

School of the Arts and Media
University of New South Wales



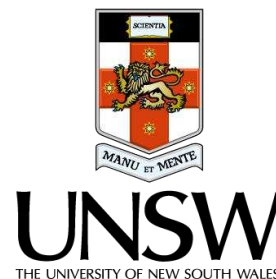
29 September - 2 October 2014

Program & Book of Abstracts



ASFLA

Australian Systemic Functional Linguistics Association



ASFLA National Conference 2014

New texts: New challenges

PROGRAM & BOOK OF ABSTRACTS

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[28 Sept 2014]

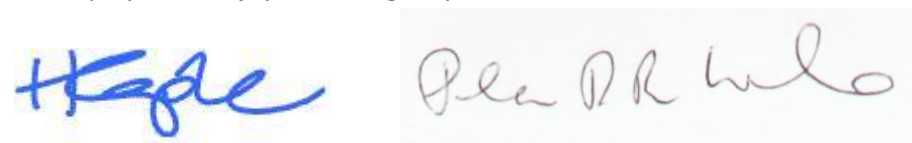
Welcome from the ASFLA 2014 Conference Convenors

On behalf of the conference organising committee we warmly welcome you to Sydney for the National Conference of the Australian Systemic Functional Linguistics Association. This is the first time that the University of New South Wales (UNSW) has hosted the ASFLA Conference and we look forward to welcoming you to the Kensington campus of the university for this conference.

We are a unique group of researchers and educators, here at UNSW. As researchers, we are all SFL scholars with interests in Appraisal, multimodality, genre theory, educational linguistics, literacy and academic English, and all manner of discourse analyses (for example the discourses of journalism, social media, politics, advertising and corporate communications). As educators, we are situated within the School of the Arts and Media where we all teach into the Media, Communication and Journalism program at UNSW, and where we have close to 1000 students. In this context, we see ourselves dealing on a daily basis with the rapidly evolving media landscape, one which continually presents us with new texts and new challenges to our teaching and research in SFL. With this in mind, the theme of the conference is 'New texts: New challenges'. SFL theory and its applications provide valuable tools for the exploration of new texts and the challenges that these bring to our investigations of meaning making and we look forward to discussion of these challenges over the three days of the conference.

Our special thanks go to the members of the organising committee: Lexie Don, Louise Ravelli, Michele Zappavigna, Mohammad Makki and our team of volunteers, who have worked hard to bring this conference to fruition. A special mention to Lexie Don for curating the website and for encouraging us to share the discussions of our ideas during the conference using the hash tag #asfla2014. You can also follow us at: @ASFLA2014. We are particularly grateful to Samuel Luke who has taken the conference banner on our website (supplied by Kay O'Halloran from multimodal analysis software) and has incorporated this code into his design of our conference posters, name tags and certificates. We would also like to make special mention of our colleagues in the SFL community who freely gave of their time and expertise in reviewing the abstracts for this year's conference. These are: Frances Christie, Shoshana Dreyfus, Rosemary Huisman, Sally Humphrey, John S. Knox, and Clare Painter. Finally, we would also like to thank members of the SFL band the 'Travelling Circumstances' who will be entertaining us at the conference dinner.

We hope you all enjoy the collegiality of the conference.

The image shows two handwritten signatures side-by-side. The signature on the left is in blue ink and appears to be 'Helen Caple'. The signature on the right is in purple ink and appears to be 'Peter White'.

Helen Caple and Peter White (Co-convenors)

Conference Committee: Lexie Don, Louise Ravelli, Michele Zappavigna and Mohammad Makki

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Advance notice of forthcoming events:

University of Sydney, 17th February 2015:

MICHAEL HALLIDAY, A VISIONARY LINGUIST – A CELEBRATION OF HIS WORK **A Symposium to Honour Michael Halliday in his 90th year**

Speakers will include (topics to be announced later):

David Butt, Frances Christie, Jim Martin, Christian Matthiessen,
Clare Painter, Len Unsworth, Geoff Williams

Due to a limited number of places and catering arrangements, pre-registration for this event will be required; pre-registration details, including modest fees, to be posted on sys-func soon.

For further information contact Fran Christie - frances.christie@sydney.edu.au

Generously supported by ASFLA

University of New South Wales, 18th and 19th February, 2015:

THE 2ND FREE BI-ANNUAL APPRAISAL SYMPOSIUM

See <http://socialsemiotics.org/AppraisalSymposium2015/>

Following our [1st symposium in 2013](#), we are again organising a forum for people to continue the discussion about the Appraisal framework, how it is formulated, how it might be revised or developed, how it can be applied, how context and co-text figure in the interpretation of categories, how appraisal can be used in teaching contexts, what grammar has to do with it, how large corpora can be used to check or even code evaluative meanings, and so on and so forth.

We are also pleased to announce that, along with prominent Australian-based scholars, our plenary speakers will include Susan Hunston from the University of Birmingham. As most will be aware, Susan is a leading international figure both in corpus linguistics and in evaluative language scholarship. She co-edited (with Geoff Thompson) and contributed to the seminal OUP year-2000 publication, "Evaluation in Text" and in 2010 published "Corpus Approaches to Evaluation: Phraseology and Evaluative Language". The locally-based plenary speakers will be Sue Hood (University of Technology), Len Unsworth (Australian Catholic University), P.R.R. White (University of New South Wales), Shoshana Dreyfus (University of Sydney) and Thu Ngo (University of New England).

While the symposium will be free, we do ask that you register in advance at the symposium website - <http://socialsemiotics.org/AppraisalSymposium2015/registration/>

We are inviting proposals for presentations which are in some way concerned with the Appraisal framework or at least make some reference to Appraisal in the context of work on evaluative language, or evaluative meaning making in other semiotic modes – e.g. visual, gestural, musical etc.. Information on how to submit a proposal (and the deadline) is available on the website.

Proposed summer school: If there is enough interest we will also run a one-day summer school workshop at UNSW on Monday February 16th, for which there will be a fee. It will be designed for those with some prior knowledge of Appraisal and who would like to explore in a workshop setting the application of the framework to the analysis of discourse. If you think you might be interested in attending, please email us at summerschool@socialsemiotics.org

University of Queensland, 29th September to 1st October, 2015:

ASFLA 2015: LINGUISTICS, LITERATURE & VERBAL ART: INHERITANCES AND DEVELOPMENTS

Literature in general and stories in particular have played a significant role in the history of Systemic Functional Linguistics (SFL). For example, Michael Halliday's (1971) reading of *The Inheritors* by William Golding has been credited with turning many people on to SFL. And, Halliday (1978) also used his analysis of James Thurber's 'The Lover and his Lass' to exemplify the sociosemantic nature of discourse.

This conference, therefore, puts story, literature and 'verbal' art front and centre. What role has literature played in the development of SFL? What does SFL offer researchers and teachers in understanding how stories and other types of literature work? How can it be used to improve our ability to read and write literary texts? What developments are occurring (or required) to better understand the workings of long-form and multimodal literary texts? What do 'literature' and 'verbal art' mean in 2015? How concerned should SFL even be with literature anymore?

However, we would also love to hear researchers' own stories as they use SFL to explore a range of texts in a wide variety of contexts.

For more details see:

CONFERENCE WEBSITE: www.asfla2015.org

EMAIL: conferenceinfo@asfla2015.org

SOCIAL MEDIA: www.facebook.com/ASFLA2015

GENERAL INFORMATION

Conference Registration Desk

Will be open throughout the conference

Robert Webster Building, **Level 2**

Campus Map Ref: G14 (see also page 15)

Monday – September 28 (Pre-Conference Workshops)

Tuesday – September 29

Wednesday – September 30 (Teachers' Day)

Thursday – October 1

Rex Vowels Lecture Theatre:

Is located up an alley way to the left hand side of the Nura Gili Centre for Indigenous Programs.

Campus Map Ref: F17 (see also page 15). Enter and leave Robert Webster building at LEVEL ONE to walk round to the Rex Vowels Lecture Theatre.

Parallel sessions:

Will be held in various seminar rooms in the Robert Webster Building, Campus Map Ref: G14

Please note that these are a somewhat eclectic selection of rooms that reflect the diversity of our School, here at UNSW. Presenters are asked to go to their seminar room during the breaks before their sessions to upload their presentations to the lectern. Our technical staff and volunteers will be able to assist with this process.

Morning Tea, Lunch, & Afternoon Tea

This will be available in the foyer area of Level 2, Webster. Lunch will be 'pick up' paper-bag style. Please feel free to go outside around Webster and have your lunch in one of the gardens.

Extra Coffees

There are various coffee carts and cafes surrounding Webster: ask at the info desk if you want specific directions and recommendations.

Smoking

UNSW is a smoke-free campus. There is NO SMOKING anywhere – either inside or outside buildings.

Luggage Storage

The Luggage drop-off and collection point is located at **Level 2 Conference reception desk** in Robert Webster.

Please note that luggage drop-off and collection may become quite busy, particularly on the final day of the conference (Thursday). To ensure you remain on time, please allow an extra 15 minutes for both luggage drop-off and for luggage collection.

While due care and attention will be taken with your luggage, ASFLA and UNSW will not be responsible for any loss or damage to your luggage. It is recommended that you do not leave any valuables or computer equipment with your luggage.

Wi-Fi Internet Access

We will have guest internet access for the duration of the conference. Delegates will have received an email (to the address used to register for the conference) with their personal Uniwide Guest User Account details, username and password.

Emergency Contacts

Campus Security: EMERGENCY: 9385 6666

Campus Security: General: 9385 6000

Transport

Public Transport (Buses) Info: <http://www.transportnsw.info/> or 131500.com.au

See also our conference website: http://asfla2014.org/conference/?page_id=11

Parking

Casual parking is available on campus (access via Barker St): go to Levels 5 and 6 of the parking station; you will need to pay. 2P parking areas charge a minimum \$6 for 2 hours then \$3.00/hour thereafter for up to 12 hours – these are pay and display so will need lots of coins.

Local Restaurants

Can be found along Anzac Parade, Kensington; 'The Spot', Randwick; Belmore Rd, Randwick.

See the reception desk for recommendations.

Conference Program

Pre-Conference Institute - Monday 29 September			
8:30am - 9:00am	Pre-Conference Institute Registration Level 2: Robert Webster Building		
9:00am-5:00pm Morning Tea: 11:00am-11:30am Lunch 1:00pm-2:00pm Afternoon Tea: 3:30pm-4:00pm	Workshop 1: Theo van Leeuwen <i>Multimodality and animation</i> Room: Webster 139	Workshop 2: Robert McMurtrie <i>Advanced issues in SFL</i> Room: Webster 332	Workshop 3: Bev Derewianka <i>SFL: The basics and beyond</i> Room: Webster 306
4:30pm-5:30pm	Conference Registration Level 2: Robert Webster Building		

ASFLA 2014, Day 1 - Tuesday, 30 September

Conference Registration						
8:00am-9:00am	Level 2: Robert Webster Building					
9:00am-9:15am	Conference Opening Rex Vowels Lecture Theatre, F17					
9:15am-10:30am	Plenary: Robert McMurtrie Title: ANALYSING TEXTS, SURVIVING CHALLENGES Rex Vowels Lecture Theatre, F17					
10:30am-11:00am	Morning Tea - Level 2: Robert Webster Building					
Parallel sessions: (40 mins)						
11:00am-11:40am	Maria Martínez LIROLA Room: Webster 139 Exploring the image of immigrant women in a sample from the Spanish press: The relationships between the textual and the interpersonal meta-functions CHAIR: Dorothy Economou	Rosemary HUISMAN Room: Webster 250 A rank scale for graphology CHAIR: Louise Ravelli	Anne THWAITE Room: Webster 251 Register analysis with "Multimodal Analysis Video": A case study CHAIR: Alison Moore	Sally HUMPHREY Room: Webster 306 <i>Social space 'invaders': negotiating civic discourse on adolescent social networking sites</i> CHAIR: Michele Zappavigna	Maria Aparecida RESENDE OTTONI Room: Webster 332 Recontextualization in the printed media genres: An analysis of the representation of facts and social actors CHAIR: Mohammed Makki	Yaegan DORAN Room: Webster 327 Field as viewed from the technical mathematics and images of physics. CHAIR: Kay O'Halloran
Parallel sessions: (40 mins)						
11:45am-12:25pm	Soni LAUGESEN Room: Webster 139 "Beauty from the surgeon's knife, or a bar of soap? – a textual analysis of the modern woman's quest for higher self-esteem" CHAIR: Louise Ravelli	Xi LI Room: Webster 250 Different Patterns of coherence in Chinese and English Texts from the perspective of SFL CHAIR: Ping Tian	Zhen ZHANG Room: Webster 251 The establishment of conflicts and solutions between June and her mother in <i>The Joy Luck Club</i> CHAIR: Alison Moore	Ayumi INAKO Room: Webster 306 Merging personae: a physicist's reaction to Fukushima nuclear crisis on Twitter CHAIR: Michele Zappavigna	Yusnita S. NINGRUM Room: Webster 332 Representing a national education policy in a national English newspaper: A case study of an Indonesian English-language Newspaper CHAIR: Peter White	Xia LI Room: Webster 327 Meaning making process in mathematical deductive questions: the fulfilment of incompleteness through a multi-semiotic perspective CHAIR: Kay O'Halloran
12:25pm-1:45pm	Paper Bag Lunch - Level 2: Robert Webster Building					
Parallel sessions: (40 mins)						
1:45pm-2:25pm	Hafiz Ahmad BILAL Room: Webster 139 The characterisation of women in the Pakistani media: CDA and SFL perspectives CHAIR: Louise Ravelli	Philip Hayab JOHN Room: Webster 250 New or obscured text? An appraisal of song and folktale texts of the Ham of North Central Nigeria CHAIR: Abbas Zaidi	Alison MOORE and Marilyn OMERWIC Room: Webster 251 Making it okay to shoot Bambi: creating a discourse space for conservation hunting in the Illawarra CHAIR: Alexanne Don	Michele ZAPPAVIGNA Room: Webster 306 Searchable Bonds: Hashtags and affiliation CHAIR: Sally Humphrey	WORKSHOP 1: HIDALGO et al. An interdisciplinary approach to multimodal Ireland Room: Webster 332	Devo DEVRIM Room: Webster 327 Grammatical metaphor: What do we mean? What exactly are we researching? CHAIR: Yaegan Doran
Parallel sessions: (40 mins)						
2:30pm-3:10pm	Sameera DURRANI Room: Webster 139 Representing Iranian Women in <i>Time Magazine: The Role of Photojournalism</i> CHAIR: Helen Caple	Yushan LU Room: Webster 250 The Interaction in Zhuang Dialogue Folk Songs: A Systemic Functional Perspective CHAIR: Rosemary Huisman	David BUTT and Caitlin FITZGERALD-CARTER Room: Webster 251 "Bias is in the eye of the beholder – Not!": semantics, rhetorical tools, and meaning in public CHAIR: Alexanne Don	Feifei LIU Room: Webster 306 Negotiation of solidarity in online newspaper editorials CHAIR: Sally Humphrey		Kent RAMOS Room: Webster 327 Grammatical metaphor and the Intellectualisation of Filipino CHAIR: Yaegan Doran
3:10pm-3:45pm	Afternoon Tea - Level 2: Robert Webster Building					
Parallel sessions: (40 mins)						
3:45pm-4:25pm		Martin TILNEY Room: Webster 250 Allegory in Australian "New Writing" – 1974 CHAIR: Rosemary Huisman	Sonja MOLNAR Room: Webster 251 Ad-volution: the systemic development of advertisements CHAIR: Jodie Martin		Ingrid WUJEWARDENE Room: Webster 332 Rhetorical and represented agency in the 2006 Thai coup CHAIR: Mohammed Makki	Miguel-Angel BENITEZ-CASTRO Room: Webster 327 Issues and challenges of shell-nounhood: A multifaceted corpus-driven SFL approach to the analysis of a complex discursive phenomenon CHAIR: Kent Ramos
4:30pm-5:45pm	Plenary: Annabelle Lukin Title: LANGUAGE, LINGUISTICS AND POLITICS: AUSTRALIAN BUDGET SPEECHES 1996-2013 Rex Vowels Lecture Theatre, F17					

