

ISFC 50 Abstract Book

ordered by schedule

Colloquium: Disciplinary Literacy in Schools (10 Separate talks - 4.5 hours)

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Colloquium Abstract

Disciplinary literacy, encompassing the specialized ways of reading, writing, and communicating knowledge within distinct academic subjects, has emerged as a critical focus in education worldwide. This colloquium explores how disciplinary literacy for curriculum learning. In this session, we will discuss:

1. **Teacher Professional Development, Cross-Disciplinary and Teacher/Researcher**

Collaboration: Effective disciplinary literacy teaching requires educators to possess both deep subject knowledge, awareness of the disciplinary ways of making meaning and pedagogical expertise. Paper 1 discusses their findings that highlight the transformative, sustained scaffolding of disciplinary literacy with teachers. Paper 2 foregrounds the deconstruction of disciplinary literacy and modelling of classroom practices to enhance teachers' professional learning. Paper 3 explores the relationship between the genres of the school curriculum and those pupils are required to produce in public exams; the issues

and insights that emerge; and how we might begin to develop the understandings and pedagogical tools teachers need to support their students to greater exam success.

2. **Disciplinary Literacy in the Disciplines:** Paper 4 measures the effect of the explicit teaching of language on learners through an examination of clause complex, appraisal analysis transitivity and legitimation code theory. Paper 5 unpacks the nature of the subject *Community and Family Studies* in comparison to other humanity subjects. Paper 6 focuses on the multimodal literacy demands of design and construction. Paper 7 examines the SFL concept of presence and discusses iconicity, negotiability and implicitness in CLIL students' science texts.
3. **Equity and Access to Disciplinary Knowledge:** Paper 8 discusses the benefits and challenges when teachers engage with data driven learning and SFL. Paper 9 examines the implications heritage language learners (HLL) who are faced with the language of schooling in a dominant world language. They discuss how SFL-pedagogy builds on HLL's existing semiotic resources in productive ways. Paper 10 provides a systematic overview of studies that have incorporated SFL and genre-based pedagogy in secondary schools as discussed in the colloquium.

Drawing on empirical research, and theoretical insights from SFL, appraisal analysis, discourse semantics, metafunctional analysis, corpus linguistics and legitimate code theory, we encourage a dialogue that demonstrates the transformative potential of disciplinary literacy, SFL and pedagogy to support access to the curriculum.

1. Transforming disciplinary literacy: A scaffolded, functional approach to collaborative and contextualised teacher professional development

Integrating disciplinary literacy into subject-specific teaching can be challenging (Shanahan & Shanahan, 2008, 2012). Literacy tasks need to address core subject learning outcomes while developing students' writing skills (Fang & Moje, 2012; Fang & Schlepppegrell, 2010). Yet, many teachers feel under-equipped to teach writing skills explicitly. Research shows that sustained, contextualised and collaborative professional learning (Darling-Hammond et al., 2017; Core et al., 2023; Hattie, 2023), which builds on teachers' content expertise and boosts their confidence in teaching writing, is vital for changing practice. Adding to these features, we argue that a functional model of language together with a scaffolded approach to pedagogy are key to developing disciplinary literacy programs of work.

This paper presents findings from the *Improving Writing Outcomes* project, a priority grant funded by the New South Wales Education Strategic Research Funds in Australia (Chen, et al., 2021-2024). It showcases a professional development learning model grounded in the Teaching and Learning Cycle (Rothery, 1996; Derewianka & Jones, 2023) and demonstrates how it can support teachers' understandings of the semiotic demands of their subjects. Drawing on interviews, and classroom observations with science and history teachers, and samples of student work, our analysis identifies key factors that have led to changes in teachers' knowledge and practice of disciplinary literacy. The paper concludes with recommendations for professional development that promotes transformative, sustained changes in disciplinary literacy teaching practice.

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2. Exam Questions, Genres and Disciplinary Literacy

The power of language is evident in the writing demands of high-stakes standardised secondary school exams such as the iGCSE/GCSE/A Level/International Baccalaureate (IB). These exams are extremely challenging for many students and play a crucial gatekeeping role for life, studies and work within and beyond school (Education Endowment Fund, 2021). Building on work in SFL, genre, disciplinary literacy and corpus linguistics, and drawing on initial findings from the BAWESS Project, we discuss the potential genres that are identified in exam questions in three disciplines History, Biology and Geography. The BAWESS Project is the first discipline specific corpus of authentic student exam-practice written texts and aims to provide resources that support disciplinary literacy in schools.

Understanding the role of genres as ‘staged goal-oriented purposeful activity that people engage in as members of their culture’ (Martin, 1984:25) is key to supporting writing across the curriculum (Forey 2020; Forey & Cheng, 2019; Derewianka & Jones, 2023). One area that needs further attention is how the disciplinary genres of the school curriculum then ‘play out’ in the tasks pupils are set in written exams. As part of the BAWESS Project we have developed a corpus of exam questions, exam specifications, exam mark schemes and model answers shared online by the exam boards to understand the type of questions set for longer answers in History, Biology and Geography A-level/GCSE/iGCSE and IB exams. The findings provide key insights into the nature of ‘exam genres’.

Using automated corpus tagging we can identify the ‘power words’ found in the exam questions to shed light on the ‘power grammar and power composition’ (Martin 2013) required in these three disciplines. We demonstrate how the findings from an analysis of exam questions could provide a clearer understanding of the type of genres associated with different disciplines. Insights into the different genres found in exam questions and their association with disciplines can enhance and raise awareness for teachers, learners and researchers in relation to the disciplinary literacy practices in school exams.

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3. Deconstructing Disciplinary Disadvantage: SFL and Subject Hierarchies

In this paper I demonstrate how SFL can be used to understand disciplinary difference and its effect on senior secondary students' success in end-of-school high stakes examination. In New South Wales, Australia, the senior secondary subject *Community and Family Studies* (CAFS) attracts 90% female students and is scaled negatively in the calculation of students' overall university entrance score with over 70% of students receiving a scaled mark under 50% (Universities Admissions Centre (NSW & ACT), 2024). This means the subject is perceived as less academically rigorous and students who study it are disadvantaged over students who study subjects such as History (Roberts et al 2019). There is an urgent need to understand how subjects are positioned differently in high-stakes curriculum, and how students in all subjects can be supported to achieve highly.

In this paper, using CAFS as an example, I show how Systemic Functional Linguistics (SFL) can be used to look at disciplinary practice in order to understand the nature of a subject as it is taught. I draw on various SFL tools and multiple data from a long-standing project, including student writing for end-of-school examinations, textbooks, teacher-produced handouts, video-recorded classroom interaction and teacher interviews. Beginning with an analysis of student

writing, I show the difference between how students write in CAFS and how they write in other humanities/social sciences subjects. I then demonstrate how their common-sense writing is echoed in textbook material and handouts. Finally, I show how SFL analysis of classroom discourse demonstrates that students are regularly involved in common-sense, contextually-dependent meaning-making rather than being supported to make technical, condensed and abstract meanings. Throughout, I not only demonstrate how SFL can uncover the nature of existing practices around disciplinary literacy, but also how it illuminates opportunities for reimagining disciplinary literacy in CAFS and similar subjects internationally.

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4. Using SFL and LCT to measure the effect of teaching Cognitive Discourse Functions on CLIL students' written performance in History

The Cognitive Discourse Functions (CDF) model (Dalton-Puffer, 2013) has been widely used in content and language integrated (CLIL) research to explore students' academic language performance in a variety of subject areas and educational levels. Some studies have used Systemic Functional Linguistics for the analysis of students' production of different CDFs (see, for example, Whittaker & McCabe, 2023 on the CDF *evaluate*). However, research is needed that measures the effect of teachers' understanding and scaffolding of the role of language in CDFs on students' performance.

In this study, we explore the effects of a teacher's scaffolding of CDFs in the classroom on year 8 CLIL students' written performance of the CDFs *define*, *explain*, *categorize* and *evaluate*.

After participating in an online seminar on the characteristics of CDFs conducted by the researchers, one of the teachers gave a lesson on these CDFs to one group of students. This study group (n = 17) and a control group (n = 14), who had not received any preparation on CDFs, then responded to a history prompt eliciting the aforementioned CDFs. Using the semantic dimension of Legitimation Code Theory (Maton, 2014), we analysed the teacher's explanations of the CDFs

in terms of abstraction (semantic gravity) and complexity (semantic density). The students' written performance in both groups before and after the lesson were compared using SFL frameworks designed in previous studies, such as clause complexes, appraisal theory and transitivity (e.g. Nashaat-Sobhy & Llinares, 2023 on *define*; Whittaker & McCabe, 2023 on *evaluate*; Evnitskaya & Dalton-Puffer, 2023 on *categorise*). Preliminary results show that the teacher reduced semantic density and contextualised more his explanations when teaching some CDFs, such as *evaluate*, compared to others like *define*. This may explain the study group students' use of a wider variety of appraisal resources compared to the control group. The study shows only partial effectiveness of the lesson, indicating that more specific language-oriented training is necessary for it to influence students' performance.

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5. Literacy in Industrial Technology: Reading and Writing in the Construction of Physical Objects

This talk will present initial results from a large study of the literacy demands involved in the design and construction of physical objects in senior secondary school. In particular, it will focus on a subject in NSW, Australia, called Industrial Technology, centred on designing and

constructing major works in timber, metal, automotive, graphics, multimedia and/or electronics. Industrial Technology is a major subject in NSW, one of a suite of similar subjects in Australia and a range of countries across the world, and links closely with advanced literacy skills required to operate digital platforms managing complex systems in product design, quality assurance and marketing. It enrolls 10% of senior high school students in NSW, and its students display the 2nd lowest socio-economic status of all subjects in the state. These students largely move into the workplace after school rather than university but do so while being on average in the lowest quintile for literacy in every standardised assessment through their schooling career.

Nonetheless, reading and writing are deeply embedded in design and construction. For example, for their major project, students must produce an up-to 80-page folio illustrating and explaining their design and construction. This folio involves complex multimodal demands, as students integrate writing with diagrams, photos and technical drawings, plus numerical data and project funding. With literacy research largely neglecting this vital subject area to this point, this talk will overview Industrial Technology's highly multimodal literacy demands as an instance of the broader literacy demands of design and construction. It will also reflect upon how we can design disciplinary literacy pedagogy in a subject that primarily occurs within a workshop (of timber or metals etc.), rather than a standard classroom.

6. An analysis of presence in CLIL students' writing in science across school levels

The aim of schooling is to equip students with disciplinary literacies. This encompasses the ability to produce coherent text and express both concrete and abstract knowledge. This requires the ability to generalize and express abstractions alongside concrete examples, construe experiences, negotiate possibilities, and use reference effectively (e.g., deixis). In bilingual education scenarios, this is particularly challenging as students are expected to produce disciplinary appropriate texts in additional languages.

In this presentation, we analyze the written texts produced by students in Year 7 and Year 10 (beginning and end of compulsory secondary education) in a content and language integrated learning (CLIL) setting in Spain, where the language of instruction is English. The students responded to a prompt eliciting the same Cognitive Discourse Functions (Dalton-Puffer, 2013) on the same topic in a biology course. Using the SFL concept of presence (e.g., Hood, 2020), we examine its three aspects—iconicity (the degree of abstraction or concreteness in encoding

ideas), negotiability (the arguability of propositions), and implicitness (how much meaning is recoverable from the text alone). Following previous studies that have applied SFL to the analysis of students' production of Cognitive Discourse Functions (CDFs) (e.g. Nashaat-Sobhy & Llinares, 2023; Llinares & Morton, 2024), the present study aims at comparing the students' use of presence in the CDFs *define* and *explore* across levels of schooling, as well as relating our analysis to English and biology teachers' assessment of the texts using comparative judgment. Preliminary results show more variation in presence profiles between the two CDFs than between school levels. The analysis also suggests that higher levels of presence are not always associated with higher ratings in teachers' judgments. We identify pedagogical implications regarding the role of concept dependency as a component of disciplinary literacy in bilingual education. We also discuss possible conceptual modifications to the model of presence arising from our analysis.

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7.Designing instruction to develop teachers' Disciplinary Linguistic Knowledge for science and health literacies.

This presentation builds on recent developments in SFL theory on the nature of language resources in disciplinary knowledge of schooling and on developments within genre pedagogy to explicitly teach those resources in the context of teacher professional development.

Resources and workshops designed to develop teachers' disciplinary linguistic knowledge (DLK) frequently foreground deconstruction of disciplinary texts and modelling of practical classroom-based sequences from genre pedagogies, such as the Teaching Learning Cycle TLC or Reading to Learn (R2L). Deconstruction activities in professional learning contexts typically focus on explicit modelling of a particular feature and its disciplinary work in one or more model text/s, followed by small/whole group practice to identify and explain selected discourse and/or grammatical features, using text/s of the same genre.

In this workshop I focus on addressing ongoing challenges in developing teachers' linguistic knowledge and confidence, relating to:

- How SFL metalanguage can be best connected to existing ways that teachers talk about meaning making in their discipline.
- How teaching and learning activities can provide sufficient visibility of the language feature under investigation without undermining teachers' capacity for independent 'semiotic labour'.

I demonstrate task-based instructional cycles that have been designed to address these challenges through recent collaborative design of professional learning textbooks and workshops in secondary science and critical health literacy. These cycles focus on revealing patterns in discourse semantics in relation to register meanings of concern to teachers and on revealing characteristic mis-matches between discourse semantic and lexico-grammatical resources to ensure maximal visibility for all learners in linguistically diverse classrooms.

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8. Towards a disciplinary literacy approach: establishing a school/ Trust-wide new way of working across the curriculum.

This paper presents an innovative framework, integrating Systemic Functional Linguistics (SFL) with Data-Driven Learning (DDL) (Johns, 1991) to introduce a culture of disciplinary literacy in a UK independent girls’ secondary school trust (including 26 schools). Focusing on the role of register in the classroom (Halliday, 1986/2007; Martin, 1993) and drawing from authentic language data, we examine how DDL can support teachers and students in developing their understanding of disciplinary literacy.

The study explores the practical implementation of SFL and DDL to enhance teachers’ confidence, linguistic awareness of their disciplines and pedagogical practices. DDL empowers teachers and students to become language detectives, using corpus tools to investigate both familiar and unfamiliar patterns (Yoon & Griers, 2016). Alongside the introduction of DDL, SFL’s register framework was explicitly taught to scaffold learners’ awareness and understanding of meaning-making and linguistic choices across the curriculum. Teachers also adopted register as a teaching and learning resource, as well as a lesson observation tool (Gebhard, 2019). Data were collected through interviews with teachers, lesson observations and an analysis of teaching resources. The analysis of the data sheds light on the implementation, benefits and challenges faced by teachers when engaging with corpora, DDL and register. We discuss how the teachers’ insights related to disciplinary literacy effectively informed lesson planning and learning objectives.

In addition, we examine how enhanced linguistic knowledge and awareness informed curriculum design and lesson observation feedback. The findings contribute to the development of a corpus informed discourse analysis model, fostering a more evidence-driven and analytical whole-school approach that better supports student outcomes.

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9. Supporting heritage language learners' Spanish literacy and multicultural identities through biographical recounts

Heritage language learners (HLLs) face unique challenges when they enroll in instruction they assume will be offered in their home language (Gómez-Pereira, 2018). For example, the varieties of language HLLs use are not often reflected in textbooks that focus almost exclusively on standardized varieties of dominant languages. The result is many HLL experience an unexpected sense of alienation in learning a world language and come to devalue their multilingual and multicultural repertoires (Rosa, 2016). To respond to this problem, scholars suggest that HLLs receive instruction that builds on their existing semiotic resources to support them in developing language proficiencies and deepening their appreciation of their multicultural identities (Achugar & Colombi, 2008). To contribute to this growing body of research, this study analyzes how Diana Gómez-Pereira, the first author, created an SFL-informed intervention to support Spanish HLLs in exploring their multilingual/multicultural identities and developing an awareness of the genre and register features of biographical recounts written in Spanish. Using a research-by-design approach (Moore, Schleppegrell, & Palincsar, 2018), this study documents changes in the literacy practices of ten high school HLLs who participated in 20 hours of instruction. The data sources included pre and post writing samples, curricular materials, videos of classroom interactions, and interviews with participants (Diana Gómez-Pereira, 2018). Data analysis included an SFL analysis of changes in students' textual practices and an analysis of how

instruction provides opportunities for students to explore their identities as Latinx youth in the US. The findings demonstrate how SFL-informed pedagogy supported nearly all students (7 out of 10) in developing a greater awareness of and ability to use the expected genre stages and register features of biographical recounts. In addition, we document how analyzing the language of biographical accounts provided opportunities for students to explore the complexities of their linguistic, cultural, and racial identities.

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10. Enhancing Secondary Literacy Education through Genre-Based Pedagogy: A Synthesis of Research on Diverse Student Populations and Writing Development

Abstract

Utilizing research synthesis methodology, this paper systematically reviews 67 studies on the application of genre-based pedagogy (GBP) in secondary language education, with a specific focus on writing instruction from 1999-2023. The primary objectives of this synthesis are to: (1) examine how GBP has been implemented in secondary education contexts and identify the types of writing problems addressed and the contexts in which they occur; (2) summarize the accumulated findings in this area; and (3) evaluate the effectiveness of GBP and understand the mechanisms behind its impact.

The studies collectively highlight the efficacy of genre-based pedagogy in enhancing students' writing skills, disciplinary literacy, and academic performance across various subjects, including English language arts, science, and history. Key findings indicate that GBP supports the development of students' linguistic and metalinguistic awareness, enabling them to navigate and produce complex academic texts.

The research underscores the challenges and successes of implementing genre-based pedagogy in various educational settings, including urban, rural, and international contexts. It also explores the role of technology-enhanced environments in supporting genre-based instruction and the potential for genre pedagogy to address social justice issues through critical literacy practices. Overall, this synthesis demonstrates that genre-based pedagogy is a powerful tool for improving secondary students' writing abilities and academic success, particularly for those from diverse linguistic and cultural backgrounds. The findings suggest that continued research and professional development in this area are essential for maximizing the benefits of genre-based approaches in secondary education.

Panel A-1

What makes Translingual Pedagogic Discourse Coherent? A Look through LCT's Autonomy Tours

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Abstract

To date, the use of first languages in Second and Foreign Language Education (SFLE) remains a contentious issue (Cook, 2022). Current dominant theory and practice limits or completely avoids the use of the first language (L1). Recent but widely heralded calls for 'translanguaging' argue that using first languages supports L2 language learning. Although this line of thinking seems promising, critics point out that translanguaging lacks a systematic and principled framework for developing teaching and learning strategies. Shortcomings include limited generalizability of evidence (Prilutskaya 2021; Huang & Chalmers, 2023), philosophical discussions lacking practical, pedagogic ideas for educators (e.g. Cummins 2021), and conceptual vagueness on its core principles (Treffers-Daller, 2025). A principled framework is

needed so students' existing knowledge can be tapped systematically and purposefully instead of in ad hoc, piecemeal fashion.

This paper illustrates how such a framework can be developed by drawing on 'autonomy analysis' (Maton, 2018) from Legitimation Code Theory (LCT), an approach widely used to analyse and change practices across education. LCT visualizes how different contents (here, L1 and L2) are used and for what purposes as 'autonomy pathways' over time. Through illustrative analysis of translingual teaching learning exchanges from two different classroom settings in the USA and in Colombia, we identify distinctive 'autonomy pathways' used by the teacher over several lessons to engage students, explain activities, clarify meanings, identify language patterns and help student grasp the additional language. The analysis not only illustrates how LCT offers the possibility of developing a principled and pedagogic translanguaging, but shows how autonomy analysis represents an innovating response to both longstanding disjunctions in dialogue analysis approaches in SFL (Martin, 2000), as well recent discussions in register variation clarifying what it means for a pedagogic discourse to be coherent 'not in spite of, but because of, changes in register' (Martin, 2021: 774).

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The ‘meeting of like minds’ revisited: reflections on affinities between Halliday’s Transdisciplinarity and Hasan’s Systemic Socio-Semantic Stylistics (SSS)

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Abstract

This presentation, originating in Author (forthcoming), reports on ‘armchair’ research into the until now unexplored conceptual ‘fit’ between Halliday’s take on transdisciplinarity and Hasan’s descriptive and analytical framework of verbal art: SSS.

Our inescapably ‘flavour paper’ firstly addresses Halliday’s novel principle of *transdisciplinarity* – in deliberate dissent from *inter-disciplinarity* or *multi-disciplinarity*, as by these he understands “a little bit of this, a little bit of that, a little bit of the other”, in which the disciplines remain distinct loci of intellectual activity. For Halliday, the only real alternative is to *supersede* them, creating new forms of activity which are *thematic* rather than disciplinary in orientation. “A discipline is defined according to its content: what it is that is under investigation. [...] A theme, on the other hand, is defined [...] by aspect, perspective or point of view.” (2003 [1990]: 139-41). His paramount example is Applied Linguistics, as “a way of going about a whole number of *different spheres of activity in which language plays some central part* [...] as an instrument for *exploring something else*”. (2009 [2006]: 114/116, our emphasis),

This is where Hasan’s SSS comes in (e.g.: 1989 [1985], 2007). Illustrated aspects attesting to its being a Hallidayan transdisciplinary activity comprise: (1) her rigorous construction of a maximally applicable holistic framework, prioritising a ‘theme’: the deepest level of meaning of the literature text, symbolically articulated at a second order of meaning where the ensemble contributions of language patterning are made ‘art’ – her ‘theme’ being credibly in harmony with Halliday’s own, as both are affected by/affect multiple, multifaceted socio-semiotic concerns, and (2) her careful theorisation of how best to achieve language-in-literature literacy, empowering analysts’ and students’ critical and creative reflection on language in use – and more. The argument, in sum, is that we may candidly speak once again of ‘the meeting of [these two] like minds’ (Author 2021).

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A Transitivity Analysis of Kim by Rudyard Kipling

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Abstract

Kim (1901) by Rudyard Kipling is often praised both by its admirers and critics for the style of narration, the vividness of descriptions and the extraordinary range of registers, dialects, voices it contains. Despite this, much of the debate on *Kim* has bypassed the text, privileging issues connected to the politics of the British Empire. This talk does not intend to deny or ignore the importance of these issues, rather it proposes that these should be investigated with reference to the lexico-grammatical representations of the main characters.

The methodology employed is original and intersects stylistics, corpus linguistics and a transitivity analysis focused on the participant roles of Kim and the lama.

In the first part of my talk I will illustrate the way in which narratological considerations along with corpus linguistics methods enable quantitative data on Kim and the lama as participants.

These data provide an entry point for the central part of my talk that consists on a transitivity

analysis of a selection of concordance lines in view to get comparative qualitative data on Kim and the lama as active participants.

Results of this analysis (still in progress) shed new light on old and still unresolved questions concerning the representation of the Orient through the character of the lama and Kim's hybrid and unresolved identity torn between East and West.

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The Sketch Engine, www.sketchengine.eu

Panel A-2

Appraisal and transitivity choices in the portrayal of immigrants in the British and the Spanish press: A corpus-based exploration

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Abstract

This paper uses the systemic-functional linguistic tools provided by transitivity and appraisal analysis (Halliday & Matthiessen 2014; White 2002) to explore the ways in which immigrants are portrayed in the British and Spanish press during the Syrian refugee crisis, a period of significantly increased movement of refugees and migrants into Europe in 2015, when 1.3 million people came to the continent to request asylum. The research questions investigated focuses on the following issues: the way in which immigrants are depicted through the appraisal values of the modifiers in noun groups; the way they are represented in the transitivity patterns of the sentences (as active agents or passive agents/beneficiaries); the type of verbal processes selected, the metaphors used, and their appraisal values. Two sets of corpora were used for this investigation: the first consisting of news articles from both broadsheet (Telegraph, Guardian, Independent) and tabloid British newspapers (Sun, Daily Mirror, Daily Express, Daily Star, Daily Mail); and the second consisting of news articles from high circulation Spanish newspapers (El País, El Mundo, ABC), both selected from the Timestamped English and the

Spanish corpus 2014-2016, respectively. The analysis results show interesting differences in the portrayal of immigrants in both communities, with a tendency towards more negative portrayals in the British press than in the Spanish one. Although it is beyond the scope of this study to establish a direct link between news coverage and public perception in both countries, our evidence may be considered as a plausible contributor to public opinion toward immigration in both countries during the investigated period.

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A Corpus-based Dependency Study of Syntactic Complexity in English Academic Writing from the Systemic Functional Perspective

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Abstract

Syntactic complexity can be analyzed from two perspectives: group complexity and clause complexity. Complex nominal groups are widely recognized as a defining characteristic of English academic writing. Within the academic genre, clausal features are more prevalent in soft science texts, whereas nominal features dominate in hard science texts (Halliday, 2004). This study explores the dynamic relationship between nominal group (NG) complexity and clause complexity across three disciplinary groups (Social Sciences, Humanities, and Natural Sciences) through the lens of dependency distance (DD). NG complexity is measured by the DD between the head noun (HN) and its first premodifier, while clause complexity is measured by the DD between the head verb (HV) and the participant NG. The findings are as follows: (1) NGs exhibit the highest complexity in Natural Science texts with respect to DD; (2) the DDs between HVs and subject HNs are more extensive in Humanities texts, whereas the DDs between HVs and object HNs are more extensive in Natural Science texts; (3) adjuncts are rarely inserted between HVs and object NGs in any of the three disciplinary groups, and the few adverbs that are inserted

form verb phrases with the preceding HVs. These findings suggest that NG complexity and clause complexity are not necessarily negatively correlated; instead, both contribute to the syntactic complexity of English academic writing.

Panel A-3

“Encourage women to participate in agricultural production”: The representation of feminism 女权 and related issues in The People’s Daily

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Abstract

Feminism has been a notoriously contentious issue in China (Min, 2007; Spakowski, 2011; Mao, 2020) and its representation in official discourse has been neglected. This study examines how the term 女权 has been reported in the Chinese state-approved official discourse. To do this, a corpus of all articles which use the term *feminism* 女权 (i.e. the ‘direct’ corpus) was built.

Acknowledging that contentious issues are lexicalised in different ways, reflecting different framings of the same issue, this study develops an innovative methodology to help locate references to feminism which do not invoke the exact term 女权 and built the ‘indirect’ corpus.

A diachronic analysis was then conducted. Three years have been selected for analysis. They were 1949 and 1995 (which were the years when the term *feminism* 女权 was most frequent) and 2022 as the most recent year. Interestingly, data show that in thematic roles, *women* 女

女 seldomly serve as an agent but when it does, it is mostly in the embedded clause while in the main clause, *women* 妇女 is still the patient (“The government encourage women to participate in agricultural production.”). This structure reflects power relations where though women retain agency in the actual act of participation, the government holds the agency to instruct women’s actions.

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Academic conflict and engagement across disciplines

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Abstract

This study explores the ways academic conflict is realized in the discussion sections of research articles in the four disciplinary areas of hard-applied, hard-pure, soft-applied, soft-pure, as well as strategies employed in resolving the conflict in discussion sections of research articles in these disciplinary areas. We also explored engagement resources utilized in different components of academic conflict units in the discussions of the different disciplinary areas. To this end 160 research articles representing the four disciplinary areas were selected from highly ranked Q1 journals published from 2010-2021. A number of 20 research articles discussion sections for each subject area was selected according to the criteria suggested by Cheng and Unsworth (2016).

Results showed marked discrepancies in hard and soft science writers' manipulation of academic conflict (AC) for some components of AC and AC units (ACU). Both soft and hard science writers showed higher preference for use of Proposing Claims (PC) component. On the other hand, the findings highlight low frequency of use of Conflict resolution (CR) strategies by both groups, hence the lower mean value of CR led to lower frequency of use of ACU. Soft-science writers showed higher frequency of use of PC component, whereas hard-science writers showed higher values for components of Opposing Claims (OC), Inconsistency indicators, CR, and ACU. As for the engagement resources in AC components, in hard sciences, proposing claim was materialized over three times more through contracting strategies compared to expanding ones. However, this proportion was about 1.5 times in soft sciences.

Implications will be discussed for academic writing across disciplines.

The Use of Modulation in Legal Discourse: A Comparative Study of Academic Legal Articles and Court Hearing Transcripts.

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Abstract

This paper examines the use of modulation (readiness vs. obligation, inclination vs. ability) in two legal genres: Academic Legal Articles (ALA) and Court Hearing Transcripts (CHT). A Systemic Functional Linguistics (SFL) framework is used to explore how these different types of modulation shape meaning and represent knowledge in scholarly writing and courtroom discussions. A Pragmatics Perspective is also applied to explain the choices made by authors and speakers. The corpus includes a total of 300,209 words across both sub-corpora. The ALA corpus consists of 150,114 words from 14 texts, while the CHT corpus contains 150,095 words from 2 transcripts. Quantitatively, the UAM CorpusTool is used to annotate all instances of modality based on their type and source. Qualitatively, several modality instances are analyzed through the SFL approach, particularly the theory of Context. Additionally, generic similarities and differences are explained using Pragmatics theories of social acting, politeness and face, self-representation, and impression management. The study reveals that in ALA, readiness slightly outweighs obligation, whereas in CHT, readiness is significantly more frequent than obligation. Inclination and ability also show genre-based differences: ability is slightly more common in ALA, while inclination appears more frequently in CHT. This paper contributes to SFL and Legal Studies and raises awareness for those analyzing modulation in academic legal texts and court hearings.

Key words: Modulation, Academic Legal Articles, Court Hearing Transcripts, Systemic Functional Linguistics, Pragmatics.

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Panel A-4

"The Rise and Fall of a Sociolect: The Life Cycle of School Sociolects in Multilingual Spaces. The Case of the German High Schools Sociolects in Romania"

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Abstract

One of the central themes of my recent research is the disappearance of various local communities, along with their languages, dialects, sociolects, and even idiolects. Individuals and groups have altered their linguistic choices due to migration from rural to urban areas and shifts in their professional and social environments. This raises several key questions: How have school sociolects evolved in multilingual settings? What is the relationship between the language of instruction, the language spoken on the playground, and students' secret languages? How long does a school sociolect persist? Is intergenerational exchange in using the same sociolect still possible?

This research begins with an investigation into school sociolects in German-speaking high schools in Romania. Do these sociolects continue to exist following the migration of the German-speaking population to Germany? What linguistic elements have been retained in their everyday lives in their new country? Has standard German replaced the sociolect, or do remnants still survive?

Some schools that use German as the language of instruction in Transylvania and Banat have centuries-old traditions, while others emerged as new educational hubs after the fall of the Iron Curtain, embodying strong expectations of discipline, rigor, and cultural continuity associated with the German language. Drawing on early 21st-century studies of these schools, combined with my own data collection, this research aims to identify a pattern that can be applied to other forms of playground interactions and linguistic exchanges.

The linguistic transformations in the young speakers' patterns may be influenced by nostalgia for their high school years, or they may be entirely disappearing due to new professional and social contexts. This presentation provides an overview of three decades of research on this phenomenon in Romania, offering an in-depth analysis of the decline of these sociolects.

Analyzing crisis discourse from the perspective of the GRADUATION system

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Abstract

This paper presents an ongoing research project focused on describing the discourse semantic resources that convey prosodic meanings in science popularization texts about crises, published

in the Gazette of the National Autonomous University of Mexico (UNAM), the country's largest public university. The study investigates the interpersonal aspect of scientific discourse in light of the global crises that have shaped the current decade, including economic, environmental, health, and geopolitical ones. To explore this, we compiled a corpus of 19 reports from the UNAM Gazette that featured the term "crisis/crises" in their headlines, all published in 2022 and 2023. Our analysis is grounded in Appraisal Theory (Martin & White, 2005), with a particular focus on the GRADUATION system, approached from a quantitative perspective. The results reveal a pronounced skew in the distribution of resources, with "force" and "quantification" being the most frequently employed. In terms of realization modes, we identify not only the theoretically pre-established categories, isolation and infusion, but also an accumulating form that operates at the discourse level. This form, realized through the agglomeration of experiential phenomena, creates a rhetorical effect aimed at evoking attitude. We argue that the discourse surrounding crises in science popularization increasingly relies on these amplifying resources as persuasion strategies. This trend suggests that experiential resources, which would traditionally evoke attitude by simply construing crisis-related scenarios without graduating resources, are deemed insufficient, particularly in a decade where the notion of crisis has become more normalized and less impactful.

Figure legends in the physical sciences research article 1970 – 2020

David Banks

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Abstract

Recent research suggests that between 1922 and 2022 there has been a radical change in the way figure legends in the physical sciences research article are written. In 1922 figures frequently have no legend at all, and where they are present they tend to be minimal. The present paper considers the development of figure legends over the period 1970 to 2020, in a sample of articles from *Physical Review A*. The use of figures, their length, and the number of finite verbs used in them all show a significant increase towards the end of the period studied. Relational process is the most common process type of finite verbs up to 2010 when it is overtaken by material process. These include clauses which relate to the experiment or the phenomenon under study, rather than the figure itself and its production. This is material which one might have expected to

appear in the main text. Also of note are the use of first person pronoun subjects, and imperatives. This seems to suggest a transfer of material from the main text to the figure legend. The contextual reasons for this provide an intriguing subject for conjecture.

Panel A-5

The Representation of China in TV Series: The social actor representation in TV dialogues

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Abstract

This presentation will focus on the representation of China in English-speaking TV series from 1950 to 2017 to investigate the often overlooked representation of nation in TV discourse (e.g. Ng and Li, 2022). Based on the results of preliminary corpus analysis, discourse analysis focusing on the representation of China as social actor was conducted to explore the social actor representation strategies and social actor representation features commonly associated with China. From 48,955 corpus extracts, eight main social actor representation strategies representing six actual social actors have been identified, forming sixteen different types of relationships with other depicted objects in TV dialogues. Further diachronic analysis identified three major changes associated with the linguistic representation of China, suggesting an overall transcultural representation of Chinese individuals and an ideology-laden representation of the government and nation of China (PRC), which could subtly normalize western-centric perspectives in viewers.

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'The undecided decide': discursive construction of the deliberative public in the program *100 indecisos* from the appraisal system

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Abstract

The spectacularization of politics and the phenomenon of political deliberation have been little studied in linguistics and are vital to the understanding of democratic political discussion today. The purpose of this presentation is to understand how the audience is constructed in a political discussion program aired at a crucial socio-political moment in Chile. The methodology of analysis used the tools provided by the theory of systemic functional linguistics, focusing on the appraisal system. The main results were that in the political discussion program *100 indecisos* the program Presenter constructs three audiences: Chilean society in general, the viewer to whom he must justify himself, and the undecided present in the program, whose political capacity is negatively valued. The political actors construct the public by means of three types of rhetorical questions: polar, pedagogical and indicative. Likewise, the argumentation towards the public is constructed from personal pronouncements. Finally, it was concluded that the discursive strategies presented by the political actors construct three types of audiences: a reasonable audience aligned with the interlocutor, a student audience which must be taught and a citizen audience capable of generating its own conclusions.

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Expanding Embodiment in Culturally Sustaining SFL Praxis

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Abstract

In our work, we draw on Halliday's (1978) social semiotics and poststructuralist understandings of embodiment to engage in transdisciplinary inquiry. Following Halliday (1973), we define transdisciplinary research as integrating constructs from divergent fields to enable creative movement in thought and practice. This transdisciplinary focus has been important for our discussions of embodiment as the body is often conceptualized as ancillary to language in SFL-informed discourse analysis and pedagogy (Bucholz & Hall, 2016). As critical teacher educators, we have challenged this positioning (Authors, 2019; 2020) by integrating embodied activity into SFL's teaching and learning cycle (Rothery, 1996), arguing via Halliday (2005/2013) that meaning, as a "mode of action" (p. 202), involves whole-body sensemaking. This notion of embodiment has also supported a culturally sustaining approach to SFL in U.S. classrooms where the body is a key meaning-making resource in disciplinary instruction. Our work, however, needs more explicit attention to how embodied experiences bring in an affective domain that cultivates different ways of knowing and being.

Accordingly, this paper revisits and expands on our previous understanding of embodiment in SFL praxis. Specifically, we explore how bodies draw from a sociohistorical, linguistic, relational and affective repertoire to support disciplinary understanding and epistemic fluency. We theorize embodiment and SFL through its "appliable" roots (Halliday, 1985) and affect theories (Seigworth & Gregg, 2010). Our paper thus does not engage in multimodal analysis of distinct modes that co-construct particular ideational, interpersonal and textual meaning but instead explores entanglements of bodies, materialities, affects, and language as well as the transdisciplinary knowledges they produce. We illustrate this embodied approach by highlighting moments of epistemic fluency in a U.S.-based civic engagement program with multilingual youth. In this way, our work resonates with Halliday's (2005/2013) insight that physical-material and semiotic activity are always at play in meaning making.

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No Garbage, please! Immanent discourse analysis*.

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**Trigger warning: This talk will contain strong language; criticisms of individuals and groups acting in the name of religion; and a critique of Marxist orthodoxy and liberal smuggism.*

Abstract

In this paper I consider different streams of Positive Discourse Analysis (Martin 2012; Bartlett 2012, 2018) and discuss Immanent Discourse Analysis (Herzog 2016) as a means of finding common ground, in a field beyond right and wrong (McCann 2020), rather than condemning the values of others (Biden 2024). From this perspective, instead of promoting idealist discourses based on supposed universal liberal values, critique arises from the existing social semiotic systems of diverse groups and allows progressive alternatives to emerge from the *normative surplus* (Herzog 2016) within these systems themselves (O’Grady and Bartlett 2023).

I suggest that the role of the critical discourse analysts in this scenario is to serve as nomadic interpreters (Bartlett and Montesano Montessori 2021) between different groups, and not as a

missionary avant garde carrying the burden (Kipling 1899) of freeing others from the misrecognition of their place in history (Althusser 1970).

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Colloquium

Changing climate, changing discourse: Exploring approaches, methods and connections within and beyond Systemic Functional Linguistics

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Abstract

Climate change research has long moved from being concerned purely with scientific measures of temperatures and carbon emissions. Today, complex social, political and ethical dimensions are also explored (Hulme, 2009; Carvalho, 2010; Jaspal & Nerlich, 2014). As demonstrated by applied studies within Systemic Functional Linguistics (SFL), the intersection of discourse and environmental issues is where SFL is particularly relevant. For SFL positions itself as an "applicable" linguistics; not just a descriptive tool for analysing language but designed to be of practical use in addressing pressing real-world problems (Halliday, 2001; Mahboob & Knight, 2010; Matthiessen, 2012).

SFL frameworks have also been employed in climate change research within other traditions, including Ecolinguistics (e.g. Poole, 2022) and Critical Discourse Analysis (e.g. Alexander, 2010). Outside SFL, a growing body of work examines different aspects of climate change discourse, including the use of metaphor to represent the crisis (Augé, 2023), of denial rhetoric in pseudo-science websites (Clarke, 2024), of climate-related discourses on social media platforms (Bednarek et al., 2022) and in the evolution of media representations of climate change terms over time (Gillings and Dayrell, 2024). These diverse approaches complement SFL's focus on functional language analysis, offering multiple lenses through which to examine climate change. However, despite growing interest both within and outside SFL, climate change's sheer complexity leaves much to be explored. Moreover, there is substantial untapped potential for SFL approaches to contribute to our understanding of climate change discourses. Against this backdrop, this panel brings together linguists with an interest in the topic of climate change and SFL to explore different dimensions of the discourse of climate change. Thus, this panel provides an opportunity to advance climate change research within SFL while fostering meaningful connections across different traditions of linguistic research, encouraging collaboration and enriching our understanding of the climate crisis.

Exploring Eco-Emotions in responses to climate change non-fiction: A Corpus-Informed Appraisal Study

The growing significance of emotions in shaping responses to climate and environmental crises has been documented across various disciplines (e.g., Pikhala, 2022). Research highlights the psychological impacts of climate change, including depression and anxiety, and explores the dual role of eco-anxiety as both a barrier and a motivator for action. Additionally, empathy has been linked to increased prosocial behaviour (Ágoston et al., 2022). This study adopts a corpus-based approach (Bevitori & Johnson, 2023) within the Systemic Functional Linguistics (SFL) framework, using the Appraisal system (Martin & White, 2005; Bednarek, 2008; Benítez-Castro & Hidalgo-Tenorio, 2019) to investigate how readers express and evaluate their emotions in response to climate-focused non-fiction.

While previous research has examined the interplay between language and emotion in various genres (e.g., Mackenzie & Alba-Juez, 2019; Cavasso & Taboada, 2021), limited attention has been given to readers' evaluative comments on books. This study addresses this gap by constructing and analysing a corpus of Goodreads reviews of climate change non-fiction. By examining the attitudinal resources and mechanisms through which readers construe their emotions, this research sheds light on how certain books elicit and promote specific emotional responses.

Guided by Martin's (2017) trinocular approach, we examine how feelings are related to one another (looking round), their linguistic realization (looking down), and their broader implications (looking up). In this way the study aims to provide insights into readers' emotional engagement with climate change narratives. By uncovering patterns in these eco-emotional expressions, the research contributes to understanding how language may foster awareness and action in addressing the climate crisis.

Plant participants in climate crisis discourse: objectified resources or agentic protagonists?

Plants are crucial for all ecosystems and animals' existence depends on them (Trewavas, 2014); however, biologists coined the term "plant blindness" (Wandersee & Schussler, 2001; Brkovic et al., 2024) because plants look inactive to human perception. Discursively they tend to be construed as background, objects or resources (see Halliday, 2001). Since plant ecosystems have a positive effect on climate regulation, they have recently become relevant in texts promoting sustainable solutions for the climate crisis.

This study looks at how plant roles are construed in multimodal texts which promote sustainable policies or solutions (institutional reports and ecological campaign videos), and investigates the construal of plants in texts through the lens of critical multimodal discourse studies and social actor network (Fairclough, 2003; van Leeuwen, 2008, 2022; Wodak & Meyer, 2016; Vasta, 2023). The question addressed is: how are plant roles construed at times of climate crisis in texts promoting “ecological solutions”? The co-deployment of verbal and visual modes is discussed as orienting interpretation and in relation to ecocultural identities (Stibbe, 2020; Milstein & Castro-Sotomayor, 2020).

Biophilia and common-ground: Relational transitivity in nature writing

We present the results of a contrastive discourse analysis of two small corpora of texts about nature, depicting opposing ideologies concerning human-nature relations, a matter central to many ecological questions. One thus illustrates ecologically-destructive discourses (Stibbe, 2021), abstracting humans from nature, while the other illustrates ecologically-beneficial discourses (ibid.), viewing humans as intricately entwined with nature. We use sociobiologist Wilson’s (1984; 1993) writings on biophilia as our theoretical starting point to make these classifications. The paper argues in favour of this approach, instead of asserting personal ecosophy, as is often done in ecolinguistics – a practice we here critique.

