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# Parallel paper abstracts

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## **Negotiating Tenor in a Nigerian Rural Open Market**

The concepts of field, tenor and mode have a long history in Systemic Functional Linguistics (going back to Halliday et al 1964). While work has continued since that time (especially since Halliday and Hasan seminal work on Language, Context and Text - 1985), much remains to be done.

This paper explores the complexity of tenor relationships involved in negotiating meaning in the Nigerian Rural Open Market System, keeping in perspective the various models of tenor in discourse, eg Matthiessen (1993), Halliday (2002), Hasan (2009) and the insights brought to the modeling of tenor by Butt (2004) through his extensive system network. It investigates what kind of meaning is at risk in the Nigerian commercial context. Butt's (2004) network is applied, noting how the delicacy increases, as we work towards describing distinct cultural orientations. The expectation is that the more general systems names can be applied while the more delicate discriminations do not hold. Certain terms in the system network may need to be substituted with culturally relevant alternatives while others may map unto different or additional descriptive categories. For instance, the multilingual nature of exchanges in most Nigerian open market contexts may require multiple tenor configurations. The extent of this will be seen as the paper reveals the pressures of enacting a variety of role relations in a simple commercial transaction in such rural open market community in Nigeria.

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- Halliday, M. A. K. (2002 [1977]). Text as semantic choice in social contexts. In J. Webster (Ed.), *Linguistic Studies of Text and Discourse*. Volume 2 in the *Collected Works of M.A.K. Halliday*. London and New York: Continuum.
- Halliday, M. A. K and Hasan, R. (1985) *Language, Context, and Text: Aspects of Language in a Social Semiotic Perspective*. Australia: Deakin
- Hasan, R. (2009) The Place of Context in a Systemic Functional Model. In M.A.K. Halliday & J. Webster (eds.) *Continuum Companion to Systemic Functional Linguistics*. London: Continuum. 166-189.
- Matthiessen, Christian M. I. M. (1993). Register in the round: diversity in a unified theory of register analysis. In M. Ghadessy (ed.), *Register Analysis: Theory and Practice* (pp 221-292). London/New York: Printer.

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## **Forward is the Only Way to Go: The Representation and Legitimation of Science as Avant Garde**

This paper focuses on the representation of scientific knowledge, science and scientists, from the point of view of scientists themselves. More specifically, the paper aims to

deconstruct the main ideological premises that structure such representations.

Thirty individual interviews were conducted with Portuguese scientists. The interviews concerned: (i) science in general, (ii) the relation between science and society, (iii) the classification of sciences, (iv) the Portuguese scientific community and (v) the development of scientific research in Portugal. The interviews were analysed combining linguistic categories, mainly taken from appraisal (Martin & White, 2005), transitivity, and modality (Halliday, 2004); discursive categories, namely presupposition (Fairclough, 2003), and sociological categories, mainly specialization codes, taken from Legitimation Code Theory (Maton 2010).

According to the analysis, scientists represent science as the leading edge or avant garde of society. This representation legitimates scientists as special knowers in two ways. On the one hand, scientists are special because they have the extraordinary capacity of producing the necessary knowledge for the progress of society. In this sense, they are intellectual geniuses that innovate, recreate and revolutionise the way people think and live. On the other hand, scientists are special because they push society forward. In this sense, they are pioneers who have the courage not only to face the unknown but also to bring their vision to the rest of society.

The paper proposes a critical discussion on the representation of scientists as special knowers, as well as of science as avant garde. It is argued that the emphasis on the unknown and on the future can be harmful both to the experience of the present and to the appreciation of the past.

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- Halliday, M.A.K. (2004), *An Introduction to Functional Grammar*. 3<sup>a</sup> ed. Rev. C.M.I.M. Matthiessen. Londres: Hodder Arnold.
- Martin, J. & P. White (2005), *The language of evaluation: Appraisal in English*. London: Palgrave.
- Maton, K. (2010), *Analysing Knowledge Claims and Practices: Languages of Legitimation*. In K. Maton & R. Moore (eds.), *Social Realism, Knowledge and the Sociology of Education - Coalitions of the mind*, pp. 35-59. London: Continuum.

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## **Media Representation of the Islamic Law: A Case Study of Ashtiani's Stoning Case**

The present study aims at revealing the media representation of the Islamic law in general and stoning in particular. In order to achieve this purpose, quantitative and qualitative analysis is conducted on the coverage of the Ashtiani case in eight English-Language European newspapers using Fictiva Software. These eight newspapers are rated by Factiva as being amongst the first newspapers that discussed this issue the most. The data is limited to an eleven month time period (January, 2010 to November, 2010). The study examines the discursive strategies of ENGAGEMENT (Martin & White, 2005), in turn, reveal the news writers' positions regarding stoning as

an Islamic practice. The analysis examines (1) the resources of intertextual representation, i.e., direct quotes, indirect quotes, and descriptions, and (2) heteroglossic/monoglossic resources. The current study has demonstrated that far from merely reporting events, news writers have univocally shown that one of their main jobs is to present reality (news events) based on their perspective even though they may challenge some of the readers through employing contracting and expanding heteroglossic strategies. At the same time, (in)direct quotations have been employed extensively to delegate, or at least share, the responsibility of these propositions.

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### **A Lexicogrammatical Analysis of a Funeral Oration:**

#### **Michael Imoudu: The Struggle was Your Life**

Funeral rites are among the oldest known rituals to man. One of such rites is the presentation of funeral orations. More than any other activity associated with burials, funeral orations highlight the personal characteristics of the deceased and serve as means of reinforcing social bonds and status. The funeral oration selected for this study was presented by the Nigeria Labour Congress at the burial of her first president, Michael Aithokhamen Omiunu Imoudu. The speaker's main objective is to recount the prominent roles the deceased played as the founding leader of the labour movement by means of which he championed the cause of the oppressed and positively impacted on the national life.

This work attempts a lexicogrammatical analysis of the selected funeral oration. Specifically, we attempt to explore how the grammar constructs reflect the general atmosphere pervading the context. The clauses in the oration are analysed one by one using the semantic theory of Leech (1969) and the systemic functional theory of grammar.

From the analysis, the trend of the speech reflects a predominant use of declarative and few imperative clauses. Also, the use of devices such as adjectives, adverbs, repetitions and epithets emphasises precision and description, and intensifies meaning in the oration. The text is therefore typical of its typology and is appropriate for its socio-cultural context. Besides, it conforms to the internationally accepted format of presentation. The findings reveal that the use of language and choice of words of the speaker are influenced by the mood of both the speaker and the audience, and are appropriate to make the oration successful.

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### **Issues in Representing Features of Field and Mode in Contextualisation System Networks**

There is no disputing that at the most primary level of choice in the system network for context of situation are the three parameters proposed by Halliday: Field, Tenor and Mode, and recent discussions would suggest that a fourth system, Iteration, would also be an appropriate addition. However, beyond these, that is, within the networks for Field, Tenor, and Mode the specific sets of choices are still to be agreed upon. This lack of agreement reflects the enormity and difficulty of the task of developing such networks, but also reflects arguments concerning several significant issues relevant to the undertaking of the task. This presentation takes one of these

issues: that related to the conception of and location of ancillary and constitutive within the system networks. In 1999, Hasan argued for a reformulation of Field to include the concepts of ancillary and constitutive, and her Field networks in Hasan (1999) and Hasan (2009) locate system networks for ancillary and constitutive within the system network of Verbal Action. Butt (2004), on the other hand, includes constitutive and ancillary as systems within Mode under the primary system of Role of Language, and within Field, rather than a system of Verbal Action, proposes the system, Action with Symbols. This presentation reviews the arguments surrounding these systems, with specific focus on the systems of ancillary and constitutive and argues for an alternative set up for these choices within the system networks.

Butt, D. (2004) Parameters of Context: On Establishing the Similarities and Differences Between Social Processes. Unpublished manuscript, Centre for Language in Social Life, Macquarie University.

Hasan, R. (1999) Speaking with Reference to Context. In M. Ghadessy (ed.) Text and Context in Functional Linguistics. Amsterdam: John Benjamins, 219-328.

Hasan, R. (2009) The Place of Context in a Systemic Functional Model. In M.A.K. Halliday and J.J. Webster (eds.) Continuum Companion to Systemic Functional Linguistics. London: Continuum, 166-189.

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### **Interpreting Chinese Elementary School Education from a Multiliteracies Perspective**

The world we live in now has undergone rapid technological and cultural changes that have and continue to influence how we live, how we communicate, and how we educate and are educated. A concern with the way these changes influence pedagogical practices was at the forefront of discussions by a small group of scholars in 1994 now known as The New London Group. A focus of the group's discussion was to rethink the fundamental premises of literacy pedagogy in order to influence practices that will give students the skills and knowledge they need to achieve their aspirations (Cope and Kalantzis 2000: 5). The outcome of the group's discussion was the concept of multiliteracies which captures an understanding that literacy involves 'modes of representation much broader than language alone. These differ according to culture and context, and have specific cognitive, cultural, and social effects. Multiliteracies also creates a different kind of pedagogy: one in which language and other modes of meaning are dynamic representational resources, constantly being remade by their users as they work to achieve their various cultural purposes' (Cope and Kalantzis 2000: 5).

Above all, an important aim of multiliteracies pedagogy is to develop linguistically and socially tolerant and technologically aware world citizens.

As a country that is rapidly emerging on to the world stage, China is committed to developing an educational program that fosters literate, innovative, and well-rounded citizens who can positively contribute not only to Chinese society but to the greater global community. This paper considers the Chinese government policies on elementary school education, and specifically on learning 'yuwen': listening, speaking, reading and writing Chinese. We discuss how features of these policies can be seen to align with multiliteracies pedagogy and with the specific cultural concerns of Chinese society.

Cope, B. and Kalantzis, M. (2000) Introduction: Multiliteracies: The Beginning of an Idea. In Bill Cope and Mary Kalantzis (eds.) Multiliteracies. London: Routledge.

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### **A Systemic Functional Linguistic (SFL) Analysis of Language use by Teachers of Science in an Urban Public Middle School, Predominately ESL Classroom in the US Mid-West**

Arkoudis (2005), in her study of mainstreaming ESL students in Australia, noted the need to explore interpersonal dynamics between teachers and students that influence language and content teaching. This presentation uses Martin's (2005) appraisal theory to trace language use of teachers of science in an urban public middle school classroom predominated by ESL students. To quote from an interview with a teacher, researcher: 'How do you work to develop a relationship with your students?' teacher: (loud with harsh tone) 'Most people don't realize another hammer is about to come down on our heads in that the ESL department now seems to want us to start doing pull-out ESL'. Preliminary analysis of this data revealed a negative judgment and a dialogically contractive engagement by teachers towards ESL students. Further analysis, which will transpire in April, will be shared with the audience. I hope this data and analysis will permit understanding for improved future mainstream ESL education.

Arkoudis, S. (2005). Fusing pedagogic horizons: Language and content teaching in the mainstream. *Linguistics and Education*, 173-187.

Johnson, C. (2010). The Road to culturally relevant science: Exploring how teachers navigate change in pedagogy. *Journal of Research in Science Teaching* (48), 170-198.

Martin, J.R. and White, P.R.R. (2005). *Language of evaluation: Appraisal in English*. Palgrave MacMillan. New York, NY

Mohan, B. and Beckett, G. (2003). A functional approach to research on content-based language learning: recasts in causal explanations. *The Modern Language Journal*, 421-432.

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### **Development of the Clause-Complex Among Bilingual Writers Ages 9-13**

Christie (2010) argues that children go through three stages in writing development. The second stage (ages 9 to 13/14) is crucial because children begin to gain control of the grammar of written language. Kress (1994) believes that the sentence belongs to writing (p. 7). When moving from oral to written language, the young writer has to develop an understanding of the sentence as a written unit which differs from the chained utterances of speech, with their false starts, hesitations and repetitions (MyHill, 2008, p. 272). This study looks at the development of the clause complex and clause embedding among students in grades 4-8 (ages 9-13). The writing of 15 bilingual students of a variety of language backgrounds was collected over the course of 6 months. They were working in different genres including personal recounts, parables, expositions, procedures and scientific explanations. These were analyzed with respect to taxis, or type of interdependency, i.e. parataxis or coordination and hypotaxis or subordination. Clause embeddings as postmodifiers in nominal and adverbial groups were also examined. The sentences were

also classified as having finite or non-finite verbs (Eggs, 2004; Halliday & Matthiessen, 2004; Thompson, 2004). The results show that fourth graders' writing contains mostly coordination. Instances of subordination and embedding increase with grade. Through age 13 embedding is mostly with adverbial groups, usually indicating time. Only the more advanced writing regularly included embedding in nominal groups. With age more subordination appeared as well as sentences that combined subordination, coordination, and embedding. Too much complexity and overuse of the finite verbs, is not necessarily a sign of mature writing (MyHill, 2011). Thus, instruction needs to include the ability of using hypotaxis and embedding but also learning to balance their use.

Christie, F., (2010). The ontogenesis of writing in childhood and adolescence. In D. Wyse, R. Andrews, & J. V. Hoffman (eds.) *The Routledge international handbook of English, language and literacy teaching*(pp.146-158). London: Routledge.

Eggs, S. (2004). *An introduction to systemic functional linguistics*. London: Continuum.

Halliday, M.A.K. & Matthiessen, C.M.I.M. (2004). *An introduction to functional grammar*. Third Edition. London: Hodder Arnold.

Kress, G. (1994) *Learning to Write*. London: Routledge.

MyHill, D. (2008). Towards a linguistic model of sentence development in writing. *Language and Education*, 22, pp. 271-288.

Thompson, G. (2004). *Introducing functional grammar* (2nd Edition). London: Arnold

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### **Literacy at the Heart of Learning Science: Reading to Learn in an International School in Sweden**

Sigtunaskolan Humanistiska Laroverket (SSHL) is the largest boarding school in Sweden with multilingual staff and students representing over 60 different cultural backgrounds. It offers bilingual, Swedish and English, programs including the International Baccalaureate (IB). While this diverse linguistic environment offers potential for enrichment, it also raises some unique challenges for teaching and learning in a second or third language.

Reading to Learn (Dr David Rose, University of Sydney) has been introduced at SSSL to enhance teachers' ability to support the language development of students from varied backgrounds in both Swedish and English medium teaching.

The Reading to Learn pedagogy with a focus on the Genres of schooling is closely aligned with the new national curriculum in Sweden which emphasises the role of language learning in the subject areas. These changes also go hand-in-hand with the assessment criteria for the IB Middle Years Programme in Sciences.

