodological features of these studies. The features are presented in terms of four major research themes: general translation, genre translation, interpreting, and translation training. SFL has been widely utilized as a theoretical framework to explore translation with texts of different types, such as classic texts, literary texts, legal texts, political discourses, news reports, etc., and scholars tend to believe in the productivity of SFL as a linguistic toolkit in translator/interpreter training. The three metafunctions, ideational, interpersonal, and textual metafunctions, are all touched upon in previous studies. This helps prove SFL as applicable linguistics (Halliday 2008). Meanwhile, the close attention to language comparison, meaning equivalence and translation context by the translation scholars brings valuable feedback to SFL. Diachronic changes across the years, from Catford's (1963) model of translation shifts to machine translation, will also be discussed.

Finally, the academic study and teaching of SFTS in China, which I am most familiar with, will be introduced. There has been a tradition of applying SFL to translation studies with the pioneering works by Huang Guowen (2005), Chang Chenguang (2018), Zhang Meifang (2002), and others. This branch of SFTS has been further enriched by students returning to China from Australia, Singapore, the UK, and other countries/regions where SFL is studied. Nowadays it can be said that most of the Chinese universities where SFL is prominent have scholars and students engaged in SFTS. The presentation will end with some expectations and implications for future research.

Keywords: Systemic Functional Translation Studies, translation, interpreting,

China

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10:00-10:20 Strand A ONLINE MB G5
Morning Tea (Mathews 230 Foyer)

10:20-11:00 Strand A ONLINE MB G5
[Discourse Analysis] Unveiling victorious voices: SFL analysis of first-person pronoun in US presidential debates (Yue Xiao)
Discourse Analysis

10:20-11:40 Strand B Matthews 230
[COLLOQUIUM - online access] Linguistics as social action: SFL scholar-activism: 10.20 Shoshana Dreyfus & Joshua Han; 11.00 Daniel Fryer ... after lunch ... 13.00 Edgar Diaz; 13.40 Paul White; 14.20 Awni Etaywe & Penny Wheeler ... continues after lunch
Discourse Analysis

10:20-11:00 Strand D MB G3
[Education] Children's peer talk in an early childhood centre as a vehicle for learning language (Trevor Carroll)
Educational and Applied Linguistics

10:20-11:00 Strand E MB G4

[Translation] Recreating Tenor Relationship: Chinese Translation of The Lord of the Rings.(YIXIN WEN).

Translation and Interpreting

10:20-11:00 Strand F MB LG2

[Multimodality] Modeling space as meaning making resources in social practice: a dialogic approach (Ken Tann).

Multimodality/Multisemiotics

11:00-11:40 Strand A ONLINE MB G5

[ONLINE Appraisal] Translation distance of stance-taking expressions in bilingual legal judgments: a corpus-assisted study.(Wei Yu).

The Language of Evaluation (Appraisal/Stance etc.)

11:00-11:40 Strand C Matthews 226

[Education] 'Breaking' GPTs through an SFL perspective on semiotic mediation (Lucy Macnaught).

Educational and Applied Linguistics

11:00-11:40 Strand D MB G3

[Multimodality] Shared reading of wordless picturebooks and children's multimodal literacy.(Ting Zhou).

Multimodality/Multisemiotics

11:00-11:40 Strand E MB G4

[Translation] "A thousand Hamlets to a thousand readers" Testing Visual Grammar with eye-tracking - reader perception of translation book covers"(Long Li)

Translation and Interpreting

11:00-11:40 Strand F MB LG2

[Multimodality] Museum communication in the 21st century: issues of empowerment (Louise Ravelli).

Multimodality/Multisemiotics

11:40-13:00 Strand A ONLINE MB G5

Lunch and Early Career Cafe (Mathews 230).

13:00-13:40 Strand A ONLINE MB G5

[Multimodality] Strategic positioning of billboards and YouTube adverts: Multisemiotic analysis of indigenous and allopathic medicines in Nigeria (Peter Makinde).