In the spirit of Bartlett’s (e.g. 2012, 2018) proposals for a positive discourse analysis, we focus on identifying the linguistic articulation of any common-ground in such conflicting ideologies. This, we argue, will be a necessary pre-condition for articulating alternative, more ecologically-positive discourses that realistically promise increased uptake in discourse communities. To this end, both texts sets depict nature notably frequently as *being*, and across the full relational spectrum: existing (e.g. *There are even White Storks nesting in the trees; there is a chance to bridge the divide between ourselves, one another, and the natural world*), evaluated positively in attributive terms (e.g. *Knepp is indeed glorious; The time and effort it takes... for that... place to open up to you can be an enigmatic and uncertain process*), located in space and time; etc. Making sense of this finding, we suggest that humans inherently find in nature a reassuring sense of context and belonging (Wilson, 1984; 1993) and, by extension, proposing that communication achieving such an end could be ecologically valuable (Piff et al., 2015).

‘We are nature defending itself!’ Communicating climate change in times of rebellion

This presentation explores how climate change is communicated by a sample of the UK environmental movement, a group which has received surprisingly little attention both in terms of SFL and corpus assisted discourse studies (CADS) research. A corpus of around 700,000 words has been compiled from UK versions of the websites for Extinction Rebellion, Friends of the Earth, and Greenpeace in 2019: the year which saw mass mobilisation of climate activist groups across the world, including in the UK. Taking a CADS approach (Baker, 2023) and drawing on ecolinguistics (Stibbe, 2021; Poole, 2022), we examine the extent to which these activist groups communicate climate change in novel ways, contrasting with hegemonic views found in political (Currie & Clarke, 2022) and media discourses (Gillings & Dayrell, 2024), for example. Transitivity patterns (Halliday & Matthiessen, 2014) point to alternative uses of conflict metaphors in the data, where natural referents are given both value beyond the instrumental as something to be ‘defended’ and agency as ‘allies’ in the ‘fight’ against climate change. These patterns may represent a beneficial discourse, countering the human-nature dichotomy which is found in much communication (Goatly, 2017; Stibbe, 2021).

Open to change? Dialogic Engagement and the legitimization of corporate climate action

Climate change is one of the most urgent challenges of our time. Despite global efforts to mitigate it, greenhouse gas emissions continue to rise, and the window to limit global warming to 1.5°C, as outlined in the Paris Agreement, is rapidly closing (IPCC, 2022). Large corporations have played a significant role in driving climate change. A historical analysis reveals that just 100 companies account for 71% of all industrial greenhouse gas emissions to date (CDP, 2017). This study examines how these so-called ‘carbon majors’ participate in the global public debate on climate change and how they respond to stakeholder pressure to decarbonize. Using the Engagement framework from Appraisal theory (Martin & White, 2005), we analyze the voices these companies bring into their public discourse and how they position themselves in relation to broader discussions on climate responsibility and legitimacy. Our dataset consists of a specialized corpus of sustainability reports published between 2011 and 2020 by the largest greenhouse gas emitters, as identified in the ‘Carbon Majors’ ranking by the Climate Accountability Institute (CAI, 2020). Sustainability reports—voluntary corporate disclosures on social and environmental performance (e.g. Fuoli, 2018)—offer valuable insight into how major

polluters navigate growing scrutiny and shifting expectations. The corpus also provides an opportunity to track changes in their discourse over time. By exploring how the largest corporate emitters communicate about climate change and engage with calls for action, this study sheds light on the role of discourse in shaping corporate responses to environmental challenges and our collective future.

Degrowth in the UK press: the manifestation of covert climate change denial.

Earth system scientists report that 6 of the 9 planetary boundaries proposed by Rockström et al. (2009) have been transgressed (Richardson et al., 2023). In this talk, I will focus only on one boundary: anthropogenic climate change as measured by exceeding an upper limit of atmospheric CO₂ of 350PPM. DeLay (2024:9) argues that climate change denial not only encompasses overt deniers but also includes those who publicly acknowledge and profess the need to anthropogenic climate change but act in a manner harmful to the climate. In the present talk I employ a combination of transitivity analysis (Halliday & Matthiessen, 2014) and Affect (Martin & White, 2005) to investigate the UK national press' construal of solutions to climate change and how the readership is aligned re potential solutions by examining the terms "degrowth", "post growth" and "planetary boundaries" over the past 14 months in the UK national newspapers. The findings are stark. Readers while presented with a changing climate are not aligned with solutions which challenge capitalist hegemonic thinking.

The language of acceleration in climate change discourse

Climate change has been established as one of the major threats to humankind in the last few years. An overwhelming majority of scientists agree that climate change is anthropocentric and that urgent measures need to be taken to keep global warming at levels below an increase of 1.5 degrees C, a goal which has not been achieved as 2024 turned out to be 1.55 degrees warmer compared to pre-industrial level (World Meteorological Organization 2025). It has also been argued that the projections of the IPCC regarding climate change may be too conservative and that climate change is accelerating faster than expected. The issue of acceleration of climate change has been discussed widely by science and the media in the last few years and has gained particular impetus since 2023.

This presentation focuses on the language used to discuss the issue of acceleration in climate change, including disagreement among scientists. For this purpose, documents by the World Meteorological Association and other research reports as well as newspaper articles will be investigated to identify the linguistic representation of acceleration in science and the media. Among the categories of analysis will be facticity patterns, the degree of acceleration and its framing. The paper is based in ecological discourse analysis, largely based in systemic functional linguistics and applies qualitative analyses (see Alexander & Stibbe, 2014; Stibbe, 2015/2021; Penz, 2022).

Hate and Solidarity in Environmental Disasters Contexts:

A Corpus-based Social Media Discourse Analysis of the Australian Black Summer Crisis

During environmental disasters such as wildfires and hurricanes, crisis discourse often spreads across news media and is subsequently remediated on social media platforms such as X. Since one of the main functions of X is to share opinions and feelings about news (Zappavigna, 2017), the recontextualization of crisis discourse frequently gives rise to expressions of hate and/or positive solidarity by social media users. However, the response to news-based crisis discourse during such emergencies—and the emergence of positive and negative solidarity networks on social media—has received limited scholarly attention.

In this context, the paper draws on an ongoing research project (Russo, 2020, 2023) to investigate whether crisis discourse can exacerbate social divisions and/or foster solidarity in environmental disasters contexts. More specifically, it argues that the discursive struggles underlying environmental crisis communication (Bednarek et al., 2022; Russo & Bevitori, 2024; Poole, 2024) warrant deeper exploration, particularly in relation to social media discourse. To address this research gap, the study analyzes a purpose-built corpus representing the appraisal of the Australian 2019–2020 bushfire crisis by social media users on platform X (formerly Twitter). The analysis employs a methodological approach that integrates Corpus-Based Social Media Critical Discourse Studies and Appraisal Linguistics (KhosraviNik, 2017; Martin & White, 2005; Unger et al., 2016; Zappavigna, 2012). It particularly examines the correlation between crisis discourse and the expression of positive/negative solidarity on X. The findings aim to shed light on the role of news discourse in shaping solidarity affiliations—both positive and negative—and in propagating mal/adaptation discourses during environmental disasters.

A failure of leadership in the Ecological Transition: An analysis of farmers' feelings of frustration

The Ecological Transition is often framed as an urgent and necessary shift towards sustainability, yet the voices of those most affected—farmers—remain marginal in dominant discourses. This study examines the discourse of European farmers protesting against climate policies in early 2024, drawing on a corpus of interviews in English, French, and Italian. Using Appraisal Theory (Martin & White, 2005), we analyze how farmers construe their frustration, grievances, and sense of betrayal by policymakers. Positioning our study within the broader SFL tradition of climate change discourse analysis (Bevitori, 2010; Stibbe, 2021; Fuoli, 2012), we explore how affective stance and evaluative language shape narratives of resistance to environmental policy. We argue that these narratives frame the ecological transition as a technocratic, top-down process, while simultaneously revealing economic tensions which have been erased from environmental discourse (see Cox & Rigby, 2013; Niles & Mueller, 2016). Our findings highlight a gap in leadership discourse: while policies are designed from a macro-perspective, farmers' lived experiences foreground the failures of implementation and inclusion. Through an SFL lens, we propose that more dialogic, engaged communication strategies could bridge these gaps, fostering a transition that acknowledges and integrates the voices of those most impacted.

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Panel A-6

It-clefts as pragmatically-motivated constructions in English

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Abstract

It-clefts, which are described in the system of theme predication in Hallyday's grammar, are usually said to identify one element as being exclusive, i.e. a particular theme or point of departure (*Phoebe* in [1]), out of an explicit or implicit set of potential candidates. They map the function of 'identifier' onto the predicated theme (*Phoebe*), which is then given thematic prominence, and that of 'identified' on the discontinuous subject (*it... that she wanted*). This study examines the discursive and pragmatic functions of *it*-clefts. The qualitative, corpus-based analysis is based on the hypothesis that an *it*-cleft is derived from the extraposition of a complex NP in an underlying initial sentence featuring a pseudo- or *TH*-cleft (1a). It thus reveals that pragmatically, *it*-clefting has both its own characteristics and properties in common with

other related non-canonical constructions – right dislocation and, in particular, standard extraposition, which also shows a case of discontinuous subject.

The analysis focuses on the uses of *it*-clefts and the variations in their information structure, bringing to light the discursive and communicative functions of both ‘unmarked’ (1) and ‘marked’ (2) *it*-clefts. Three different types of *it*-clefts can be identified on the basis of the position of the most informative element in the clause – either in the theme, the rhematic relative clause or in both. It appears that the two subtypes of ‘marked’ clefts show a significant difference from ‘unmarked’ clefts: the presence of new information and focus in the relative clause.

It is concluded that *it*-clefts are not mere syntactic or stylistic devices, but are motivated by the discourse situation and pragmatic considerations. They form a single, unified category, with a gradient from the most prototypical to the least typical *it*-clefts – the differences being co(n)textual – as their main communicative function is to identify or specify an argument or circumstance.

Examples

(1) Rachel was as safe as a rock. Phoebe was different. Maggie could not depend on Phoebe and knew that she would not. But it was **Phoebe** that she wanted. (*British National Corpus*)

(1a) But the one she wanted was Phoebe.

(2) The next morning I discovered two pennies and a comb matted with short curl hairs. The day after I found a peanut. It was **then** that I started to worry. (*Corpus of Contemporary American English*)

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On the Generic Structure Potential and function of an Irish language *promotional text*

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Abstract

A core tenet of Systemic Functional Linguistics (SFL) theory is that "language is as it is because of the functions in which it has evolved in the human species." (Halliday & Matthiessen 2014, p.

31). This paper applies the theoretical to the actual by providing evidence for a particular variety of language that serves a unique function in a minority language setting where linguistic survival is dependent on linguistic interaction. Specifically, it presents evidence for the existence of the *promotional text* variety in Irish. It is argued that these texts serve to create and then naturalise links between satellite communities of Irish language speakers in distinctly different but complementary ways. The findings emerged from an ongoing PhD project investigating registers — functional varieties — in online Irish language sports articles. The methodology involved using an ad hoc version of Grounded Theory Method to investigate a corpus of online sports articles by taking a “from below” approach to describe the lexicogrammar and then the semantics. It was found that nine of the 32 texts were comparable to the extent that their structure, meaning(s) and lexicogrammatical features could be accounted for by drawing on Hasan's (2015) Generic Structure Potential. The generic elements of these texts can be expressed as: **[Event Announcement<Event Placement>]^Promotion^<Invitation to Action^>**. It is contended that these texts manifest an “orientation towards tenor” (Halliday & Matthiessen, 2014, p. 41). This contention will be supported by demonstrating how these structural elements can be used to introduce a diverse range of actors from the Irish language social sphere to the text and then integrate them together in nominal group structures; transitive configurations and through cohesive links before encouraging the reader to take an active part in Irish language social events.

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Grammatical categories in Latin

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Abstract

From the advent of the printing press with moving types until the end of the Second World War, most language description by Europeans was done under the assumption that word classes such

as the ‘verb’ and the ‘noun’ were selective for all languages, which means that they corresponded to a full entry in the dictionary. This assumption showed to be wrong when researchers such as Whorf started studying American languages. They pointed to the fact that some dictionary entry definitions for those languages needed two or more sections (moduli) for different word classes. As Whorf correctly noticed, the assumption of selective word class indeed came from grammar books and dictionaries for Indo-European languages, modelled on the ones for Latin, which became widely available between 1450 and 1945. However, one point remained unclear. Was this correspondence between word class and dictionary entry a fact about Latin or a fact about the (political) ideology of those writing instruments for studying languages during that period? In this article, I present the result of a corpus study from a trinocular perspective, which provides us with enough evidence to claim that not only American languages, but also Latin, cannot be properly described with the assumption of selective word classes for ‘verbs’ and ‘nouns’. In the end, I present a hypothesis of how the colonial and liberal ideologies of that period might have contributed to the choice of word class for dictionary entries, especially so given the fact that the least frequent word classes were the ones presented at the entry rank.

Panel B-1

Generic Intertextuality in Chinese Micro-Documentary: An Analysis of Narrative Strategies of *Every Treasure Tells a Story*

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Abstract

Abstract: The Chinese micro-documentary series *Every Treasure Tells a Story* serves as a compelling platform for exploring the phenomenon of generic intertextuality within its narration. This study delves into the textual analysis of the documentary’s voice-over, investigating how it skillfully blends elements of documentary, storytelling, and educational genres to craft a unique narrative style. By interweaving factual exposition with imaginative and emotive language, the narration not only imparts historical and cultural knowledge but also creates a profound emotional connection with its audience. This research further examines how such intertextual strategies enable the series to captivate a diverse audience, fostering a deeper appreciation for

cultural heritage. The study underscores the innovative application of narrative techniques in documentary scripts and challenges assumptions about the decline of traditional narrative practices in today's digital media landscape.

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Genre Knowledge and Patterns of Engagement in Student Academic Texts

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Abstract

Within the Appraisal framework, the Engagement system includes resources that allow the positioning of different voices or viewpoints in a text. These resources are broadly categorized as monoglossic or heteroglossic expressions (Martin & White 2005). The analysis of Engagement resources in academic texts (e.g., Chang & Schleppegrel on research article introductions or Geng, Chen & Li on undergraduate argumentative essays) has helped identify strategies used by writers to establish their own voice in relation to others at different levels of education. However, the choice of Engagement resources may also be linked to the understandings that student writers

have on the type of text that they are writing. The purpose of the study presented here is twofold: first, to identify the Engagement resources most frequently used by university students in their academic texts in Spanish and second, to explore a possible link between the choices students make in the use of these resources and their understanding of genre conventions. To achieve this, I analyzed 20 texts from two different learner genres known in their communities as essays and monographs. Learner genres (Charles & Pecorari, 2016) are part of the pedagogical processes within each discipline, and through these genres, students develop and demonstrate their disciplinary knowledge. Since learner genres are often discipline-based, the texts analyzed come from two different disciplines and two different educational levels. The essays analyzed were written by undergraduate students of Spanish literature, while the genre known as “monograph” is commonly used in graduate studies in linguistics. Based on the categories of heteroglossic expressions proposed for the Engagement system model, both essays and monographs were analyzed. Preliminary results show how the frequency and placement of heteroglossia may reflect student’s understandings of the genres in their disciplines.

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Exploring adaptation discourses in Australian research-based news: A corpus-assisted transitivity analysis

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Abstract

The notion of adaptation has become central to the development of responses to climate-related risks (IPCC, 2022). However, what climate adaptation means in earnest appears highly variable owing to its transdisciplinary nature. As impact-driven agendas surrounding climate adaptation appear to have limited influence on policy and practice, it may be that a lack of consensus surrounding what adaptation processes are is diminishing their reach. Given that academics, researchers, and scientists are a key driving force in the development of adaptation practices and policies, we argue that gaining a deeper understanding of their discursive construction of climate adaptation (Klepp and Chavez-Rodriguez, 2018) could highlight the social realities that shape adaptation processes within and across disciplines and cultures. To add to our growing understanding of adaptation discourses, this paper presents a corpus-assisted transitivity analysis of adaptation processes discursively constructed by experts in *The Conversation Australia* – the focus on Australia was motivated by the goal of accessing a culturally situated perspective on climate adaptation. Using keyword analysis, a number of key, significant, and widely dispersed verbs were identified. These verbs were subsequently subjected to a transitivity analysis. For this analysis, we adopted the Cardiff grammar model of transitivity (Bartley, 2018) and found that each key verb identified performed a material action process. Through the investigation of the accompanying actors, goals, and circumstances, three dominant themes emerged that offered insight into the social construction of climate adaptation by experts in the Australian context. These themes related to mitigation, farming, and leadership underscore a cultural epistemology shaped by localised environmental, social, and economic concerns (Curry, 2024). Overall, this analysis demonstrates that research-based news produced by academics can be embedded with ideological perspectives surrounding climate adaptation which in turn offers credence to the need to reflect on the general, perhaps misguided perception of expert and academic discourses as value-free, objective science (Orlove et al., 2023).

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1447. <https://doi.org/10.1007/s13280-023-01857-w> Exploring adaptation discourses in Australian research-based news: A corpus-assisted transitivity analysis

Panel B-2

Expert Reader's Perceptions of Topic and Comment Progression in Novice Undergraduate Written Texts: A Topical Structural Analysis approach

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Abstract

This paper presents findings of my PhD study, focusing on expert readers' perceptions of Topical Structure Analysis (TSA) in novice undergraduate written texts. Moving from the Prague School of Linguistics thought on 'theme' and 'rheme,' TSA, initially developed by Lautamatti (1978/1987), seeks to analyse the topical progression in a text from a semantic focus. Largely unresearched in the field of TSA studies are readers' perceptions and comment progression, both of which feature in this study. The participants in this study are three readers with expertise in academic literacy and undergraduate writing training. This paper presents the readers' perceptions of topic and comment progression in argumentative paragraphs written by second year-end undergraduate students. The particular focus is the TSA findings in relation to topical adherence and development in the texts together with the consideration of the comments, the latter being a lacuna in the field of TSA research, first acknowledged by Witte (1983). Comment progression in this paper is defined as the connections to comments, previously unconsidered in TSA studies. Using examples from the readers' perceptions, comment

progression will be demonstrated to support topical progression and in some cases signal topical development where topical progression is weak. This paper will be of interest to researchers in applied linguistics and TESOL and teachers of writing training, particularly in the area of coherence-building strategies.

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Mood, modality, modulation and polarity in the interpersonal layer of knowledge and action exchanges

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Abstract

This paper wants to elucidate the interpersonal layer of Berry’s (2016) metafunctional analysis of knowledge and action exchanges. It proposes a typology of the main interpersonal grammar choices (Halliday & Matthiessen 2014) open to speakers in ‘knower’ and ‘actor’ moves, grounded in WordbanksOnline (WB) data.

Berry defines the interpersonal ‘knower’ roles in terms of asymmetries of knowledge access and epistemic rights. The primary knower is the interactant who ‘knows more’ and claims primary epistemic rights or is positioned by another speaker as having such rights. The secondary knower is the one who ‘knows less’ and assumes secondary epistemic rights or is positioned as such. I will typologize the modal stances, and their realization by mood, polarity and modality, which speakers can assume in declaratives and interrogatives tossing back and forth a proposition (base), e.g. *Might it be of some value? I’m afraid this isn’t of any great value.* (WB)

For the less developed actor roles, I argue that they incorporate similar but more complex asymmetries involving potential action and two distinct types of modulation. The primary actor

has to be able or willing to execute the action, while the secondary actor lets them (not) do the action. That is, the secondary actor claims primary deontic rights or is positioned as such, but has to take into account the primary actor's ability or inclination. This produces a complex network of choices which I will set out: primary and secondary actor may utter/inquire into/appeal to/etc. stances of ability/inclination or obligation/prohibition/permission, which may be conveyed (lexico-)grammatically or expressed indirectly, e.g. *So shall I not bring any more of them in? No, you can bring 'em in.* (WB)

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Panel B-3

Developing a corpus-informed functional grammar for a minority language

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Abstract

This paper explores some of the challenges and affordances of developing a systemic functional grammar (SFG) for a minority language. Specifically, it outlines potential methods for constructing such a grammar from corpus data of a language where very little functional description exists. This will be illustrated using examples from my ongoing research on Welsh, highlighting specific grammatical features and opportunities for further exploration that have emerged from my preliminary analysis.

Welsh poses interesting questions for SFG as the clause generally follows a Verb-Subject-Object order and has been shown to demonstrate Subject ellipsis. Clauses are typically formed with either with a finite form of the lexical verb in initial position, e.g. *Canodd Aled* ('Aled sang'), or with an initial auxiliary verb followed by a 'verb-noun' later in the clause, e.g. *Roedd Aled yn canu* ('Aled was singing'). To date, grammatical descriptions of Welsh have largely been conducted within generative frameworks focusing on specific structures of syntax or phonology. This paper therefore responds to calls for a more comprehensive account of Welsh based on authentic language in use (Thompson 2014, p.40; Fontaine and Williams 2021).

I discuss the methodological considerations involved in moving from raw text data to a functional account of the language's resources for meaning-making. I also address the practical difficulties of data collection and annotation, particularly when considering a language with limited resources, a wide range of dialects and very little SFG investigation to date. Furthermore, I consider how the analysis of corpus data can inform and refine our understanding of the theory itself. Finally, I reflect on the potential benefits of this approach for minority language revitalisation and description, arguing that a data-driven SFG provides a valuable resource for both linguistic research and language learning.

Chilean students establishing causal relations when explaining the past: a path toward logical metaphor

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Abstract

This paper provides a systemic functional description of causal connexions in texts written by secondary students in the subject of History. Building on previous research on discourse semantics (Martin, 2019, 2020a, 2020b; Hao, 2018, 2020) and on connexion in Spanish (Leiva, 2022; 2024; Leiva & Oteíza, 2023), this study explores the extent to which and the ways in which a group of 65 students incorporate logical metaphor into their writing of a historical explanation. The paper first identifies patterns of connexion with varying degrees of (in)congruence or metaforicity. While official textbooks predominantly feature logical metaphors, student texts primarily show congruently realized sequences, and configurations that can be considered 'intermediate' or in transition toward full metaphorization found in specialised historical discourse. One such intermediate configuration involves causal verbs linking textual references and embedded clauses rather than nominalizations. The paper then compares the student texts that don't include logical metaphors with the few ones that do include them, characterizing them in terms of textual and interpersonal meaning (i.e. periodicity and appraisal) to explore the existence of 'less specialised' and 'more specialised' profiles within the group. The study concludes that students struggle to achieve the co-occurrence of causal verbs and condensed figures through nominalizations in their written productions. The absence of logical metaphor has implications both for text organisation and for the author's positioning in relation

to causal chains, which are key for the disciplinary discourse of History. These insights are relevant not only for history education but also for linguistic description, highlighting the importance of adopting a multidimensional perspective when analysing discourse phenomena.

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Experiential Metafunctional Analysis of the Clause Structure of Malayalam: A Systemic Functional Perspective

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Abstract

This study employs Michael Halliday's Systemic Functional Linguistics (SFL) framework to conduct an Experiential Metafunctional Analysis of the clause structure of Malayalam, a Dravidian language spoken in the Indian state of Kerala. The primary objective is to identify, categorize, compare, and analyse the various Transitivity Processes in Malayalam, providing a more comprehensive understanding of its linguistic architecture. Existing grammar descriptions of Malayalam primarily rely on literary texts, often limited to a select group of authors who predominantly use the standard variety of the language. Consequently, the description of Malayalam's clause structure remains incomplete, as it does not adequately account for the linguistic features present in spontaneous speech. This research aims to bridge this gap by incorporating both spoken and written texts for analysis. The study adopts analytical, descriptive, qualitative, and quantitative approaches to language analysis. The dataset will be constructed using texts classified according to Halliday's contextual taxonomy, specifically the variable of socio-semiotic activity, covering eight different fields of discourse. The corpus, comprising approximately 15,000 words, will include a diverse range of texts in Malayalam, such as modern and postmodern prose and poetry, folk literature, religious skits and narratives, recent arguments in televised news discussions, advertisements, public announcements, interviews, media reports, and radio programs. Preliminary analysis suggests that in media discourse, material processes—representing actions and events—are predominant. For example, studies on election coverage in online newspapers indicate that material processes are frequently employed to frame political events, shaping public perception of candidates and parties. Additionally, verbal processes play a crucial role in news debates and discussions, reflecting the highly interactive nature of such exchanges. By examining transitivity patterns across diverse text types, this research aims to offer new insights into the functional organization of Malayalam within its socio-cultural and communicative contexts.

Panel B-4

Reinstantiation of ideational meanings in university students' summary writing: analysis of the results of an educational action-research study

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Abstract

The approach to writing at university finds in the discursive practice of summarising a fundamental scaffolding resource, as it favours the acquisition of the patterns of textual organisation and academic grammar present in the sources. In this paper we conceptualise summary within the framework of Systemic-Functional Linguistics and the theoretical developments associated with genre and textual analysis undertaken by the Sydney School (Drury, 1991; Hood, 2008). Accordingly, we conceive the quality of a summary as the degree of informative adequacy of the generic, discourse-semantic and lexicogrammatical options chosen by the student to reinstantiate the experiential, interpersonal and textual meanings of the source text, since these options would manifest the degree of comprehension and elaboration in the expression of the disciplinary information that would have been achieved. With this in mind, in this research we analyse the process of transferring experiential meaning from a source text to the summary of 48 university students in an experimental group before and after an educational intervention based on Genre-based Pedagogy and focused on improving the quality of this practice. Specifically, we describe the results associated with the analysis of the discourse-semantic system of IDEATION, detailing the techniques most and least used by the students to reinstate the information from the source. To carry out this analysis, we use an instrument designed and validated for this purpose. The results of its use show an increase in the informative quality of the summaries made after the intervention and a modification in the techniques favoured by the students.

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Changing the world from the classroom: An analysis of radical and subversive pedagogies in English for Academic Purposes

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Abstract

This paper focuses on pedagogical approaches in language teaching and literacy settings (such as Academic Writing and English for Academic Purposes) which are presented as having a social justice, or social transformation aspiration. The abundance of language teaching publications focussing on social justice indicates this is a central concern, yet essential terms such as *critical* or *radical* are often left undefined and can be used to label practices that are in fact quite different in their aspirations, ontological underpinning, practices, and potential for impact (Barrett & McPhail, 2023; Denis, 2023; Ferreira, 2021; Kukuczka, 2024; López-Gopar, 2018; Macrine, 2020; Tavares, 2024). One recurrent argument hinges around *what* should be taught: should the discourse of the powerful be taught as a matter of developing agency and enabling access, or is such teaching in fact a reproduction of systemic inequalities that enshrine linguistics variation into a discriminatory value system? In this paper, Martin's (1997) adaptation of Bernstein's (1990) pedagogy taxonomy (radical, subversive, conservative and progressive) is used to analyse recent incarnations of radical proposals, including Critical EAP (Benesch, 2008) and Raciolinguistics (Cushing, 2022; 2023; 2024; Flores, 2020; Flores & Rosa, 2015; 2023). Specifically, the value of these proposals is acknowledged but critiqued from a language ontology, a sociolinguistics and ethical and learner agency perspective. New subversive proposals such as Kartika-Ningsih and Rose (2018), Guerra-Lyons and Mendingueta (2020), Ramirez (2020), Ramirez (2023) and Ramírez & Gutiérrez (2023) are also discussed. Leaning on recent publications, reviews and responses, as well as examples of how these arguments have played out on social media, the aim of this discussion is to tease out false dichotomies to support nuanced arguments, to explain why proponents for progressive, radical and subversive approaches have argued for decades with no resolution (Chen & Derewianka, 2009), and to reflect on what motivates different affiliations in these debates.

Bridging discourse in secondary History: Examining patterns of teacher talk using SFL resources of Presence.

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Abstract

This study addresses the issue of access and participation of disadvantaged students into History disciplinary. The skills and knowledge developed through senior History study are fundamental to participatory citizenship. The Australian Curriculum states that senior History study builds ‘capacity to be active and informed citizens with the skills.. to participate in contemporary debates’ (Australian Curriculum, Assessment and Reporting Authority, n.d.). However, senior History is not a common pathway of study for disadvantaged students. To be successful in senior History means progressing from a simple historical account in early high school to complex argumentation using abstract concepts, generalised theories and sophisticated control of appraisal resources (Christie and Derewianka, 2008, Matruglio, 2018). This research investigated the nature of classroom discourse that bridges the junior and senior high school History curricula and supports students through this challenging literacy transition. The analysis of an episode of classroom interaction shows how teacher talk apprentices students into disciplinary ways of thinking and using language. The analysis uses the tri-nocular SFL resources of *presence* (Martin & Matruglio, 2013) to reveal graduations between the ‘commonsense’ and more ‘uncommonsense’ language of the History discipline. Through graduations of stronger and weaker *presence* in teacher talk organised around intentionally selected visual texts, the teacher builds more specialised ways of construing knowledge and values in History. This is bridging discourse in the moment – discourse that weaves together students’ everyday language with academic discourse to make sense of the new learning and to induct students into discipline values.

This research points to the ‘applicability’ of SFL (Caldwell et al 2022). By making visible teachers’ language choices in bridging discourse, it has the potential to not only inform teacher contingent talk but also the ‘designed-in’ scaffolding for dialogic pedagogy.

Panel B-5

‘We couldn’t ask for a better end of life scenario’: Dignity and decision making in a Geriatrics patient journey

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Abstract

Conversations at the end-of-life (EOL), defined as a life expectancy range of six months to two years (Clayton et al. 2007, Hui et al. 2014), are among the most challenging yet critical forms of communication between clinicians, patients and carers. Effective EOL communication is associated with better quality of life, reduced use of non-beneficial medical treatments, reduced distress for carers and families, and reduced costs (Bernacki & Block, 2014). By contrast, poor EOL communication can lead to traumatic hospital experiences for patients and carers, negative impacts on clinician wellbeing and increased costs to the healthcare system (ibid.). Despite the evidence in support of accurate and timely end-of-life communication, in Australia we know little about how prognosis and end-of-life care are discussed in interactions in outpatient clinics (Anstey et al. 2017) or on hospital wards (Anderson et al. 2020), and to date there is little research analysing naturally occurring interactions in care settings (Anderson et al. 2019, Parry et al. 2014, Ekberg et al. 2021).

To this end, this paper will describe and analyse end-of-life communication using audio recordings of authentic doctor-patient-family interactions in a Geriatrics ward at an Australian hospital. Specifically, it will follow one family across 7 interactions in a week, detailing a patient journey in the final days of life. These interactions will be analysed using systemic functional linguistic (Halliday & Matthiessen 2014, Eggins 2004) tools, focusing on interpersonal meaning including APPRAISAL (Martin & White 2005) and tenor (e.g. Poynton 1990).

This analysis will highlight how clinicians can uphold dignity and agency for their patients, and decision making for families, even at the very end of life. As the reaction from the family makes clear, the clinical practice demonstrated in these interactions offers an exemplar of patient-centred and family-centred care. This case study also forms part of a broader corpus of EOL interactions which will inform communication protocols and clinician training.

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Modality and metaphors of constraint in healthcare discourse of gestational diabetes (GDM)

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Abstract

Gestational diabetes (GDM) is a pregnancy condition with risk of adverse outcomes such as birth complications. Its treatment includes patient self-management through diet control and blood sugar monitoring. High stakes can thus combine with an expectation of behavioural constraints to create an extended healthcare domain of prohibition, paradoxically both implicating and inhibiting patient volition.

Adopting a discourse dynamic approach (DDA) to metaphor (Cameron et al. 2009), we examine the use of metaphors of constraint from more than 7 focus group discussions on the experience of gestational diabetes, including patients, partners, and healthcare providers. Compatibly with Systemic Functional Linguistics, DDA methodologically presupposes meaning as interpersonally emergent. The analysis of the metaphors' surrounding co-text and wider discourse is thus core to the dynamic framework, to which end DDA flexibly accommodates a diversity of potential yet commensurate approaches.

Here, we incorporate into this discourse analytic focus Halliday's congruent (non-metaphorical) modality, such as *can't* and *should* (Halliday & Matthiessen 2014). While such instances of use differ through their directness from his 'grammatical metaphor', we propose that for this very reason they may serve as framing devices intensifying the metaphors coded as mappings in DDA. Responding to the opening up of the conference call to non-SFL studies, we present in an exploratory way this hybridized framework of analysis in light of emergent findings from a GDM study.

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“It became very difficult to let other people into the world we were living in, so we stopped doing so”: Uncovering evaluative representations in a corpus of cancer patients' caregivers' narratives

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Abstract

In the field of health communication, corpus-based methods have proven to be an effective tool for analyzing patients' subjective experiences (Semino, 2017). Patients' articulation of their experience is key to their engagement in the therapeutic process, and, as such, to ensure patient-centered care. This becomes especially relevant in the context of cancer, where psychological distress impacts not just patients, but also their loved ones, as in the process of accompanying patients and providing them with physical and emotional support, they very often have to adapt their social and work life to meet their needs. Unfortunately, despite their relevance in patients' recovery process, caregivers' role is frequently undervalued or perhaps not sufficiently given the attention it deserves; as a result, more often than not, caregivers end up coping with the emotional impact of their loved one's illness in silence (Soto et al., 2003). In order to better understand cancer caregivers' subjective experience vis-à-vis their loved ones' therapeutic journey, and so ensure their perspective is also considered, it is paramount to delve into the feelings they express and (re)present whilst recounting their experience. With this in mind, this paper draws upon a dataset of narratives written by cancer patients' caregivers in order to detect the emotions and opinions expressed and/or (re)presented in the texts, by applying SFL's *Appraisal Theory* (Martin & White, 2005; Bednarek, 2008), including the revised psychologically-driven version of the affect sub-system proposed by Benítez-Castro & Hidalgo-Tenorio (2019). The analytical approach adopted combines the intensive tagging of the entire dataset through O'Donnell's (2016) UAM Corpus Tool, along with the analysis of wordlists and keyword lists obtained from Sketch Engine (Kilgarriff et al., 2014). Our findings indicate that when narrating their loved ones' cancer experience, English-speaking caregivers appear to offer a rather detached account of the therapeutic process, focusing on the use of medical terminology

to describe the illness, its treatment, etc. Whilst their emotions are not explicitly expressed first-hand, they seem willing to share their opinions on the different phases the cancer patient goes through, resorting often to the appreciation sub-system.

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Panel B-6

The lexico-grammar of university internationalisation: patterns of lexis and transitivity across strategic plans

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Abstract

This corpus-informed study explores the topic of internationalisation in university policies. It focuses on how cultural and situational contexts influence the lexico-grammatical expression of internationalisation realities and aspirations (Leask, 2015; de Wit & Hunter, 2018) within the institutional genre of strategic planning. Due to their managerial properties, Strategic Plans (SP) have received little attention in genre and register studies with some scarce exceptions (e.g., Pälli

et al., 2009; Vaara et al., 2010; Cornut et al., 2012). Yet, the intersection of internationalisation discourse and policy-making in university SP remains largely unexplored. This study aims to fill this gap by investigating how internationalisation meanings are lexico-grammatically realised in the Corpus of University Strategic Plans (CUSP). CUSP is a self-compiled English-only corpus consisting of over 200 SPs from universities worldwide. For this study, 40 SPs ($n = 234876$) from English L1 universities (UK, USA, Australia, Canada) and 57 SPs ($n = 536879$) from European English L2 universities (France, Italy, Spain, Portugal, Germany) will be compared. In a first phase, word-in-context and collocation frequencies of the lemma *international* together with related lemmas reflecting internationalisation meanings (e.g., *foreign*, *global*, *world*) will be extracted and analysed via Sketch Engine. This quantitative analysis will shed light on the key themes and areas of internationalisations that universities emphasise. In a second phase, a randomly generated sample of clauses containing internationalisation related lemmas will be exported to the UAM Corpus Tool (O'Donnell, 2008) for a manual qualitative analysis. These clauses will undergo a transitivity analysis (Halliday & Matthiessen, 2014) to track the various roles and functions attributed to internationalisation. This study will contribute to a deeper understanding of the discourse surrounding higher education internationalisation and will explain how linguistic and cultural backgrounds could shape the construal of internationalisation figures across universities.

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Negotiating Effeminacy in the Chinese Manosphere: An Appraisal Analysis of Media Discourse on Niangpao Identity on Hupu

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Abstract

In China, *niangpao* (娘炮) is a term used to disparagingly refer to men who exhibit characteristics commonly associated with stereotypical femininity in terms of appearance, behaviour, or mannerisms. Despite ongoing discussions and debates surrounding *niangpao* on Chinese social media, no scholarly work has yet explored how *niangpao* are discussed within the Chinese manosphere. The form of masculinity embodied by *niangpao* conflicts with damaging discourses of hegemonic masculinity and toxic masculinity championed in the manosphere. Therefore, it is crucial to examine how users in the manosphere represent and evaluate this certain marginalised masculinity. Adopting Fairclough's three-dimensional framework (1995), adapted by Koller (2012), and Martin & White's appraisal framework (Martin & White, 2003), the study examines the representation of the *niangpao* identity on Hupu (虎扑), a popular manosphere in China, while also considering ways to promote inclusive discourse on Hupu. After analysing the 685 commentaries collected in total, the study finds that the *niangpao* identity is frequently represented negatively as a problematic masculinity, evoking disgust and perceived incapacity. Misogynistic rhetoric is also evident, with both *niangpao* and women being collectively represented as immoral figures who are in short of propriety. However, a trace of resistance discourse suggests the potential for nuanced and positive discourse. The study concludes that fostering resistance discourses can offer an avenue for potentially challenging toxic masculinity and promoting inclusive and diverse perspectives in the online space.

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The world we live in (ecological psychology) versus the world we construe through language/semiosis (SFL). Steps towards compatibility.

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Abstract

James Gibson's (1986) notion of affordances seems to have been applied in systemics multimodal thinking with respect to modes of communication, each having different potentialities. However, Gibson's approach is fundamentally inconsistent with Halliday's di-habitation that “*We inhabit a world of matter, and we inhabit a world of meaning . . .*” (2005) Gibson argues that a distinct physical reality is essentially irrelevant, and conceives of the meanings of animals and men as the meanings of their environment constructed interactively through perception, and thereby avoids a fundamental contradiction which remains in systemics. When Kay O'Halloran (2022) writes, “*Humans perceive the physical world using [perception] and they construct representations of this world using semiotic resources.*” she deploys an inconsistency, presenting 'the physical world', firstly, as something which is 'perceived' as if that which is perceived is what it is, and secondly, as something which is constructed using semiotic resources. An important step in reconciling systemics with ecological psychology might be found in Kristin Davidse's (1992) notion of the Token/Value relationship, which, if disinterpreted/disunderstood as a language phenomenon, could provide a) a stronger link between Gibson's understanding of perception, and his understanding of affordance, and b) a unified conception of perception and function/social relations in systemics.

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Panel C-1

Bridging Systemic Functional Linguistics and AI: A Comparative Analysis of Evaluative Language in Digital Discourse Using Appraisal Theory

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Abstract

In the digital age, online newspaper comments are critical for understanding public discourse, reflecting systemic functional linguistic (SFL) principles of meaning-making in social contexts. This study applies **Appraisal Theory** (Martin & White, 2005), a core framework within SFL, to analyze evaluative language in digital comments, focusing on how language enacts interpersonal meaning through **Attitude** (Judgment, Appreciation, Affect) and **Polarity** (positive/negative/neutral). With advancements in large language models (LLMs), this study explores how Appraisal Theory can reveal evaluative language in online comments and compares human annotations with those generated by large language models (LLMs).

The study employs the **SFU Opinion and Comments Corpus** (Kolhatkar et al., 2020), which includes 1,121 manually annotated comments from *The Globe and Mail* (2012–2016). Human annotators followed Martin & White's (2005) framework and Fuoli's (2018) protocol, achieving 81% and 88% intercoder reliability in Attitude and Poparity. **GPT-4o** was tasked with replicating the annotation process using structured prompts aligned with SFL principles. Results revealed stark contrasts: while GPT-4o achieved 84.3% agreement with humans on Polarity (Cohen's $\kappa = 0.58$), its performance on Attitude was minimal (60.1%, $\kappa = 0.21$). Human annotations prioritized **Judgment** (53.28%) and **Appreciation** (46.43%), reflecting commenters' focus on ethical critiques and social evaluations. GPT-4o, however, over-identified **Judgment** (70.58%) and misclassified implicit sarcasm—a key feature of digital discourse—as positive sentiment, underscoring its struggle to decode context-dependent interpersonal meaning.

This research advances SFL by demonstrating how Appraisal Theory can systematically unpack evaluative patterns in digital communication, while critiquing LLMs' reliance on surface-level linguistic features. We argue that integrating SFL's metafunctional approach (e.g., contextualizing tenor and mode) into LLM training could improve sarcasm detection and ethical

judgment analysis. These insights hold significant implications of SFL in **public opinion research**, **AI ethics**, and the development of linguistically informed computational tools.

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Pause Location in Relation to Thematic Linguistic Units during the Process of Writing

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Abstract

Theme, a core linguistic unit in Systemic Functional Linguistics (SFL), plays a key role in a text's coherence. Research on real-time writing highlights thematic boundaries as locations where writers make propositionally significant decisions, often marked by pauses (Spelman Miller, 2006). Such pauses indicate cognitive effort related to content formulation, structural planning, or working-memory overload. While most studies have analyzed thematic structure in final written products, there is potential in exploring the real-time generation of themes (Bowen & Thomas, 2020). Investigating pauses in relation to thematic units offers insights into the cognitive demands of structuring coherent texts and how writers manage real-time thematic

progression from an SFL perspective. Therefore, this study examines pauses during writing in relation to thematic linguistic units, answering: (1) Where in relation to thematic units do pauses occur during the writing process? (2) Do thematic units have proportionally more pauses in their boundaries during the writing process? Using keystroke logging, writing processes of 20 English L1 participants composing argumentative essays were recorded. Pause context analysis in relation to thematic units, based on the Sydney and Cardiff schools of SFL, revealed that thematic unit boundaries are key locations for pauses. Additionally, thematic units exhibited proportionally more pauses at their boundaries than non-thematic units, with different pause patterns across theme-type boundaries. Findings suggest that applying the SFL framework to real-time writing data provides insights regarding real-time text coherence emergence that traditional text-linguistic perspectives may overlook.

