

# ASFLA2021 Conference Program



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## Welcome

We are delighted to welcome you to the 2021 ASFLA Conference, hosted by The University of Queensland Business School.

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the various lands on which we meet. We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country. We recognise their valuable contributions to Australian and global society.

## ASFLA supports the Uluru Statement from the heart

*We, gathered at the 2017 National Constitutional Convention, coming from all points of the southern sky, make this statement from the heart:*

*Our Aboriginal and Torres Strait Islander tribes were the first sovereign Nations of the Australian continent and its adjacent islands, and possessed it under our own laws and customs. This our ancestors did, according to the reckoning of our culture, from the Creation, according to the common law from 'time immemorial', and according to science more than 60,000 years ago.*

*This sovereignty is a spiritual notion: the ancestral tie between the land, or 'mother nature', and the Aboriginal and Torres Strait Islander peoples who were born therefrom, remain attached thereto, and must one day return thither to be united with our ancestors. This link is the basis of the ownership of the soil, or better, of sovereignty. It has never been ceded or extinguished, and co-exists with the sovereignty of the Crown.*

*How could it be otherwise? That peoples possessed a land for sixty millennia and this sacred link disappears from world history in merely the last two hundred years?*

*With substantive constitutional change and structural reform, we believe this ancient sovereignty can shine through as a fuller expression of Australia's nationhood.*

*Proportionally, we are the most incarcerated people on the planet. We are not an innately criminal people. Our children are alienated from their families at unprecedented rates. This cannot be because we have no love for them. And our youth languish in detention in obscene numbers. They should be our hope for the future.*

*These dimensions of our crisis tell plainly the structural nature of our problem. This is the torment of our powerlessness.*

*We seek constitutional reforms to empower our people and take a rightful place in our own country. When we have power over our destiny our children will flourish. They will walk in two worlds and their culture will be a gift to their country.*

*We call for the establishment of a First Nations Voice enshrined in the Constitution.*

*Makarrata is the culmination of our agenda: the coming together after a struggle. It captures our aspirations for a fair and truthful relationship with the people of Australia and a better future for our children based on justice and self-determination.*

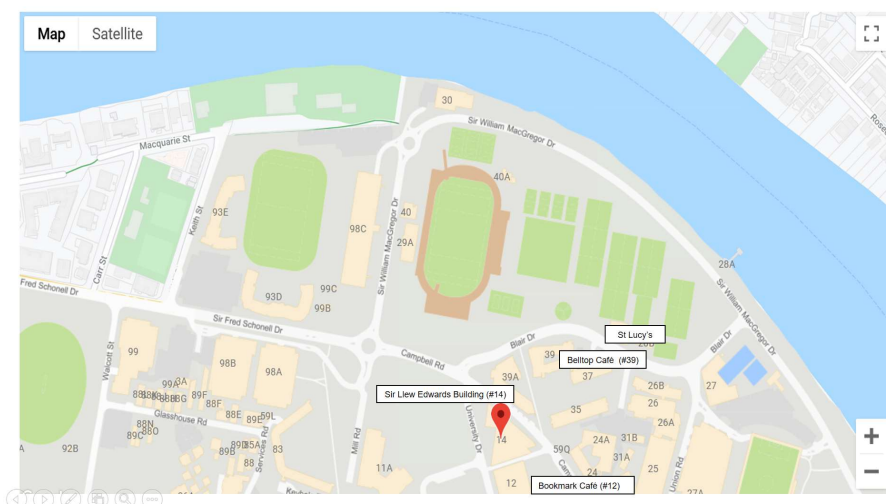
*We seek a Makarrata Commission to supervise a process of agreement-making between governments and First Nations and truth-telling about our history.*

*In 1967 we were counted, in 2017 we seek to be heard. We leave base camp and start our trek across this vast country. We invite you to walk with us in a movement of the Australian people for a better future.*

## Location

ASFLA 2021 will meet in hybrid mode:

- all sessions will be conducted via Zoom (see program below for individual links), and
- a small number of sessions will be held concurrently on Zoom and in-person at the UQ St Lucia campus, in the Sir Llew Edwards Building (#14).



## Catering

As the majority of conference delegates will be attending virtually, ASFLA2021 will not be a catered event. However, we do encourage you to settle into Zoom sessions with your preferred brew in a favourite mug.

If you are on campus, there are various catering options within close proximity to the Sir Llew Edwards Building, including

- *Bookmark Café*, Level 1, Central Library (#12) – coffee, soft drinks, baked goods
- *Belltop Café*, Level 3, Colin Clark Building (#39) – coffee, soft drinks, sandwiches, baked goods
- *Saint Lucy's*, next to the Tennis Courts. – licensed venue, pizza, meals, baked goods

## UQ Visitor wifi

Any visitors to campus can use the UQ Visitor wifi network for basic tasks like checking email. To connect, go to your wifi settings and select '**Visitor-UQconnect**'. You don't need a username or password to connect.

As this is a public wifi service, be careful of submitting sensitive personal information while connected.

If you need more data and faster wifi, you can apply for a paid visitor internet account.

## Social media

Follow us on Twitter: [@asfla2021](https://twitter.com/asfla2021)

## Overview

ASFLA2021 runs from Wednesday, 29 September to Friday, 1 October.

To alleviate Zoom fatigue, we have designed a program of three short days following this general structure:

9.00 – 10.30:	Plenary (~1 hour + 30 minutes Q&A)
10.30 – 10.45:	Morning tea break
10.45 – 1.00:	Parallel sessions: 3x speakers (30 minutes + 10 minutes Q&A + 5 minutes transition time)
1.00 – 2.00:	Lunch break
2.00 – 3.30:	Days 1 & 3: Plenary (~1 hour + 30 minutes Q&A) Day 2: ASFLA Annual General Meeting

Further details for each day of the conference are included on pages 7 – 9 below.

Abstracts are included from page 10 onwards.

### Please note:

- All conference sessions (except the ASFLA AGM) may be accessed via a single Zoom link.
- Conference delegates will receive a Zoom invitation via email, which includes a password. Please do not share this password with others.
- Breakout rooms will be used for the Symposium and parallel sessions.
- Please contact Dr Ken Tann ([k.tann@business.uq.edu.au](mailto:k.tann@business.uq.edu.au)) if you experience any difficulty accessing Zoom sessions.
- Zoom sessions will not be recorded. Please do not make your own recording without first obtaining consent from individual presenters.

## Plenary Sessions

We have a wonderful line-up of Plenary Speakers:

- Neda Karimi, University of New South Wales
- Shoshana Dreyfus, University of Wollongong
- Theo van Leeuwen, University of Southern Denmark
- Jim Martin, University of Sydney
- Bronwyn M Parkin, University of Adelaide

Regretfully, Karl Maton (University of Sydney) will no longer be able to join us.

## Symposium

In addition to a full suite of parallel sessions, Day 2 include a symposium exploring the impact of Professor Ruqaiya Hasan's work, chaired by Dr Alison Moore.

Unlike the parallel sessions, which include three papers, the Symposium includes four papers. In consequence, it will stretch into the Day 2 lunch break.

## Parallel Sessions

### Individual & co-authored papers

Each parallel session includes three speakers, each of whom has 30 minutes to present their work and 10 minutes for discussion. Five minutes are allocated for transition between speakers.

Wherever possible, individual and co-authored papers have been grouped according to linguistic focus (e.g., appraisal) and general topic area (e.g., school education).

We have also sought to avoid scheduling papers on similar interest areas in competing time slots. However, as at any conference, we expect there may be times when delegates wish they could be in more than one place at a time.

Please feel free to move (unobtrusively) between Zoom sessions, as the need arises.

### Session Chairs

We invite the final speaker in each parallel session to chair the Zoom meeting for that session.

Please

- assist individual presenters to adhere to time limits, and
- facilitate discussion, as needed.

If you are the final speaker in your session and not comfortable chairing your session, please ask another speaker in your session to take on this role.

## ASFLA AGM

After lunch on Day 2, you are invited to attend the ASFLA 2021 Annual General Meeting, between 2:00 – 3:30pm.

The AGM may be accessed via Zoom:

## Program

### Day 1 – Wednesday, 29 September

Time	BREAKOUT ROOM 1 UQ Room #: 14-132	BREAKOUT ROOM 2	BREAKOUT ROOM 3	BREAKOUT ROOM 4
8.30 – 9.00	<b>Welcome</b>			
9.00 – 10.30	<b>Plenary: Neda Karimi</b> “Improving clinical communication in inflammatory bowel disease: Functional linguistics and research impact”			
10.30 – 10.45	<b>MORNING TEA</b>			
10.45 – 11.25	<b>Asmita Mancha, Ken Tann, Kirsten Way, Michael Thai</b> Understanding Stigmatising Discourses in Aged Care: Applying Systemic Functional Linguistics to the Evaluative Language Used in the Australian Royal Commission into Aged Care (hybrid mode)	<b>Ping Tian &amp; Anna Hartman</b> Exporting Australian taste in Asia: a dialogue between multimodality and consumer culture	<b>Susan Hood</b> What's the point?: The significance of the Coda in story telling in the humanities	<b>Anne Hellwig &amp; Shoshana Dreyfus</b> Moving beyond apology – A linguistic analysis of ‘Acknowledgements of Country’
11.30 – 12.10	<b>Donato Spinosa</b> Examining Evaluative Language for Marketing Intelligence and its Role in Building Solidarity in Online Brand Communities: An Appraisal Analysis Approach (hybrid mode)	<b>Jiani Chen</b> Corporate crisis communication on Twitter-How Uber attempted to repair its tarnished public image and negotiated alignment with stakeholders on Twitter after serious crises occurred	<b>Dragana Stosic</b> Methodology recounts in reports of randomised controlled trials	<b>Anna Crane</b> Stories and textual meaning in Gija: contributing understandings for language revitalisation
12.15 – 12.55	<b>Claire Simpson-Smith</b> Evaluation of entities in engineering discourse (online only)	<b>Aurelie Mallet</b> Exploring the Semiotic Resources in Australia's Successful National Tobacco Campaign: A Multimodal Discourse Analysis	<b>Nur Afifi</b> Discursive features of Literature Reviews in Academic Writing	<b>Nance Mousa, Neda Karimi, Joseph Pipicella, Ria Kanazaki, Astrid-Jane Williams, Watson Ng, Annabelle Lukin, Alison Rotha Moore and Susan Connor</b> Experiencing telehealth: Insight from transitivity analysis
1.00 – 2.00	<b>LUNCH</b>			
2.00 – 3.30	<b>Plenary: Theo van Leeuwen</b> “Resemiotization: An organizational semiotic approach”			