28-Sep-14

ASFLA 2014, Day 2 (Teachers' Day) - Wednesday, 1 October

8:00am-9:00am	Conference Registration Level 2: Robert Webster Building				
9:00am-10:15am	Plenary: Susan Feez Title: GRAMMATICS IN THE EARLY YEARS Rex Vowels Lecture Theatre, F17				
10:15am-10:45am	Morning Tea - Level 2: Robert Webster Building				
Parallel sessions: (40 mins)	David KELLOGG Room: Webster 250 Narrative and Dialogue in Storytelling with Halliday, Vygotsky, and Shakespeare: A systemic functional inquiry CHAIR: Rosemary Huisman	Talia GILL Room: Webster 251 Education meets YouTube – a silver bullet? <i>The central role of intermodality in a YouTube clip for secondary school children</i> CHAIR: Louise Ravelli	Urszula CLARK Room: Webster 306 Recontextualising systemic functional grammar into language and literacy across the curriculum: a case study from Birmingham, UK CHAIR: Shooshi Dreyfus	WORKSHOP 2: Garry COLLINS Deconstructing exemplar texts generated from a poem	Gereon ARDIVILLA and Peter MICKAN Room: Webster 327 Identifying the multimodal semiotic resources used by candidates to respond to IELTS Academic Writing Test Task 1 CHAIR: Jodie Martin
10:45am-11:25am	5 mins to move between rooms				
Parallel sessions: (40 mins)	Joanne ROSSBRIDGE Room: Webster 250 New Texts, Broader Perspectives CHAIR: Jennifer Kompara	María Martínez LIROLA and Laura Ibáñez CASTEJÓN Room: Webster 251 Introducing culture and critical thinking in the classroom: analyzing multimodal texts from NGOs in a master course CHAIR: Louise Ravelli	Tara CULLEN, Tina SHARPE and Sally HUMPHREY Room: Webster 306 Developing a shared metalanguage for literacy across curriculum areas CHAIR: Lucy McNaught	Room: Webster 332 Exploring knowledge and knowers in a literacy intervention CHAIR: Jodie Martin	Trish WEEKES Room: Webster 327
11:30am-12:10pm	5 mins to move between rooms				
12:10pm-1:20pm	Paper Bag Lunch - Level 2: Robert Webster Building				
1:20pm-2:30pm	Plenary: Kristina Love Title: THE AUSTRALIAN CURRICULUM FOR ENGLISH: WHAT HAVE WE GAINED? Rex Vowels Lecture Theatre, F17				
2:30pm-3:15pm	5 mins to move between rooms				
Parallel sessions: (40 mins)	Amin ZARGARIAN and Peter MICKAN Room: Webster 139 Reading for meaning in a text-based curriculum: Investigation of text-based teaching in an academic/IELTS preparation class CHAIR: Ursula McGowan	Erika MATRUGLIO Room: Webster 250 Engaging differently: negotiating contested knowledge spaces in the histories CHAIR: Jennifer Kompara	Vinh TO Room: Webster 251 Grammatical complexity of English textbooks: A comparative study of two book levels: elementary and pre-intermediate CHAIR: Talia Gill	Sally HUMPHREY and Sandra ROBINSON Room: Webster 306 The effect of using a 4x4 metalinguistic toolkit on students' writing performance CHAIR: David Caldwell	David ROSE Room: Webster 332 Knowledge, identity and pedagogy: mapping curriculum genres CHAIR: Anne Thwaite
2:35pm-3:15pm	CHAIR: Trish Weekes				
3:15pm-3:45pm	Afternoon Tea - Level 2: Robert Webster Building				
Parallel sessions: (40 mins)	Ursula MCGOWAN Room: Webster 139 Old texts and a new challenge: accessible genre analysis for reducing inadvertent plagiarism in higher education CHAIR: Ursula Clark	Jennifer KOMPARA-TOSIO Room: Webster 250 Argument Phases: An Analytical Framework for Analysing HSC Legal Studies Examination Scripts CHAIR: Erika Matruglio	Whidianto Room: Webster 251 Academic Writing in different contexts: Writing for 'negotiating' versus for 'reporting' CHAIR: Talia Gill	Lucy MACNAUGHT Room: Webster 306 Traversing projected fields with meta-language CHAIR: David Caldwell	YI LIU Room: Webster 332 Demetaphorization in the Reading to Learn Program CHAIR: David Rose
3:45pm-4:25pm	CHAIR: Devo Devrim				
4:30pm-5:45pm	Plenary: Geoff Williams Title: LEARNING ABOUT LANGUAGE IN EARLY LITERACY EDUCATION: PLAY, GRAMMAR, CONTEXTS, REGISTERS Rex Vowels Lecture Theatre, F17				
5:00pm-7:00pm	Pre-Dinner Drinks, Book Launches and Announcements Venue: Coco Cubano				
7:00pm-11:00pm	Conference Dinner Venue: Coco Cubano				

ASFLA 2014, Day 3 - Thursday, 2 October

Conference Registration Level 2: Robert Webster Building					
Plenary: Kay O'Halloran Title: FRONTIERS OF MULTIMODAL DISCOURSE ANALYSIS: AN INTERDISCIPLINARY PROGRAMME Rex Vowels Lecture Theatre, F17					
5 mins to move between rooms					
8:30am-9:00am	Shoshana DREYFUS Room: Webster 332 Exploring the disciplinary knowledge of linguistics from within the SLATE project CHAIR: Lorraine McDonald	Monika BEDNAREK and Helen CAPLE Room: Webster 250 News values – towards a linguistic framework CHAIR: Mohammed Maki	Kunkun ZHANG and Emilia DIONOV Room: Webster 251 Multimodal semiotic recontextualization from picture books to television CHAIR: Judie Cross	Louise RAVELLI and Robert McMURTRIE Room: Rex Vowels Lecture Theatre Individualizing space: art galleries, the logistical metaphor, and the contribution of users' movement CHAIR: Jennifer Blunden	Nayia COMINOS and John WALSH Room: Webster 139 'She says she's taking more pills than the Essendon Football Club': patient voice Attributions in clinical handover in mental health CHAIR: Peter White
10:20am-11:00am					Elena SHELDON, Lorys APONTE-ORTIZ & Patricia MAGGIORA Room: Webster 306 Teaching L2 Spanish at university level: A functional approach to developing academic literacy in a teaching curriculum CHAIR: Mira Kim
11:00am-11:30am Morning Tea - Level 2: Robert Webster Building					
Parallel sessions: (40 mins)	WORKSHOP 3: Peter WHITE, Giuseppe MAMMONE and David CALDWELL Tracking and demonstrating student writing development - beyond rubrics to linguistic-analysis based evidence	Mohammad MAKKI Room: Webster 250 Why is this "event" chosen and not that one? Analysing the Register of Iranian print journalism and its notion of "newsworthiness" CHAIR: Helen Caple	Judie CROSS Room: Webster 251 Childhood – new texts, new perspectives CHAIR: Emilia Dionov	Jennifer BLUNDEN Room: Rex Vowels Lecture Theatre THE POWER OF ONE: a 'linguist-in-residence' project CHAIR: Robert McMurttrie 5 mins to move between rooms	Kristin KHOO and David BUTT Room: Webster 139 Cohesion: the meaning potential of a metaphor for linguistics and psychotherapy CHAIR: Nayia Cominos
11:30am-12:10pm					Robert SPENCE Room: Webster 306 New texts and new challenges in SFL-based translation teaching CHAIR: Mira Kim
12:15pm-12:55pm		Changpeng HUAN and Canzhong WU Room: Webster 250 Building a Comparable Corpus of Chinese and Australian Hard News Reporting for Appraisal Analysis: From Inception to Completion CHAIR: Helen Caple	Ping TIAN Room: Webster 251 Semiotic space in multimodal storytelling: the case of <i>Gorilla</i> CHAIR: Emilia Dionov	Patricia BAEZA DUFFY Room: Rex Vowels Lecture Theatre Competing memories over the Chilean recent past CHAIR: Leanne Bartley	Thitirat RAKLAO Room: Webster 139 Coherence in narrative discourse of schizophrenic speakers: A cohesion analysis CHAIR: Nayia Cominos
12:55pm-2:15pm Paper Bag Lunch - Level 2: Robert Webster Building					
Parallel sessions: (40 mins)		Abbas ZAIDI Room: Webster 250 Positioning the victim: An Appraisal analysis of newspaper reporting of Shia persecution in Pakistan CHAIR: Changpeng Huan	Xiaoqing YAN Room: Webster 251 A Multimodal Study on Satire and Humour in Political Cartoons: A Functional Approach CHAIR: Dorothy Economou	David CALDWELL, John WALSH and Jon JUREIDINI Room: Rex Vowels Lecture Theatre Capturing the 'on-field' language of professional sports CHAIR: Jodie Martin	Daniel McDONALD Room: Webster 139 Contrasting mood and transitivity choices in new and established members' posts to an online support group CHAIR: Alexanne Don
2:15pm-2:55pm					Masaki SHIBATA Room: Webster 306 Differences in manifestation of causality between Japanese and English academic articles CHAIR: Masamichi Washitake
2:55pm-3:15pm Afternoon Tea - Level 2: Robert Webster Building					
3:15pm-4:30pm	Plenary: Theo van Leeuwen Title: MULTIMODAL LEGITIMATION Rex Vowels Lecture Theatre, F17				
4:30pm-4:45pm	Conference Closing & Hand Over to University of Queensland, Brisbane Rex Vowels Lecture Theatre, F17				
4:45pm-5:45pm	AGM Rex Vowels Lecture Theatre, F17 CLOSING DRINKS				



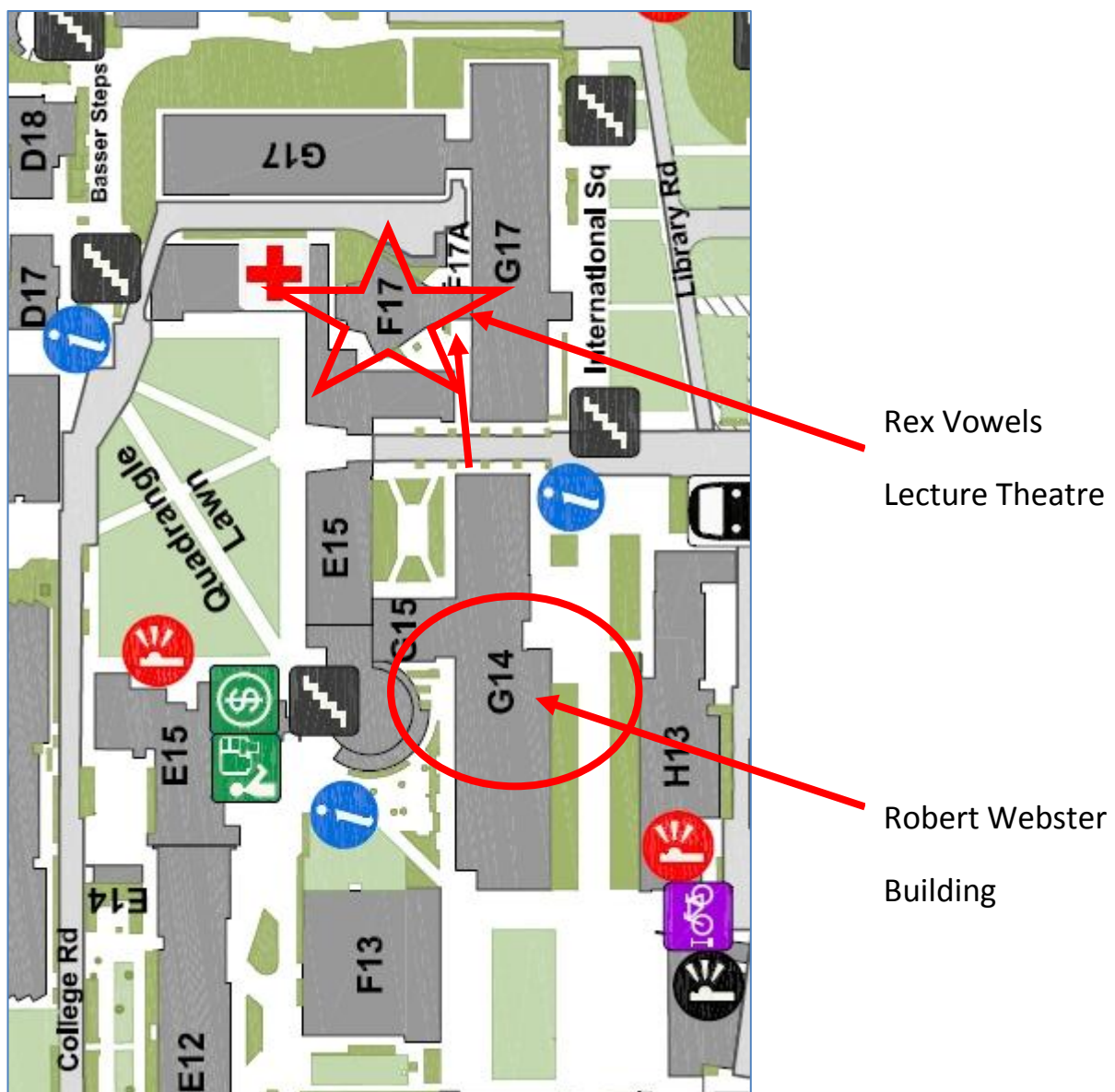
Conference Venue:

Registration and parallel sessions: Robert Webster Building: G14

Main entrance to Robert Webster is on Level ONE. Use stairs or lift to Level TWO for the registration desk.

Plenary sessions: Rex Vowels Lecture Theatre: F17

Exit Robert Webster at Level One to access the walkway to Rex Vowels.



PRE-CONFERENCE INSTITUTES

Theo van Leeuwen

University of Southern Denmark

ANALYSING ANIMATION: AN EXPLORATORY WORKSHOP

As a brief introduction to animation, we will discuss the increasingly important role of animation in the current semiotic landscape. The workshop itself will be 'hands on' and have two parts.

In the morning we will explore how transitivity can be applied to animation, considering animated text, animated diagrams and film titles.

In the afternoon we will explore how facial expression is codified in low modality animations such as South Park.

Participants will work in small groups and will need to bring laptops.

Robert McMurtrie

University of Technology Sydney

ADVANCED ISSUES IN SFL: ON SYSTEM NETWORKS

The notions of text and system stand at either end of the cline of instantiation (Halliday and Matthiessen, 2004: 27). In order to produce a text, continual choices are made from a multitude of systems as the encoder traverses the systems from the overall potential to the instantiation. Turning text into system and system into text is thus one of the fundamental practices of any type of discourse analysis.

As systemic functional linguists and systemicists, we know the importance of reading, writing and interpreting system networks in a social context. The importance lies in the fact that, as Butt (2001) points out, networks are, in themselves, a form of argument. They are a consistent means of checking what is the better motivated proposal in linguistic description. The network either accounts for the linguistic variation and its consequences, choice by choice, or it does not. It is straightforward to check and redraw, so it maintains adequacy through a transparent accountability, and modifiability (p. 1825). Since system networks form an integral part of our argumentation, it is essential that conventional system network writing technology is used rigorously so that the argumentation is substantiated.

This workshop is designed for SFLers who are familiar with system networks and Halliday and Matthiessen's (2004) *Introduction to Functional Grammar*, but who wish to consolidate their understanding of system network writing technology in order to read systems and use the technology punctiliously to construct plausible networks for their own particular research projects as well as to explore the process of shunting between either end of the cline of instantiation. The workshop is divided into three main sections. In the first part, we focus on consolidating our basic understanding of conventional system writing technology by writing a fundamental system network, before tackling more complex technology, using English language texts as examples. After this, we move on to static images, exploring some of the complexities and challenges that existing networks present.

In the second part, I use two examples from my own areas of research. Firstly, I demonstrate how we can consider a particular haircut as a text and elucidate the underlying primary system (McMurtrie 2010). We then look at ways of enlarging the system network for this one text, and then move through the network, creating a selection set, and, from the selection set, we create an illustration of the text (please note that you do not have to be knowledgeable about hair or be an artist to do this). Secondly, we will be looking at some video footage of visitors interacting with a painting and sculpture in an art museum, formalising the meaning potential of this movement (McMurtrie 2013).

In the final part of the workshop, you are invited to bring in a number of texts you are currently working on (language, multimodal 2-dimensional or 3 dimensional static or dynamic texts) so that we, in smaller groups, can collaborate to identify the underlying system and write networks (please note that not everyone needs a collection of texts).

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Beverly Derewianka

University of Wollongong

SFL: THE BASICS AND SLIGHTLY BEYOND

This institute is intended primarily for those who work in school contexts and have a basic familiarity with SFL but would like to consolidate and extend this. Practical suggestions for classroom application will be shared.

The institute will be responsive to participants' interests, so the outline below is indicative only. It might be the case, for example, that participants choose to focus just on the first couple of sessions rather than covering too much superficially. It is anticipated that participants' preferences will be canvassed before the Institute.

Session 1: A functional model of language

General principles: language as a system of resources for making meaning in context

What is the relationship between the context and language choices?

- How are different genres organized to achieve their social purpose?
- How do our language choices vary depending on the field?
- How does the mode impact on how a text is 'textured'?
- How are roles and relationships enacted through different interpersonal choices?

Session 2: Building up the field

How the clause represents different kinds of experience.

- the processes we engage in
- the participants in those processes
- the circumstances surrounding the process

Session 3: Connecting ideas

How clauses are connected in various ways to create relationships between events/ideas.

PLENARY SPEAKERS

Robert McMurtrie

University of Technology, Sydney

ANALYSING TEXTS, SURVIVING CHALLENGES

Tuesday 30 September, 9am, Rex Vowels Lecture Theatre

Multimodal texts have always been ubiquitous, yet it has only been recently that we have been examining cultural artefacts such as hair (McMurtrie 2010) and architecture (McMurtrie 2011b; Ravelli 2000, 2006, 2008; Stenglin 2004, 2009, 2011) as well as quotidian social practices of moving through the built environment (McMurtrie 2011, 2012a; 2012b, 2013) as products of the process of a creator (the hairdresser, the architect, the promenader) making unconscious or conscious decisions. Text makers select options from the potential of multiple semiotic modes to produce a multimodal text. Since the publication of Kress and van Leeuwen's seminal book (2006) *Reading Images: A grammar of visual design*, there has been an increasing predilection for multimodalists to draw on the theoretical underpinnings of systemic functional linguistics in order to assist in the analysis of these various types of communicative acts. With this, however, comes a number of complex challenges.