This paper discusses how Reading to Learn has proven to be an effective teaching tool to improve students' literacy and learning in an English medium Science classroom. It examines the anecdotal results from the initial year of trialing and the more effective use of the teaching method with two additional groups in a second year. Reading to Learn strategies were used with different topics and data was collected to support the positive anecdotal results from the first year. Examples and results of this continuing small study are presented alongside the professional development journey of a previously skeptical

science teacher who has become open to learning more about the profound links between language and learning.

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### **The Grammatical Construction of the 'Self': Identity in William James and in the Transitivity of MAK Halliday**

In this paper I demonstrate how covert categories in the grammar of identifying clauses in English support William James' fundamental insights (1890) concerning the "duplex" experience of self. Identifying clauses are verbal equations which, paradoxically, express the unique equivalence between two terms, but by drawing attention, implicitly, to the differences of abstraction between the same terms or notions. Relevant verbs include: equals, means, involves, and more. Examples of identifying clauses are:  
"Don Bradman is still the greatest player of any era" (but not: "Don Bradman is a great player");  
"These results are the most significant aspect of our research" (but not: "These results are significant").

I argue that the semantic permutations of identifying clauses provide choices which create for speakers the kind of opposition to which James is drawing our attention in his phenomenology of consciousness. The consequences of the "duplex self" are far reaching. James himself used grammatical cases (ME:I, and even the "represents" test) to tease out the rift between two ways in which we experience the First Person: essentially the "Who am I?" / "Which is me?" contrast.

The grammatical relations presented and explored in this paper provide motivation for a reconstrual of grammar as a level of consciousness, a level as necessary as any other level in a scientific account of human consciousness (eg. the neuronal or molecular levels). The linguistic order of human experience is NOT an epiphenomenal extension of more fundamental psychological processes, but a "realization" of consciousness, and the principal index of its morphology.

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### **The Language of Simone de Beauvoir: Influence and Transcendence**

In *La Force des Choses* (Force of Circumstance) (1963: 679), Simone de Beauvoir writes: 'Words without doubt, universal, eternal, presence of all in each, are the only transcendent power I recognize and am affected by; they vibrate in my mouth, and with them I can communicate with humanity' (translated by Howard, 1965: 650). In this presentation I will discuss aspects of Simone de Beauvoir's language that, on the one hand, contribute a particular vision of the world that promotes freedom and change, and, on the other hand, extend agency and transcendence to her readers.

As remarked by Bair (1986:162) 'Language is Simone de Beauvoir's chosen instrument; the rhetoric in politics on behalf of social change has been one of the most intriguing uses of it'. Fallaize (1988: 3) also notes that: 'the power of the word makes literature into a powerful and privileged activity for Simone de Beauvoir. She takes language as a weapon against death, against time, against the isolation of the individual'.

Despite the numerous studies of Beauvoir that have appeared in the domains of literature and philosophy, little attention has been paid to the question of what it is about Beauvoir's writing that made it so meaningful to people around the world. This paper aims to demonstrate among other things that the relationship between Beauvoir's philosophy of existence and her language is not arbitrary but, on the contrary, is necessary to its construal and propagation. It will also illustrate that Beauvoir saw language as having meaning potential, as well as engaging a system of meaningful choices: 'Each page, each sentence, makes a fresh demand on the powers of invention and requires an unprecedented choice' (Beauvoir 1965: 655; translated by Howard). We will see that the notion of choice and the intrinsic link between choice and meaning, which is central to systemic functional linguistics, is also central to Beauvoir's framework of existential freedom.

Bair, D. 1986. 'Simone de Beauvoir: Politics, Language, and Feminist Identity' in *Yale French Studies*, No.72, Simone de Beauvoir: Witness to a Century, pp. 149-162.  
Fallaize, E. 1988. *The novels of Simone de Beauvoir*. Routledge: London.

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### **Exploring the Discursive Construal of News Values across Words and Images**

While news values, the values that make something newsworthy, may not necessarily be the 'final frontier' in understanding how events are retold and turned into 'news', they do impact significantly on journalistic practice. Thus, Cotter argues that they 'govern each stage of the reporting and editing process' (Cotter 2010: 73). These values have also primarily been discussed in relation to the representation of newsworthy events in words (e.g. through Appraisal) rather than through photographs (Bednarek and Caple 2012). However, news photography has also been shown to contribute to newsworthiness (Hall 1981, Craig 1994). Further, such values have primarily been conceptualised in cognitive terms, rather than examining the role that discourse plays in their establishment.

Taking these points into consideration, our mission in this paper is to explore the discursive construal of such values across the modalities of language and image. We draw on authentic news stories to explore how words and images contribute to the retelling of a news event in relation to various news values such as eliteness, personalisation and negativity. A particular focus is on describing the differences between language and image. For instance, the aesthetic appeal of the news photograph arguably makes an event more newsworthy, while the use of aesthetics in language (e.g. poetic devices) is limited by genre and register conventions. As will be seen, a discursive perspective on news values provides a framework that allows for comprehensive analysis of how such values are construed in both words and images. It allows researchers to systematically examine how particular events are construed as newsworthy, what values are emphasized in news stories, and how language and image combine to establish events as more or less newsworthy.

Bednarek, M. and Caple, H. (2012), *News Discourse*. London/New York: Continuum.

Cotter, C. 2010. *News Talk. Investigating the Language of Journalism*. Cambridge: CUP.

Craig, G. 1994. Press photographs and news values. *Australian Studies in Journalism* 3: 182-200.

Hall, S. 1981. The determinations of news photographs. In S. Cohen and J. Young (eds), *The Manufacture of News. Deviance, Social Problems and the Mass Media*. London: Sage: 226-243.

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### **The Construction of Interpersonal Meaning in 'High Quality' Student Narrative**

Over a period of three years, the '3D multimodal authoring pedagogy' research project engaged over 1100 middle years students from 48 classes in a structured program for introducing visual and multimodal semiotics. Using 3D multimodal software, students created brief (typically less than one minute) narrative. A strategic sample of over 450 student-created multimodal texts was gathered and subject to a rigorous review. From this, it has been possible to identify a smaller sample of high quality texts. In this paper, we consider the interpersonal meanings constructed in these texts. The teaching resources used to develop an understanding of this interpersonal meanings are described, and the range of semiotic devices typically presented in student texts are described and examples shown. A descriptive account of the range of ways in students have represented interpersonal meaning in texts is used to provide guidance for productive directions in future teacher professional development.

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### **The Neo-Marxist Orientation of Systemic Functional Linguistics**

This paper attempts to discuss the neo-Marxist orientation of Systemic Functional Linguistics (SFL). The discussion is centred around the notion of social accountability, which has been mentioned in many of Halliday's writings. As Halliday (1993/2003) explains, there are two senses to the concept: it emphasizes the study of language in its social context, and at the same time it stresses the importance of putting linguistics in its social context, treating it as mode of intervention in critical social practices. This foregrounds the social semiotic view of language emphasizing social motivation in its interpretation of language as well as the social responsibility of the linguist and his discipline. The notion of social accountability is thus closely related to the aims of an applicable linguistics advocated by Halliday (2008). As Martin (2000) points out, Systemic Functional Linguistics, as a politicized theory, is a kind of neo-Marxist theory that is ideologically committed to social action. This neo-Marxist orientation distinguishes SFL from other approaches and continues to drive it forward, as the theory is constantly put on the line and re-examined in the light of ideas suggested in the course of its application. Implications of this will also be discussed with reference to the SFL research activities in China.

Halliday, M.A.K. 1993/2003. *Language in a changing world*. Occasional Papers 13, Applied Linguistics Association of Australia. (Reprinted in 2003, the *Collected Works of M.A.K.*

*Halliday Volume 3: On Language and Linguistics*. London: Continuum.)

Halliday, M.A.K. 1994. *An Introduction to Functional Grammar* (2nd edition). London: Arnold.

Halliday, M.A.K. 2008. *Complementarities in Language*. Beijing: The Commercial Press.

Martin, J.R. 2000. *Grammar meets genre: reflections on the Sydney School*. Arts: the journal of the Sydney University Arts Association. 22.

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### **Metalanguage and Teaching Knowledge about Language**

A major concern of this paper is teachers' use of metalanguage - a language for talking about language in grammar teaching. Knowledge about Language has been a major part of the English curriculum innovations in Australia, the United Kingdom and North America for its important role in fostering students' ability to appreciate and create texts. In Australia, teaching of grammar has been mandated in the new Australian Curriculum: English (ACARA, 2012). Using one case study as an example and drawing on the resources of systemic functional linguistics (Halliday & Matthiessen 2004; Martin & Rose 2007), we demonstrate how knowledge of transitivity provided the teacher with a fine-tuned metalanguage. This is revealed by an analysis of the nature of metalanguage the teacher drew on in her grammar teaching before and after a professional learning program. This evidence is complemented by analysis of students' written samples, which demonstrates how a functionally oriented metalanguage assisted young learners in their textual production.

Australian Curriculum Assessment and Reporting Authority (ACARA) (2012). *The Australian Curriculum: English*. Version 3.0. Sydney: Australian Curriculum Assessment and Reporting Authority. Retrieved from [www.acara.edu.au](http://www.acara.edu.au).

Halliday, M. A. K. & Matthiessen, C. M. I. M., (2004). *An Introduction to Functional Grammar*. London: Arnold.

Martin, J. R. & Rose, D. (2007). *Working with Discourse*. London: Continuum.

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### **The Realization of Ontology in Scientific Language: An Example of Force**

The meaning distillation from daily experience into science domain through grammatical metaphor that takes place in scientific language has been described in detail in SFL perspective (e.g. Halliday & Martin, 1993). With the relationship between grammar and semantics stratification, scientific knowledge would be packed progressively into technical terms that are like as Participant. However, these participants should be further deployed into various conceptual categories within the language of science, particularly in physics, in order to map to the ontological world. Expanding a research in grammatical metaphor of scientific language, this paper investigates the conceptual

categories of scientific terms within the language of science through an example 'force' in Australian school science textbooks from two dimensions in voice and location of force in texts. The preliminary findings show that force plays active and passive participants in voice, and internal and external properties in location, which leads to four conceptual categories: active-internal, active-external, passive-internal, and passive-external. These conceptual categories could further be identified into four metaphors of force: internal drive, active agent, properties of object, and passive medium, which could be treated as 'conceptual metaphor' in Lakoff and Johnson (1980). The results reveal that the meaning making of force in physics involves multiple ontological categories and conceptual metaphor, facilitating a further understanding that the language of science is highly metaphorical in grammar and in ontological conceptualization, which could be applied to explain why force is one of most abstract and difficult ideas in school science.

- Lakoff, G. & Johnson, M. (1980). *Metaphors we live by*. Chicago: The University of Chicago Press.
- Halliday, M. A. K. & Martin, J. R. (1993). *Writing science: Literacy and discursive power*. London: The Falmer Press.
- Brookes, D. & Etkina, E. (2009). Force, ontology and language. *Physical Review, Special Topics, Physics Education Research*, 5(010110), 1-13.

### **Shih Wen Chen & Yaegan Doran**

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### **Technicality in the Discourse of Physics in Primary and Secondary School**

Technicality is an essential feature within science. The meaning distillation that occurs when constructing a technical term involves continual repackaging from everyday experience, pushing the discourse increasingly into the uncommon sense. With the development of science content from primary school to secondary school, the construal of the physical world changes significantly. Utilizing corpus based techniques, this study investigates how the technicality is constructed by tracking the concept of force through Australian primary and secondary school science textbooks. The results show that force is packed into a technical term by means of grammatical metaphor in early primary school science, with late primary school showing modification of the technical term within the nominal group. In junior high school science, force is elaborated into a mathematical quantity with physical units. Through senior high school, in order to present the increasing complexity of relationships involving force such as its vectorial nature mathematics and images take on a considerably larger role. The results show the technicality of force in different educational stages, which facilitates a deeper understanding about how the technicality and the uncommon sense world it construes is built through language and other semiotic resources, as well as highlighting the potential affordances of different modes for the physical sciences.

- Halliday, M.A.K. and Martin, J. R. (1993) *Writing Science: literacy and discursive power*. London: Falmer
- Halliday, M.A.K. (2004). *The Language of Science*. London: Continuum

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### **Towards a Systemic-functionally Informed English Curriculum**

This paper discusses what systemic functional linguistics has to say about the value, the purposes, the content, and the ways of English language education, followed by a proposal for designing a systemic-functionally informed English curriculum for EFL contexts such as China. Any theory of language learning and any applications in educational processes must be informed by a deep insight into the key properties of language. Unfortunately, very often foreign language education practice (such as curriculum development) does not attend to the implications that linguistics has about what language is, how language is used, what elements of language must be learned and how language is learned. About four decades ago, the notion that language should be learned as (and in) communication replaced the idea of teaching language as a set of rules and structures. The communicative approach was often said to have drawn on sociolinguistics and functional linguistics, but it only had a narrow understanding of 'function' as 'communicative function'. It failed to see language as rich resources of meaning making and language learning as a process of learning to mean.

With an understanding of language learning as learning how to mean in new and different ways, SFL scholars have become engaged with diverse educational issues in diverse school settings. Many proposals have been suggested and tried out on how to apply SFG in language teaching practice. Seeing that the curriculum plays a vital role in English language education practice, this paper attempts to explore the implications of functional linguistics for designing English curricula with reference to the Chinese context. Specifically the paper will discuss in what ways the English curriculum targets in the existing English Curriculum Standards in China can be revised based on implications from systemic functional linguistics.

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### **On the Use of Evaluative Language in the Discussion Genre in Applied Linguistics Studies**

This research intends to explore the macro-structure and appraisal features of research article discussion sections in applied linguistics studies. In this genre, significant knowledge is constructed not only by factual recording of the experimental results but also by transforming research results into convincing propositions. The purpose is to illustrate the promotional strategies utilized by academic writers as they warrant their contributions by weighing the results with other findings and justifying their claims of originality and significant contribution to knowledge.

As such, we conduct a pragmatic two-level rhetorical analysis of the constituent moves and steps of the discussions as well as focus on the identification and mapping of the appraisal resources most persuasively employed to signal these moves. The rhetorical analysis is based on Lewin, Fine & Yang's framework (2001) to enable an effective modeling of

interpersonal meaning in persuading the readers that the writer's finding is significant and the latter one draws upon Martin & White's Appraisal Theory (2005) to elucidate ways of utilizing linguistic resources to achieve the purpose of each rhetorical move.

By analysing 12 articles from applied linguistics journals, this study illustrates different approaches to the discussion genre in connection with their rhetorical purposes, highlighting the linguistic resources that contribute to create a convincing stance to underscore the value of one's research. The present findings will further benefit novice writers by providing more detailed information about how authors create a promotional tenor in academic writing as they warrant their contributions to generating new knowledge.