## Day 2 – Thursday, 30 September

TIME	BREAKOUT ROOM 1 UQ Room #: 14-132	BREAKOUT ROOM 2	BREAKOUT ROOM 3	BREAKOUT ROOM 4	BREAKOUT ROOM 5
9.00 – 10.30	<b>Plenary: Bronwyn Parkin</b> <i>"The role of SFL in Climate Change mitigation"</i>				
10.30 – 10.45	<b>MORNING TEA</b>				
10.45 – 11:25	<b>Jodie Martin &amp; Kelly Shoecraft</b> From classroom to theory and back again: EAP science students conducting SFL research in Canada (hybrid mode)	<b>Louise Ravelli, Theo van Leeuwen, Markus Hoellerer and Dennis Jancsary</b> Organizational semiotics: bringing together multimodality studies and organization studies	<b>Yaegan Doran</b> Tenor relations: Enacting affiliation in dialogue	<b>Georgia Carr</b> "Does sex feel nicer than eating like a good cake?" Consent, healthy relationships and what really goes on in sex education classrooms	<b>10.45am – 1.20pm SYMPOSIUM: Understanding Hasan's impact: Critical explorations and extensions</b> <b>CHAIR: Alison Moore</b>
11:30 – 12:10	<b>Jack Walton &amp; Jodie Martin</b> No Rubric: Assessment of Application of SFL-knowledge in EAP Science Through a Holistic Approach (hybrid mode)	<b>Naiara Carrillo and Ken Tann</b> Implementing SFL thinking into packaging processes	<b>Thu Ngo &amp; Kristal Spreadborough</b> Exploring systemic functional semiotics approach to understanding the emotional expressions in singing performance: implications for music education.	<b>Jennifer Kompara-Tosio</b> Anticipating the eye of the beholder: student's responses to the marker as audience	<b>David Kellogg:</b> The problem of articulate animals in Korean child conversation: A Hallidayan analysis, a Vygotskian interpretation, and a Hasanian critique
12:15 – 12:55	<b>Garry Collins</b> Enhancing the impact of SFL on classroom practices in secondary English (online only)	<b>Gyeyoung Lee</b> Impact Captioning in a Korean Real-Variety Show: Systemic functional-multimodal discourse analysis (SFMDA)	<b>Jennifer Blunden &amp; Claire Robins</b> Too tarnished to tackle? Learning to write about the visual arts	<b>Nida Tahseen</b> Violence against women: A study of attitudinal evaluations in commentaries of Australian media discourse	<b>Martin Tilney:</b> Exploring symbolic articulation through corpus techniques in a short story  <b>Nada Karimi:</b> Health communication research and Hasan's semantic networks
1:00 – 1:45	<b>LUNCH</b>				
1:45 – 2:00	<b>ASFLA AGM</b>				
2:00 – 3:30					



## Day 3 – Friday, 1 October

TIME	BREAKOUT ROOM 1 UQ Room #: 14-132	BREAKOUT ROOM 2	BREAKOUT ROOM 3	BREAKOUT ROOM 4
9.00 – 10.30	<b>Plenary: Jim Martin</b> <i>“Secular communion: The carrot and stick”</i>			
10.30 – 10.45	<b>MORNING TEA</b>			
10.45 – 11:25	<b>Natalie Forde-Leaves &amp; Jack Walton</b> Autonomy and Assessment Culture: Sustainably assessing the unbridled pursuit of truth or ‘teach to the test’ knowledge factory? #sellingyoursoulfora2:1 (online only)	<b>Honglin Chen, Bev Derewianka, Erika Matruglio, Pauline Jones, Wendy Nielsen, Annette Turney, Helen Lewis, Debra Myhill, Margaret Turnbull</b> Writing for deep learning: Developing transferable thinking skills to improve writing outcomes	<b>Thu Ngo</b> No need for words: Paralinguistic negotiation of emotions	<b>Helen Caple &amp; Ping Tian</b> Embedding multimodal critical literacy: a reflection on co-production and research impact
11:30 – 12:10	<b>Helen Fraser</b> Missing the target in PBL (online only)	<b>Trish Weekes</b> The Literacy in Subject Areas professional development program for secondary school subject area teachers: dealing with the reality of organisational change in schools	<b>Lillian I. Ariztimuño</b> Emotion in spoken English: verbiage, vocalisation, and body language in storytelling	<b>Xiaoqin Wu</b> Movement as a motivated choice: Exploring the textual function of a teacher’s movement in an ‘Active Learning Classroom’
12:15 – 12:55	<b>Yaegan Doran</b> Interpreting History: The role of tenor in valuing events (online only)	<b>Helen Drury</b> Moving genre pedagogy online: Promoting student learning?	<b>Len Unsworth</b> Describing Digital Interactive Literature: A Systemic Network Approach	<b>Bob Hodge</b> “Or leave a kiss within the cup”: Retracing Halliday’s analysis, rethinking Language, context, and text.’
1:00 – 2:00	<b>LUNCH</b>			
2:00 – 3:30	<b>Plenary: Shoshana Dreyfus</b> <i>“Just because I can’t speak doesn’t mean I have nothing to say: A model for encouraging a shift in attitudes and behaviour in disability support workers”</i>			

## Abstracts

### Plenaries

**Shoshana Dreyfus, University of Wollongong**

*Just because I can't speak doesn't mean I have nothing to say: A model for encouraging a shift in attitudes and behaviour in disability support workers.*

*Impact and industry: Attempting to encourage change in worker behaviour in the disability services sector*

In this plenary I will chart the journey of attempting to effect behaviour change regarding communication between support workers and people living with intellectual disability across two settings. In the first setting, I focus on behaviour change in relation to the support workers who work with my severely intellectually disabled nonverbal son Bodhi in both his (group) home and his day program.

In this first part of the talk, I begin with a review of where my son's nonverbal multimodal communication was up to when I last presented to the wider SFL community in 2012. I then show the work we have been doing to extend his meaning potential through a Pragmatically Organised Dynamic Display (PODD) system loaded to an iPad – technology that was not available until the past few years. I then detail the work that has been done to try to train Bodhi and his workers to use the PODD and explore the challenges and resistance to enabling this to happen. I finish with a discussion of what it was that made workers start to be able to change their communication behaviour and look at what there is still to develop.

In the second part of this talk I introduce the person-centred care model I have been developing and using with support workers and managers in disability organisations to try to encourage them to shift their attitudes and behaviours towards the people living with intellectual disabilities with whom they work. This work includes communication but goes way beyond this into Quality of Life measures more generally. I'll introduce the activities I use to change their thinking and then discuss the effects of this work within one particular disability organisation.

## Neda Karimi, University of New South Wales

### *Improving clinical communication in inflammatory bowel disease: Functional linguistics and research impact*

At the Ingham Institute for Applied Medical Research and the University of New South Wales in Sydney Australia, we have developed a programme of research on clinical communication in inflammatory bowel disease (IBD) featuring collaboration between functional linguists and experts in health communication research as well as IBD clinicians and researchers at Liverpool Hospital and across Australia. IBD is a chronic inflammatory condition of the gastrointestinal tract characterised by intermittent periods of active disease with symptoms that undermine patients' quality of life and emotional well-being. Previously, there had been no sustained program of research on how gastroenterologists and patients talk together about IBD. Our programme of research is grounded in systemic functional linguistic theory and focused on discovery and translation with the aim of improving the quality of care and the patient and clinician experience of care. Our goal is to provide empirical evidence on communication in IBD that will inform the development of recommendations and interventions that improve patient safety and result in value-based, high-quality care for patients with IBD.

In addition to presenting an overview of this programme of research and its position within the IBD literature, I will present some of the preliminary findings from an ongoing project. In this project, Halliday's concept of register (Halliday, 1985, 2002 [1977]), Hasan's concept of generic structure potential (GSP) (Hasan, 1985, 1996) and her semantic networks (Hasan, 1983; Hasan & Webster, 2009), and Moore's GSP account of shared decision making in HIV (Moore, Forthcoming, 2004) are used to analyse audio-recorded face-to-face and telehealth IBD specialist consultations. Consultations are analysed to uncover the differences in how consultants and patients interact with each other when dealing with similar situations. The aim is to identify effective styles of communication by mapping out the existing variations and pairing them with the degree of consultant-patient agreement on what the consultation achieved. The degree of agreement is measured through contrastive analysis of patient and consultant debrief interviews conducted immediately after the recorded consultation. The project is expected to result in a series of short scripted videos based on our analysis of the consultations and the interviews, to be rated by clinicians and patients and included in a multimodal evidence-based and consensus-based guideline document on effective communication in IBD specialist consultations.

**Prof Theo van Leeuwen, University of Southern Denmark**

*Resemiotization: An organizational semiotic approach*

This paper will introduce the emerging area of organizational semiotics, sketching its origins in collaborations between social semioticians and scholars from the field of organization and management studies, and outlining its agenda.

It will then argue for resemiotization (Iedema, 2001, 2003) as a key approach to organizational semiotics, which needs to combine ethnography and semiotic analysis, as the stages of the resemiotization process result from the way organizational practices are organized and managed, and manifest themselves in particular uses of particular semiotic resources and in the discursive transformations this engenders.

The approach will be exemplified by a study of the practice of producing sexual and reproductive health information resources in a non-government Family Planning organization. Here written documents couched in specialized language are first resemiotized in 'Easy English' and in design briefs for graphic designers and audio-visual producers, and then into richly multimodal web pages, printed brochures, posters and videos produced for specific communities including Aboriginal and Torres Strait Islanders, culturally and linguistically diverse (CALD) communities and young people in both these categories. Analysis will focus on the way the organization's resemiotization practices make sexual and reproductive information more accessible and culturally appropriate, but also transform the information through specific deletions, substitutions, additions and rearrangements.

The paper will end by showing how resemiotization analysis may benefit organizations with respect to a range of practices.