Multimodality/Multisemiotics

13:00-15:00 Strand B Matthews 230

[\[... continues COLLOQUIUM - online access\] Linguistics as social action: SFL scholar-activism: 13.00 Edgar Diaz; 13.40 Paul White; 14.20 Awni Etaywe & Penny Wheeler](#)

Discourse Analysis

13:00-13:40 Strand C Matthews 226

[\[Education\] Tackling assimilationist writing and cultural inequalities through genre pedagogy \(Sonja Molnar, Rachel Standfield\)](#)

Educational and Applied Linguistics

13:00-13:40 Strand D MB G3

[\[Education\] Making Space for Learning: Teachers Growing Together on Social Media \(Melissa Reed\)](#)

Educational and Applied Linguistics

13:00-13:40 Strand E MB G4

[\[Translation\] Tackling inequalities through inclusive practices: An SFL approach to museum audio description \(MARINA MANFREDI\)](#)

Translation and Interpreting

13:00-13:40 Strand F MB LG2

[\[Appraisal\] World crises and prosodic meaning: Analysis of science popularization reports \(Daniel Rodriguez-Vergara\)](#)

The Language of Evaluation (Appraisal/Stance etc.)

13:40-14:20 Strand A ONLINE MB G5

[\[ONLINE Multimodality.\] Intermodal relations in EFL textbook theme pages: A scaffolded preparation for learning language and beyond \(Debbie Siyu Yao\)](#)

Multimodality/Multisemotics

13:40-14:20 Strand C Matthews 226

[\[Education\] Genre and dialogic pedagogies for supporting learning about language required for making meaning about activity sequences in biology classrooms \(Lisl Fenwick\)](#)

Educational and Applied Linguistics

13:40-14:20 Strand D MB G3

[\[Education\] The Challenges of Multilingualism and Mother Tongue Instruction in India in the Context of NEP 2020 \(Ujjal Jeet\)](#)

Educational and Applied Linguistics

13:40-14:20 Strand E MB G4

[Translation] Developing Chinese-English translation students' post-editing skills of machine translation with a Systemic Functional linguistics-informed 4x4 framework (Alisa Tian).

Translation and Interpreting

13:40-14:20 Strand F MB LG2

[Appraisal] Construing judgment: A case study of attitude recontextualization (Bin Tang).

The Language of Evaluation (Appraisal/Stance etc.)

14:20-15:00 Strand A ONLINE MB G5

[ONLINE Multimodality] The Logico-Semantic Relations Between Dynamic On-screen Annotations and Static Visual Aids in Online Classroom Teaching (Lok Ming Eric Cheung).

Multimodality/Multisemiotics

14:20-15:00 Strand C Matthews 226

[Education] Teaching Academic Reflexive Writings at Brazilian University through a functional semantic approach (Miliane Vieira).

Educational and Applied Linguistics

14:20-15:00 Strand D MB G3

[Education] Evaluating English learning apps for Chinese preschoolers: A critical multimodal case study (Rongle Tan).

Educational and Applied Linguistics

14:20-15:00 Strand E MB G4

[Contrastive Linguistics] Attitudinal Tones in Hindi and Bangla WH Interrogatives: Navigating Linguistic Tensions and Cultural Identity in India (Souranil Paul).

Contrastive Linguistics

14:20-15:00 Strand F MB LG2

[Discourse Analysis] Affiliation around tensions: The role of counter-expectancy in persuading putative readers in media editorials (Feifei Liu).

Discourse Analysis

15:00-15:30 Strand A ONLINE MB G5

Afternoon Tea (Mathews 230 Foyer).

15:30-16:30 Strand A ONLINE MB G5

[\[ONLINE ACCESS\] Plenary: Phoebe Siu \(Mathews Building Theatre B\)](#)

Thu Ngo

Bridging Harmony and Empowerment with Translanguaging and Affect: Revitalizing human-level intelligence through the Multimodalities-Entextualisation Cycle

Artificial Intelligence (AI), including Open AI/ Chat GPT-guided multimodal composing, has become the key to unlock harmonious dialogues between theory and practice in multimodal literacy and AI for socially inclusive higher education. Inspired by Michael Halliday's seminal work, *Language as Social Semiotic* (1978), SFL scholars (Hodge and Kress, 1979; 1988 and Kress and Leeuwen, 1996; 2001) have explicated the roles of social semiosis in asserting plurilinguaging, affect and diversity (Piccardo et al., 2021; Lin, 2023). Semiotic resources are central to multimodality, ranging from actions, materials to artifacts plurilingual, pluricultural teachers and students may use for communicative purposes physiologically (for example, vocal apparatus, facial expressions and gestures), materialistically (for example, colour pens and A3 poster paper for lively scribbled words and drawings) and technologically (for example, computer hardware, software and internet access). To fill the research gap in revitalizing human-level intelligence among plurilingual, pluricultural teachers and students in AI-embracing higher education, the teacher-researcher pays dual focus on harmonizing languaging process (Thibault, 2017) and co-developing paralanguaging awareness (Ngo et al, 2021) with tertiary students through introducing the Multimodalities-Entextualisation Cycle (MEC) (Lin, 2016; 2020) as a heuristic meaning-making tool to tertiary students in EAP/ ESP. This presentation illustrates a case study with 85 Design majors (with lessons observation, teaching material samples, student writing samples, semi-structured individual interviews and focus group discussion) for connecting AI-friendly genre-based pedagogy with embodied meaning-making in Design. This presentation examines translanguaging and affect through SFL-inspired multimodal orchestration of texts, people and resources empirically generated in EAP classrooms in Hong Kong.