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### **A Study on Clause Complexing Systems of Korean and their Probability by Text Type for the Context of Translation**

Logical meaning has a great potential to benefit analysis of translation texts because its clause complexing systems cover all levels of language including lexico-grammar and semantics (White 1997; Eggins 2004). In Korean, there have been a range of researches on inter-clausal links, but their discussions are making little progress due to the cyclical nature of their arguments over whether or not to distinguish embedding from subordinate and/or coordinate clauses. One of the reasons for such stasis can be found in their focus on class without giving due consideration to its functions. More importantly, they do not take into account the concept of rank and, thus rank shift, in their contention. Their failure to include such essential components in analysing linkers is bound to lead to confusion and difficulty to apply to texts. This paper attempts to describe Korean clause complexing systems drawing on SFL's core concepts such as system, rank and function with the view of applying the outcome to texts in the context of translation. Apart from describing systems, the paper also intends to investigate their probability by text type (expounding, enabling, exploring, reporting and recreating) to be used as comparable texts for future comparisons with translated texts (Korean and English) (Chesterman 1997). Main data include 20,000 clauses of Korean texts that are broken to approximately 400 clauses from each of the five text types.

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### **Language in Education: Pre-service Teachers' Ideas about Grammar and Knowledge about Language**

SFL-based linguistics in teacher education: An action research project at The School of Education in Silkeborg, Denmark. The national curriculum for mother tongue instruction in Denmark emphasizes a functional view of language and grammar (the Danish Ministry of Education 2009). However, the starting point for our work on SFL-based linguistics in teacher education was the hypothesis that most of our students had experienced a rather structural and formal education in grammar.

Teachers are expected to teach language and literacy across subjects and hence to possess the knowledge about language and texts that meets the demands of their subject. Teaching

and learning content in school subjects cannot be separated from teaching and learning the language of that subject, hence teachers' knowledge about language and literacy is crucial (Love 2009). A formal view on language is therefore not enough when teachers need to be able to identify and teach the linguistic patterns of the language of the school.

In order to equip future teachers with a more functional view on language, we made a series of radical changes to the curriculum for our first-year students, introducing SFL-based linguistics (Halliday 1994) and genre theory (Martin & Rose 2008) as the overall theoretical framework for language description. We followed and traced the students' learning throughout their first year by assessing their writing and analyzing how notions of language and grammar were used and practiced. In this paper we present and discuss our main findings.

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### **A Study of Stylistic Features in Translation**

This presentation is a translation study. It is a Systemic Functional analysis of the Field, Tenor and Mode of the text "Because he liked to look at it", which is one of the 18 original monologues in *The Vagina Monologues*. It examines the related parts of both the original English version and its translated version. In particular, it focuses on the Transitivity analysis of the Chinese version, to see how the change of Tenor in the translation causes changes in the Actors in the Chinese text, as well as changes in the expressions that are considered to be either sensitive or inappropriate in the Chinese context. Furthermore, the presentation discusses the stylistic features of the Actors and sensitive expressions reconstructed in the Chinese text to make it acceptable for Chinese readers/audience while remaining as close as possible to the original text.

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### **Comparing Students' Spoken Language and Reading Comprehension**

This research is part of an Australian Research Council project concerning multimodal texts between the University of New England and the NSW Department of Education and Training. The presentation is based on one aspect of the findings following interviews with Aboriginal and non-Aboriginal students from remote, provincial and metropolitan areas about their comprehension of multimodal printed texts in NSW Basic Skills Tests of reading (Daly forthcoming).

A measure of complexity in the students' spoken language was also identified based structurally on grammar at the sentence level (Halliday 1985, 1994) and lexically on non-core words (Carter 1987). There were significant differences between high and low achieving readers and significant correlations were found between the amount of complexity in students' talk, the number of correct inferences students made and their reading comprehension scores.

More research is recommended to see if a stronger focus on developing spoken language for struggling readers can improve their reading comprehension skills.

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### **Developing an Approach to Teach Grammatical Metaphor to ESL Writers**

This paper presents the theoretical foundations and findings of an action research project conducted within the SLATE Project, which was jointly conducted by CityU and USYD. The action research project reported in this paper specifically focuses on how undergraduate students develop their grammatical metaphor use with the help of tutors' online language support, and aims at developing an approach to teach grammatical metaphor. Grammatical metaphor, which was suggested by Halliday (1985a), is a fundamental characteristic of registers of science, bureaucracy, and academia, and its mastery can lead to success in academic and educational environments. Therefore, developing an approach to teach grammatical metaphor to second language users is essential, and this requires revising the current grammatical metaphor models with clearer terminology to make the theory applicable to second language development. This project is framed as an action research based on the action research cycle suggested by Kemmis & McTaggart (1988). The action research cycles spanned over a period of three years, between 2008 and 2010, and investigated the following research questions: 1. What types of grammatical metaphor do students use in their work? 2. What language support do language coaches provide to improve students' use of grammatical metaphor? 3. How, if at all, do students use the literacy support provided in revising their work? Therefore, this paper investigates how undergraduate students from three different departments employ grammatical metaphor, how their tutors supported them and how they responded to literacy support on grammatical metaphor.

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### **Analyzing the Diagrammatic Register in Geometry Textbooks: Towards a Semiotic Architecture**

There is a duality inherent to geometry diagrams: they display spatiographical properties of actual, physical things (a collection of strokes and dots on a page) at the same time as they represent theoretical relations that hold among abstract, geometric concepts (e.g., points and lines in Euclidean space). Managing this duality has been a concern for mathematics teachers since the beginning of the 20th century (Baker, 1902). Since then, diagrams in geometry textbooks have evolved from austere collections of strokes and letters to become diverse arrays of symbols, labels, and differently styled visual parts. Geometry diagrams are thus multisemiotic texts that present meanings to students across a range of communication

systems. We propose a scheme for analyzing geometry diagrams as mathematical texts that draws on systemic functional linguistics (Halliday, 2004; O'Halloran, 2005). We identify four semiotic systems that catalog the paradigmatic orderings in geometry diagrams: type, position, prominence, and attributes. These systems provide a means for comparing diagrams and analyzing how the diagrammatic register has changed over time. We developed the architecture by examining more than 30 textbooks from major US publishing houses (including Merrill, MacMillan, and Ginn and Company), published between 1899 and 2004. By studying the development of the diagrammatic register in 20th century textbooks, we shine a light on how the ambiguous roles that diagrams can play in mathematics reasoning are semiotically managed. The work reported here is a step in this direction.

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### **Bullet Points across Genres: A Case Study of the Marketization of Public Multimodal Writing**

Designed to facilitate clarity and attract attention to key points in technical and corporate reports and presentations, bullet points epitomise the important role of visual design in contemporary writing. Characteristic of 'the new writing' is a blurring of the boundary between language and image, which calls for multimodal approaches to teaching and achieving cohesion and coherence in writing (van Leeuwen, 2008b). The use of bullet points has also attracted much criticism for its tendency to fragment the construction of knowledge, thereby obscuring the logic that holds an argument or story together and merely pitching key selling points (cf. Fairclough, 2001; Strathern, 2006). This tendency is particularly strong in the use of presentation software such as PowerPoint (cf. Myers, 2000; Tufte, 2003), where a bulleted list is the default option for structuring writing in the body of a slide.

This paper presents a comparison of the use of bulleted lists in advertising, technical manuals, recipes, textbooks, and PowerPoint-supported university lectures and corporate presentations, in order to understand whether and how they contribute, alongside other semiotic resources, to 'the marketization of public discourse' (Fairclough, 1993). In particular, drawing on Van Leeuwen's (2005, 2008a) frameworks for multimodal and critical discourse analysis and on systemic functional linguistics (Halliday & Matthiessen, 2004; Martin, 1992), the comparison considers the functions of bulleted lists in different genres, the grammar of list items and the logico-semantic relations that obtain between them, as well as the distribution of labour between bulleted lists and other elements of visual design such as alignment, indenting, images, animation and slide decoration.

The paper concludes with a discussion of specific types of ideational and interpersonal relations that bullet points tend to obscure and the ways in which resources co-deployed alongside bulleted lists (for example, the speech that accompanies them in PowerPoint-supported presentations) can compensate for this loss of clarity. An understanding of such trade-off relations is essential for supporting the development of critical literacy in the age of new writing.



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#### Australian Attitudes

Can a country or nation have an identity? What is taken up and regarded as part of a nation's identity is often reflected in repeated phrases drawn from well-known speeches, poems and the lyrics of songs, in the case of Australia, one of the most famous and apt being *Waltzing Matilda*. In this paper I examine several other lyrical pieces that make use of Australian voices, arguing that these pieces have been made in response to attitudes prevalent in the social context of their time. In turn, these pieces project their own attitudes toward the target entity, Australia. How do these works craft an identity for this entity? Who or what is seen as Australia in these pieces? This investigation uses both an SFL-based transitivity analysis and the Appraisal framework to compare the pieces and to highlight each's attitudes towards targets which represent Australia. It shows that the entity Australia has always been a contested identity, bound up with the issue of Europeans' relationship with the land.

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#### Construing the Physical World Using Mathematics and Language

When learning physics, students are expected to seamlessly transition from mathematics to images to language, to explain and predict the outside world. In order to do this, however, students must be able to not only reinterpret the meanings made by one semiotic resource, but also expand upon them with another; that is, they must be able to make explicit the multiplicative meanings that multimodality affords (Lemke 1998). This paper focuses on the interaction between mathematics and written language in exam solutions of high school and university physics. In particular it will explore how students are expected to reconfigure the meanings made by

mathematics using language, as well as the physical conclusions they are to draw. The study has found that it is common for mathematics to be used when developing written language explanations of physical phenomena. Conversely, when a quantification is required, language is used to make explicit the circumstances that the mathematical symbolism is being applied to, as well as naming the equations being used. By developing an understanding of this interaction, a first step into detailing the legitimate means of expressing knowledge in physics will be achieved. Such an understanding is vital for developing a disciplinary based pedagogy.

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#### An SFL Analysis of Existential Clauses in Research Articles

Existential clauses are rather infrequent in language, representing just 3-4 per cent of all clauses within discourse (Halliday & Matthiessen 2004), which seems to be the reason why they have apparently been given not enough attention within SFL (Hannay 1985, Davidse 1992, 1999). Still, existential clauses fulfil a significant function in certain genres such as the introduction of main characters at the beginning of narratives. The typicality of the expression *Once upon a time there was an X* in fairy tales and fables has probably led to the association of existential clauses with a presentational function (Downing 1992). Presumably, however, existential constructions have adopted further functions in their wider use in other formal genres such as the Research Article. To my knowledge, however, there appear to exist no corpus-driven studies of existential constructions within SFL so far. The aim of this paper is therefore to conduct a thorough quantitative analysis of existential clauses with overt expletive there in Research Articles in English. A number of 225 Research Articles will be scrutinised for existential clauses in order to examine their Mood Box, the presence of processes other than be, the nature of the Existent and its (pre and post) modification, the type and position of circumstances, the grammatical metaphors present and the rhetorical effect of the process chosen by academic writers. The corpus has been driven from Research Articles on Linguistics published by University College London between 1994 and 2010, from which a total of 5,648 existential clauses have been obtained.

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### **Visual Intertextuality in Naturalistic Photos: Powerfully Positioning Readers**

In this paper I explore how some naturalistic news photos may provoke an evaluative reading for target reader groups by making a certain type of visual intertextual reference. These are photos which suggest a non-news image of some kind, of a different medium such as painting, even a specific art style, such as a religious icon. In the visual semiotic of naturalistic photography where explicit evaluative meanings are greatly constrained, this kind of intertextuality is a powerful means of evaluatively positioning readers in different ways. At the same time, the obligatory caption identifying the photo content as real ensures it is still read as an actual news photo.

This paper will examine such photos from the perspective of SFL theory, particularly the notion of instantiation, appraisal theory (Martin & White, 2005), recent work on visual appraisal (Economou, 2009) and CDA work (Fairclough, 1992, 1995) on interdiscursivity, intertextual references made at the level of context. These theoretical descriptions will be applied here to a corpus of news photos from Australian and Greek broadsheets.

It is proposed that these visual suggestions are a motivated editorial choice to evoke a complex of ideological and evaluative meanings associated by particular reader groups with some external context. This is confirmed by those cases where the external context suggested by the photo is also suggested by accompanying headline, or where the photo and headline together suggest an external verbal-visual genre.

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### **Loops of Spoken Language in Danish Broadcasting Corporation News**

For many years the evening television news from the Danish Broadcasting Corporation was 'a must' for all Danish families. At 7:30 everybody was quiet because they had to watch and hear the latest news from all over the world, but not anymore. Our news consumption has changed radically since the first Television News in 1965 and so has the language. As part of our research project we will present our key results and will argue that the best way to describe the changes in language from reading aloud a handwritten Danish text to a more natural spoken language is to see it as part of the following contexts:

- The changes of the context of culture in the genre 'television news'

- The realizations of the context of situation (register) in 'television news'

Nowadays the rituals have disappeared: no 'good evening's, less standard Danish pronunciations and less autonomy. Internet, chats, blogs, Facebook and other forms of communication in mass media are part of a free and ever changing reality in the studio. Practical examples from 1965 to 2012 will be given to analyze the fundamental changes in the genre, the register and the language use. Many features are now live and/or 'breaking news', and often we can see it as a battle of turn taking. The typical 2012-host presents the news in a speed just like spontaneous language; most often in a modern Copenhagen dialect. And the host moves around in the studio in order to present a dynamic touch in the autopoietic subsystem.

In ARD (German Public Service Television) they stick to a standard German language, while in 2010 BBC stopped giving advice concerning standard pronunciations. BBC has made clear that all sorts of different pronunciations are equal and accepted in BBC news. This has not happened in Denmark. Danish pronunciation and pragmatics have changed radically during the latest fifty years, but Danish Broadcasting Corporation sticks to a language very close to written Danish language. The Danish writing system has existed for 300 years in a form that has accepted very few changes.

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### **The Teaching of Genres in Indonesian Schools**

This paper is an outcome of a study conducted in 2010 in West Java, Indonesia. The study involved 11 teachers and was funded by the Indonesia University of Education. The study aimed firstly to develop a training program for teachers in genre-based approaches (Feez & Joyce, 1998; 2000; Christie, 2005; Feez, 2002; Gibbons, 2002, 2009; Macken-Horarik, 2002) and secondly, to investigate their subsequent implementation in the classroom. The data were obtained using several methods: (i) distributing a questionnaire to teachers before and after five training sessions, (ii) five training sessions or stages to introduce genre pedagogy, (iii) classroom observations, (iv) students' texts analyses, and (v) interviews with the teachers at the end of the program. The paper will centre around data from classroom observations, text analysis and interviews with the teachers.