**References**

Iedema, R. (2001) Resemiotization. *Semiotica* 37 (1-4): 23-40

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## Prof Jim Martin, University of Sydney

### *Secular communion: The carrot and the stick*

In this presentation I'll present a review of selected aspects of SFL research on the language of administration and make some suggestions for further developments. Initial work concentrated on mapping key genres (of guidance, compliance and surveillance in Iedema's 1995 terms) and the de/personalising affordances of interpersonal resources (the discourse semantics of mood and modality in particular). Iedema (e.g. 2003) extended this work by introducing a multimodal perspective on resemiotisation in an extended planning process. And Szenes (e.g. in press) brings appraisal analysis into the picture through her studies of the re/couplings of attitude and ideation in business decision-making. This turn raises some general questions about the management of feeling in administrative discourse which I'll approach from the complementary perspectives of iconisation and technicalisation (Martin 1993, 2010, 2017) – for example the iconisation of attitude as values (the administrator's carrot if you will) and the technicalisation of judgement as regulations and of appreciation as measurable outcomes (the administrator's sticks).

Uncomfortable as the carrots and the sticks can make us all feel, especially in a culture underpinned and undermined by a deep grammar of irreverence, we can't live together without them (as our vaccination and quarantine fiascos attest). What kind of respectful renovations might a social semiotic perspective contribute to a better managed world?

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## Bronwyn Parkin, University of Adelaide

### *The role of SFL in Climate Change mitigation*

Given the attitude of our current federal government to the issue of human-induced climate change (Chang, 2021), the attitudes, energy and actions of current school attenders is going to be absolutely crucial in bringing about the necessary changes to the Australian lifestyle and economy to mitigate this existential threat. Although sustainability is a cross-curriculum priority in the primary years' Australian Curriculum (AAEE, 2019; DEWHA, 2010), teachers face big challenges if they want to teach about climate change in a systematic and effective way. Central to effective teaching and learning is their language choices: what to say, how to say it.

This paper introduces a new teacher resource book, *Teaching the Language of Climate Change Science* (Hayes & Parkin, 2021). Our intention is to provide teachers with linguistic and other resources to support accurate science as well as the gradual development of powerful scientific language with which to explain and persuade.

I will explain how carefully planned changes in register (Field, Tenor, Mode) (Christie & Derewianka, 2008; Derewianka & Jones, 2016; Halliday & Martin, 1993; Korner, McInnes, & Rose, 2007) guide and frame the gradual development of language-focused pedagogic activities about climate change in the learning area of science, to galvanise informed age-appropriate action.

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## Symposium

**Topic: Understanding Hasan's impact: Critical explorations and extensions**

**Chair: Alison Moore**

This symposium honours and critically explores the impact of the late Ruqaiya Hasan on research, education and institutional contexts by showcasing the work of four emerging SFL scholars whose close engagement with her thematic concerns and methods has acknowledged through ASFLA's Ruqaiya Hasan Prize. After holding positions at various universities in the UK, North America and Australia, Ruqaiya Hasan retired in 1994 but continuing to publish and engage energetically in scholarly debates until her death in 2015. Hasan's research, teaching and mentorship has had a substantial and sustained impact on researchers and educators working on theories of social and linguistic development, on scholars modelling text at the levels of semantics and context, and on those interested in understanding the distinctive linguistic qualities and cultural effects of verbal art. This impact now extends into professional and institutional contexts such as medicine and psychiatry. It is clear that there is much still for scholars to explore in Hasan's work, including considering what new insights a Hasanian approach brings to contexts that are both traditionally studied in SFL and less familiar, and how emerging voices in SFL can find and address challenges in her theoretical and descriptive tools. In this symposium we hear from scholars expert in a variety of Hasan's approaches and concerns, including semantic networks, cohesive harmony, symbolic articulation, and semantic variation, on which they draw to explore contexts of clinical interaction (chronic disease and psychotherapy settings), children's interaction in Korea, and modernist literature in Australia.

**David Kellogg – The problem of articulate animals in Korean child conversation: A Hallidayan analysis, a Vygotskian interpretation, and a Hasanian critique**

Some children believe that animals can talk, and according to Halliday they are right – but only in so far as children and animals share a bistratal model of language as simply content plus expression. So the question we pose for this study is whether and to what extent children believe animals are capable of realizing the logico-semantic function of projection (direct and indirect speech reporting). In this paper, I argue that Ruqaiya Hasan, contrary to critics like David Lodge, had an acute understanding of the social-therapeutic function of literature. I survey her early work on the nursery rhyme, her tri-stratal theorization of verbal art, and finally consider her critical remarks on Vygotsky and her insistence on the central role of speech rather than non-verbal thinking in child development. I give some empirical evidence that the belief in talking animals may arise through exposure to articulate animal characters in fables, cartoons, and (recently) photorealistic films. Therefore, a third purpose of our study is to consider this possibility and suggest that our current emphasis on talking animals for young children but not adolescents might just be diametrically opposed to their own development.

**Martin Tilney – Exploring symbolic articulation through corpus techniques in a short story**

According to Hasan, the semiosis of literature is a two-step process, with a text's symbolic meaning ("theme") articulated through foregrounded linguistic patterns. The concept has been explored by stylisticians using various methods but relatively few have used corpus techniques in their analyses. In this paper, I use the concordancer AntConc to establish keywords and key collocations in a short story by Peter Carey. Then I use traditional stylistic techniques to reveal a contradiction in the story which is central to its theme. The results suggest that the combination of corpus methods and grammatical analysis has the potential to enhance stylistic analysis in prose literature.



### **Neda Karimi – Health communication research and Hasan’s semantic networks**

Hasan’s networks for the description of the semantics of English, originally developed in her research on the role of maternal language on childhood development (Hasan, 1983; Hasan & Webster, 2009), are contextually open and therefore ‘applicable’ in research on any register. Since their introduction by Hasan, the networks have been used in research in different contexts including education (Williams, 1995; Chu, 2011; Wake, 2006), service encounter (Matthiessen, Lukin, Butt, Clereigh, & Nesbitt, 2005), media discourse (Lukin, 2012, 2012b), legal discourse (Maley & Fahey, 1991), forensic discourse (Hall, 2004), as well as medical discourse and health communication (Moore, 2016a; Moore, 2016b; Lukin, Moore, Herke, Wegener, & Wu, 2011; Fung, 2016; Karimi, Moore, & Lukin, 2020).

This paper will focus on the application of Hasan’s semantic networks in research on one specific context: that of health communication. The paper will give an overview of the networks, review their application in research on health communication, and discuss the opportunities, complexities, and challenges involved in using the networks for the analysis of the nuances in meaning in medical discourse. In doing so, I will bring examples from previous research studies that have used Hasan’s semantic networks to describe the meanings exchanged in a medical context. These contexts include palliative care (Moore, 2016a), surgery (Lukin, Moore, Herke, Wegener, & Wu, 2011; Moore, 2016b), emergency medicine (Fung, 2016), and palliative oncology (Karimi, Moore, & Lukin, 2020). The aim is to continue the line of discussion Moore introduced in her 2016 paper around the ways Hasan’s semantic networks could be refined to accommodate maximum description in a health-related context (Moore, 2016a).

### **Kristin Khoo – Texture in the therapeutic context: applying and reflecting on Hasan’s Cohesive Harmony Analysis**

This paper explores Hasan’s technique of Cohesive Harmony Analysis (CHA) as a model of texture in written and spoken texts (Hasan 1984; 1985), drawing on a study of therapeutic discourse. Texture is one of the types of unity of a text, along with structure, which are related to the context of situation— though in different ways and at different levels of delicacy in system networks (Hasan 1985; 2004; 2009). CHA is a way of modelling attributes of texture, cohesive harmony referring to “a particular pattern of texture” (Hasan, 1994:138). The texture-context relation theorised in SFL has been used in CHA studies to provide evidence of context and configurations of field, tenor and mode; and variation and consistency within register (eg. Cloran 1999; Lukin, 2010; 2013; Scott, 2009; 2010). These arguments are made through the mapping of chain patterns (type, length, principles of formation and interaction, tie relation & token bunchings).

This paper will be informed by previous close CHA analyses of patient-therapist interaction during psychotherapy sessions conducted within the Conversational Model (e.g. Khoo 2017), a therapeutic approach used for complex traumatic disorders to target what proponents term “a lack of cohesion or coherence in the self” (Meares, 2012a; Meares, 2012b). The chief goal of the present paper is to look from the explanatory achievements of CHA analysis in the therapeutic context back to systemic-functional theory, reflecting on the foundations of Hasan’s model of coherence and unity (texture and structure), how these concepts have been related to aspects of the context of situation, and what the ‘testbed’ of psychotherapy can tell us.

## Parallel sessions

### Nur Afifi – Discursive features of Literature Reviews in Academic Writing

Literature review writing can be considered as one of the most difficult skills to attain. The advanced literacy skills -such as critical reading, summarizing, paraphrasing, synthesizing, negotiating the different voices and stances of different authors, and finally presenting the writing in an academically-valued manner- required in writing literature review can be extremely challenging for EFL learners, and even for L1 writers of English (Alan, 1970; Leki, 1992).

This study was conducted based on the result of the classroom-based action research project in an EFL tertiary education context in Indonesia. This project had a number of successes (e.g. developing student understanding of the social purpose of literature reviews, and their ability to write acceptable simple literature reviews as taught in the program), but ultimately it was not able to change a number of the practices of the students in their writing of literature reviews outside the course.

The data were model texts of 60 sections of literature reviews from journal articles, reference books and theses in applied linguistics which for pedagogical purposes were narrowed down into seven texts that were identified as being the most suitable models for the students, based on their clearer schematic structure, and providing a range of lexicogrammatical and discourse-semantic features from simple to more sophisticated. To determine the discursive features of those literature review text models, four SFL based analyses were conducted, two of which will be presented here: Theme analysis and thematic progression analysis. The Theme analysis showed human participants as common unmarked Themes, while the marked Themes often indicate the spatial location of a study (either the physical space or the metaphorical space). Textual Themes are commonly additive (often 'and') and the textual Theme 'that' is widely used in projection. Interpersonal Themes are not common in the data. Three common patterns of Theme progression were identified in paragraphs in the data, as well as combinations of the patterns. Together, these findings provide useful material for the next iteration of the action-research process.