18:00-23:00 Strand A ONLINE MB G5

[Conference Dinner \(Shutters at Crown Plaza Sydney Coogee Beach\)](#)

Thursday, 4 July, 2024

08:00-09:00 Strand A ONLINE MB G5

[Registration \(Mathews Theatre B Foyer\)](#)

In what ways is SFL applicable in a Colombian context?

In line with the conference theme of harmony, compassion and empowerment, this talk provides an account of roughly 30 years' work in the application of Systemic Functional Linguistics in educational contexts in Colombia, South America, which is an educationally deprived region, even within Colombia. This work combines three aspects: research, teaching and teacher education. These three threads are closely intertwined; thus, research is education-oriented, principally ethnographic, involving classroom observation, interviews and product analysis, with some more theoretical projects, relating to the systemic description of Spanish, also having the objective of improving the didactics of reading and writing academic texts in diverse contexts. In terms of teaching, our work has focussed on the design of courses for academic literacy skills at different levels, using genre pedagogy as a principal, but not the only, methodological resource. As regards teacher education and development, this is probably the single most important thread, although in its origin it grew out of the research work. At Universidad del Norte, we offer degrees at undergraduate, postgraduate Diploma, Masters and Doctorate levels. Furthermore, our graduates have created postgraduate degrees in other universities and implemented SFL-based courses in their undergraduate initial teacher education programmes, thus spreading the influence of the theory to the whole Caribbean region of Colombia. Within the postgraduate degree courses, a significant proportion of research is oriented to the teaching of reading and writing, with a large number of projects involving the application of genre pedagogy in schools and universities in an extremely wide range of subjects. Many of these projects have met with great success and led to institution-wide application of the pedagogy. We have also been working on an in-service teacher development programme using team-teaching between Spanish (mother-tongue) teachers and teachers of other subject areas, with a view to making their use of specialist texts more rewarding.

In the talk, I summarize the activities of these three threads and reflect on

successes, obstacles and difficulties in each. I also consider the importance of ALSFAL, the Latin American Systemic Functional Linguistics Association. Finally, I attempt some evaluation of the outcomes and the way forward.

10:00-10:20 Strand A ONLINE MB G5

Morning Tea (Mathews 230 Foyer).

10:20-11:00 Strand A ONLINE MB G5

[ONLINE Education] An Ideational Discourse Semantic Approach to Activities in Academic Papers of Semantic Studies (María Gauna).

Educational and Applied Linguistics

10:20-11:00 Strand C Matthews 226

[Multimodality] Identity and affiliation in a time of climate emergency: The tricky issue of provenance in TikTok (Anne Hellwig, Annette Turney).

Multimodality/Multisemiotics

10:20-11:00 Strand D MB G3

[SFL Theory/Description] Token to Value; Value to Token: what children teach us about the most consequential grammatical process - identifying clauses (David Butt).

SFL/SFG Theory and Description

10:20-11:00 Strand E MB G4

[Corpus/Computational] Women involved in crime in Chilean news discourse: Keywords and qualitative analysis (Claudia Castro).

Corpus/Computational Linguistics

11:00-11:40 Strand A ONLINE MB G5

[ONLINE Education] Construing Tertiary Scientific Knowledge Focusing on the MBBS Program in China (Lin CHEN).

Educational and Applied Linguistics

11:00-11:40 Strand B Matthews 230

[ONLINE. SFL Theory] Wh Interrogative Mood System of Mizo (Lal Tleipuii).

SFL/SFG Theory and Description

11:00-11:40 Strand C Matthews 226

[Multimodality] Recontextualization and meaning transformation: from courtroom discourse to legal judgments (Chunhui Zhang).