In this presentation, I explore some challenges facing multimodal discourse analysis as we apply a theory that was developed for language to communicative events which have their own unique affordances, by sharing some of the challenges I encountered when attempting to formalise architecture as a semogenic system and to develop spatiogrammatics. These challenges include turning text into system and system into text; shunting between each end of the cline of instantiation was a particularly difficult challenge, as I perceive spatial texts not as an instantiation at all, but rather as a process of intersemiotic transformation (cf. Unwin 2013; and the notions of intersemiosis [Ravelli 1995] and intersemiotic [intermodal] complementarity [Royce 1998]). Other challenges include managing the balancing act between using conventional system writing technology rigorously and being adventurous and innovative enough to flout its rules in order to develop alternative writing technologies which best illustrate the meaning-making process of multimodal texts.

When developing theories, some of the most rewarding challenges stem from previous researchers; mine included defining museum text (Ravelli 2006), discerning the fundamental meaning making unit (Bateman 2008; Norris 2009), developing ranks (Ravelli 2005; O'Toole 2011; Ventola 2011), distinguishing between a grammatical unit and a semantic unit (O'Halloran 2008) as well as between a semiotic and a semogenic system (Halliday [1979] 2002), formalising a system to structure cycle (Halliday and Matthiessen 2004), addressing the issue of grammatical metaphor (Martin 2010; Cléirigh, personal communication 2011) and selecting the most appropriate terminology (Stenglin, personal communication 2011). The most difficult challenge for any researcher, perhaps, is critically evaluating her or his own research. The final challenge is moving from the abstract to the concrete and applying the theory to the real world.

Although this presentation explores new texts and new challenges primarily in relation to spatiogrammatics, the challenges are representative and have wider relevance; they are of concern to all of us when analysing any type of discourse using Systemic Functional Linguistic theory.

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LANGUAGE, LINGUISTICS AND POLITICS: AUSTRALIAN BUDGET SPEECHES 1996-2013

Tuesday 30 September, 4:30pm, Rex Vowels Lecture Theatre

The analysis of political discourse is a natural domain for linguists, particularly for those who follow Malinowski's view that "Words in their primary and essential sense do, act, produce and achieve" (Malinowski, 1935, p. 52). And the study of language should be part and parcel of the study of power, political processes and democratic governance. But not only have few Australian linguists turned their attention to the study of the discourse that shapes our domestic zeitgeist (but see Fenton-Smith, 2008), it seems that in Australian political science circles, the role of language in the play of political power has barely been noticed (but see Dyrenfurth, 2010 on Australian political discourse; and more generally on language and politics, (Skinner, 2002)).

The idea to study the government's annual budget speech came from a colleague who had visited the then recently relocated Professor Matthiessen at Hong Kong Polytechnic University. Poly U had begun tracking and publishing word frequencies associated with the annual budget speech (see rcpce.engl.polyu.edu.hk/Budgets/default.htm), findings which received media coverage in the Hong Kong press. With a very small amount of funding, I set out to produce a small set of easily digestible findings, on a topic with high political/media visibility, with a view to seeking media coverage.

On even an initial perfunctory reading of my budget speeches, from Liberal treasurer, Peter Costello (1996-2007), and from Labor treasurer, Wayne Swan (2008-2013), it was clear that these two politicians did not equally take up the rhetorical opportunity provided by what is perhaps the most important speech in Australia's political calendar. It is certainly the only one that has been given on an annual basis going back to Federation, and, I would suggest, comes closest the serving the function of America's 'State of the Union' address for the Australian polity.

In this paper, I explore this data for its relevance to claims about Labor's poor political performance – its lack of a clear "narrative" (e.g. Dyrenfurth, 2010; Keane, 22/3/13; Aly, 22/2/13) which may be the most important reason why Australia is now led by a man who is conservative, religious and sexist, as well as an economic rationalist, and a climate change skeptic.

I will also discuss the methodology, constrained as it was by a very small research budget, to show a combination of the kind of automated and manual analysis which Christian Matthiessen has so consistently urged in so many of his conference presentations. The success of this combination of approaches, I will argue, depends on both a robust understanding of the register under analysis (Halliday & Hasan, 1985), and a multidimensional conception of how lexis means (Halliday, 1966; Hasan, 1996; Martin & White, 2005).

In addition, and in light of my claim that these two politicians did not equally avail themselves of the rhetorical opportunity provided by this speech, I needed also to be able to calibrate units on the semantic scale (Butt, 2000), such as, for instance, the 'exordium' (Cicero, 1949). I discuss the difficulties of analysis on this very important scale.

My motivation for taking on this study was to attempt to address, albeit on a very small scale, the problem of how poorly understood language is among the many people whose work is centrally concerned with relations of language, power and politics. In this process, it became clear to me that policy designed to address complex social challenges – asylum seekers, job insecurity, educational inequity, and climate change, for example – demands greater rhetorical sophistication (Keane, 22/3/13). To get and maintain power for the purposes of significant reform requires attention to the problem of how to convince the majority of Australians to embrace brave policy platform. Can linguists have a role in providing advice to those who seek to shape the zeitgeist for the purposes of brave, socially-responsible, political reform?

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Susan Feez

University of New England

GRAMMATICS IN THE EARLY YEARS

Wednesday 1 October, 9:00am, Rex Vowels Lecture Theatre

In 2011 the Montessori English curriculum was recognised by the Australian Curriculum and Reporting Authority (ACARA) as an alternative to the Australian Curriculum: English. The Australian Curriculum: English has given the explicit teaching of knowledge about grammar greater prominence in the early years than it has in the past. In contrast, explicit teaching of grammar has been an integral part of the Montessori curriculum in both preschools and schools, in Australia and internationally, for the best part of a century (Feez, 2010; 2013).

The Montessori early years grammar curriculum was first recorded in full in a 1934 manuscript Maria Montessori wrote in Spanish and titled *Psico Gramática*. The work remains unpublished, but it is the basis of the grammar pedagogy handed on to Montessori teachers since that time. The title of this manuscript draws attention to the fact that Montessori designed the curriculum so knowledge about grammar could be used by children as an intellectual tool – first, for learning to read extended text, and then to investigate different language varieties, or 'styles'.

In Montessori schools, knowledge about grammar is literally put into the hands of young children in the form of manipulable multimodal materials. The design and use of these materials reflect the influence of at least two of Montessori's contemporaries, first Kandinsky, in the colours and geometric shapes used to make grammatical structures visible to children, and second Karl Bühler, in the focus on grammatical function and grammatical reasoning. Despite 1934 being a year in which Montessori, Kandinsky, Bühler, and so many European artists and intellectuals of their generation, were forced into exile, and so much of their work was suppressed, the Montessori grammar curriculum, while never published, has endured as an oral tradition.

This presentation will draw on an account of the delivery of the Montessori grammar curriculum to children aged from four to nine years by two experienced Montessori teachers at a small suburban Montessori school in Sydney in 2014. Demonstrating the ‘usefulness of a synthesis of structure and functional approaches’ (Halliday, 2002 [1970], p. 174), the way these teachers undertake their work on the foundation of nearly a century of practice has the potential to contribute to the repertoire of early years’ teachers across all educational sectors as they strive to implement the expanded grammar component of the Australian Curriculum: English.

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Kristina Love

Australian Catholic University, Melbourne

THE AUSTRALIAN CURRICULUM FOR ENGLISH: WHAT HAVE WE GAINED?

Wednesday 1 October, 1:20pm, Rex Vowels Lecture Theatre

The Australian Curriculum: English has been in place for more than three years in various forms, and has been variously taken up by teachers in different sectors and states across the country. Now that the Australian Curriculum is under review, it is timely to ask a number of questions about what we’ve gained from its implementation, about the cost of those gains and about what further investments are required to further leverage these gains. Focusing on the Language strand of the AC:E and its relationship to the literature and literacy strands, I will draw on data from a number of recent national projects which take a functional linguistic perspective (eg Macken-Horarik et al, 2011) and publications (eg Love & Humphrey, 2012) to address these questions.

In addressing the question about “What have we gained?”, I will illustrate how Primary and Secondary English teachers and pre-service teachers in a variety of contexts: have developed shared tools for thinking critically about text construction and appreciation; have built a linguistically informed understanding of how texts, including literary and multimodal texts work; and have developed better understandings of how to build students’ literate capacities cumulatively. Drawing on student data from a federally funding project in the teaching of ‘Grammatics’ (Macken-Horarik et al, 2011), I will explore what primary and secondary students report they have gained as a result of their teachers’ increased meta-semiotic awareness. I will also explore how the rich range of published resources now available to the English teaching profession are being variously taken up.

In addressing the question of “What has this cost?”, I will draw on teachers’ and school leaders’ voices to identify the personal, professional, financial and reputational investment required for a functionally linguistically-informed approach to be effective and sustainable in a number of contexts. Challenges clearly remain: for teachers who report their bewilderment when (re)learning about the structures and functions of language, while simultaneously shaping appropriate pedagogies for their use; for curriculum leaders attempting to develop a cumulative English curriculum that will support students across the years of schooling; and for principals to resource the required professional development to achieve sustainable impact.

In addressing the question of what additional investments are required to further leverage the gains, I draw on recommendations from school leaders, researchers and teacher educators that emerge out of research data. All are concerned with improving student outcomes, but seek different kinds of evidence to support the further investment in a linguistically informed approach to literacy.

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Geoff Williams
University of Sydney

LEARNING ABOUT LANGUAGE IN EARLY LITERACY EDUCATION: PLAY, GRAMMAR, CONTEXTS, REGISTERS

Wednesday 1 October, 4:30pm, Rex Vowels Lecture Theatre

My question is: how might young children be first introduced to the systematic study of lexicogrammar? The educational linguistics field has now assembled quite a lot of research evidence that elements of systemic functional grammar can be both accessible to young children and efficacious for their learning (e.g. French, 2010, 2013; Schleppegrell, 2013; Williams, 1998, 2000, 2004, 2005). This more formal evidence is complemented by extensive informal and impressive evidence from teachers working with young children.

However, we still know very little about how to begin systematic study of lexicogrammar in the first years of schooling, or about what initial sequence of concepts to construct. The paper presents an analysis of some key pedagogical issues together with a progress report on collaborative work with teachers in an inner-city Sydney primary school designed to address this question.

Of particular interest to my question are the following issues:

- the most effective stratal orientation for first work on lexicogrammar: in Michael Halliday's terms, from 'above' (e.g. 'genre' or 'meaning' or 'text' or 'register' or 'contexts of situation'?) or rather from 'around about' (e.g. relations between types of lexicogrammatical functions or between classes of words)?;
- how 'play' with language could be conceptualised to address the question, including 'play' with lexicogrammar itself, especially given the extent of recent SFL-related publications on play with grammar (Cochrane et al., 2013; Exley and Kervin, 2013; Rossbridge, 2008);
- some ways in which Vygotsky's proposals about the intellectual value of play in early childhood could be extended to address the question since there doesn't appear to be any current work on play within the Vygotskian framework relevant to it (e.g.. as indicated by the special edition on playworlds of Mind, culture, activity. 17(1));
- the 'pedagogic fit' between this initial phase of learning about lexicogrammar and the orientation of, and indeed purposes of, later work on lexicogrammar in primary schools (Hasan, 1996).

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Kay O'Halloran
Curtin University

FRONTIERS OF MULTIMODAL DISCOURSE ANALYSIS: AN INTERDISCIPLINARY PROGRAMME

Thursday 2 October, 9:00am, Rex Vowels Lecture Theatre

The ASFLA conference banner displays linguistic, image and video choices made during a televised interview, colour-coded red, pink and black according to speaker (i.e. the interviewer and two interviewees) (O'Halloran, E, & Tan, 2013). The visual representation of the systemic choices, stored and retrieved from purpose-built multimodal analysis software (O'Halloran, Podlasov, Chua, & E, 2012), displays the complexity and multidimensionality of time-stamped, multimodal analysis. This multimodal data was modeled and visualized using a range of mathematical and computational techniques and visualizations (e.g. singular value decomposition, k-means clustering, temporal logic and state-transition diagrams) to detect underlying semantic patterns (O'Halloran, E, Podlasov, & Tan, 2013; O'Halloran, E, & Tan, 2013; O'Halloran, Tan, & E, 2013). While successful in identifying key combinations of systemic choices, such approaches present key issues. For example, the mathematical modelling of multimodal data using techniques of dimensionality reduction and clustering do not feature marked choices, which are often significant. Second, these techniques result in visualizations that require a human analyst to make sense of them, rather than having explicit accounts of the semantic patterns which are detected. Third, it is not possible to extrapolate from a limited number of detailed analyses like this to model and predict larger social patterns. That is, these semantic patterns are not systematically correlated with discourse patterns derived from larger data sets over space and time.

In this talk, I discuss these issues and suggest a possible path forward for using systemic functional theory for socio-cultural modeling. The approach extends multimodal analysis (of language, image and sound resources) into the realm of geospatial sciences and socially designed knowledge systems (e.g. Wikipedia) to capture discourse patterns across space and time; data mining and machine learning for automated analysis of large data sets; and information visualization to manage, understand and derive patterns from heterogeneous, inter-related multimodal data sets. The result is interactive maps and visualizations of the larger abstract patterns of meaning identified through multimodal discourse analysis, resulting in a new approach to sociocultural modelling which has significance for the understanding of discourses within their social and cultural contexts.

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Theo van Leeuwen

University of Southern Denmark

MULTIMODAL LEGITIMATION

Thursday 2 October, 3:15pm, Rex Vowels Lecture Theatre

In Van Leeuwen and Wodak (1999) and Van Leeuwen (2007; 2008), I developed a systemic-functional analysis of legitimation in discourse, distinguishing four broad types of legitimation, authority legitimation, rationalization, moralization, and mythopoesis. My approach was primarily based on a study of linguistic texts, though I indicated the potential of visual communication to realize legitimation.

In this talk, I will explore what kinds of legitimation can be realized visually and musically, and how, and to what effect, visual and/or musical legitimations can be combined and integrated in multimodal texts. Examples will deal with the legitimation of corporate strategies, as realized in annual reports and on websites, and the legitimation of war, as realized in audiovisual texts, including television news and current affairs, movies and computer war games.

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WORKSHOPS

Encarnación Hidalgo-Tenorio

University of Granada, Spain

With Leanne Bartley, Miguel Ángel Benítez-Castro, Óscar G. Luengo (*University of Granada, Spain*) and María Martínez Lirola (*University of Alicante, Spain, and University of South Africa*)

“@ireland consider yourself pimped, as I believe da youngstaz say”, or on the advantages of an interdisciplinary approach to multimodal Ireland

Tuesday 30 September, 1:45pm

In line with the general consensus that interdisciplinarity contributes towards understanding the complexities of phenomena, this workshop is designed to examine from various perspectives the old and new discourses generated in a changing society such as Ireland, which has recently witnessed spectacular transformations. In the last decade or so, the condition of some minorities has markedly improved; that is the case, for instance, of women, who have started holding power positions, and homosexuals, who, after persecution, are beginning to enjoy equal legal status with the rest of the citizens. Similarly, the economic boom and subsequent turmoil have encouraged alternate notions of Irishness based on contemporary social heterogeneity, which would have been unthinkable half a century ago; thus, the hegemonic white Catholic Irish descendant coexists with other ethnicities and religious backgrounds in a now multicultural society. Moreover, the impact of technology on education or business has shaped the Republic to such an extent that there remains less of the traditional rural nation the country has been renowned for. Additionally, in an almost rigid political landscape, Fianna Fáil, Fine Gale and Labour have given space to other parties with new agendas and persuasions demanding renovated ways of selling their ideas to the electorship. This context justifies the joint effort by a multidisciplinary research unit to face the challenge posed by the texts we have chosen to analyse. Our corpus consists of news articles, political speeches and debates produced in the last fourteen years, as well as posters, videos, tweets and other multimodal materials used in the most recent election campaigns. These enable the opportunity to study underlying ideologies present in both verbal and non-verbal communication. For our purposes, we will rely on corpus-based CDA (Baker, Gabrielatos and McEnery 2013), social actors analysis (van Leeuwen 2008), multimedia content analysis (Divakaran 2009) and appraisal theory (Martin and White 2005). One of the aims is to detect how evaluative language can reflect the mentality ingrained in this particular society. Attention will also be paid to the construal of candidates' public persona plus that of the subjects of their discursive practices (Fairclough 2003). Finally, by scrutinising metaphorical, modality and transitivity patterns (Lakoff & Johnson 1980, Forceville 1996, Halliday & Matthiessen 2004), certain strategies of domination and subordination may be uncovered that are a manifestation of the Irish reality at this moment in time.

Garry Collins

Australian Association for the Teaching of English (AATE)

University of Queensland

Deconstructing exemplar texts generated from a poem

Wednesday 1 October, 10:45am

In this workshop designed for teachers, participants (the human rather than the grammatical kind) will be guided in the identification and labelling of the features of written texts generated from a narrative poem, either Alfred Noyes' *The Highwayman* or Tennyson's *The Lady of Shalott*. In the first instance, attendees will have the opportunity to propose writing tasks in a variety of genres that could arise from a unit of work based on the poem. The presenter had Year 9 classes in mind but, with minimal adaptation, the work could be applicable to a variety of year levels in upper primary and lower secondary. The group will then be invited to work with a text that, as they used to say in television cooking shows, the presenter has prepared earlier.