The study reveals that teachers found the training program useful because it enhanced their understanding and capacity to teach their students to write and read different text types on different topics. Students' texts, despite some limitations, indicate a quite good control of the schematic structure and

linguistic features of different text types stipulated in the national curriculum. However, data from observations and interviews also indicate that teachers still need guidance and assistance to teach genres in all stages of implementing the genre-based approach. The reason for this is that firstly the genre-based approach is relatively new to Indonesian teachers and thus it takes time to make teachers clearly understand both theoretical and practical matters of the genre-based approach and secondly the teaching and learning materials relevant to the genre-based approach are still sparse. Guidance should thus be given to teachers, especially in terms of the creation of learning materials for students and teachers, especially in remote areas. It is recommended that professional development be conducted continuously to promote teachers' professional competence and thus to help students achieve a better result of learning. A new phase of the study is now planned.

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### **Exploring the Logical Resources of Chinese Nominal Groups: A Systemic Functional Approach**

Since the 1970s, a growing number of systemic functional descriptions of languages other than English have been undertaken (see Matthiessen 2007). In the case of Chinese, the most significant lexicogrammatical attention is given to clause and verbal groups (such as McDonald 1998; Li 2003). This gives the present author an incentive to investigate nominal groups in Chinese. Drawing upon systemic functional linguistic theory on lexicogrammar (Halliday & Matthiessen 2004; Matthiessen 1995), the present study aims to explore the logical resources provided by nominal groups of Mandarin Chinese. The description will go into two parts: firstly, I will give an overview of the logical resources that the Chinese nominal group can provide, exploring the logical metafunction in terms of Taxis and Logico-semantic relations; secondly, I will investigate the logical complexity of the nominal group by looking at the modification structure as well as the complexity of embedding. The study aims to provide a new perspective in doing text analysis and also make contribution to the typological descriptive work on nominal groups. Finally, a case study will be presented, where the nominal groups used in two genuine texts in the same field are compared in terms of logical metafunction. The case study aims to illustrate how the logical complexity of the nominal groups is presented to help create registerial features of a text.

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### **A Corpus-assisted Study of Chinese EFL Learners' Development of Academic Literacy**

Using a Systemic Functional Linguistic (SFL) theoretical framework, this study aims to identify the ontogenetic development of academic literacy in Chinese English as a Foreign Language (EFL) learners' writing through an examination of grammatical metaphor deployment. This longitudinal study follows 130 Chinese university English majors across their first two years of university education, mapping students' development of grammatical metaphor across four semesters of data. Using the tools of Corpus Linguistics, each of the four semesters of data comprises four sub-corpora of 130 texts each, providing an empirical examination of students' development. Such an integrated analysis demonstrates how the practicality and insight functional grammatical descriptions of language provide for identifying the linguistic resources EFL learners deploy over time can be supported empirically through large quantities of texts. The findings reveal an expanded theoretical framework of grammatical metaphor deployment with detailed pathways of development accounting for intermediate and partial grammatical reconstructions in the construction of academic texts. The study concludes with pedagogical recommendations about how an approach to academic literacy in the EFL classroom informed by SFL and supported by Corpus Linguistic methodology can contribute to a focused syllabus that will empower students to perform successfully on advanced academic tasks.

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### **Dialogues: An Exploratory Study of Parent-Twin Triadic Discourse.**

A meta-analysis of twins studies by Thorpe (2006) has concluded that linguistic interactions between twins and caregivers is much more complex than has been presented in the past. Thorpe invites researchers at the intersection of speech pathology and linguistics to provide clearer analyses of the complex interactions that occur in everyday interactions in the home with twins. This study takes up that invitation.

The use of Systemic Functional Linguistics (SFL) as a theoretical and methodological resource allows robust investigation and rich insights into triadic interactions. This paper reports on the first stage of an exploratory study aimed at looking at what some of the descriptive parameters around triadic interactions are. By using SFL to explore these patterns, we can develop a more nuanced understanding of the language learning context of pre-school twins.

Transcripts were made from video data of home interactions between four middle class families with their 3-4 year old normally developing twins. Of this data a number of peaks of learning potential were identified in which parents were semiotically mediating the literate-type language (Heath, 2008) of their twin children.

The metafunctionally organised semantic networks developed by Hasan (Hasan & Cloran, 2009; Hasan, Cloran, Williams, & Lukin, 2009), and built on by Williams (1995), have provided a clear linguistic criteria to elucidate the semiosis of mother-

child dyadic interactions. Semantic networks, particularly Williams(1995) will be explored for potential to enrich understanding of dialogues- the more fractionated, less linear, multi-party triadic discourse of parents with twins as they prepare their children for school.

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### **Efficacy of Process Type Analyses of the Kyoto Grammar**

This paper will explore the explanatory power of the transitivity system proposed in the Kyoto Grammar (KG), a Systemic Functional grammar for Japanese. The first choice of its process type system is the one between "static" and "dynamic" (Tatsuki, 2008), which contrasts with that of English with six alternatives (Halliday and Matthiessen, 2004). The KG system is also followed by further choices, which make it possible to state types of processes in more delicacy. The introduction of this system may result in better efficacy in analysing Japanese texts, in that it enables us to state the natures of texts by analysing processes into only two types, showing more general tendency by disregarding delicate process types. The numbers and proportions of static and dynamic process types, as Eggins (2004) does with English texts, can characterise the ideational meanings of Japanese texts, that is, realisations of different fields. For example, a text containing more static processes, such as "dearu" 'be', is explained as realising the field concerning less concrete movements, while the one with more dynamic processes (e.g., "hashiru" 'run') is likely to realise situation with more motions.

Accordingly, in terms of analyses of Japanese texts, the KG system can be effectively employed, so as to explain the transitivity nature of texts from both general and delicate viewpoints. In other words, a text can be described either broadly between static and dynamic, whereas the same text can be analysed more delicately with more delicate process types to explain minute nuance, to be suitable for various purposes of analyses in KG.

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### **On the Grammar of Death: The Construal of Death and Killing in Colombian Newspapers**

Following Halliday's 1998 paper 'On the grammar of pain' this study aims to map the lexicogrammatical resources available to Spanish speakers in the register of hard news to construe death and killing. Based primarily on a 300,000+ corpus of news reports of violent actions by illegal armed groups in the internal conflict from four major Colombian newspapers, it distinguishes between congruent and metaphorical construals of death, accounting for the different roles of the participants involved in these different types of constructions. In addition it offers a topological perspective of the intersection of the more delicate distinction of process types and the system of Agency. Furthermore, it applies these findings to contrast the construal of violence by the actors in the conflict, Marxist guerrillas and right wing paramilitaries. The results of the analysis show how the deployment of the lexicogrammatical resources construe different semiotic spaces, highlighting the role of one group while diminishing the responsibility of the other.

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### **Analyzing Text and Images of 'Persepolis: The Story of Childhood' from Multimodality and CDA Point of View**

Recently, language and images in comics have been integrated to make meanings in new ways. Disregarding the inherent humor, the present study aims to show the representation of Marxist and Islamism ideology through the verbal and visual modes in the comic strip, *Persepolis*. Two theoretical frameworks are used to analyse and interpret the language and images in *Persepolis*. First, polarized signifiers such as freedom – Veil, Marx- God, capitalism – socialism are analyzed based on Laclau and Muffet's (1985) ideas within a critical discourse analysis framework. Second, aspects of textual metafunction are used to examine the multimodality in *Persepolis*. Following Kress and van Leeuwen (2006), more attention is paid to three interrelated variables: information value, salience and framing. In this study, the analyzed data confirm the dialectic relationship between the dominated discourse and the verbal and visual modes of the text.

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### **Learning Spanish in the Digital Age: An SFL Analysis of Online and Traditional Foreign Language Classrooms**

There is no question that students today are using more technology in their daily lives than ever before. With amazing advances in options for technology's inclusion in language learning classrooms comes the responsibility of examining the consequences that such tasks can have on students' ability to communicate, both in the foreign language (FL) as well as in the first language. Using a functional approach, this paper reports on a study that analyzes the social practices, specifically those involving technology, that go on within online and traditional FL classrooms. Taylor (1991) defines a social practice as a specific pattern of action and reflection that provides a context for relating social action and interpretation. This study uses Mohan's (1986) Knowledge Framework (KF) as a functional discourse analysis tool to examine the lexicogrammatical features that participants use to express their attitudes and ideas about the social practices or activities that go on in online and traditional FL classrooms. According to Halliday, discourse analysis that is not based on grammar is not an analysis at all, but simply a running commentary on a text (Halliday, 1994, pp. pp. xvi-xvii). This view of grammar is based on the purposes that it serves in people's lives and provides a framework for analyzing the social practices involving technology that are carried out in the FL classroom. Qualitative data includes in-depth interviews with intermediate Spanish students involving the role of technology in language learning. These interviews show how, in an age of rapidly advancing technology, participants' theories about technology use provide an opportunity for us to return to important questions about how and why to implement technology in the language learning classroom. Additional findings show how the KF's theory/practice relationship can be exploited in order to better understand action and reflection discourse, what students do and what they know about the cultural context of online versus traditional classroom FL learning.

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### **Written Language Development: A Corpus-based Study**

In the past 40 years or so, English has been established as one of the most important languages in Singapore schools and society. However, with notable exceptions such as Foley (1991), Foley & Lee (2004), Guo and Hong (2009), and Leong and Wee (2003), discussions about school children's written English development have been mostly anecdotal and small-scale. This study thus aims to 1) collect about 4.5 million word sample language data at Primary 6, Secondary 4/5, and Junior College 2; 2) generate linguistic profiles for these stages via systemic functional linguistics-informed corpus linguistics technology; 3) collect survey data about students' demographic information and writing strategies to contextualize and supplement the sample language data; and 4) contribute to the theorization on the nature of writing development in a multilingual and multicultural environment (cf. Christie & Derewianka 2008). The paper will outline the design of the learner corpus (Nesi & Gardner 2011) and report preliminary findings from the larger study.

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### **Types of Entities in Relation to Technicality in Undergraduate Biology Essays**

This paper reports on an investigation of academic discourse in undergraduate biology. The study is informed by Systemic Functional Linguistics (SFL) (Halliday 2004, Martin 1992) and Legitimation Code Theory (LCT) (Maton, 2011; Maton, forthcoming). The aim of the paper is to discuss how the field of biology is construed in undergraduate biology essays. In particular, I will focus on high-graded biology essays produced for assessment across core courses of three undergraduate years at the University of Sydney.

In order to examine the construing of field in biology essays, I draw on the system of IDEATION at discourse semantic level of the language system (Martin 1992, Martin & Rose 2007). Of specific concern are the taxonomies in the field of biology, which have been analysed using types of entities (Martin & Rose 2006). Based on the entity analysis, a more delicate categorisation of the types of entities will be proposed. To further understand this categorisation in relation to the notion of technicality, this paper also draws on the concept of condensation within LCT (Maton, forthcoming), specifying the technicality in the field of biology as epistemological condensation. The entity categorisation developed in this paper provides a useful theoretical tool for investigating fields, as well as extending our understanding of technicality at the discourse semantic level.

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### **The Use of Multimodal Modes in Representing 1Malaysia**

Having realised the importance of racial unity in Malaysia, the government has introduced the one Malaysia (1Malaysia) concept in 2009, of which the aim is for continuous unity and harmony in the country. In so doing, the media is used as a platform to disseminate the 1Malaysia message to the public. This paper thus discusses the ways in which the ideational meaning is constructed by means of linguistic and non-linguistic modes. The data for this study included the 1Malaysia website, that is, the official website of Malaysian Prime Minister, the 1Malaysia booklet which was downloaded from the website, the 1Malaysia blog and 1Malaysia TV adverts. Using a Systemic Functional Linguistic approach (Halliday, 1985), the linguistic text was analysed to examine how the ideational meanings are constructed in representing 1Malaysia. The analysis found that Themes often consist of nominal phrases that function to highlight the history of Malaysian independence and the achievement of racial harmony, in order to remind people of the importance of unity in diversity that

needs to be preserved and enhanced. The analysis also found that festivals celebrated by people of different races were commonly used as the representational meanings and to portray this is us. Similarly, analysis of non-linguistic elements showed that images of people of different races, various festivals and cultures were the represented participants to connote the diversity of Malaysians. The findings of this study thus reveal that the constructions of ideational meaning in representing 1Malaysia take place across linguistic and non-linguistic modes and the main message of 1Malaysia represented in the media is unity in diversity.

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### **A Study of the Interface between Grammar and Discourse via English and Chinese CEO Speech Analysis**

The words of CEOs are an instrumental part of a complex communicative act that has symbolic, emotional, cultural, and political overtones. The authors of this paper are intended to analyze both the English and Chinese CEO speeches, with 30 samples in English by CEOs such as Bill Gates (Microsoft), Jack Welch (GE), Steve Jobs (Apple), Ahmed Fahour (NAB), Tony Haywood (BP), etc., and 30 samples in Chinese by Ma Yun (Alibaba), Liu Chuanzhi (Lenova), Zhang Ruimin (Haier), and Robin Li (Baidu), Wang Shi (Wanke), etc. One of our purposes is to analyze the discourse of these CEO speeches in terms of linguistic and cultural aspects. As Halliday (2002) puts: A text is a semantic entity rather than a formal, lexicogrammatical one; and this distinction is less easy to draw, because between the semantics and the grammar there is no such line of arbitrariness. Therefore an interface between grammar and discourse will be discussed in detail by means of understanding the English-Chinese CEO speech texts. Textual analysis is made via social research (Fairclough 2003) and speech genres as well as discourse semantics (Martin 1985; Martin 1992) are emphasized in order to investigate the interface between text and grammar via CEO speech analysis.

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### **Analysis of Images on the Wenchuan Earthquake in Beijing Review**

In this age of the multimedia, there is an increasing awareness that meaning is rarely made with language alone. Other modalities are also important meaning-making resources in various fields. Even in linguistic context, many types of discourse are with other modes complementing or emphasizing the meaning of verbal text, such as images, tables, charts, diagrams, figures, etc. To account for images, Gunter Kress and Theo van Leeuwen (1996/2006, 2002) develops a kind of grammar, viz. Visual Grammar, which is based on Systemic Functional Linguistics, and transforms the linguistic theoretical framework into a visual working one. Contributions to the similar field of study are seen among works by other scholars too, including O'Toole (1994), Lemke (1998, 1999, 2002), van Leeuwen and Jewitt (2001), Iedema (2003), O'Halloran (2004), Bowcher (2007), and so on.

Based on Visual Grammar proposed by Kress and van Leeuwen, and also drawing on other scholars' insightful views, this study

is intended to analyze the images concerning the Wenchuan Earthquake on May 12th, 2008 which were published in a series of issues of Beijing Review from May 19th, 2008 to May 21st, 2009. The purpose for this is to reveal the visual features of the images characterizing the alignment of viewers with the victims, relief workers, and other people affected by the earthquake. Meanwhile, the content of the representation of the images and its reframing are investigated for the revealing of the visual patterns which are created to reflect the main theme of different stages after the earthquake and henceforth, to evoke viewers' positive emotions towards the involved participants in the images.