Multimodality/Multisemiotics

11:00-11:40 Strand D MB G3

[SFL Theory] Interpersonal meaning construction of rhyming features in children's discourse: A study based on code and text type (Lin Pan).

SFL/SFG Theory and Description

11:40-13:00 Strand A ONLINE MB G5

Lunch (Mathews 230 Foyer) & ASFLA AGM (Mathews Theatre B).

13:00-13:40 Strand A ONLINE MB G5

[ONLINE Education] Introducing Language Learners to Grammatical Metaphor: Challenges and Possible Approaches (Darby McGrath).

Educational and Applied Linguistics

13:00-15:00 Strand B Matthews 230

[COLLOQUIUM - Education] Promoting Equity and Social Justice: Empowering Stakeholders through SFL Application in Diverse Language Education Contexts: 1. Qingxin Xu; 2. Derek Irwin & Liu Ning.; 3. Anne-Coleman Webre; 4. Wawan Gunawan; 5. Harni Kartika-Ningsih;

Educational and Applied Linguistics

13:00-15:00 Strand C Matthews 226

[COLLOQUIUM. Online Access SFL Theory.] Word structure: an SFL perspective Part 1 - 13.00 Korean (Martin/Shin); 13.40 Khorchin Mongolian (Zhang); 14.20 Sanskrit (Wang).

SFL/SFG Theory and Description

(Session 1 Thurs afternoon 120 minutes)

13.00 Korean (Martin/Shin)

13.40 Khorchin Mongolian (Zhang)

14.20 Sanskrit (Wang)

13:00-13:40 Strand D MB G3

[Discourse Analysis] A multimodal study of subtitle translation based on the League of Legends Finals MV GODS (Guanghua Dong & Yi Jing.).

Discourse Analysis

13:00-13:40 Strand E MB G4

[Education] Exploring Evaluative Language in Describing Movies: A Comparison of L1 Australian and L2 Iranian English Speakers (Mohammed Parviz, Alexanne Don).

Educational and Applied Linguistics

13:40-14:20 Strand A ONLINE MB G5

[ONLINE Education] Integrating Critical and Creative Approaches in SFL Academic Discourse Pedagogy. (Zheng Zhang)

Educational and Applied Linguistics

13:40-14:20 Strand D MB G3

[Multimodality] An SFL analysis of Emoji-text relations and Interpersonal Dynamics in Arabic social media Marketing Discourse. (Dalal Altayari)

13:40-14:20 Strand E MB G4

[Education] Implementing and Empowering a 'Game Changing' Whole School Approach to Language Based Pedagogy. (Gail Forey).

Educational and Applied Linguistics

14:20-15:00 Strand A ONLINE MB G5

[ONLINE Healthcare] A systemic functional analysis of the 'self' imageas perceived by female cancer survivors (Bahiya Kashghari).

Healthcare and Clinical Linguistics

14:20-15:00 Strand D MB G3

[Education] Re-examining research on the teaching of grammar to school children (Ruth French).

Educational and Applied Linguistics

14:20-15:00 Strand E MB G4

[Education] Introducing a new SFL-based academic writing resource emphasising self-directed learning (Sarah Fletcher).

Educational and Applied Linguistics

15:00-15:30 Strand A ONLINE MB G5

Afternoon Tea (Mathews 230 Foyer).

15:30-16:30 Strand A ONLINE MB G5

[\[ONLINE ACCESS\] Plenary: Trish Weekes \(Mathews Building Theatre C\)](#)

Pauline Jones

Promoting educational equity and empowering subject teachers in secondary schools through Systemic Functional Linguistics and Sydney School Genre Pedagogy

Educational linguists in the Systemic Functional community have long been motivated by compassion and the desire to address disadvantage in schooling. Since the 1980s, members of the community working with schools have shown how the SFL model of language, genre and the Teaching and Learning Cycle (Sydney School Genre Pedagogy) (Martin and Rose, 2008) can improve educational outcomes for students. Nonetheless, there is frustration in our community about why such knowledge and practices are not more widespread when the benefits are so obvious to us. A major question that is explored in this presentation is: which aspects of the SF model of language and SSGP are most empowering for secondary school teachers?