### **Lilián Ariztimuño – Emotion in spoken English: verbiage, vocalisation, and body language in storytelling**

Understanding and expressing emotions in spoken English can be challenging, especially in contexts where English is used as an additional language (Lorette & Dewaele, 2019; Roach, 2009; Unsworth & Mills, 2020). The diverse range of communicative resources speakers combine to express emotions – verbiage, vocalisation, facial expression, gesture, and posture – increases this difficulty theoretically and pedagogically. Systemic Functional Semiotics (SFS) offers a comprehensive theoretical framework to investigate the semiotic division of labour and interplay between linguistic and paralinguistic resources at work in the expression of emotion. The SFS discourse-semantic system of APPRAISAL (Martin & White, 2005) and SFS-oriented descriptions of interpersonal paralanguage including vocalisation, facial expression, gesture, and posture (e.g., Ariztimuño, 2016; Ariztimuño, Dreyfus & Moore, forthcoming; Feng & O'Halloran, 2012; Ngo et al., 2021) offer a solid analytical framework to account for the multimodal resources used to express emotion. This presentation illustrates how these semiotic resources work together in a video-data-set of rehearsed storytelling performances of Cinderella – an example of narrative genres used widely in contexts where English is taught as an additional language (EAL) because they offer an insight into culturally accepted ways of expressing and reacting to emotions since protagonists, characters and narrators make their way through complicating situations in search of a resolution (Martin & Rose, 2008). The presentation explores how professionally trained storytellers colour the different stages and phases of Cinderella with emotion through language, vocalisations and body language in their performances. A broader pedagogical aim guides this exploration: the development of well-founded principles for EAL teachers to consolidate their own emotional multimodal literacy (Mills & Unsworth, 2016; Royce, 2007) and to support their students' access to linguistic and paralinguistic resources for the expression of emotion.

### **Jennifer Blunden and Claire Robins – Too tarnished to tackle? Learning to write about the visual arts**

In many ways, the visual arts offers an ideal opportunity for students to develop a deep and robust understanding of multimodality – to explore the qualities and affordances of different modes and to work those affordances in creating and critiquing artworks and in sharing their ideas and insights.

Along with the visual, the verbal is an integral element of learning about the visual arts at both school and tertiary levels. For students, much of their understanding comes from listening and reading, talking and writing. Essays and written exams form part of their assessments, while for those who pursue a career in the visual arts, the need to write about art for increasingly diverse purposes and audiences continues to escalate. Yet writing often struggles to find a productive and welcomed role in a visual arts education. Rather than complementing the visual, it is often seen as competing; as limiting creativity, as unnecessary, as opposing many of the values and aspirations of the visual arts (Blunden 2019). How? Why?

As part of a larger focus on visual arts discourse, this session will present key findings from a review of the literature on writing in school and tertiary art. It reveals a literature that continues to circulate a series of strongly negative associations – an ‘opposition between word and image not found in other subject areas (Addison et al 2003:14 ) – while offering educators little practical insight or guidance. It argues that the idea of writing in the art classroom has been so ‘tarnished’ (Humphrey & Hao 2012) that it has become a ‘bondicon’ (Stenglin 2004) around which the visual arts community rallies and binds, and proposes a series of strategies to reframe attitudes and approaches to writing in more positive and productive ways.

### **Helen Caple and Ping Tian – Embedding multimodal critical literacy: a reflection on co-production and research impact**

In this paper, we share the real-world applications of a picture book diversity project, with a particular emphasis on the power of co-production (Van de Ven, 2007) as a research method for interdisciplinary research in multimodality (Höllerer et al. 2019).

Drawing on SFL-inspired multimodal discourse analysis (Kress and van Leeuwen, 2006; Painter et al., 2013), we analysed the visual representation of diversity of characters in award-winning Australian children's picture books. As well as publishing a peer-reviewed journal article (Caple and Tian, 2021), we shared our research findings and implications via The Conversation (Caple and Tian, 2020). This latter publication attracted interest in the issue of diversity from the public, the media, and organizations such as the NSW (New South Wales) State Library and PETAA (Primary English Teaching Association Australia).

In this paper, we focus on the knowledge to action (Best and Holmes, 2010) aspect of our project, as in how we subsequently worked with the NSW State Library and council library staff across NSW to co-create reading lists centred on diversity to be published (August 2021) and distributed by the State Library of NSW. Following on from this, we are developing multimodal critical literacy tools to enable librarians to evaluate and select diverse literature for their audiences. Thus, although we did not start with a detailed blueprint of co-production (Nature, 2018), we feel we have been 'doing-with' the State Library. Our paper reflects on the potential tensions in bringing together our research expertise as multimodal analysts with the 'lived expertise and experiences' of library staff in co-creating knowledge and impact that services their need for critical literacy tools to evaluate their practices. We believe that it is through wrestling with such tensions that impact and engagement for multimodal research is created.

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**Georgia Carr – “Does sex feel nicer than eating like a good cake?” Consent, healthy relationships and what really goes on in sex education classrooms**

Issues of consent, sexual harassment and sexual assault have captured the attention of the Australian public in 2021. In the wake of stories from young people including Grace Tame, Brittany Higgins and Chanel Contos, many have rushed to take action on consent education. But researchers, teachers and young people have been calling for reform for decades, and many have proposed the same solution: school-based comprehensive sex education.

Comprehensive sex education has been proven to contribute to positive health outcomes, such as increased condom use, and positive social outcomes, such as better acceptance of sexuality diversity (UNESCO 2018). School-based sex education is ideally placed to deliver these outcomes and have been the focus of most research in this area. However, schools have often been observed ‘from a distance’, that is through surveys, interviews and focus groups. While there is plenty of literature about classrooms, there is far less work conducted IN classrooms. As such, we have plenty of evidence for the effectiveness of comprehensive sex education, but far less understanding of how this is achieved.

This talk will explore how consent is actually taught, using data from sex education classrooms at a Sydney high school. Students are apprenticed into consent from a technical, legal perspective, but also from an interpersonal or axiological one. As such, this talk will draw on APPRAISAL (Martin & White 2005) and bonding and affiliation (Stenglin 2004, Martin & Stenglin 2007, Knight 2010). As well as trying to understand how we can better equip students to be ‘successful’ learners, this talk has the broader goal of understanding how values are transmitted and help to shape a fairer and more equitable world.

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### **Naiara Carrillo and Ken Tann – Implementing SFL thinking into packaging processes**

This paper examines the use of systemic-functional linguistic theory (SFL) in business strategy communications, specifically for packaging. Though semiotics is applied business branding strategy settings, still little is known how marketing practitioners apply SFL learnings. This is important to understand as to expand the application of SFL in practical business processes for communication of product packaging. This paper addresses the gap between SFL concepts and practitioners. The aim of this paper is to provide insights as to how to apply SFL concepts in a practical setting of packaging communication for a business. This research was done in an iterative way using the semantic stratum (Halliday, 1994) and grammar (White, 2002) as a guide. This research uses a case study of the simple 'green beans' fresh produce to explore in a holistic way packaging (and product) communication in the situated context of supermarket shopping, and how packaging meanings are constructed in supply chain practices. This was done alongside observations of a farming company that creates their own packaging. By conducting semiotic analysis of packaging, along with surveys, and a focussed ethnography of green beans in the supply chain, this research provides a conceptual framework for understanding discourse meanings of packaging. Findings include a framework for engaging businesses with meanings of green beans produced by supply chain, the discourses consumers interact with, and how the meanings come to life through context and material features. Practical implications include presenting organisations with a new holistic understanding of how packaging communicates to customers and extensive academic understanding of fresh product discourses to pave the way for improving packaging policy.



**Honglin Chen, Bev Derewianka, Erika Matruglio, Pauline Jones, Wendy Nielsen, Annette Turney, Helen Lewis, Debra Myhill and Margaret Turnbull – Writing for deep learning: Developing transferable thinking skills to improve writing outcomes**

In Australia, as elsewhere, national assessment data consistently demonstrate a significant decline in students' writing achievement across secondary years of schooling. Addressing this perennial problem in literacy education requires a novel understanding of writing being not so much a product for assessment but a tool for thinking and deepening knowledge. We propose that teachers' focus on content should be complemented with a focus on related thinking and writing skills.

In this paper we report on preliminary findings from a priority grant project funded by the NSW Education Strategic Research Funds (2021-2023). The project adopts a phased, qualitative approach involving analyses of syllabus documents and high scoring HSC (High School Certificate) work samples written for Standard English, Modern History and Biology, that will lead to the co-creation of evidence-based pedagogic innovations. We present our preliminary description of patterns at the whole text and clause levels to identify features that appear to be integral to successful writing and deep knowledge as manifest in the sample HSC texts. The findings of the analysis have important implications for designing pedagogic tasks that scaffold and extend students' thinking and writing skills in disciplinary learning. The paper contributes to understanding ways in which the social semiotic theory of meaning-making can bridge the gap between cognitivist and linguistic approaches to writing development.

**Jiani Chen – Corporate crisis communication on Twitter-How Uber attempted to repair its tarnished public image and negotiated alignment with stakeholders on Twitter after serious crises occurred**

This paper explores the function of affiliation in corporate crisis communication on Twitter through a case study of an image repair campaign Uber launched in 2018 after a series of serious public relations crises occurred. The paper focuses on two issues: (1) how Uber attempted to bond with different types of audiences (e.g., riders, drivers, employees and bystanders) and repair its image during the campaign on Twitter; and (2) how affiliation was negotiated between Uber and these audiences. A Systemic Functional Linguistics (SFL) affiliation framework (Knight, 2010a, 2010b; Zappavigna, 2018) and an SFL-informed multimodal discourse analysis were used to analyse Uber's campaign tweets (including tweet texts and embedded videos) and replies by other users. The study found that Uber proposed bonds through intermodal (verbal and visual) ideation-attitude couplings (Martin, 2000, 2008) where positive attitudes were attached to Uber itself and its main stakeholders (i.e., riders, drivers, and employees) unexceptionally. These intermodal couplings functioned to convoke affiliation with the audiences through various types of bonds. The proposed bonds centre around Uber's new cultural norms introduced to correct Uber's cultural problems. They functioned to promote Uber as a rectified and ethical company and operationalised a crisis response strategy named "corrective actions" (Coombs, 2007, 2011). The analysis of the comments, however, showed the bonds were generally dismissed, rejected, refuted or ridiculed in the feed of replies. Replies, especially by Uber drivers, instead rallied around couplings negatively evaluating Uber as greedy and hypocritical. Uber's attempt to bond with the audiences and repair its tarnished image was unsuccessful due to its failure to address the audiences' real concerns. Through the analysis, this paper advanced the research in intermodal couplings and explored how alignment was negotiated between a big tech company and highly critical audiences on Twitter during an image repair campaign.