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### **Ability, Attempt and Analysis versus Incentives, Probability and Paradox: A Comparison of Shell Nouns in Two Research Article Excerpts from the Field of Economics**

This paper explores the use of shell nouns (Schmid, 2000) in two research article excerpts from the field of economics: one published, and the other an article submission written by a Portuguese researcher. Lillis and Curry (2010:152) document a case in which a Southern European academic was criticised for using in a research article submission 'weasel words' such as phenomena or approach in a way that was 'useless for the reader'. Nouns like phenomena or approach can be used as shell nouns, i.e. semiotic abstractions (Halliday & Matthiessen, 1999), and recently they have attracted greater attention in SFL. As a grammatical class, they correspond to Halliday's (1994) fact nouns, projection nouns or circumstantial nouns of expansion. Using SFL theory, an analysis of the shell nouns in the research article excerpts is carried out at the strata of the lexicogrammar (Halliday & Matthiessen, 2004) and discourse semantics. In particular I shall draw on the resources of cohesion (Halliday & Hasan, 1976; Martin 1992) and appraisal (Martin & White, 2005) to show how the writers' choices affect the unfolding text.

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### **Register and Genre in the Model Letters for Writing Instruction: Perpetuation or Evolution?**

Most current approaches to writing instruction share the common practice of using model texts for study and emulation by learners (Hyland, 2003, 2007; Nunan, 1999). This paper reports on a study where text analysis and qualitative research methodology were used convergently with a Systemic-Functional theoretical framework to explore how the aspects of Register and Genre were realized in pedagogic models for second-language writing instruction. In investigating how these aspects were given attention by teachers in teaching-learning activities, it was found that there were broad similarities in the Register and Genre traits of the models (formal and informal letters) chosen by teachers. In contrast, there was considerable diversity in what was emphasized by teachers, and in teachers' tolerance towards the extent of similarity between learners' work and the model letters provided. The most discernible traits of layout and vocabulary tended to be emphasized by teachers over less-evident lexicogrammatical patterns. Also notable was teachers' perceived phasing out of informal letters and the relative insignificance of formal letters in their learners' personal experience against the broader background of the role of written communication in English within a multilingual Malaysian society. This suggests that choice of Genre and more systematic attention to details of Register (beyond layout and vocabulary) merit greater attention in writing instruction for learners of English as a second language in Malaysia, particularly since writing is acknowledged as the greatest challenge to these learners (Harmer, 2004; Reid, 2001; Savignon, 2001).

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### **The Deep Roots of Multimodality**

Multi-modal scholarship (e.g. Kress and Van Leeuwen 2006) identified a previously unrecognised signifying system in modern print and electronic texts, one which seemed to go back in time and across languages and cultures to some degree. This paper will push at those limits, in time (going back to European textuality before writing) and across culture (looking at the multi-modality of Australian Aboriginal art and cultural practices). In both cases it finds not a single originary form of multi-modality but a small, well-motivated set or repertoire of complementary or contradictory ways of carrying multi-modality. It will develop the argument through an analysis of

Plato's iconography of Atlantis in his text the *Timaeus*, and a painting in the Papunya art tradition. Finally, the applicability of these concepts to modern instances will be demonstrated with a brief, indicative analysis of a recent news text from the Australian media.

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### **Children's Use of Modality in the Context of Play**

Children's language has frequently been explored within a systemic functional framework. Predominantly this work has examined the language of children interacting with adults including their parents and teachers. Less research has focused on the language used between young children as they interact with same age peers.

In this research, the conversations of nearly 50 children in their first year at school were recorded as they played in dyads with a mutually nominated 'best friend' and with another class member not so designated (over 80 play conversations.) Preliminary analysis of the data revealed several genres in the children's talk that aligned with categories of play proposed in the literature (Coplan and Arbeau, 2009). Further analysis investigated the role of modalization and modulation (Halliday, 1994) in the children's talk both in terms of its relevance to the various genres and as a function of the level of friendship reported by the children.

In play children are not only doing the interpersonal work required in relationships but use language for cognitive tasks involved in imagination and pretence. Following Painter's (1996) discussion of children's progress towards literacy: their development from contextualised to decontextualized language, from dialogic to monologic language, this paper will explore the children's use of modality in their pursuit of the simultaneous tasks of making friends and creating play.

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### **Ideational and Interpersonal Functions of Implicit Participants in Chinese**

This paper deals with the ideational and interpersonal functions of implicit participants in Chinese which are covert forms as actors or experiencers in sentences. Implicit participants are one feature of 'locus language'. Locus are realized by (1) topic prominent; (2) pro-drop; (3) implicit participants. The former two have already been discussed while the latter is until now under discussion. In this paper I will exemplify inclusive imperatives and some types of topic sentences, which have to do with 'locus language', to investigate the ideational and interpersonal functions of implicit participants in Chinese. There are four parts in this paper. First, I will point out that Chinese is a 'locus language'. I also discuss the pragmatic implicature of implicit participants

and their grammaticalization. Secondly, I will discuss the ideational and interpersonal functions of implicit participants in Chinese, and distinguish the difference between these sentences and middle or ergative sentences. Thirdly, I will use Mandarin Chinese, Old Chinese and Chinese dialect (Hakka) to suggest that implicit participants are common in Chinese. The data are from the written texts of Old Chinese, conversation in daily life or dramas, and some personal communication. The last is the conclusion. Through the investigation of this paper, we will have three outcomes below: (1) discussion of the relation between 'locus language' and their implicit participants; (2) ideational and interpersonal functions of implicit participants in Chinese; (3) to explain why some scholars of Chinese research made confusion between the ideational and interpersonal functions when they discussed Chinese modals.

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#### **Quotes and Reports in Translated Texts of Confucius' Lunyu (The Analects)**

There have been a large number of studies on the intralingual and interlingual translation of Confucius' Lunyu (The Analects) in the literature to date, most of which are from a philosophical perspective, with the aim of exploring Confucianism (which advocates the rule of rites and traditional ethics). However, there are few studies that provide a linguistic analysis of this classic work. The aim of this paper is to examine the linguistic analysis of quotes and reports in some translated texts of Confucius' Lunyu, and the focus will be on the choices in this area of meaning when interpreting this ancient text. In order to illustrate the characteristics of the text, a number of English translations will be used as data for analysis and interpretation. The discussion will involve the concepts of both intralingual and interlingual translation, and it will be argued that the process of translating ancient Chinese works into another language (such as English) requires first an intralingual translation into Modern Chinese and then an interlingual translation into English. Thus there is a need to make a clear distinction between the translation of a modern text and that of an ancient text. The study will show that a systemic functional approach to the analysis of translated texts of ancient Chinese will not only help the reader to understand and evaluate the ancient text, but also illustrate the value of the emphasis in SFL on the text itself. The point made here has important implications for translation studies.

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#### **Using a 4x4 Framework for Whole School Literacy Development**

In this paper we report on a whole school literacy research project, Embedding Literacies in the KLA's (ELK), which has drawn on SFL theories of metafunction, rank and strata to develop a metalanguage for use by teachers, students and parents to discuss how texts work across the disciplines of secondary schooling. The starting point for this endeavour is the 3x3 framework, which was originally developed by academic literacy researchers (Humphrey, S. Martin, J., Dreyfus, S., and Mahboob, A., 2010) to organise the resources of academic discourse for tutor training purposes. We report specifically on how we have adapted the original framework to form a 4x4 toolkit, in order to raise the profile of essential logical resources and to make space for meanings at the word level. The 4x4 toolkit has been used to build teacher understandings of the resources of the high stakes persuasive writing required by the Australian national literacy test (NAPLAN) across a range of disciplines as well as to program and assess literacy within faculties. By foregrounding how particular language resources relate systematically to meanings from each metafunction at various ranks, the 4x4 has not only provided a framework for teachers to interpret the criteria provided by NAPLAN but to map their own and their students' development of language for learning systematically across the contexts of schooling.

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#### **Burnishing and Tarnishing in Academic Literacy**

This paper reports on research which investigates academic discipline learning. Of particular focus is the investigation of the way authoritative status is achieved linguistically in research warrants (Hood 2010).

Our study draws on resources from both ideational and interpersonal metafunctions within systemic functional linguistics to explain how writers justify their own research within a research warrant. From the ideational perspective, we draw on the concepts of the field of object of study and the field of research which have been identified in academic discourse (Hood 2010). From the interpersonal perspective, the resources from the system of APPRAISAL, including those of engagement, evaluation and graduation are employed. The complex interaction between ideational and interpersonal resources which unfold across a research warrant creates the patterning of firstly bringing in external academic sources and then strategically evaluating the sources. These contrastive clusters of linguistic resources are glossed as 'burnishing' and 'tarnishing' (Humphrey & Hao, forthcoming).

The findings in this study enable us to make explicit the linguistic resources that are needed to create authoritative tenor relationships in academic discourse. The concepts of burnishing and tarnishing allow for effective guidance of students' academic literacy learning.



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### **The Sino-British Lecture as Cultural Site**

The University of Nottingham Ningbo China campus (UNNC) markets itself in part on the fact that: undergraduate and postgraduate programmes are conducted entirely in English with the same teaching and evaluation standards as at the University of Nottingham, UK (website material). The majority of the students on this campus are Chinese, with all of their formal schooling up to this point having been conducted in Mandarin, now being taught and evaluated in English. This paper is based on a pilot study examining the particular genre of the university lecture within this unique cultural milieu, along the lines of Martin's (1984: 25) definition of genre being a staged, goal-orientated, and purposeful social activity that people engage in as members of their culture, but with the realization that this particular context is not monocultural, but in fact a place where cultures meet. Three lectures, from three different professors with different cultural backgrounds, have been recorded and analysed for culturally-salient content as determined by participant reaction and the integration of marked structures into the English system. This analysis is supported with questionnaire data from both students and professors to determine how best to theorize an approach to the cross-cultural context at UNNC. Recognition of this context and how it is realized in these common texts should serve as a useful tool for teacher instruction as well as curriculum development.

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### **Transitivity and Transaction: Of the Experiential and Loanwords**

This paper discusses the integration of First Nations loanwords into early Canadian English texts, focusing on the types of transitivity roles these lexical items play. The paper first explains the methodology in identifying and locating culturally salient loanwords in the Early Canadiana Online database. The paper then presents the data analysis. First, the groups and phrases have been analysed in regards to the experiential metafunction, as per Halliday (1994) and Halliday and Matthiessen (2004). Second, the proportions of the processes in which the loanwords participate are compared to those of synonymous terms which have not been borrowed from the same cultural context of First Nations language contact; for example, muskellunge is contrasted with pike, tamarack with larch, and toboggan with sled. Finally, the proportion of the process types from these findings are compared to those of the more generalized corpus found in Matthiessen (1999).

The initial analysis and contrast with the proportions of process types in a standard corpus indicates that process types specifically involving loanwords during the particular time period of initial integration into Canadian English skew toward relational and existential processes. If these findings are then also disproportionate when compared with synonymous terms, we can postulate some of the underlying ways in which words are able to move across both lexicogrammatical and cultural divides. Such an understanding has implications not only for our understanding of the grammatical resources employed for novel items within a particular language system, but also for our understanding of the peoples involved in this intriguing process and their creative employment of this system itself.

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### **Does it Matter that Relational Processes are not Processes?**

According to Halliday & Matthiessen (2004) processes "unfold through time". They acknowledge that mental processes do not unfold in quite the same way as material processes (as reflected in their preference for different unmarked present tense forms) and explain further that "processes of being" (encoded in English by means of the copula and the verb 'to have') unfold "without distinct phases" and without "an input of energy" (2004:211). In this paper we argue that 'being', 'having' and 'being in/at a specific place or time' (the three key "processes of being") are best construed not as processes but as logical relations constitutive of "propositions" to which truth values can be assigned. We identify some empirical consequences of this distinction, listing a number of logically anomalous tense behaviours of the English copula, where past/present tense is determined by the co-text or the speaker's pragmatic motivation than the temporal relation of a happening, doing or mental process to the deictic ground ("deictic centre"). Thus the tense of (a) below is logically anomalous in that the movie "is" either good or bad; and use of past tense seems best explicated in terms of a pragmatic meaning suggested in (b).  
(a) "That was a great movie." < (b) "I really enjoyed that movie."

We further suggest that this type of extended tense use, in connection with what are objectively speaking logical propositions, is the source of major learning problems for advanced students of English whose L1 lacks a tense system.

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### **Translating Advertisements in Hong Kong**

Each of the text types has the characteristic feature of achieving a specific communicative function which in turn governs the choice of the linguistic items. Distinguished by its own text-typological and pragmatic conventions, it calls for the use of specific strategies in the process of its translation. The proposed paper endeavors to examine the strategies employed in translating printed advertisements, an omnipresent discourse type, found in the bilingual society of Hong Kong where English and Chinese are used. It will also discuss the reasons why such strategies are adopted. Observations have been made that for the same advertising message, there are always differences, either major or minor, in terms of content, syntax, lexis or style between the English and Chinese texts. As a type of highly culture-bound text, the English and Chinese advertisements in Hong Kong each exhibit the culture-specific features of the western and Chinese society which are markedly different. They also reflect the characteristics of the English and Chinese language which belong to disparate linguistic systems. The Chinese advertisements are especially characterized by the increasing use of Cantonese, the dialect spoken by the vast majority of Chinese people living here. Under such circumstances, when either the English or Chinese text is translated, the source text has to be modified to conform to the linguistic and text-typological rules of the target language and the communicative conventions of the target language culture. The strategies implemented to make the target text functionally appropriate and pragmatically adequate and the reasons for their implementation are therefore worth scrutinizing.

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### **SFL-based Text Analysis for Translator Education**

This paper presents a case study of the use of Systemic Functional Linguistics (SFL) as a tool in educating translators. SFL has influenced a number of both theoretical and descriptive translation studies since the 1960s (e.g. Catford (1965); House (1977/1997) and has enjoyed a position of particular "prominence" in the field since "the early 1990s" (Munday 2008: 13) (e.g. Hatim and Mason (1990, 1997); Bell (1991); Baker (1992); Munday (2001/2008); Trosborg (2002); and Steiner (2002, 2004). However, what has not yet been rigorously explored is its application to text analysis in training translators and interpreters. The current research derives from a postgraduate program in interpreting and translation studies featuring English as the common language alongside a range of European and Asian languages such as Chinese, French, German, Indonesian, Japanese, Korean, Russian, and Spanish. It describes a dedicated course in text analysis for translation which draws on an SFL framework to equip students with tools for understanding the links between contextual and textual variables (genre, register) and lexicogrammatical patterning, and then apply those tools comparatively across languages. Based on our classroom data, we aim to put forward a model that can be adopted for similar multilingual educational contexts, and discuss the pedagogical advantages and limitations of applying SFL for this purpose.