The format to be used involves a three-column layout with the exemplar text in the centre. The left hand column is devoted to comments on the stages of the generic structure and the right hand column to information about the language features. Here, annotations will be grouped under headings derived from the last four of the five sub strands in the Language Strand of the Australian Curriculum: English (AC:E), i.e. expressing and developing ideas, language for interaction, text structure and organisation, word structure and spelling (sound and letter knowledge). The pedagogical purpose is to make the features of exemplar texts explicit for students.

Like the AC:E itself, this workshop draws on systemic functional linguistics. The central texts are old ones but those that teachers and students could generate from them will be new. The challenge of assisting students to write more effectively is, of course, an old and ongoing one.

Peter R.R. White

University of New South Wales

With Giuseppe Mammone (*Department of Education and Child Development, South Australia*) and David Caldwell (*University of South Australia*).

Tracking and demonstrating student writing development - beyond rubrics to linguistic-analysis based evidence.

Thursday 2 October, 11:30am

The workshop will report on work to develop and apply a linguistic-analysis based diagnostic for tracking trajectories of literacy development longitudinally. It arises from a long-running project undertaken in a group of South Australian primary schools which has sought to achieve better understandings of the steps and stages by which young writers develop their written-language meaning-making potential over longer periods of time. The workshop will outline the methodologies the project has employed as it has sought to discover and track the linguistic specifics of this development – the specific linguistic resources involved as students enhance their ability to achieve the communicative effects required for success in classroom communicative contexts. It will also present examples of the findings which have so far emerged from the project.

There are, of course, a number of diagnostics which seek to map and assess literacy development – for example, schemes associated with the Australian National Curriculum, the NAPLAN literacy test and the framework developed by Rose for his “Reading to Learn” program. For the most part, these diagnostics rely on descriptive rubrics which reference a particular textual property or communicative effect –for example, the NAPLAN marking rubric which specifies that the text employs “a range of persuasive devices to enhance the writer’s position and persuade the reader.” Sometimes it is the case that such descriptors are linked with the linguistic arrangements by which the quality or effect might be achieved. South Australia’s previous “ESL scope and scales” framework, for example, involved a concerted effort to ground its scalings in specific linguistic features. However, as we will demonstrate in the workshop, it is typically not possible, or at least not practical, for such assessment regimes to involve anything like a thoroughgoing grounding of particular descriptors in their potential linguistic realisations. Our central purpose, therefore, in the workshop is to present suggestions as to what such a “thoroughgoing grounding” might look like, the circumstances in which it might possibly be implemented, and what outcomes it might lead to for literacy scholarship and the development of pedagogy.

SPEAKER PRESENTATIONS

(Presented in alphabetical order by Family Name)

Gereon ARDIVILLA

University of Adelaide

Peter MICKAN

University of Adelaide

Identifying the multimodal semiotic resources used by candidates to respond to IELTS Academic Writing Test Task 1

This is a study on International English Language Testing System (IELTS), candidates who are non-native English speakers required to take the test to determine their level of communicative proficiency in English. It explored the meaning-making resources of IELTS Academic Writing Test Task 1 (AWTT 1) candidates as they read the question prompts and composed their answers that required them to transform images of graphs into written form in English. It sought to identify the lexicogrammatical resources used by the candidates. Furthermore, it sought to determine the lexicogrammatical features of the written responses. The research used concurrent and subsequent verbal protocols and text analysis of candidates' written answers to gather data. There were eight participants who performed separate pie graph and bar graph tasks.

The study revealed that the respondents made meaning of the AWTT 1 question prompts by reading verbal texts such as the instructions, the labels of the graphs, numbers, percentages and time indicator. They also made meaning of the non-verbal texts in the question prompt such as the scale and variables in the vertical and horizontal lines, pointers, colour and patterns of design variations in the bar graphs and in the pie graphs. The text analysis confirmed the multimodal use of language and integration of non-verbal skills (math, space appreciation and colour differentiation) with English language skills in the form of the high frequency use of material and relational Process words and Circumstance words of place and time for selecting, reporting and comparing main features in their answers.

Patricia BAEZA DUFFY

Pontificia Universidad Católica de Chile

Competing memories over the Chilean recent past

The aim of this paper is to analyze how the de/legitimation of memories regarding Human Rights violations during the last Chilean dictatorship is discursively constructed through intersemiotic evaluative resources. The analysis is based on the contributions of the Appraisal framework (White 2000, 2003; Martin and Rose, 2007; Martin and White 2005; Hood 2010; Oteíza and Pinuer, 2012), Multimodal Analysis approached from the grammar of visual design (Kress and van Leeuwen 2006; van Leeuwen 2008; Painter, Martin and Unsworth 2013), and Critical Discourse Studies (Wodak, 2011; van Leeuwen, 2008). This paper focuses on the analysis of interviews carried out among members of two generations: those who lived through the dictatorship period and today's youth who study it in History classes at senior high schools. Preliminary results show opposite representations in relation to the processes, actors and circumstances of this period. These are evaluated through positive and negative judgments of social sanction and through graded appreciations that reveal divergent ideological positions in a broad spectrum of political tendencies. According to their life experiences, both generations build opposite meanings either from a messianic angle or from the perspective of terror caused by repression. From an ideological point of view, this paper shows the memories that are legitimized by the two above-mentioned generations. The major challenge of this research conducted 40 years after the 1973 coup d'état is to rescue competing memories about the Chilean recent past in the narrations of two different generations.

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Monika BEDNAREK

University of Sydney

Helen CAPLE

University of New South Wales

News values – towards a linguistic framework

This paper introduces a framework for the linguistic analysis of news values in news discourse. By news values we mean the values of newsworthiness, such as Proximity (geographical or cultural 'nearness'), Negativity (negative aspects, e.g. conflict, death, disaster, accidents, negative consequences) or Eliteness (the status of a person, institution) to name but a few. This methodological framework is situated within what we call a 'discursive' approach to news values (Bednarek & Caple 2012, 2014). From this perspective, news values are seen as values that are constructed through discourse, and our primary research interest is in how texts construct newsworthiness through multimodal resources. A particular focus of this presentation will be on our current attempts to use Systemic Functional Linguistics to describe relevant linguistic resources. Using authentic examples from English-language news discourse to illustrate the framework, we hope to bring news values to the attention of SF linguists researching news discourse and to encourage them to apply and develop it further.

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Issues and challenges of shell-nounhood: A multifaceted corpus-driven SFL approach to the analysis of a complex discursive phenomenon

Over the past forty years, abstract nouns like *fact*, *problem* or *recommendation* have attracted considerable attention from numerous approaches. These nouns share '[t]he property of shell-nounhood' (Schmid 2000: 13), which, in the literature, is commonly associated with abstract meanings, long antecedents and specific Deictics. In SFL, the focus has tended to be on the cohesive functions of these items, as evident, for example, in Halliday & Hasan's (1976: 275) 'general nouns' and Martin's (1992: 416–17) 'logical' and 'textual' metaphors. These are often said to occur in paragraph-initial sentences, '[...] facilitating forward and backward connections' (Ravelli 2003: 60).

The contribution of SFL analytical categories to shell-noun research is minimal, as these are often mentioned in passing and only as the basis for qualitative statements (e.g. Francis 1994). Besides, whilst the form and reference of shell-noun phrases feature prominently in the literature, little is said explicitly about their role in clausal structure. This paper attempts to fill this gap through a qualitative and quantitative analysis of 1,447 concordances (60 shell-noun lemmas) from the *British National Corpus Sampler*. Tagging here draws on Halliday & Matthiessen's (2004) framework for i) the experiential structure of the noun group, ii) Transitivity and iii) Theme/Rheme. The analysis also includes i) the encapsulating direction of the example (e.g. anaphora), ii) its semantic type (e.g. factual) and iii) the corpus super-genre where it occurs (e.g. fiction). Quantitative results will be given for each of the three SFL variables in isolation and in relation to the remaining variables.

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Hafiz Ahmad BILAL

University of Sargodha, Sargodha (Pakistan)

Women Characterisation on Pakistani Media: CDA and SFL Perspectives

In the present era, gender discrimination becomes a socially derogated phenomenon in which male chauvinism leads the race. Stereotypical role of genders especially females built in the perspective of negative connotations by mass media is largely responsible for building soul beliefs and directives for the rest of the masses. Collecting data from print and electronic media, the study examines the feminine representation on Pakistani media applying Critical Discourse Analysis and Systemic Functional Grammar. It studies how facts are put forth in front of masses in order to build desired beliefs; how females are used as puppets in the hands of males in a male dominating society where women are in a constant struggle to get a proper representation and recognition in all walks of society.

Taliban Peace Talks: Transitivity and Genre Analysis of Letters to the Editors

The paper spotlights the schemes and tactics of persuasion and convincing in letters to the editors—a kind of newspaper genre in English newspapers of Pakistan. The present study draws on transitivity framework (Halliday & Matthiessen 2004) and genre theory (Martin & Rose 2008) and investigates the persuasive patterns of evaluative implication in the selected texts. The point of argument is to explore the patterns the writers adopt to bring out their value position and to influence the minds of prospective readers to give them a specific direction to observe and think about the issue, and in particular to develop a group with reference to newspapers stance in the ideational development of text meanings. The data come from the two English dailies of Pakistan, the Dawn and The News on the issue of peace talks going on between the government of Pakistan and the Taliban.

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Jennifer BLUNDEN

University of Technology, Sydney

THE POWER OF ONE: a 'linguist-in-residence' project

What difference can one person make to the communication culture and practice of a large institution? This paper will 'debrief' on a recently completed project made possible by a new fellowship at the Metropolitan Museum of Art in New York created to explore 'the intersection of museum learning, education theory and philosophy' in the context of gallery teaching and interpretation. The selected project, underpinned by systemic functional theory, focused on the role played by verbal texts in the museum.

The broad aim of the project was to create a focus around language that would bring it to consciousness in new ways in order to trigger fresh insights that might progress debates on the role of language in shaping visitor experience, understanding and learning, and inform museum practice. As a residency, the idea was not to come locked into preconceived plan but to be responsive to the issues and also opportunities of the museum – to find the questions around language that mattered there and mattered then, and then to draw on the resources of SFL to explore those issues together with staff and leave staff with a deeper understanding of the processes and resources of language. This paper will take a candid look at the 12-week project – what it achieved, what it didn't or couldn't, and in particular at the challenge of making SFL meaningful, relevant and valuable to the museum at both an individual and institutional level.

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David G. BUTT
Macquarie University

Caitlin FITZGERALD-CARTER
Macquarie University

“Bias is in the eye of the beholder – Not!”: semantics, rhetorical tools, and meaning in public

The vexing topic of bias in text can be used as a means of exploring the conference theme: “new texts; new challenges”. Claims concerning bias are often dismissed because they appear unresolvable through any objective framework of evidence and adjudication. There are, then, two targets in my argument: the issues around novelty raised by the theme of the conference, and the objectivity of a semantic framework around bias.

While aspects of texts currently in the public domain are technologically novel, and may be ‘new texts’ with respect to channel and medium (viz. Halliday’s mode in context), I ask just how novel our sociosemiotic ‘challenges’ appear to be when considered in the light of the rhetorical complexities and theories of the past, including how communities have debated the status and objectivity of meaning in public domains.

Turning to recent experience in Australia, I offer summaries of detailed contextual, semantic, and grammatical analyses of a number of domains of dispute, including: the speech by Dr Nelson in the Parliamentary ‘Apology’ of 2007, and radio broadcasts pertaining to the ‘Cronulla riots’. Using these and more current exempla, I outline a rhetorical framework which draws from a spectrum of concepts developed by theorists of SFL, and from the ideas of our classical precursors.

While there are substantial linguistic challenges in exposing bias to public scrutiny, bias is a demonstrable phenomenon in a text, much as is the case with the inappropriate application of statistical methods, or (in some cases) like fraudulent accounting...challenging, but not insurmountable.

David CALDWELL
University of South Australia

John WALSH
University of Adelaide

Jon JUREIDINI
University of Adelaide

Capturing the ‘on-field’ language of professional sports

While the language of sport has been examined in a variety of ‘off-field’ contexts, such as sports commentary (Lewandowski 2012) and post-match interviews (Caldwell 2009), there is minimal research to date that has examined the ‘on-field’ language practices of professional athletes. However, recent developments in sports analytics (MIT Sloan Sports Analytics Conference) and player tracking technology (SportsVU) provide an exciting opportunity for those working in Systemic Functional Linguistics (SFL) and Multimodal analysis.

To begin, this paper will provide examples of ‘in-game’ data from a variety of sporting contexts. The paper will then explore the challenges faced by analysts seeking to acquire, examine and represent the ‘on-field’ language practices of professional sports people. Finally, the paper will focus on the ways in which recent developments in data representation in Multimodal analysis (O’Halloran et al. 2013), and SFL more generally, can contribute to the emergent field of sports analytics.

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Urszula CLARK

Aston University, Birmingham UK

Recontextualising systemic functional grammar into language and literacy across the curriculum: a case study from Birmingham, UK

This presentation reports upon the research findings of a project undertaken at secondary schools in Birmingham in the UK. The main aims of this research were to investigate the ways in which taking part in a systemic functional linguistically informed Continuing Professional Development (CPD) Programme: a) impacted upon developing teachers' metalinguistic awareness; b) how such awareness impacted in turn upon their pedagogic practices and c) the degree to which altered pedagogies impacted upon pupil achievement, particularly at Key stage 3 (11 to 14 year olds). The research took a case study approach, centring upon Park View School, The Academy of Maths and Science, Alum Rock, Birmingham, supplemented by data obtained from teachers in other schools in the West Midlands region of the UK who also took part in the CPD programme. The research focussed upon the teaching of English, history and Science to one Year 8 (12 to 13 year olds) middle ability class and teaching history to one Year 7 (11 to 12 year olds) class.

The research found that taking part in the CPD programme did indeed improve teachers' metalinguistic awareness, impacted upon their pedagogic practice and pupils' attainment, but with varying degrees of success. The research also revealed that greatest success was achieved where teachers who took part in the CPD programme were supported further to embed altered pedagogies into localised social, cultural and educational contexts and as part of a whole school approach to language and literacy across the curriculum.

Nayia COMINOS

University of Adelaide

John WALSH

University of Adelaide

'She says she's taking more pills than the Essendon Football Club': patient voice Attributions in clinical handover in mental health

The focus for this paper is one specific area within the system of Appraisal as described within SFL, that is the sub-system of Engagement, and more specifically the Attribution framework within it; here the voices of others are evoked in text. Our data come from the field of mental health, and describe the ways in which mental health clinicians attribute their patients in their professional communication; we have labelled these Attributions 'patient voice' and analyse and interpret them within the Attribution framework. The goal is to provide a descriptive and functional interpretation of the communication amongst mental health clinicians when they evoke the words of their patients.

The development of Appraisal theory came as a response to issues raised by linguists and educators interested in student writing in different subjects in school, extended to include other written texts in the media and other academic contexts. Accordingly, the framework as a whole, including the specific area of Attribution, is premised on written, 'singly-constructed' texts (Martin &

White, 2005). In this paper we analyse the transcribed interactive verbal exchanges within teams of mental health clinicians using White's modified Attribution framework (2012) which includes options for secondary voice dialogistic positioning. Our findings demonstrate the necessity and utility of White's modified subsystem, to differentiate dialogistically expansive and contract formulations in the framework. We also note, however, Attributions in our data which are not able to be accommodated within the current framework, and suggest that further research into Attribution in other spoken contexts is required.

Judie CROSS

University of Wollongong

Childhood – new texts, new perspectives

The dynamic and visual nature of comics, picture books and graphic novels has evolved to a highly sophisticated level. This means the design of these new and changing multimodal texts is opening up new ways of viewing childhood and allowing the reader/viewer to enter into the child's inner world.

Key illustrators of modern comics, picture books and graphic novels have used their art forms to bridge the gulf between earlier more performance oriented representations of "childhood" as a time of innocence and mischief to realize much more complex depictions of childhood as a time of emotional fluctuations. The current shift in how artists depict, and readers view, childhood has arisen within socio-cultural contexts reeling from the aftermath of the Second World War and the proliferation of multi-media computer technology.

Readers can now derive, from comics and their ilk, a view of childhood existing along a multi-dimensional continuum, whose extremes may extend from a point where the child is an innocent, bright and wise prodigy to another where he/she is a provocative, dark and impatient wild thing. Moreover, readers may appreciate this multi-faceted characterization of children as able to balance at multiple points on several gradations.

Drawing on representative examples from artists such as Bemelmans, Gray, Hamilton, Schultz, Sendak and Spiegelman, I will focus my multi-modal and semiotic approach on the interpersonal metafunction, analyzing how these image-texts portray children. Today readers can recognize the child's world not simply as a microcosm of the adult's, but also as an incisive challenge.