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Panel C-2

Developing Agency and Identity: A DisCrit Analysis of a Multilingual Student's Multimodal Communication Strategies in Informal Robotics Learning

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Abstract

This ethnographic case study examines how a multilingual student diagnosed with a speech disability in his home language (L1) and English, his second language (L2), develops agency and identity through multimodal communication strategies in an informal FIRST LEGO League (FLL) robotics program. Drawing from sociocultural theory (Vygotsky, 1978) and Disability Critical Race Theory (DisCrit) (Annamma et al., 2013), this research investigates the intersection of disability, language, and STEM learning through a critical lens. The study employs multimodal analysis (Kress & van Leeuwen, 2021) and multi-semiotic frameworks (Bezemer &

Kress, 2016; Jewitt et al., 2016). The sociocultural perspective helps us explore how students learn and develop through mediated action and social interaction (Curry & Hanauer, 2014) while considering how cultural tools and artifacts support meaning-making (Nasir & Hand, 2006) in STEM contexts. This perspective is complemented by multimodal analysis and multi-semiotic frameworks (Bezemer & Kress, 2016) to acknowledge the participant's agency and how they navigate and construct meaning across various modes in an out-of-school STEM environment. This research explores how the informal learning space constrains or supports diverse communicative practices captured through video recordings, field observations, semi-structured interviews, and artifact analysis collected over three 28-week FLL seasons. Building on recent work in multimodal STEM education and translanguaging in informal learning environments (García & Wei, 2014), this study examines how the participant leverages multiple semiotic resources—including gesture, visual representation, digital and technological tools, and linguistic repertoires (Garcia & Rogoff, 2003) — to participate in complex engineering tasks and team collaboration.

The findings contribute to understanding how informal STEM spaces can better support multilingual and diverse learners by centering multiple forms of communication and knowledge expression. This research has implications for how educators and program designers can create more inclusive STEM learning environments that build upon students' full communicative repertoires (Bezemer & Kress, 2016).

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Learning multimodal texts as part of hidden curriculum

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Abstract

Visual Grammar (Kress, van Leeuwen, [1996] 2004) and the researches arising from it prove that meaning making in multimodal texts interlocks with the interaction of all the semiotic systems used, considering cultural contexts. Furthermore, the canonical linear reading path lost its cohesive function. In multimodal text, the reader can start to decode whichever semiotic source that attracts him/her most. Accordingly, »the child readers are invited to make the textual order which corresponds to their interest« (Kress 2009: 33). However, an educational text recontextualises structured academic knowledge (Bernstein 2000), and being realised with more semiotic systems, it represents for pupils a »complex semiotic activity« (Rose, Martin 2012: 5–18).

Students in their learning process read multimodal texts in all subjects, being not taught about such texts. They get acquainted with them alongside other subjects' themes, as a part of hidden curriculum. Yet the weak point of the hidden curriculum is an inaccurate knowledge of the topic. This presentation focuses on the referred situation in Slovene schools, precisely on the attempts to implement a basic theoretical approach to multimodal texts not only in the faculty for teachers training, but also in primary and secondary schools. Researches on students' reading skills used in multimodal texts (Starc 2015, Gergely 2024) show students' discomfort in equally considering both, verbal and pictorial semiotic sources in meaning making. They spontaneously pay more attention to the verbal.

In the attempt for further implementation of knowledge on multimodal communication in Slovene language classes, we are trying to understand how the hidden curriculum regarding reading and producing multimodal texts affects children in their writing. A case study will be performed in a cohort of 150 primary school children (age 7, 10, 14) in writing a text, focusing on pupils' choice of the semiotic codes, what meaning they more often express with images, and on their awareness of the meaning making in multimodal texts.

Panel C-3

Moving between reasoning positions: *I know*, *I see*, and *I conclude* in argumentative writing

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Abstract

This presentation reports on the integration of the '*I know*; *I see*; *I conclude*' heuristic (Authors, 2021, adapted from Hao, 2015) in a first-year writing (FYW) program at an American university in the Middle East. In one assignment, a Problem (Case) Analysis, students use the heuristic to show logical reasoning by analyzing a case using knowledge gained from course readings. Students draw on course concepts (*I know*) to interpret case details (*I see*) to make conclusions about the case (*I conclude*). We have found that the heuristic has been particularly effective in helping students balance disciplinary knowledge with case-specific analysis, avoiding Arguments that overemphasize one or the other.

In our previous work, we examined students' uptake of the heuristic in an upper-level disciplinary course, finding that students moved between the different reasoning positions in creative ways and with varying levels of effectiveness. In this presentation, we examine how novice writers in our FYW program use the heuristic, highlighting the challenges they face when moving between reasoning positions. We found that the heuristic helps students in doing analytical work, moving beyond merely describing course concepts or case details and that students can easily identify the "*I know*, *I see*, and *I conclude*" moves in their writing. However, many students struggle effectively connecting these moves to create cohesive arguments. We show examples of how students move between the reasoning positions, demonstrating effective and less effective ways they create logical connections in their writing. We show how our analysis of student writing has informed our development of instructional materials to make

more explicit the ways students can move from *I know*, to *I see*, to *I conclude* moves. This study contributes to ongoing discussions about how SFL-based pedagogies can support student writing in diverse contexts.

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Using neural networks to manage the mapping of semantic elements onto lexico-grammatical slots

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Abstract

There have been various works within SFL which set out to formalise the mapping from semantic features onto form, e.g., Matthiessen (1987), Cross (1991), Fawcett (2004), O'Donnell (1996). All of these approaches have encountered problems as the coverage of the description becomes more complex: most semantic features can be realised in alternative ways, and many grammatical elements can serve to express multiple meanings. For instance, Epistemic modality can be expressed through a modal auxiliary (might go), an adverb (possibly go), or an adjective (it is possible...). And if this semantic feature is realised through a modal auxiliary, then other semantic aspects that also make use of that realisation slot are blocked from using that slot, and must look elsewhere for their realisation (e.g., presence of a modal auxiliary blocks the possibility of marking past or present time in the Finite). A single clausal utterance may involve 100s of semantic features, each potentially involving competition in their expression as form. This becomes a nightmare for those trying to set out the semantic-grammar mapping rules for even a small representation of a human language. The analyst needs to impose an order on the semantic mappings, with later mappings informed by the decision made for earlier mappings. A more holistic approach to semantic mapping avoids this problem: rather than considering each mapping one at a time, the sentence generator should evaluate each possible combination of mappings, eliminate those combinations that contain a conflict, and select the combination that optimally maps the components.

I discuss here the use of a neural networks for this task. These networks offer a simple formalism, built entirely from neurons, which receive potentially activating inputs from one or more other neurons, and when activated, send activating signals to neurons further down the stream.

I will present some examples which demonstrate that such neural networks allow global optimisation of sets of competing mapping operations without need to make any mapping operation dependent on earlier operations in the process.

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Panel C-4

A Harmonious Discourse Analysis of the Construction of "Moral Identity" in *The Right Bank of Ergun River* from the Perspective of the Ideational Metafunction

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Abstract

The Right Bank of Ergun River is one of China's representative works of ecological literature. While scholars have explored this novel from various literary criticism perspectives, descriptive and explanatory studies from an ecolinguistic viewpoint remain limited. Under the framework of Harmonious Discourse Analysis, this study employs Halliday's Systemic Functional Linguistics as the theoretical foundation and adopts functional discourse analysis methods to examine the

novel from the perspective of transitivity. The goal is to reveal how language constructs the relationship between humans and nature and to assess the novel's ecological value.

The findings indicate that the novel skillfully utilizes the lexical and grammatical features of the Chinese language. By adopting a transitivity pattern that deviates from probabilistic norms, it assigns moral identity to non-human entities. This aligns with the general assumption of "human-orientedness" and the principles of conscience, proximity, and regulation, making it an ecologically beneficial discourse.

This study identifies ecological discourse patterns and extends the classification of transitivity processes from an ecological perspective. It not only provides a framework for ecological discourse analysis, demonstrates the applicability of Systemic Functional Linguistics (SFL) in ecological discourse analysis, and proves the feasibility of Harmonious Discourse Analysis but also offers guidance for ecological discourse practices.

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Ideology Behind Hong Kong's COVID-19 News Reports in Different Periods: A Critical Discourse Analysis

CONGYAO LIU

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Abstract

Since the end of 2019, the world has been enveloped in a pandemic caused by a novel coronavirus, SARS-CoV-2. Until now, COVID-19 has been around for five years, and humanity has grown accustomed to coexisting with it. However, it is worth noting that the pandemic has highlighted certain societal issues. The pandemic not only exposes various social and political issues but also amplifies the underlying ideological tensions that have been latent within society. This article aims to uncover the power and ideology embedded in the language of Hong Kong newspaper reporting. News reports from *Oriental Daily* and *Headline Daily* were compiled to build the corpus, with a focus on analysing keywords and their co-occurrence patterns. The theoretical framework of this paper is Critical Discourse Analysis and Systemic Functional Linguistics. Corpus pragmatics serve as the primary research methods in this study, while *Weiciyun* (微詞雲) is employed for data analysis. To examine thematic shifts and ideological changes across different stages of the pandemic, specific periods in 2020, 2022, and 2024 were selected for comparative analysis. The study finds that the occurrence of different place names and personal names represents specific events in certain locations or involving particular individuals, while verbs are more likely to indicate actions or policies. Moreover, the co-occurrence of words highlights contemporary social events or policies, making them highly worthy of discussion.

Panel C-5

Missing out the mind? The mental representation of language within Systemic Functional Linguistics

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Abstract

In this talk, I want to add to the growing body of work that has come to consider the place of cognition within Systemic Functional Linguistics by discussing the status of mental representation of language within the model. The notion of mental representation is a crucial one in many linguistic and psycholinguistic theories, but its role in SFL theory remains unclear. Firstly, I will outline a range of arguments that have been given against postulating the need for mental representations. These arguments include: naturalistic arguments that reduce the

psychological to the neurological, incompatibility of internal representations with an embodied view of cognition, that mental representations leads to a decontextualised view of linguistics, and the illegitimacy of the experimental basis of the modern cognitive scientific movement (see, for example, Halliday and Matthiessen, 1999; Thibault, 2004; Matthiessen et al. 2022: Ch.6) . My first aim in this talk is to argue that none of these arguments are satisfactory; they fail to argue against the need for mental representations in a theory of language, and indeed the benefits of including them outweigh any theoretical drawbacks.

In the second part, I will outline a way in which considering mental representations within systemic theory may proceed. This account is based upon Nadeau's Parallel Distributed Model (see, e.g. Nadeau, 2012), a framework based on a distributed representation of modified nominal concepts. I will argue that this approach can form a strong basis for mental representation within a social semiotic theory of cognition, as it maintains many of the core tenets of systemic theorizing. These include: the commitment to a unity between lexis and grammar, strong effects of language use upon ontological development, an embodied cognitive approach, and a central place for contextual effects upon the psychological reality of language.

In sum, I hope to show that mental representations can and should be considered in a systemic functional view of language, and begin to sketch out a way in which such work may be undertaken.

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Non-clausal fragments in Swedish medical records – an SFL perspective

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Abstract

The aim of this presentation is to suggest and discuss how non-clausal fragmentary expressions in Swedish medical records can be analyzed from a systemic functional perspective, with a

broad aim of developing SFL analysis of fragments in general. Fragmentary expressions are here defined as “semantically, discursively and pragmatically stand-alone constituents which are equivalent in propositional meaning, force and communicative function to a full clause” (Fernández-Pena, 2021, p. 140). In practice, this comprises sentences lacking a subject, a finite or both, such as the following examples from Swedish medical records:

1. Lätt släpigt tal.
Slightly drawling speech.
2. Inga tecken på infektion.
No signs of infection.
3. Pat trött.
Patient tired.

In my ongoing PhD project on Swedish medical records, these fragments constitute as much as 80 % of all sentences. However, Scandinavian reference works on SFL give little or no indication on how to analyze these fragments textually, interpersonally or experientially (Andersen & Holsting, 2015; Holmberg & Karlsson, 2006; Holmberg et al., 2011; Maagerø, 2005; Salomonsson, 2022). Halliday and Matthiessen (2014) suggests that exophoric ellipses (which at least the two first of the examples above could be analyzed as) textually only include Rheme, but fragments are only little regarded in the interpersonal chapter and not at all mentioned in the experiential. In this presentation, I suggest that non-clausal fragments:

- are mainly, but not always, rhematic and New,
- can be experientially analyzed as leaving participants and/or relational processes implicit, or as downgrading from clause to group,
- are showed to be statements, questions or commands mainly depending on whether they end in full stops, question marks or exclamation marks, just as intonation can signal mood (Halliday & Matthiessen, 2014, p. 194).

These suggestions apply to Swedish medical records, but should be transferrable to other types of discourse as well.

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Colloquium

Transdisciplinary SFL praxis with multilingual youth and educators

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Abstract

Critical applied linguists have highlighted the need to address the linguistic and cultural discrimination that multilingual learners and teachers often experience in and out of school (Author, 2018; Paris & Alim, 2017). In this colloquium we explore transdisciplinary ways that

SFL has been used to support and inquire into equitable multilingual learning and teaching practices in K-16-year contexts. Following Halliday (see Martin, 2013), we define a transdisciplinary approach as one that integrates theoretical constructs from different disciplines in intellectually rigorous ways, pushing beyond the borders of one particular way of knowing, doing, and being. Already in Halliday's theoretical papers (1973), he called on applied linguists to engage in transdisciplinary SFL praxis that can function as a mode of intervention to address inequity and injustice. Matthiessen (2012) also highlighted Halliday's transdisciplinary work, including "community-oriented action of the kind found in education, healthcare, and other work" (p. 436). Collectively, our transdisciplinary SFL approaches in this colloquium aim to support multilingual students and teachers in expanding their meaning-making, their critical awareness of semiosis, and their agentic roles as learners and leaders in diverse communities. Specifically, This 3-hour colloquium explores transdisciplinary use of Halliday's SFL across 4 different global contexts. After a brief ten-minute introduction on what we mean by transdisciplinary SFL praxis, each presenter will have twenty minutes, including five minutes of Q/A. The discussant has twenty minutes to raise critical questions followed by a facilitated discussion among the panel and audience. The focus of each paper, as well as the order of topics, is as follows:

- Short introduction to transdisciplinarity in Halliday's SFL praxis
- SFL and humanizing praxis in elementary world language classrooms
- SFL and de-monolingualizing praxis in elementary EFL school classrooms
- SFL and culturally sustaining praxis in youth civic engagement
- SFL and equitable access to disciplinary discourse in undergraduate EFL education
- SFL praxis combined with ecological framework in multilingual teacher education
- Discussant

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Paris, D., & Alim, H. S. (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press

Humanizing SFL pedagogies: Examining praxis in an elementary French immersion classroom

SFL pedagogies have been critiqued from a variety of perspectives that argue that they are limited in their ability to enact pedagogies that are socially just. In an effort to lean into these critiques, we examine the humanizing affordances and limitations of a teacher's SFL pedagogies in an elementary French Immersion School in the United States. Part of on-going *projects in humanization* (San Pedro & Kinloch, 2017) in language teacher education that seeks to “center the daily experiences [...] we have *with* people in ways that [...] emphasize our shared desires for racial, linguistic, educational, political, and social justice in schools and communities (374s), we used Salazar's (2010) framework for humanizing practices to examine the SFL pedagogies of Brahim, the French Immersion teacher, as he engaged his multilingual racially diverse students in language and literacy learning via SFL pedagogies. Part of a multi-year ethnographic study in Brahim's classroom, data sources included videotaped observations, teacher interviews, playback interviews of identified curriculum genres (CGs), and classroom artifacts from the 2015-2016, 2016-2017, and 2017-2018 school years. Our data analysis first identified CGs, following Christie's (2002) framework for categorizing classroom interactions. Within these CGs, we subsequently analyzed the ways in which Brahim's classroom interactions that involved his SFL pedagogies aligned with or diverged from Salazar's (2010) framework for humanizing practices. Findings revealed great potential applying Salazar's (2010) framework, as it allowed us to identify strengths in Brahim's SFL pedagogies—where he aligned with the framework—and areas for improvement. Our findings have important implications for engaging language teachers in critical reflection on the classroom discourse that accompanies their SFL pedagogies. In this effort, Salazar's (2010) framework can serve as important bridge toward humanizing language teaching pedagogies (Peercy et al., 2024) informed by SFL.

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Demonolingualizing Language Teaching Through Genre-Based Pedagogic Translanguaging

Superdiversity is not only often cited as a key characteristic of today's classrooms (Stewart et al., 2021) but ironically it has also contributed to solidifying language monolingual practices for multilingual and aspiring multilingual populations. As an illustrative educational example in superdiversity English-dominant contexts, most teachers do not share a common language with their students. Monolingual practices for multilingual populations have become naturalized because in classrooms with often multiple languages, it is unreasonable to expect teachers to speak the L1 of all their students. But this logic is so overpowering that it has extended even to more linguistically homogeneous yet aspiring multilingual contexts where teachers and students indeed do share a common language. In these contexts, monolingual rationalities also prevail as the use of the common L1 is a discouraged practice that is avoided at all costs.

We report on the results of a mixed-methods study that used an innovative genre-based pedagogic translanguaging (GBPT) approach to teach English to a group of elementary Spanish-speaking students in a low-income school in Bogotá, Colombia. Following Rose and Martin's (2012) Reading to Learn teaching/learning exchange structure, GBPT effectively transforms monolingual genre-based pedagogy into principled and pedagogic translanguaging. The corpus of 30+ independently written narrative texts was collected during two teaching/learning cycles. After instrument calibration that indicated substantial interrater agreement, three-raters independently evaluated the texts using a genre specific rubric. Findings indicate an unrivaled advantage of this genre-based translanguaging approach as compared to traditional instruction in similar settings. Rather than positioning translanguaging as yet just another responsive learning strategy for the monolingual classroom, findings suggest that GBPT can be a paradigm-breaking multilingual approach involving the systematic use of two or more languages in instruction.

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Rose, D., & Martin, J. R. (2012). *Learning to write, reading to learn : genre, knowledge and pedagogy in the Sydney school*. Equinox Pub.

Culturally Sustaining SFL Praxis for Newly Arrived High School Multilingual Learners

Situated in the southeast of the United States, our team of researchers and educators is working with a recently opened high school program called GROW that attends to the specific linguistic, academic, and socio-emotional needs of newly arrived high school immigrant youth, who have not been served well in traditional US high schools due to constraints of high-stakes testing, graduation requirements, and state-funded instructional models. Informed by the key tenets of our transdisciplinary Culturally Sustaining Systemic Functional Linguistics (CS SFL, Author and Colleague 2020; Paris and Alim, 2017), the purpose of our action research study has been to position youth as full center of curriculum through participatory, embodied and multilingual practices. Data collection included video recordings of teaching sessions, in-depth interviews with focal teachers and youth, classroom handouts and materials, and field notes taken over the course of the study. Data analysis consisted of two phases: (1) a thematic content analysis of the interviews and video recordings; and (2) an SFL-informed exploration of critical moments in the data collected, with a focus on how ideational and interpersonal meanings of disciplinary knowledge were co-constructed by teachers and youth. Findings show that the use of a carefully staged sequence of embodied and dialogic activities in the program supported youth participants in expanding their academic, reflective, and semiotic repertoires. Genre-wise, it supported them in engaging in a range of discourse strategies such as group negotiation, oral presentation and argumentation, a dialogic set of multimodal activities that fostered disciplinary understanding and critical language awareness. For example, they engaged in mathematical inquiry through use of hands-on investigations, group problem solving, and translanguaging processes. The insights gained from this study shed light on how we can design culturally sustaining curriculum to support newly arrived immigrant youth in multilingual and multicultural contexts. Limitations of the approach are also discussed, including the need to embed embodied activities within the SFL Teaching/ Learning Cycle.

Paris, D., & Alim, H. S. (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press

The affordances of SFL and Plain Language to scaffold students' poster presentations to wide audiences

We report on a study examining university students' ability to present their disciplinary research to non-expert audiences. Experts often struggle to communicate effectively with non-expert audiences due to field-specific concepts. Recently, plain language summaries (PLS) have become common for making research accessible to wider audiences (Nunn & Pinfield, 2014; Stoll et al., 2022). While there is increasing research on PLS written by experts, little is known about the nuances of PLS written by undergraduate students. In addition, research shows that presenters of posters are often challenged by the multimodal nature of posters and the language necessary to present information orally to non-expert audiences.

To address these issues, we scaffolded the writing of PLS and the design of poster presentations in two years of workshops to prepare university students to present their research at a symposium. We illustrated the moves of PLS, and deconstructed and co-constructed sample PLS and poster presentations. We analyzed 70 students' PLS and poster presentations using a rubric designed to capture students' ability to describe their research using plain language. We used the APPRAISAL framework (Martin & White, 2005) to better understand common ways these moves were effective or ineffective.

The findings show that in Year 1 students were initially challenged by the initial teaching sentences in their PLS that provide a foundation for understanding the research and the concluding sentences that emphasize takeaways and real-life applications of the research. These challenges were also evident in the poster presentations of the same students. In Year 2, students were able to present their research more effectively to non-expert audiences.

We reflect on the affordances of using plain language and SFL to provide students with tools to help them communicate research effectively to non-expert audiences.

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"Standing there completely isolated": An integrative ecological and SFL appraisal analysis of TESOL pre-service teacher emotions in Hong Kong

Emotions play a pivotal role in shaping language teacher identity and professional development, yet their dynamic nature during critical stages of teacher education remains underexplored. This qualitative case study examines the emotional experiences of two pre-service TESOL teachers in Hong Kong during their teaching practicum, a period characterized by both intense challenges and transformative growth. Drawing on Bronfenbrenner's (2005) ecological framework and the SFL Appraisal attitude system (Martin & White, 2005), this study investigates how emotions are shaped by various ecological systems and how they are communicated through language.

Data were collected through semi-structured interviews and reflective journals at three stages of the practicum (pre-practicum, mid-practicum, and post-practicum). The analysis reveals that ecological factors—including mentor feedback, peer interactions, institutional expectations, and classroom dynamics—played a critical role in shaping emotional trajectories. Participants predominantly expressed affect and judgment, reflecting a focus on personal feelings and evaluations of self and others, with appreciation being less frequent. Both participants exhibited a significant shift from negative emotions (e.g., anxiety and frustration) at the outset to positive emotions (e.g., pride and gratitude) by the practicum's conclusion. Notably, the female Hong Kong local participant demonstrated a more dramatic trajectory, transitioning from intense negativity to a distinctly positive outlook.

By coupling Bronfenbrenner's ecological framework with the SFL Appraisal system, this study offers a nuanced perspective on the interplay between linguistic expressions of emotions and the ecological systems influencing them. It highlights the importance of providing structured support mechanisms that address the unique challenges faced by pre-service TESOL teachers, contributing to a deeper understanding of the emotional complexities of teacher education in Hong Kong and beyond.

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Panel D-1

Who's talking and how? How different voices shape the experience of art

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Abstract

Art museums are popular and powerful sites for experiencing and learning about art. They are also team endeavours, with a range of staff from different disciplinary perspectives involved in the presentation and interpretation of their collections and exhibitions. Volunteers also play a critical role, with art museums relying heavily on volunteers to deliver public tours and programs.

But what is the effect of these different voices and perspectives on the visitor experience? What differences might there be in the way they represent artistic knowledge, history and practice, and in the way they represent and position the visitor? Beyond individual differences, for example in the personality, style or interests of the author/speaker, are there broader patterns of variation? Are there differences, for example, in the way a curator talks or writes about a particular display or artwork, and an educator or a volunteer? If so, in what ways, and what might that mean for museum audiences? Using a metafunctional lens, this paper will draw on interviews and exhibition texts gathered from several public art museums to explore these questions. It will focus in particular on spoken texts as these often form a significant part of the visitor experience, both onsite and online, yet are rarely captured and analysed. At a time when art museums are increasingly concerned to have value and relevance to diverse contemporary audiences, and museum practice continues to become more interdisciplinary, a shared understanding of such discursive patterns is increasingly valuable.

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The role of ATTITUDE resources in argument structure: An analysis of scientific discourse in Englishhole of emotions in academic argumentation

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Late modernity, an era where lives are becoming “more tightly bound into the constraints of neoliberal globalized capitalistic production, consumption and commodification” (Bauman, 2004), has resulted in particular ways to experience and manage emotions in relevant contexts of our times (Patulny et al. 2019). Due to the globalizing nature of late modernity, academic discourse in English, the current lingua franca (Björkman, 2013), stands as an important field of observation of the management of emotions in genres which are traditionally viewed as excluding emotions in favor of reason. In recent decades, this has been shown by studies on academic discourse through interrelated notions of attitude from both the model Appraisal (Martin & White, 2005) and that of Metadiscourse (Hyland, 2005). However, there is a clear inclination towards the study of the discourse of the Social Sciences and Humanities, resulting in a need to understand the current role of emotions in the production of knowledge in the hard sciences (Barbalet, 2002). Additionally, given the well-known tendency to analyze attitudinal

meanings in terms of relative frequency in general text structure (Geng et al., 2024), it is also pertinent to explore the dynamics of attitudinal meanings at the more delicate level of argument structure (Valerdi, 2021). Resulting from the previous considerations, the purpose of this paper is to characterize the emotions that researchers in the hard sciences deploy linguistically in their research articles in English. On the basis of an evaluative-argumentative analysis (Valerdi, 2020, 2021) which applies the Model of Appraisal (Martin & White, 2005) and Toulmin's Argumentative Model (1958, 2003), this work profiles the argumentatively strategic nature of ATTITUDE in a corpus of published articles from the areas of Engineering and Physical Sciences, and Biological, Chemical and Health Sciences, broadening the conceptualization of the role of emotions in academic argumentation.

Keywords: ATTITUDE, Toulmin's model, argument structure, research articles, academic discourse.

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Foreign language or mother tongue? Cultural constructs on English as a Lingua Franca

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This study aims to report on research findings related to the representation of attitudes towards English as a Lingua Franca (ELF) by university students studying English as a foreign language. It is centered in the notion of stories we live by as narratives produced by the industrial civilization of the global north, which function as metanarratives, i. e., socially legitimated narratives about narratives of life experience, history and science that shape the way we see the world and live our lives (Stibbe, 2016).

The study examines data from two different surveys: six focus groups and a questionnaire. In both cases, participants are students of English as a Foreign language in European universities. In the first case students were asked to discuss the status of the English language in the world and in their lives. In the second, respondents were asked to answer a set of questions aggregated into a Lickert scale, with the purpose of measuring the respondents' attitudes also in relation the status of the English language in the world and in their lives.

The methodology used is both quantitative and qualitative, in which case it follows closely the descriptive categories and functions of Systemic Functional Grammar (Halliday, 2014), particularly the ones subsumed under the experiential component of grammar, e. g, the system of transitivity, and its role in the construal of experience (Halliday & Matthiessen, 1999) and in the expression of ideology, as a set of practices that influence processes of language learning (Warriner, 2016).

Preliminary results of the study reveal representations of the English language, in its ELF understanding, as a native language, in many cases of greater expressive, social and communicative relevance than the mother tongue.

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Panel D-2

'Always was, Always will be': a transitivity analysis of European regional separatist political ads as discourses of independence

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Abstract

Recent research on colonial discourse has demonstrated that freedom activist speeches and post-independence national anthems in post-colonial acted as platforms for resistance. However, one important form of discourse denoting emancipation that has been overlooked in critical studies has been the modern political ads of active movements attempting to establish breakaway states. To address this oversight, this study explores the expression of resistance in the political ads of active secessionist organisations across 4 linguistically unique breakaway regions in the European Union (Catalonia, Flanders, Scotland, and Silesia), focusing particularly on the transitivity framework in systemic functional linguistics. Semantic and structural parallels observed across the corpus of political adverts indicate a shared collective initiative, wherein phenomena of historical trauma, social justice, and linguacultural heritage are reinterpreted and reconstructed to assert a positive identity and envision an aspirational independent future. In addition to each breakaway context commonly highlighting the central theme of freedom, the Catalan and Scottish corpora stand out in their commonality to include the theme of resistance against their interpreted ruling state. Overall, the political ads' communication strategies express an anti-imperialist and anti-establishment position, offering hope, strength, and encouragement to an oppressed community. This paper contributes to the scholarship on the discursive manifestation of resistance by exploring regional secessionist states, a context that has been

insufficiently examined in existing literature. It further demonstrates how independence movements (re)construct pertinent ideologies to foster desirable, progressive attitudes among the respective region's citizens. The study is furthermore important in the field of decolonial research, emphasizing the role of language choices in the political processes of decolonization.

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Key words at the sentence periphery and their discursive functions. A contrastive study of English and German news comments.

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Abstract

The paper presents the outcome of a contrastive study of 15 British and 25 Austrian news comments on the financial crisis in Cyprus (2013) and the one-time levy on savings accounts that was suggested by the so-called Troika (European Commission, ECB and IMF). The study scrutinizes the positioning of keywords related to this crisis (e.g., *banks, deposits, eurozone, debt, crisis, tax, levy, savers*) in sentence Theme and in Rheme and aims to show how language-specific differences in sentence structure (Averintseva 2007, Frey 2004) affect topicalization strategies in German and English news commentary. German allows for greater flexibility in

selecting the sentence topic, which can be occupied by any clause element. The sentence-final position, however, is often occupied by a verb. English, in contrast, allows for more flexibility in Rheme but limits the choice of sentence topics to Subject in unmarked Theme (Halliday & Matthiessen 2014). These formal differences impact the arrangement of functional participants such as Actor, Goal, Carrier, or Attribute. German journalists predominantly position persons responsible for the crisis as Actors or Carriers in Theme but, surprisingly, hardly ever at the end of the clause. In English comments, the institutions held responsible for the crises (the banks) as well as the victims (the savers) are represented in Theme and at the end of Rheme. Another difference can be observed in the realization of Subject Themes as content-light or contentful (Berry 2013, Martinez-Insua 2019). In German commentaries, Subject Themes at the sentence front are generally contentful, perhaps due to their lower frequency. In contrast, Subject Themes in English show a greater probability of being contentlight, as in *It is in everyone's interests that Cypriot banks do not implode*.

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Cohesion in Spoken Academic Genres: A Comparative Study of the Textual Metafunction in Tunisian Master Students' Academic Oral Presentations

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Abstract

Academic Oral Presentations (henceforth, AOPs) constitute a key element in the training and assessment of EFL students at university across different courses and majors (Singh et al., 2019). Though classified as part of spoken discourse, AOPs display atypical features of spokenness by virtue of being “monologic” and synchronous in processing, which “presents a higher risk of placing the addressee in a position of cognitive overload” (Rossette-Crake, 2024, p. 162). To ease reception, thus, the linguistic choices made at the level of information organization and packaging should be carefully tailored to deliver a coherent presentation. Yet, non-native and novice speakers tend to prioritize visual elements at the expense of verbal cohesion which they find particularly challenging, leaving AOPs taxing in “English as a Lingua Franca contexts” (Widyantoro et al., 2024, p. 221). In spite of the high-stakes nature of the AOP genre in academia and its accompanying challenges, research spotlighting the verbal cohesive ties of oral speeches at the tertiary level has been scarce and one-directional, following mostly a multimodal perspective. To fill this gap, this study examines the cohesiveness of verbal speech in the AOPs of Tunisian EFL Master students in two different fields – Linguistics and Business Communication – from a systemic functional angle. A recorded and transcribed corpus of AOPs is culled to investigate the two complementary facets of the textual metafunction: (a) grammatical and lexical cohesion (Halliday & Hasan, 1976), and (b) thematic structure/progression (Halliday & Matthiessen, 2014). The detected textual ties are analyzed with respect to their frequency, variety, and accuracy of use. The overarching aim is to compare and evaluate learners’ textual choices to construe messages cohesively in their respective fields of study. Added to enriching the tenuous literature on this under-explored oral academic genre, the obtained results of this study can offer valuable pedagogical implications on academic speech instructions to monitor learners’ progress.

Keywords: AOPs, textual metafunction, cohesion, thematic structure, Tunisian Master students

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Panel D-3

A Systemic Functional perspective on the lexicogrammar of reference in Spanish

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Abstract

As well known, Systemic Functional Linguistics (henceforth, SFL) has been concerned with discourse reference within an integrated theory of language that accounts for the systematic interrelations between context and language, as well as a fine-grained understanding on the creation of texture and the resources at stake in the linguistic system. Halliday & Hasan (1976) address reference as part of the broader account of cohesion in English, with a strong focus on endophoric reference; later work by Martin (1992) builds on their work to offer a systemic description of discourse reference in English through a detailed system of IDENTIFICATION, including reference presumption beyond endophoric reference within the textual metafunction. SFL literature has shown reference is an aspect of texture that is sensitive to mode across registers, and it can be related to very specific resources in the lexicogrammar of English (Fontaine, Jones & Schöenthal, 2023). However, little attention has been given in SFL to discourse reference from a cross-linguistic perspective, although Martin (1983) stands out as a typologically oriented account of entity identification in English, Tagalog and Kate. His study attempts to show that a functional, text-oriented perspective to language typology is possible in SFL by accounting for the way in which discourse semantic patterns that are comparable across languages show noticeable differences when examined only from the viewpoint of

lexicogrammar.

This paper addresses the lexicogrammar of reference in Spanish looking at its contribution to discourse patterns ‘from above’. Based on the analysis of data sampled from across registers in Chilean Spanish (Fondecyt-ANID 1231118 grant), the paper will illustrate how discourse reference in this language involves both the verbal group and the nominal group. The study of Spanish lexicogrammatical resources used in discourse reference shows important implications for functional descriptions ‘from above’, including the labelling of descriptive categories based on language-specific patterns.

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Verbal play: the coupling of interpersonal and experiential meanings

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Abstract

Formulaicity and creativeness are two interconnected aspects of language use. Formulaicity serves as a foundation for efficient and socially appropriate communication. Creativeness in language involves breaking free from traditional patterns to express unique ideas or perspectives. Creative verbal play builds on the foundation of formulaicity but twists or combines existing language elements in novel ways. Apart from construing new experiences in innovative ways, verbal play can be used to build rapport and strengthen social bonds. From an SFL perspective, it can be argued that creative verbal play often makes use of the experiential frame of existing patterns but adds new experiential and interpersonal dimensions which fit the new context. The coupling of experiential and interpersonal meanings in verbal play can enhance communication by making it more engaging, memorable, and contextually appropriate.

Generative Artificial Intelligence and Theme annotation

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Abstract

Generative Artificial Intelligence (henceforth GenAI) has become integral to contemporary research, offering exciting possibilities for accelerating and simplifying the investigation process. This presentation explores the use of GenAI for automatic text analysis. More precisely, we look at the potential affordances of using GenAI for the tagging of Theme, a category whose manual, automatic and/or semi-automatic annotation poses challenges, as shown by previous studies (e.g. Lavid et al. 2013; Arús-Hita et al. 2012). To this end, we propose the creation of a tailored prompt, i.e. the input or instructions provided by a user to a conversational agent, based on existing annotation schemes. The main goal is to see whether the use of this prompt serves to replicate existing annotations experiments and, most importantly, improve the reproducibility and stability of annotations, i.e. replicability over time and across annotators, respectively. To enhance the robustness of the study, three different GenAI tools, ChatGPT, Copilot and Gemini, are used and compared. This will allow not only testing annotation stability, measured against traditional methods, but also finding out which of the three GenAI agents, if any, is most suitable for this task. The study is merely explorative, no *a priori* assumptions being made about the success of this procedure.

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Panel D-4

There is no planet B – but how best to say it? Exploring Appraisal patterns for ‘climate crisis’ and ‘climate change’ in *The Guardian* through a corpus approach

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Abstract

This paper is a follow-up to a previous study (reference withheld) addressing the experiential semantics of ‘climate change’ and ‘climate crisis’ in *The Guardian*. Our interest towards these nominal groups is motivated by a recent change in *The Guardian*’s house style, whereby ‘climate crisis’ (or ‘climate emergency’) should be used to describe the broader impact of ‘climate change’ – a term that is “no longer considered to accurately reflect the seriousness of the situation” (<https://www.theguardian.com/guardian-observer-style-guide-c>). Terminological choices of this kind are relevant, especially in media language, as they can ultimately affect people’s attitudes (Bruine de Bruin et al. 2024). However, in order to consider their full potential in a Positive Discourse Analysis perspective (Bartlett 2017), a *holistic* approach is needed: one that moves from word- to discourse-level, considering how meaning potential is mobilised across different semantic layers, resulting in arrays of lexico-grammatical choices working synergistically (Halliday 1985; Webster, Ed., 2015; Miller 2017). Hence our research question: are there differences in the lexico-grammatical/semantic patterns involving these terms at clausal level, providing evidence for the claim made by *The Guardian*?

Focusing on a corpus of articles published by this news outlet throughout COP26 and COP27, our previous study revealed the vague experiential semantics of ‘crisis’ (whereby the ‘climate crisis’ tends to be represented as but one of the many crises affecting the world), while ‘change’ emerged as a more context-specific choice (more typically collocating with environmental themes), thus problematising the preference for ‘climate crisis’. For the present study, we extended our corpus by including articles published throughout COP28 and COP29, and broadened the analytical focus by considering Appraisal (Attitude/Graduation) patterns with ‘climate crisis’ and ‘climate change’ as appraised targets (Martin & White 2005; White 2025). In so doing, we assess whether ‘climate crisis’ is a more effective interpersonal choice for conveying the urgency of the situation. Ultimately, we aim to advance evidence-based suggestions for more empowering media representations of these issues, going beyond word-level.

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The erasure of nature: A corpus-based analysis of nomination of nature and transitivity in the UK news reports (2019-2024)

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Abstract

As human civilization has expanded, animals, plants, and the environment, three fundamental components of nature, drifted away from human society, and a new epoch “Anthropocene” has come (Steffen et al, 2011, p. 842). Meanwhile, nature has been mediated by various artificial manufactures, such as videos, cartoons, zoos, aquariums, arboretums, goods, recordings, and languages (Berger, 2009, p. 22). These artificial forms of nature vary in the different degrees of vividness and concreteness to depict real nature. In this sense, this tendency shows the marginalization of nature, which is considered as “erasure” (Stibbe, 2015, p. 148). In language, erasure is “a form of exclusion and marginalization, particularly in relation to identity categories” (Baker and Ellece, 2011, p. 40), which encompasses not just the complete erasure, but also different degrees of erasure, ranging from the most explicit to the most implicit. The hierarchy of erasure reflects a systemic absence of certain groups of social actors in the discourse (Stibbe, 2015, p. 149).

Therefore, this paper will adopt a quantitative approach to explore how nature is represented and erased in the UK news reports, comparing with two types of discourse – environmental and business. In specific, this paper employs a self-developed model – the nomination of nature model, which is referred to Stibbe’s erasure types (2015, p. 149) and Van Leeuwen’s social actor network (2008, p. 52), and transitivity theory (Halliday, 1994, p. 166) to analyze the expressions about nature in different UK news reports (2019-2024) and the two contrastive texts. Then it explains these features the UK media with different political tendencies and formalities use to describe nature compared with the environmental and business texts. It aims to reveal the connections between these textual representations of nature and how they change human behaviours and social practices.

Keywords: erasure of nature; nomination of nature; textual representations of nature; transitivity theory

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From the ‘Greta effect’ to Indigenous climate activism: Solidarity in climate justice movements

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Abstract

Emerging from her solitary school strike in 2018, Thunberg rapidly gained international prominence, inspiring the *Fridays for Future* movement and catalysing climate strikes in over

150 countries (Marris, 2019; Wahlström, et al., 2019). Research shows that Thunberg's advocacy has helped foster global interconnectedness and urgency, reinforcing solidarity via digital activism, storytelling, and the decentralized structure of *Fridays for Future*, which enabled localised yet globally resonant activism (Boulianne et al., 2020; de Moor et al., 2020). However, concerning Indigenous-led knowledges and solutions, the almost exclusive focus on Greta Thunberg and young activists mainly from the 'global North' has been criticised for inadvertently marginalizing activists from the 'global South', whose leadership is critical for climate justice alongside the decolonisation of Fridays for Future (Grosse & Mark, 2020; Spini, 2024; Walker, 2020).

Based on corpus-assisted appraisal analyses (Bednarek & Carr, 2020; Kilgariff, et al., 2004; Martin & White, 2005) of publicly available speeches of Greta Thunberg and Indigenous activists, this presentation explores the discursive construction of 'climate solidarity' from the perspective of positive discourse analysis (Martin, 2004). Thunberg's speeches reflect a kind of 'crisis communication', promoting community alignment via recurring patterns of amplified negative valuation and disquiet, clustering into social bonds that appraise the climate as a crisis and an emergency. In contrast, the speeches of Indigenous climate activists promote social affiliation via recurring patterns of positive inclination, propriety and tenacity, emphasising the need for community-building, dialogue and adaptation to climate change and to achieve climate justice. This paper concludes by discussing the implications of this research for positive discourse analysis: in order to understand how social change happens I consider how, as an example of "a more constructive, more hopeful vision of possible futures" (Martin & White 2005: 261), Greta Thunberg and Indigenous climate activists have been able to mobilise masses of protesters around the world and inspire a global climate activist movement demanding immediate climate action and climate justice.

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Panel D-5

Pathways to perspective and persuasion: presence in secondary History writing

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Abstract

In this paper we examine one critical stage in secondary students' developing ability to communicate historical perspectives and empathy. While perspectives and empathy are recognised as essential 'Historical Skills' in history education literature (Seixas, 2017), there is less focus on what this means linguistically. The History syllabus in New South Wales, Australia contains a skills continuum with brief descriptions of what is expected of students in terms of empathy and perspectives from their first school year to Year 10 (Board of Studies NSW 2012). However, the descriptions at each year level do not make clear what students must do with language in order to demonstrate their Historical skills. Communication skills are listed as separate learning outcomes without a link to the other Historical Skills. There is therefore a pressing need to understand what progress along the skills continuum will demand in terms of students' language development.

This paper brings together the Historical Skills of perspectives and empathy and a focus on language. Using data from the *Improving Writing Outcomes* project, a priority grant project funded by the New South Wales Education Strategic Research Fund in Australia (Chen, et al., 2021-2024), we introduce a Year 7 writing task designed to assess the communication of perspectives and student responses to the task. Using the concept of *presence* (Martin & Matruglio, 2020), we demonstrate that while empathy tasks may provide students with opportunities to develop language resources necessary for expressing differing perspectives, they can also result in writing that is contextually dependent and misaligned with the types of texts valued for assessment in more senior years of study. We argue that although empathy tasks may provide a stepping-stone in cultivating more advanced disciplinary literacy, there is a critical need to redesign them to more accurately reflect the valued ways of writing in History.