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### **Garry Collins – Enhancing the impact of SFL on classroom practices in secondary English**

The Australian Curriculum: English (AC:E) issued by the Australian Curriculum, Assessment and Reporting Authority (ACARA) contains useful information about how the English language works with many of the Content Descriptions in the Language Strand reflecting understandings derived from SFL, although their source is not explicitly acknowledged. Having appropriate material included in school curriculum documents is, however, only part of the battle. Quite a few English teachers currently working in high schools in Queensland have never had the benefit of a thorough introduction to functional grammar and indications are that the situation is the same elsewhere in the country.

In recent years, the English Teachers Association of Queensland (ETAQ) has endeavoured to support teachers to improve their classroom practice by periodically conducting professional learning workshops which highlight these elements of the AC:E and show how they can be more effectively addressed in high school English programs.

Working with short texts suitable for use in secondary school English classrooms, attendees are guided in the analysis of the grammatical choices that have been made in their composition and have the opportunity to consider how those choices construct particular sorts of meanings. Evaluative language (the Appraisal system) and nominalisation feature in some of the chosen texts. It is suggested that attendees should consider the activity as a mental-muscle-building work-out in the “grammar gym”.

The session will outline the approach and activities employed in these workshops.

**Anna Crane – Stories and textual meaning in Gija: contributing understandings for language revitalisation**

It is well recognised in Australian linguistics that stories are highly valued in Aboriginal cultures. The recording and analysis of this family of genres has formed the basis of many grammatical descriptions of Australia's languages. However, without a metafunctional model of language, most do not deal with how Aboriginal stories in particular and Australian languages in general organise information flow. This paper will take a top-down approach to looking at the textual metafunction in Gija, an endangered language from the Kimberley region of Western Australia. By analysing some Gija story texts used in education, we will look at the role of Theme in selecting and sustaining an orientation to the field or shifting this gaze as a text unfolds. When we look at how Theme is realised in Gija, it becomes clear that the verbal group plays a vital role both in a text's method of development and in keeping tracking of participants once they have been introduced in a text. The presentation will propose that as linguists, we can use analysis of the systems of PERIODICITY, IDENTIFICATION and the functions of Theme and New to assist Aboriginal people revitalising their languages. That is, understandings about textual meaning at the level of the text, phase and the clauses can help bring to consciousness the Knowledge about Language (KAL) of language educators.

### **Yaegan Doran – Interpreting History: The role of tenor in valuing events**

‘What do they know of cricket who only cricket know?’ In using this phrase – a reappropriation of one written by Kipling – the pioneering post-colonial historian C.L.R. James synthesised his interpretation of the vital significance of cricket for the growing West Indian nationalism of the 20th century (James 1963). Yet for those not familiar with this work, the phrase likely gives little of this meaning or reveals any of its significance. This paper explores how particular terminology, ways of speaking and phrases such as this come to be imbued with deep networks of uncommon-sense and values-based meaning in history – networks of meaning that in Systemic Functional Linguistics we can call bond networks. Through analysis using an evolving model of tenor, it will be argued that such axiologically-charged terminology and phrases function in the humanities in a similar way to that of highly technical terms in science. This analysis will introduce four key resources within tenor that James uses to build his meanings: the situating of meanings from a particular perspective; the opposing of such meanings to others; the likening of a wide range of at first-glance disparate meanings; and the conferring of evaluation in terms of particular values. Using texts from James’ memoir *Beyond a Boundary*, we will explore how these meanings in tenor are realised through interactions between ENGAGEMENT which positions meanings, ATTITUDE which evaluates them, and CONNEXION which links stretches of text.

### **Yaegan Doran – Tenor relations: Enacting affiliation in dialogue**

Growing work in SFL has illustrated a wide range of strategies that people use to affiliate with each other and build community. To this point, however, these strategies have yet to be systematised into an integrated model. This talk presents one component of a model that aims to bring together these strategies into one system, as an evolving model of tenor (developed with Michele Zappavigna and J. R. Martin). Much work on affiliation, building on Knight (2010), has highlighted the regular use of both dialogue and evaluation in establishing and negotiating bonds: what we can analyse discourse semantically through NEGOTIATION and ATTITUDE. Similarly, descriptive work on interpersonal grammar across languages has highlighted the nuanced interactions that often occur between NEGOTIATION and the positioning of voices through ENGAGEMENT (e.g. Zhang 2020, Muntigl 2009, Martin et al. 2021). However what has not yet been fully described is how all of these resources come together to enact tenor – the crucial social relations of status and contact. The model presented in this talk will focus on how people can put forward meanings proactively in dialogue in the hope of engaging with people and affiliating with them, or reactively in response to meanings already put forward in a text to resolve the possibilities for affiliation. Within each of these broad choices, speakers can then position themselves and others as having control over the meanings being put forward or not, and thus presuppose how the other may respond, and/or they can support or reject other peoples' meanings to affiliate and bond. Together, these sets of choices offer nuanced possibilities for negotiating people's social relations in ways that move away from a static view of status and contact.

**Shoshana Dreyfus and Anne F. J. Hellwig – Moving beyond apology – A linguistic analysis of ‘Acknowledgements of Country’**

This presentation focuses on Acknowledgements of Country (AoCs). AoCs are speeches typically delivered at the beginning of events of all kinds by the non-Indigenous Australian host. They are sometimes accompanied by a Welcome to Country, which is delivered by an Indigenous person. AoCs also occur as written texts, printed in publications and employed at all levels of government in Australia and by many corporations as part of the Australia’s National Reconciliation Action Plan. Despite their ubiquity, some scholars view them as tokenistic (Everett, 2009) or even as a form of erasure, minimising the severity of the genocide and continuing exploitation of Indigenous people (Hart, cited in Kowal, 2010). As a descendent of holocaust survivors and victims, Shooshi has felt uncomfortable with tokenistic acknowledgements where past injustices are concerned and unable to participate in the AoC ritual, while Anni’s German heritage has embedded a “war guilt” similar to Australian “colonial guilt”, spurring a strong desire to communicate culpability and ongoing responsibility in the most meaningful way possible.

In this paper we discuss the results of a Systemic Functional Linguistic analysis of 20 AoCs (10 spoken and 10 written versions). Specifically, we used the lexicogrammatical system of TRANSITIVITY (Halliday & Matthiessen 2014) and AGENCY (including the cline of responsibility (Dreyfus 2017); and the discourse semantic systems of ACTIVITY, and APPRAISAL (Martin & White 2005), culminating in a genre analysis. The findings show that there are both obligatory and optional stages (and moves) in the AoC genre, with different linguistic resources used to convey different kinds of messages. By identifying these moves and illuminating the power dynamics behind different linguistic choices, it is hoped that more meaningful AoCs can be drafted, especially with regards to taking responsibility for past wrongs, attributing agency and acknowledging the continuing exploitation of First Nations peoples.



### **Helen Drury – Moving genre pedagogy online: Promoting student learning?**

Genre analysis and pedagogy are recognised as effective approaches to support students' in developing the academic discourse and disciplinary genres they need to succeed in their university studies. As genre pedagogy moves online, clearly the rich and highly interactive learning environment of face-to-face pedagogy cannot be replicated. The challenge for teachers is how to use the modal choices available in an online environment to design interactive resources to explicate and scaffold learning of genre structure and language. For learners, the challenge is to create their own learning pathway, navigating the online resources according to their needs and purpose. Learners as meaning makers shape their own meanings from the learning resources. Learning depends on learners selecting what is relevant and important to create the meanings appropriate for the task in hand, a 'transformation of the individual's semiotic/conceptual resources' (Kress, 2010). This presentation will report on student learning from an online program to support writing of the laboratory report genre in physiology. The presentation will focus on an SFL analysis of students' think aloud protocols as they interact with the program while writing their reports. Their interactions illuminate the ways in which the design can both promote learning but also stimulate self-reflection and challenge students to transfer their learning.

**Natalie Forde-Leaves and Jack Walton – Autonomy and Assessment Culture: Sustainably assessing the unbridled pursuit of truth or ‘teach to the test’ knowledge factory? #sellingyoursoulfora2:1**

With emphasis on ‘sustainable assessment’ (Boud & Soler, 2016), ‘Assessment for Learning’ (AfL) may be postulated as an ideology of assessment practice, a social practice, shaped by the socio-political context within which it occurs and enacted within, and across, the multiple ‘constrained’ fields of play of UK Higher Education. An arena tarnished with claims of managerialism, massification, credentialism and consumerism. How then do academics legitimise their assessment practice in the context of extant assessment research and purported pedagogic best practice, whilst simultaneously navigating and traversing these troubled institutional and disciplinary planes?

To answer this, this research problematises false dichotomies that romanticise AfL and vilify Assessment of Learning (AoL). It questions if disciplinary assessment practice is marginalised under AfL and investigates both perspectives of assessment and macro/meso/micro influences on these perspectives. It then elucidates how these perspectives and influences are doubly mobilised to form institutional or disciplinary ‘assessment cultures’. In doing this it engages with a “resurgence of interest” in the field of disciplinary assessment practice (Jessop and Maleckar, 2016) and addresses calls for moving beyond “social constructivist perspectives on assessment” (Shay, 2008).

Legitimation Code Theory (LCT) enables such research allowing the organising principles underlying practice to become visible (Maton, 2014). In this study, Autonomy analyses both insulation and interference in assessment practice, analysing the extent of divergence from sovereign understandings of ‘academic roles’ and ‘pedagogic goals’ to more obfuscated profiles.

The research uses a mixed methods Case Study approach at a UK Business School. Disciplinary contexts of Accounting and Business Management comprise the arena of struggle, however the methodological tools utilised are postulated to apply to future cross-disciplinary studies in illuminating the nuances of assessment practice. Key findings will comprise enhanced understanding of disciplinary specific assessment cultures, contributing to ‘sustainable assessment’ discourse from a unique LCT perspective.

### **Helen Fraser – Missing the target in PBL**

This paper reports on a study of the negotiation of knowledge and reasoning in Problem-Based Learning (PBL) in Medicine. It compares two groups of students doing a case in Year 1 medicine, in which a patient suffers damage to his arms in an industrial accident.