The data on which this presentation is based comes from nine secondary schools in New South Wales, Australia. Subject teachers in these schools are participating in a three-year professional development program, Literacy in Subject Areas, based on the Systemic Functional Linguistics model of language and Sydney School Genre Pedagogy. Around 500 teachers participate in subject-based workshops four times a year, with a potential impact on 6,500 students aged from 12 to 17 years. In mid-2024, four schools have completed the three-year program and five schools are half-way through. This presentation will report on aspects of the SFL-based model of language and the Teaching and Learning Cycle that have had most traction with subject teachers and resulted in the most student growth. This presentation will include the voices of teachers in schools so we can hear directly from those on the frontline of educational change. It is hoped that insights from these experiences can inform our understanding of what it takes to make the literacy demands of secondary schooling more visible and equitable for all students.

Martin, J. and Rose, D. (2008). *Genre Relations: Mapping Culture*. London: Equinox.

Friday, 5 July, 2024

08:00-09:00 Strand A ONLINE MB G5

[Registration \(Mathews Theatre B Foyer\)](#)

09:00-10:00 Strand A ONLINE MB G5

[\[ONLINE ACCESS\] Plenary: Gi-Hyun Shin \(Mathews Building Theatre B\)](#)

Mira Kim

Politeness Phenomena and Interpersonal Metafunction as realised in Korean: Should It Have Been the Other Way Around?

This talk will delve into challenges, joys, and accomplishments experienced during my participation in the publication of "Korean Grammar: A Systemic Functional Perspective." As a previous Korean language academic outside of SFL communities, my focus was primarily on Pragmatics and Politeness Phenomena in Korean. Collaborating on this publication led me to concentrate more on the interpersonal metafunction, rather than the ideational and textual metafunctions.

Outside SFL communities, "politeness phenomena" encompasses a variety of notions such as speech acts, face, implicature, terms of address, and so on. Scholars seem content identifying politeness phenomena as a subject within Pragmatics. The Korean language inherently integrates politeness phenomena across various levels, including lexical and morphosyntactic choices, ranging from honorifics to verbal suffixes used for speech levels and so-called subject honorification, along with the utilisation of diverse message structures.

SFL offers a distinctive advantage in meticulously articulating these phenomena due to its layered conceptualisation of language strata and multi-perspectival views on language function.

Nevertheless, challenges persist. The multifaceted origins of politeness phenomena necessitate elaborate exploration to ensure their seamless integration into the strata of SFL, especially from discourse semantics, context and beyond. In this talk, I will particularly elucidate speech acts and implicature from the standpoint of Pragmatics and explore how they can be meaningfully discussed within the SFL framework, using Korean as the reference language.

10:00-10:20 Strand A ONLINE MB G5

[Morning Tea \(Mathews 230 Foyer\)](#)

10:20-11:00 Strand A ONLINE MB G5

[\[ONLINE Appraisal.\] Sharing more than ideas: How university learners use appraisal devices in online discussions \(Liang Li\)](#)

The Language of Evaluation (Appraisal/Stance etc.)

10:20-11:40 Strand B Matthews 230

[... continues from yesterday \[COLLOQUIUM. Online Access - SFL Theory/Description\] Word structure: an SFL perspective - \(Part 2\) 10.20 Sundanese \(Bangga\) 11.00 Australian lgs \(Rose\)](#)

SFL/SFG Theory and Description

10:20-11:40 Strand C Matthews 226

[\[COLLOQUIUM - Multimodality - Online Access \] Educational Semiotics and School Science Animations: 10.20 \(Renee Morrison - Scootle Animations\), 11.00 \(Yufei He - Playing to Learn\) ...continues after lunch](#)

Multimodality/Multisemiotics

10:20-11:00 Strand D MB G3

[\[Discourse Analysis\] The Existential Fabric of War: the Phrase of War in the laws of war \(Annabelle Lukin\).](#)

Discourse Analysis

10:20-11:00 Strand E MB G4

[\[Corpus/Computational\] News value and national image construction: Corpus-assisted analysis of news reports on Chinese investment in Africa \(xiaoqin wu, yuting jian\).](#)

Corpus/Computational Linguistics

11:00-11:40 Strand A ONLINE MB G5

[\[ONLINE Appraisal\] CHATGPT: A CATALYST FOR MORAL GLOBALISATION? \(Margo Van Poucke\).](#)

The Language of Evaluation (Appraisal/Stance etc.)