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### **Appraisal in Secondary School Legal Studies**

This paper examines written work from the Australian secondary school subject of Legal Studies using the theoretical framework of Appraisal. (Martin & White, 2007) From a Functional Linguistic perspective, Appraisal is concerned with the way communicators approve and disapprove, enthuse and abhor, applaud and criticise and with how they position their readers and listeners (Martin & White, 2007: 1) Because in Legal Studies all areas of Appraisal are salient: Attitude, how things are evaluated; Engagement, the means for the authorial voice to position itself with respect to other voices; and Graduation, the gradability of attitude or quantity, these will be the areas of my analysis. The data for the study includes samples of existent texts written both for the HSC examination and for set assessment tasks during the Legal Studies Course, and as a point of comparison there will be analysis of the Appraisal resources used by more mature writers in Legal opinion pieces.

As a component of a broader study of Literacy in Legal Studies, this presentation will address the grammatical resources used by students as they make evaluations in assessment tasks. All assessment tasks have a requirement that students evaluate or assess effectiveness in line with Blooms concept of higher order thinking skills. Students are therefore specifically required to write essays which explicitly or implicitly make judgments. In response to clear assessment requirements to evaluate various aspects of the legal system, some students appear to struggle to use Appraisal resources as they are used by mature writers, and often produce responses which use forms of expression derived from the syllabus but not necessarily appropriate under other circumstance, to indicate their attitudes. Higher order responses tend to reveal much more sophisticated usage of Appraisal resources than those judged by independent markers to be of lesser quality. The specific nature of these differences is the basis of this piece of the analysis.

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### **Learning to Be: Affiliation in Online Communities of Practice**

Asynchronous threaded online discussions are increasingly being used as part of flexible delivery in a range of educational contexts. The pedagogical underpinning for this learning mode commonly includes the concept of online communities, including communities of practice. These are workplace or professional communities, characterised by diverse membership (novice to expert), a focus on collaborative learning, problem solving and support and a movement for the participant from the periphery to the centre. They are also said to serve the purpose of enculturation into workplace or professional roles - 'learning to be'. Such discussions are rarely subjected to an SFL-informed analysis, but doing so shows many tensions and contradictions within this type of learning activity.

This presentation focuses on online discussions in postgraduate units of study preparing students for professional employment in public health. Informed by concepts of affiliation and bonding around values (e.g. Knight 2010) and ENGAGEMENT concepts of alignment and solidarity, I explore enculturation, 'learning to be' a public health professional. I identify couplings of interpersonal + ideational meaning surrounding research, procedures and field knowledge. The most surprising finding is the degree to which JUDGEMENT (largely negative) plays a role in establishing (or seeking to establish) bonds around values related to field knowledge, although this does not always go according to plan. Fear and insecurity also play a role. I will present a selection of my findings, note implications for activity design and moderation, and discuss some lingering theoretical concerns.

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### **A case study of implementation of international mindedness in the International Baccalaureate Diploma Programme in Hong Kong second language Chinese classroom**

This study aims at examining the concept of 'international mindedness' as it is evidenced in the International Baccalaureate Diploma Programme (IBDP) in a Chinese as a second language classroom in an international school. The research methodology includes in-depth semi-structured interviews, classroom observation, classroom discourse analysis (Christie, 2008), and text analysis of students' work by using Systemic Functional Linguistics (SFL) (Halliday, 1994), Appraisal Theory (Martin and White 2005) and Bernstein's topology of pedagogies of instruction. The findings show how the teacher in this study could be said to have demonstrated 'international mindedness' in her teaching, and how students expressed 'international mindedness' and how students expressed 'international mindedness' in their representations of values and knowledge. The study concludes that IB curriculum officers and educators should consider how to effectively promote international mindedness in IB curriculum and assessment development.

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### **Multimodality of Media Communication and Consumption Anno 2011**

A mobile phone acting as a television set, bringing mails, 'googling' etc. and a television set giving us access to the internet. The cross- and multimodality have finally taken over, and our way of using mass media has changed radically. The four basic claims in the SFL theory that language use is functional, semantic, contextual and semiotic (Eggs (2004/07): 3) must now include the new realities. This presentation will show results from a research program on multimodality and from questionnaires about the media consumption in Denmark anno autumn 2011. The aim was to discuss how mass media regulate the use of semiotic resources (van Leeuwen (2005): Preface). The results show us a snapshot of that practice although we do not yet have a theory which allows us to understand and account for the world of communication as it is now (Kress (2010): 7).

In the television news we can watch live how rebellions roll across parts of the world or how the earth quakes somewhere, and soon after the reporter is on location with the breaking news using a variety of multimodal modes. This speeds up the actions and violence, disasters or crashes are top priority subjects. Examples will be given from different discourses. The presentation will also demonstrate, how media with all the multimodalities work as an autopoietic demarcated system (Luhmann (1996/02) which presents a reality of the world by selection criteria. We watch just a little part of the total reality, but we believe that this is the final truth, when the mass media show the same selected pictures again and again.

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### **The Use of Claim Resources in High and Low-Graded Persuasive Essays by Undergraduate Students**

This paper reports on a study of various claims made by tertiary students at the undergraduate level in persuasive essays (PEs). The main purpose of the analysis is to examine how the writers' deployment of Claim resources contributes to the success of their PEs. The theoretical basis of the Claim description is mainly derived from the ENGAGEMENT system, which is an Appraisal resource formulated within interpersonal meanings of Systemic Functional Linguistics framework of analysis. Appraisal systems are basically concerned with writers' linguistic inflection of their evaluative stances. Of particular concern in this paper is the Claim system that refers to resources of introducing additional voices into discourse by writers' internal voices via Conjunctions, Metadiscoursal languages, Concessions, Conditions, Causes and

Effects and Negation. The analysis reveals significant differences in the pattern through which writers engage dialogically with readers. High-graded writers use much more claim resources than low-graded writers quantitatively. In addition, while successful writers aver their opinions prospectively and retrospectively interplaying with attribution within particular schematic stages, poor writers fail to show the patterns. These differences are reflected in the balance between strategies of internal averral and presentation of external attribution chosen by evidence. Educational and theoretical implications for adopting 'dialogic literacy' will be discussed in teaching PEs in EAP (English for Academic Purposes) courses.

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### **Towards Developing a Framework for Analysing Tourist Site Entry Tickets in an Ecosocial Environment**

Using a database of about 300 entry tickets from tourist sites in mainland China purchased since the 1980s, this presentation first explores two types of cohesive relations realised by the entry tickets: an internal intersemiotic complementarity, that is, coherence established by cohesive ties within the text itself, and an extended intersemiotic complementarity, coherence established through the semantic links between the tickets and their contexts of use. In exploring these two types of coherence the paper primarily utilises Royce's intersemiotic complementarity framework (e.g. 1998, 2007) and makes reference to Liu and O'Halloran's work on intersemiotic texture (2009).

With regard to tourism practices and to touristic artefacts and their relationship with their environments of use, previous work by Thurlow and Jaworski (e.g. Thurlow and Jaworski 2010) has proposed the concept of 'banal globalisation'. This concept attempts to account for the discursive and material practices in the global reach of tourism. Thurlow and Jaworski's work has provided useful insights into understanding the semiotics of tourism. However, in this paper I argue that the relationship between a touristic artefact, such as a tourist site entry ticket can be more comprehensively accounted for by invoking the concept of ecosocial environment (e.g. Lemke 1993, 2000; Thibault 2004), an open dynamic environment of material, physical, semiotic, and discursive practices. This paper proposes a tentative framework for analysing tourism artefacts such as entry tickets within an ecosocial environment.

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### **Towards a Model for Interpreting and Comparing picture Books from Different Cultures**

Systemic Functional Linguistics (Halliday, 1978, 1994; Halliday & Matthiessen, 2004) has proven to be a valuable framework for studying not only language use in general, but also verbal art (e.g. Halliday, 2002 [1971], 2002 [1982]; Hasan, 1985). The focus on meaning in systemic functional theory (SFT) has also allowed its principles to be extended to the analysis of images (Kress & Van Leeuwen, 2006 [1996]) and visual as well as visual-verbal relations in picture books as an art form with a long tradition and significant influence on the development of literacy and learning in western culture (e.g. Painter, 2007, 2008; Painter, Martin, & Unsworth, 2011; Unsworth, 2006). The ability of SFT to support the analysis and comparison of picture books from different cultures, however, is yet to be tested. This paper addresses this challenge by focusing on the construal of relationships between children and grandparents in an Australian and a Chinese picture book *Grandpa and Thomas* (Allen, 2003) and *Feast Of Treats For The High Summer Days* (Bao and Li, 2010). Drawing on Halliday & Matthiessen (2004), Kress & Van Leeuwen [2006(1996)] and Painter (2007), we first consider how the child-grandparent relationship is construed in each book through choices from the systems of TRANSITIVITY and VISUAL PROCESS TYPES, FOCALISATION, SOCIAL DISTANCE, ATTITUDE, MOOD, MODALITY and MODULATION. We then discuss the role that broader understandings of the pedagogical and ideological functions of picture books as an established art form in western culture and an emergent one in Chinese culture play in interpreting these choices and comparing the two picture books. Bringing in insights from the work of Barthes (1972, 1977) and research in children's literature and early childhood literacy, this discussion takes a step towards developing a model for relating context of culture to the interpretation of lexico-grammatical and discourse-semantic patterns in picture books from different cultures.

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### **Functional Recast of Causal Discourse from Textbook Discourse to Lecture Discourse**

University bilingual courses advocated by the Chinese Ministry of Education are to teach content subjects in a foreign language, involving instruction and use of textbooks in that language. However textbook language, particularly science English, is highly metaphorical and can pose difficulties for EFL (English as foreign Language) students (Halliday and Martin 1993, 79). To solve the problem, bilingual instructors tend to reword textbook discourse into less metaphorical lecture discourse. Such a rewording process was defined by Mohan & Beckett (2003) as functional recast. Using the theoretical framework of SFL, this paper reports on a comparative study of textbook discourse and lecture discourse of a bilingual physics course in a Chinese university. Data focuses on the causal explanation in both discourses since causality is a major concept in science subject (Unsworth 2001: 586). Employing Halliday & Martin's (1993) functional approach to discourse analysis, the comparative study revealed that textbook discourse was more grammatically metaphorical, resulting in obscurity of causality. In the textbook discourse reconstruction, the major strategy used by the bilingual instructor was functional recast, mainly involving the conversion from metaphorical mode to congruent one. The cognitive effect of these two discourses was tested among bilingual course students. The test result indicated functional recast as a discourse reconstruction strategy was effective. Theoretical bases of this strategy were explored, and the explanation of two discourses' preferences for different expression mode, namely congruent mode or metaphorical one, was supplied from the perspective of SFL. The study revealed the bilingual instructor's role in the negotiation of meaning and form. It suggested that functional recast was a linguistic strategy that bilingual instructor could resort to.

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### **Teaching Reading and Rewriting in the Form of Semantic Waves**

The Reading to Learn program (Rose 2005) is a Sydney School approach to genre pedagogy, grounded on a functional model of language founded by Michael Halliday (1994) and a theory of genre developed by Martin and his colleagues (Martin & Rose 2008). This paper examines teachers' strategies to help students access academic discourse in the Reading to Learn pedagogy adapted in a tertiary setting. The data for analysis come from six audio-taped classroom lessons by three English teachers, using the approach at a center for English teaching in an Australian university.

Based on commitment theory (Martin 2008) and LCT's Semantics (Maton 2009), I will explore the semantic resources teachers deploy to unpack academic discourse in the stage of Deconstruction and then repack it in the stage of Joint Rewriting. Generalization, meta-Theme and de-metaphorization are identified as major types of semantic resources to support students in the phases of Preparing before Reading and Detailed Reading. They function as pedagogical treatment to strengthen semantic gravity and weaken semantic density. When it comes to rewriting, highlighted key wordings and their synonyms serve as a guide for teachers and students to jointly rebuild abstraction and technicality with the help of power grammar. Teachers also employ both interpersonal and textual resources to direct joint construction. From scaffolded reading to joint rewriting, teaching becomes a process of surfing the semantic waves to enable students to both read and write academic texts successfully.

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### **Appraisal and Indeterminacy in EFL Discourse Production**

This paper is part of a research study which investigates indeterminacy in the discourse production of speakers of English as a foreign language (EFL). In this context, indeterminacy is seen as a mismatch between what speakers wish to express and what they end up saying (VEREZA, 2002). The paper focuses on evaluative meaning, an aspect which seems to be affected in EFL texts, as a gap in the speaker's expression of feelings and opinions. The study resorts to the categories of Appraisal Theory – attitude, graduation and engagement (MARTIN & WHITE, 2005) – as markers of speakers' subjectivity in texts. The analysis contrasts the realisations of appraisal in texts produced in English/FL and Portuguese/L1, by the same speakers, in similar situational contexts. The participants are undergraduates in Letters at a federal university in Brazil. The results reveal a difference in the graduation of attitude in FL/L1 texts (up-scaling/down-scaling). As far as engagement is concerned, a significant feature of the FL texts is the use of contraction/expansion resources to adjust the precision of indeterminate lexis. This use of engagement appears to allow speakers to adopt a stance towards the clarity of what they say, by telling the addressee just how far/close words are from one's intended meaning.

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### **Context and Double Articulation: Towards a Theory of Good Translation in Verbal Art**

In 'Towards a theory of good translation', Halliday argues 'It is notoriously difficult to say why, or even whether, something is a good translation. The central organizing concept is presumably that of equivalence; but equivalence with respect to what?' (Halliday, 2001: 15). Catford (1965) defined translation equivalence in relation to situation, i.e. as 'the greatest possible overlap of situational range'. In this paper, we take Catford's definition of translation equivalence in order to consider the work that field, tenor and mode can do in the interpretation of the second order meanings of a literary work, and in the evaluation of literary translations. In relation to the analysis of verbal art, Hasan (e.g. 1996) argues for two orders of field, tenor and mode. Taking field, for instance, she considers the first level to be the meanings that we can paraphrase, while the second order field concerns meanings we deduce from 'the particular ways in which the first order field is constituted' (ibid. p51). This is a process of 'double articulation', (or 'symbolic articulation', e.g. Hasan, 1985) and relates to the expression of the deepest meanings of the text. Literary texts are the environment in which we see the potential of values in field, tenor and mode as 'raw material' in the creation of art; yet as 'values' they are already semiotic (cf Muka'rovský 1977). The text we draw on is Bliss, a famous, somewhat controversial, and widely translated story from a celebrated 20th century short story writer, Katherine Mansfield (1922).