The theoretical framework used is Legitimation Code Theory. In particular, Autonomy codes are used to explore the organising principles underlying the practices undertaken by the tutors in these PBL sessions. The codes are explored mainly through analyses of the autonomy pathways undertaken by each group as it follows the PBL stages and the tutor's directions. These pathways are illustrated through autonomy journeys, which reveal the critical role played by the tutor in focussing the group on the content it needs to explore.

Key differences are revealed in what the tutors choose to focus on as the key content for the session and their integration (or not) of the patient's problems. In terms of the target knowledge set by the case writers, one tutor reaches the learning objectives for the session, while the other misses most of them. The code analysis demonstrates that the one group has a restricted target – the anatomy and physiology of the upper arm - discussed out of context of the case. In contrast, the other tutor's autonomy journeys draw the group into the inner core target, discussing the anatomy of the upper limb in the context of the patient's problems, a major learning objective for the reasoning in this session.

In summary, this paper shows that Autonomy code analysis can be a powerful tool for tutor training because it shows clearly what kind of knowledge building is occurring at each stage of the PBL process in a session.

**Bob Hodge – ““Or leave a kiss within the cup”: Retracing Halliday’s analysis, rethinking *Language, context, and text*.”**

This paper draws on a personal project with Theo Van Leeuwen in which we revisit Halliday’s work from this present conjuncture, especially aiming to look again at some roads not taken, meaning potentials which can still be part of his living legacy. I focus on 10 pages from a text of 1985, co-authored with Ruqaiya Hasan, *Language, context, and text*, in which he illustrated and developed many key terms from his mature theory through analysing a poem by Ben Jonson, *To Celia*. In an archaeology of the text I suggest that this analysis was not planned in advance, and is closer to his thought processes in analysing actual language and developing theory. The basic terms are familiar – the functions of language, including the ‘logical’ function, intonation, context, cohesion, metaphor – but we can also see traces of the process whereby basic terms partly emerge during the analysis and feed back into developments of the theory. From this distance we are able to read the poem itself, and explore how that reading could have added possible nuances to these terms, and to the theory itself.

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### **Susan Hood – What's the point?: The significance of the Coda in story telling in the humanities**

This presentation draws from an ongoing study of the nature and function of story genres in research writing in the humanities. What is referred to as the 'narrative turn' of the latter part of the 20th century continues to impact research practices in the humanities (and increasingly the social sciences) with a privileging of primary experiences and the iconisation of the storytelling by which people construe their own worlds in their own commonsense terms. But here lies a conundrum. How is it that the commonsense of everyday storytelling is made powerful in an academic sphere defined by uncommonsense theory and its technicality and abstraction? The focus here is on stories that are generated through research practices, either collected as spoken data elicited from research subjects or composed as the observations of a researcher. This presentation pays particular attention to one recurring (though optional) stage of such stories – that of the Coda – and explores the potential of this stage to reframe the point and the relevance of everyday storytelling in academic writing.

### **Jennifer Kompara-Tosio – Anticipating the eye of the beholder: student’s responses to the marker as audience**

The focus in this paper is firstly about the student’s ability to use Appraisal resources (Hood, 2010; Hunston & Thompson, 2001; Martin & White, 2007) as seen from an SFL perspective, and is then further discussed from the LCT perspective of axiological condensation and cosmologies, particularly in terms of the attainment of a 100% mark in examinations. This study interrogates extended responses in the subject of Legal Studies, from the NSW HSC 2010 & 2012, supplied by the NSW Board of Studies/NESA. The data consists of a selection of examination scripts at 100%, 80%, 60%, 40%, and 20%, mark levels. Incidences of both invoked and inscribed attitude, graduation and engagement will be coded to give a fine-grained analysis of the required “evaluation” of the legal system as it plays out in the varying levels of these student examination scripts. The study will then focus on the legitimating aspect of the use of those interpersonal resources, as opposed to the mere use of the resources: they must not only evaluate but evaluate correctly. (Martin & White, 2007, p. 1) How interpersonal resources are ordered and clustered for maximum effect, axiological condensation (Maton et al., 2016; Siebörger & Adendorff, 2017), creates a particular cosmology or world view, a particular type of knower: a clear positive or negative code match, made visible by the mark awarded. How this world view of the students, particularly in terms of how they evaluate the legal system, matches the world view of the markers in detail, direction and intensity is the current focus. It is possible to get a mark of 100% in any of the question sections but the basis of judgement for awarding that 100% mark, in complex extended responses, deserves close interrogation.

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### **Nataliia Laba – Towards multimodal genre analysis of web homepages**

As multimodal texts, web homepages are increasingly complex phenomena that generate a plethora of intertextual possibilities brought by a proliferation of various expressive resources. Continuous technological advancements of digital media canvases afford new possibilities for these resources to combine and interact with each other. Since addressing such complexities poses a risk of an overwhelming level of detail in multimodal research, the notion of genre can be used to circumscribe the digital phenomena of study. However, research on multimodal genre analysis is a relatively new avenue, attempting to agree, at times to no avail, on whether a new (digital) medium automatically produces new genres or whether genres remain more or less stable across different media. This paper takes a step towards understanding these developments, drawing its inspiration from the Genre and Multimodality (GeM) model proposed by Bateman and colleagues (Bateman, 2008) for static page-based documents. Conceptualizing genres as configurations of meanings through staged, goal-oriented social processes (Martin & Rose, 2008), the paper adopts the GeM annotation schema to account for modes of expression across four layers of analysis, attending to the material properties of the digital medium. First, in the base layer, a web page is segmented into the smallest discernible elements physically present on a page. Second, in the layout layer, base units are picked for description and visualization. Next, the discourse semantics layer guides the contextual interpretation of the identified layout units. Lastly, access structures for web traversals are explored in the navigation layer. Therefore, approached as a multistratal phenomenon, a multimodal genre of a web page constitutes choices made on these four strata.

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### **Gyeyoung Lee – Impact Captioning in a Korean Real-Variety Show: Systemic functional-multimodal discourse analysis (SFMDA)**

Impact Captions (ICs) – non-diegetic written language and emoticons on screen – have been used on various television programs in Korea, Japan and China. This new form of writing (van Leeuwen, 2008) appears to work as guide for viewing Korean TV Real-Variety Shows (RVSs) (see Martin, 2008). The functions of ICs include the projection of speech and thought, the provision of commentary and/or background information, and the evaluation of actions and characters (Park, 2009).

This research analyses ICs as “readings of the meaning potential afforded by individual texts” (Martin, 2008, p 33), and identifies the ways ICs make meaning in relation to other semiotic resources on screen (formalised in system networks for types of ICs). This research contributes to existing IC research by adding an SF-MDA perspective.

For data collection, four episodes (episode 1, 3, 4, and 5) from one Korean RVSs – 3 Meals a Day (3MaD) – are analysed for image, spoken language, written language and sound (Baldry and Thibault, 2006).

The analysis of the ICs explores how meaning is made through a selection of systemic choices across seven features: COLOUR, SIZE, GRAPHOLOGY, SOUND, PLACEMENT, TYPEFACE, and RECURSION. The system networks proposed for ICs are at the level of expression, and serve as a foundation for establishing system networks at the level of content.

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**Aurelie Mallet – Exploring the Semiotic Resources in Australia’s Successful National Tobacco Campaign: A Multimodal Discourse Analysis**

Australia’s National Tobacco Campaign (NTC) is one of Australia’s longest running public health campaigns and has been successful at reducing smoking rates in Australia since its inception in 1997 (Australian Institute of Health and Welfare, 2020). While there has been a large amount of research investigating the NTC’s impact on reducing smoking rates (e.g. Boyle et al., 2010; Department of Health and Ageing, 2004; Young, 2016), there has been little research into the NTC’s campaign materials themselves and how they work to effect change. Drawing from Systemic Functional Linguistics and Multimodal Discourse Analysis, this presentation explores the development of these campaign materials over 23 years. More specifically, this presentation investigates how the NTC draws on various semiotic resources including language, image, and film to target smoking from both a technical and medical perspective, and a more personalised perspective to stop Australians smoking.

This presentation examines how smoking is regularly portrayed from a technical and medical perspective in language through the unfolding of long activity sequences, diseases having agency over smokers, and through recontextualised medical lexis. This technical and medical perspective of smoking is also realised in image and film by visually depicting the damage and diseases smoking causes to the body. In addition, this presentation explores how smoking is often portrayed from a personalised perspective to depict the negative social consequences of smoking. This is achieved in language through various involvement resources such as the use of first names, and paralleled in images and film by giving salience to human participants, and by involving the represented participants with viewers through direct eye gaze. And lastly, this presentation discusses the implications and applicability of these findings to future public health campaigns.

**Asmita Manchha, Ken Tann, Kirsten Way and Michael Thai – Understanding Stigmatising Discourses in Aged Care: Applying Systemic Functional Linguistics to the Evaluative Language Used in the Australian Royal Commission into Aged Care**

The stigma surrounding aged care is complex. However, current stigma theories (e.g., Pescosolido & Martin, 2016; Pryor & Reeder, 2012) are unable to capture this complexity as they do not tend to differentiate between multiple stigmatizing discourses that are interrelated but conceptually distinct in terms of their targets. For example, negative character judgments of aged care workers are often conflated with negative evaluations of the institutions they work for, the type of work they do, and even the older people they care for. We argue that this lack of nuance may hamper productive dialogue within the field. By drawing on Systemic Functional Linguistics, a discourse approach can clarify the different ways stigma is meaningfully understood by stakeholders and help refine stigma theory. Using APPRAISAL categories (Martin & White, 2005), we developed a common framework to reconcile the different ways stigma is socially constructed within the Australian aged care context.

We will present our preliminary framework of discourse categories derived from analysing the evaluative language used in the 2019 Australian Royal Commission into aged care. Through an iterative process analysing 660 public submissions, we identified categories of stigmatizing public discourses according to attitude types (i.e., subtypes of affect, judgment & appreciation) and targets (e.g., people, system). This framework allows us to identify intervention priorities based on data. We argue that understanding these linguistic patterns can help the aged care sector (e.g., providers, educators, researchers) identify priorities for interventions within the field, and policymakers in designing more targeted aged care reforms.