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Exploring Ideational Meaning: A Transitivity Analysis of Multilingual First-Year Academic Writing in a Transnational Context

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Abstract

This study investigates the linguistic features of academic writing produced by first-year multilingual undergraduate writers in a language-integrated composition course at a transnational educational site, using the Systemic Functional Linguistics (SFL) framework. It analyzes expository essays submitted as final papers, focusing on SFL's ideational metafunction, specifically the *transitivity system*. These papers were graded according to the course rubric and categorized into three levels of writing performance and proficiency (A, B, and C). A clause-level text analysis examined the types, structure, and frequency of transitivity, including material, relational, mental, and verbal processes, across these proficiency levels. The study explores the relationship between students' writing proficiency and their employment of ideational metafunction, involving participants, process types, and circumstances. The study's findings reveal that higher writing proficiency correlates with a greater frequency and diversity of both process and participant types. However, the findings also reveal a significant gap between advanced-level and lower-level writers in their use of transitivity resources, including participants, processes, and circumstances. The study also highlights how students' engagement with learning materials and classroom experiences influence their representation of knowledge and writing performance. This study underscores the value of SFL analysis in assessing students' language proficiency and identifying areas for further development. These findings have implications for EAP writing instruction, suggesting that explicit focus on transitivity can empower students to compose more nuanced and effective academic writing. The session will

conclude with a discussion on future directions for L2 writing instruction and the development of SFL-informed pedagogical materials for EAP instructors in transnational contexts.

Disciplinary Literacy, SFL and Corpus Based Pedagogy: The British Academic Written English Secondary School (BAWESS) Project

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Abstract

The power of language is evident in the writing demands of high-stake standardised secondary school exams such as the iGCSE/GCSE/A Level/International Baccalaureate (IB) exams. These exams are challenging for many and play a crucial gatekeeping role. Building on research in systemic functional linguistic (SFL), corpus linguistic and disciplinary literacy, this paper reviews research in schools that have incorporated SFL and corpus-based pedagogy. We also introduce findings from the BAWESS Pilot Project and the initial findings from The BAWESS Project.

The questions this presentation discusses are:

- What can a corpus of writing in the exam years texts tell us about the genre, discourse semantics, lexicogrammatical choices and disciplinary literacy requirements?
- What potential positive impact can a study of disciplinary literacy and corpus data driven learning have on teachers, students and researchers?

In this presentation, we outline the aims and objectives of the BAWESS Project, the initial steps that have been taken to develop the methodology to collect authentic written texts and the initial findings. *The Disciplinary Literacy & Corpus-Based Pedagogy: The BAWESS (British Academic Written English Secondary School) Corpus* is an Economic and Social Sciences Research Council, UK-funded project (GBP 971,000) that officially started in February 2025.

The BAWESS Project aims to develop the first ever corpus of writing in the exam years and combines SFL and corpus analyses to examine students's writing. In this paper, we review disciplinary literacy in secondary schools and the value of incorporating a language-based SFL and corpus-informed pedagogy. We conclude with a discussion of the potential benefits afforded by the BAWESS Project, and how it will provide greater access for teachers, learners and researchers to the disciplinary literacy practices across the exam years in secondary school.

Colloquium

How effective is the Systemic Functional Linguistics genre-based approach for writing instruction? A synthesis of research published from 1996 to 2023

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Abstract

How effective is the Systemic Functional Linguistics genre-based approach for writing instruction? A synthesis of research published from 1996 to 2023

Note: This symposium has 4 presentations, and it will last 2 hours.

In the early 1980s, scholars began to establish the theoretical foundations for a Systemic Functional Linguistics (SFL) approach to genre, notably through the works of Martin (1984). This genre-based approach (GBA) was initially devised to tackle literacy inequities arising from both traditional and constructivist pedagogies, as highlighted in the Disadvantaged Schools Program in Australia (Rothery, 1994). Over the decades, SFL GBA has been adapted to various educational contexts, effectively scaffolding students from diverse linguistic and socio-economic backgrounds to engage with a wide range of school genres and enhance literacy through innovative pedagogical practices.

Despite the substantial growth of research in this area—evidenced by 274 articles, monographs, and book chapters examining SFL GBA in writing instruction published in the last 28 years—there remains a notable absence of systematic synthesis regarding SFL GBA's effectiveness and practical applications. This colloquium aims to address this gap by providing a comprehensive overview of SFL GBA in the context of writing instruction, tracing its historical origins, development timeline, research foci, and key scholars and collaborations within the field.

This colloquium aims to provide valuable insights and foster dialogue among researchers and educators dedicated to enhancing language education through the SFL genre-based approach. It will offer a multilayered research synthesis that examines the contributions, applications, and limitations of SFL GBA for writing instruction.

The colloquium will be structured as follows:

Overview of SFL GBA: The first paper will provide a broad overview of SFL GBA, detailing how its application has evolved over the past 28 years and mapping where collaboration networks have emerged in different geographic contexts.

Methodological Evaluation: The second paper will assess the various methodologies and research designs utilized to evaluate the efficacy and impact of SFL GBA.

Applications of GBA for the teaching of language: The third paper will examine how SFL GBA has been applied for the teaching of English in different contexts, from L1 monolingual classrooms to multilingual and L2 English (Emergent Bilingual) classrooms to ‘foreign’ language classrooms and English-medium instruction contexts. It will further explore how SFL GBA has been applied to the teaching of Language other than English (LOTE).

Adaptations Across Educational Levels: The fourth paper will investigate how SFL GBA has been tailored to meet the needs of different schooling levels.

The colloquium will conclude with reflections that synthesise the key contributions of the studies presented and propose future directions for the advancement of SFL GBA in writing instruction.

Paper 1

Title: Looking Back: Examining how the Systemic Functional Linguistics genre-based approach has been implemented in writing instruction

Abstract:

Originally designed as a literacy intervention in disadvantaged Australian primary schools and known as “Sydney school” genre pedagogy, the Systemic Functional Linguistics (SFL) genre-based approach (GBA) now well and truly spans the globe and has been used to teach writing across all levels of schooling, and a range of languages.

This paper presents a scoping review of the research reporting on SFL GBA implementation for the teaching of writing, reported chronologically to recount how the SFL genre-based approach first emerged and eventually spread across the globe. In total, 274 studies published in the 28-year period from 1996-2023 met the inclusion criteria and were further coded by methodological approach, geographic location, language focus, and level of schooling. The studies identified within this scoping review will serve as the basis for the subsequent studies in the colloquium.

The aim of this paper is to review the SFL genre-based research from a historical perspective, exploring the different contexts and purposes for which researchers and practitioners have drawn upon this approach when teaching writing.

To achieve these aims, the paper sets out to explore the following questions:

1. How frequently and in what contexts has SFL GBA been employed to investigate writing instruction?
2. How has the application of SFL GBA for writing instruction evolved over the past 28 years?
3. What are the key trends and major insights revealed through these investigations?

Paper 2

Title: Evaluating the Methodological Rigor in Systemic Functional Linguistics Genre-Based Pedagogy for Writing Research

Abstract:

Context plays a pivotal role in understanding the diverse uses of language. Systemic Functional Linguistics (SFL) emphasizes the importance of contextual information in understanding language usage. Similarly, recent publications in applied linguistics advocate for a fresh perspective in reviewing various contextual information to enhance the transparency and validity of research findings. After three decades of development and application of the Genre-Based Approach (GBA) in writing instruction, it is crucial for the field to reflect on the methodologies employed.

This paper aims to review the different ways researchers have investigated GBA over the past three decades. It begins with an examination of the different types of methods used in 274 studies that have drawn upon SFL-GBA for writing instruction from 1996-2023, ranging from case studies and quantitative studies to mixed-method approaches. It then focuses on the empirical findings from this synthesis, reporting on the data used, the analytical approach, and the reporting practices of the methods in these studies. The overarching goal is to propose standardized protocols that can assist researchers in conducting their studies with more transparent, replicable methods, thereby enhancing the validity and reliability of their findings. The three research questions this study seeks to answer are:

1. What are the trends in research methodologies that SFL GBA researchers adopt when investigating writing?

2. What contextual information is being reported in this research (e.g., participant demographics, data size and type, analytical approaches, the use of control groups, etc.), and how are researchers ensuring validity and reliability?
3. What protocols are used in implementing GBA in these studies?

Paper 3

Title: Surveying the value and contribution of SFL genre-based research for the teaching of English (L1/L2/EB/FL) and languages other than English (LOTE)

Abstract:

The SFL genre-based approach was originally designed to teach English literacy in primary schools, but was soon adapted to teach English to migrant adults. In the years since, an increasing number of SFL scholars have employed this approach to teach languages other than English. This study aims to critically examine the different applications of SFL GBA to the teaching of writing for English L1, L2/FL, and languages other than English (LOTE). The paper includes an overview of the different contexts and applications of GBA for the teaching of English (L1/L2/EB/FL) and provides a narrative synthesis of the GBA literature focused on the teaching of 12 languages other than English (i.e., Spanish, German, Chinese, French and Arabic).

The study will be guided by the following research questions:

1. When, how and why has SFL GBA been used to teach English (L1/L2/EB/FL) and how has it been adapted to teach languages other than English?
2. What are the challenges and affordances in implementing SFL GBA for the teaching of these languages?

Paper 4

Title: Investigating trends within SFL-GBA writing studies at different levels of schooling

Abstract:

SFL GBA was originally developed by researcher practitioners concerned with literacy needs in the disadvantaged primary schools of Australia. In the subsequent three decades, these initial applications have inspired researchers to adapt the approach to learners of all

ages, with a substantial body of work establishing its contributions to primary, secondary and tertiary writing instruction.

This paper aims to identify trends in SFL writing research within and across levels of schooling and explore the implications for applying GBA to support the writing development of learners at different ages. **It begins with a systematic review of SFL GBA writing research in primary schools, secondary schools, and tertiary education drawn from a corpus of 274 studies published from 1996-2023. After exploring the body of research conducted at each level, the review addresses research foci and pedagogical trends within and across levels of schooling. To better understand the needs, challenges and adaptations experienced within each level, the authors will host and report on discussions between leading scholars who actively investigate SFL GBA within these different levels. The goal of these discussions is to critically reflect on how these investigations have impacted learning at each level and to look forward towards the future of SFL GBA applications in these contexts.**

The research questions explored in this paper include:

1. How are the different levels of schooling represented in SFL GBA literature on student writing?
2. What are the trends regarding research topics, target genres, modalities and pedagogical foci for primary, secondary, and tertiary education within SFL GBA writing research?
3. What levels of schooling and aspects of the SFL GBA research within these levels have been investigated and which areas require more attention?

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Panel D-6

[Deconstructing Maternal Essentialism: A Genre-Based Critical Analysis of Motherhood Discourses on Chinese Social Media](#)
[Han Zhang](#)

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Abstract

Genres, as Fairclough(2003) conceptualizes them, are not static linguistic templates but dynamic social practices. Rooted in "orders of discourse," genres mediate social action by structuring how individuals and institutions interact, represent realities, and negotiate identities. They function as both products and producers of social structures, reflecting cultural systems while simultaneously reinforcing or contesting them.

Maternal essentialism has long idealized women as natural, self-sacrificing caregivers, conflating biological motherhood with moral and social duty. However, rapid urbanization, neoliberal economic reforms, and the legacy of the one-child policy have reshaped motherhood in China, creating tensions between traditional expectations and modern aspirations for gender equality and individual autonomy. Drawing on Bhatia's framework of interdiscursivity(2017), the research examines a curated dataset of essays from a WeChat public account written by a mother blogger. The study addresses two research questions: (1) What generic resources are interdiscursively appropriated in Chinese media's motherhood discourses? (2) How do these genres aggregate to contribute to the deconstruction of maternal essentialism?

The analysis reveals that the motherhood blogger strategically appropriates generic resources such as conversational narratives, scientific parenting discourse, self-help guides, promotional discourse and sociopolitical commentary, etc. These sub-genres are integrated into the genre colony of "problem-solving" to destabilize traditional notions of maternal essentialism. This interdiscursive maneuvering aligns with Bhatia's (2017) conceptualization of "private intentions" embedded within socially recognized communicative purposes, where genre mixing and evolving serve to reflect the transformations of social practices and subtly subvert dominant ideologies. The advancement of genre set of motherhood discourses diversify representations of motherhood and empower mothers to articulate intersectional identities, transcending binary constructs of sacrifice versus self-fulfillment thus challenge maternal essentialism.

Fairclough, N. (2003). *Analyzing discourse: Textual analysis for social research*. London: Routledge.

Bhatia, V. K. (2017). *Critical Genre Analysis: Investigating Interdiscursive Performance in Professional Practice*. Routledge.

And that?: the construction of things

kieran McGillicuddy

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Abstract

Rather than language construing our experience, a language-production perspective, 'language' might be construed by experience, along with the deployment of techniques for the organisation of knowledge which are consistent with categories in systemic functional semiosis, and in particular with the major experiential categories of Reading Images. Within this approach, much of the semantics of 'language' would be extralinguistic, with language itself more actional than meaningful. Semo=genesis might then be more immediately integrated with our world experience and interactions, with semiosis immediately responsive to specific heres and nows. To explore this perspective I will present the development of a small field of knowledge, to whit trees, and how that field develops over time, along with the entities within that field, integrating perception with functionality, class membership and part/whole relations. Things, then, are not stable phenomena. The construction of entities takes place largely extralinguistically, and the entities, the semantics of the words which develop, are essentially not language phenomena.

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Keywords: that, integration, onto-/semo-genesis, construal,

Talking to Learn: Genre pedagogy for spoken communication in the foreign language classroom

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Abstract

Genre-based pedagogy (GBP) has emerged as a powerful approach for helping students to understand and create a variety of written texts across disciplinary and linguistic contexts. GBP

views social communication as comprised of texts that belong to genres. Hence texts become the fundamental unit for planning, delivering, and assessing learning through scaffolded instruction. Abundant research has repeatedly shown that GBP fosters students' ability to write more sophisticated and well-structured texts while simultaneously mastering disciplinary content (Accurso & Gebhard, 2020; Acevedo et al, 2023). GBP has also been shown to enhance reading comprehension, cultivating appreciation for literary discourse, sharpening understanding of rhetorical structures, increasing student engagement in reading and writing, and increasing students' awareness of critical uses of language (Benítez et al., 2021; Blecua Sánchez & Sánchez Garrido, 2017; Gebhard & Accurso, 2023). Despite such extensive research, the use of GBP for spoken discourse, particularly in foreign language learning, remains significantly underexplored. This study directly addresses this critical gap by exploring how GBP can be adapted to help students engage in authentic and independent spoken meaning-making in English as a foreign language (EFL). Our adaptation, which we call Talking to Learn, mirrors the stages and levels of support described in Reading to Learn pedagogy (Rose & Martin, 2012). We use data from students spoken texts, classroom interaction, and learning artefacts to show how this pedagogy increases students' ability to better organize their texts and mobilize a greater variety of lexicogrammatical resources. We also analyze the use of pedagogical diagrams as scaffolding tool that learners may use for planning and monitoring their spoken meaning-making during genre-based lessons. Our study showcases a novel application of GBP for spoken meaning-making in EFL contexts.

Accurso, K., & Gebhard, M. (2020). SFL praxis in U.S. teacher education: A critical literature review. *Language and Education*, 1-21.

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Benítez, T., Guariguata, Y., & Pérez, A. (2021). Pedagogía de géneros textuales para fomentar engagement en la escritura académica en educación superior. *Literatura y lingüística*, 309-348. <http://dx.doi.org/10.29344/0717621x.43.2124>

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Panel E-1

Shifts in EFL Learners' Stance: An Appraisal Analysis of AI-Assisted Writing

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Abstract

The use of Gen AI technology in education, and more specifically in providing feedback to EFL students' writing, has transformed the nature of teaching and learning. Recent studies have explored the impact of AI-assisted tools on EFL learners' writing skills and perceptions. The integration of AI in language learning has implications for both educators and researchers, highlighting the need for effective implementation strategies and ongoing development of AI tools to support EFL writing instruction (Cuiping Song & Yanping Song, 2023; Liang et al., 2024). However, some concerns exist regarding reliability and over-reliance on AI (Chae-young Mun, 2024). Additionally, there is a growing concern that the overreliance by EFL learners on AI-assisted tools could impact their writing style, authorial voice, and tone. Therefore, the present study aims to investigate variations in EFL learners' stance in their writing before and after AI-generated feedback. However, research on the effect of AI Gen feedback on the students' authorial voice is scarce. To bridge the gap, the present study attempts to explore how AI-generated feedback affects the EFL learners' voice in their reflective written texts. The study will explore whether and how Gen AI tools influence students voice, opinions, dialogic space, and tone intensification or mitigation. Drawing on the Appraisal Theory Framework by Martin and White's (2005), fifty reflective texts written by Saudi undergraduate EFL learners will be analyzed before and after AI assistance. The findings will contribute to the growing discourse on AI in EFL writing by providing insights into how Gen AI influences EFL writers' voice and authorial stance, offering pedagogical implications for EFL academic writing instruction.

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AI- versus human-generated titles of research articles and MA dissertations in linguistics: a comparative study.

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Abstract

According to Biswas (2023), one of the “responsible and ethical” uses of ChatGPT is the generation of titles for research publications (p. 576). Researchers can provide details about their research, and ChatGPT can “craft concise and impactful titles” (ibid) by identifying the essence of the research work. Generally speaking, the use of AI-tools for research is problematic, but advocates of these tools argue that they (the tools) can enhance productivity, by solving problems in a short period of time, and can also stimulate the creativity of researchers, by providing perspectives that the researchers could have missed. As far as titles are concerned, young researchers might use AI because it can help them achieve the major function of a title: to be “informative and appealing to attract readers who may go on to read, cite and make use of their research” (Hyland and Zoo, 2022, p. 1). Researchers can collaborate with ChatGPT, which can offer different titles for a single piece of research, and then it is up to the researcher to choose the one that seems informative and reader-engaging. This paper seeks to study AI-generated titles and compare them to human-generated ones to understand the extent to which ChatGPT can provide informative and appealing titles when provided with the abstract and if it can help young researchers craft better titles. The comparison is twofold: the first seeks to

identify the quality of the titles produced by AI through comparing them to expert human-generated ones. The second is meant to understand if AI can elevate the quality of students' titles through comparing MA titles to their AI counterparts. To reach these ends, a corpus of research articles titles written by renowned linguists (1) and MA dissertations in linguistics produced at the Faculty of Arts and Humanities of Sfax (2) is collected and compared to those proposed by AI. The comparison is based on a classification offered by Hyland and Zoo (2022) focussing on the length of the title and its syntactic structure. The purpose of the study is to evaluate the potential of ChatGPT in producing effective titles (through comparison 1) and to discuss whether ChatGPT can help MA students elevate their writings (Comparison 2).

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Enhancing Formative Feedback with Generative AI: A Systemic Functional Linguistics Discourse Analysis

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Abstract

The benefits of formative feedback on university students' written work have been widely reported (see reviews by Morris et al., 2021 and Pearson, 2022). Studies have shown that personalized instructor comments help students understand their strengths and weaknesses, improve their writing, and foster independent learning. With the rise of Generative AI (GenAI) models, new approaches to formative feedback have emerged, potentially reshaping writing instruction in higher education (Tzirides et al., 2024a; Zapata et al., 2024, in press). However, before GenAI feedback tools can be fully integrated into academic settings, it is crucial to assess their pedagogical affordances and limitations compared to traditional human feedback.

This study seeks to achieve this goal by employing Systemic Functional Linguistics (SFL) discourse analysis (Forey & Sampson, 2017; Halliday & Hassan, 1976) in the examination of

GenAI feedback in a US postgraduate program. Specifically, we compared two sets of AI-generated feedback on student writing. The first set was produced using an instructional platform connected to OpenAI's GPT-3, which generated feedback relying on prompts without customization. The second set was generated using GPT-4, with enhancements designed to improve relevance and effectiveness. In this iteration, the AI tool was prompted with rubric criteria fed one by one—similar to human reviewers—using items adapted from the *Learning by Design* framework (Cope & Kalantzis, 2023). Additionally, GPT-4 was supplemented with a RAG database containing a 35-million-word corpus of faculty and graduate student works since 2019. This repository helped steer the AI toward providing more discipline-specific and pedagogically grounded feedback (Tzirides et al., 2024b).

Our presentation discusses the findings of the SFL discourse analysis, focusing on linguistic features that contributed to more effective feedback after GenAI calibration. We introduce our GenAI review system, present our analysis, and conclude with recommendations for optimizing AI-human collaboration in higher education writing instruction.

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Panel E-2

EMI with a dash of CLIL: Can we improve outcomes through SFL-based pedagogy?

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Abstract

EMI is a form of immersion education, although many (most?) EMI schools do not characterise themselves as immersion. Drawing on research on immersion education, we can expect that a sink or swim model, where students are expected to learn English by being taught through English does not lead to the best results (Lyster, 2007). Stronger results would be expected from model that teaches *through* English, and teaches *about* English (Genesee & Hamayan, 2016).

The challenge for classroom teachers is that they are often uncomfortable with grammar teaching, and struggle with *teaching about* English. Many schools adopt an EFL (English as a foreign language) approach, with grammar teaching divorced from content teaching. SFL has the potential to help bridge this gap, by supporting teacher understanding of how a functional approach links to outcomes and to *learning about* English for different purposes. This paper

reports on a small-scale study in an bilingual primary school, in which the language of instruction is English and French but few of the students are native or fluent speakers of either. The classic immersion approach was enhanced across four Grade 6 classes by the inclusion of language objectives based on SFL. The chosen function was argumentation, including focus on oral language and written genre. Data was collected through a pre-test, post-test, and delayed post-test. Student samples were analysed for various aspects of the language of argumentation. Initial findings and further directions will be discussed

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SFL in action: Reading to Learn, Reading the World

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Abstract

This presentation will outline the development of Reading to Learn (R2L) in Australia and briefly explain the principles of the approach before showcasing a number of success stories of R2L implementation from around the world (Acevedo, Rose & Whittaker, 2023).

Reading to Learn is the name given to both the classroom teaching program and the associated teacher professional learning (Rose, 2020, <http://www.readingtolearn.com.au/>). The professional learning provides teachers with linguistic and pedagogic tools to support students to read and write curriculum texts in any subject area. The knowledge about language is informed by Systemic Functional Linguistics via ‘Sydney School’ genre pedagogy (Rose & Martin, 2012). The pedagogy draws on social learning theory (Bruner 1986; Vygotsky 1978), and sociology of education (Bernstein, 2000). However, this knowledge about language and pedagogy has been ‘recontextualised’ from these informing theories to be directly applicable to teaching (Rose & Martin 2012).

Reading to Learn extends the genre-based approach to writing to include the teaching of reading using carefully designed strategies to support students to recognise language patterns in

written texts, enabling them to read with critical understanding, and then to use these language patterns in their writing. It is designed to be integrated with classroom practice across the curriculum at all levels of education.

Reading to Learn is now being used around the world and the success of the pedagogy will be illustrated with highlights from initiatives undertaken by dedicated educators from Europe, the Americas, Australasia and Africa at various levels of education. By showcasing the skill and ambition of practitioners who have achieved positive outcomes for their learners, it is hoped that others will be inspired and motivated adopt these powerful linguistic and pedagogic tools to improve student literacy and learning in their own contexts and share their experiences with other educators around the world.

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Developing a genre-specific writing rubric in a Learning Oriented Assessment context: integrating genre pedagogy and EAP criteria

Developing a genre-specific writing rubric in a Learning Oriented Assessment context:
integrating genre pedagogy and EAP criteria

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Abstract

Learning Oriented Assessment (LOA) was developed due to washback (c.f. Brown & Hudson, 1998) of standardized tests on classroom practice so that assessment could be oriented towards learning. An LOA model thus synergizes formative and summative assessments (Careless, 2007; Jones & Saville, 2019). and requires course instructors to enhance reliability between their grading criteria from the classroom context and that of institutional (e.g., Fulcher, 2021). In practice, course instructors are often impeded from applying genre-based pedagogy in an EAP educational setting, as it is uncommon to be able to change institutional rubrics to include genre features.

Some SFL scholars have explored the connection between genre and assessment rubrics, particularly EAP student writing proficiency levels (O'Hallaron & Schleppegrell, 2016; Fang, 2020; Authors, in press). To investigate the efficacy of explicitly embedded genre criteria in this context, the authors designed an academic writing course that utilizes LOA while integrating genre-based pedagogy. The course comprises two pre- and post- assessments that correspond to IELTS writing task 1, and three formative assessments that emphasize ideational, interpersonal, and textual realizations of an SFL-informed explanation of the data commentary genre (Authors, in review). The pre- and post-course assessments are implemented to evaluate students' positions in the IELTS writing band scale, while the formative assessments evaluate students' mastery of the target genre. To conform with the LOA paradigm, the course instructors developed genre-specific rubrics and provided effective individual feedback to bring every student to a similar level. The efficiency of this teaching practice is revealed by a comparative analysis of the two bookend assessments.

This research provides insights for EAP practitioners who are interested in applying SFL theories to design a similar LOA educational context, as well as supporting the usefulness of embedding genre-based approaches in the wider EAP context.

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Panel E-3

Convergent, divergent, polarising, and deontic bonds in incitement texts: Relational dynamics aligned with audience design for identity fusion

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Abstract

Most work on incitement is grounded in speech act theory and impoliteness, but often overlooks the broader textual relational dynamics. This paper advances the SFL framework on affiliation as a relational-semiotic approach to incitement texts that operate (in Firthian terms) as a network of bonds and obligations. The approach builds on recent research into affiliation and disaffiliation

strategies (Etaywe, 2024; Etaywe & Zappavigna, 2024) and incorporates insights from Communication Accommodation Theory (Giles et al., 2023), the Audience Design Paradigm (Bell, 1984), and the concept of identity fusion (Buhrmester et al., 2018). This analysis examines eight incitement-to-violence forensic texts delivered by Osama Bin Laden and Al-Baghdadi used as a case study. It explores three key processes in incitement: Communion, Alienation, and Coercion – and their associated mechanisms for constructing bonds. Communion is the process of building shared identities and values that foster convergent bonds among in-group members. These bonds strengthen emotional ties, attitudinal rapport and collective action, often driven by perceived existential threats that intensify individual-into-group identity fusion. Alienation creates divergent bonds by positioning out-group members as threats, *opposing poles*, and ‘non-kin’, legitimising their exclusion and hostility toward them. Coercion extends bonds by not only urging but also framing urged violence as necessary, an obligation or expected commitment (i.e. deontic bonds) to protect the in-group’s shared values, symbolic power, or survival, reinforcing both convergent bonds and divergent bonds. Through the audience design paradigm lens, this study examines how inciters tailor their evaluative language to the in-group’s beliefs and values, giving rise to a polarised ‘attitudinal priming’ that serves to enhance group cohesion and to demonise the out-group and escalate aggression toward them. That is patterns of evaluative prosody prime attitudinal (dis)alignment and constantly associate positive attitudinal meaning with the in-group and negative attitude with the out-group to reinforce solidarity and polarisation. This evaluative stylistic shift has the potential to initiate relational changes that justify exclusion and hostility. Additionally, identity fusion serves to deepen group loyalty by fostering a visceral sense of oneness, blurring individual and collective identities and manipulating perception of out-groups. Constructed shared experiences, kinship ties and perceived threats to in-group’s essential values and interests operate as linguistic proxies for facilitating this fusion, driving extreme loyalty. This research expands accommodative affiliation tactics - through convergence, divergence, and deontic bonding. Bond construction mechanisms include lexical metaphor, intertextuality, iconisation, register-specific terms, kinship terms, in-group norms and values, threat construction, self-evident statements, and commands—relational insights crucial for law enforcement and counterterrorism agencies’ fuller understanding of how incitement texts operate in terrorism contexts.

Keywords: incitement, accommodative affiliation strategies, identity fusion, convergent bonds, divergent bonds, polarising bonds, deontic bonds, violent extremist discourse

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Introducing Forensic Linguistics as a means to bridge ESP/EAP and the 'real' world. A case study
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Abstract

Background. This paper proposal reports on an experiment carried out within the English-language course taught as part of a MA programme in International Relations. The two-year graduate programme is offered by a large public university in Italy and, while most of its courses understandably focus on (international) law and economics, it also features a single English-language course, called 'Legal and Academic Discourse in English'. This, as per its name, is supposed to provide students with soft skills in ESP (namely, legal English) and EAP in general.

Problem. Much as the need for such skills may seem clear to the instructor – and to many students, when discussing it in class – the perception of this course, based on the students'

evaluation reports, has often been that of an ‘isolate’, i.e. a course that is separate from the other core courses and does not integrate well with them.

Aim. In an effort to modify such a perception, the author decided to introduce Forensic Linguistics as a way to show students of this non-linguistic programme how (Systemic Functional) linguistics indeed a) may actually be employed in legal settings, b) may even prove decisive in the outcome of legal cases and, as such, c) has professional and social relevance.

Method. An intervention was designed based on studies in ESP and EAP within the tradition of Systemic Functional Linguistics.

Intervention. This short case study thus illustrates the

- needs analysis of the course,
- design of the modified the syllabus, and
- students’ evaluations before and after the intervention^[1].

Contribution. Despite its quantitative and qualitative limitations, this investigation aims to contribute to discussions on the challenges and opportunities involved in applying Systemic Functional Linguistics to language courses within non-linguistic university programmes.

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^[1] Pending approval by the Data Protection Committee.

A Systemic Linguistic Analysis of Proverbs in Chinua Achebe's *Things Fall Apart* and Zaynab Alkali's *The Stillborn*

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Abstract

The main objective of the proposed paper is to apply some features of Systemic Functional Linguistics to the analysis of proverbs and proverbial expressions in the two novels. The focus is on the levels of FORM (Lexico-grammar) and CONTEXT (Semantics, Pragmatics and Culture) in order to explicate the relationship between the structure and interpretation of proverbs. Chinua Achebe is considered as the father of modern African literature and *Things Fall Apart* (TFA 1958) is his first and most popular novel. Similarly, Zaynab Alkali is the first and most published female writer in English from Northern Nigeria, with *The Stillborn* (TS 1984) as her first work. Both writers are greatly influenced by African oral tradition. The paper is in three sections. The first is a summary of the plots, settings and themes of the novels, as well as a review of literature on Proverbs and Systemic Grammar. The second section is a pragmatic discussion of proverbial expressions and how they reinforce the main themes, characters and values reflected in the stories. The third highlights the findings based on the analysis of about thirty (30) proverbs and proverbial language from the two novels. Whereas TFA is based on traditional, pre-colonial setting with the intrusion of colonialism and Christianity, TS depicts both rural, traditional (or village) and modern, city (or urban) settings. Whereas TFA proverbs portray a patriarchal and hegemonic culture, those in TS are mainly negative, misogynistic and sexist (anti-) proverbs which reflect feminist tendencies. Overall, proverbial expressions have been used to reinforce themes and characters; to sermonize by praising virtues and admonishing vices; to strengthen arguments and rationalize obsessions; among other things. In essence, traditional wisdom lore has been creatively applied to concretize the ecology of the texts, thus contributing to the successes of the respective stories.

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Panel E-4

Mapping WIDA's Language Functions and Features to SFL's Metafunctions: Alignments and Gaps

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Abstract

WIDA's English Language Development (ELD) Standards provide a robust framework for integrating language and content learning, yet a closer linguistic analysis reveals important insights into their conceptual alignment with Systemic Functional Linguistics. This presentation critically examines how WIDA's language functions and features for Grades 4–5 map onto—or do not—the three SFL metafunctions: ideational (expressing content and experience), interpersonal (negotiating roles and relationships), and textual (structuring coherent discourse). Through a comparative analysis, I identify areas where WIDA's framework aligns with SFL's emphasis on disciplinary meaning-making, as well as gaps where key linguistic resources—such as grammatical metaphor, modality, and cohesion—are underrepresented or implicitly framed. Using examples from math, science, social studies, and ELA, we discuss implications for teacher practice and the explicit teaching of language that support multilingual learners (MLs) in disciplinary discourse.

Participants will gain a deeper understanding of how language functions operate within disciplinary learning and how an SFL-informed perspective can enhance the implementation of WIDA's framework. This session is designed for educators, instructional leaders, and in-service and pre-service teacher preparation programs seeking to refine their approach to language integration in content instruction.

Didactic sequence for reading and writing Reports and Procedures in Chemistry, 8th grade, based on the Reading to Learn literacy program.

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Abstract

Scientific literacy is a prerequisite for achieving scientific competence. According to PISA, this competence means explaining, interpreting, and critically evaluating natural and technological phenomena to make informed decisions and act creatively and systemically in STEM disciplines (Science, Technology, Engineering, and Mathematics). In Chile, the results from standardised tests -SIMCE 2024 and PISA 2022- indicate a slower-than-expected progress in the comprehension of scientific texts at literal, inferential, and critical levels. These assessments also highlight a gender gap (ACE, 2024; PISA 2022). This research aims to 1) improve reading comprehension and writing in disciplinary genres to reduce the gap for females in STEM and for males in reading comprehension in 8th grade at a Chilean public high school, 2) explore interdisciplinary collaboration. Methodologically, this study followed an Action Research approach (Burns, 2010). It iteratively involved identifying linguistic challenges in STEM texts; teacher reflection and training based on Systemic Functional Linguistics (Halliday & Martin, 1993, Eggins, 2004), and the Reading to Learn literacy program (Rose & Martin, 2012); writing model scientific texts; a didactic sequence for reading and writing descriptive and taxonomic reports and procedural genres (Veel, 1998); pre and post-test evaluation; analysis of results; and assessment of student and teacher learning outcomes. The implementation of this didactic sequence led to measurable improvements in reading comprehension, science genre writing, and overall scientific literacy while reducing gender gaps. The systematisation of the intervention also fostered higher self-esteem and motivation in chemistry learning. Additionally, teachers gained awareness of how language works, its social purpose in science, and effective teaching strategies through the valuable lens of SFL and RtL.

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Scaffolding the Teaching and Learning Cycle through Virtual Exchange across Continents

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Abstract

In an adaptation of Rose's (2018) Teaching and Learning cycle applied through virtual exchange, the authors of this paper designed collaborative activities between first year STEM students in an Italian University and first year composition students in a California University. Building from design factors implemented as a consequence of the crisis situation (Freddi, 2021), research on classroom *languaculture* as a mechanism for peer engagement (Gage 2017), extended through transnational virtual exchange (Gage 2022; Juarez-Pacheco & Gage, 2022), the authors led students in an inquiry project exploring perceptions of social media use.

With the advent of the pandemic, our pedagogies recruited technological skills in the learning process (Freddi, 2021). With these technologies, students can venture beyond national cultural contexts (Gage 2022; Juarez-Pacheco & Gage, 2022); however, we argue that these pedagogies require building a *languaculture* for adapting to unfamiliar genres and unfamiliar registers of transnational engagement. Adapting Rose's Scaffolding the Learning Cycle, we first introduced students to the transnational activity and the inquiry topic. Then international partners jointly selected text. With our individual classes, we explored AI scaffolding for unpacking comprehension and then engaged in *paragraph-by-paragraph* level critical reading to prepare students for the virtual international engagement. Then the international groups identified a research question to explore and designed a survey to investigate perceptions of social media use targeting their respective social contexts.

By engaging in the research process collaboratively, students learned the genre of scientific inquiry (Derewianka, 2018) through participatory research. They participated in writing the story

of their survey design, survey analysis, methods description, reporting and interpreting results. In sum, we discuss how the teaching and learning cycle can be used to lead students through self-generated topics, knowledge development of the research genre as well as knowers' advanced semiotic literacy (Martin & Maton, 2017).

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A systemic functional perspective on Human vs. AI translation: Research article abstracts as a case study

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Abstract

Although Machine Translation (MT) emerges as a language-bridging tool, it raises concerns over preserving experiential construal in scientific discourse. Hence, this study evaluates MT quality in rendering English scientific article abstracts (SAAs) into Arabic. To this end, a comparison between translations generated by Google Translate, DeepL, and ChatGPT, against human translation (HT) is conducted. Using the Systemic Functional Translation Studies (SFTS) framework (Wang & Ma, 2021; Hu, 2023), translation shifts and maintenance in process type realizations are assessed to determine whether MT can efficiently preserve the experiential meaning of scientific discourse.

This research adopts a mixed-method approach, incorporating quantitative and qualitative analyses to a corpus of English SAAs and their Arabic HTs extracted from Nature Middle East Arabic Edition, and comparing them with their machine-generated translations using Google Translate, DeepL, and ChatGPT. The quantitative method involves manual corpus annotation, aligning each English clause with its Arabic HT, on the one hand, and its three MT versions to identify maintenance and shift in the process types, on the other. The frequency and distribution of intra- and inter-metafunctional shifts (Matthiessen, 2014) are statistically analyzed to compare MT performance against HT. Concerning the qualitative method, it provides an in-depth examination of randomly selected shift instances, determining whether they result from linguistic system constraints, MT algorithmic limitations (Fu & Liu, 2024), or genre-related factors (Hu, 2020; Wang & Ma, 2018). By analyzing the strategies of how meaning is reconstructed, this study evaluates the extent to which MT systems stick to scientific discourse conventions (Swales and Feak 2012).

Not only do the findings contribute to the machine translation quality assessment within the scientific abstracts' genre, elucidating MT strengths and weaknesses, but also offer recommendations for upgrading Arabic scientific translation through SFL analysis (Sellami-Baklouti, 2021).

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<https://arabicedition.nature.com/>

The AI-generated corpus is translated using:

[Google Traduction](#)

[DeepL Translate: The world's most accurate translator](#)

[ChatGPT](#)

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Narrative and Ideological Borders: Chinese Émigré Memoirs via a Cross-Linguistic Corpus-Assisted Discourse Analysis

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Abstract

This paper investigates prominent themes and motifs in two highly valued autobiographies by Chinese émigré authors, *Wild Swans* by Jung Chang (1991) and *Mao's Last Dancer* by Li Cunxin (2003), along with their translations "back" into Chinese. Utilising a corpus-assisted discourse studies (CADS) framework (Baker, 2023; Bednarek et al., 2024) with a cross-linguistic perspective (cf. Taylor & del Fante, 2020), this study compares these texts against a specially constructed, parallel corpus—the Corpus of Chinese Émigré Writers' Autobiographies (CEWA). The CEWA includes 24 English originals and 12 Chinese translations, offering a unique lens through which to examine the portrayal of contemporary China to two different linguistic audiences. The study employs corpus tools such as Sketch Engine (Kilgariff et al., 2014) and WMatrix (Rayson, 2008) to explore word frequencies, keyword usage (cf. Baker, 2023), and semantic category frequencies (Rayson, 2008). The study unfolds in three phases: initially, the CEWA corpus is contrasted with general reference corpora, including the British National Corpus and the Chinese Web 2017 [zhTenTen17] corpus, to pinpoint distinctive representations unique to Chinese émigré memoirs. Subsequently, *Wild Swans* and *Mao's Last Dancer* are analysed in relation to the broader CEWA corpus to isolate specific motifs characteristic of these works within the genre. Finally, an indirect comparison between the English originals and their Chinese translations based on the prior analyses reveals potential shifts in latent patterning (Butt, 1988) and narrative focus. These phases collectively inform an analysis of the Generic Structure Potential (GSP) (Hasan, 2014) of the texts, particularly noting any alterations in the GSP when translated from English to Chinese. This presentation will shed light on the cultural and ideological representations within Chinese émigré literature and their translations, emphasising

the empowering potential of integrating Systemic Functional Linguistics (SFL) and Corpus Linguistics (CL), especially for cross-linguistic literary studies.

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Modelling translation as cross-lingual reinstantiation and cross-cultural recontextualization

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Abstract

This paper will focus on the translation phenomenon as cross-cultural reinstantiation and recontextualization and proposes a new systemic functional model outlining four types of translated meanings distinguished from each other by different degrees of commitment (Martin 2010) and context transferability. Translation from source language to target language may be considered as the outcome of intertextual reinstantiation (Martin 2010), involving the cross-cultural transfer of recontextualized meanings. This may result in semantic gaps in the target language due to various recontextualizing constraints imposed by different linguistic, social and cultural traditions. Those constraints result in differing degrees of commitment and context transferability in the target language. Based on Martin's work, I construct a topological plane to examine the basis of the semantic gaps in the Chinese to English translation. The plane,

generated by the two continua of commitment and context transferability, provides four potential modalities of translated meanings, namely contracted version, conflated version, functional version and generalized version, which reflect various semantic mismatches in both metafunctions and contextual variables. Both the contracted and conflated versions are more committed but the former retains the same context while the latter overlaps with another context, often evoking an unintended meaning. The functional version is less committed but not confined to the same context while the generalized version is also less committed but confined to the same context. The proposed model provides a new perspective on discussion of issues related to the complex process of cross-lingual and cross-cultural translation.

Key words: context; recontextualization; reinstantiation; commitment; transferability

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Panel F-1

Constructing 'voice' in women's writing on the Scottish Gender Recognition Reform Bill.

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Abstract

The Gender Recognition Reform (Scotland) Bill (2022) attempted to amend the process by which trans people can legally change sex/gender in Scotland. It proposed a system of 'self-declaration' in place of current medical requirements under the Gender Recognition Act (2004). This Bill caused great controversy and was cited as one of the most scrutinized in Scottish Parliament history (e.g., Scottish Parliament 2022:15). In two public consultations conducted by the Government, most respondents expressed support, but criticisms also persisted that the Bill would negatively impact women's rights, spaces, and identity (Scottish Government 2018: 4; Scottish Government 2021: ii). These criticisms have polarised trans rights and women's rights as separate and contending issues. This raises the questions of what is meant by

womanhood/women's rights in the debate – including who is included in this – as well as how polarisation is produced, and how it may be bridged.

In this paper, I would outline my approach to these questions using discourse analysis. I combine methods from Systemic Functional Linguistics and the Discourse-Historical Approach to explore (cis and trans) women's writing about the Bill in newspapers. Whilst DHA is attentive to the construction of ingroups and outgroups using language (Wodak, 2001: 72-73), SFL crucially centres the notion of *choice* in the language system, represented using system networks (Asp, 2017: 28). Adopting system networks to explore features such as *nomination*, *appraisal*, *modality*, and *deixis*, I explore the relative nature of identity construction, which involves situating oneself within certain discursive fields and not others. Mapping such choices reveals prevalent linguistic norms, or 'register' (Bartlett & Bowcher, 2021: 246). Furthermore, by systematically categorising features and identifying where texts converge or diverge, I hope to trouble the dichotomy of texts as pro-Bill or anti-Bill, and to find common ground between seemingly oppositional groups to mitigate polarisation.