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### **Talk around Text: Negotiating Instance and System during Text Creation**

This paper reports on doctoral research concerned with teaching academic writing to advanced ELICOS (English Language Intensive Courses for Overseas Students) students. Specifically, it investigates classroom interaction during teacher-led collaborative writing with the whole class. Within the framework of a genre-based Teaching and Learning Cycle (Rothery & Stenglin 1994; Martin 1999), this type of writing instruction is known as Joint Construction. Recent studies exploring the enactment of Joint Construction with advanced language learners have focused on a number of areas, including: unfolding structure (Humphrey & Macnaught 2011), patterns of interaction across different stages (Dreyfus, Macnaught & Humphrey 2011), and adaptations to online learning environments (Dreyfus & Macnaught forthcoming). This paper examines teacher-student interaction from the perspective of instantiation. It explores the way teachers guide students towards a more generalised understanding of the systems in which the instantiated (selected and scribed) language choices belong. Preliminary findings raise issues about the role of metalanguage in eliciting, mediating and re-instantiating students' suggestions. Findings also provoke consideration of what designed interaction - above the rank of exchange (Martin & Dreyfus forthcoming) – could bring to talk around text, during text creation.

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### **Supporting and Tracking Literacy Improvement: A Holistic and Integrated Inquiry Based Approach**

The paper reports on findings with respect to literacy improvement programs derived from the ongoing Text Construction and Text Analysis Research Project, a project which commenced in South Australia in 2005 and involves a range of schools from R to 12. The purpose of the project has been to gain a longitudinal perspective on student written literacy development in schools which employ a genre-based approach to the teaching of literacy. The broad aims of the project have been to develop descriptions of the trajectories of student writing development over time. Its narrower aims are to investigate what indicators of literacy development may be provided by mechanisms such as NAPLAN testing and the South Australian ESL scaling system.

This paper will report on this latter aspect - indicators of student writing development provided by such evaluation regimes. Specifically, the report will present findings which indicate a correlation between exposure to this integrated, genre-based approach and substantive literacy improvements. For example, improvements of between two and five ESL Scales were regularly observed over a single teaching and learning cycle, when the writing produced by a student at the outset of this cycle ('pre-teaching stage') was compared with writing at the completion of the cycle ('post-teaching stage'). Related outcomes with respect to NAPLAN results will also be reported and discussed.

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### **Multimodality in School History Teaching: Semiotic Resources in Interactive Teachers' Strategies to Construct Historical Interpretations**

Multimodality in educational contexts opens a variety of new aspects of pedagogy to explore. This study focuses on the multimodal resources that teachers use in secondary history classes and their semiotic potential (Kress & van Leeuwen, 2001) for teaching this discipline.

This paper will report on two cases from first year secondary school in Chile. The notions of curriculum genres (Christie, 2002) and metafunctions (Halliday, 1982) are used as heuristic tools to explore history classes and describe the way two teachers make different semiotic choices to teach the same curricular content. The results show the usefulness of multimodal discourse analysis to describe teachers' interactive strategies which include the co-deployment of maps, lists or tables drawn in the whiteboard interwoven with speaking in face to face interaction. This different semiotic choices are used to teach with various emphasis: in time and space or in evaluation; and to build different interpretations of history, taught as the 'right gaze' to be learned (Martin, Maton & Matruglio, 2010).

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### **The Jazz is Strong with this One: Presentation and Positioning of Knowers in Performance Student Texts**

Jazz is frequently depicted as only accessible to 'ideal knowers', suggesting a hierarchical knower structure (Maton 2007, forthcoming). This paper uses various frameworks from Systemic Functional Linguistics including transitivity and appraisal theory (Hood, 2010; Martin & White, 2005) in combination with Specialisation from Legitimation Code Theory (Lamont & Maton, 2008, 2010; Maton, 2009, 2010) to investigate the representation of the writer, the reader, musicians and other musical knowers in the research projects of jazz honours performance students.

The study has found that student writers construct their own authority as sensing knowers. They also position the reader as an equally musically and analytically literate participant. Musicians are validated as legitimate knowers and as worthy of research through their own exceptional qualities and through alignment with high status jazz musicians and key institutions and locations. This paper offers some insight into the structuring of knowers in the study of jazz, and the key linguistic resources for their depiction, suggesting further avenues for study of the discipline of music.

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### **Instantiation, Realisation and Multimodal Musical Semantic Waves**

Halliday (1991/2009) describes texts as simultaneously realising their context of situation and context of culture while instantiating the system of language. To examine the use of music notation in student texts, it is useful to understand how notation instantiates the system of music and realises the contexts of culture (jazz) and of situation (music conservatory). This paper combines the examination of instantiation and realisation with the semantic codes of legitimation (Maton, 2011a, 2011b, forthcoming) from Legitimation Code Theory for the characterisation of notation types and applies them to a multimodal analysis of music notation, adapted from Unsworth and Cléirigh (2009), to identify underlying organisational principles involved in the intersemiotic construction of meaning.

Drawing on a corpus of research projects from honours students of jazz performance, the different types of notation used are examined. The notation varies in the degree to which it is connected to a concrete, embodied performance, or offers space for a range of performances. This variation is connected to the concept of semantic gravity. By considering how information is variously unpacked from the notation into text, and repacked into generalisation with greater abstraction, this analysis provides insight into the ways notation operates in a text, and how it contributes to a co-construction and prosody of meaning throughout the text.

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### **The Origin of Lexical Items: A Hypothesis**

Lexical items are obviously an important part of language. Because of being so close to consciousness, they are in fact what lay speakers are the most aware of and, to them, they thus appear the most important. Drawing on my earlier and more recent work, I will argue that lexical items in language originated in co-verbal gestures. This may appear paradoxical, since co-verbal gestures are precisely a system that lacks lexical items. I will resolve this paradox by showing the importance of the interpersonal metafunction for the development of lexical items, including those with purely experiential meaning, and by arguing for the importance of different types of context. I will also discuss the equivalents of lexical items in images and relate both grammatical structures and lexical items in all three semiotic modes to issues of representation.

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### **Managing Mode: Beyond the Everyday in Community and Family Studies**

This paper reports on a study of texts written for senior secondary schools in NSW, Australia. Previous work into the senior secondary school subject of Community and Family Studies (CAFS) has shown differences in high-stakes student writing when compared to other humanities subjects. These differences centre to a large extent around tendencies towards more explicit expression of attitude and in particular, more use of the resources of Affect than other humanities subjects (Matruglio 2008, 2009, 2010). This paper builds upon this earlier research to explore the basis of these differences. I will focus in detail on one representative CAFS text and examine structural features in order to determine why a text which has been graded highly by an experienced HSC marker still leaves the reader with a negative impression of the quality of the student's writing. I will show that although the text has an emergent or 'proto' generic structure, issues of mode constrain the text to the everyday, commonsense, lived experience and that this prevents the use of technicality, abstractions and other features of more highly valued academic writing. A reworking of the text points to the way that the existent features of the text could be built upon to result in a more powerful response and therefore provides pedagogical implications for improving writing in this subject.

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### **Which Syntax? Which Consumers? Towards Some Principles for Comparing Different Versions of SFL**

In a paper written close to the beginnings of systemic functional linguistics, Halliday put forward the notion that particular syntactic theories were designed for particular purposes, and questioned whether these various aims presuppose different ways of using the same description, or are best served by descriptions of different kinds (1964/2003: 37). Such descriptive relativity attracted strong criticism at the time (Marshall & Wales 1966); and more recently Fawcett has rejected such an ad hoc approach as 'not scientific', claiming that 'we need one GENERAL model of language' (2008: 12, FN 6, original emphasis). The trouble with such claims is they seem to require reference to some extra-theoretical standard of 'truth': as put by Hudson in a review of Halliday 1985 '[i]s



there any point in applying a classification system unless one is reasonably confident that it is in some sense right' (1986: 801). In practice, too, such comparisons tend to blur the vital distinction between descriptive and theoretical categories, (Halliday 1992/2003), ignoring the fact that only the former are verifiable in any meaningful sense, and using supposed descriptive superiority to claim theoretical 'rightness'. Using Fawcett's detailed comparison of what he calls the Cardiff and Sydney 'dialects' of SFL (2008), and drawing on Butler's comprehensive critique of three functional theories including SFL (2003a, b), this paper will attempt to tease apart threads which are commonly confused, especially in the usual polemical mode of comparison-making, and to establish some principles upon which different versions of SFL can be meaningfully compared.

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#### Classroom Discourse Challenges: Analysing Talk around a Literary Text

This paper outlines a response to the challenges of discourse analysis that evolved in an investigation into how an experienced teacher managed the task of introducing aspects of a new English curriculum. The implementation invites such questions as: what happens when teachers are asked to reconsider their understandings about reading and literacy? How does a teacher, who is a novice in the discourse, introduce new ways of reading? The specific task was to introduce the students to a 'critical' reading through attention to the lexicogrammar and the gender Discourse (Gee 1996) features of an extended children's literature text. The teacher's role was seen as textual mediator, with the classroom talk central to the development of students' understandings. The paper:

- outlines how the large amount of data generated by a term's work (10 weeks) of literature discussion was categorized for analysis;
- explains an analysis of the literary text's 'planes of narration' (Hasan, 1985) and demonstrates how this information was deployed in the classroom talk;
- discusses examples of the micro SFL analysis of the classroom discourse as the talk constructed moves towards a critical reading.

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#### Genre Analysis as Self-help for Undergraduate Students

The development of academic 'writing skills' by undergraduate university students in Australia has generally been taken for granted by faculty-based academics. However, with the growth of international education, and the forthcoming broadening of local students' participation in Australian tertiary education, academics will need increasing support in raising their own and their students' awareness of the different genres of their disciplines.

This paper reports on a 2010-11 trial of a discipline-based academic literacy program that crystallises aspects of the Sydney genre movement of the 1990s. The purpose of the program was to provide students with the ability to engage in the analysis of the genres they encounter, and thus take responsibility for furthering their own academic literacy development.

The overall aim of the program was to make this approach accessible to academics within their curricula so that ongoing literacy development can become an integral part of academic content learning and teaching, rather than being relegated to remedial, add-on 'writing skills' workshops. More than that, for students to take literacy seriously, staff will need to place greater emphasis on literacy expectations, by providing assessment criteria and rewarding achievement in the literacy of their disciplines.

The approach was trialled in three iterations, two of them with voluntary participants and one that was embedded into a curriculum. The paper reports on successes and issues encountered and concludes with some lessons learnt and projections for further development of the approach for more general applicability.

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#### (Re)negotiating Exhibition Space: Spatial Engagement

This paper applies Appraisal theory (White 1999; Martin 2000; Martin and White 2005; Martin and Rose 2007) to multimodal spatial texts. It demonstrates that bodily movement is a semiotic mode which enables visitors to art museums to transform interactive meanings in exhibition space. Although originally developed to analyse evaluations, attitudes and beliefs in linguistic discourse, Appraisal has successfully been applied to spatial semiotics to develop a grammar of three-dimensional space, in particular Affect (Stenglin 2004, 2008, 2009), which deals with issues of in/security. This paper considers Engagement, which is concerned with resources to deny or to introduce alternative voices in discourse and to (dis)allow room for negotiation. In language, attitudes are often expressed using metaphors of space (people state where they stand on an issue). In spatial texts, metaphors of alternative positions are literal (Cranny-Francis 2005:88-113).

I develop the argument that while the curator's institution's authorial voice may position visitors attitudinally, visitors can accept the stance or renegotiate it, depending on their selection of movement options. While movement in museums has been researched in terms of control, freedom and dialogism (Bennett 1995, 2011; Witcomb 2003; Pang 2004; Stenglin *passim*; Ravelli 2006, 2007), this paper foregrounds that

exhibition space is used, and it is essential to consider the contribution visitors make to its meaning potential. By considering the relationship between a museum's pathways and visitors' trajectories, interactive meanings are formalised as a system network, Spatial Engagement, which helps to analyse and to reflect on how visitors can(not) / do (not) renegotiate the curator's authorial voice, whether it enables dialogism or not.

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### **Who has the Knowledge if not the Primary Knower? Using Exchange Structure Analysis to Cast Light on Particular Pedagogic Practices in Teaching Danish as a Second Language and History**

This paper reports on findings from a PhD project researching Danish as a Second Language (DSL) in Danish public schools. DSL aims to improve bilingual students' chances of success and integration in school and in society. While official pedagogic discourse (Bernstein, 2000) is available in the curriculum guidelines, the historically grounded relative autonomy of schools and teachers means the implementation of DSL and its actual pedagogic discourse varies in terms of teachers' competencies and proficiencies. A deeply rooted progressivist approach to schooling combined with a more recent focus on evidence and testing has resulted in a Ministerial recommendation that DSL be taught 'as a dimension of

(embedded in) the rest of the school's subjects (Undervisningsministeriet, 2005).

This paper focuses on findings from a PhD project researching the pedagogic practice of a specific case of DSL embedded in a year five History unit, taught in a Danish public school with a high population of bilingual students (ca. 85%) outside of Copenhagen. Using exchange structure analysis (Martin & Rose 2007), particular patterns of classroom discourse throughout different stages of the unit become apparent in which the primary knower (K1-) move – according to the theory, the only obligatory move for a successful negotiation – often is ambiguous or completely missing. This raises questions of a more general pedagogic nature: within this teaching environment, how and where can students find the answers, and thus, the knowledge they are expected to learn? Why are the teachers apparently unwilling to give students the answers? And who is the ideal knower (Maton, 2007) in this particular classroom?

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### **Multimodal Interpretation of Japanese and English Menus**

This study explores how Japanese and English menus achieve their purposes. Most menus in Japan adopt many photos along with letters, and guests can easily know what meals are like visually. On the other hand, in English menus, letters are main resources, and we hardly see photos on them. This study investigates representation of three meanings: ideational, interpersonal and textual in menus and how different menus reflect two cultures based on the concept of 'instantiation' (Halliday, 1999). One of big differences between Japanese and English is a writing system. Japanese is ideogram whereas English is phonogram. In addition, it is said that the Japanese orthography, which consists of three types: Kanji (Chinese characters), Hiragana and Katakana, is phonologically easier than English as a Japanese letter corresponds to one sound (Morinaga, 1998). At the same time, Japanese language has many word combinations that have the same reading. For example, rain and lolly are the same when they are written in hiragana. However, when these words are written in Chinese

character, they are different. Rain is expressed by (ame), while lolly is expressed by (ame). For this reason, it is sometimes difficult for Japanese to understand by sound. Based on these backgrounds, the multimodal approach to menus facilitates the understanding of both cultures instantiated in the menus.