**Nance Mousa, Neda Karimi, Joseph Pipicella, Ria Kanazaki, Astrid-Jane Williams, Watson Ng, Annabelle Lukin, Alison Rotha Moore and Susan Connor – Experiencing telehealth: Insight from transitivity analysis**

Remote medical care via telehealth services has been expanded in Australia in response to the COVID-19 pandemic. This study explores how the telehealth experience is represented by gastroenterologists and patients with inflammatory bowel disease (IBD), a chronic condition of the gastrointestinal tract. The study is situated within a larger project about communication in the treatment of IBD. The current study seeks answers to the questions of what telehealth has to offer from the perspective of patients and consultants and where it is less effective compared to a face-to-face appointment.

The data includes pairs of post-appointment interviews with four consultants and their respective patients from Liverpool Hospital, Sydney (n=16, four patients per consultant; two attending via telehealth and two attending the face-to-face clinic). The patient and consultant interviews were conducted separately to explore their views about the modality of the consultation and its effect on their relationship as well as the information exchange during the visit amongst other topics. A transitivity analysis (Halliday & Matthiessen, 2014) remains ongoing on those interviewees' statements that were (1) provided freely (without the interviewer's further probing); or (2) provided after the interviewer's probing and were more detailed than simply confirming or negating the interviewer; and (3) on the experience of the interviewee during the specific consultation in question rather than a general statement about telehealth.

The results of the interim analysis suggest that for both consultants and patients, the telehealth experience can be facilitative or restrictive. For example, while telehealth restricts certain processes of perception like "seeing" face-to-face or "examining" when needed, it facilitates others, like "hearing" patients when they need to feel heard within the context of their individual treatment plans. Final findings will inform the development of new models of care, finding a place for telehealth beyond the context of COVID-19.

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### **Thu Ngo – No need for words: Paralinguistic negotiation of emotions**

In SFL, the two key interpersonal discourse semantic systems in language are NEGOTIATION and APPRAISAL (Martin, 1992; Martin & Rose, 2007; Martin & White, 2005). NEGOTIATION in language comprises resources for enacting social relations in the unit of dialogue referred to as an exchange. An exchange consists of up to five basic moves, plus tracking and challenging moves which facilitate or frustrate a successful exchange of information, goods & services, calls or greetings. While propositions and proposals cannot be negotiated solely via paralinguage (e.g. facial expression, gesture, body language, voice quality), paralinguage can be used to negotiate emotions with the potential to achieve social affiliation. This kind of 'bonding' (Knight, 2013; Zappavigna, 2018, 2019) can occur when two interlocutors share emotions about the same trigger. In this presentation, I'm going to explain a system for negotiating emotions in paralinguage including options for 'tendering' emotion which could be responded by either 'heeding' or 'ignore' (Ngo et al., 2021). The system will be illustrated through analyses of paralinguistic interactions between characters in the animated movie Coraline to show how they can emotionally bond or fail to bond.

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**Thu Ngo & Kristal Spreadborough – Exploring systemic functional semiotics approach to understanding the emotional expressions in singing performance: implications for music education.**

Engagement with songs through performing and analytical activities are key components of music curricula world-wide. Music learning has a significant impact on a number of student competencies, including enhancing students' communicative abilities as they learn to manipulate, express and share sound as both voice qualities and words (or the lyrics) (Wicks, 2015). However, common analyses of singing performance rarely focus exclusively on voice quality, and there is no systematic framework which considers how emotional meanings in lyrics interacts with emotional meaning in voice quality. Drawing on systemic functional semiotics (van Leeuwen, 1999; Martin & White, 2005), this paper proposes a unified theoretical framework for examining how emotional meaning is co-constructed in the voice and lyrics in singing performance. This framework provides a novel approach for discussing and teaching song analysis and performance. The framework will be illustrated through the analysis of the interaction between voice quality and lyrics of 'Someone like you' performed by Adele.

**Louise Ravelli, Theo van Leeuwen, Markus Hoellerer and Dennis Jancsary – Organizational semiotics: bringing together multimodality studies and organization studies**

As is well known, multimodal communication is a ubiquitous feature of contemporary life, with technological change facilitating dramatic shifts in the nature, production and distribution of communicative texts, changing their affordances, including who it is who can produce such texts, and how they are consumed. The significance of such changes for domains such as education and media has already been established (e.g. Kress et al, 2014; Machin and van Leeuwen, 2007), but its significance for the domain of organization studies is yet to be fully appreciated, despite evident progress in this regard (e.g. Hoellerer et al, 2019). Organizations and institutions, whether commercial, corporate, or governmental, govern and influence much of our daily experience of life, and multimodal perspectives explicate their nature as semiotic entities. Given the increasingly important role of multimodal communication in specific aspects of institutional life such as innovation, institutionalization, organizational identity and the legitimization of organizations and their activities, organization studies is a key site of application for multimodality studies.

This paper introduces the term organizational semiotics as an umbrella term for an approach which sees multimodal communication as being not just an output of organizations, but a fundamental constituent of them, both shaped by and shaping organizational practices, relations, and structures. As Hoellerer et al say (2017: 6), the inter-relation of institutions and multimodality is fundamental, as institutions ‘govern the use and effect of multimodal texts’ but also are ‘constituted multimodally’.

However, organizational semiotics means more than just using organizations as a site for analysis of interesting data. By conceiving of organizations as ‘semiotic entities’, a more nuanced and much-enhanced understanding of multimodality is enabled: not just as a multimodal textual product, but as a complex intersection of structures, processes, practices, and relations which are construed in and across modes, verbally, visually, spatially, materially, aurally, and more. It requires a genuinely mutual engagement with theory and practice. In this paper, we argue for the importance, relevance, and mutual benefits of organizational semiotics, as well as the practical and theoretical issues for scholars of multimodality working in organizational contexts, highlighting a range of institutions and issues under investigation.

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**Kelly Shoecraft and Jodie Martin – From classroom to theory and back again: EAP science students conducting SFL research in Canada**

SFL is a productive and useful framework for language development, especially in English for Academic Purposes (EAP) where students are both multilingual learners and focusing on disciplinary language development. Further possibilities are offered if SFL is taken not only as a pedagogical approach for the classroom, but as a research method within the classroom. This paper presents on an EAP course in Canada in which first year international science students conducted SFL-informed comparative discourse analysis research projects on the texts and language features of their choice, while being taught research-writing with SFL. Several strategies were developed to address the challenges of novice research; firstly, mediation was necessary to help move students between the adapted metalanguage of the classroom to the metalanguage of the theory. Secondly, literature which was accessible - both linguistically and technologically - was curated to support students' methodology and discussion sections. Lastly, after students had gathered quantitative findings, they required assistance to make qualitative linguistic interpretations. A qualitative interpretation tool was developed to connect findings based on frequency and typology to the contextual variables associated with register. While the research projects students conducted were limited in their scope, usually comparing two texts only for one language feature, the potential pedagogical impact is significant. By investigating the use of language features themselves, students at a minimum confirmed usage advice they had received in the classroom, and at best developed further nuances based on a deeper understanding of the language feature or the context of usage. We suggest that having students conduct SFL research in addition to being taught through SFL has the potential to empower students to transfer their linguistic insight beyond the EAP course into other topics and texts they are interested in, and therefore possibly impact their future studies.

### **Claire Simpson-Smith – Evaluation of entities in engineering discourse**

Research suggests that professional engineering documents such as reports and guidelines are an object-centred form of written communication with a persuasive purpose and an objective style requiring a command of evaluative language and an understand of how, and to what, evaluation can be applied. This style can be challenging for novice engineering writers to master and there is a lack of linguistic research to support educational resources, particularly from the perspective of functional grammar. The system of appraisal offers an approach to understanding evaluative language. This paper describes the use of one sub-system of appraisal, the attitude system, to investigate the use of evaluative language and what it targets in engineering writing. The study investigates ten publicly available professional engineering texts, which are part of a corpus being used for a larger research project on the persuasive discourse of engineering. The findings show that the valuation sub-type of appreciation, from the attitude system is used in significant preference to all other categories. Physical objects and activities are the most commonly evaluated entities. These findings have implications for the teaching of writing to engineering students.



### **Donato Spinosa – Examining Evaluative Language for Marketing Intelligence and its Role in Building Solidarity in Online Brand Communities: An Appraisal Analysis Approach**

**Purpose:** The purpose of this study is to demonstrate how Martin & White's appraisal framework can be used to improve sentiment analysis accuracy by systematically identifying interpersonal meanings in language and examine the use of language as a solidarity building resource within online brand communities. Marketing intelligence is crucial for building effective marketing strategies, as it provides a road map for new market and segmentation opportunities, current and future trends in terms of consumers' needs and wants, and helps marketers improve products and services. User-generated content has exploded since the onset of the pandemic and the rise of sentiment analysis tools has provided marketers with unprecedented opportunities to gather intelligence on consumer attitudes and opinions towards products and services. Marketers can analyse a vast corpus of consumer sentiments much more quickly and efficiently than they could using traditional methods. Sentiment analysis plays an important part in measuring the overall health and success of online brand communities, as well as protecting brand reputation. However, such programs are unreliable, as they ignore context, irony, sarcasm, humour, metaphor, and paralinguistic resources (emojis), while generally relying on positive-negative dichotomy and the bag of words model (term-frequency counter). In this study, the author proposes an appraisal analysis approach for improving the sentiment analysis of user-generated content in online discussions. Consumer emotions towards specific products and services were analysed based on three broad semantic domains: attitude, graduation, and engagement. This study demonstrates that consumer product and service evaluations are much more than just a simple positive-negative dichotomy. The evaluation of products or services is also comprised of expressing feelings (affect), opinions towards service providers or staff (judgement), and the value of a product or service in terms of its quality and cost (appreciation). As a result, this study has important implications for firms to analyse valence (polarity), emotions, and other affectual states using these three sub-systems of attitude. Marketing practitioners can determine which aspects of products and services consumers enjoy the most and vice-versa. By employing the appraisal framework, this research also demonstrated how users employ language to form affiliations and social bonds within online brand communities.

**Practical Implications:** The appraisal framework and its semantic resources used in this study have several implications for marketers. Specifically, by using relevant linguistic resources, this study reveals how firms can achieve a more accurate and in-depth understanding of the context in which sentiment is conveyed, while gaining a deeper understanding of the complex nature of communication and its role in building solidarity to foster a strong sense of community, which cannot be measured through external criteria. In other words, users form affiliations that are marked by solidarity and sociability when they interact with one another around shared interests and values.