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The Interpersonal Function of Intonation in Indian English

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Abstract

English intonation contrasts are grammatical: they are exploited in the grammar of the language to make distinctions in meaning (Halliday, 1967). Since intonation contrasts are central to standard English grammar, they are expected to be found throughout the countries where English is spoken as a first language (eg Benson et al 1987). However, the question arises, what are the consequences for spoken English language of contact with first languages other than English? English is spoken throughout India, but there is no one Indian English (IE) as such. For this paper, a spontaneous IE dialogue of Hindi speakers is studied using the SFL framework of intonation (Halliday, 1967, 1970; Halliday and Greaves, 2008), and PRAAT, a speech analysis software. Phonetic and phonological perspectives will be presented, including a brief discussion of syllable timing in this dialect of Indian English. The main focus of this paper will be to discuss the grammatical and semantic aspects of Indian English intonation in terms of the influence of the first language: contrasts in the semantics of *demanding* information (WH & Yes/No questions) versus *giving* information (statements), with some suggestions for future research directions in this area of systemic linguistic description.

Keywords: Systemic Functional Linguistics; Indian English; Intonation; syllable-timed rhythm

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‘They’re known to be chirpers, the keepers’: power and solidity on the cricket pitch

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Abstract

The role of a wicketkeeper affords opportunities for talk during a game of cricket. The playing position of a wicketkeeper is generally close to key participants in the action, namely the batters, bowler and umpires. Moreover, their role is critical to the ensuing action; they stop any delivery that a batter does not stop. This puts them in a unique position to react to and comment on key events in the game. Despite their unique position and role, little is known of the language of wicketkeepers in the field of sports linguistics (Caldwell et al. 2016). Moreover, little is known of the ways in which wicketkeepers use language to negotiate power and solidarity in a highly competitive culture of ‘winners’ and ‘losers’ (Walsh et al. 2024). The broad aim of this paper then is to apply SFL interpersonal discourse analysis (Martin & White 2005) to explore the ways in which wicketkeepers enact power and solidarity through in-game talk. The paper will begin by mapping the affordances of wicketkeepers in terms of their proximity and role on the cricket pitch. The focus will then turn to a small set of professional wicketkeeper data. The paper will reveal and explore two distinct types of talk: one which occurs immediately after a delivery, generally expressing solidarity to the bowler, and another, which occurs prior to a delivery, and which mostly comprises expressions that target the opposition batter, construing distance (solidarity) and especially power (dominance).

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Panel F-2

Understanding Transmedia Character-Centric Discourse in Gacha Games: A Social Semiotic Analysis of *Genshin Impact*

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Abstract

Originating from Japanese *gachapon* capsule toy machines, *gacha* games have evolved into sophisticated gaming entertainment, featuring randomised acquisition mechanics that require players to obtain characters through probability-based systems. *Genshin Impact* exemplifies this evolution as a high-end action role-playing game with unprecedented global success.

Blom's (2023) analysis reveals that gacha games operate through dual revenue streams: direct revenue via in-game character purchases and indirect revenue through social media advertising of characters. This dual structure positions characters as a central organising principle that bridges the game itself with a broader transmedia context. Characters function not merely as gameplay avatars but as semiotic entities that traverse and circulate multiple platforms, establishing Jenkins's (2006) transmedia storytelling emphasising narrative coherence and Steinberg's (2012) media mix strategies foregrounding character proliferation. This necessitates examining how character-centric discourse operates as a transmedial digital practice in the contemporary gaming industry.

Building on this theoretical foundation, this ongoing PhD research addresses: How is character-centric discourse constructed through multimodal semiotic resources within the gacha game's transmedia context? Character-centric discourse is conceptualised as the practical arrangement of multimodal semiotic resources around characters as a focal point, distinguishing gacha games from other game genres. The framework integrates Halliday's (2013) systemic functional

linguistics with Kress and Van Leeuwen's (2020) multimodal analysis framework based on social semiotic principles, examining meaning-making across visual, spatial, and interactive modes through co-deployment.

Data encompasses *Genshin Impact*'s character-foregrounding game interfaces and corporate social media content on YouTube. This selection enables analysis of character-centric discourse within gameplay contexts and its transmedia existence. Preliminary findings suggest distinct semiotic arrangements prioritising character visibility and interactivity compared to traditional role-playing games' conventions, extending understanding of digital gaming discourse derived from East Asian pop culture and contributing to transmedia studies and multimodal research.

Keywords: characters, interactivity, transmedia, social semiotics, multimodality, gacha games

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Advancing Intersectionality in Policy Analysis: A Systemic Functional Linguistics Approach

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Abstract

This research employs Systemic Functional Linguistics (SFL) to investigate how intersectionality is represented and operationalized in Gender Equality Plans (GEPs) across universities in the European Research Area (ERA). While intersectionality is central to the European Commission's Gender Equality Strategy 2020–2025, its implementation often remains

limited, with fragmented understandings and practices that fail to address systemic inequities comprehensively.

The study will develop a tailor-made analytical framework, grounded in SFL, to critically explore how institutional policies construct and negotiate meanings of intersectionality.

Departing from the Transitivity System (Halliday & Matthiessen, 2014) and the Appraisal System (Martin & White, 2005), this framework will adapt both systems to address the research questions and the specific context of higher education policy discourse. A critical perspective will guide the refinement of Appraisal Theory, recognizing its need for further development in analyzing power dynamics and ideological positioning (Macken-Horarik & Isaac, 2014; Oteiza, 2017).

By situating ideology as the higher strata of language (Lukin, 2019; Silva Pimenta, 2023), the research examines how dominant institutional discourses reinforce or challenge systemic inequalities. Preliminary findings suggest that GEPs frequently present intersectionality through reductive frameworks, such as “equality silos,” limiting its transformative potential. Outputs will include policy briefs, datasets, and a resource platform to support ERA universities in adopting systemic, equity-focused approaches.

This research contributes to both SFL and intersectional policy analysis by proposing an adaptable framework for exploring how policy discourse sustains or disrupts systemic inequities. It demonstrates how SFL’s integration with intersectional analysis can inform actionable, inclusive, and transformative policy-making practices.

Ideational verbal resources and subject content in recently arrived adolescents’ written texts

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Abstract

This study examines texts written in the early stages of L2 development by recently arrived adolescents while simultaneously studying history (Author, 2025). The analysis combines Halliday’s (2014) framework of process types and logico-semantic relations with Maton and Doran’s (2017a, 2017b) concepts of epistemic semantic density and epistemic condensation. The results reveal a co-occurrence—measured using the c-coefficient (Atlas.ti, 2024)—between process types and epistemic condensation in textual passages (e.g., clausings). This co-occurrence

is evident yet not entirely consistent, which itself contributes to explaining the challenge of developing a new second language.

The presentation addresses the co-occurrence of linguistic resources and subject content, as well as aspects of meaning-making in recently arrived students' texts that align with academic language. Specifically, it examines process types (Gwilliams & Fontaine, 2015), finite and non-finite clauses (Yang, 2004), circumstantial meaning (Dreyfus & Bennett, 2017), and logico-semantic relations (Macken-Horarik, 2020).

The emerging patterns offer valuable insights for collaboration between second language teachers and history teachers. By analysing students' texts and planning subsequent instruction based on their respective professional perspectives, teachers can engage in interdisciplinary discussions while referring to the same textual units.

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Panel F-3

Introducing the Model of Political Tweet Genres: A Systemic Functional Linguistic Approach

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Abstract

Political leaders have been making use of various techniques to deliver their messages in a quick and easy way, one of which is through their adoption of different social media platforms, such as Twitter ('X'). As an exploration of Abdelsamie (2024), this study draws upon the American and Egyptian presidential tweets in a specific time span of each official's first three months in office (or 3500 words). The analysis of the tweet corpus is carried out through a Corpus Linguistic lens to generate quantitative results which then serve the qualitative interpretation of the recurrent patterns found in the tweets. This study concludes that the discourse of tweet messaging is a text-type that can be classified into various genres according to the structures and purposes which the tweet messages pursue. The examination of the tweets' structural recurrences (components) reveals that these components can help in identifying the tweet genres. The resulting tweet genres are also observed to have obligatory and optional components. This shows that the tweets that share common structure and purpose can be classified under the same genre. The results of the selected corpus yield the classification of the tweet messages into six political tweet genres, namely Agenda, Commenting, Commemorating, Conversing, Recounting and Citing with twenty-three structural elements. By the methods used, the hypothesized model is validated for the analysis of political tweets in future related research.

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University Students' Perceptions of Their Lecturer's Use of Evaluative Language in Oral Feedback

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Abstract

This study investigates university students' perceptions of their lecturer's use of evaluative language in the oral feedback on their presentation performance. Using APPRAISAL as the analytical framework, we examine the lecturer's use of evaluative language in oral feedback and students' perceptions of the effects of evaluative language features. Results show that: 1) evaluative language carrying intensified attitudinal meanings closely relevant to students' effort and performance is perceived as a desirable option to provide specific oral feedback; and 2) questions are regarded as an evaluative device to formulate communicative feedback for academic presentations. The study concludes that students need to understand the use of evaluative language, especially those related to the constructions of a dialogic voice when lecturers invite alternative viewpoints to be discussed in the feedback process. This study highlights students' interpretations of feedback in the oral feedback process and pedagogical implications for providing oral feedback to facilitate learning.

Appraising the contextual sensitivity of evaluation

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Abstract

This talk will consider some complexities involved in studying the expression of evaluation across different registers, all including texts around a same topic (ADHD) produced by professional and lay communities (i.e., medical, media, third person and first-person accounts). Broadly understood as the stance that speakers or writers adopt towards what is being talked about, and towards the other participants or putative readers/ audience (e.g. Martin & White 2005: 1), it is fair to assume that evaluation plays a central role in our understanding of phenomena and how we relate to things and people in our everyday lives. Comparative studies of

evaluation across registers can thus shed light into how different communities orient towards a particular phenomenon or group (ADHD, people with the diagnosis).

Cross-register comparisons of evaluation may be complex, partly due to the context-dependence of evaluation. The context-dependence of evaluation is well-acknowledged. For instance, at the clause level, some words may show a ‘charge of evaluation’ (Taboada & Carretero 2012: 277), ‘infused’ evaluation (Martin & White 2005), or default value, while other words are evaluative depending on the co-text or surrounding textual context. Considering different registers shows that at the discourse level ‘default’ evaluations (or ‘evaluative charge’ or prosody) may be overridden by register characteristics. These may include lexicogrammatical resources associated with the register, and meaning conveyed by the communication goal or interpersonal relationships between the parties involved. Benchmarks for evaluation (or what ‘positive’ or ‘negative’ polarity means) may differ across professional (e.g. clinical) and lay registers. For the case considered, the latter suggests that a theory of appraisal should be able to accommodate non-normality evaluations (vis-à-vis negative normality) or absence of polarity.

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Panel F-4

Legitimizing power through discourse: The use of appraisal resources by Mexican female leaders in the construction of gendered authority

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Abstract

In recent years, there has been an increase in the number of women occupying positions of power within the Mexican public sphere. While this phenomenon remains limited, it is gradually expanding into more public spaces, raising questions about how the public image of power is

constructed through discourse, and whether the linguistic resources used by women are influenced by gender biases and stereotypes.

This study applies Appraisal Theory (Martin & White, 2005) — with its three systems: attitude, engagement, and graduation — alongside feminist critical theory (Baxter, 2011; Lagarde, 2003), to analyze the process of legitimisation through discourse employed by powerful women in Mexico. The focus is on their responses to public questioning of their leadership abilities within the political, artistic, and media spheres.

The research examines nine distinct discourses from nine different Mexican women in power across these spheres, identifying patterns in the use of attitude, engagement, and graduation. These patterns are then interpreted with feminist critical theory to assess the type of authority being exercised and whether the selection of linguistic resources are influenced by gender biases. Ultimately, this study seeks to contribute to a deeper understanding of how women achieve and maintain power in a society traditionally dominated by male authority figures, offering insights into the role of discourse in shaping and sustaining gendered power dynamics.

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A conversation analysis study of how transactivity affects collective knowledge construction in peer-to-peer talk.

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Abstract

This paper describes a conversation analysis informed study which aims to gain insights into how transactive aspects of group interaction lead to collective knowledge construction in an English for Academic Purposes online learning setting.

Schwarz and Baker (2017, p.162) claim that the intersubjective dimension opens a topic out to be collectively contemplated through alternative discourses in group interaction. As such, intersubjective meaning-making is related to transactivity, as it affects how participants relate to each other (Kimmerle et al., 2021). It requires cognitive openness and the willingness to take up other's ideas and is therefore reliant on both the activation of agency and creative discourse. The impact of this on collective knowledge construction is significant because the consideration and uptake on peers' views leads to the generation of new ideas.

Conversation Analysis facilitates a focus on the linguistic methods whereby speakers collaboratively construct knowledge within interaction (Koschmann, 2013, p.150). As well as detecting visible linguistic features, the study aims to gain insights into the intersubjective aspects of communication which underlie group task-based talk (Heritage, 1984) in order to account for the more hidden constructs which may affect knowledge construction (Edwards, 2006, p. 42).

The intersubjective dimension of the talk (Schwarz et al., 2017) is responsible for speakers maintaining openness to new ideas suggested by others. The application of Conversation Analysis provides the analyst with the potential to recognise how the intersubjective dimension is functioning in learner interaction (Sacks, 1992). The track record that the Conversation Analysis approach has for focusing on sequencing in spoken interaction can reveal threads between multiple fluctuating themes, as participants engage collectively to build knowledge during task-based learning (Stahl, 2006).

Interactions in oral discussions in EFL classrooms from a systemic functional linguistic perspective

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Abstract

This paper reports an initial stage of a research project that explores the interactional patterns of oral discussions in English as a Foreign Language (EFL) classrooms from a Systemic Functional Linguistic (SFL) perspective. The study aims to describe interpersonal discourse semantic patterns in oral discussions and how they enact pedagogic relations dynamically. To achieve this objective, the research analyzes interpersonal linguistic choices at the discourse semantic

stratum, focusing specifically on the systems of negotiation (Martin, 1992; Martin & Rose, 2007) at exchange rank and interlocutor positioning (Zhang, 2021, 2024) at move rank. Data are collected through audio recordings of oral discussions in a university in Santiago, Chile.

In this paper, I report the initial findings from the analysis, focusing particularly on knowledge exchange, setting aside the exchange of responsibilities. The analysis opens a discussion regarding the mapping between patterns of interaction at the exchange and move ranks, and how the patterns enact tenor relationship among speakers. The study will contribute to providing a dynamic description of interactions in classroom contexts. From a pedagogic perspective, the linguistic understanding of oral discussions provided in this study will have implications for teaching practices associated with this key EFL teaching-learning activity.

Keywords: oral discussion, classroom discourse, EFL, NEGOTIATION, INTERLOCUTOR POSITIONING, pedagogic relations

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Panel F-5

Sentients with intentions or research material serving human purposes?: The representation of the agency of research animals in the Report on vivisection

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Abstract

Despite the ever-increasing knowledge of non-human animals' cognitive and emotional capacities, more than 190 million of them are used annually in animal experimentation

worldwide¹. In Britain, the pioneer of regulating animal experimentation, 2 681 686 procedures were performed on vertebrates in 2023; based on the pain, suffering or distress experienced by the individuals, 49 701 procedures were classified as severe².

My doctoral dissertation focuses on the 1870s, when animal experimentation was still an unestablished method in Britain and the principles for legitimate use of research animals were under vigorous negotiation. In 1875, the Royal Commission on Vivisection was established for advising the government on the issue; this led to the 450-page *Report on vivisection*³ and the enactment of the world's first legislation regulating animal experimentation⁴.

Instead of protecting animals, the Act protected experimentation by legitimising it, advancing its institutionalisation and helping it become the standard research method it still is. To understand better the factors behind the enactment and the consequences of the pioneering legislation, I study how the animals themselves are represented in the *Report*. For this, I use the transitivity system⁵ as my main linguistic framework. I focus on research animals' *agency*⁶ in order to understand better their role and influence in the context of experimentation.

In the presentation, I will discuss my preliminary findings: the agency of research animals is strongly downplayed in the material as they are usually represented as Goals of humans' actions or Sensors not feeling anything due to anaesthesia. They are also represented as a circumstance of place where the experimentation takes place. There are, however, traces of animals' agency as well: Animals are Actors, and sometimes modulation and circumstances create sense of their intentionality. Animals also appear as Sensors who suffer, or their suffering is represented by behavioral processes.

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⁴ On the history of animal experimentation in Britain, the debate around the practice and the world's first legislation regulating it, see e.g. French, Richard D. 1975. *Antivivisection and Medical Science in Victorian Society*. Princeton: Princeton University Press.

⁵ Halliday, M.A.K., and Christian M.I.M. Matthiessen. 2014. *Halliday's Introduction to Functional Grammar*. 4th ed. London: Routledge.

⁶ On animal agency, see e.g. Räsänen, Tuomas, and Taina Syrjämaa, eds. 2017. *Shared Lives of Humans and Animals: Animal Agency in the Global North*. London: Routledge.

Commercial Forest Finland: An ecolinguistic study of the Forest Finland campaign

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Abstract

My talk introduces the first study of the project *From Forest Words into Forest Action* (*SeedLING*). SeedLING targets the long-ongoing commercialization of Finnish forests in order to invoke change towards more sustainable relationships to them. In the first study I investigate the communication campaign *Forest Finland* (*Metsien Suomi*). Forest Finland claims to promote the sustainable use of Finnish forests and the importance of wood-base products in Finland (see <https://metsiensuomi.fi/in-english/>). The campaign is run by mainstream Finnish forestry actors, such as the Organization of Finnish Forest Industries, the Finnish Forest Foundation, and the Finnish Paperworkers' Union. Due to this background, the campaign has vested interest in promoting the maintenance and growth of industrial forestry in Finland.

Utilizing functional linguistic methods, e.g., transitivity and systemic functional multimodal discourse analysis (see Halliday and Matthiessen 2014; O'Halloran et. al 2014 and 2019) in an ecolinguistic (see Stibbe 2024) study, I aim to critically investigate the representations of Finnish forests in the communication campaign. Special attention will be paid to values/ideologies behind the relationship between forests, non-human animals, and humans in the data. In line with Halliday's criticism of human supremacy and tribalism (see Halliday 2001:198–199), my study will question representations in the data that support human exceptionalism. With regards to

sustainability, I problematize the anthropocentric stance of sustainable development and favor animal-inclusive approaches to the concept (see e.g., Tiisala 2022; Torpman & Röcklingsberg 2021; Krizsán 2025 forthcoming; Virtanen et al 2020; Visseren-Hamakers 2020). In agreement with this, I promote more-than-human perspectives for communicating about the sustainability of Finnish forests. In my current talk, I describe the project and present the aims, materials, and methods of the study. I will also introduce the initial findings of the transitivity analysis of how e.g., forests and other-than-humans are represented in the campaign.

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The architecture of SFL for the development of regenerative communication: corpus and manual annotation of Instagram tourism discourse

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Abstract

This proposal advances the study of tourism discourse by using Systemic Functional Linguistics to foster narratives that promote socio-economic and environmental welfare and a balanced, equal relationship between stakeholders in the tourism sector.

The main aim is specifically to produce a taxonomy of lexicogrammatical resources for the construction of narratives that actively engage tourists with nature and local communities, representing them as parts of an interconnected ecosystem. This taxonomy will facilitate the identification of both *lexical* resources - related to particular emotions and semantic fields - and *grammatical* structures necessary for the conscious assignment of functions within the clause.

In this project, a corpus-based methodology, accompanied by manual annotation, helped compare traditional and regenerative discourse and identify both harmful and sustainable strategies (Mattei 2024; Tham and Sharma 2023). To achieve this, we annotated the most frequent and key resources from a five-year corpus of Instagram content from anglophone travel boards, focusing on Transitivity and Appraisal frameworks to reveal patterns in power dynamics, agency, consumption, and emotional engagement with nature (Thompson and Alba-Juez 2014; Halliday and Matthiessen 2014).

Analyses reveal the presence of anthropocentric versus non-dichotomic representations of interactions. Traditional discourse frames nature as a passive *Phenomenon* and spectacle, reinforcing its commodification and distancing it from everyday life, while portraying humans as static *Sensors* (*mental processes*) who ‘consume’ or *react* passively to nature for emotional *Satisfaction* and aesthetic pleasure (evoked *Evaluation*).

In contrast, regenerative discourse proposes an ecosystemic relationship that positions biodiversity, tourists, and communities as living entities with agency, emotions and therefore

equal rights, benefits and responsibilities, also by emphasizing natural aesthetic and physical attributes and empowering tourists with accountability in preserving endangered environments (*Judgement*) (Isti'anah and Suhandano 2022). Such narratives are key to cultivating awareness of environmental issues, especially because they emotionally engage tourists while encouraging active and empathetic participation.

Panel F-6

Exploring subject unit knowledge practices: making the invisible visible

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Abstract

This presentation will report on an ongoing interdisciplinary investigation, drawing on concepts from Legitimation Code Theory (LCT) as well as Systemic Functional Linguistics (SFL), with the aim of uncovering what subject unit success on an International Foundations Programme (IFP) involves. With LCT's focus on knowledge practices, this project will enact Muller's (2007) concept of 'grammaticality', which refers to "relations between ideas and their empirical data" (Maton, 2011: p.63), and supplement this analysis drawing on SFL text analysis from the perspective of Field.

The presentation will attempt to show how knowledge practices can be captured and made more visible within the field of production (source texts), and how those practices emerge in course documents as well as successful student writing. Leaning heavily on Lockett's (2010) methodology, it will do this through an analysis of interview data with a subject tutor discussing a self-selected disciplinary text, along with an SFL field analysis of that text. To supplement this analysis, course documents will also be analyzed along with successful student writing, also analyzed from the perspective of field. By doing so, it is hoped the transfer of knowledge through Maton's Epistemic Pedagogic Device (Maton, 2014) will be highlighted and made more visible.

It is hoped that by making knowledge practices within subject areas more explicit, the preparation of students for discipline specific expectations within an English for General Academic Purposes (EGAP) environment, might be transformed in ways which account for disciplinary diversity. Thereby, further enhancing the educational experiences of a diverse

student body with diverse future aspirations. This presentation proposes that making knowledge practices more visible for students may enhance their engagement through constructive alignment in a more disciplinary principled way.

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Function2: Form follows function in engineering design

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Abstract

Leveraging the engineer's affinity for technicality and systems thinking, this English for Specific Academic Purposes (ESAP) course uses SFL to highlight language features within engineering design specifications. The technical and practical specifications that frame engineering projects are a key feature of the engineering design process, but first year multilingual students typically struggle to differentiate key engineering design concepts that do not involve mathematical notation (Abelló et al., 2018). Beyond difficulty formulating need statements, earlier cohorts of the affiliated engineering design course struggled to articulate or differentiate between the key concepts of goal, objective, and requirement.

Engaging in linguistically-responsive instruction (LRI; Haan & Gallagher, 2022), an educational linguist collaborated with an engineering instructor to compile textbook representations of these concepts and analyse their transitivity features.

Beginning with the formulation of a need statement in engineering design, existential processes describe undesirable conditions (e.g. “there is too much...”), material processes describe concrete actions that occur (e.g. “X breaks when....”), and relational processes describe characteristics (e.g. “the X is too heavy”). A clear goal statement is articulated in response to the problem definition; there is typically significant pre and post modification within the goal’s participants to indicate the direction of the engineering design.

In the context of objectives and requirements, modal adverbs may be incorporated into processes to make recommendations for objectives (“X should be as Y as possible”) and into polar or absolute statements for requirements (e.g. “X must meet current code”).

These features were highlighted to students through discrimination tasks and explicit instruction. Analysis of students’ engineering exams after the attention to language show improved performance and reference to linguistic features to differentiate between these key concepts.

Exploring Instructional Register in Two Generations of Chilean EFL Textbooks through the Lens of SFL

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Abstract

This study examines the evolution of pedagogic practices in Chilean English as a Foreign Language (EFL) instruction by comparing two nationally distributed textbooks: *Go for Chile* (2003) and *High School English 2* (2025). Drawing on the concept of instructional register within Systemic Functional Linguistics, the analysis focuses on how language and activity sequences are used to scaffold learning and regulate classroom interaction. Transitivity patterns and the types of processes students are expected to engage with reveal shifts in the roles learners are positioned to take.

By analyzing clause structures and the sequencing of learning tasks, the study highlights how pedagogic goals are realized differently across time. While both textbooks rely heavily on material and behavioural processes, the older textbook shows a greater density of proceduralized tasks with less dialogic interaction, suggesting a more tightly controlled instructional register.

These findings contribute to the broader discussion on how educational materials shape language learning through subtle but powerful discursive choices.

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Panel F-7

The nature and role of dance performance in public protests: a kinesemiotic case study of Frye's *A Black Man's Heart*

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Abstract

From the kickline at Stonewall to the dabke in Palestine, dance in street protests and social movements has acquired more and more importance (Carter 2004, Rowe 2010, Gunn et al. 2023), to the point that it can be considered as a “mode of spatial disobedience” (Blanco 2013 in Daniel 2023). We propose the case study of Michael Frye's dance performance (from 00.00 to camera change at 1.23), “A Black Man's Heart,” at a widely broadcast Black Lives Matter protest in New York City in June 2020. Although this might look like an improvisation, the ‘danced march’ shows a recognisable structure. While evoking the words of Cynthia Erivo's song *Stand up* from *Harriet*, the biopic of abolitionist and civil rights activist Harriet Tubman, the performer develops meaningful individual choreographic sequences where he interacts with the participants around him, thus drawing traditional marching protesters into the context of his performance (Poggi and D'Errico 2023). In this way, the performance becomes an integral part of the message foregrounded by the march. Drawing on the Functional Grammar of Dance (FGD, Maiorani

2021) and on its application in studies beyond the context of dance like videogames and political speeches (Maiorani and Hawreliak 2024, Maiorani and Bucy 2024) our paper proposes a kineseimiotic approach to the study of this type of movement-based protest. This involves an adaptation of the notions of Move and Minimal Ballet Sequence (Maiorani et al. 2023), as well as that of Movement Turn Construction Unit (Maiorani and Bucy 2024), and a focus on the merging of physical and contextual space that underpin the theoretical basis of the FGD, and the difference between instantiation and realisation (Maiorani and Wegener (2023). Our aim is to develop a methodology to analyse this new type of performance and its function within the street protest context.

Multisemiotic Discursive Strategies and The Teaching of Portuguese Language Either on YouTube or in Traditional Classes in Brazil.

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Abstract

The present work studies video recordings of L1 Portuguese classes presented in different traditional schools as well as on YouTube channels. In our analyses, we focus on the multimodal representations of experiential meanings via resources from verbal, gestural, and visualization (gaze) semiotic systems which occur during explanatory classes.

For this study, the questions are: A) What are the differences and the similarities concerning the multisemiotic strategies in online and in-person contexts? B) Do such strategies involve any multisemiotic social variation?

Our references are Searle (1962, 1979), Labov (1972a; 1972b) and Schiffrin (1987) to understand linguistic variation, variants and variables as well as discourse markers. Also, we adopt the works of Hodge and Kress (1988), Lim (2002), O'Halloran (2005), Kress and Leeuwen (2006), Newfield (2007), Royce (2007), Matthiessen (2007), Rose & Martin (2012), Halliday & Matthiessen (2014), Thompson (2014), Tavares (2022a; 2022b), and Tavares & Paim (2024) to understand the concepts of language, discourse, genre, metafunctions, semiotic system, semiotic resources, intersemiosis, intersemiotic complementarity, Multisemiotic social variation and the grammars of the focused semiotic systems.

During our analyses, we have identified the existence of Intersemiotic variables which are ensembles of intersemiotic possibilities for discursive meaning making, specially via the intersemiotic complementarity among gesture, gaze and verbal semiotic resources. Moreover, we have realized that such variants are influenced by each context of interaction.

Keywords: Socio Variation, Multisemiotic Discourses, Teaching & Learning Processes, Portuguese Language, Brazil.

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Multimodal Orchestration of Multiculturalism through Transpositioning

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Abstract

Abstract

This study explores an orchestrated multimodal representation of multiculturalism in Macao across time. It combines Bateman's (2008) Genre and Multimodality (GeM) model, Williams's

(1965) view of culture and ideology, and Li and Lee's (2023) concept of transpositioning to analyse and explain how the interplay of dominant, residual and emergent cultures is flexibly created and changed in the Macao social event posters and how they function to reflect the transpositioning of power in the governmental discourse. Python is used to mine the posters produced between 2011 and 2024 from the Macao Government Tourism Office website, and 152 social event posters are manually cleaned from the mined dataset. The multi-layered analyses of base and layout units demonstrate that 18 multimodal mini genres of social events posters are patterned for either domestic, international or global communication. The multinuclear restatement patterns of Chinese+Portuguese, Chinese-Portuguese and Chinese-Portuguese-English linguistic and the symmetric rhetorical structures of typewritten languages and non-linguistic elements in all poster genres indicate the transformation of Chinese and Portuguese cultures from parallelism to the sequence relations. Although Chinese is perceived as the dominant culture, Portuguese is not merely represented as a residual one but being assimilated within the emergent positioning of Macao agency. The representative green colour of Macao is used as a canvas constraint or Given base units in the expounding, recommending, enabling and doing genres by flexibly associating with or embedding the other elements, representing its leading authority power in the domestic, international or global contexts. This increased power positioning is found more in the sports posters since 2024, one of the most important social components of Macao. This study suggests that the orchestration and transpositioning in multimodal practice is a useful lens to understand the text creativity and criticality in cultural communication.

Panel F-8

Applying systemic functional linguistics to build a learner-centred adaptive learning system

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Abstract

Building a learner-centred adaptive learning system requires a well-defined learner and domain model. The learner model captures individual characteristics such as demographic data, cognitive skills, and non-cognitive factors like motivation. The domain model represents subject matter, enabling personalised interactions and assessments.

This presentation highlights the importance of constructing a robust domain model, which is essential for an effective adaptive learning system. Situated within a socio-cognitive view of language use (Weir, 2005), we introduce an SFL-based, context-oriented classification system for teaching tasks and test items, as a complement to a skill-specific cognition-oriented classification system (Chung, 2022). Unlike the cognition-oriented system, which categorises tasks and items based on the cognitive processes required to answer them, the context-oriented framework focuses on the type of meaning encoded in texts, constructed based on the three metafunctions embodied in SFL.

For preliminary validation of the framework, we focused on one skill, reading. Experts in L2 reading mapped features to reading items in an adaptive English learning system. Items were tagged for relevance by multiple experts, and the process was evaluated for ease of tagging and inter-tagger agreement. These mappings were then used to fit psychometric models to learner response data, refining the framework iteratively. In parallel to the empirical validation of the predictive power of the models, we surveyed target learners and their teachers on the frameworks' pedagogical usefulness, considering both interpretability and actionability to inform their subsequent learning and teaching.

We will discuss how this validation process helped enhance the framework and integrate a personalised learning cycle within the adaptive system. Additionally, we will explore how the principles of SFL informed the theoretical basis of the framework and the implications of applying these understandings in a pedagogically practical manner. We will conclude by extending the discussion and proposing applications of the framework for productive skills.

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Leveraging NLP tools to automatically compute lexical density and grammatical intricacy

Adriana Pagano (Universidade Federal de Minas Gerais), Cristina Bosco (Università di Torino), Patricia Chiril (University of Chicago), Elisa Chierchiello (Università di Torino)

Abstract

Halliday (1989) explored lexical density as an indicator of text complexity within the discussion of what characterizes spoken and written language. Upon revisiting Ure (1971), whose formula for lexical density relied on the proportion of lexical words relative to the total number of words in a text, he proposed a novel form of measuring density taking into account, not only lexical words, but also grammatical structure. This new measure relied on the proportion of lexical words per ranking clause in a text and was meant to be sensitive to lexical words as packaged in grammatical structure, a packaging the author deemed decisive to approach text complexity. In 2004, Halliday resumed the discussion on spoken and written language and highlighted the potential of computing grammatical intricacy, measured as the number of ranking clauses in the clause complex. Regarding automatic analysis, Halliday pointed out the challenges in computing lexical density and grammatical intricacy on a large scale, as both measures rely on clause identification, requiring robust parsing programs not available at that time. Today, thanks to the advances in machine learning and neural networks as well as solid initiatives such as Universal Dependencies (UD) (Nivre et al., 2020), more sophisticated parsers allow the implementation of Halliday's formula. This paper reports on a study exploring the computational analysis of lexical density and grammatical intricacy relying on data extracted from a neural UD parser. A corpus of environmental discourse texts in English aimed at different target readers was automatically parsed and the output queried for part-of-speech and dependency relation tags explored as likely indicators of lexical words and ranking clauses in clause complexes. A sample of the results was manually inspected in order to ascertain whether the computerized identification of clauses yielded reliable results to build upon in order to compute lexical density and grammatical intricacy.

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Modelling Mutation in a Systemic Functional Grammar of Welsh

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Abstract

Initial Consonant Mutation (ICM) is a phonological feature of Welsh, as it is with the other members in the family of insular Celtic languages (Scottish Gaelic, Irish, Manx, Cornish and Breton).

Although phonological/graphological, ICM is triggered exclusively by lexical and syntactic environments, with the former responsible for most occurrences.

There are three types of mutation in Welsh: Soft Mutation (SM), e.g. /k/ -> /g/ 'Caerdydd' -> 'Gaerdydd', Nasal Mutation (NM), e.g. /k/ -> /ŋ/ 'Caerdydd' -> 'Ngaerdydd' and Aspirate Mutation (AM), e.g. /k/ -> /x/ 'Caerdydd' -> 'Chaerdydd'.

There is another form of mutation, Pre-Vocalic Aspiration (PVA), which involves the addition of /h/ to certain vowel-initial lexical items, represented by the letter 'h' in the written language, e.g. /V/ -> /hV/ '*amser*' -> '*hamser*'.

In order to model these phonological/graphological changes, it is necessary to know (a) which phonemes/graphemes are susceptible of mutation and (b) which lexicogrammatical environments trigger which type of mutation.

Mutation, therefore, must be built into the lexicogrammar of Welsh through the realisation statements/rules that apply to the selection of features (lexicogrammatical/semantic) within the system network.

In this presentation we explore the range of contexts which trigger mutation in terms of systems within the system network, together with the kinds of realisation rule/statement that are needed cover both the individual and general phonological and graphological changes in question.

The phenomenon has received substantial coverage in generative linguistics, e.g. Borsley et al. (2007) and Ball and Müller (1992) for a general overview and it is hoped that this presentation will make a small contribution to Systemic Functional Linguistic work in the field of language typology.

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Colloquium

Word grammar: SFL perspectives

Esther Akare¹, David Rose², Isaac Mwinlaaru³, Zhigang Yu⁴, Dongbing Zhang⁵, James Martin², Gi-Hyun Shin⁶, Pin Wang⁷, Lungguh Bangguh², Christian Matthiessen⁸

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University, Changsha, China

Abstract

3x 1.5 hours

In this colloquium we explore word structure, across a range of languages (Akan, Australian languages, Dagaare, English chemistry nomenclature, Khorchin Mongolian, Korean, Sanskrit and Sundanese) – addressing in particular system and structure for verbs and nouns. The issues we address include the following:

Are word structures best interpreted 'experientially' as multivariate structure or 'logically' as subadjacency duplexes (following Martin & Doran 2023)? Should we prefer the constituency representation to a dependency one (adapting imaging from Rhetorical Structure Theory as in Matthiessen 2014)? Are full system/structure cycles necessary at word rank when inflection is realising systems at higher ranks? Do we in fact need to distinguish function from class at word rank when the relation between function and class is biunique? To what extent should systemic features be reflected in function labels or classes of inflection (e.g., the choices for the higher ranking systems of voice, tense, formal mood and addressee deference in the example above)?

Nominal classification in Akan: a systemic functional perspective

Nominal classification is among resources in the nominal group that has gained long-standing attention in studies on African linguistics (e.g., Christaller 1875; Heine, 1982; Konoshenko & Shavarina, 2019; Steifart, 2010). The main approaches to studies on nominal classification in Akan (Niger-Congo, Kwa) have been qualitative descriptions focused the interface of

morphology and phonology, where nouns are distinguished based solely on the (dis)similarities of affixes. Two main issues arise from such approach: (1) semantic classes of nouns are not considered, leading to the exclusion of some nouns in the classification, typically those with no overt morphological markings and (2) claims that Akan noun class system is non-concordial. To address these unsettled issues, this study proposes a new approach to the study of nominal classification in Akan, specifically the Asante Twi variety. This new approach considers nominal classification as a nominal group system whose realisation is at the word rank, as proposed in Systemic Functional Grammar (Halliday & Matthiessen, 2014, pp. 364-395). Thus, class membership of nouns is not dependent on an isolated noun, but rather on both the noun functioning in the nominal group, and the nominal group functioning within the context of the clause. Data are taken from a one-million-word Akan corpus composed of both written and spoken texts across various speech domains. Nominal groups in the corpus were coded and the head nouns further analysed into ‘Thing types’.

Metafunctional diversity at word rank in Australian languages

This study surveys ways of meaning in the languages of Australia’s First Nations, realised in the grammar of words. Among the most elaborate word rank systems are the verb prefixing languages of the northwest, that realise interpersonal, experiential and textual functions in the forms of verb stems and affixes, including mood, tense and the identities and transitivity roles of participants (Crane 2023). Other languages conflate participant identification with clause complexing as verb suffixes. Verb affixing and complexing are widely used to create and modify processes with duration, causation, phase, direction in time or space, or evaluations of obligation, probability, frequency or intensity, together with mood, tense and aspect. All Australian languages use nominal suffixes to realise various circumstantial functions. Most also realise participant roles with nominal suffixes, but verb prefixing languages use nominal suffixes instead for gender and number, that agree with verb affixes indicating their roles. Subadjacent duplexing is a pervasive structural device for organising functions in both verbal and nominal words. This paper will illustrate this diversity with representative samples of verbal and nominal word structures.

What is in a noun? A functional account of Dagaare nominal morphology

The present study examines the wordhood of the Dagaare noun. The study is guided by the notion of ‘trinocular’ vision (Halliday, 1996). First, from the point of view of semantics, the

study will examine the noun functioning in nominal groups to construe entities, track participants in discourse and evaluate entities. From the point of view of lexicogrammar, the study shows that the Dagaare noun encodes a range of systems, including number, thing type, and epithesis. number and thing type are encoded by fusional suffixes attached to the noun (Mwinlaaru, 2023). The system of epithesis is a word rank system realized through compounding (noun-noun compounds). In this regard, the study demonstrates that property words in Dagaare are nouns rather than adjectives. The study will also show that although the system of classification is realized through modification in the nominal group, it can alternatively be realized through compounding at word rank. Pertinent reactances will be used to provide argumentation in distinguishing between modification in the nominal group and compounding at word rank. The study will also discuss how derivational morphology is motivated by functional structure in the nominal group or at word rank. In this light, three kinds of nominalization will be identified in Dagaare: (i) event nominalization (*bãw* ‘know’ → *bãw-fv* ‘knowledge’) for construing activity and semiotic entities serving as Thing in the nominal group; (ii) agent nominalization (*faa* ‘save’ ◇ *faa-re* ‘saviour’) for construing entities as actants and (iii) classifier nominalization (*nyu* ‘drink’ ◇ *nyuu-ra* ‘drinkable’) for construing activity entities as Classifying function at word rank (in noun-noun compounds). From below lexicogrammar, the study will use phonological evidence to discuss wordhood of the Dagaare noun, including compounds.

Is there a morpheme rank? Observations based on Mongolian, Chinese, and English

Systemic Functional Linguistics has the tradition of starting grammatical descriptions from the clause and moving down the rank scale. This paper explores the implications of this approach for modelling ‘word grammar’, with special attention to Mongolian (agglutinative), Chinese (isolating), and English (somewhere in between). The paper starts with two assumptions about language. First, language is a stratified semiotic system whose meaning potential at each stratum is best modelled separately. This means that word systems are motivated intra-stratally within lexicogrammar. Second, axial argumentation that privileges paradigmatic relations is not only a theoretical primitive, but also a productive methodology to reason with. This means that the rank scale in any language (or any semiotic for that matter) needs to be motivated axially, i.e., the recognition of any given rank in a language is a language-specific empirical question. Working with these assumptions, the paper explores what has traditionally been described as the ‘morphology’ of the three languages. Specifically, it examines how the following relationships

can be accounted for axially: root-root relations (compounding), root-affix relations (derivational and inflectional), and affix-affix relations. The paper ends with a discussion on what the approach adopted in the paper, as well as the resultant modelling of ‘word grammar’, means for our understanding of rank as a theoretical construct.

Axial relations: word rank system and structure in Korean

In this paper we reflect on work on word structure presented in Kim et al.'s (2023) systemic functional grammar of Korean. For this description, the realisation of Korean clause systems at clause, group/phrase and word ranks meant that verb suffixes had to be addressed. We modelled our analysis of word structure on our approach to the structure of clauses, groups and phrases – distinguishing function from class. In the example below, the function structure is Head, Voice Mark (VM), Tense Mark (TM) and Exchange Mark (EM) and the classes realising these functions are specified very generally as stem and suffix (sfx).

This kind of multivariate analysis raises many questions as far as Systemic Functional Linguistic (SFL) approaches to word structure (i.e. morphology) are concerned. Are word structures best interpreted 'experientially' as multivariate structure or 'logically' as subadjacency duplexes (following Martin & Doran 2023)? Should we prefer the constituency representation exemplified above to a dependency one (adapting imaging from Rhetorical Structure Theory as in Matthiessen 2014)? Are full system/structure cycles necessary at word rank when inflection is realising systems at higher ranks? Do we in fact need to distinguish function from class at word rank when the relation between function and class is biunique? To what extent should systemic features be reflected in function labels or classes of inflection (e.g. the choices for the higher ranking systems of voice, tense, formal mood and addressee deference in the example above)?

Sanskrit verb grammar: a systemic functional description

This paper aims at demonstrating the usefulness of key theoretical dimensions of Systemic Functional Linguistics in language description, i.e. stratification, axis, rank, metafunction and delicacy, through an SFL-informed account of Sanskrit word grammar – with special focus on the verb structure, based on a narrative text in the ancient Indian fable collection *Panchatantra*. In Sanskrit, many clause systems (e.g. tense, voice, mood) and group systems (e.g. person, number) have realisations at the word rank. Inflectional morphology on verbs can manifest realisations of systemic choices not only from higher ranks but also from different metafunctions. All Sanskrit verbs have an obligatory function – Root, which can enter into

multivariate structures with various other functions realised by prefixes and suffixes. Apart from affixation, verb morphology of Sanskrit also features reduplication and root vowel gradation. In addition to finite and non-finite verbs, there are also ‘participial’ verbs, which select features not only in the verbal systems of tense and voice, but also in the nominal systems of gender, number and case. The finite use of participial verbs has in effect given rise to an ergative construction in Sanskrit.