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Tara CULLEN
Richmond High School

Tina SHARPE
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Sally HUMPHREY
Australian Catholic University, NSW

Developing a shared metalanguage for developing the general capability of literacy across curriculum areas

This paper reports on the findings of a project, *A Metalanguage for Embedding Literacies into KLAS* (MELK), which was conducted by teachers from all curriculum areas at Richmond High School, NSW, in partnership with academics, Sally Humphrey and Tina Sharpe from the Australian Catholic University. To support students to access high stakes learning for strong futures, the teachers have built a whole school metalanguage, informed by SFL, which is designed for embedding literacy practices in discipline learning.

We describe the use we have made of the metalanguage, which is framed within context specific '4x4 literacy toolkits' (Humphrey, 2013), in programming, teaching and assessment within all disciplines. From the perspective of language, we focus on how we have developed our own knowledge of 'paragraph level' units of meaning, known as phases, to provide an accessible starting point for identifying grammatical patterns across a variety of texts. From a pedagogical perspective, we have designed scaffolded lesson sequences, which support students to access and compose high stakes texts for learning and assessment.

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Devo Y DEVRIM
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Grammatical metaphor: What do we mean? What exactly are we researching?

Grammatical metaphor (GM), which was suggested by Halliday (1985a) remains to be one of the most important characteristics of academic, bureaucratic and scientific discourses, and it is one of the crucial contributions of SFL to the fields of linguistics and education. In SFL theory, two models that theorize GM have been suggested: the stratal model (Halliday, 1985a, 1988, 1998; Martin, 1992a, 1993b; Halliday & Martin, 1993) and the semantic model (Halliday & Matthiessen, 1999). The definition and types of GM vary according to each model, as the notions of stratal tension and semantic junction draw on different linguistic configurations that lead to GM. This paper will firstly discuss each model in relation to the ways in which they define and categorize GM, and how these models are applied in language development and language education studies. Following the discussion of the stratal and semantic models, a newer theorization of GM will be discussed (Devrim, 2013). The third model, the hybrid model, is developed to adapt GM theory to second language literacy development drawing both on the stratal and semantic models. By exploring GM from a theoretical and practical perspective, this paper aims to clarify what we mean by GM and what exactly we are researching.

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Yaegan DORAN

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Field as viewed from the technical mathematics and images of physics

In recent years, there has been a strong focus within the SFL community on knowledge building across distinct disciplines (e.g. Christie and Martin 2007, Christie and Maton 2011, Martin and Maton 2013). An interpretation of knowledge building in SFL primarily puts at risk the registerial variable field, as it is this that accounts for the specific relations between technical terms, taxonomies, activities and implication sequences in each discipline. When dealing with a highly technical discipline such as physics, which is heavily reliant on the non-linguistic semiosis of maths and images, however, it becomes clear that the current conception of field, as developed in Martin 1992 for language, needs renovating. As such, this paper will focus on the knowledge building of physics across high school and university, in particular asking how the grammars of mathematics and images are utilised to construe the physical world in a distinct way to the English language. This will lead to asking what this construal and the interaction between mathematics images and language means for field. To answer these questions will require a subtle reinterpretation of implication, as well as a description of the ability of image and mathematics to move between generalised theory and instance that is currently not available in the theory.

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Shoshana DREYFUS

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Exploring the disciplinary knowledge of linguistics from within the SLATE* project

This paper explores the disciplinary knowledge of linguistics as it was recontextualised for the undergraduate linguistics program at City University Hong Kong. As part of the SLATE project, a genre profile was conducted with data collected from over 500 texts, including subject outlines, reading materials, assignment tasks and students' writing. Using genre theory (eg Martin & Rose 2007), and social realism theory (eg Bernstein 2000; Maton 2014), the paper shares findings about the disciplinary knowledge of linguistics, to show how its features impact upon the kinds of discourse practices students are apprenticed into, including the assignments students are expected to write in order to successfully complete their degree.

*The Scaffolding Literacy in Academic and Tertiary Environments (SLATE) project was a joint action research project between City University Hong Kong and the University of Sydney.

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Representing Iranian Women in *Time* Magazine: The Role of Photojournalism

This research paper focuses on the representation of Iranian women in *Time* Magazine via the medium of photojournalism, over the course of 30 years (1981-2010). I argue that the coverage given to Iranian women encapsulates the changing face of Iran; I look at both the thematic content and the semiotic codes, i.e. aspects of representation and interaction analysis (Kress & van Leeuwen, 2008), and composition analysis (Bednarek & Caple 2012) which make up the images, and document the trajectories of change across the decades. Initial analysis shows the 'face' of Iranian women changes across the decades, and ranges across the spectrum of unidentified/facelessness to symbols of resistance. Furthermore, the representation seems to be, to some extent, influenced by who is at the helm of the government in Iran during a given time period.

The analytical tools draw selectively on social semiotics (Kress and van Leeuwen 2008; van Leeuwen 2006, 2011; Caple 2013) and film studies (O'Shaughnessy & Stadler 2005; Bordwell & Thompson 2008). The research aims to identify and trace diachronic patterns of visual depiction. The existence of such patterns, and the way they change across the decades, may help index and categorize a system of visual cues used in news photography that enables news producers to represent actors and nations in certain ways. The holistic aim of the project is to identify, with the help of both quantitative and qualitative tools, if there is a visual language of representation, i.e. a set of strategies used to depict selected nations and the people in it, which may facilitate the enculturation of stereotypes in the minds of news audiences over a long period of time.

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Education meets YouTube – a silver bullet?

The central role of intermodality in a YouTube clip for secondary school children

Does packaging knowledge in a YouTube clip make it more readily understandable? This paper explores the question by looking at how knowledge is built in a YouTube video series developed for

Australian secondary school students. The six episodes that make up *This Thing Called Science* are fast-paced, colourful clips that appear to offer students a relatively easy way into a highly abstract topic. On closer consideration, however, the way that these clips construe meanings is far from straightforward. My analysis, which draws on recent developments in image and intermodal analysis within Systemic Functional Linguistics (Painter *et al*, 2013), reveals that knowledge is not construed directly through either the spoken narrative *or* the animated images, but rather through the way in which meaning in each of these modes relates to meanings in the other. Students who fail to 'decode' these relatively implicit intermodal meanings risk missing out on key aspects of the knowledge contained within. In light of this, I conclude the paper by suggesting that while YouTube-style texts such as *This Thing Called Science* are potentially a rich addition to the classroom-teaching context, they should not necessarily be viewed as an easier option for struggling students or as independent learning resources.

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Nasim GOOGOL

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The Linguistic Analysis of Knowledge Construction in Blended Mode of Course Delivery

The advent of E-learning technologies, which extend from campus-based contexts to blended learning environments, has offered opportunities for changes in learning design that fulfils the students' needs in different contexts (Garrison & Kanuka, 2004). Blended learning is a recent mode of course delivery that combines the affordances of face-face mode like interactive immediacy with the use of technology in online setting and attempts to represent the most efficient mode of delivery for educational contexts (Blankson & Kyei-Blankson, 2008). Since it is widely acknowledged that learning does not occur in social isolation and interaction is inseparable from learning and developing social relations (Vygotsky, 1978), it seems crucial to investigate the nature of interaction in new modes of course delivery. Additionally, language is considered to be the essential condition of interaction and knowing, through which experience becomes knowledge (Halliday, 1993). Thus, knowledge construction is linguistic in nature; however, the quality of knowledge development differs in classroom and online settings. The linguistic nature of learners' experience in solely online learning environments has been examined in several recent studies based on Hallidayian (1985) Systemic Functional Linguistics (SFL) (for example Delahunty, 2012; Lander, 2013). However, there seems to be few studies investigating the nature of interactions and how the knowledge is negotiated in the blend of on-campus and off-campus modes in one cohesive unit. Thus, this study applied SFL to investigate the linguistic nature of knowledge construction in face-to-face and online group discussions of tertiary level students in order to find how the academic and everyday knowledge are negotiated in the hybrid mode.

Changpeng HUAN

Macquarie University

Canzhong WU

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Building a Comparable Corpus of Chinese and Australian Hard News Reporting for Appraisal Analysis: From Inception to Completion

The existing literature on appraisal (see appraisal bibliography at <http://www.monikabednarek.com/10.html>) seems to primarily focus on reporting results drawing

on a small amount of manually analysed texts, although there are few attempts to conduct large corpus-based studies of appraisal resources (e.g. Bednarek, 2008, 2009; Pounds, 2011; Haarman & Lombardo, 2009). However, studies concentrating on the methodological issues of how to construct a specialised comparable corpus for the examination of appraisal across cultures have been glaringly absent. This is particularly the case where Chinese is involved, because its writing system differs considerably from Roman languages such as English, and thus requires different technological considerations in the corpus construction processes. This presentation aims to address such an issue and stimulate more debates in this regard by outlining the procedures we followed in constructing a specialised comparable written corpus of Chinese and Australian hard news reporting. It first describes how the construct of hard news is operationalised into a manageable data frame, and then elaborates on a number of issues surrounding corpus construction such as the size of corpus, sampling procedures, representativeness, balance, copy rights, mark-up and annotation. Furthermore, it illustrates the ways to identify lexical realisations of the appraisal resources in the corpus, and presents some preliminary findings. Lastly, it makes general discussions on the affordances and constraints of conducting a corpus-based analysis of appraisal.

Rosemary HUISMAN

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A rank scale for graphology

On the SFL dimension of stratification, Halliday has always included the study of written language, as in the introductory Deakin series (1985). At the context of situation level of Mode: "the MODE OF DISCOURSE refers to what part the language is playing ...: the symbolic organisation of the text, the status that it has, and its function in the context, including the channel (is it spoken or written or some combination of the two?) ..." (*Language, Context, and Text*, 12). And at the levels of language, ordered by the principle of realization: "A language consists of meaning, wording, and expression; and the expression may take the form **either** of sound **or** of writing" (*Spoken and Written Language*, 14). Yet on the dimension of structure, ordered by the principle of rank, SFL study has focused primarily on wording and sound, that is on the different lexicogrammatical realizations of written from spoken texts and on the phonology of spoken language, each with its well established rank scale (clause-group/phrase-word-morpheme; tone group-foot-syllable-phoneme, IFG2014: 20). A rank-scale for graphology is suggested (sentence- sub-sentence -word -letter, IFG2014: 6-7). However, this scale is not relevant to all written texts; it privileges texts produced in particular social and historical contexts (for example, nineteenth century prose). And the contemporary importance of "visual language" in screen culture suggests that graphology remains an under-theorised area of SFL.

In this paper, I propose a new rank scale for graphology, illustrating its wider relevance with textual examples.

Sally HUMPHREY

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Social space 'invaders': negotiating civic discourse on adolescent social networking sites

While adolescents engage with social media for a wide variety of purposes, it is in the pursuit of creating and nurturing relationships with peers that social networking services (SNS), such as Facebook, Instagram, Tumblr, Twitter and Kik are primarily used by this age group. As with 'keeping the conversation going' in real time casual conversation (Eggins & Slade, 1997), nurturing virtual friendships in the social domain requires control of complex interpersonal resources, frequently involving couplings across strata and metafunctions.

But what happens when adolescents seek to affiliate with their SNS peers around feelings, interests and values that transgress the social domain –to challenge mainstream political and cultural discourses and mobilise collective activist identities? Drawing on an ever-expanding body of SFL

research concerned with negotiating community and adopting a positive discourse analytic lens (PDA, Martin, 2004), this presentation explores the semiotic consequences of such 'invasion' on three Facebook threads created by one network of adolescents. Findings from the fine-grained analysis of these multimodal macrogenres suggest that the pursuit of a civic agenda by adolescents on social domain sites places particular pressure on the management of interpersonal resources, creating 'wrinkles' (Knight, 2010), which need to be negotiated to maintain solidarity with virtual friends.

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Sally HUMPHREY

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Sandra ROBINSON

DEC, NSW

The effect of using a 4x4 metalinguistic toolkit on students' writing performance

In this paper we report on findings of the use of metalanguage, informed by systemic functional linguistics, in middle years' writing instruction. The development of a whole school shared metalanguage to support students' literacies is a key aspect of professional learning, within a longitudinal design-based literacy research project, Embedding Literacies in the KLA's (ELK). This project was conducted in an Australian urban secondary school, Belmore Boys High School, which serves students from socio-economically disadvantaged backgrounds. Analysis of quantitative and qualitative data, including students' achievement on internal and external assessment of writing over two years, indicates that growth in writing is related to teachers' consistent use of metalanguage in classroom modelling of exemplar texts and in feedback on students' writing.

Ayumi INAKO

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Merging personae: a physicist's reaction to Fukushima nuclear crisis on Twitter

In the aftermath of the quake-and-tsunami-triggered nuclear accident in Fukushima, Japan in 2011, and in response to the prevailing anxiety, a number of scientists communicated on Twitter their knowledge for understanding the accident and its impact to people and the environment, including knowledge about radioactive materials such as plutonium. This paper focuses on one of the main contributors, a physicist referred to as P2. Drawing on the individuation hierarchy, the paper explores how she invited readership into an affiliating community during the time of crisis. Particular attention is drawn to the discourse semantic system of INVOLVEMNET, resources for enacting interpersonal relationship of power and solidarity. Patterns of coupling of these and other interpersonal and ideational meanings reveal the strategies she employed in order to make the highly scientific knowledge accessible to lay people in fear. The presentation will discuss how the strategies enabled affiliation in a community of shared values beyond professional boundaries.

New or obscured text? An appraisal of song and folktale texts of the Ham of North Central Nigeria

The paper proposes that text of songs and folktale of the Ham of north central Nigeria, usually transmitted orally, are linguistic and cultural evaluative expositions, different from everyday expressions, which account for the adoption of appraisal approach to examine the posture speakers/texts engage to articulate socio-cultural connections. The study contends that songs and folktale as genres of oral tradition amongst the Ham, predominantly an oral society yet to have a standard orthography, are well-thought-out artistic conceptions with prospects for multifaceted connotations and are “new texts” in contrast to the long standing literary tradition of Europe and other literate societies. Considering that appraisal is linked to the analysis of language of attitude and interpersonal positioning, the paper focuses on how collective socio-cultural ideological viewpoint of the Ham is framed in the text of songs and folktale to praise, blame, or persuade audience based on norms and beliefs, about social concerns, and the mode life should be. To validate the linguistic properties which this “new texts” present in construing the Ham society’s philosophical perceptions, appraisal is utilised to highlight how meaning making is often premised in this case on the basis of shared commonality or association.

Lucy JONES

[PAPER WITHDRAWN]

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Axiological patterning in doctoral examiner reports: an analysis of evaluating new knowledge in science and the humanities

In the process of awarding a doctoral degree, the doctoral examiner report is a highly significant text in terms of its institutional and disciplinary power. It functions to shape and legitimate new disciplinary knowledge and to uphold standards within disciplines and institutions. However, the report remains a relatively unexplored text in the field of academic discourse and little is known or theorised about the role of the text in disciplinary knowledge building.

This paper reports on preliminary findings of a PhD study into evaluative meaning in doctoral examiner reports. Applying theoretical principles from Systemic Functional Linguistics (SFL) and Legitimation Code Theory (LCT) (Maton, 2014), the paper presents analysis of patterns of meaning at the stratum of discourse semantics (Martin, 1992, Martin & Rose 2010), with a particular focus on how axiological evaluations are instantiated in the texts. The analysis will draw on a corpus of high and low rated doctoral examiner reports from two different disciplines, one science-based and one humanities-based. The paper will show how couplings of interpersonal and ideational meaning vary between the disciplines, particularly in terms of the degree of commitment instantiated throughout the reports, (Hood 2008, Martin, 2008, 2010). These different axiological patterns will also be interpreted using concepts from LCT in terms of stronger or weaker epistemological or axiological condensations in the different intellectual fields (Maton, 2014).

It is anticipated that this investigation of doctoral examiner reports will better inform our understanding of the knowledge reviewing processes that are embedded in research production. Such processes need to be made visible to emerging researchers, in order to provide further insight into the role that review and evaluation play in the creation and legitimisation of new knowledge.

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David KELLOGG

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Narrative and Dialogue in Storytelling with Halliday, Vygotsky, and Shakespeare: A systemic functional inquiry

Every story-teller soon discovers the difference between putting a story inside children and trying to extract it with comprehension questions and putting children inside a story and having them act it out. Teachers may experience this as a difference in “difficulty”, or in the level of motivation and enthusiasm, or even in the engagement of creativity and imagination, and leave it at that. But in this presentation, we do not: First, we examine what teachers actually say and do in each approach, using the systemic-functional grammar of M.A.K. Halliday. Secondly, we explore the differences developmentally, using the cultural-historical psychology of L.S. Vygotsky. Thirdly, we explain the differences we find in texts by considering the history of genres from the fable through the plays of Shakespeare. “Inside” and “Outside” the story turn out to be two very different modes of experiencing—the one participatory and dialogic and the other reflective and narrativizing. These two modes of experience prove to be equally valuable, and even mutually necessary, but only in the long run—different approaches are necessary at different moments in the lesson, different points in development, and even different times in human history.

Kristin M. KHOO

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Cohesion: the meaning potential of a metaphor for linguistics and psychotherapy

The word *cohesion* has taken on various forms of technical significance as the human sciences have developed new ways of interpreting, and even imaging, the ensemble effects within brains, between brains, and between brains and social contexts.