### **Dragana Stosic – Methodology recounts in reports of randomised controlled trials**

This paper adopts a systemic-functional approach to genre (Martin & Rose, 2008) and genre-embedding (Stosic, 2021; Szenes, 2017) to examine Method sections in reports of randomised controlled trials (RCTs) in the field of clinical psychology. RCTs are considered “the gold standard” for assessing the effectiveness of medical interventions due to their ability to reduce bias. According to the the Consolidated Standards of Reporting Trials (CONSORT) Statement, RCT reports need to provide enough details on the undertaken procedures to allow for a replication as well as critical appraisal of the trial (Moher et al., 2010). Although the CONSORT Statement offers a medical perspective on the writing requirements, linguistic studies are yet to explore the language strategies used to provide a recount of RCT methodology. Traditionally perceived as “rhetorically simple” (Swales, 2004), Method sections of research articles have received relatively little attention in linguistic approaches to genre. Be that as it may, a recent cross-disciplinary study within the tradition of English for specific purposes (ESP) has suggested that these sections represent complex rhetorical compositions (Cotos, Huffman, & Link, 2017). In this presentation, a sample of clinical psychology RCT reports will be used to showcase the generic structure of RCT methodology recounts and illustrate the cline between the synoptic and comprehensive sub-types. This study carries methodological implications for applying SFL genre theory in the analysis of research articles. Furthermore, its findings have pedagogical implications for research training of medical students and novice researchers.

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**Nida Tahseen – Violence against women: A study of attitudinal evaluations in commentaries of Australian media discourse**

One in three Australian women (30.5%) has experienced physical violence since the age of 15 (AIHW 2019). There is a rich scholarship available that studies news reports on violence-against-women (Black 2015) but there are relatively few studies that investigate the linguistic choices adopted in the construction of journalistic commentaries. Therefore, this study investigates the attitudinal patterns emerged in the violence-against-women related journalistic commentaries published in Sydney Morning Herald on International Women's Day. The journalistic commentaries are argumentative texts that are essentially subjective, evaluative and personalized (Feez, Iedema, & White, 2008). The study draws on the appraisal framework (Martin & White 2005) as a linguistic tool to analyse the attitudinal language of the articles indicative of the authorial voice adopted by the authors to perform the evaluative assessments of the semantic fluctuations, similarities and dissimilarities in these commentaries. The 11 articles are selected from a period of 2009 to 2019, a decade that covers the significant traction of #metoo and #Timesup movements. The findings indicate that although linguistic representation of stereotypes in relation to violence against women have been weakening (Popp et al. 2003) but the traces of linguistic censorship i.e., underplaying the authorial voice is prevalent in these commentaries.

### **Ping Tian and Anna Hartman – Exporting Australian taste in Asia: a dialogue between multimodality and consumer culture**

The export market for Australian wine is facing an ongoing challenge due to disruptions from the COVID-19 pandemic. Given the detrimental impact on its Chinese export sector, the Australian wine industry has identified the broader Asian market (e.g., Japan, Singapore, and South Korea) as an emerging export destination (Wine Australia). In these exchanges, export sales primarily funnel through to the consumer via e-commerce platforms (Australian-Asian Wine Summit 2021) leaving the consumer to consider market offerings via an online interface. Hence, it is important for Australian wine producers and other intermediaries to carefully consider how their branding is interpreted by the local culture when compiling their go-to-market strategies.

In this paper, we draw attention to how wine is branded, with a focus on not only language, but also other semiotic resources such as color, font, and logo in its visual design (Kotler and Armstrong 2012; Koenig and Lick 2014, Thomas and Pickering 2003). We take a linguistics approach to study wine, a category of cultural consumption where status and identity are key drivers (Beverland, 2004; Humphreys & Carpenter, 2018; Heding et al, 2020), demonstrating cross-cultural differences in brand story telling utilizing various semiotic resources. Drawing on the SFL inspired multimodal discourse analysis (Kress & van Leeuwen 2006), this paper provides a micro-level analysis of 200 wine labels collected from a Chinese B2C online platform, Jingdong. It also includes an in-depth qualitative MDA analysis of an iconic Chinese wine brand 'Changyu'.

In the dialogue between MDA and marketing and consumer research, we present a strategic organizational processes (Croidieu et al, 2018; Knight et al, 2018; Meyer et al, 2018) in visual and verbal designs. It raises the awareness of brand management in the managerial level and provides implications for the wine exporters in the industry on the one hand and marketing theory on the other in terms of its interdisciplinary nature (Höllerer et al, 2019; Olga, 2021).

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### **Len Unsworth – Describing Digital Interactive Literature: A Systemic Network Approach**

Recent developments in digital technology have transformed the possibilities of interaction with literature to actual bodily involvement in fictional worlds. While the cultural valuing of literature remains inextricably interconnected with the conceptualization, if not the physicality, of the book as a cultural artefact, the physical activity of reading literature in digital media, or in digitally augmented paper media, is no longer confined to eye movement and page turning, but now entails bodily experience. Interacting with fictional entities through screen swiping or device shaking in animated picture books and confronting the seeming corporeality of characters and materiality of settings through virtual and augmented reality apps, is a prominent trajectory of development in children's and adult literature.

The work presented in this session uses the systemic functional semiotic network methodology in an initial move towards mapping the options for reader/viewer interactivity with digital interactive fiction and their roles in the construction of narrative meaning. The data investigated are examples of currently available digital fiction including classic children's literature such as Lewis Carroll's *Alice in Wonderland*, the Beatrix Potter stories of *Peter Rabbit* and *Jemima Puddle Duck*, and traditional tales, as well as ever-popular classic adult literature such as the *Sherlock Holmes* stories and contemporary children's and adult literature.

The network shows available options for reader/viewer interactivity with digital literature in terms of imagic, verbal and bodily interaction. These interactivity options can be peripheral or integral to the story development. If integral their narrative functions may be procedural, elaborative or transformative in conveying the events and the nature of the characters in the story.

This exploratory work offers an approach to a systemic functional perspective on current initiatives to develop a critical interpretive poetics of digital interactive literature.

### **Jack Walton and Jodie Martin – No Rubric: Assessment of Application of SFL-knowledge in EAP Science Through a Holistic Approach**

While it is commonly argued that rubrics can make achievement standards and criteria explicit, other approaches may be required for assessment tasks that afford students flexible ways to respond to them. This paper reflects on an alternative approach that was used for an assessment task which required students to participate in SFL-informed grammatical discussions of science textbook readings in an English for Academic Purposes (EAP) course in Canada. The task was designed to address challenges of asynchronous online international education during the COVID-19 pandemic as well as support students' preparation for science exams by providing them with more authentic, context-specific opportunities to demonstrate their language skills. Students were given excerpts from science textbooks identified by the science instructors as valuable for revision before exams the following week. In synchronous conversations with the EAP instructor, students described the use of one focal language feature from the course in the text, and explained how that use related to science. Given the latitude available to students in demonstrating their knowledge, a holistic assessment approach was used in which the set of possibly relevant criteria was left open. Instead of advising students about exact criteria in advance, the instructor provided a practice text and model analysis beforehand, with a recording describing the various insights that could be gained from the grammatical analysis. The assessed conversations were recorded on Zoom, and the instructor made notes of particular moves that were associated with higher or lower success. After all conversations were completed, these criteria were refined into three bands, which were provided as feedback to the students, along with a recount of observations relevant to their specific conversations. We discuss this design as an example of how a holistic assessment approach may be implemented for the assessment of oral practices, reflecting on both its strengths and limitations.

**Trish Weekes – The Literacy in Subject Areas professional development program for secondary school subject area teachers: dealing with the reality of organisational change in schools**

SFL literacy educators are well aware of the challenges of building teacher knowledge of language and literacy in secondary schools. Literacy professional development necessarily involves organisational and cultural change within schools. Building a collaborative culture of literacy requires a great deal of planning, time, effort and 'buy in' from stakeholders. Application of learning requires even more time and sustained effort to apply new learnings and to see them through in all aspects of school life, staffroom planning, classroom practices and assessment.

This session outlines a literacy professional development program for secondary schools which tries to take into account the complexities and challenges of organisational change in schools and working with busy teachers.

Literacy in Subject Areas is a three-year professional development program for secondary schools, currently underway in four schools in New South Wales. It is a faculty-based professional development program underpinned by SFL and Sydney School Genre Pedagogy. Literacy in Subject Areas aims to improve teacher knowledge of the disciplinary literacy demands of subject areas and effective literacy pedagogy, to impact on students' literacy achievement and academic results, while at the same time offering opportunities for heads of faculty to develop their leadership capacity.

Currently, Literacy in Subject Areas is being run in four secondary schools, involving 212 teachers in faculty groups, with expansion to further schools planned for late 2021. This presentation outlines the rationale and design of the program, and reports on progress and learnings from the first year of the three-year program.

**Xiaoqin Wu – Movement as a motivated choice: Exploring the textual function of a teacher’s movement in an ‘Active Learning Classroom’**

A teacher’s use of classroom space has great impacts on the nature of teaching and learning that can take place (Jewitt, 2008). However, the ubiquity and large expenditure in university classrooms have not been accompanied by well-informed research that explores how the use of such classrooms affects pedagogy (Lim et al., 2012). This paper aims to contribute such an understanding by focusing on one particular use of classrooms via a teacher’s movement of whole body in space, and examining the types of textual meaning that can be realized by such movement. Drawing on a social semiotic approach informed by systemic-functional linguistics (Gregory, 2002; Kress & van Leeuwen, 2006; Martin & Rose, 2007; McMurtrie, 2016; van Leeuwen, 2005), this paper conducts a nuanced analysis of one teacher’s movement patterns in a film lesson in a so-called ‘Active Learning Classroom’. Through the analysis, this paper finds that a teacher’s movement can realize diverse textual meaning: movement can construe rhythm; movement can frame more delicate lesson activities; movement can construe prominence as the lesson unfolds. As such, this paper concludes that a teacher’s movement in the classroom is a motivated choice that contributes to meaning-making and realize pedagogic functions. The paper ends with a discussion of the theoretical implication and the practical implication for pedagogy and teacher training.



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