Sundanese verb grammar: towards a systemic functional linguistic description

This paper explores Sundanese verbs from a systemic functional linguistics (SFL) point of view. Axial argumentation (e.g., Martin et al., 2023; Martin et al., 2013; Matthiessen et al., 2018) is deployed to analyse the role of verb suffixes in Sundanese in relation to systems available at clause, group/phrase, and word ranks. This is done in order to provide a robust argumentation in relation to the motivation underlying word systems in Sundanese. The paper begins by reviewing the current trajectory of works on word structure in SFL (Matthiessen, 2014), as well as reviewing relevant previous descriptions of verbs in Sundanese as a point of departure to build a more comprehensive verb description that can account for meanings in higher strata such as discourse semantics and field. In particular, this paper will focus on the ideational dimension of verbs, linking to their roles in the construal of various Processes in clauses (which in turns realise figures in discourse semantics). Multivariately, Sundanese verbs have an obligatory function called Root. The verb can be expanded by series of modifications – verb voices (for activating, passivizing, and middle), verb valences, verb number, and verb person. In addition, an account of reduplication will be provided in terms of its function to intensify actions as well as in terms of its delicacy in relation to full and partial reduplications. In addition, from a dependency perspective, this paper will take a step towards the analysis of verbs as non-iterative logical structures. In this case, subadjacency duplex analysis (Doran & Bangga, 2022; Martin & Doran, 2023; Martin et al., 2021) will be used as complement to multivariate verb analysis.

The grammar of words in Systemic Functional Linguistics

In this paper, I will explore the grammar of words in Systemic Functional Linguistics (SFL) — based on all the relevant dimensions of the “architecture” of (modern) language (stratification, instantiation, metafunction, axiality, rank). More specifically, I will locate grammatical patterns that have been discussed under the heading of “morphology” in the general discipline of

linguistics specifically within the theoretical architecture of language in context according to SFL, and I will discuss generalizations based on the descriptions of particular languages.

(i) Theoretically, the distinction between syntax and morphology is not part of the “architecture” of modern language: in the description of particular languages, there may or may not be grounds for drawing a distinction between the grammar of clauses and groups/ phrases and the grammar of words and morphemes. This distinction is subject to considerable variation across particular languages; and it is fundamentally a matter of the division of grammatical labour of the rank scales of particular languages.

(ii) Descriptively, there is, as just noted, considerable variation across the rank scales of particular languages in terms of how the division of grammatical labour is distributed, e.g., whether more work is done at group rank or more work is done at word rank. This is obviously related to the number of ranks posited in the description of particular languages, e.g., whether there is reason to posit a rank of morpheme below the rank of word.

Panel G-1

Evaluating the Role of Generative AI in Corpus Linguistics: Comparative Analysis of Manually Developed NLP Models and ChatGPT-4

Yaser Altameemi

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Abstract

The field of Corpus Linguistics (CL) is experiencing rapid advancements, particularly with developments in Natural Language Processing (NLP) and the availability of open tools such as ChatGPT (Shoenbill et al., 2023). According to Shneiderman (2020), AI has been designed to emulate human language production, with generative AI models learning linguistic patterns from extensive datasets to predict and generate coherent new texts (Jackson, 2019). ChatGPT, developed by OpenAI, combines NLP and deep learning to process input texts and commands, producing outputs that closely mimic human-like language (OpenAI, 2023). This study evaluates ChatGPT-4's approach to automated thematic analysis by comparing its performance to a published paper. The research explores the question: Which method provides greater accuracy in linguistic text classification—automated tools like ChatGPT or manual algorithms? Preliminary findings reveal that while ChatGPT demonstrates high accuracy (80-90%) in text analysis, it

faces limitations in handling nuanced concordance line analyses. Consequently, integrating manual processes with ChatGPT is recommended for enhanced precision in linguistic studies.

Exploring Emotional Language in Large Language Models: A Systemic Functional Perspective

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Abstract

The rise of large language models (LLMs) has transformed natural language processing, enabling machines to generate increasingly human-like text. However, how these models handle emotional language remains a critical area of inquiry, particularly from a Systemic Functional Linguistics (SFL) perspective (Halliday, 1978; Halliday and Hasan, 1985). This paper investigates how LLMs encode, generate, and interpret emotional discourse, focusing on the appraisal framework within SFL (Martin and White, 2005).

Drawing on corpus-based analysis of AI-generated texts, we examine how LLMs deploy affect, judgment, and appreciation to construct interpersonal meanings. Specifically, we explore whether these models can accurately represent the subtle gradations of emotional expression and how they balance engagement and affiliation strategies (Bednarek and Martin, 2011; Zappavigna 2011). By analyzing AI-generated responses to emotionally charged prompts, we assess whether LLMs display patterns of emotional neutrality, exaggeration, or misinterpretation and how these patterns compare to human-authored texts.

Furthermore, we discuss the implications of AI-generated emotional language for human-computer interaction (Elyoseph et al., 2023). While LLMs are trained on vast linguistic corpora, their lack of experiential grounding raises concerns regarding the authenticity and appropriateness of emotional expression. From an SFL standpoint, we consider how register variation and tenor are realized in AI-mediated communication, questioning whether LLMs can adapt emotional discourse based on context and interlocutor expectations.

This study contributes to both SFL and AI discourse analysis by shedding light on the semiotic mechanisms underlying emotional language in computational models. It highlights the strengths and limitations of AI in handling affective discourse, offering insights into ethical considerations and the future of human-machine communication. Ultimately, we argue for integrating SFL-

informed approaches in AI training to enhance the coherence and contextual sensitivity of emotionally charged interactions in digital environments.

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- Keywords:** Systemic Functional Linguistics, Large Language Models, Emotional Language, Appraisal Theory, AI Discourse Analysis.

AI-Supported Writing for ESL Students: A Linguistic Analysis of Research Protocol Development

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Abstract

Academic writing presents significant challenges for students in higher education, particularly for those in non-English speaking contexts. The rise of Artificial Intelligence (AI) introduces both opportunities and complexities in this process (Chen et al., 2023; Kohnke et al., 2023), making it essential to investigate how generative models can aid academic writing development. This study examines the role of AI in supporting English as a Second Language (ESL) students in writing a research protocol. During an eight-week workshop in a public Mexican university, students interacted with AI tools and teacher-guided writing strategies to write an academic

paper. The purpose of the study is to capture how students interact with AI to support their writing process. Data sources include student-generated AI prompts, final versions of research protocols and a focus group discussion. Using Systemic Functional Linguistics (SFL) as an analytical framework (Martin and Rose, 2007), particularly the variables of field, tenor and mode, the study analyzes texts and interactions to (1) identify AI mediated meaning-making strategies, (2) categorize the types of linguistic support and (3) identify students' perceptions of AI as a writing support tool. Preliminary findings indicate varied use of AI: while some students leveraged AI to refine their research topics and improve writing, others struggled with topic selection or relied heavily on AI-generated content. These findings highlight both the affordances and limitations of AI-assisted writing, emphasising the critical role of teacher mediation in guiding AI use effectively. This study contributes to discussions on AI-integrated writing pedagogy by offering insights into balancing AI support with explicit writing instruction and fostering student agency.

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Panel G-2

Failing to cross the nexus from research to pedagogy: Where do AI-powered learning apps go from here?

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Abstract

While linguistic competencies, such as grammar and vocabulary can be developed in class and through extramural activities, English as a foreign language (EFL) learners have limited access

to authentic communication practices to develop non-linguistic competencies, such as discourse and sociocultural awareness, and actional and strategic skills. For example, Campbell-Larsen (2019) and Ducker (2020; 2024) describe the unnatural, awkward turn-taking maneuvers that EFL learners use to negotiate floor sharing in classrooms. Such behaviours negate everyday rules of conversations (Egbert, 1997; Sacks et al., 1974; Schegloff, 2000) meaning students cannot develop discourse and sociocultural awareness nor practice actional and strategic skills required for real-life communication, such as selecting topics, maintaining turns, and timing interventions. Recently, large language models (LLMs), such as Chat GPT, have been used to help develop communication practice applications, such as Eigo Ai, Elsa Speak, English Central, Often, etc. These are hypothesized to increase learners' output (Schwartz, 2024; Yang et al., 2022), and ameliorate psychometric issues that impinge on communication practices, such as anxiety, low motivation, and unwillingness to communicate (Zhang, 2024); thus, these applications seemingly provide effective and efficient affordances for second language development. Hence, there is a strong movement to incorporate these applications into EFL programs. In reality, the practices these applications provide lack much of the rich contextualization that enable students to practice taking appropriate actions and strategic decisions in response to the discourse and sociocultural needs inherent in real-world communication.

This presentation describes a model of communicative competence for EFL development (Celce-Murcia, et al., 1995). Then, using data from various student—student classroom conversations, and student—teacher interactions we highlight competencies that EFL students struggle to develop. Next, using screen captures from LLM-supported conversation practice applications, we describe deficiencies in their offerings that limit their effectiveness. Finally, improvements to language learning applications will be discussed.

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A Dynamic Approach to the Systemic Functional Choices in the Revisions of EFL Writers: a Comparison Between the Good and the Poor Writers

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Abstract

This study investigates the systemic functional choices made by English as a Foreign Language (EFL) writers in Algeria, approaching writing not only as a product but also a process. Particularly, the study focuses on comparing the revisions of the good and the poor writers to spot potential weaknesses of the latter. Drawing on Systemic Functional Linguistics (SFL) both as a framework and a tool for analysis, the research examines how writers manipulate ideational, interpersonal, and textual metafunctions at the level of ranks as they move backward and forward

across drafts to refine their texts. Data were collected from a total purposive corpus of 16 revised essays (16 final products along with their preceding drafts) written by EFL learners, categorized into eight high- and eight low-proficiency groups based on their writing performance. The analysis reveals that there are many divergences among the good and the poor writers regarding the most revised function, the attention given to each function in each draft; the most revised rank in each draft and the type of the revision that occurs most in each rank; and the top five revised systems and the related choices across drafts. In contrast, poor writers tend to make surface-level revisions, often limited to grammatical corrections that aligns with the textual metafunction in the first draft, the good writers do so in the second draft, focusing on revising the experiential metafunctions in the first draft. At the level of rank, the nominal group is the most exploited group by both categories of writer. Yet, there are significant divergences in the systems revised at this rank. The findings advocate SFL-based revision instruction to help lower proficiency EFL writers develop a more nuanced revision process, offering pedagogical implications for teaching revision practices in EFL contexts.

Keywords: Writing, Process, Revision, System, Metafunction.

Using AI to teach and research grammatical metaphor

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Abstract

Grammatical metaphor is a powerful linguistic resource, central to the construction of disciplinary knowledge and communication (Halliday, 2003; McGrath & Liardet, 2023; Ravelli, 2003). Historically, however, research into GM has been limited in scope and scale, due to the intensive manual analyses required to identify GM instances. Recently, McGrath and Liardet (2025) developed the Grammatical Metaphor Word List (GML), a systematically compiled list of GMs examined for frequency and dispersion across disciplines. Although the GML greatly expedites the identification and analysis of GMs, the need for manual analyses to confirm an instance's congruency in context remains. This study explores the accuracy and efficacy of using AI to expedite these manual analyses and compares linguistic analyses produced through

ScholarGPT and Microsoft Copilot to those produced using the GML. It further reports on an instructional module delivered to research candidates preparing their research abstracts. The module draws on AI tools to teach the resources of GM to these novice scholars to scaffold their reading and interpretation of scholarly abstracts and develop their ability to write their own abstracts, reporting on their research projects. The study concludes with some pedagogical recommendations for integrating AI into the writing classroom with a specific focus on developing students' GM proficiency.

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Panel G-3

Morphological and etymological evidence for the SFL analysis of nominalization as grammatical metaphor

Elise Mignot

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Abstract

Our primary aim is to investigate the meaning and function of the nominal word class. SFL offers an answer through the study of nominalization, as discussed in Halliday (2004: 636–658; 2006). For instance, a speaker may choose between *he failed* and *his failure*, or *she was kind* and *her kindness*. The non-congruent use of a noun, rather than a verb or adjective, is significant and arises from a *grammatical metaphor*. Here, a process or quality is reinterpreted as an entity—that is, as the 'thing' of standard noun phrases. This perspective on nouns and nominalization was

adopted by Cognitive Grammar, which also posits that nouns present the referent as a 'thing'—a discrete, bounded entity (Langacker 1987a: 189–197; 1987b; Mihatsch 2009: 75–97).

This study argues that the functional role of nouns is reflected in the semantics of their constituent elements. In other words, the lexical meaning of these components aligns with the fundamental function of nouns—namely, the designation of bounded 'things'. Particular attention will be given to the nominal suffixes found in nominalizations, which, despite being semantically bleached, are argued to convey a notion of delimitation, thereby reinforcing the function of nouns.

We look at the origin of these noun-forming suffixes, such as *-dom* (*freedom*), *-red* (*hatred*), *-ship* (*hardship*), *-hood* (*adulthood*), *-t* (*height*) *-th* (*warmth*), *-tion* (*constitution*), *-(t)ure* (*pressure*), *-ness* (*kindness*), *-ment* (*government*). We demonstrate that they all relate to the notion of limit, whether through the notions of rule, shape, or completion/perfectivity (OED, Benveniste 1948, Lehmann 2005-2007: §4.2).

We conclude that, to impose a non-congruent view on a referent, nouns establish the representation of limits by resorting to suffixes which, though semantically bleached, still convey a residual notion of boundaries.

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Technicality and iconisation: Building fields and building communities in sex education

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Abstract

Different fields use terms to capture complex, condensed meanings, from *photosynthesis* in biology to *personification* in English and *transitivity* in Systemic Functional Linguistics. A significant body of work in SFL has analysed the ways that these meanings are condensed, whether through technicalisation (e.g. *strata*, *nucleus*, *oestrogen*) or through iconisation (e.g. national flags, the white dove, the Olympic torch). These descriptions have offered key insights into the sciences (e.g. Halliday & Martin 1993, Martin & Veel 1998, Halliday 2004) and the humanities (e.g. Martin & Stenglin 2007; Stenglin 2022), however they have typically focussed on the condensation of ideational meaning rather than interpersonal meaning.

In this paper, I explore the ways that interpersonal meanings are condensed using data from sex education lessons at a high school in Sydney, Australia. Sex education is concerned with scientific knowledge (e.g. reproductive anatomy, the menstrual cycle) but also concerned with apprenticing students into certain values systems (e.g. negotiating relationships and intimacy), thus providing a unique context for examining how attitudes are distilled and taught.

This talk will analyse and compare two topics within sex education: consent and respect, primarily using analyses of appraisal (Martin & White 2005) and field (Doran & Martin 2021). It will bring together work on technicality and iconisation under a new theoretical model, proposing a typological and topological view for items which do the 'heavy lifting' when building fields ideationally and building communities interpersonally.

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Different types of projection and expansion: Proposal for a quadripartite continuum model of logico-semantic relations in SFG

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Abstract

In this presentation, I will explore the concept of projection, one of the two fundamental types of logico-semantic relation within systemic-functional grammar (SFG). Two criteria for projection are identified in IFG (Halliday & Matthiessen 2014). Firstly, projection is when one clause etc. expresses a verbal or mental process that connects to another clause. Secondly, projection is the state of a clause's being on a different order of experience than the current utterance as a whole. However, these criteria do not always hold: IFG also presents the categories *facts*, which involve clauses that are projected without a projecting process, and *interpersonal projection*, which does not involve a difference in order of experience.

To resolve the conceptual and terminological confusion, I propose redefining *projection*, dissociating the notion of order of experience from the notion of logico-semantic type. I instead define projection as a relation in which one clause relates to the *form or function* of another (rather than to its contents). This holds regardless of whether a verbal or mental process is used, and whether or not the two clauses share order of experience. I suggest the term *citation* for the relation between clauses on different orders of experience, and *narration* for the opposite. These concepts are placed orthogonally to expansion and projection to create a quadripartite continuum

model of semantic relations that more effectively captures the difference between expansion and projection. The four identified relation types are tentatively dubbed *attached citation (multiplanar projection)*, *detached citation (multiplanar expansion)*, *simple narration (uniplanar expansion)* and *meta-narration (uniplanar projection)*.

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Panel G-4

Reappropriating anti-apartheid icons: The case of South Africa's MK Party

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Abstract

South Africa's uMkhonto weSizwe (MK) Party, led by former state president Jacob Zuma, won 15% of the vote and became the third largest party in South Africa's May 2024 general elections (Independent Electoral Commission of South Africa, 2024), despite having been established only in December 2023. The party's success contributed to the African National Congress (ANC)'s loss of its majority since the country's first post-apartheid elections in 1994, resulting in the formation of a multi-party Government of National Unity (GNU). The MK Party did not join the GNU, becoming South Africa's new official opposition. "UMkhonto weSizwe" (Spear of the Nation) was the name of the ANC's armed wing under apartheid, established by Nelson Mandela

in 1961 (Ellis, 2016), and the MK Party's logo mimics that of the original uMkhonto weSizwe, which sparked litigation by the ANC against the breakaway party (Fleming, 2024).

This paper presents an analysis of selected sections of a speech by Zuma in August 2024 responding to the formation of the GNU and introducing newly established MK Party structures. Couplings between ideational meanings and Appraisal (Martin & White, 2005) are investigated to reveal how meaning is discharged and recharged as icons associated with the anti-apartheid struggle, particularly those of a militaristic nature, are reappropriated and developed by the MK Party. Discourse iconography (Tann, 2013) is used to show the results of the MK Party's re-iconization of these symbols.

The study's findings show how MK Party leaders understand themselves as continuing the liberation struggle, which, according to their rhetoric, has been abandoned by the ANC. Much discursive work is done to individuate the MK Party from the ANC and the GNU and instead to affiliate supporters around the party's vision for "real economic transformation and redress of the imbalances of the past".

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Linguistic diversity in teaching and learning at the multilingual University of Luxembourg
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Abstract

In an interconnected and globalized world, universities have turned to multilingual spaces where different languages come in contact (Liyana, 2018). In such multilingual contexts, it is important to examine the relation between institutions' official language policies and individuals' ideologies, as implementers of language policies (Shirahata & Lahti, 2021). To do so, systemic functional linguistics, especially the appraisal framework, allows for deeper understanding of individuals' perceptions, underlying beliefs, and ideologies by focusing on how individuals use language to talk about their experiences and make evaluations (Martin, 2000; Martin & White, 2005).

Previous research on relevant matters uses the appraisal framework to examine teachers' language ideologies and students' language practices. In higher education, Ngo and Unsworth (2015) examine informal conversations among international postgraduate students. With a focus on Vietnamese students, Ngo and Unsworth (2015) use the system of attitude to analyze students' evaluations in English. Badklang and Srinon (2018) analyze discussions between professors and EFL students. Using the appraisal framework, Badklang and Srinon (2018) make conclusions about the use of language and its impact on maintaining harmonious relationships between professors and students.

In this presentation, I explore lecturing staff and undergraduate students' experiences with linguistic diversity in teaching and in learning through at the University of Luxembourg through semi-structured interviews and focus group discussions, respectively. For the analysis of data, I use the appraisal framework, and specifically the systems of attitude, engagement, and graduation. In doing so, the research adds to understanding how linguistic diversity influences teaching and learning practices. Findings will contribute to broader discussions on language policy, and the role of language in linguistically diverse settings with practical implications for multilingual institutions and researchers.

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Exploring the Discourse Semantics of AI-Generated Texts

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Abstract

SFL acknowledges that culture is manifested in discourse genres (cf. Martin & Rose 2008), which underscores the influential role of lexicogrammatical and semantic configurations in shaping cultural constructs. Consequently, the analysis of discourse semantics has become crucial for understanding how hegemonic forces and power structures are reflected and perpetuated in texts (as demonstrated in CDA), and for identifying ways to foster inclusivity through discourse (as advocated by PDA; Martin 2004; Martin & Rose 2007). As we enter an era increasingly influenced by AI-generated texts, it is imperative to investigate how these texts may mold the cultural landscapes of the future. Current discussions primarily focus on issues like plagiarism (e.g., Eke 2023; Weber-Wuff et al. 2023), the automation of annotations in discourse studies (e.g., Yu et al. 2024), and the potential benefits for second language writing instruction (e.g., Ballance & Coxhead forthcoming). Nevertheless, there remains a significant gap in our understanding of the ‘discourse of AI’—a unique and potentially impactful discourse category. This paper aims to analyse the discourse semantics of AI-generated outputs, using ChatGPT’s self-description as a case study, to reveal typical discursive patterns and assess their implications for future textual interactions between humans and AI.

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Panel G-5

Dogs as Objects: The Construction of Dogs in Breed Standards

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Abstract

This study examines the linguistic and visual representations of dogs in breed standardisation discourse using an ecolinguistics framework. It explores how dogs are construed as a popular companion animal in an ecologically challenging time. The texts analysed consist of 10 entries from professional dog breeding standards issued by The Kennel Club (UK), The American Kennel Club (US), and Fédération Cynologique Internationale (Europe), 30 in total. The analysis draws from Systemic Functional Linguistics (Halliday & Matthiessen, 2013), integrating Multimodal Critical Discourse Analysis (Machin & Mayr, 2023), Critical Discourse Analysis (van Leeuwen, 2008), and Positive Discourse Analysis (Bartlett, 2012; Martin, 2004). Salient linguistic devices are identified. I will then draw on ecolinguistics to reveal hidden messages or stories (Stibbe, 2021) and determine whether they are destructive, beneficial, or ambivalent towards dogs based on my ecosophy (Naess & Drengson, 2007). The

findings reveal discursive patterns of decontextualised depictions of dogs as objects which might hinder humane and ecologically beneficial practices towards them.

An ecological analysis of academic energy discourse based on logical metaphor

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Abstract

Alexander and Stibbe's (2014) theoretical consideration that regards ecolinguistics as primarily the ecological analysis of discourse has been well-established. However, very few studies have provided empirical support for this approach. This research aims to provide some insights into this field by exploring the use of logical metaphor in academic energy discourse. More specifically, 250 abstracts of research articles concerning energy economics are randomly chosen as the sample. Compared with other energy discourse dealing with the issues related to government, media, and corporate, academic energy discourse tends to obscure the interrelationships between energy, economy, policy, and environment. By analyzing the semantic underpinnings of logical metaphors, particularly the relationships between entities and causal sequences, this study aims to reveal these implicit relationships. This study seeks to discuss the potential impact of academic energy discourse on energy reform and development and provide theoretical insights for expanding the field and methods of ecological analysis of discourse.

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Eco-enchantment in contemporary Nature Writing: a corpus-assisted ecolinguistic perspective

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Abstract

Grounded in ecological philosophy (Næss, 1975; Plumwood, 2002; Stibbe, 2021, 2022), this study is part of my ongoing PhD research project, which aims to uncover a potential “grammar of enchantment”. This involves examining lexical, grammatical, and rhetorical features that foster a sense of connection with the natural world. Specifically, this study adopts a corpus-

assisted ecolinguistic approach (Poole, 2022) to analyze a corpus of contemporary Nature Writing, which currently amounts to 15 books (1,432,599 tokens) published in the period between 2010-2024.

Drawing on Martin and White's (2005) Appraisal theory, the analysis examines specific linguistic choices that construct and amplify positive emotional responses to nature. It explores how feelings of wonder, joy, and care are linguistically encoded (Bednarek, 2008), looking at both explicit and implicit expressions, conveyed through lexicogrammatical choices and figurative language. More broadly, the study investigates how evaluative language, alongside rhetorical strategies, fosters a sense of reconnection with nature. It aims to identify different types of affect (e.g. high/low intensity) and look at the way in which resources of graduation influence emotional expressions. By highlighting how language can 're-enchant' our relationship with nature, this research argues that nature writing has the power to shape ecological awareness, inspire real-world engagement, and encourage a more sustainable and appreciative perspective on the environment.

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Panel G-6

Appraisal analysis of the vague expressions in academic lectures using English as an academic lingua franca in an EMI university

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Abstract

This study aims to compare how lecturers, also being different English as a lingua franca (ELF) users use various vague expressions in academic lectures in a Chinese English-medium instruction (EMI) university. The study adopts the framework of APPRAISAL grounded in systemic functional linguistic theory to classify all vague expressions according to intensity, amount, and categorisation. It is found that vagueness in relation to amount with no gradable features was used most frequently in the 12 academic lectures of the study, followed by those related to no-scaled categorisation and upscaled intensity. The use of vague expressions is further examined from an academic ELF perspective. We discover that native-speaker lecturers may use more vague expressions concerning amount whereas ELF lecturers may prefer those concerning intensity. Finally, we suggest some pedagogical implications of using vagueness in ELF communication for delivering academic lectures in the EMI university context.

An SFL-informed approach to materials development to help university students unpack disciplinary writing expectations

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Abstract

In this presentation, I will explore how as an English for Academic Purposes (EAP) practitioner I draw on SFL in the design of teaching materials to be used in academic language and literacy workshops in a tertiary setting. Informed by the *Contextualisation, Embedding and Mapping* model (Sloan, Porter and Alexander, 2013), these workshops aim to raise students' awareness of writing expectations in their degree programmes by encouraging students to become genre scholars (Jhons, 2012). In doing so, it is hoped students develop the “rhetorical flexibility” needed for success throughout their university studies (Caplan, 2019, p.19).

This presentation will focus on a key stage of these workshops: the deconstruction (Martin and Rose, 2005) of “student exemplars” (Carless and Boud, 2018) jointly conducted by EAP

practitioners and students. This collaborative text analysis presents students with a view of language as a resource as opposed to language as a set of rules (Halliday, 1977), which students are likely to have encountered in their previous education. In addition, this text deconstruction combines the "etic" perspective typical of SFL with the "emic" angle that characterises the Academic Literacies approach to teaching academic literacy (Coffin and Donohue, 2012). This is achieved by including ethnographic research at the creation stage of the teaching materials in the form of "documentary data (e.g. institutional and tutor guidelines), students' and tutors' textual data (e.g. written assignments with tutor comments and marks)" (Coffin and Donohue, 2012, p.70). Key findings from this ethnographic research are shared with students in the workshops to help them unpack expectations.

This presentation will offer insights into how SFL is used in the different stages of the materials development process: the creation of the materials, the materials as product and the materials as use (Bouckaert, 2019). Each stage will be illustrated with examples from my own practice.

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The clitic pronoun *en* in Québécois French : an SFL account

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Abstract

There is a of literature on the functions of the French clitic pronoun *en* (Fréché 2002), but published accounts claim that it is generally indefinite and informationally given and that it is a form of cohesive substitution in its partitive reading, i.e. in place of *de* + NP, as in examples (1) and (2), taken from the Corpus de français parlé au Québec (CFPQ, Dostie, 2016)

1. il y en a tu encore
'Is there any left?'
2. tu m'en dois deux
'You have to give me two.'

Standard reference works on French characterize *en* as having a wide range of uses (Abeillé & Godard, 2021), as a 'complex' phenomenon (Lamiroy, 1992), or as a 'rich resource' (Lüksyte, 2001), outlining its uses but not providing a full account of its placement in the reference system.

In this paper we aim to provide such an account, drawing on the framework of Systemic Functional Linguistics (SFL). In particular we focus on the role of *en* as part of text cohesion (Halliday and Hasan, 1976; Caffarel-Cayron, 2006). Our data is taken from four sub-corpora from the CFPQ, representing over 400 instances of *en* in context from roughly 6 hours of unscripted interactional conversation. Each instance has been analysed for phoricity, quantification and information structure. We have found that *en* in Québécois appears in a variety of constructions and does not neatly fit into clear cohesive patterns. While we are able to identify its use as a form of cohesive reference, it can also be underspecified and unidentifiable. Our work as presented here offers two main contributions to the field. First, we provide an

account of a relatively understudied language, i.e. Québécois and second our results potentially extend our understanding of the informational potential of the clitic pronoun *en*.

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Panel H-1

System and Construction: a practical integration of two theories

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Abstract

Both Construction Grammar and Systemic Functional Grammar claim to provide a comprehensive account of a language, and both reject the notion that lexis and grammar are distinct entities (Goldberg 2003; Matthiessen 2023). This paper reports a project integrating these two approaches with the support of corpus lexicography (Hunston and Francis 2000). The project website contains details of all 800 constructions and 9 semantic fields. Examples of the process and outcome will be given in this paper.

The constructions considered in this project are Verb Argument Constructions (VACs), specifically 800+ VACs identified by reinterpreting 50 verb complementation patterns (Francis et al 1996). The patterns **V that** and **V n as n** will be used as examples for this paper. A network layout inspired by SFG is used to demonstrate the relationship between constructions derived from the same pattern.

Nine selected semantic fields have been populated with constructions, with some constructions contributing to more than one field. Two examples are given in this paper: ‘Creation’ and ‘Equivalence’. These broadly correspond to Material:Creative and Relational processes respectively (Halliday and Matthiessen 2014). For each semantic field there are two networks: a taxonomy that is simple in concept but extensive; and a systemic network that is neater and highlights the features that are significant in the taxonomy. The entry point for both is the semantic field. The right-most point of the taxonomy network consists of a set of constructions. The paper makes these arguments:

1. the ‘most delicate grammar’ is the construction rather than the verb, contra Hasan (1987) and Matthiessen (2014);
2. the lexicogrammar incorporates multi-functionality: many constructions are analysed as contributing to two semantic fields;
3. taxonomic and systemic networks (Matthiessen 2023) are necessary and complementary.

The paper demonstrates that corpus, cognitive and social perspectives on language can be combined, to their mutual benefit.

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Genre analysis: a cross-cultural comparison of corporate websites

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Abstract

This paper develops genre analysis for websites. As such it fits conference topic 1: development of SFL Theory and Description.

Website analysis has tended to focus on words in text (e.g. Cucchi 2019) or on multimodality (e.g. Swan 2017). Our analysis of ten British and Indonesian bioplastics websites focuses on genre analysis, recognising genres as multimodal semiotic entities, and thus allowing meaningful comparisons.

Research examining university home pages (Zhang 2017) and tourism websites (Kaltenbacher 2007) has noted the marketization of such discourse. Websites designed to inform (e.g., NHS websites) or teach (e.g., Duolingo) have different purposes to corporate websites. “The corporate web site, as a genre for communication, is unusual in that its visitors have diverse interests.” (Coupland 2005:356).

We present our manual analysis (cf Baldry & O’Halloran) of bioplastics websites, and the genres that emerge. Basically each website is viewed as a macrogenre, and each ‘part’ is viewed as a minigenre which is realised by multimodal resources (e.g. ‘About the company’ may be realised in text, whereas ‘the Founders’ may be realised in photos and text.) Parts may be grouped into superclusters (e.g. a header may include a page title, a logo, and a name). By searching for genres, between these macro and mini genres, we produce a functional analysis.

In this presentation we describe ten websites and identify what an Indonesian vs British corporate macro-genre looks like in terms of genres and mini-genres. It is clear from a formal analysis that the British websites tend to be twice as long as the Indonesian ones. A genre analysis requires more consideration of the purpose of each page or pagelet, and shows the functional similarities which explain the contrasts between the Indonesian and UK corporate

websites. This analysis allows us to differentiate genres for analysis of sustainability communication. (298 words)

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[Towards a Local Grammar of Appreciation](#)

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[Abstract](#)

This presentation investigates the evaluative meanings expressed through the adjective + from + noun (ADJ from n) grammatical pattern as outlined by Francis et al. (1998: 441-444). Using the BNCweb interface, relevant instances were extracted from the British National Corpus (BNC) and subsequently organized into semantic groups following criteria established by Francis et al. (1996, 1998). These groups were analysed for their alignment with the Appreciation category within Martin and White's (2005) Appraisal Framework.

Instances aligning with Appreciation underwent an in-depth double-line annotation approach, building on the methodology of Hunston and Su (2017).

This dual annotation encompassed both evaluative and transitivity constructions, extending Hunston and Su's original evaluative analysis by incorporating transitivity features. The research enhances the understanding of grammatical patterns realizing Appreciation, contributing significantly to the development of a comprehensive local grammar of Appreciation.

Panel H-2

Children of Gaza Screaming Compassion: A Systemic Functional Linguistic Analysis of the 2023 Gaza-War Trauma

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Abstract

One of the atrocities and brutal consequences that result from war is the trauma it leaves on humans. Children, in particular, become the main victims during war times. For this reason, this article investigates the psychological effects of the 2023 Gaza War on children by employing Halliday's transitivity system (Halliday and Matthiessen, 2014) and the appraisal theory (Martin and White, 2005) integrated with War Trauma (Caruth, 2016). The study comprises Instagram (IG) videos posted from the commencement of the war on October 7th, 2023, until the International Day of Children on November 20th, 2023. This study carries out quantitative (with the help of UAM Corpus Tool, O'Donnell, 2008) and qualitative analyses of videos posted by reputable news channels, including Al-Arabiya and Al-Jazeera on their IG accounts during the above-mentioned time-frame. It focuses on the linguistic expressions, narrative structures, and emotional cues present in the children's responses to war-related events. The analysis, grounded in SFL principles (transitivity and appraisal), unveils how children articulate their experiences, and the depth of their psychological distress. The findings underscore the urgent need for intervention and support for these children, emphasizing the dangerous and enduring impacts of war-induced trauma. This research concludes with a call to action, urging policymakers, healthcare professionals, and educators to address the mental health needs of these young victims, recognizing that the consequences of the ongoing war extend far beyond the immediate conflict, leaving lasting traumas on the lives of Gaza's children.

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Kineikonic small stories and the semiosis of influencer authenticity on Xiaohongshu (rednote)

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Abstract

Authenticity is a pivotal yet contested concept in social media influencer research. It is often linked to personal experience sharing that evokes realness, affect, intimacy, and relatability (e.g., Banet-Weiser, 2021; Garcés-Conejos Blitvich & Georgakopoulou, 2024; Marwick, 2013) and is seen as in tension with influencers' commercial and professional activities (Hund, 2023). The “narrative turn” in the social sciences since the 1980s has brought to the forefront the link between narrative, identity, and experience, pointing to the role of storytelling in the discursive construction of authenticity. However, social media's diverse affordances for text formatting and multi-semiotic layering necessitate a productive operationalization and synergy of narrative analysis with multimodal approaches.

This paper combines small stories analysis (Georgakopoulou, 2015) with Burn's (2017) kineikonic mode approach to examine how beauty and fashion influencers on the Chinese platform Xiaohongshu (rednote) construct stories in vlogs and fashion-themed videos (139 total). It further investigates how viewing positions as practice-based, socio-historicised resources signal authenticity. Distinct spatiotemporal patterns are shown in videos featuring event particularity (personal recounting) and generality (enacted everyday scenarios). In authenticity signalling, objective shots in fashion videos draw on cinematic realism and street photography aesthetics, while subjective shots in daily vlogs foreground intersubjectivity, aligning with social photography (e.g., selfies) and influencer affective labour practices, both showcasing feminized yet functional nuances. From a micro-perspective, the analysis delves into the broader implications of, on the one hand, the multi-semiosis and instrumentalization of so-called

“storytelling boom,” and on the other, the intersection of authenticity, gender, and the evolving visual culture on social media.

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Composing textual prominence through inter-stratal and inter-modal resources in the discourse of live lectures and charging dimensions of field with pedagogic significance

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Abstract

This presentation takes a top-down perspective on textual meaning beginning from the register variable of mode, understood as “a set of resources for organizing information” (Doran, Martin & Herrington, 2024). Mode resonates with the textual metafunction in language. Here I focus on textual systems at the stratum of discourse semantics, and in the case of spoken language, at the stratum of prosodic phonology, as well as in the semiotic modality of paralinguage.

The data drawn on are audiovisual recordings of live (face-to-face) lectures in diverse disciplines, and the analytical focus is on how textual prominence is composed through inter-stratal and inter-semiotic couplings of these resources, and how such instances of textual

prominence charge certain dimensions of field with pedagogic significance, guiding students' awareness, understanding and appreciation of key knowledge and values in their disciplinary fields.

Panel H-3

Exploring Interpersonal Meanings in a Bilingual Doctor-patient Communication in an Indian Cancer Care Context

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Abstract

In this paper, we aim to explore how interpersonal meanings are made in a doctor-patient bilingual conversation (dominantly in Telugu, a language spoken in south India, and occasionally in English) in an oncology context from a trinocular perspective: from above, from around and from below. While the grammar of English is well-researched from SFL tradition, the grammar of Telugu has barely been researched from SFL lens except for a book chapter by Prakasam (2004). In this paper, we attempt to build on Prakasam's work by exploring the interpersonal grammar of Telugu further and studying how the organization of the mood system in Telugu (and the realizations of the various choices) differs from that in English. The interpersonal grammar of Telugu thus developed was used to analyze a few doctor-patient conversations collected as part of a larger study conducted in a semi-trust cancer hospital located in a metropolitan city in south India. The doctor-patient consultations – naturally happened in a bilingual mode, predominantly in Telugu and sparsely in English – were transliterated and translated into English, and both versions were analyzed to understand the effect of differences in mood system and its realizations on the meanings negotiated by the participants recognizing the roles assigned to them in the context. The findings suggest that interpersonal aspects such as mood which are required to accurately convey intended social meanings and relationships are affected when translated from Telugu to English owing to their differences in mood system and its realizations.

Beyond technicality to produce effective and engaging museum translations: Students' experience

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Abstract

This paper is situated at the intersection of Translation Studies, SFL and translator training.

It aims to present the results of a didactic project on interlingual museum translation of written texts (i.e., informative panels, extended labels, online descriptions and narratives) developed in a master's degree course in the past 4 years.

The paper aims to demonstrate that, in the field of museum translation (Liao 2018, *forthcoming*; Neather 2025), a broader approach to specialized translation informed by linguistics, particularly SFL, concretely helps students be aware of the consequences of their translation choices and possess the tools for realizing effective and engaging museum texts (Author 2021, 2024) to be addressed to English-speaking visitors, be they from the Anglophone world or speakers of English as a lingua franca (ELF).

Thanks to the linguistics framework underlying the project – i.e., SFL as applied to museum texts by Ravelli (1996, 1998, 2006) – students realize that museum translators often face challenges that go beyond the technicalities of the museum domain. As a matter of fact, for a successful translation, they need to tackle the three metafunctions in order to produce a target text that conveys not only the accurate experiential/representational meaning but also effective textual/organizational and interpersonal/interactional meanings (Halliday 1994; Ravelli 2006). Clearly, communication strategies and expectations may vary across linguistic and cultural borders, therefore the translator's intervention at the level of lexicogrammar is deemed fundamental for the creation of target texts that can contribute to enhancing the visitors' experience, both in person and online.

Findings from empirical evidence and data from surveys and interviews will be presented and discussed, with the goal to show the importance of the translator's choice in producing target texts that aim at readability and comprehensibility without losing the cultural authenticity of the source texts, deeply embedded in the local history and culture.

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Expanding the boundaries of SFL, multimodality, and AI: The case of BuzzFeed's Tasty's social media communication

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Abstract

Placed within the frameworks of systemic functional linguistics, multimodality and digital humanities, the contribution will focus on *BuzzFeed's Tasty's* posts, a prime example of infotainment content, namely content which is both instructional and entertaining at the same time (Vidgen 2016). This presentation explores the connection between food, language, and communication in the digital age by addressing two research questions, namely the need for an innovative framework for the multimodal analysis of social media content, and the possibility that the recipe genre might be evolving. Although *Tasty* has a strong social media presence, as it is active on most of the existing platforms, only three of them have been considered for the present contribution: Facebook, as it is the first platform on which it appeared, as well as Instagram and TikTok, since they are the most popular social media among Millennials and Generation Z (i.e. people born after the 1980s), who are *Tasty's* (main) both target and actual

audience. More specifically, a cross-platform analysis (Brunner and Diemer 2022) has been carried out on a corpus comprising a selection of posts from said platforms through an innovative framework specifically designed for social media content. It is based on systemic functional linguistics (Bloor and Bloor 2013; Halliday and Matthiessen 2014), multimodality (Baldry and Thibault 2006; Kress and van Leeuwen 2020), and genre analysis (Bhatia 2014; Cesiri 2020). Additionally, the potentialities of a custom AI-based tool in assisting human researchers will also be explored. Overall, the analysis contributes to a relatively un(der)explored area, namely the analysis of infotainment food videos, while also demonstrating the importance of a comprehensive multimodal framework for an effective and holistic analysis of social media content, and the emergence of a novel recipe genre allowing a multisensory interactive experience democratising specialised knowledge and combining visual storytelling and emotional engagement.

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Panel H-4

A transitivity analysis of media coverage of California wildfires

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Abstract

Research on Media discourse has long been confined to issues that are mainly concerned with persuasive strategies (Djourelouva, 2023), political ideologies (Stępińska et al., 2024), “news consumption” (Vermeer et al., 2020) and framing techniques (Berk, 2025). Studies on media’s role in satisfying the reader’s quest for tracking events remain scarce, rendering the subject suitable for further inquiries. This study focuses on media’s ability to capture readers’ attention to tragic issues through linguistic tools. To this effect, the focal aim of this research is drawn upon investigating the reporting techniques used by four international newspapers (The Washington Post, The New York Times, The Guardian, and BBC News) to cover the incident of Los Angeles’ wildfires that happened in January 2025. Based on Halliday’s assumption that language is a matter of choice rather than a mere arbitrary system of communicating information (as cited in Kashif et al., 2022, pp.1-2), transitivity analysis is adopted as a theoretical framework to unravel the processes (“mental, material, behavioural, verbal, relational, and existential”) (ibid) underlying news reports. The selected corpus is composed of 8 articles with 2 articles per each newspaper. Both qualitative and quantitative research methods are applied. The quantitative analysis aimed to show the distribution and frequency of the mentioned processes using SPSS. A comparison between the four newspapers aimed to show similarities and differences as to argue for the universality of journalistic practices.

The intersubjectivity of the imagined order and the crisis of narratives in the media

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Abstract

The Intersubjectivity of the Imaginary (Harari, 2020) is the shared understanding between subjects, essential for maintaining the social imaginary, not merely an individual construction but a collective phenomenon that manifests through shared symbols, representations, and emotions. The media plays a crucial role in disseminating and reinforcing the social imaginary. However,

the postmodernity is characterized by a "crisis of narratives," (Han,2024) where grand narratives are relativized and replaced by more ephemeral and emotional identifications. People tend to identify more with idols, sports teams, and symbols of the cultural industry than with their nationalities. In this context, the media can either reinforce or challenge the dominant social imaginary, contributing to the crisis of narratives by presenting multiple perspectives and representations. The LSF postulates that language performs three main metafunctions: ideational (representation of experience), interpersonal (establishment of social relationships) and textual (organization of discourse). So by analyzing how these metafunctions are performed in recent media texts can reveal how the social imaginary is been constructed and how power relations are negotiated (Hasan, 2005). Social imaginary provides the basis for the imagined order, which is maintained through intersubjectivity and reinforced or challenged by media narratives. The crisis of narratives in the media reflects the transformations in the social imaginary, driven by postmodernity and the proliferation of multiple perspectives and identifications.