11:00-11:40 Strand D MB G3

[\[Discourse Analysis\] Corporate crisis communication on Twitter: How corporations attempt to repair their tarnished public images and construct a compassionate and righteous identity.\(Jiani Chen\).](#)

Discourse Analysis

11:00-11:40 Strand E MB G4

[\[Corpus/Computational\] Revising the draft of history: Victim representation in the final report of the Truth commission on the Colombian conflict \(Alexandra Garcia\).](#)

Corpus/Computational Linguistics

11:00-11:40 Strand F MB LG2

[\[Empowering Linguistics \] Systemic Functional Linguistics as an Empowering Linguistic Framework: Insights from the Synthesis of Over 300 Scholarly Publications \(Winfred Xuan\).](#)

Other

11:40-13:00 Strand A ONLINE MB G5

[Lunch and raffle draw \(Mathews 230 Foyer\).](#)

13:00-13:40 Strand A ONLINE MB G5

[\[ONLINE Discourse Analysis \] Encoding Ambient Affiliations: A Systemic Functional Analysis of Pro-Palestinian and Pro-Israeli Hashtags \(Yara Abdelsamie\).](#)

Discourse Analysis

13:00-15:00 Strand B Matthews 230

[COLLOQUIUM ...continues] Word structure: an SFL perspective - (Part 2) 13.00 Dagaare (Mwinlaaru); 13.40 Chemistry nomenclature (Zhang/Yu);14.20 General discussion

SFL/SFG Theory and Description

13:00-14:20 Strand C Matthews 226

[continues ...COLLOQUIUM] Educational Semiotics and School Science Animations: 13.00 (Theo van Leeuwen & Len Unsworth - animated science education videos); 13.40 (Louise Puslednik & Yaegan Doran - Science animation in situ)

Multimodality/Multisemiotics

13:00-13:40 Strand D MB G3

[Discourse Analysis] Trans-semiosis for Language Learning via Performance and Audience Interaction: using SFL Discourse Semantics (Derek Irwin)

Discourse Analysis

13:00-13:40 Strand E MB G4

[Education] Climate change picture books and their potential for literary studies in contemporary English curriculum (Pauline Jones)

Educational and Applied Linguistics

13:00-13:40 Strand F MB LG2

[Education] A dynamic view of knowledge building in biology textbooks (Rurong Le)

Educational and Applied Linguistics

13:40-14:20 Strand A ONLINE MB G5

[ONLINE Appraisal] Developing dialogue: Using Martin and White's Engagement framework to understand the development of dialogic moves in early years mathematics (Damon Thomas)

The Language of Evaluation (Appraisal/Stance etc.)

13:40-14:20 Strand D MB G3

[Discourse Analysis] A critical discourse analysis of "(western classical) music theory" (Joshua Han)

Discourse Analysis

13:40-14:20 Strand E MB G4

[Education] Celebrating Multilingualism, Building Compassion and Empowering Marginalised Groups: Using Arts-Based Methodology in a School (Gail Forey)

Educational and Applied Linguistics

13:40-14:20 Strand F MB LG2

[Education] The Effects of Teaching Cohesive Chains on Coherence in Writing (Xi Li).

Educational and Applied Linguistics

14:20-15:00 Strand A ONLINE MB G5

[ONLINE Appraisal] The Use of Attitude on the Students' Review Writings: An Appraisal Perspective (Yolanda Binambuni, Setyo Cahyono)

The Language of Evaluation (Appraisal/Stance etc.)

14:20-15:00 Strand C Matthews 226

[Multimodality] An assessment tool for multimodal literacy (Harni Kartika-Ningsih).

Multimodality/Multisemotics

14:20-15:00 Strand E MB G4

[Multimodality] Time and space in transmedia narrative: Challenges and opportunities for promoting young children's comprehension and multimodal literacy (Emilia Djonov, Chiao-I Tseng).

14:20-15:00 Strand F MB LG2

[Appraisal] 'Indeed, as 'author' claims, "quote...". Dissonant citations in EFL Literature Reviews (Hana Elghoul).

The Language of Evaluation (Appraisal/Stance etc.)

15:00-15:30 Strand A ONLINE MB G5

Afternoon Tea (Mathews 230 Foyer).

15:30-16:00 Strand A ONLINE MB G5

"Closing & Introduction of 50th ISFC" (Mathews Theatre C).

16:00-16:30 Strand A ONLINE MB G5

ISFC AGM (Mathews Building Theatre C).