The foregrounding of *cohesion* and *coherence* is particularly insistent in the theory and science of the ‘self’ in psychotherapy, as seen in the Conversational Model (Meares, 2012; Meares et al, 2012). An examination of *cohesion* from this theoretical and treatment approach, shows the complexity of the motif, and the metaphors of *connection*, *continuity*, *integration* and *coordination* inherited from historical, philosophical, psychological and neurological models of self such as James, Janet, Kohut & Hughlings Jackson. The origins of this metaphor are also integrated with contemporary models of self, dissociation and neuroscience (eg Edelman, Kandel, Damasio – see Meares, 2012).

In this report of research into *cohesion*, we first examine the defined role *cohesion* has in Systemic Functional Linguistics—as a non-structural semantic concept expressed through systems of textual bonding (Halliday & Hasan, 1976); and the related role of *coherence*, and cohesive harmony (Hasan, 1984; 1985).

We then evaluate the way the linguistic distinctions may assist in the Conversational Model of psychotherapy in 1) *cohesion* as a metaphor used across various 'levels' - language, feeling, experience. 2) technical definitions of key terms such as *coupling* and *resonance*, suggesting terms may be given statements of realization in the lexicogrammar; 3) and in discussion of *cohesion* as therapeutic goal, the "agenda of the text" (Meares et al, 2012:179).

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Argument Phases: An Analytical Framework for Analysing HSC Legal Studies Examination Scripts

This paper examines the efficacy of an analytical framework designed to create an explicit and comprehensive description of the phases of argument texts, particularly those that typically occur in HSC responses in secondary school Legal Studies. *One of the explicit requirements of the NSW HSC outcomes in Legal Studies is that the student "communicates legal information using well-structured and logical arguments"*. This requirement is reflected in the marking criteria of the HSC examination. The Genre of the scripts, and their adherence to the features of an evaluative argument, is therefore particularly salient. In order to definitively ascertain whether a text is in fact an argument or not, and how this relates to the level of marks awarded, an analytical framework was necessary to more precisely identify the function of each of the phases in the text. Using a significantly modified version of an analytical framework designed for similar purposes by Caroline Coffin (2007), a pilot study analysing texts which were awarded a range of levels of marks in the HSC examination was done revealing significant differences in texts at different mark levels.

This paper will explain the necessity for such an analytical framework, the design and features of the framework, demonstrate its use in analysing HSC scripts over a range of marks levels and discuss the efficacy of the analytical framework as a fruitful tool of analysis in terms of a wider study on *Subject Specific Literacy in Secondary School Legal Studies*.

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Beauty from the surgeon's knife, or a bar of soap? – a textual analysis of the modern woman's quest for higher self-esteem

This study deploys a set of recent written texts and sound pieces relating to the enhancement of women's self-esteem to catechize the challenges presented by two lately-appearing discourses: plastic surgery branded as self-esteem enhancing, and the Dove 'Real Beauty' advertising campaign's claimed benefits in raising women's self-esteem. Study of the texts and sound pieces is informed by both Critical Discourse Analysis and Systemic Functional Linguistics, in that underlying power structures are explored and linguistic devices in specific texts, including foregrounding, authority, transitivity and lexical choice are analysed. In relation to the discourse surrounding plastic surgery, a survey correlating plastic surgery to improvement in the respondents' self-esteem and their sexual life is compared to a text that aims to expose the futility of women trying to improve self-esteem through plastic surgery. Launched in 2006 and continuing today, Dove's 'Real Beauty' campaign, described as "one of the biggest conceptual ad campaigns of the decade," (Badhur 2014) was based on a 2004 commissioned study of 3,000 women in 10 countries to further the global understanding of women, 'beauty' and self-esteem. The campaign itself is scrutinised as well as recent texts criticizing its motives and *modus operandi*. Written textual analysis is complemented with analysis of sound pieces produced by students of Language and Discourse at Diploma level at UTS: Insearch which manifest the same discourses using either overt or covert references in dialogue and conversation, enhanced by music and sound effects.

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Xi Li

Macquarie University

Different Patterns of coherence in Chinese and English Texts from the perspective of SFL

Halliday and Hasan (1976, 1989) make a very detailed clarification of cohesive ties and cohesive chains in the ranking of coherence of texts. However, cohesion plays an important but not exclusive role in creating coherence. Rhetorical Structure Theory also contributes to the analysis of coherence. Mann and Matthiessen (1990, p. 3) stated that "RST characterizes a text in terms of relations which hold between its parts." These relations realize text coherence, adding a rhetorical relation between segments by showing how the units connected.

In this research, a case study of the first few chapters of a classical Chinese novel "Hong Lou Meng" and its two English translated versions is conducted. The characteristics of rhetorical relations and cohesive ties and chains in all three texts are outlined and compared in terms of number and percentage. Under the systemic functional linguistic framework, the author intends to see how they contribute to the coherence of both Chinese and English texts at semantic level and how coherence is realized at lexical-grammatical level. The findings show that Chinese text has more rhetorical relations (711) but less grammatical chains (206) while though both the English texts have similar rhetorical relations, the number of grammatical chains and lexical ties differ. And the three texts vary in rhetorical relation types. The results show that patterns of coherence between languages (i.e. Chinese and English) and between translators (i.e. the two English translators) differ.

The findings from this study are expected to benefit translation studies concerning coherence.

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María Martínez LIROLA
University of Alicante

Exploring the image of immigrant women in a sample from the Spanish press. The relationships between the textual and the interpersonal metafunctions

The number of women who have immigrated to Spain in order to find a better life has increased in the last years. However, there are very few pieces of news that pay attention to the reasons why they emigrate. A corpus of all the pieces of news related to immigrant women was collected from February 2012 to February 2014 from the digital version of the main Spanish newspapers: *El País*, *El Mundo* and *ABC*. The main hypotheses in this research are the following: immigrant women are not very visible in the Spanish press; they are represented mainly as vulnerable and victims and they are typically represented in ways that connect them to social problems.

In order to confirm or to deny the said hypotheses, this paper will use Systemic Functional Linguistics and visual grammar to analyse the main topics of the pieces of news dealing with immigrant women and the main linguistic and visual characteristics used to describe them. We will concentrate on the textual and the interpersonal metafunction of language in order to observe the main linguistic and visual characteristics used by the newspapers under analysis to represent women and to communicate with the audience.

The presentation will show that immigrant women in the Spanish press are portrayed as dependent, passive and limited to the space of home or associated with prostitution. The partial representation of immigrant women observed in the corpus of examples does not favor the development of a society established on democratic and equal principles.

María Martínez LIROLA
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Laura Ibáñez CASTEJON
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Introducing culture and critical thinking in the classroom: analyzing multimodal texts from NGOs in a master course

The multimodal nature of present societies makes clear that teaching with authentic multimodal texts can contribute to bring different cultural realities into the classroom. In this sense, it was decided to use texts published by Non-Governmental Organizations (NGOs) in order to teach visual grammar (Kress and van Leeuwen, 2006) in a master course.

These texts were also selected because they are appropriate to teach cultural aspects, and the reality of poor countries; they also allow the acquisition of interpersonal competences. This paper will point out that teaching students to be critical with the discourse produced by NGOs is essential in order to unveil relationships of domination and power because discourse is always a powerful tool used to reproduce social reality.

Negotiation of solidarity in online newspaper editorials

This presentation takes up a multi-dimensional perspective on discourse to show how editorial writers negotiate solidarity with the putative readers and construe a range of naturalized reading positions in the unfolding of discourse. In particular, it foregrounds the role of resources in the appraisal framework in construing and negotiating affiliation relations. It considers in detail the texture of the discourse to illustrate how the appraisal resources invite readers in and progressively position and reposition them as the texts unfold.

The data analysed in this presentation are collected from two online national newspapers – *China Daily* and *The Australian*. A small corpus of newspaper editorials are established following the ‘constructed week’ method, including 21 editorial texts, 10 from *China Daily* and 11 from *The Australian*. The analysis in this presentation aims to explore the expression of attitude and the management of engagement as the writers construct a perspective argument while maintaining the ‘appearance of objectivity’ (Hood 2004, p. 32). I will consider at the same time certain differences between these two national newspapers.

Yi LIU
Shenzhen University

Demetaphorization in the Reading to Learn Program

Grammatical metaphor constitutes the key linguistic resources for building up abstraction in academic discourse (Martin 2011). As it may present an obstacle to students’ comprehension of academic texts, it requires pedagogical treatment of some kind. Such pedagogical treatment of grammatical metaphor is a process of demetaphorization, a shift from vertical discourse to horizontal discourse. This paper will examine teachers’ use of demetaphorization to unpack abstraction in the Reading to Learn pedagogy (Rose 2005). The data for analysis come from a demonstration lesson given by Rose (2003) and four audio-taped classroom lessons given by two teachers, using the approach at a center for English teaching in an Australian university. Their pedagogical treatment of grammatical metaphor will be discussed respectively.

In theory, the Reading to Learn pedagogy focuses on the unpacking of grammatical metaphor, the change of incongruence back to congruence. However, Rose’s demonstration class shows that his way of demetaphorization also involves the use of paraphrases and synonyms. It is the same case with the two English teachers’ treatment of grammatical metaphor. The study will discuss a number of demetaphorization patterns identified in the Reading to Learn classroom. In general, Rose tends to accompany unpacking with synonyms. The two teachers treat grammatical metaphors as new words. Teacher A favors the use of paraphrases and synonyms while Teacher B tends to use grammatical metaphors himself and immediately demetaphorizes them. Both seem to depend largely on their teaching experience and pedagogical intuition in demetaphorization.

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Meaning making process in mathematical deductive questions: the fulfilment of incompleteness through a multi-semiotic perspective

This presentation seeks to explore the various semiotic interactions within the inter-semiotic environment of mathematical deductive questions. Unlike the meaning making process in other mathematical documents, the one in deductive questions is always incomplete and/or invisible which need to be fulfilled by the students. Drawing on the notion of multimodal grammaticality developed by O'Halloran (2007), it begins with a theoretical account of multimodal grammaticality of mathematics in educational field, before focusing more specifically on one case study of a geometric question examined at the HKDSE level (Senior Secondary 6). In the selected case study, the presentation will consider 1. the "intra-semiotic functionality" in knowledge construction for three major semiotic resources used in mathematics, namely: verbal language, mathematical symbolism and visual image, 2. the "inter-semiotic" relations that obtain among the co-spatially situated semiotic resources, 3. the external referents of knowledge (Muller, 2007) to be referred to and realized visibly and/or invisibly through the dynamic interaction and mediation of information among various semiotic resources. A number of factors are identified in the process of analysis including the meaning potential of each semiotic resource, the integration of linguistic, symbolic and visual elements in meaning construction and the visible and invisible key steps in indentifying how the flow of knowledge and information is achieved. The findings of this presentation will inform us to realize the intertextual and inter-semiotic relationship among various semiotic resources in mathematical questions whose process of meaning making is incomplete.

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Yushan LU
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The Interaction in Zhuang Dialogue Folk Songs: A Systemic Functional Perspective

This study is concerned with the interaction between singers in Zhuang dialogue folk songs. The Zhuang is the largest minority group of China, numbering over 16 million people. Songs are one form of dialogue in the context of Zhuang speaker communities, called Zhuang dialogue folk songs, in which the singers, usually a male and a female, take turns singing to share their personal opinions. This study attempts to model how the singers interact with each other by singing. The linguistic framework used here is Speech Function model of SFL (Eggins & Slade, 1997; Halliday & Matthiessen, 2004). The data for this study are five songs selected from a classical collection of Zhuang dialogue folk songs, named *Liao Songs* (the version of Luo & Tan, 2008). The result of this study reveals two major significant features of the interaction in Zhuang dialogue folk songs:

- i) The move-structure in the process of singing: *setting* ^ *initiating* or *setting* ^ *responding*. That is in every singing turn, the singer must set background information firstly, and then initiate or respond an interaction;
- ii) The patterns of support/confrontation of expressed through the move-structure. The male singer plays a guide role in the process of interaction by taking every initiating move. While the female singer plays a cooperative role, by mostly choosing support moves to respond to the male singer.

The contribution of this study is that applying SFL to a minority language, i.e. Zhuang language, and a significant text type as dialogic folk songs.

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Lucy MACNAUGHT

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Traversing projected fields with metalanguage

This paper explores the complexity of teaching academic writing to pre- tertiary students, through the collaborative writing methodology of Joint Construction. It investigates how teachers support students' contributions as they simultaneously create two texts - the text of classroom talk and a scribed text on the writing topic. During the creation of these two texts, pedagogic activity projects both the field of the writing topic and the field of knowledge about language. An ideation-focused analysis of interaction phases (Rose 2005; Martin & Rose 2007; Rose & Martin 2012) shows where back and forth movement between fields occurs, the purpose of 'field traversing' in this writing pedagogy, and the role of metalanguage in managing these shifts. The discussion generated in this paper contributes to literature on classroom discourse analysis in a number of areas, including: the call for consistent use of a rank scale that is not only specific to curriculum genres, but also metafunctionally distinct; the potential of metalanguage to be encoded through a range of language choices and across different semiotic systems; and broader issues concerning where and how teachers share their expertise about language with students.

Mohammad MAKKI

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Why is this "event" chosen and not that one? Analysing the Register of Iranian print journalism and its notion of "newsworthiness"

This paper is concerned with a key aspect of the Register of Iranian print journalism: the journalistic assumptions and conventions by which certain events and issues, and not other events and issues, are chosen to provide the subject matter of the texts it offers to its audience every day. Drawing on Galtung and Ruge (1965) and Bednarek and Caple (2012, 2014), the paper reports on a comparative study of the systems of newsworthiness operating in two ideologically divergent Iranian newspapers, *Kayhan* and *Etemad*. It focusses specifically on the coverage by these two newspapers of "police rounds" events, that is to say their reporting of crimes, misdemeanours, violence, natural disasters, accidents and certain "strange events". In exploring in this way the "Field" of Iranian police-rounds reporting it seeks to extend the account of media genres and journalistic voice which has been conducted with reference to the SFL account of language (for example, Feez, Iedema and White 2008).

The paper will report findings by which it appears the two newspapers (the one more "liberal", the other more "conservative") do display some interesting and significant differences with respect to what their respective editors choose to publish when it comes to the coverage of the world of police rounds. It will be argued that, on account of these differences, it is possible to see the two newspapers as offering different portrayals of reality to their readers and that these different portrayals can be related to differences in their ideological orientations.

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Erika MATRUGLIO

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Engaging differently: negotiating contested knowledge spaces in the histories

This paper compares the differences in the ways that students manage dialogism in Modern and Ancient History, two senior-level subjects studied for the New South Wales Higher School Certificate. I demonstrate that these subjects, while commonly conceived as a single discipline, take very different approaches to the negotiation of multiple voices contesting the same knowledge space. Previous research (Matruglio, 2007, 2013) has demonstrated a difference in the ATTITUDES (Martin & White, 2005) privileged in these subjects. In this presentation I extend on this work to show how student writers privilege different ENGAGEMENT resources to position the reader. These differences reveal different bases for argument and legitimization of knowledge in the subjects and have implications for literacy pedagogy in the senior schooling context.

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Contrasting mood and transitivity choices in new and established members' posts to an online support group

Discourse socialisation within online communities—that is, the process whereby a new user is exposed to and potentially comes to adopt the normative discursive practices of a group—is an emerging area within computer mediated discourse research. Research has shown that online communities may have distinct normative cultures and discourses to which new users are expected to comply, with non-compliance potentially resulting in social sanctions.

Though it has been noted that online support groups typically exist for the twofold purpose of providing social support (i.e. interpersonal meanings) and health information (i.e. ideational meanings), to date, systemic-functional linguistics has not yet to be employed for online discourse socialisation research. A second issue is that despite the size, organisation and accessibility of online communities, the use of corpus linguistics as a means of validating qualitative findings concerning socialisation remains uncommon.

In this paper, I present findings from my PhD research, which involves tracking changes in group members' lexicogrammar (specifically, their mood and transitivity choices) as they become sustained members of the online community. By mapping these changes against a corpus of first contributions to the board, as well as a corpus of sustained members' posts, I examine the extent to which users come to comply with discursive norms of the target group, and the ways in which this compliance is realised through differing frequencies of mood (such as modalisation and modulation) and transitivity features (the distribution of process types, the participants involved, and the circumstances in which they take place).

Ursula McGOWAN
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Old texts and a new challenge: accessible genre analysis for reducing inadvertent plagiarism in higher education

A perceived rise in the incidence of plagiarism among higher education students in Australia is by now an 'old' story. The fact that international students are particularly vulnerable to being censured for inappropriate intertextuality in their written assignments is also well known: copied items within assignment texts are readily recognised when abrupt changes occur in grammatical and lexical choices. Discussion that this form of plagiarism may not only be unintentional, but that it can be due to 'cultural differences' or 'inadequate English', has also been widespread in the literature; as are remedial measures that include genre-based, discipline-specific language courses or workshops.

A new challenge is to minimise inadvertent plagiarism by the induction of all students into the culture and language of each discipline, and making genre analysis accessible to students in terms of its four facets, field building, deconstructing model texts, joint construction and independent construction. Students learn how to (i) read a well structured academic article for content (ii) use this reading to model the linguistic features that are commonly employed for appraisal in text, (iii) apply the identified language of appraisal jointly in class and (iv) independently apply the approach in an associated assignment, with the objective of re-applying genre analysis to multiple texts and in other, varied disciplines.