Populism and Disinformation in Spain: Rhetorical Strategies and Their Impact on Democratic Discourse

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Abstract

This paper examines recent developments in Spanish politics, highlighting how conventional parties increasingly adopt populist rhetoric and strategies in both form and essence. Using corpus-assisted methods and critical discourse analysis, the study focuses on a recent parliamentary and social media controversy to reveal how mainstream political actors employ tactics traditionally associated with populism to influence public opinion. This shift signals a significant transformation in Spain's political dynamics.

The analysis centres on the communicative style of the current Spanish Prime Minister, Pedro Sánchez, from the Spanish Socialist Workers' Party, hypothesising that his rhetoric shares notable similarities with populist leaders from across the ideological spectrum. Populist discourse is typically characterised by direct and simplistic language appealing to the "common people", opposition to elite groups, emotive rhetoric evoking fear or anger, and polarising narratives that frame politics in binary terms.

Drawing from a corpus of four recent texts authored by Sánchez, the study identifies discursive elements reminiscent of Donald Trump and Nicolás Maduro. These include attacks on the media as purveyors of disinformation, critiques of the judicial system as politically conspiratorial, and accusations against the opposition of manipulating both institutions via the *fachosfera*. Sánchez's rhetoric employs strongly negative evaluative language, laced with disdain, to cast doubt on the health of Spanish democracy, aligning with textbook populist strategies.

This paper argues that such developments reflect a broader trend of populist influence reshaping political discourse in Spain, raising critical concerns about the implications for democratic practices and institutional stability.

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Panel H-5

Re-creation of a Poet's Style: Translations of Du Fu's Poems by Stephen Owen from the perspective of Functional Stylistics

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Abstract

Functional stylistics explore issues of literary styles from the perspective of Systemic Functional Linguistics. (Lin and Sotirova 2016, 57) It has been largely adopted to explore stylistics issues in Translation Studies to investigate the patterns of linguistics preferences by translators. (Ma and Wang 2020; Lin 2014) The paper aims to examine and compare the stylistic shifts in Stephen Owen's English translations of four Du Fu's poems, namely *Gazing on the Peak* (<望嶽>), *The Army Wagons: A Ballad* (<兵車行>), *View in Spring* (<春望>) and *Lying on My Sickbed in the Boat With a "Wind Illness, Writing my Feelings* (<風疾舟中伏書懷三十六韻奉呈湖南親友>).

These four poems were written by Du Fu at different ages, from *Gazing* in his youth, through *Army Wagon* and *View* in middle ages, and *Sickbed* on his deathbed. By studying the shifts in terms of (1) Transitivity, (2) mood, and (3) theme, the paper will investigate whether Du Fu's style has been re-created in English, and whether Du Fu's ontological stylistics shifts have been reflected. The research will thus evaluate the relationship between translators' language choices and the expression of a poet's style, which proves the applicability of SFL across languages and in poem translation practices.

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Intersemiotic Features of Bilingual Multimodal Discourse from the Perspective of Translation Shift

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Abstract

With the increasingly frequent intersemiotic communications between linguistic and non-linguistic modes in the era of image reading, the characteristics and meaning transmission of multimodal discourse, as well as the features of multimodal discourse translation, have received widespread attention. However, what are the characteristics of different types of bilingual multimodal discourse? What are the intersemiotic features among the source text, target text and image modality? This is one of the key points in exploring the equivalence of ideational, interpersonal and textual meaning in multimodal translation. From the perspective of Matthiessen's discussions on the environments of translation, combined with multimodal discourse analysis theory, this study selects travelling introduction brochure and the catalogue of scenic spots as examples, comparing and analyzing the intersemiotic features of the multimodal

translation in the two discourses. Research has found that at the cultural context level, the translation of introduction brochure focuses more on presenting narrative ideology through linguistic modes, while the translation shift presented in the rank of the clauses in the catalogue enables narrative ideology to be presented through both linguistic modes and image modes; at the level of the meaning system, the intersemiotic features in the introduction brochure are less influenced by image modes, while the translation shift of the theme presents obvious intertextual features between linguistic modes and image modes; at the media system level, the translation shift presented in the delicacy in the catalogue indicates more prominent metaphorical feature than that in introduction brochures. In addition, it has also been found that at the physical system level, the catalogue also shows prominent spatial and linear features in graphic and textual layout. This study aims to further demonstrates and expands the applicability of Matthiessen's discussions on the environments of translation, and also shed light on multimodal translation studies as well as translation practice.

Colloquium

Addressing Issues in Language and Literacy Education

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Abstract

The intention of this colloquium is to introduce and officially launch the *Language and Literacy in Education Network*(LLEN) recently formed in Australia. The Network has been established in response such issues as the disturbing state of language education in school systems, where policy makers are making ill-informed decisions ('back to basics') and commercial publishers are disseminating resources that lack a rigorous, theoretically-informed, current and useful model of language.

The Network will provide a communal space where those involved in the development and application of SFL in educational contexts can come together to share experiences, research and

resources. It also seeks to act as an advocate for SFL-informed approaches to literacy education, particularly in relation to those involved in decision-making around policy design and implementation.

To further these aims, a number of committees have been formed which provide opportunities for all members to contribute to the work of the Network:

- *Teachers' Voices Forum*: creating networks between schools using SFL-based programs and sharing their experiences (e.g. through the Network website, workshops and conference presentations). (Marg Turnbull)
- *The Professional Learning and Materials Production Consortium*: promoting the various enterprises offering professional learning in schools and online; and creating classroom-based teaching materials for use in schools. (Pauline Jones)
- *The Centre for Research and Policy in Language and Literacy Education*: conducting analyses of policy documents, support resources and commercial materials dealing with language education in schools; publishing findings; and supporting research projects in school contexts. (Beverly Derewianka)
- *The Higher Education and Initial Teacher Education Group*: sharing of issues involved in the development, implementation and viability of programs concerned with language in education. (Erika Matruglio)
- *The International Committee*: reaching out to those working with SFL in educational contexts across various regions with a view to collaborating around matters of common interest. (Claire Acevedo)
- *The Outreach Team*: development and maintenance of the website, including currency of content regularly provided by the various committees. (Thu Ngo)

The Network is led by two Executive Officers (Annette Turney and Damon Thomas) and assisted by a Support Committee and an Expert Panel.

Annette Turney will launch the Network and invite discussion with the audience on the achievements and issues encountered in creating the Network, with a view to possible future international collaborations.

Panel I-1

Hasanian ideas applied to visual art: The human figures and theme in Chinese landscape painting

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Abstract

This study argues that a work of visual art, similar to that of verbal art, also has a theme.

Referring to the ideas by Hasan (1985/2011), the study proposes a semiotic system of visual art, which is related to, but distinct from the semiotic system of visual image. In the semiotic system of visual image, lines and shapes made by using different techniques depict entities that fulfil three functions: the representational, modal, and compositional functions. In the semiotic system of visual art, symbolic configuration endows the visually shown entities with deeper, more abstract meanings by creating patterning of patterns in the visual art as a genre, against its artistic and cultural conventions. These meanings help to realize the theme: it is what a work of visual art is about when dissociated from the particularities of that work. In a way of illustration, an empirical study on the landscape painting in dynastic China is provided, with focus on the dotted human figures and how they contribute to the theme of the paintings. The proposed framework takes as its basis ideas from O'Toole (1994/2011) and Kress and Van Leeuwen (1996/2006/2021), and represents an attempt to distinguish visual art and visual image (the boundary between which, it should be admitted, tends to be flexible rather than fixed).

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Construing collective identities bimodally: Notes on characterisation in socially relevant narrative picturebooks

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Abstract

Drawing on Van Leeuwen's (2008) bimodal approach to the representation of social actors, this paper delves into how characters in socially relevant picturebooks are depicted in reference to membership to a certain social group. Socially relevant picturebooks are those addressing socially relevant topics such as gender identity, migration or climate change. These picturebooks have recently started to receive scholarly attention from an SFL perspective, typically from an integrate framework combining Halliday's (2004) approach to language as a social semiotic and Kress and Van Leeuwen's (2006) visual social semiotics, as refined by Painter, Martin and Unsworth (2013) for picturebook narratives (e.g. Moya-Guijarro, 2014; Moya-Guijarro & Ventola, 2022). Narrations are typically developed in them around the interaction of characters, some of which can be interpreted as embodying a "collective identity" (Koller, 2012), such as racist or homophobic characters, which represent different types of social actors.

Previous works on socially relevant picturebooks has focused on aspects of meaning making such as interpersonal and compositional meanings (e.g., Martínez Lirola, 2022a, 2022b).

However, the experiential/representational construal of characters, particularly from a logogenetic perspective, still remains understudied, in spite of the assumed educational potential of these books for harnessing empathy and understanding of diversity and social justice in young readers. This paper stems from previous work on bimodal characterisation in picturebooks from a representational and narratological perspective (Elorza, 2022, 2023), and aims to gain a deeper insight into bimodal portrayals of characters in children's narratives from a social perspective. In this way, the focus is set on how the characterisation of social actors is exploited by authors in terms of the affordances of intertwining visual and verbal choices for construing nuanced composite representations of collective identities cumulatively along the narrations, thus avoiding verbally explicit "moral evaluation" (Van Leeuwen, 2008) and favouring more critical inquiry-based readings instead.

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Panel I-2

Liquid language learning motivations: An ethnographic and SFL study of Chinese visiting scholars' shifting efforts in improving English

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Abstract

Using an SFL-inspired framework to explore linguistic choices and motivation as socio-semiotic resources shaped by contextual demands, this study investigates the dynamic shifts in language learning motivation among Chinese visiting scholars during a one-year academic sojourn in the UK, followed by their return to China. An ethnographic approach encompassing participant observations and in-depth interviews is adopted to examine how these scholars adjust to the linguistic demands of their host country, i.e., the UK, and how their motivations and efforts change upon returning to China. The theoretical lens of "liquid modernity" is adapted to conceptualize motivation as fluid and context-dependent, paralleling SFL's metafunctional orientation where language use adapts to changing social roles and situational contexts. Findings highlight significant motivational shifts: in the UK, strong motivation for improving English proficiency was observed due to academic and daily survival needs in an English-dominant environment. Nevertheless, upon their return to China, the reintroduction of a familiar Chinese-dominant context and the lack of time and space for learning English abruptly diminish their motivation. The concept "liquid language learning motivation" is coined to capture motivation as a dynamic interaction between social context, linguistic resources, and personal identity construction. This concept enriches the SFL focus on language as a social semiotic system by linking it to transnational mobility and identity negotiation. The study contributes to SFL-related discussions on discourse analysis, language education, and mobility. It underscores how global flows and localized contexts influence learners' evolving relationship with language learning, highlighting implications for educational policy, intercultural communication, and transdisciplinary research in language motivation and identity.

Enhancing Basic Writing Skills in MBA Students through Responsible AI and Systemic Functional Linguistics: A Pilot Study

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Abstract

As Artificial Intelligence (AI) becomes increasingly embedded in education, its role in shaping students' writing skills has drawn both interest and concern. This paper explores the responsible use of AI tools to enhance basic writing skills in postgraduate students, drawing on a pilot study

involving five MBA students identified as low performers in a term test. While AI tools are widely used by both educators and students—for content creation, instructional support, and academic writing—their uncritical or excessive use can hinder genuine skill development. This study advocates for a guided and ethical integration of AI, referred to here as Responsible AI, to support learning rather than replace it.

A key feature of this intervention was the integration of Systemic Functional Linguistics (SFL) as a foundational framework. Students were introduced to the importance of using context-based language and were guided to analyse the three metafunctions of language—ideational, interpersonal, and textual—to understand its meaning-making potential. These tools enabled learners to gain a deeper awareness of how language operates in academic and professional contexts.

In tandem, students were trained to use AI-powered platforms to support the comprehension and application of these linguistic principles. Through structured, supervised sessions, they used AI tools to improve grammar, coherence, and academic tone. The AI was employed not as a shortcut, but as a scaffold for language development, ensuring students remained actively engaged in the learning process.

The results demonstrated that combining SFL-based instruction with guided AI use significantly improved students' writing performance. This paper contributes to current deliberations in linguistics, education, and AI ethics, emphasizing AI's potential as a pedagogical tool when used responsibly and intentionally.

Keywords: academic writing, Systemic Functional Linguistics, responsible AI, AI-assisted learning, postgraduate education, writing pedagogy

Panel I-3

A Systematic FGD-SFL Framework for Analyzing Verbal–Bodily Synchronization in E-Commerce Livestreaming

LIUSHUANG YANG, Arianna Maiorani, Jessica Robles

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Abstract

E-commerce livestreaming is a highly interactive semiotic practice where meaning is constructed through rich language and bodily expression coordination in real-time between streamers and

audiences. However, there is currently very little research that focuses on creating a systematic framework for capturing dynamic bodily expressions and verbal coordination in real-time. To bridge that gap, the study integrates Functional Grammar of Dance (FGD) (Maiorani, 2021a) with SFL, extending SFL to movement-based interaction. This study examines how Chinese e-commerce streamer Jiaqi synchronizes verbal and bodily movements to construe experience, establish relationships, and structure coherence in multimodal communication (Kress & Van Leeuwen, 2001). His structured presentation, expressive body language and distinctive linguistic style have attracted a massive following, making him a compelling case for analysis. Unlike most livestreaming visual analysis models that rely on static visual images, focusing on frozen action representations to infer interactions. This model develops a systematic framework that examines on the streamer's bodily movements (Maiorani, 2021a), as dynamic, meaning-making resources, emphasizing their communicative aspect beyond mere presentation. Within this model, bodily movement and language are equally fundamental meaning-making resources rather than supplementary elements. By integrating FGD and SFL, this study systematically explores multimodal interactions, identifying synchronization patterns between verbal and bodily movements in livestreaming discourse.

This model extends FGD beyond dance to different types of movement-based communication, providing a structured analytical framework to optimize verbal-bodily movement interaction strategies and enhance multimodal communication effectiveness. Beyond its methodological contributions, it aims to be a versatile analytical tool adaptable to dynamic multimodal contexts, including online education, interactive media, expanding FGD-SFL's interdisciplinary applicability.

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[A Social Semiotic Approach to Dynamic Handwritten Annotations in Recorded Classes](#)

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Abstract

Recorded lectures, different from heavily edited educational videos or animation, are recorded live via teleconferencing software such as Zoom. Despite the presence of visual aids and teacher narration, the technological tool limits other means of meaning-making (e.g., teacher presence, whiteboard writing, teacher-student interaction). In this context, an understudied semiotic resource is dynamic handwritten annotations by the teacher. Such annotations function to complement static visuals (e.g., slides) and speech, adding a sense of personal touch to the static content. Adopting a social semiotic approach, this paper investigates how such annotation features supplement or complement other semiotic resources in recorded lectures.

The main aim of the paper is to map out the relationship between the expression plane and content plane of dynamic handwritten annotations with respect to logico-semantic relations. First, the paper highlights the constraints of spontaneous handwriting in recorded lectures (e.g., no zooming in/out, moving around the screen, or realising complex pictorial elements). In addition, these annotations are constrained in terms of change in animation (He & van Leeuwen, 2020), e.g., time, space, position, form and luminance. Therefore, the paper proposes an expression system of annotations based on a co-selection of TYPE (verbal or abstract), POSITION (adjacency or overlay) and DIRECTION (linear or curved). The system seeks to describe how annotations are present and posited in relation to static contents, and analyse the annotations in recorded lectures from the disciplines of EAP, communication studies, linguistics and marketing.

This paper contributes to multimodal studies on digital classrooms: (i) to illustrate how telecommunication technology affords and constrains classroom recording; (ii) to typologise annotations as expressions to connect with static visual aids logically, and (iii) to provide insights into how teachers can optimise this additional semiotic resource to explain and clarify ideas in recorded lectures.

Panel I-4

CRITICAL VISUAL LITERACY IN TECHNICAL SCHOOL CURRICULA: the implementation of the pedagogical sequence IMAGE

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Abstract

Given the challenge of fostering visually literate citizens, this oral presentation discusses a didactic sequence (Zabala, 2010) entitled *IMAGE*, which stages have been developed in English language classes at a federal technical secondary school in Brazil. The implementation of this pedagogical practice aims at helping students move from a mere consumption of images to a questioning analysis of their meanings to identify the influence images may have on different social contexts. The stages of the proposed pedagogical approach are Integration, Materialization, Analysis, Generation and Expansion (the acronym IMAGE) and their activities are founded mainly on the theories of Multiliteracies (New London Group, 1996; Kalantzis & Cope, 2012; Rojo, 2012) and the theories of Critical Pedagogy (Freire, 1996; Giroux, 2011). In addition, the implementation is guided by the theoretical and functional support of The Grammar of Visual Design (Kress & Van Leeuwen, 2021). The critical reading of images has empowered students to develop a deeper understanding of the meanings of the images in multimodal texts and has encouraged a more conscious and active context for the technical secondary school curricula.

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Affiliation and action in a time of climate emergency: How TikToks are being used to construct a sense of belonging and a sense of urgency

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Abstract

In recent years, the micro-video platform TikTok has emerged as a hub for self-expression and activism around the climate emergency (Basch et al., 2022; Hautea et al., 2021). Young media creators are increasingly producing videos and memetic content to respond to the growing crisis, communicating their concerns and articulating the threats to come (Sun et al., 2024). Although researchers have started to look at the climate messages communicated on TikTok from a content perspective (e.g. Huber et al., 2022), the role these micro-videos play in the expression of identity and negotiation of social affiliation has been little studied, despite the frequency with which they are used to communicate pro-social stances (Nguyen, 2023) and complex emotions (Brown et al., 2022). To analyse these videos, we draw on Systemic Functional Semiotic approaches to multimodal phenomena. This approach is grounded in Halliday's (2014) theorisation of language as functional, contextualised and semiotic and van Leeuwen's (2008) semiotic theory of social practice. One of the most salient aspects of these micro-videos is that they table certain 'bonds' around which viewers can rally or reject (Stenglin, 2011a). As such, they are important sites of 'ambient affiliation' (Zappavigna, 2019) and provide users with opportunities for taking real-world social action. They also often incorporate 'bonding icons' (or more recently, the portmanteau 'bondicons'), which are "social emblem(s) of belonging" (Stenglin, 2011a, 50) that carry and construct values and attitudes (Stenglin, 2011b). Bondicons can be graded along three clines: local to international; affectual intensity (low to high) and social function (privileging to rallying) (Stenglin, 2011b). This talk will closely analyse three TikTok micro-videos and explore how their semiotic resources and affiliative strategies are used in order to construe a subjective response to the climate emergency and to develop a shared discourse around climate action.

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Panel I-5

Academic Reading Circles: Engagement, Evaluation, Interaction Patterns and Student Perspectives

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Abstract

Reading Circles were designed to encourage young readers to engage with texts and each other by allocating roles while reading and responding, producing a more equitable framework for understanding and discussion (Burns, 1998). Academic Reading Circles (ARCs) direct competent readers, enabling collaborative knowledge-building and giving talk around text a clearer structure (Cowley-Haselden, 2020; Seburn, 2016). Typical roles allocated in ARCs include Connector (to other ideas), Conversation Starter (or discussion chair), Summariser, Visualiser (to re-semiotise key aspects of the reading) and Wordsmith (to clarify jargon and difficult vocabulary). In the context of multilingual students attending an MA TESOL course in the UK, we compare discussion between students in ARCs to similar less structured classroom discussions to assess the impact of ARCs on the Appraisal resources of Engagement and Evaluation (Martin and White, 2005) as well as patterns of interaction. This presentation explores preliminary results of textual analysis, analysis of interaction patterns and student survey responses to this methodological intervention. It outlines implications for negotiating stance in HE student interaction, for tertiary level pedagogy which aims to promote more equitable engagement and for the use of ARCs in multilingual groups in higher education.

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Intermodality in Practice: Understanding the Roles of Drawing and Writing in Early School Compositions

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Abstract

This presentation explores how young children (Grade 1, ages 7–8) construct meaning through intermodal interactions between alphabetic writing and drawing (c.f. Kress & van Leeuwen, 2006). Grounded in Systemic Functional Linguistics (Halliday & Matthiessen, 2014), we introduce a metalinguistic framework for analyzing the affordances and intermodal relations in children’s descriptive texts (c.f. Daly & Unsworth, 2011). Addressing the need for a metalanguage (e.g. Macken-Horarik, 2016) to support multimodal literacy development, our framework distinguishes four intermodal categories: Concurrency, Complementarity, Divergence, and Inactivity, each reflecting how meaning is distributed or shared across modes. The analysis of 100 multimodal texts reveals a diversity of intermodal relationships. While most texts display word-driven intermodality, a significant portion showcases image-driven or combinatory relations, challenging the traditional primacy of alphabetic writing (Christianakis, 2011). Complementary intermodal patterns, particularly Integrative and Distributive Complementarity, highlight the distinct yet cooperative roles that drawing and writing play in meaning-making. The findings suggest that children strategically use both modes, depending on the communicative task and their individual competencies.

By applying SFL’s perspective on ideational metafunction to categorize processes across modes—such as material, relational, verbal and mental processes—we provide detailed insights into how children’s choices in one mode influence and interact with the other. This framework has practical implications for educators, enabling them to scaffold early multimodal literacy by recognizing and assessing the full communicative potential of children’s compositions.

Our study underscores the importance of integrating multimodal perspectives into early literacy instruction to foster richer, more inclusive classroom practices. Understanding the interplay between drawing and writing provides a critical step in broadening traditional approaches to teaching and assessment, helping students navigate today’s multimodal textual landscape.

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Colloquium

Systemic Functional Semiotics for EAP: From Theory to Practice

Speakers: Gail Forey, Erika Matruglio, Namala Tilakaratna and Laetitia Monbec

Abstract

Systemic Functional Linguistics (SFL) and SFL Genre pedagogy have a rich history and significant impact in literacy education in various contexts (Coffin & Donohue, 2014; Dreyfus et al, 2016; McCabe, 2021). Yet, despite claims that SFL is part of the English for Academic Purposes (EAP) knowledge base, its widespread use in EAP practice is less evident. Several reasons have been advanced for this uneven uptake including the theory's complexity (Macken-Horarik, 2011; Monbec, 2022) and a resistance to a linguistics that is social and political and aims to effect social change by empowering disadvantaged students (Acevedo, 2000; Martin, 1998; Monbec & Ding, 2025). In this colloquium, we aim to discuss these and other potential hurdles, specifically the low visibility in pedagogical publications of the theory's ontological constructs and its overall connected architecture in relation to teaching practice and to social aspirations. Occluding this foundational knowledge might cause practitioners to feel ill-equipped as they design flexible and context-relevant recontextualization to 'make it work' (Martin, 1998, p.418).

These themes are the focus of the JEAP Special Issue 'Systemic Functional Semiotics: From Theory to Practice', and the panel consists of contributing authors to the Special Issue and the guest editors. The discussion is relevant to language educators, and anyone interested in discussing SFL visibility and recontextualisation.

Dr Namala Tilakaratna and **Dr Laetitia Monbec** will problematise the uptake of SFL in the field of EAP practice and discuss the different challenges they have encountered, for example how practitioners' knowledge base and ontological orientation to language might impact their engagement and application of SFL into their educational practice. They will also discuss examples of recontextualization of SFL in EAP practice that attempt to exploit the connected architecture, the relation between semiosis, the social world and consciousness, and the theory's social aspirations.

Dr Erika Matruggio will demonstrate how the SFL concepts of individuation and stratification have been recontextualised in curriculum design and pedagogy in a postgraduate course for international students in Australia. While the concepts themselves are not named or taught discretely as technical linguistic concepts, they permeate the subject which aims to add to students' repertoire of culturally specific texts and practices, providing access to an *additional* Australian academic sub-culture. It is argued that an approach to course design which teaches language use as choices of meanings rather than rules is critical in an international context where practices differ between contexts, so that students may have greater control over the degree to which they choose to affiliate with different academic communities (Durkin 2008).

Prof Gail Forey As argued Systemic Functional Linguistics (SFL) offers valuable insights into the language demands embedded in subject-specific knowledge, supports curriculum access, and profoundly benefits teaching and learning (Forey, 2020; Forey & Cheng, 2019; Gebhard, 2019; Gebhard & Blaisdel, 2022; Humphrey, 2017, to name a few). However, the integration of SFL terminology and metalinguistic resources in the classroom remains contentious. This paper examines key challenges hindering SFL's broader adoption, including, fragmented and underfunded professional development (PD) for educators, and the need for senior leadership to prioritize long-term investment in PD over short-term solutions, emphasising the importance of scaffolded PD. Additionally, I address misconceptions, such as the belief that SFL metalanguage is overly complex and that SFL constrains creativity. Building on compelling studies conducted in Australia and the UK, I draw on data from schools in Australia, Hong Kong, and the UK to illustrate the positive impact of embedding SFL metalanguage through a whole-school approach. Additionally, I highlight the importance of integrating the teaching and learning cycle (TLC) as a professional learning cycle (PLC) to support effective implementation. A well-implemented PLC equips teachers with the tools to successfully apply SFL in the classroom. I conclude by

exploring how teachers, researchers and academics can work collaboratively to strengthen SFL's role in mainstream education in a more cohesive and sustainable manner.

Bios:

Dr Erika Matruglio is an Associate Professor in the School of Education at the University of Wollongong, Australia. Her research explores connections between language, knowledge, and values and the disciplinary bases of these connections using the complementary theories of Systemic Functional Linguistics and Legitimation Code Theory. Her publications engage with topics such as the nature of classroom discourse, conditions which enable cumulative knowledge building, disciplinarity and the demands of writing in the disciplines.

Dr Namala Tilakaratna is an Associate Professor in the American University of Sharjah, UAE and has extensive expertise in higher education research with a focus on students' learning of academic English, critical thinking, and reflection skills. Engaging in research across education, linguistics (social semiotics), and literacy, she has shared work in diverse international contexts, including Australia, South Africa, and Singapore. She served as a senior lecturer in the National University of Singapore (NUS) from 2018 to 2023.

Prof Gail Forey is currently Associate Dean (Education), Faculty of Humanities and Social Sciences and Professor of Applied Linguistics, Department of Education, at the University of Bath. Through her research Gail is committed to conducting applicable epistemically just research which democratizes education and makes a positive impact for both the participants and researchers. Adopting this approach, she is currently the Principal Investigator for the *Disciplinary Literacy & Corpus-Based Pedagogy: The BAWESS (British Academic Written English Secondary School) Corpus (The BAWESS Project)*.

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Panel J-1**Longitudinal Outcomes of a Genre-Based Approach on EFL Writing Performance**Akiko Nagao

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Abstract

This study investigates the longitudinal impact of a Systemic Functional Linguistics (SFL)-oriented Genre-Based Approach (GBA) on English as a Foreign Language (EFL) learners' academic writing performance, particularly in the discussion essay genre. It explores how much genre-specific writing knowledge learners retain three to four years after completing SFL-GBA instruction. Participants included Japanese university students from two cohorts (experimental groups) exposed to SFL-GBA and a control group that received skill-based instruction. Using a mixed-methods approach, the study analyzed 102 essays through pre-, post-, and delayed-post writing tasks, focusing on linguistic complexity, genre adherence, and academic conventions. Findings revealed that experimental groups exhibited significant long-term gains in lexical richness, academic vocabulary usage, and structural coherence compared to the control group. Specifically, learners demonstrated enhanced lexical variety (79.94%) and increased use of academic vocabulary (99.5%), coupled with reduced reliance on personal pronouns (e.g., "I" decreased by 75.1%). These improvements highlight a lasting shift toward formal academic conventions, such as the integration of evidence and advanced discourse markers. Furthermore, experimental group participants maintained the ability to construct well-organized essays in the discussion genre, emphasizing logical argumentation and balanced perspectives.

This research underscores the efficacy of SFL-GBA in fostering durable academic writing competencies. It contributes to EFL pedagogy by demonstrating the approach's role in equipping learners with transferable genre knowledge, which endures beyond instructional contexts. Addressing the gaps in longitudinal research, this study provides critical insights into the potential of SFL-GBA to sustain learners' proficiency in academic writing (Halliday, 1994; Hyon, 1996). These findings advocate for the broader adoption of genre-based pedagogy in EFL settings, emphasizing its ability to cultivate genre-specific linguistic resources and genre awareness over the long term.

Presence and Mass in Secondary Student Writing in Science and History

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Abstract

Presence and Mass in Secondary Student Writing in Science and History

Concerns in education include students' ability to write texts appropriate to the field, tenor, and mode of academic writing, to demonstrate understanding through the packing and unpacking of terms, and to hypothesize about alternative states of affairs. These concerns increase when students learn subject matter in a second language. This paper presents results of analysis of student writing in history and biology in English within Spain's bilingual school program, specifically from students in the first year (ages 12-13) and fourth year (ages 15-16) of obligatory secondary education. This comparative cross-sectional study analyses 50 texts from each disciplinary area in the two focal years, totalling 200 texts from 12 schools across Spain, with a specific focus on students' expression of the Cognitive Discourse Function *explore* (Dalton-Puffer, 2013), the ability to hypothesize about past and present situations. The data was analysed for the Systemic Functional Linguistic concepts of *presence* and *mass* (Martin, 2020; Martin & Matruglio, 2020) as manifested through the ideational and textual metafunctions of the clauses and nominal groups.

Presence, which indexes the Legitimation Code Theory (LCT) construct of semantic gravity, was analysed through the (non-) congruence of the situation expressed in each clause and by exophoric vs. endophoric reference as established through the nominal groups. Mass, which indexes the LCT construct of semantic density, was analysed through the buildup of condensation of meaning via given (compared to new) Themes across clauses, as well as through the types of endophoric reference in the nominal groups, and the degree of technicality these encoded.

Preliminary results show significant differences in meanings expressed through clauses and nominal groups, across years, with less presence and greater mass in year 4. We further compare the two disciplinary areas, ending with suggestions for a pedagogical focus on semantic waving across disciplines and years of schooling.

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Relating Dalton-Puffer's Cognitive Discourse Functions to Hasan's Message Semantics:
exploration with science writing in a CLIL environment

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Abstract

We are exploring different aspects of teaching and learning within Content and Language Integrated Learning (CLIL) environments. In particular, we are concerned with how Spanish secondary students respond to prompts in English within a content subject, in this case a sub-area of physics, Materials.

Dalton-Puffer's cognitive discourse functions (Dalton-Puffer 2013; Evnitskaya and Dalton-Puffer 2023) have become an important tool for understanding the relationship between the cognitive demands and the language needed for specific tasks in education. In SFL terms, Dalton-Puffer proposes a set of 7 basic cognitive-linguistic tasks that will tend to be realised through specific linguistic formations, e.g. classify, describe, report and evaluate. In some respects, CDFs can be considered a kind of "micro-genre".

In this study, we explore how secondary school students in their second year respond to prompts in the area of Materials, designed to elicit responses of Define, Explain and Explore CDFs. UAM Corpustool was used for linguistic analysis of a corpus of 69 responses (9,634 words) from 13 schools across Spain. Within each text, sections were coded as to the CDF the part was responding to. Secondly, each move was coded in terms of speech functions along the line of Hasan's message semantics (e.g., Hasan, 1996), in terms of categories such as explain, specify, probe, etc.). Responses have also been ranked by content teachers, and this information was entered in the software. We used this information to compare typical response patterns of high ranked responses to low ranked responses, for each prompted CDF. The talk will report these results, particularly as to how poor responders fail in their use of speech functions to appropriately satisfy the CDF.

The study is intended to not only explore how students optimally or suboptimally respond to prompts. It also has the goal of relating two approaches to discourse analysis, that of Dalton-Puffer's Cognitive Discourse Functions at a macro level, and Hasan's Message Semantics at a micro-level.

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Panel J-2

Field relations in lawyers' courtroom discourse: Understanding fact construction

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Abstract

Facts of legal cases are formulated in courtroom interactions. The factual propositions made by the lawyers are grounded in the admissibility of evidence through subsuming the legal elements and remapping the realities in the real world. Field is a contextual variable realizing ideational meanings through construing phenomena of social activities, items, and their properties. The study of field elements constructed in case facts manifests the internal relations of phenomena, which contribute to the judge's determination of the key elements in lawyers' grounds of reasoning and the logical relations between these grounds and their claims. Drawing on the FIELD system from Systemic Functional Linguistics and the ideational dimension of the court trial register, this paper proposes a theoretical framework to analyze how the lawyers in China's court trials construe case facts in terms of field elements and their interrelations. The findings suggest that lawyers construe different types of field elements and their interrelations to explain the three fundamental elements of evidence (i.e., authenticity, relevance, and legality). These field elements further distinguish between everyday case realities and facts with legal significance. The lawyers' purpose of construing case facts through field elements and their interrelations is to increase the technicality and rationality of trial examination, thereby providing the court/judge with key elements for adjudicating facts and facilitating the efficiency and justice of the final verdict.

“Queer strange, or queer gay?” – A diachronic mixed-method perspective on linguistic representations of queerness in scripted North American television shows

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Abstract

Due to the carefully planned, practiced, and edited nature of scripted television shows, their use of language can be assumed to be purposeful and self-aware to a high degree (Marshall and Werndly 2002, 78). As such, “TV dialogue” (in the sense of Bednarek 2018, 7) can be assumed to allow us to understand “how language used in television texts connects to a world outside the text” (Marshall and Werndly 2002, 94). Meanwhile, the influence that behaviours witnessed on TV may have on the behaviours and opinions of a viewer has been well documented (e.g.

Bandura 1977), especially with regards to the representation of marginalized groups (e.g. Pugh 2018, Battles and Hilton-Morrow 2002).

Accordingly, this recently submitted PhD thesis project investigates linguistic representations of the queer community in scripted North American television shows contained in the *TV Corpus* (Davies 2021) from a diachronic perspective and using a mixed-methods approach in two stages: It draws on elements of both corpus and critical discourse analysis so as to “provide a systematic analytical framework and empirical data for talking about the expression of ideology through dialogue in episodic television” (Bednarek 2015, 227).

As such, the project combines a large-scale diachronic analysis of selected current terms for queer identities via quantitative frequency measures, collocates, and extensive manual annotation for semantic meaning (e.g. Wodak and Meyer 2009, 30) with a more fine-grained comparison and discussion of the role of queerness and prominent queer characters in long-running TV shows (following e.g. Leap 2015). This talk in particular will consolidate findings from both stages in order to offer insight into the interplay between scripted TV dialogue, some of its ways of representing queerness, and real-world socio-political change.

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Functional Semantic Configuration of Lawyers' Persuasion in Fact Reconstruction: An Analysis of Nuclear Relations

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Abstract

Factual reconstruction refers to the discursive process by which participants in a court trial construct their experience around facts, evidence, and laws through linguistic choices. As key participants in trial, lawyers primarily strive to garner the judges' recognition for the fact they reconstruct, the evidence they present, and the laws they invoke. This persuasive endeavor is rooted in lawyers' transmission of experiential meanings about pertinent facts, evidence, and laws during trial fact reconstruction, which is embodied by functional semantic configurations. This study develops an analytical framework that integrates the nuclear relations in Systemic Functional Linguistics with the contextual factors of lawyers' persuasion to investigate the functional semantic configurations of lawyers' persuasion and their persuasive effects in trial fact reconstruction. It identifies six prevalent types of functional semantic configurations that typically emerge during specific trial stages. These semantic configurations serve as a reliable indicator of lawyers' objective – namely, to secure recognition from judicial officers – while also adapting to the stage-specific requirements and conforming to established professional codes of ethics. As a result, these configurations yield effective persuasive outcomes.

Panel J-3

Evaluation and argumentation in contemporary sermons: Applying Appraisal model to Slovenian-language texts

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Abstract

Sermons play a central role in all world religions and, consequently, in human life, shaping the behaviour and values of many people. To date, researchers of contemporary sermons have largely focused on investigating various aspects, including appraisal (Ethelston 2009), metadiscourse (Malmström 2014), and hedging language (Malmström 2015). Most studies on contemporary Christian sermons have been based on English-language data. This contribution shifts the focus to Slovenian-language corpora of contemporary sermons, exploring their persuasive power. The dataset comprises 50 Catholic sermons delivered during Sunday church services, broadcast approximately once a month by the Slovenian national television network from various churches across Slovenia. Using a corpus tagger alongside qualitative, manual annotation of evaluative language based on the framework defined in *Appraisal Theory* (Martin & White 2005), I examine the couplings of evaluation (expressions of *Attitude*) and dominant human entities (expressions of *Ideation*). First, I outline some challenges in applying *Appraisal Theory* to the corpus of Slovenian sermons. The analysis then focuses on identifying recurring evaluative patterns that depict Jesus Christ as a virtuous figure representing the positive pole. In contrast, the emotions and character traits of other biblical figures and contemporary participants are evaluated as either positive or negative, depending on their alignment with the ideals of obedience, righteousness, love, and faith as required by God. The structuring of sermons into a system of positive and negative frames is analysed through the lens of Aristotle's inductive reasoning in *Rhetoric* (Book II) and considered in relation to the preacher's Christian worldview and the broader ideological framework of sermons.

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The Halliday & Hasan Archive: Establishing and making publicly available materials from the estates of MAK Halliday & Ruqaiya Hasan

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Abstract

This talk will report on an ongoing project working to establish The Halliday & Hasan Archive. The Halliday & Hasan Archive arises from a large quantity of materials left in the estate of MAK Halliday & Ruqaiya Hasan, ranging from the 1950s to the 2010s, and aims to develop both a physical archive that is accessible to researchers and a digitised repository of materials that is publicly accessible to all. This talk will report on the development of this archive and the work being done by the Halliday & Hasan Archive Working Group, including physical cataloguing, fundraising, placement with the National Library of Australia, digitisation and the development of a public interface for accessing the materials. The talk will also illustrate some of the wide range of materials housed in the archive, including unpublished, draft and pseudonymous manuscripts, notebooks and research notes, correspondence, teaching notes, transparencies and handouts, data and handwritten records. It will conclude by stepping through the next steps for the project, including remaining challenges in building toward the materials being publicly available.

“The data shows that”: projecting patterns in academic articles across disciplines

shaojie zhang

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Abstract

This study examines the use of *projecting patterns* in academic writing across four disciplines: Biology, Linguistics, Media & Communication, and Information Science. Adopting a Systemic Functional Linguistics (SFL) perspective, this research explores how writers use *that-clauses* to project evaluation and construct knowledge. By analyzing 4,000 instances of *that-clauses* (1,000 from each discipline) randomly selected from the online DEAP (The Database of English for

Academic Purposes) corpus, this study sheds light on how different disciplines use projecting clauses as tools for expressing knowledge claims and negotiating knower interactions.

Our findings reveal that academic writers predominantly use *projecting patterns* to express their epistemic stance towards current claims, previous claims, and methods/theories, with verb predicates most frequently controlling these projections. Biology overwhelmingly uses relational verbs, reflecting the discipline's emphasis on factual reporting and the establishment of relationships in scientific findings. Information Science and Linguistics employ more mental verbs, indicating cognitive processes involved in interpreting data and theorizing method. Media writers, on the other hand, rely more on verbal verbs to engage readers and project personal voices. Adjectives are the least common controlling words across all disciplines but play a crucial role in expressing certainty or tentativeness in knowledge construction. Our analysis also highlights the distinction in how current claims and previous claims are attributed. The result indicates that writers prefer to generalize their findings while giving credit to human sources when discussing prior research.

Biology and Information Science emphasize empirical evidence and data-driven analysis, traditionally seen as hard science characteristics. Conversely, Linguistics and Media & Communication, generally regarded as soft sciences, emphasize individual voices, interpretive analysis, and personal responsibility. However, Linguistics is increasingly adopting empirical research methods, particularly through data-driven analysis, challenging the traditional divide. It is hoped that our findings offer pedagogical implications for novice writers and instructors.

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Panel J-4**L2 Learners' Reflections on Criticality and Authenticity in English Academic Writing**Siti Mahripah

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Abstract

Criticality and authenticity are widely perceived as essential elements that shape academic English discourse, including academic writing. However, despite this critical function, addressing these two aspects has been reported to pose substantial challenges for learners, not only to native English speakers but even more significantly to second language (L2) learners (see e.g. Durst, 2019; Graham, 2022, Hyland, 2019; Sardi, 2023). Drawing from various data sources obtained from two EAP classes offered by the University of Glasgow, this paper thoroughly explores L2 learners' understanding of criticality and authenticity in their English academic writing, as well as how they navigate and develop these two aspects throughout their learning journey in the course.

Findings indicated that L2 learners' understanding of criticality and authenticity in English academic writing has shifted throughout their learning journey. Various factors, such as prior academic experience, first language rhetorical traditions, personal engagement with critical thinking, and familiarity with Western academic conventions, have been described to influence their understanding. While presenting different views has been reported to be the manifestation of their criticality and authenticity, little has been discussed related to their deeper analysis or synthesis, particularly in terms of their ability to integrate multiple perspectives in a structured and coherent manner. Among these L2 learners, their challenges were mostly attributed to a lack of familiarity around the language use and conventions of English academic writing. Hence, throughout the course, they tended to focus more on building their skills and competence in these areas. Literature has shown that explicit instruction is believed to contribute to helping these learners obtain these skills (see Hyland, 2019; Schleppegrell; 2014). Therefore, future research could be directed to explore how different instructional approaches affect L2 learners' development of criticality and authenticity in their academic writing.

Syntactic Complexity in Argumentative Writing by Chinese EFL Learners

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Abstract

This study conducts a preliminary investigation into the relationship between the use of conjunction and syntactic complexity in argumentative writing by Chinese EFL learners at different proficiency levels. In previous studies, it has been revealed that learners with varying proficiency would produce distinct syntactic structures. To deepen this understanding at the clausal level, the current study employs the Second Language Syntactic Complexity Analyzer (L2SCA) to provide an initial overview of syntactic complexity in writing. Analysis of conjunctions is conducted subsequently based on the framework from Systemic Functional Linguistics (SFL) to examine the meaning-making processes between clauses. The findings show a correlation between conjunction usage and syntactic complexity, suggesting the potential of conjunction as an indicator of the proficiency and semantic relations among clauses.

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Teacher transformative agency through genre-based professional development

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Abstract

Professional development programs centred on Systemic Functional Linguistics (SFL) and genre pedagogy have consistently demonstrated that teachers' understanding of SFL enhances their awareness of how texts construct meaning within specific contexts (Accurso & Gebhard, 2020). This awareness, in turn, leads to an improved capacity to design, deliver, and assess instruction across various curriculum areas and educational settings (Derewianka et al., 2024; Schlepppegrell, 2017). While ample research highlights the learning gains associated with SFL-based teacher preparation, the processes driving teachers' adoption of SFL knowledge and pedagogy remain underexplored. Although some studies describe aspects of this development (Acevedo, 2020; Brisk et al., 2021), they rarely examine the volitional component—the "why" behind teachers' decisions to transform their practice. This gap has resulted in little understanding of the motives that trigger teachers' agency to embrace SFL-based teaching. This study directly addresses this gap by documenting how Yina, a teacher educator at an English as Foreign Language teacher preparation program, acted to transform her teaching during professional development in SFL. Drawing on the concept of transformative agency from Cultural Historical Activity Theory (Engeström et al., 2020), we analyse how Yina's agency evolved overtime. Specifically, we use data from critical autobiographical narratives, dialogic planning sessions, reflective diary entries, and group discussions to describe how her initial resistance to professional development turned into decisive actions that transformed her teaching, appropriating SFL knowledge and pedagogy. We also highlight the mediating role of both individual motives and collaborative work in shaping this transformation. This study contributes to the theorizing and practice of teacher professional development in SFL-based pedagogy by emphasizing the volitional component of teacher learning, a dimension often overlooked. Furthermore, it underscores collaborative yet self-directed transformation as crucial for sustainable individual and collective teacher change.

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Panel J-5

Bridging Science and Audience: Involvement Strategies in Three Minute Thesis

Presentations

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Three minute thesis (3MT) presentations challenge doctoral students to communicate their scientific research effectively to a non-specialist audience within a strict three-minute limit. To stimulate audience participation, speakers tend to employ involvement strategies. Drawing on involvement in epistemic and relational dimensions, the study constructs an analytical framework and sets out to analyze a corpus of 3MT presentations by medical field winners using the UAM corpus tool. It is found that in the epistemic dimension, speakers tend to involve

audiences by metaphorization to simplify concepts and intensification to strengthen arguments; in the relational dimension, speakers are inclined to involve audiences by non-conductive questions, implicit directives and communitization statements to build rapport and shared atmosphere. The study not only provides an analytical framework for examining involvement in spoken academic discourse but also offers practical insights for ESP teaching, highlighting discursive strategies to help learners communicate specialized content effectively to general audiences.

Keywords

involvement strategies; epistemic involvement; relational involvement; spoken academic discourse

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Meaning negotiation in heteroglossic patterns of student academic writing in Spanish

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Abstract

This paper will focus on the rhetoric potential of student texts from a Mexican University. Our goal is to explore how students take their stance when writing academic genres and how they negotiate meanings with their readers. The study is based on the Appraisal System, in particular, the Engagement Subsystem proposed by Martin & White (2005), which examines how writers

establish a dialogic relation with other authors and with possible readers of the text. The Appraisal Model affirms that voice emissions can be monoglossic, if they ignore the diversity of possible voices around their discourse, and heteroglossic, if they recognize it, in which case they can be dialogically expansive or contractive. In this way, writers convey their position towards the information they transmit, towards the other voices and towards the reader. Our corpus consists of texts written by the students of the Postgraduate MA Program in Applied Linguistics of the National Autonomous University of Mexico. In this paper we shall present two academic genres: monograph and discussion, in one area: psycholinguistics, and we'll discuss semantic discursive features of the analyzed texts and some inferences that can be drawn from the data. The preliminary results show that we can observe a similar balance between the expansive and contractive tendencies in both genres, although there are certain differences within these tendencies and especially as far as contractive strategies are concerned. The analysis performed in the chosen texts reveals semantic discursive patterns that can enrich our comprehension of academic writing practices and contribute both to future research in this area and to teaching academic writing across different disciplines and genres.

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The Construal of Idolatry in New Spain: An Ideational Approach

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Abstract

This paper presents preliminary results on the analysis of two types of texts: sixteenth-century trial testimonies against idolatry, and seventeenth-century anti-idolatry manuals from New Spain, the territory corresponding to today's central Mexico. The texts were analysed from the point of view of the ideational metafunction (Halliday, 1994; Matthiessen, 1995; Halliday & Matthiessen, 2014), considering the systems of both the logical and the experiential meaning strands, namely, the systems of TAXIS, LOGICO-SEMANTIC TYPE, and TRANSITIVITY. Initially, a brief description of the contexts of situation of the texts is presented, in terms of their field, tenor and mode (Halliday & Hasan, 1989; Bartlett, 2014), by which their character as text-types is

established, and some of the analytical difficulties of dealing with the original manuscripts are considered. Then, the results are presented comparatively, starting with tactic and logico-semantic relations, followed by the process type results, as well as two more grammatical variables: clause rank and finiteness. Regarding the first results, the main differences are discussed, primarily those concerned with the use of hypotactic projection, paratactic extension, hypotactic enhancement, and the appearance of hypotactic elaboration in the manuals. With respect to transitivity, the comparison highlights the uses of material, verbal, and mental processes, as well as how they are distributed along finite and non-finite clauses, and also regarding clause rank. Finally, a general reflection on the challenges that the discursive analysis of such texts from the systemic-functional point of view is provided, focused on the necessity of integrating their distant semiotic habitat (vid. Urbach, 2013) via their context of culture, in order to approach them as socially constituted and socially constituting discursive phenomena.

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Panel J-6

The Evaluation of Climate Change in Corporate Environmental Reporting: Exploring Attitude in Corporate Discourse

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Abstract

Climate change has emerged as a critical issue for corporations, leading to an increase in corporate communication showcasing efforts and strategies aimed at enhancing environmental sustainability. In this context, emotions are vital for fostering pro-environmental behaviours (Brosch, 2021).

Corporations have been described as *emotional arenas* in which emotions are “deeply woven into the way power is exercised, trust is held, commitment formed, and decisions made” (Fineman 2000, 2). Moreover, a growing body of evidence suggests that emotions have a significant impact on how individuals respond to climate change (Pihkala 2022). However, the role of emotions is often underestimated in corporate discourse (Wright and Nyberg 2015).

The present study examines the use of attitudinal language in climate-related corporate discourse, elucidating its role in fostering climate actions conducive to achieving environmental sustainability. To this end, the study analyses a small specialised corpus (85,475 words) of corporate texts, which was manually annotated using the UAM Corpus Tool. The study employs the Appraisal Framework to scrutinise the use of attitudinal resources in the CRClim annotated corpus, by looking at the attitude system (Martin and White 2005, 35). The Appraisal Framework originates from Systemic Functional Linguistics (SFL). It is regarded as a unique linguistic theory “to account for the structural, social and developmental features of language within a single coherent [...] framework” (Bartlett and O’Grady 2017, 1).

Findings will concentrate on the linguistic resources employed by corporations to articulate their commitment to addressing climate change in order to respond to the impact of the phenomenon on corporate productivity. Therefore, the investigation of the attitudinal dimension within corporate discourse aims to shed new light on the multi-layered nature of climate change for corporations.

The Therapeutic Benefits of Multilingualism in ASD: helping people on the spectrum reach their fullest potential

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Abstract

Two-thirds of the global population speaks two or more languages (Crystal, 2006; Gilhuber et al., 2023; McGibney, 2023), a sociocultural phenomenon that is likely to continue to rise considering rapid globalization. In addition, it is estimated that 25% of children with Autism Spectrum Disorder (ASD) are being raised in bilingual environments (Trelles & Castro, 2019), and therefore, the question of how multilingualism affects the development of multilingual children with ASD is of particular relevance. Unfortunately, many medical practitioners today continue to advise against bilingualism in children with ASD (Yu, 2013; Jegatheesan, 2011; Kremer-Sadlik, 2005; Bird, Lamond & Holden, 2011; Fernandez y Garcia et al., 2012), notwithstanding the fact there is “no scientific evidence to support the clinical recommendation that a monolingual environment is beneficial for the language development of children on the autism spectrum” (Gilhuber et al., 2023, p.1519). Instead, there is overwhelming evidence that multilingualism is not only *not* detrimental to people with ASD, but rather, that it provides many cognitive, psychological, social, communicative, and linguistic *advantages* for people with ASD (Ohashi et al., 2012; Hambly & Fombonne, 2012; Valicenti-McDermott et al., 2013; Zhou et al., 2019; Siyambalapitiya et al., 2021; Beauchamp & MacLeod, 2017; Park, 2014, Gonzalez-Barrero & Nadig, 2017; Prevost & Tuller, 2022; Carbone et al., 2013; Peresteri et al., 2021; Uljarević et al., 2016; Guasti et al., 2023; Marinova-Todd & Mirenda, 2016; Gilhuber et al., 2023; Sharaan et al., 2021; Vanegas, 2019; Montgomery et al., 2021). Given that language is both a “meaning potential” (Halliday, 1978, p.19) and a “channel” through which children learn social norms of a culture (Halliday, 1987, p.9), knowing multiple languages can provide people with ASD, who often experience social interaction difficulties, more opportunities for successful communication and socialization with a wider population. Furthermore, studies show that imposed monolingualism can actually be damaging in a multitude of ways to the development of children with ASD (Baron-Cohen & Staunton, 1994; Jegatheesan, 2011; Hambly & Fombonne, 2012; Kay-Raining Bird et al., 2016; Yu, 2013; Kremer-Sadlik, 2005; Wharton, 2000). This study follows the development of a young multilingual child with ASD over the course a year, and demonstrates how multilingualism played a key role in helping him make remarkable and unexpected advancements in all areas of his development, far exceeding the diagnostic prognosis.

Attitudinal Analysis of Chinese and British News Reports on the Israel-Gaza War

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Abstract

Israeli-Palestinian conflict in the Middle East stands out as one of the most enduring and complex disputes of the 21st century. Despite being the central focus of world political discussions, this conflict has not received the scholarly attention it deserves. Therefore, this study investigates attitudinal devices used in the coverage of the Israel-Gaza war in China and Britain in light of the appraisal theory of Martin and White (2005). This study aims to reveal the potential bias in media reports by analyzing the frequency and type of the three attitudinal devices of affect, judgment and appreciation in 80 news reports from China Daily and BBC. The study utilized a qualitative corpus analysis using UAM Corpus Tool 6. The findings have shown that the two media use all types of attitudinal devices; however, there were notable differences in their application of affect, judgment, and appreciation. While China Daily mainly uses appreciation devices, focusing on evaluating events and objects, BBC uses more judgment devices, emphasizing ethical evaluation and social norms. In addition, the findings have revealed that BBC showed more negative attitudes and criticism than China Daily, indicating a stance of non-support in their coverage of the Israel-Gaza conflict. These results underscore the important role of media in shaping public perception and highlight the importance of critical news consumption. The study suggests that news organizations should strive to achieve greater objectivity in their news coverage. The current study is significant because its findings hope to enhance our understanding of how media narratives influence public perceptions of war and conflict through language, especially when covering a current world-controversial conflict like the Israeli-Gaza war.

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Panel J-7

Appraisal in English and Chinese political communication: An Investigation of Translation Shifts of Evaluation Language in the Genre of Political Texts

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Abstract

For individual presentation

This research aims to conduct an examination of semantic 'translation shifts' regarding evaluative meanings identified in the translation of Chinese official political documents. It

adopts Appraisal Theory as the central analytical framework and thereby offers a detailed demonstration of how translator make shifts of evaluations in the translation practice. The appraisal theory offers a well-established account of resources for expressing evaluations and the framework is examined through a comparative analysis of a political text in Chinese as the source text (ST) and its English translation as the target text (TT), which are concerned with reporting Chinese government's work released by the Chinese authority. These two texts comprise the first part of the primary dataset, while a third text, consisting of artificial intelligence translations generated by the ChatGPT, will serve as the second part. Specifically, if any translation shifts in evaluative resources are identified during the analysis of the ST and TT, the ST will be re-translated by ChatGPT to compare the similarities or differences between human translation and automated translation. This presentation will provide preliminary findings in addressing these four questions: (1) Are instances of translation shift in evaluative meaning could be observed in the TT. How might these shifts, if any are identified, be characterised and categorised in a systematic manner? (2) Are there identifiable trends in terms of any such observed translation shifts involving evaluative meanings in connect with a particular topic (or particular topics) that occurs regularly in the source and target texts. (3) How might any such translation shifts serve to (re)formulate the Report's evaluative language and potentially suggest a different representation/image of the Chinese government? (4) Do automated translation make same translation shifts where human translators made? This analysis may further contribute to the assessment of political discourse and automated translation.

Variation in circumstantiation over time and in translation

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Abstract

Syntactic complexity occurs at different ranks of a language, such as clause or phrase rank, and its patterning is subject to diachronic change as well as variation due to the process of translation. Sentence length, for example, has been found to decrease over the course of the 20th century in English and German (Biber & Conrad 2019; Polenz 1999). In translation, complexity appears to decrease but also to shift between ranks, such that a reduction of original source text complexity on the clause rank is balanced out by an increase in phrasal complexity in the target

text (Heilmann 2021). However, these tendencies can differ in the register of fiction (for example, Biber & Gray 2011; Liu & Afzaal 2021). This paper presents an investigation of shifts and variation in circumstantiation using a diachronic, bi-directional parallel corpus containing narrative fiction of various genres published over two centuries in the language pair English-German. In particular, clauses that combine with others to express the logico-semantic relation of enhancement as well as phrases realising circumstances in the experiential system are analysed (Halliday & Matthiessen 2014), considering these formal realisations as functional choices from a cline of circumstances to cohesive sentences (Andersen & Holsting 2018, 12). First results from the corpus under analysis suggest that these meanings are expressed differently over time as well as in translation: Clause complexity in general and relations of expansion in particular decrease over time (cf. also He 2019), while the complexity of the source texts predicts changes in circumstantiation in the target texts, with slight differences between the translation directions. The paper focuses on these opposing tendencies of phrasal condensation versus clausal elaboration and their function with regard to the expression of circumstantial meanings over time and in translation in the register of fiction.

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Images of lesson planning as a genre: novice language teachers' reflections on student teacher learning in light of curriculum documents and own teaching

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Abstract

This paper reports on novice teachers' images of lesson planning. In an attempt to conceptualise current lesson planning, duo-ethnographic conversations (Karaz, Martini & Faez, 2022) with practicing teachers were initiated by teacher educators and researchers at a Swedish university. The conversations, starting with novice language teachers, functioned as a constructive space where new teachers reflected on lesson planning and the usability of course content studied in the teacher education programme, in relation to lesson planning needs of their current work (SNAE, 2022). Conversations with new teachers of other school subjects will follow shortly. Theory-wise, principles and models of lesson planning (e. g. Brewster, Ellis & Girard, 2012; Brown, 2007; Ellis, 2008; Harmer, 2015; Purgason, 2014; Shin, 2006; Strand, 2021; Tornberg, 2016; Wiliam, 2019), genre as founded and developed within Systemic Functional Linguistics (e. g. Bartlett & O'Grady, 2017; Hyland, 2007, 2004; Martin, 2009; Maton, Martin & Doran, 2021) and action research (Burns & Dikilitas, 2024; Edwards & Burns, 2024) guided the study. Methodologically, the duoethnographic approach, included digitally recorded and transcribed conversations, combined with artefacts and written reflections (cf. Glazer & Bailey, 2022). In the ongoing analysis, to capture the range of images of lesson planning mentioned were outlined; illusion --- authenticity, structure --- flexibility, and individual planning --- collaboration. Potentially, the genre stretches from a written document to the interactive mode, embracing not only scheduled 45-minute lesson following a set structure on a weekly basis, but also individual study planning and collaborative planning of study for groups of learners in the digital- and physical room. Clearly, there is a community of practice of novice teachers keen on reasoning about purposes, structures and grammar of lesson planning. At the conference, I am looking forward to engaging with theory-building of lesson planning as a genre with experts in the field!

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Panel K-1

“Would it ever feel like home?” A Systemic Functional Multimodal Discourse Analysis of ‘Home’ Patterns in Children’s Picturebooks

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Abstract

Narratives about migration often develop the topic of homeland to foster the readers’ empathy towards migrant characters. Being lost and feeling homesick are common experiences depicted in them, with a particular focus on leaving one’s house and desiring to go back ‘home’ (Lamme et al., 2010). Readers are shown that “it is not always easy for [migrant characters] to see that new and different place as home” (Evans, 2017). This is mainly because the idea of ‘home’ is often initially associated with an idealised geographical location, but it has to be (re)negotiated throughout most of these stories (Haines, 2021). Thus, characters face a process of introspection in which they evaluate what ‘home’ is for them.

This study explores how migrants’ perception of the notion of ‘home’ is represented in a corpus of 60 children’s picturebooks published in English. The selected corpus is divided into two subcorpora: migration and migrants, with the former comprising more generalised stories about migration and the latter focusing on individualised ones. Using methods from Corpus-Assisted Discourse Studies (Gillings, Mautner & Baker, 2023), systemic-functional multimodal discourse analysis (Serafini, 2022), and *collustrations* (McGlashan, 2016), the aim was to explore how

<home*> and <house*> are construed verbally and visually as participants in the corpus and to identify the differences in usage patterns between the migrants' subcorpus and the migration one. Results show that even though in both subcorpora <home> and <house> are used as a Circumstance, <home> is also present throughout the corpus as a Scope with processes such as *leave*. However, in narratives depicting migrants' experiences, <home> is also used as a Goal when referring to a family *making* or *finding* a new home. In migrants' narratives, relational processes are usually used to describe the attitudes towards the new and the old home. Lastly, results of *collustrations* point to a visual representation of home with loved ones as main participants (e.g., people, animals) and not necessarily a physical house as Circumstance. Migrants' identity and their conception of 'home' are challenged as a result of their physical displacement. The linguistic choices used in these picturebooks shift from their houses being a mere background (circumstantial information) to being part of their identity and sense of belonging (main participants).

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The Country I never went back: A critical discourse analysis of Chilean bilingual exiled children in the UK

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Abstract

My research explores the recent memory accounting for the social group of politically exiled children due to the events that occurred during the civic-military dictatorship of Augusto Pinochet in Chile (1973-1990), who never came back, despite the return to democracy in 1990, thus, staying in the UK. Even though contemporary studies of memory consider recent exile research, there is still a need for an in-depth investigation of the exiled memory narrative about the ones who have not returned yet (Norandi, 2021) and even more about the children grown in foreign countries, making it as part of them (Cornejo, 2008; Larrea y Filipe, 2015; Levey, 2023). This work presents a proposal of research that considers a contribution to understanding a social community from applied linguistics into discourse. Therefore, I ask myself: 1) what is the link that exiled children and families establish, in their discourse, with Chilean culture and history, and 3) how are the evaluations made by the children of political exiles of their identity constructions described? The corpus consists of 16 exiled children living in the UK, which was analyzed under the theoretical frameworks proposed by Systemic Functional Linguistics (Halliday and Matthiessen, 2014; Martin & White, 2005; Oteíza, 2017; Oteíza & Pinuer, 2012, 2019), Critical Discursive Analysis (Fairclough, 2013; Wodak, 2008, 2015; Wodak and Chilton 2005; van Leeuwen, 2005). The results show that inherited language and culture are intergenerationally transferred, creating a unique identity, where a traumatic past from the parents is still in tension within their present lives. These evaluations of the speech in context allow us to comprehend identity construction within the Latin American culture in the UK.

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Panel K-2

Ideational Metafunction Analysis of political Discourse in the Central Kurdish Language

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Abstract

This research aims to analyze political speech in the Central Kurdish language using Halliday's ideational metafunction transitivity system. Halliday categorizes the meta functions into ideational, interpersonal, and textual. In the realm of discourse analysis, Halliday's Systemic Functional Grammar offers a valuable framework for analyzing utterances in relation to their

ideational aspect. This work is related to the analysis of Systemic Functional Grammar as it examines the ideational meaning conveyed in political speeches. The author utilized a combination of qualitative and quantitative methodologies and relied on Halliday's Systemic Functional Grammar theory to gather and analyze the results. The study aims to address the following research questions: What is the predominant kind of transitivity process? What are the primary political concepts conveyed by the various forms of processes? Lastly, given the context of situation, what form of transitivity process is suitable for the political discourse? The speeches identified a total of 899 distinct sorts of processes, which is categorized into six types of processes: material, relational, mental, existential, verbal, and behavioral processes. There are a total of 290 material process selections and 213 events related to relational processes. There are 153 possibilities available for both mental and verbal process types. Regarding the existential, 89 options were used. Behavioral processes are represented by a single instance. Furthermore, the author found that both political personalities endeavor to express their political ideologies through distinct types of processes, and that context of situation influence the choice of process types.

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Process types for the 'nominal' Predicate in Japanese

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Abstract

This paper provides an analytical model of Japanese clauses in which the noun serves as the 'core' of the predicate, which functionally embodies certain types of process. The types are what are referred to here as (1) the pointing process, (2) the attributive process and (3) the connective process. The nouns associated with these three types of process often (but not always) function as the base of the predicate (i.e. express the specific meaning of the Process) with a specific affixation applied to them. Moreover, in more abstract terms, most of them can be regarded as

comparable to the English 'relational process'. Considering the similarity in form and conceptual equivalence with the English 'relational process', it appears that these three can be treated as subtypes of a common 'relational process' in Japanese. However, despite the correspondences between a particular Japanese clause and a relational process in English, this does not mean that the two can be analysed under the same elements of structure. In fact, the 'pointing', 'attributive', and 'connective' processes are recognised as construals of different types of experience, which is also reflected in the differences in the overall structures of these three process configurations. Through an in-depth analysis of typical examples from each category, this study illustrates that these processes represent unique options within the least delicate system of the Japanese TRANSITIVITY network. Ultimately, this research proposes a novel approach for developing a descriptive model of Japanese lexicogrammar within the framework of SFL, contributing to a more nuanced understanding of Japanese transitivity. This approach also extends the applicability of SFL to Japanese by exploring how systemic functional theory can be adapted to provide systemic descriptions across languages.

Panel K-3

Athletes as disruptors to the gendered stereotypes of Asian Americans?

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Abstract

Asian American men have long been emasculated and desexualized in North American popular culture. This can be seen in connection to the Yellow Peril and other anti-Asian political rhetoric and exclusive action dating from the 1800s. At the same time Asian American women have been hypersexualized. The gendered differences in representation can be seen over and over again in North American media, most notably and explicitly in popular culture, and arguably more covertly in North American news media in how Asian Americans are framed and in the contexts they are discussed.

The paper will examine discursive practices concerning Asian American athletes in American news. The aim is to find possible differing discursive practices concerning Asian American male athletes and non-athletes, and explore different Asian American masculinities. The study will be

carried out using a combination of transitivity analysis and corpus linguistic methods. The key frameworks here are Fairclough's and Van Dijk's conceptions of critical discourse studies, Foucault's notions of discourse and biopower, and Hall's ideas of representation.

The data will be collected from News on the Web (NOW) corpus. The data will center around sports-oriented news from 2012, revolving around Jeremy Lin and his breakout performance in the NBA that year. A contrastive study will be done on another set of data from the same time period, centering around other Asian American men in the news. I expect the results from both data sets to differ in terms of representation: the context of the first data set is fixed so there should be a difference not only in the context, but in the social roles the athletes occupy and whether their representations run counter to the stereotypical ones, and whether they are represented as active or passive social actors.

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Conversational markers in Chilean Spanish: register, semantic-discursive and lexico-grammatical approach

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Abstract

The following article aims to describe the interpersonal role of conversational markers in the tenor, speech movements and clausal structure in Chilean Spanish (Contreras y Pinuer, 2020; 2023; Contreras y Oteíza, in press). From the AMERESCO (2010) and PRESEEA (2014) corpora, an analysis based on the trinocular observation of the role of the markers *oye/oiga*, *mira/mire*, *a ver*, *¿no cierto?* is carried out from the register strata (from the variable tenor), semantic-discursive and lexical-grammatical strata. In this paper, the 'from above' angle examines meanings from the register stratum. The 'from around' angle analyzes speech movements from the semantic-discourse stratum based on major and minor speech functions. The 'from below' angle analyzes the clause structure and linguistic encoding from the groups constituting the clause. These three angles demonstrate the meta-redundancy within the strata. By describing the functioning of the markers in the tenor, valuable information is obtained from the situational context in which the exchange is embedded, especially with respect to interpersonal status and distance. For example, when markers exhibit a verbal Process in finite form (e.g., *mira/oye*), they are presented in imperative form so an interpersonal marker emerges that represents a dialogue interactant. In this scenario, the conversational marker provides valuable information regarding the interlocutor and the relationship established between the participants of the conversation. This tenor information provides important coordinates that make it possible to delimit the scope of the negotiated matter and to know the contextual implications of the exchange (Poynton, 1990; Martin, 1992; Doran/Martin/Zappavigna, in press). Regarding the semantic-discursive layer, the interpersonal role of the markers is analogous to the minor speech functions (exclamations, greetings, calls, alarms) alluded to by Halliday with Matthiessen (2014). In this sense, interactional conversational markers exhibit similarity with calls, specifically with vocatives, although it is not the same interpersonal meaning expressed by both.

In the range of the clause, interactive conversational markers are part of a paradigmatic block beyond Mode and Residue. Such a block can be defined as interpersonal peripheral adjuncts, in whose place can be integrated various elements that assume interactional roles, among them interactive conversational markers (Halliday with Matthiessen, 2014; Quiroz, 2013; 2017a; 2017b).

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Panel K-4

Visual semiotics in video abstracts

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Abstract

Digital environments have made it possible for academics to adopt new genres for science communication, reaching a wider audience (including lay people as well as the research community) and enhancing the visibility of their work (e.g. Luzón and Pérez-Llantada, 2019; Belcher, 2023). A case in point is the video abstract (Spicer, 2014), a four-to-five-minute presentation of the highlights of research described in a research article making use of the affordances provided by the video format (e.g., images, sounds, written and spoken discourse); these allow researchers to remediate and adjust their social practices in order to meet the needs of their audience and promote their research (Coccetta, 2022). Grounded in multimodal discourse analysis (Kress and van Leeuwen 2021; Lemke, 1998; Baldry and Thibault 2006), the present research attempts to contribute to the study of medical discourse informed by SFL theory

(Moore, 2019) by exploring the use of graphics (e.g. tables, charts and graphs) in science communication in a corpus of 115 medical video abstracts produced for BMJ between 2013 and 2020. In particular, it investigates the types of graphics used, their function and their relation with the corresponding research article. In so doing, the study sheds light on how social practices in the medical discourse community are remediated (Bolter and Grusin, 1999) in this genre. In this respect, one notable result is the use of flow diagrams for study participants in video abstracts of clinical trials, observational studies and systematic reviews: this use complies with the Equator guidelines for reporting research (von Elm *et al.*, 2007; Moher *et al.*, 2009; Schultz *et al.*, 2010) which strongly recommend a diagram when describing the participant flow. Other findings are less predictable.

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Insult or Identity? The Role of Derogatory Language on Social Media

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Abstract

This study employs Systemic Functional Linguistics (SFL), particularly its individuation framework, to investigate how derogatory language affiliate communities and drives cultural formation on social media. Focusing on the Chinese social media platform “Xiaohongshu”, the research examines how derogatory language constructs novel interpersonal dynamics through unconventional couplings and emergent bonding practices. These processes foster the emergence of new group identities, which recursively influence language use by imbuing derogatory terms with new implication. The analysis reveals that derogatory language operates as a dual-edged semiotic tool: strengthen in-group solidarity through declaring derogatory terms as identities, while demarcating exclusionary boundaries to out-groups. Furthermore, the study highlights how derogatory language on social media prompts new cultural forms and, in turn, reshapes language use, underscoring the dynamic interplay between language and culture. Specifically, certain derogatory terms are recontextualized and reappropriated with new meanings, becoming identity markers for specific groups and occupying distinct cultural positions. The research reveals the dual role of derogatory language in cultural formation as both a product and a driving force, and

offers new theoretical insights into the dynamics of online group identity construction and semiotic innovation.

Panel K-5

Analysing Infographic Genres in the Modern Economics Text: Multimodal Perspectives within an EAP Context

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Abstract

The modern economics text is predominantly multimodal as computer technology advances have affected its form and function. Meaning is made in a specific social context through the co-deployment of diverse semiotic resources (i.e., linguistic, visual, spatial). Infographics, image-language ensembles, (Martin, 2017; Martin & Unsworth, 2024; Unsworth et al., 2022) such as diagrams, graphs, charts, and tables are typical meaning-making resources of the modern multimodal economics text. They constitute genres in their own right (i.e., the economics infographic genres) and they contribute in their own specialized way to the overall text meaning. Discussion of their evolution, characteristics and different ways of creating meaning in the economics text is an important part of a multimodal English for Academic Purposes (EAP) course. The paper provides a comparative multimodal description of a number of examples from each of these genres within an EAP context. The examples are taken from different webpages on economic issues, which have been discussed in class with the EAP students of economics. Martin and Unsworth's (2024) refined systemic functional semiotic framework for analysing science infographics, combined with Bakhtin's views on intertextuality and his distinction between primary (mini-genres) and secondary genres, also applied to multimodal genres (Bakhtin, 1986; Baldry & Thibault, 2006), is employed for the analysis. The description of the selected infographic genres (mini-genres) is in the form of open-ended questions. The combined analytical approach enhances understanding of the functional organisation of resources in the infographic genres, the typical ways diverse resources with specialised functions integrate in a particular economics genre and society's learning to represent meanings in more abstract combinations of the visual and the verbal. This type of analysis helps EAP students of economics better interpret and create infographic genres in the relevant academic area and engage more

effectively in the discipline by developing appropriate multimodal disciplinary literacy skills (Unsworth et al., 2022).

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A Multimodal, Corpus-based Examination of the Book Covers of Andrea Hirata's *Laskar Pelangi* (The Rainbow Troops)

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Abstract

This study responds to the emerging needs of involving multimodality, particularly visual elements, in translation and multilingual studies. While book covers are a ubiquitous and significant paratext of translated books, most of the attention has been mostly paid on written texts, and there remains few studies of covers of translated books in an Indonesian context. The main objective of this study is to compare multimodal patterns of the front covers of an Indonesian best-selling novel *Laskar Pelangi* (The Rainbow Troops) by Andrea Hirata, which has been translated into 30 languages and adapted into a mainstream film. The study uses a combination of multimodal discourse and a corpus-based research design. A social semiotic framework (Kress & van Leeuwen, 2020; Li, 2021); is used to analyse the visual and verbal elements of *Laskar Pelangi*'s front covers. The visual data are drawn from two front covers of *Laskar Pelangi* and its English translation versions from the same publisher distributed within

the period of the movie adaptation. A corpus tool is used for examining the keyness of lemmas in the text proper to investigate its association with the identified visual elements. This is done by using keyword analysis comparing the text proper as the target corpus to a larger reference corpus. The study investigates two important inter-textual relations: between the cover and its text proper, and inter-textual relations between the visual and verbal elements on the cover. In addition, this study pioneers the applicability of Visual Grammar to the unique context of Indonesian book cover design.

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Panel K-6

IS THE AKAN NOMINAL GROUP HEAD INITIAL? EVIDENCE FROM A CORPUS-BASED STUDY OF THE ASANTE TWI VARIETY

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Abstract

This study describes the nominal group (NG) grammar of Asante Twi, a variety of Akan (Niger-Congo, Kwa). Previous studies, dwelling on introspective data and rooted in non-usage-based approaches, have paid no attention to the usage patterns of the Akan nominal group in natural discourse, and have also argued that the Akan NG is head initial, although numerous counterexamples in Asante Twi contradict this claim. This study therefore looks further into the issue of structure by focusing on the range of structural possibilities of the Asante Twi NG and providing principled accounts of their usage patterns using Systemic Functional Grammar (SFG) framework. Data are from a 500,000-word spoken corpus, comprising texts from diverse genres.

The analysis revealed six elements in the Asante Twi NG:

Functional Element	Formal Realisation(s)
1 Thing	Nouns

- | | |
|---------------|-------------------------------------|
| 2. Classifier | Nouns |
| 3. Epithet | Adjectives |
| 4. Numerative | Numeral/Quantifiers |
| 5. Deictic | Possessives/nouns/determiners |
| 6. Qualifier | Adpositional phrase/Relative Clause |

The minimum structure of the Asante Twi NG comprises the Thing, and the other elements are selected based on the functional demands of the NG. NGs serve both ideational functions (classifying/describing entities, 1-4) and textual functions (identifying/tracking entities in discourse, 5-6). Thing only NGs are prevalent in contexts where participants share contextual knowledge, like casual conversations, whereas modified NGs are common in contexts requiring explicit identification, such as advertisements.

Finally, contrary to claims that Akan NGs are strictly head-initial, this study demonstrates that the position of the Head noun is flexible, occurring in initial (54.4%), middle (14.3%), or final (31.3%) positions depending on the function of the NG.

This study contributes empirical support to language description in SFG. The usage-based functional description of the Asante Twi nominal group in this study has proven efficient for discovering delicate usage patterns of the Akan nominal group, their roles in discourse, and their interaction with context and co-context.

[A reflection on current development of Sundanese ideational grammar](#)

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Abstract

In this talk, I am going to reflect on the on-going work of describing Sundanese – a Malayo-Polynesian language of West Java Indonesia – from a systemic functional linguistics (SFL) point of view. The description assumes a tri-stratal perspective of ideational meanings (Martin, 2020), allowing us to look at how field is realised through the variations in discourse semantics which in turns provides a basis on the way discourse semantics is construed by the variations in lexicogrammar. The work is geared primarily towards educational concerns associated with developing and supporting literacy programs in Sundanese. The talk will highlight some prominent achievement in terms of model of Sundanese grammar, particularly to do with

ideational grammar (such as Bangga, 2018; Bangga & Doran, 2021; Doran & Bangga, 2022). Utilising axial argumentation (e.g., Martin et al., 2023; Martin et al., 2013; Matthiessen et al., 2018), ideational grammar in Sundanese is described from ‘above’ in terms of dynamic and static perspective of field (Doran & Martin, 2021) which in turn realises figures in discourse semantics (Hao, 2020); from ‘around’ in relation to other systemic options available in clause rank, cutting across metafunctions; and from ‘below’ in terms of systemic choices in groups/phrases rank. To this end, axial argumentation ensures that ideational grammar in Sundanese is developed comprehensively, foregrounding text-based investigation in that descriptive categories will be justified by the reference to a broader, naturally occurring text pattern, rather than by assuming universal categories underlying the language in use (Caffarel et al., 2004). Further, it is expected that the description of ideational grammar currently developed can be recontextualised for Sundanese pedagogy which draws on explicit knowledge of language and its relation to the co-textual and contextual features.

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Poster Section

Guide Generative AI to Mean: SFL-informed Prompt Engineering for English-Chinese Translation

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Abstract

This study explores how Systemic Functional Linguistics (SFL) can enhance Generative AI (GAI) through theoretically-informed prompt engineering. The sophisticated language processing capabilities of GAI are constrained by challenges in connecting linguistic choices with specific social contexts, a fundamental aspect of meaning-making addressed by SFL. While current GAI research prioritises pre-training and fine-tuning approaches demanding extensive computer science expertise, this study proposes a more accessible approach empowering language experts to guide AI toward contextually appropriate linguistic choices.

We evaluate SFL-informed interventions through prompts to improve ChatGPT-4o's English-Chinese translation of consumer tech product advertisements. Drawing on SFL's emphasis on language in use, we analysed a small-sized, comparable bilingual corpus of advertisements from six US and Chinese companies spanning 2021 to 2024. Focusing on the transitivity system, we examined patterns in the realisation of Participants and Processes across both languages. Our empirical findings informed the development of an SFL-based prompt. For example, the analysis revealed Chinese advertisements realise certain material processes through unmarked passive constructions. Incorporating this insight into prompt design guided ChatGPT-4o to identify material processes in English sources and consider unmarked passives as an available option when translating into Chinese. We then tested the SFL-informed prompt against general prompts

quantitatively and qualitatively, and also experimented with iterative prompting based on this initial framework.

Results demonstrate GAI can operationalise SFL-informed prompts, producing translations with greater lexical diversity and contextual appropriateness than general prompts. Significantly, the study reveals that optimal results require iterative human intervention, guided by linguistic expertise, throughout the process, highlighting the synergy between human knowledge and GAI.

This research advances our understanding of how human linguistic insights can refine GAI-driven text generation and potentially steer GAI's impact on language use, facilitating effective meaning-making through technology. It also underscores the necessity for sophisticated frameworks to implement SFL principles in GAI development.

Negotiating stances: Affiliation and disaffiliation in comments on health science videos

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Abstract

This study examines how online users negotiate differing viewpoints through affiliation and disaffiliation in discussions about medical instruments in the context of health science videos. Employing discourse analytic approach informed by stance-taking theory, we analyze polarized commentaries to explore how participants use (dis) affiliation strategies to validate their positions. The study demonstrates that: (1) supporters of traditional tools emphasize instrumental rationality, highlighting cost-effectiveness and technical necessity, while critics focus on value rationality, emphasizing patient dignity and gendered pain; (2) proponents reference medical authority and systemic constraints, whereas opponents share emotional narratives, moral criticisms, and demand accountability; (3) asymmetrical doctor-patient relationships emerge, with clinicians dismissing discomfort as “hysteria” and patients reframing pain as structural violence; (4) debates reflect tensions between universal healthcare access and privileged demands for comfort. The study indicates that health controversies extend beyond technical debates, serving as arenas for negotiating gender equity, epistemic authority, and ethical care. It advocates for interdisciplinary solutions that balance innovation, affordability, and empathy to bridge polarized stances in public health communication.

SYSTEMIC FUNCTIONAL LINGUISTICS IN NIGERIA (1980 – 2024): DEVELOPMENTS, CHALLENGES AND PROSPECTS

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Abstract

Systemic Functional Linguistics in Nigeria (1980 – 2024): Developments, Challenges and Prospects

The proposed paper is the first instalment of a larger, ongoing research on Systemic Functional Linguistics (SFL) in three conventional, public, Federal universities in Nigeria. The main objectives of the presentation are, to: 1. evaluate SFL teaching and learning at both the undergraduate and postgraduate levels in the selected universities; 2. Summarize trends in SFL research with particular reference to MA and PhD theses and dissertations in those universities; 3. Discuss some conferences, workshops and associations on SFL in Nigeria, including sponsorships and publications; and finally, 4. Itemize the various challenges confronting SFL teaching and research activities in a developing country, and to proffer solutions. A major motivation for the proposed presentation is the lack of comprehensive documentation of SFL teaching and research activities in Africa generally, and Nigeria in particular. Nigeria is the most populous black country in the world, with a (2024) population of over 222 million people. It is important, therefore, to provide visibility for Systemicists in Nigeria on the platform of ISFC. The ISFLA website displays a list of places and institutions where SFL is taught around the world, but Africa / Nigeria is conspicuously missing. In spite of the stiff competition with Transformational Grammar, scholars and linguists in Nigeria are seriously promoting SFL teaching and research as evidenced in journal publications, books, as well as MA and PhD dissertations and theses on SFL.

Animal Representation in Primary-School Chinese Language Textbooks: Implications for Environmental Education

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Abstract

Animals play diverse roles in human culture and discourses surrounding animals significantly influence their social construction, impacting both animal welfare and ecosystems. This study aims to explore language-based environmental education on human-animal relations by investigating the representation of animals in Chinese language textbooks for primary-school students. The research is guided by three central inquiries: 1) What specific depictions of animals are presented in these textbooks? 2) How can the representation of animal figures be interpreted within the context of environmental education? 3) What ecosophy, concerning the interplay between humans, animals, and the environment, is conveyed through the representation of animals? By addressing these inquiries, the study endeavors to contribute valuable insights into the potential impact of educational materials on shaping environmental awareness and fostering more equitable human-animal relations. Ultimately, the cultivation of constructive discourses is perceived as imperative for improving the conditions of animals and promoting a harmonious coexistence between humans and animals.

Interpersonal metadiscursivity and negotiability of conversational markers in Chilean Spanish

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Abstract

This paper aims to describe the negotiability of the speech functions that incorporate the conversational metadiscursive markers *oye/oiga* y *mira/mire* in the oral corpus AMERESCO (2010) of Chilean Spanish. From a systemic-functional analysis, we seek to account for some semantic-discursive patterns of these interpersonal operators in colloquial conversation. The categories of analysis that we propose in this paper come from systemic-functional formulations related to the semantic-discursive layer from the interpersonal metafunction, particularly the NEGOTIATION system (Martin 1992; Martin and Rose 2003), the speech functions (Halliday with Matthiessen 2014) and the structure of the exchange (Berry 1981; 2016).

In general, the functioning of *oye/oiga* and *mira/mire* goes beyond a call for attention, but has important effects on the sequences of movements in the dialogue. The occurrence of these markers takes place at relevant moments of negotiation. The speaker who makes use of these

resources attracts attention and at the same time produces a change of scenery in the conversation, which is reflected in the status they assume as knowers and actors. Specifically, the markers *mira/mire* and *oye/oiga*, in their process of grammaticalization towards interpersonal meanings, still maintain some original ideational components, especially their verbal morphemes (imperative mode). This would account for markers that are not fully grammaticalized or that are in some stage of this process. This is reflected in that the speech functions involved in *oiga* and *mire* (command) are congruently realized through imperative clauses. This typical realization demonstrates the phenomenon of meta-redundancy between the semantic and lexico-grammatical strata since meanings are replicated in the linguistic encoding stratum through the clause structure.

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[The Interpersonal Meaning of What-cleft Constructions in Academic Prose.](#)

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Abstract

The past few decades have witnessed a striking proliferation of publications dealing with different aspects of ordinary what-cleft constructions in English (Prince 1978; Delahunty 1984; Declerck 1988; Collins 1991; Huddleston and Pullum 2002; among others). Some researchers (Kim 2007) have focused on the structural properties of different types of clefts, while other studies (Declerck 1984; Collins 1991, 2006; Biber et al. 1999; Herriman 2004; Deroey 2011)

have also examined semantic, pragmatic, and/or discourse-functional properties of *what*-clefts. However, very little attention has hitherto been paid to the *What be ADJ be cleft construction*, a specific variant of the *what*-cleft construction in English, with some isolated hints here and there (Wiliński 2022).

In order to bridge this gap, the aim of the paper is to study the distribution and discourse function of the *What ADJ be cleft construction* in scientific texts taken from the *Corpus of Contemporary American English* (COCA). The scientific texts analysed here deal with texts related to Natural sciences, Medicine, Technology and Engineering (Scientific Exposition) and texts related to Politics, Law, Education, Humanities and Social Sciences (Learned Exposition); cf. Biber (1988).

On the basis of a statistical analysis, the first results of the corpus-based analysis seem to suggest that the distribution of the *what*-cleft construction in these scientific texts may allow the presence of the writer in the text in order to change the reader's focus of attention, and that the construction itself may be considered a discourse marker through which involvement is coded in scientific writing.

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