The questions to be discussed is whether potential benefits of meeting the challenges of minimising inadvertent plagiarism through more broadly accessible genre analysis will outweigh the real or perceived burden that this approach imposes on discipline lecturers.

Sonja MOLNAR
University of Salzburg

Ad-volution: the systemic development of advertisements

Despite evidence of its ancient origins, the early days of modern advertising are commonly ascribed to the mid-/late seventeenth century. Ever since, advertisements have undergone a variety of rhetorical and functional changes - adapting in style and structure to the continuous, often radical, economic, social, political and technological developments in society. Yet the majority of linguistic research has so far only concentrated on the most overt textual transformations such as sentence length, use of humour or adjectives (Gieszinger 2001; Görlach 2002; Gotti 2005). Little attention has been attributed to the underlying language system and to what extent these transformational processes have had an influence on the genre. The aim of this paper, as part of a larger dissertation project, is thus to provide a systemic network of advertising discourse, while further specifying the rhetorical evolution of this text type. Based on the SFL approach (Halliday 1994; Halliday/Matthiessen 2014; Thompson 2014), a small corpus of selected British and American print advertisements, covering 400 years of advertising history, will be analysed. As the importance of visual representation has increased over time, a semiotic investigation of these texts according to SF-MDA (Royce 1998; Cheong 2004; Kress/van Leeuwen 2006; O'Halloran 2009; Liu/O'Halloran 2009) cannot be neglected.

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Alison MOORE

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Making it okay to shoot Bambi: creating a discourse space for conservational hunting in the Illawarra

The representation of animals in the media and public policy is becoming an increasingly visible site of contestation. The Australian public, for instance, shows a remarkable interest in animal welfare around certain issues (e.g., whaling, live export) but the network of human meanings, arguments, discourses and practices on which animals' lives and experiences depend has barely begun to be examined by linguists and discourse analysts.

Representations of 'pest' animals in the media and public policy are a good example: concerns about animal species dominate public discourse at the expense of the individual animals involved, with rhetorical and linguistic devices used to manipulate public perceptions of perceived threats to a particular environment. The poor animal welfare outcomes that often arise go largely unexamined by the public.

We report on a study of the relation between articles published in the *Illawarra Mercury* local newspaper from 2007 to 2010, and subsequent community consultation and policy development around 'feral' deer. The *Mercury* data is local but it exemplifies, invokes, and reinforces a more global 'configurative rapport' (Whorf 1956) between speciesist discourse and practice. In the paper we present a close analysis of linguistic patterns as they cluster and change across the news cycle and get refashioned in the public policy document, showing how deer are vilified through eco-nationalist discourse, then recreational hunters are positioned as a noble solution to a problem, all while hunting lobbyists simultaneously have been pressuring the NSW Government for more shooting privileges.

Representing a national education policy in a national English newspaper: A case study of an Indonesian English-language Newspaper

The Jakarta Post is a prestigious, leading English language newspaper in Indonesia, and Tarrant (2008) refers to it as the portal to Indonesia for the world. Since its early years of publication, *The Jakarta Post* has adopted a sense of political credibility by occasionally publishing sensitive stories which criticized government and its policy (Hill, 1994; Tarrant, 2008; Toruan, 2003; Hamer, 2013). In addition, as a newspaper written in English, which is considered as a foreign language in Indonesia, Tarrant (2008) argues that *The Jakarta Post* has a little more room to push parameters of press freedom in the country.

Ujian Nasional (National Examination) is one of Indonesian Government's policies at primary and secondary levels of education which generates intense debates since it commenced in 2003. This study examines how *The Jakarta Post*'s reporters represent *Ujian Nasional* in the 31 front-page lead stories from 2003 up to 2013. According to White (1997), the 31 news stories can be categorized as 'hard news' because they appear as the major story on the front page of the newspaper and report on a significant 'reversal of fortune' for those involved as well as any significant breaches in *Ujian Nasional*. The analytical tools used are appraisal analysis (Martin and White, 2005) and rhetorical structure of hard news in English (White, 1997, 2000). This study also serves to contribute to the understanding of newspaper reporting in English language newspapers by non-English writers, whether it bears similar or different features as newspaper reporting written by English writers.

Harni Kartika NINGSIH

University of Sydney

EFL Bilingual Pedagogy Programming in Indonesian Multilingual Classrooms

The paper examines the use of bilingualism in EFL bilingual pedagogy programming in Indonesian multilingual classrooms. Bilingual education has been argued to have many benefits (Cummins & Swain, 1986) in that the use of dual-language instructions should be encouraged particularly in multilingual classrooms (Lin & Man, 2009; Emilia, 2011). It is also argued that being bilingual means dealing with inevitable L1 interference in writing and speech (Grosjean, 2008).

The context of the paper is an action research project focusing on the implementation of a bilingual program in that bilingualism becomes a designed teaching/learning strategy. The program is an intervention carefully designed to explicitly use Bahasa Indonesia and English in the teaching/learning cycles.

The paper first outlines the program which is adapted from the Reading to Learn Program (Rose, 2013; Rose & Martin, 2012). The program is implemented in Year 8 (12-13 years old) in two different school levels. The classroom discourse drawn from the program is then analysed by capturing the complexity of the curriculum genres (Rose & Martin, forthcoming; Rose & Martin, 2012; after Christie, 2002) in which the interplay of Bahasa Indonesia and English is displayed. This paper then outlines the students' (EFL) language development as seen in their writing (Christie & Derewianka, 2002; Christie, 2012). This paper concludes by proposing a principled way of using L1 as a resource for teaching English literacy across subjects in Indonesian multilingual classrooms.

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Thitirat RAKLAO

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Coherence in narrative discourse of schizophrenic speakers: A cohesion analysis

Since Rochester & Martin (1979) reported their study on schizophrenic discourse using cohesion analysis in *Crazy Talk*, the studies in this area and other linguistic disciplines has become widespread. It has long been observed that schizophrenic speakers display peculiar language performance, considerably in the levels of semantics and pragmatics. Accordingly, schizophrenia is difficult to diagnose whether the patients adopt thought disorder (TD) or not. Although, several diagnostic assessments of thought disorder have been proposed, the assessment depends largely on the psychiatrist during a psychiatric interview. Therefore, despite the significant language dysfunction of schizophrenic speakers and the vagueness of language assessment of thought disorder in schizophrenia, the researcher applies three linguistic frameworks to this present research: Halliday & Hasan's cohesion, Grice's cooperative principle and theme analysis, which includes the analysis of participant reference and storyline following Longacre. The primary aim is to measure the overall coherence in narrative discourse of individual diagnosed schizophrenia. In doing so, the researcher chooses schizophrenic speakers who are asked to produce a narrative after viewing a wordless picture book. Using this method, this research aims to analyse and explain narrative discourse produced by the subjects. The researcher further group subjects into two groups according to the analysis in order to find out whether one of these group shows sign of thought disorder. The findings are discussed according to the interview with the psychiatrists. The prime benefit of this research is aimed to be one of the additional clarifications to access language of schizophrenic speakers.

Kent Kerwin A. RAMOS

University of Sydney

Grammatical metaphor and the Intellectualisation of Filipino

The language of science has enabled us to develop theories assisting humanity to advance technologically and extend one's knowledge. In The Philippines, Spanish was the language of science and technology, and is now replaced by English. Since the development of Filipino as the National Language of The Philippines, efforts such as intellectualisation have been made for the eventual replacement of English in all domains including science and technology. Intellectualisation is a process that shapes a language to make it possible for precise and rigorous abstract statements and complexity of thought necessary for scientific speech. Similarly, grammatical metaphor creates virtual phenomenon, which exist solely on the semiotic plane making them powerful abstract tools for thinking with. My thesis will examine grammatical metaphor as a phenomenon in the intellectualisation of Filipino. By conducting a preliminary text analysis of a physics article and linguistics textbook in Filipino, this paper aims to describe grammatical metaphor in Filipino and explore the issues the grammar of Filipino faces in becoming an intellectualised language. In exploring grammatical metaphor in Filipino becoming and intellectualised language, what are the implications?

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Individualizing space: art galleries, the logical metafunction, and the contribution of users' movement

This paper foregrounds the logical metafunction in relation to the analysis of a privately-funded art gallery, The White Rabbit Gallery, Sydney, analyzing the way the interconnection of micro-spaces creates meaning. In this chapter, we showcase the user as a key meaning-maker in spatial texts, arguing that, while the existing fabric of the gallery actively constructs social meanings, so too does the users' actual use of that space, in terms of how users choose to move through that space, thereby making logical connections between different areas of the spatial text. We thus argue that space and user make meaning together through the notion of intersemiotic complementarity, bringing the static text to life. This paper is based on the social-semiotic approach to visual texts of Kress and van Leeuwen (2006) and draws heavily on the work of McMurtrie (2011, 2013).

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Recontextualization in the printed media genres: An analysis of the representation of facts and social actors

In this paper, I investigate the representation of two facts involving the famous goalkeeper Bruno Fernandes and the young Wellington Menezes, which received great prominence in Brazilian and international media. One of the facts is the murder of Eliza Samudio, girlfriend of Bruno Fernandes, occurred in 2010; the other is the murder of several people by student Wellington Menezes, occurred at a school in Realengo in 2011. Two texts are analyzed of each of the following journalistic genres: report; news; editorial; opinion article; and reader's letter. I based on the theoretical framework of Critical Discourse Analysis (FAIRCLOUGH, 2003; VAN LEEUWEN, 2008) and the proposal of Van Leeuwen (1996) for the analysis of the experiential component of the ideational metafunction (HALLIDAY, 1985), specifically by applying an inventory of socio-semantic categories for analyzing the representation of social actors. This work is quali-quantitative and it has descriptive-analytical nature. The results have a predominance of a representation of social actors by active and personal way, and a classification in a specific way, according Van Leeuwen (1996). These choices contribute to the construction of a representation of the two actors, Wellington and Bruno, as the main agents in cases of murder, namely as guilty for what happened. However, in the "Realengo case", there is another representation of social actor Wellington: as a victim of all that he lived within and outside the school. The research illustrates the productivity of analyzing how a same fact, in a recontextualized way, may be represented differently in different genres.

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Knowledge, identity and pedagogy: mapping curriculum genres

I will present an analysis of pedagogic practice using genre and register theory, that displays the functions of pedagogic activity at the scales of learning activities and teacher/learner exchanges, the structures of pedagogic relations between teachers and learners, the knowledge that is exchanged between them, and the semiotic modalities through which knowledge is exchanged. I will show how this analysis can be applied to any pedagogic practice, from mother tongue language learning, through classroom discourse in the primary school, to bilingual education and academic practice. The analysis shows precisely how instructional practices achieve their pedagogic goals, how effectively they do so, and how effective or ineffective they are for different students. The analysis also shows how instructional practices realise regulative practices, in Bernstein's terms, how they create social order, relations and identities. Finally the analysis enables us to precisely redesign instructional practice to achieve various pedagogic goals.

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New Texts, Broader Perspectives

As more diverse perspectives are constructed and shared through contemporary historical texts written for children, it is evident that students need to be apprenticed into the field of historical inquiry through close investigation of the field of particular events and their participants.

In order to do this, students need a clear understanding of the context of culture and situation in which texts are constructed and how the repertoire of the 21st century student aligns with the values and attitudes revealed through texts (Christie and Derewianka, 2008). In order to achieve this a clear metalanguage is required for talking about choices made in texts (Halliday and Hasan, 1985, Derewianka, 2011, Droga, Humphrey and Feez, 2012).

This paper is targeted at teachers and aims to raise awareness of the experience and language students bring to text and how this fits with the experience constructed by the composers of texts based on historical events. Using tools from systemic functional linguistics, the participants represented in texts will be considered in terms of how language choices construct different versions of historical events as well as a range of perspectives. Texts such as those written by Jackie French and Nadia Wheatley will be considered with other examples of historical fiction and non-fiction written over time. As a result of the exploration of language choices in texts some practical classroom strategies will be considered.

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Teaching L2 Spanish at university level: A functional approach to developing academic literacy in a teaching curriculum

This paper responds to an internationally recognised need to re-examine approaches to the teaching of foreign languages from the perspective of curriculum design to pedagogy, as this field has not taken into account major developments in linguistic theory over the past 30 years, leading to students' L2 skills not being as advanced as they might otherwise be and thus constraining their ability to use the L2 for academic or professional purposes (Byrnes, 2009, 2013; Colombi, 2009). Thus a major incentive to reach an advanced level is lost when academic literacy development is not offered. The paper reports on the progressive reshaping of curriculum and pedagogy from the perspective of genre within Systemic Functional Linguistics (SFL) as it is the theoretical approach taken in the Spanish and Culture major at the University of Technology, Sydney (UTS). It aims to address the challenges that students face in advanced language classes. Importantly, it makes explicit how different registers of language are purposively constructed and how a progression towards higher levels of advancement in language teaching is achieved. The paper concludes that students' success in developing advanced literacy in Spanish is connected with their awareness of discourse semantics and lexicogrammatical features such as nominalisation. This positive outcome counters the view that a high level of academic writing is not attainable in a foreign language, thus giving students the confidence to develop Spanish for use in their future professional spheres.

Masaki SHIBATA

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Differences in manifestation of causality between Japanese and English academic articles

Typological differences between languages have been a much debated topic in linguistic studies. Despite their usefulness in understanding syntactic features of various languages, such contrastive analyses have yet to thoroughly explore semantic variation among languages, which may cause awkwardness when using a second language. This situation may stem from the fact that a large number of contrastive studies have eclectically examined isolated areas of language variation either from syntactic, morphological, or from pragmatic perspectives. Viewing this issue from another angle, Systemic Functional Linguistics (SFL) focuses on language from a multi-dimensional perspective, where language is a realization of both interpersonal, textual, and social contextual factors. In recent years, SFL has demonstrated its applicability to neglected areas in applied linguistics such as translation studies and foreign language pedagogy. On par with current SFL research concerning languages of various text types or genres, the purpose of this study is to investigate the ways in which the concept of causality is realized in syntactically distinct patterns and how such syntactic variations serve different discourse functions in Japanese and English academic articles. From the various realizations of causality, this research focuses on explicit logical and ideational causality and their lexicogrammatical realizational patterns and functions as used in published journal articles in the field of linguistics. The results indicate that Japanese expresses the causality by use of explicit logical conjunctions, whereas English tends to use more ideational causality expressed through various lexicogrammatical items other than conjunctions.

New texts and new challenges in SFL-based translation teaching

Translation may be defined as "text-induced text production" (Neubert & Shreve, 1985). When interpreted this way, translating means not simply more-or-less reproducing an old text -- by creating a "version" (or "cross-language variant") of it -- but producing a new one, while remaining subject to a tight set of constraints. The constraints pose high and special challenges for all translators; but for students still engaged in learning 'how' to translate, the challenges often come with the additional discomfort of being new.

Depending on the cultural background and previous practical and theoretical experience of students of translation, they may dismiss an SFL-based approach to translation as culturally foreign, or as faring somewhat poorly when subjected to a crude cost-benefit analysis. The challenge for teachers of translation thus extends to anticipating the perceived foreignness of the combination of systemicity with functionalism, and countering it by performing emergency cross-cultural transfer as necessary, while continuing to come up with didactically valuable examples of how SFL can help to improve the students' own performance.

In this presentation I describe the challenges involved in using SFL in a postgraduate translator training programme in Europe. The students are all French-speaking, and as such are more comfortable with bistratal, content-and-expression models of language, thus suggesting (if not mandating) a Hjelmslevian approach. On the other hand, the wisdom of the times is tending to frame all work in the humanities within a broader evolutionary perspective; here, a Firthian, tristratal approach is well-placed if the task is to confront students with social-materialist approaches that may take them beyond their comfort zone entirely.

Anne THWAITE
Edith Cowan University

Register analysis with "Multimodal Analysis Video": A case study

This paper will present the results of an investigation into using the software *Multimodal Analysis Video (MAV)* (O'Halloran, 2013) to analyse video data collected for the *Language in Contexts* project (Thwaite et al., 1996). The aim is to explore the affordances provided by the software in describing different registers and developing a spoken discourse analysis to incorporate aspects of multimodality.

Having previously used the *Systemics* software (O'Halloran, 2011) and examined the *UAM Corpus Tool* (O'Donnell, 2011) for spoken discourse analysis, I have aimed to expand the scope of my work towards Multimodal Discourse Analysis (MMDA), following Kress & van Leeuwen (2001). To that end, I have investigated programs including *Artichoke* (Fetherstone, 2011), which is multimodal but not systemic, and O'Halloran's *Semiomix*, which is multimodal and systemic, but rather complex. The simpler *Multimodal Analysis Video* seems very suited to my work.

The video data includes seven different registers: a selection from these will be presented in the paper. The data has been analysed using Speech Function (e.g. Halliday, 1994, pp. 69-71; Rose & Martin, 2012, pp. 292-5) and Exchange Structure (e.g. Ventola, 1987). An intonation analysis of part of the data was completed by Halliday & Greaves (2008); the aim is to include this in the description. Aspects of MMDA, such as proxemics, posture, movement (e.g. Martinec, 2000), facial expression and gaze will also be included. An attempt will be made to describe the interaction of 'verbiage' (Martin & Rose, 2007, p. 262) with some of the other semiotic systems.

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Semiotic space in multimodal storytelling: the case of *Gorilla*

What is so good about Anthony Browne? His picture books are popular among kids, early childhood to primary educators and academics. In this paper, I argue, one of his many charms lies in the creation of 'semiotic space' for readers to fill in with evaluation, interpretation and imagination. How is this 'space' created? This paper provides an analysis of semiotic choices made in interpersonal systems of VERBAL AFFECT (Martin & White, 2005), FACIAL AFFECT (Tian 2011, forthcoming), VISUAL FOCALISATION (Painter 2007), AMBIENCE (Painter 2008) and SOCIAL DISTANCE (Kress & van Leeuwen 2006) in the characterization of 'Hannah', 'father' and 'Gorilla' in Browne's book *Gorilla*.

For example, at the beginning of the narrative, image and text converge to negatively represent the character of 'father'. Consider VERBAL AFFECT: no affect is inscribed in depicting 'father', however, negative judgment is invoked through the repetitive use of '(father) didn't have time (for Hannah, his daughter)'.

Looking at FACIAL AFFECT, the representation of 'father' goes through the transition from a generic representation of negative facial affect to near minimalist neutral affect, and finally no face is shown at all. 'Father' is becoming colder and more distant, changing from a human with flesh and blood to an abstract concept.

Adjusting the lens to see VISUAL FOCALISATION, here we have an instance where the images provide 'simultaneously a reader perspective and a character focalized perspective' (Painter 2007:47). The 'father' and his emotions are seen through the daughter Hannah's perspective while readers are positioned to view along with her. Is the 'father' intrinsically cold? Distant? Irresponsible? Emotionally detached? Or, is this simply Hannah's coloured and distorted view? This is the semiotic space readers are invited to fill in with their own evaluations.

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Allegory in Australian “New Writing” – 1974

Peter Carey could be the next Australian-born writer to receive the Nobel Prize in literature, possibly due to his “astute observations on post-colonialism” (Snodgrass, p. 292), or perhaps because his unique writing style – developed during a career spanning over 40 years – is simply outstanding. Carey, along with other writers including Frank Moorhouse and Murray Bail, was a key figure in the Australian “new writing” movement of the 1970s. These exciting “new” writers of the time demonstrated a daring departure from literary conventions that had previously dominated Australian literature, famously described by Patrick White as the “dreary, dun-coloured offspring of journalistic realism” (White, 1958[1989], p. 16). Although Carey is now a renowned international author, it was his experimental short fiction published early in his career that established him as a major contemporary writer. Interestingly, though, the significance of his early work has, by and large, eluded the attention of academics in both literary and linguistic circles. In particular, the short story *Conversations with Unicorns* (1974) is a fascinating yet understated early example of Carey’s famous postcolonial discourse. It was new type of text posing new challenges for interpretation which are still relevant today. The story entails power relations between two cultures in contact, foregrounding non-literal meanings and ambiguity. Applying systemic functional stylistics, and with particular reference to the work of Halliday (1971[2002]) and Leech and Short (2007), I argue that Carey’s linguistic choices in *Conversations with Unicorns* construe a double-allegory of imperialism.

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Grammatical complexity of English textbooks: A comparative study of two book levels: elementary and pre-intermediate

Textbooks are considered the backbone of education. They serve as the main teaching tool in the curriculum, having great impact on teaching and learning and effectively contributing to the improvement of educational quality (Besser, Stone, & Luan, 1999). Choosing an appropriate textbook for a course in the diversified English Foreign Language (EFL) textbook market has become harder (Minoo & Nikan, 2012). This study investigates linguistic complexity in English textbooks used in the teaching of English as a second or foreign language to speakers of other languages. It employs systemic functional grammar as the main theoretical framework to examine grammatical features in reading passages. The focus of the study is the investigation of the four grammatical features which are considered the typical complexity of written language namely, lexical density, nominalisation,

grammatical metaphor and thematic structure (Halliday, 1985a, 1985b, 1994; Halliday & Matthiessen, 2004, 2014). The presentation reports on findings of an on-going Ph.D research on linguistic complexity in two English textbooks at elementary and pre-intermediate levels. The results will provide criteria in choosing English texts or textbooks, which are based on the grammatical features.

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Exploring knowledge and knowers in a literacy intervention

This paper explains some of the challenges involved in attempting to engage secondary school teachers in a literacy research intervention. The overall aim of the research was to identify the literacy demands of two disciplinary subject areas in senior secondary schooling, Business Studies and Music. To gain a practical understanding of these disciplinary literacy practices, the research also included an intervention with five teachers and their Year 11 classes. During the intervention, teachers with limited knowledge of language were exposed to new knowledge about writing and asked to share this knowledge with their students in new lessons. The prospect of teaching these new lessons triggered varying levels of engagement from teachers, ranging from full, enthusiastic participation to disinterest and disregard for the lesson plans. To explain why the intervention was embraced by some teachers and resisted by others, a sociological perspective provided by Legitimation Code Theory (Specialisation) interprets the intervention as a series of 'code clashes' and 'code matches' (Maton, 2014). This analysis shows, firstly, the importance for literacy educators attempting an intervention to understand the Specialisation code of their own research, and also to be alert to teachers' Specialisation codes before proceeding. In this way, this paper aims to shine a light on the conditions for the effective teaching of disciplinary literacies and on the challenges of research in literacy education.

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Widhiyanto

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Academic Writing in different contexts: Writing for 'negotiating' versus for 'reporting'

This paper concerns the characteristic distinction found in two undergraduate dissertations written by a Native-English and an Indonesian student writers. It reports on research which investigates the way these undergraduate student writers coming from different contexts construct and negotiate meaning in their academic texts. The research draws on resources within the APPRAISAL system of

Systemic Functional Linguistics to explain how they employ linguistic choices to establish discipline-related meanings, engage with others and assume authority. The data comprises linguistic resources in the discourse semantic level which are analyzed through the systems of ATTITUDE, ENGAGEMENT and GRADUATION. The results show that the native-English student writer tends to mutually engage with readers throughout her writing in particular ways. The complex negotiation with external academic sources includes “bringing them in”, tactically evaluating them, and thoughtfully integrating them in the argument as it develops. In contrast, the Indonesian student writer is likely to report what she has done in her research and pay little attention to the readers’ presence. She tends to employ external academic sources to merely support her argument without evaluating them. Pedagogically, the findings suggest that the Indonesian student writers need to be explicitly exposed to and taught the ways to engage with outside sources as well as the readers and deploy linguistic resources accordingly.

Ingrid WIJEYWARDENE

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Rhetorical and represented agency in the 2006 Thai coup

The 2006 coup in Thailand was a significant event in a conflict that continues to be played out on the streets of Bangkok, eight years later. This paper discusses a dual notion of agency – a rhetorical and a represented agency – in three texts produced shortly after the coup in order to better understand the nature of the intervention by different public intellectuals in a political context that is characterised by conflict and in which open discussion of the Thai monarchy or of ideas propagated by the monarchy is severely constrained by the *lèse majesté* law. We need a dual account of agency if we are to account for intellectuals’ deployment of genres of argumentation to engage readers and (simultaneously) to represent participants and events in particular ways to advance their ideological positions while avoiding any perceived criticism of the monarchy or the elite.

This dual notion of agency is not new. In SFL, Halliday (1978) distinguishes two levels of field – the social act of the rhetor and the social acts that are represented in the text. Van Leeuwen (1993) uses the SFL concepts of genre to analyse “discourse as practice”, and field to analyse “discourse as representation”. This paper follows in the same vein by investigating how the writers of the texts act as rhetorical agents through an analysis of the generic structure of the three texts and how they represent various social actors and events through experiential meanings in the texts in order to advance their own arguments.

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A Multimodal Study on Satire and Humour in Political Caricatures: A Functional Approach

Multimodality involves more than one modality or semiotic system. Caricatures, consisting of images, verbiage and/or colours, are one kind of multimodal texts. They naturally develop a connection with politics. The genre of political caricatures is rich in humour and satire. Four cartoons are selected from the cartoon section of *The Sydney Morning Herald*, basing on two entry conditions: firstly, it is about political figures. Secondly, it contains no less than two visual semiotic systems, which may involve verbiage, image and colour. The research is to focus on the possible semiotic systems, i.e. that of image, language and colour to explore their individual and interactive affordance in the meaning-making process from a social semiotic perspective. The analysis will rely on the model of metafunctions, the discourse semantics and the grammar of visual design within the

Systemic Functional Linguistics. A pattern of meaning resources in political cartoons is expected to be outlined.

Dai Fei YANG

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The Convergence of Systemic Functional Linguistics and Pattern Languages

New challenges of connecting Systemic Functional Linguistics (SFL) to other disciplinary research provide new opportunities in Higher Education. This study presents a significant convergence of the theories of SFL (Halliday, 1978; 1994) and Pattern Languages (Alexander, 1979). SFL is centrally concerned with how language is used within cultural and social contexts for communication while Pattern Languages (PLs) theory is concerned with the social functions of the built environment. This paper reports recent work by Yang and Goodyear (Goodyear & Yang, 2008; Yang, 2007; 2010; Yang and Goodyear, 2014) and how they set out to prove in the first instance, that it is possible to use these two theories to develop a framework for language research. It is postulated that this aim can be achieved in a twofold manner: first by detailed literature review of the theories to establish the deep connection; secondly, principles and the format of PLs are used to capture linguistic resources for the description and explanation of languages. This will enable educators to share existing, as well as new knowledge and experience of their work. The application of PLs in educational context is reasonably new, in particular for SFL. The pilot work provides some foundation for future work in the field.

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Positioning the victim: An Appraisal analysis of newspaper reporting of Shia persecution in Pakistan

Islam is divided into a number of sects. The two largest groupings are the majority Sunnis and the minority Shias. For much of the history of Islam, the Sunnis have been politically dominant, exercising political control in many Muslim nations. This has led to accusations of the persecution of Shia minorities. Pakistan, an officially Islamic nation where Sunnis are the overwhelming majority, is one such state. There have been numerous accusations of persecution of the Shia community, with

some bodies claiming this has been carried out with the complicity of the state. World human rights bodies such as the Amnesty International, Human Rights Watch, Asian Human Rights commission, and International Crisis Group have pointed to the killing of Shias in Pakistan and have alleged that the government is either complicit or indifferent. What is the role of newspapers and journalism in this scenario? This paper seeks to examine the part played by Pakistan's mainstream newspapers in positioning their readers to the Shia killing. The focus of this paper is "hard" news reporting which is supposed to be least evaluative. Using the Appraisal framework developed by Martin and White within Systemic-Functional Linguistics (SFL), this paper seeks to uncover how 'factual' news reports deny, obfuscate, or justify Shia killing in Pakistan by the use of both explicitly evaluative language (inscribed attitude) and implicitly evaluative language (invoked attitude).

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Searchable Bonds: Hashtags and affiliation

The drive to make our discourse readily findable by others has become a prominent social process, realised by a range of online communicative practices associated with social media. A key semiotic resource integral to microblogging is the hashtag, a form of social tagging that allows microbloggers to embed metadata in posts. This 'conversational tagging' (Huang, Hornton, & Efthimiadis, 2010) supports forms of ambient communion that arise out of the ability to find what other people are talking about in quasi-'real-time'. While popularly thought of as topic-markers, hashtags are also able to construe a range of interpersonal meanings in social media texts. This paper draws on Knight's (2010) model of affiliation to explore the social bonds realised in hashtags, focusing on instances where these tags are used to mark humorous bonds 'laughed off' by the microblogger. In order to explore such 'ambient affiliation' (Zappavigna, 2011, 2012), I employ corpus based discourse analysis of a 100 million word Twitter corpus.

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Reading for meaning in a text-based curriculum: Investigation of text-based teaching in an academic/IELTS preparation class

This paper reports on an investigation of students' development of comprehension of texts through extensive reading and analysis of authentic texts. In text-based instruction students read authentic texts to extend their discourse resources for the expression of ideas, for knowledge-building and for analysing the lexico-grammar in texts. The theoretical basis for the study is Halliday's (1978)

Language as a Social Semiotic, Maton's (2004) Knowledge Structures, and Feez and Joyce's (1998) Text-based Syllabus Design, and Mikan's (2012) Text-based Curriculum Design. In a study of response validity of the IELTS writing module, Mikan (2006) proposed a focus on text types in IELTS preparation programs. This concept has informed the study, which addresses the question:

What do students gain from extensive engagement with texts in terms of IELTS score and reading comprehension?

The study was conducted in an English Language College in South Australia in an IELTS preparation/academic English course taught over 10 weeks. Students from different European countries were enrolled in the course. Text-based lessons were prepared, taught, recorded and transcribed to document students' reading and understanding of texts. The evaluation of students' reading experiences was based on analysis of IELTS reading module tests, on interviews to evaluate student experiences, and on responses to a text-based, reading curriculum.

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Multimodal semiotic recontextualization from picture books to television

A desire to promote reading and children's literature and thereby respond to anxieties associated with children's increasing engagement with TV and other screen-based media has led to the emergence and continued presence of TV programs for preschool children in which picture books are read to the audience. While such programs have existed for decades, little is known about the ways in which they recontextualise print-based picture books for the screen through the addition of semiotic resources such as sound and animation. This paper explores this recontextualisation through the systemic functional critical multimodal discourse analysis of a small number of episodes from *Bookaboo*, a popular educational TV show that features book reading. In each episode, the rock puppy drummer Bookaboo only agrees to go on the stage after he is read a picture book by a celebrity presenter.

The analysis combines SF tools for analysing language, visual and multimodal interaction (e.g. Halliday & Matthiessen, 2014; Kress & Van Leeuwen, 2001, 2006[1996]; Painter, Martin, & Unsworth, 2013) with Van Leeuwen's (2008) framework for critical discourse analysis. Specifically, the analysis is underpinned by Iedema's (2001, 2003) concept of 'resemiotization' and examines the changes in meaning resulting from the recontextualisation of picture books from one medium into another (print to film), which may involve substitutions, deletions, rearrangements and additions of different semiotic resources and multimodal patterns (cf. Van Leeuwen, 2008).

After presenting the results of the analysis of *Bookaboo*, and thereby also the first steps towards developing a framework for analysing the resemiotisation of picture books from print to TV, this paper concludes with a discussion of what they reveal about the potential of TV shows such as *Bookaboo* to support children's emergent literacy.

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The establishment of conflicts and solutions between June and her mother in *The Joy Luck Club*

Some films leave deep memories on audiences while others are not. How those deep memories are achieved by the former group? As a matter of fact, there are plenty of ways that filmmakers can apply for---plots, expectations, conflicts, solutions and so on so forth.

In this presentation I will draw on social semiotic theory (van Leeuwen 1991 & 2005, Bateman, & Schmidt 2012, Tseng 2008, Ekman 1975, Cléirigh 2009, Martinec 2004, Martin 1983 & 1992) to explore the multimodal realisations of conflict and resolution in four episodes of the feature film *The Joy Luck Club*. The study focuses in particular on how body language and facial expression, alongside language, are deployed by the filmmaker to number of strategies are identified in the four episodes. Focusing on textual and interpersonal meaning in particular, the study explores whether body language and dialogue cooperate or differentiate meanings and whether a number of strategies can be identified.

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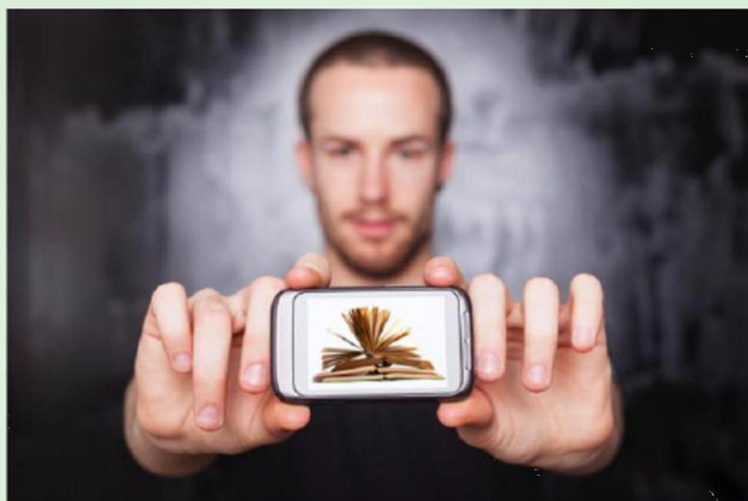
LINGUISTICS, LITERATURE & VERBAL ART: INHERITANCES AND DEVELOPMENTS

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Literature in general and stories in particular have played a significant role in the history of Systemic Functional Linguistics (SFL). For example, Michael Halliday's (1971) reading of *The Inheritors* by William Golding has been credited with turning many people on to SFL. And, Halliday (1978) also used his analysis of James Thurber's 'The Lover and his Lass' to exemplify the sociosemantic nature of discourse.

This conference, therefore, puts story, literature and 'verbal' art front and centre. What role has literature played in the development of SFL? What does SFL offer researchers and teachers in understanding how stories and other types of literature work? How can it be used to improve our ability to read and write literary texts? What developments are occurring (or required) to better understand the workings of long-form and multimodal literary texts? What do 'literature' and 'verbal art' mean in 2015? How concerned should SFL even be with literature anymore?

However, we would also love to hear researchers' own stories as they use SFL to explore a range of texts in a wide variety of contexts.

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