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#### The Construction of Interpersonal Processes Among People with Dementia: The Role of Grammar

Using Systemic Functional Linguistics (Halliday & Matthiessen, 2004), this poster will illustrate a range of linguistic resources used by individuals with dementia in their enactment and construction of relationships with other people with dementia. Five persons, each with a medically documented diagnosis of probable Alzheimer's dementia (four females, one male; age range between 80-90 years) were recruited from a local special care assisted living facility. Each participant took part in two conversations, each with a different participant and the researcher present, for a total of five conversations. A total of five conversations, each involving two residents between resident dyads and the researcher were recorded and transcribed. The participants' choices in the mood system, speech function system, and appraisal system were analyzed. Results indicate that in spite of problems in reference and in expressing experiential content, the participants are able to skillfully affiliate or distance themselves from each other using resources from the mood system, such as in subject choice, clause structure, and also modality types. Examples illustrating how these resources are used are provided.

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#### Going Beyond Speech To Seek Out New Information In Writing & Other Modalities

What happens to grammar when we boldly go beyond the boundaries of Systemic Functional Linguistics? One of Halliday's many insights into the English language is the grammatical role played by intonation in realising Information Structure independently of clausal grammar (Halliday, 1967). There is common agreement that intonation has been replaced by sequence in written English to realise the same function (e.g. Fries, 2002; Martin, 1992; Matthiessen, 1995), but it is not clear why this may be the case. Explanations for why sequence replaced intonation to realise information structure in written English can be found beyond grammatical analysis, in the historical development of writing systems and in the latest developments in learning theory and neurolinguistics. This method of linking the same function across modes of meaning produces an explanation of a grammatical function, information structure that is compatible with historical, physiological and neurological evidence. This presentation will examine this method and will also outline how it can be applied to other issues in multi-modal analysis.

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#### Theme in the Spanish Clause: Outline for a Systemic Description

In order to contribute to the description of Spanish from the perspective of Systemic Functional Linguistics (hereafter SFL) (Lavid et al, 2010; Quiroz, 2010; Gil and Garcia, 2010), the main purpose of this paper is to outline the system of choices and structural realizations of the textual function of Theme in declarative Spanish clauses. The perspective assumed is language typology in SFL, which differentiates between a general theory of human language and the descriptions of any of its different variants. Descriptions highlight the peculiar characteristics of the language at stake, based on patterns found in actual discourse, avoiding the imposition of characteristics of more dominant ones (Halliday, 1994; Martin, 1983; Caffarel, Martin and Matthiessen, 2004). Consequently, the exploration of Theme in the Spanish clause is first addressed from the perspective of discourse semantics, (Martin, 1992; Martin and Rose, 2007; Fries, 1981). Then, reasoning from grammar, the paper probes the issue of modes of expression developed in Spanish for Theme realization, taking into account descriptions of other languages and generalized patterns found in comparative studies (Caffarel et al, 2004; Gouveia and Barbara, 2006; Rose, 2001). Finally an outline of a system network is proposed to be tested in more extensive work in the future, exploring texts from a wide range of registers.

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### **Semiotic Practices in SFL-based Educational Linguistics**

SFL-based educational linguistics focuses on language as system and as text. The related semiotic practices can, generally speaking, be characterized as having to do with developing language for engagement with texts in contexts; and the ideal knower uses this knowledge to write and evaluate texts (Christie & Macken-Horarik 2011, Maton 2007). But implementation in an educational context means the theory must be recontextualised (Bernstein 1999), and as such, many variations of SFL-based educational linguistics emerge. This paper is based on several years' experience in developing SFL-based educational linguistics in Denmark in different educational contexts.

Recurring discussions of strategy have centred around the following questions: what could be the starting point for implementation in a given school context? And how can SFL-based educational linguistics be developed so that it is robust enough (ie. maintains its intrinsic emancipatory intention) to withstand current school practices? This paper raises these questions within a social-semiotic framework by looking at semiotic practices and 'gazes' of the ideal knower in different recontextualisations of SFL-based educational linguistics in Denmark.

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### **SFL and Language Branding**

Systemic Functional Linguistics (SFL) has many applications, but its application to language branding is not very well known. When we talk about how brands are represented, we normally think about the images that provide the brand's visual identity: generally through ads, logos, colour scheme, or simply the look of the product. However, brand identity is also conveyed through language. Language branding refers to how language is used in corporate communications to provide or reinforce a particular brand identity (e.g. adventurous, safe, innovative, prestigious, modern).

Language branding is especially interesting in the case of companies which provide services, rather than material products, and whose relationship with the customer is mainly

established through reasonably regular contact. This paper will show how, following the techniques proposed in Delin (2005), SFL is successfully used in language branding work that Delin and I did for some Spanish companies, namely banks and health insurance companies. The various aspects of SFL that have been found useful in language branding include transitivity, reference, speech functions, formality vs. informality, and appraisal stance. In addition to providing a general overview of what language branding is and the stages involved in this type of work, I will also provide specific examples extracted from Spanish language audits and from branded language recommendations which are generally known in the field as Tone of Voice manuals.

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### **Ideology in the Language of School Mission Statements**

This study employed a Critical Discourse Analysis (CDA) of the mission statements of single-sex secondary schools in Queensland to identify the ideology inscribed in the language of schools. CDA proved a powerful tool for the task. It not only provided a systemic functional analysis of the text used to discursively position students in schools, but enabled a consideration of the wider social context within which the text is located. The analysis revealed vocabulary choices, grammatical structures and visual representations that construct a multidimensional view of the ideology encapsulated in the language of school mission statements, showing that students are indeed discursively positioned by their schools. The study exposed an unmistakable ideology that resonates powerfully in the vocabulary, the grammar, and the images encapsulated in school mission statements. The ideology was rarely explicit; it was implicit and tacit, but ubiquitous. This presentation outlines the layers of evidence that assemble into a lucid image that constructs, and is re/constructed by, the mission statements of schools. The findings of this thesis provide robust support for the prevailing concern that in Australia, learning remains a gendered experience falling seriously short of the educational promise of equity and equality espoused in official discourse.

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### **Phylogenesis, Micro-phylogenesis, Logogenesis, and Ontogenesis: the Location of the Inverted Pyramid Structure**

Halliday & Matthiessen (1999:17) suggest the possibility that phylogenesis may recapitulate ontogenesis, where phylogenesis refers to the evolution of human language whereas ontogenesis refers to an individual's development of language during his/her life span. Halliday & Matthiessen (1999:17) also refers to the process of text generation under the term logogenesis or 'the unfolding of the act of meaning itself: the instantial construction of meaning in the form of a text. The relationship between these three types of genesis is summarised by assuming that phylogenesis provides environment for ontogenesis and ontogenesis provides environment for logogenesis (Halliday & Matthiessen, 1999:18). In Matthiessen (2006), the fourth genesis is added to the three, i.e., micro-phylogenesis, or the diachronic development of a socially established text such as the text structure of newspaper reporting known as the inverted pyramid structure.

The concepts of phylogenesis and ontogenesis have been employed in disciplines such as evolutionary studies and ethology, where the issue at stake is how or to what extent phylogenesis determines ontogenesis (Gould, 1984). In the inquiry to the diachronic and synchronic development of language (or texts), where ontogenesis is not viewed as being biologically determined by phylogenesis in any sense, then, what is the significance of employing the concept of phylogenesis? Do we need it? Further, isn't it more reasonable to assume that (micro-)phylogenesis first provides environment for logogenesis, which in turn provides environment for ontogenesis? This is because it makes more sense to assume that an individual's exposure to a certain sequence of contexts of situation during his/her life span constitutes his/her development of language during his/her life span (or ontogenesis), where the contexts of situation enable and allow him/her to learn language.

The present paper thus suggests that (1) micro-phylogenesis provides environment for logogenesis and logogenesis provides environment for ontogenesis, and that (2) phylogenesis could be seen as a small number of schemas such as the discursive movement from observation to 'relationality' as might be suggested in Halliday (1993); otherwise it might be a redundant concept in the systemic inquiry to language development and evolution. I will do this by (a) defining the act of producing newspaper articles within the framework of Tinbergen's Four Questions, (b) tracing the diachronic process of the formation of the inverted pyramid structure identified by Nanri (1993), and (c) relating the process to ontogenesis.

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### **Appraisal for Languages Other than English: the Need for the Current Appraisal Framework to be Stretched**

One challenge facing Vietnamese students learning English as a foreign/second language is the capacity to express themselves effectively in oral communication in English. So far there have been various theoretical approaches to address the issue of managing interpersonal meaning in spoken discourse including general pragmatics (Leech, 1983), together with its sub-branches such as politeness theory ((Brown & Levinson, 1987); (Eelen, 2001); (Watts, 2003)) and speech act theory (Gass, 2006) and relational pragmatics (Kopytko, 2000). One common thing about these theories is that they suggest strategies to attain successful communication (co-operative principles, politeness principles) and strategies to avoid communicative failures. However, from the perspective of TESOL teachers,

these theories lack a toolkit to show EFL/ESL students how to do it. This is where appraisal theory ((J. Martin, 2000); (J. Martin & Rose, 2003); (J. Martin & White, 2005)) comes into play, in the way that appraisal theory has a framework with choices of evaluative meanings (Attitude, Engagement, Graduation) and resources for making these evaluative meanings. However, even though the framework has been undergoing constant refinement and extension in terms of the delicacy (Bednarek, 2008);(Hood & Martin, 2007); (Hood, 2010); (Hao & Humphrey, 2012), this refinement and extension has been confined to a limited range of contexts (such as academic writing) and particular disciplines (such as biology studies). This study draws on data from spoken discourse of postgraduate Vietnamese students in Australia communicating in English as well as in Vietnamese to explore the possible need for further refinement and extension of the appraisal framework to enable the exploration of appraisal in languages and other than English.

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### **The Implementation of a Genre Based Approach to Teaching Recount Texts in an EFL Classroom**

In the teaching of English in Junior High School in Indonesia, writing is considered by students to be the most difficult skill area (Emilia, 2005: 15) with many students experiencing significant challenges in managing written grammar and vocabulary. To better address these issues, the implementation of a genre based approach in the classroom appeared to be a good option (Emilia, 2005, 2008). Therefore, the study I report here explores the question: Will a genre based approach (GBA) assist Indonesian EFL students to improve their ability in writing a recount text?

The study employed a qualitative case study in which the data were obtained by using triangulation: Classroom observations, a questionnaire, and students' texts, analysis as suggested by Alwasilah (2002: 107). The classroom observations were conducted for nine meetings. The questionnaire was aimed at evaluating the students' feelings and opinions toward the implementation of the GBA in the classroom. It was given to the students after the implementation of the GBA. The students' texts were obtained before and after the implementation of the GBA, and then the texts collected were analyzed by using a rubric (Emilia, 2011: 153). Finally the data from the three sources (classroom observation, a questionnaire, and students' texts analysis) were used to answer the research questions.

The findings revealed that the implementation of genre based approach appeared to help the students to improve their writing ability. It was found that the students' skill in writing recount texts before and after the implementation of the GBA indicated some improvement.

Based on the finding, it is concluded that the genre based approach is one of the possible approaches that can help students to improve their writing ability. Further research will investigate the teaching of other genres to Indonesian students.

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### **Automatic Coding of Process Types and Participant Roles for English**

Computer technology has reached the point where corpus software can automatically code clauses according to their process type, and assign participant roles (Actor, Sensor, etc.), to clause constituents, at least for English. While the computer is not 100% accurate, the coding is accurate enough to view transitivity patterns across a corpus of texts.

This workshop will lead the participants through the process of using UAM CorpusTool to automatically annotate a corpus of English texts in terms of process types (currently recognising only material, mental, verbal and relational), and the participant roles of each clausal participant.

The workshop will then turn to using the search and statistical tools of UAM CorpusTool to explore the transitivity patterns in individual texts (e.g., how do process type selections vary as a narrative progresses), or between corpora of texts (e.g., do editorials and front-page news use process types distinctly). The workshop will briefly touch on the use of the software to explore character construal: which participant roles does the writer assign to each character in his writing.

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### **Development of Transitivity Usage in Learner English**

This paper will explore how transitivity patterns change in learner English as the learner progresses in proficiency. The study focuses on a corpus of Spanish University learners of English, consisting of 1,340 written works distributed over six levels of proficiency. The corpus is a combination of the WriCLE corpus (Rollinson and Mendikoetxea, 2010) and the UPV learner Corpus (Andreu et al., 2010).

These essays have been automatically coded for transitivity, using a modified version of Halliday's process types, but recognising only material, mental, verbal and relational, and assigning participant roles (Actor, Sensor, etc.). The paper will explore how the use of transitivity types changes with rising proficiency. One particular result is a clear rise in the use of verbal and mental processes. I will also explore the transitivity in more depth, for instance, in terms of Sensor and Sayer, does the degree of self-reference ('I think...', 'I agree...') change with proficiency? In terms of material clauses, do students use more ergative variations as they progress?

It might be argued that some of the patterns supposedly due to increasing proficiency are actually due to increasing academic maturity. This paper will compare patterns observed in the learner corpus with a corpus of native academic writings (the BAWE corpus, Nesi 2008), to see whether advancing university year (which should correspond to academic maturity) produces similar results to gains in learner proficiency.

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### **Using Digital Technology to Teach Multimodal Literacy**

We demonstrate how digital technology, in this case a multimodal analysis software package developed in the Multimodal Analysis Lab at the Interactive & Digital Media Institute at the National University of Singapore, can be used to teach multimodal literacy in secondary schools. The software package, consisting of interactive software, concepts and frameworks, lesson plans and sample analyses and worksheets, is designed around social semiotic principles. It is more precisely, a systemic functional approach to language, images and other semiotic resources. Following this approach, the software contains an 'analysis' interface to organise the multimodal analysis via different systems of meaning (design elements, elements of composition, interpersonal relations, visual modality, agency and action,) and a 'media' interface where overlays and system choices are inserted directly onto the text itself. The context of this study is the development of analytical and critical thinking via multimodal analysis undertaken using social semiotic theory and interactive digital media.

Teachers learnt how to use the software (a) to analyze multimodal texts, specifically advertisements; and (b) as a teaching tool to demonstrate how multimodal texts make meaning in a two-hour professional development session. Following this, teachers from two different schools conducted two lessons each using the software package. The data collected in the study includes the students' analyses undertaken using the software, their worksheets, photographs of the lessons, and teacher and student evaluations. The students' work was analysed using a sample analysis template

and summary tables provided an overview of the evaluations. The results indicated that both teachers and students found that the software package provides an effective context for producing an organised and systematic analysis which helped them to identify the key elements in the advertisements and how these elements work together to engage viewers and create particular meanings. Universally, the students found that they paid attention to elements which would have otherwise gone unnoticed, developing their awareness of the design features which, for some, led to critical thinking about the images and advertisements.

**Mariam Orkodashvili**

### **Revisiting Negation: Cognition, Presupposition, Ambiguity**

Research states that negation and the most commonly used negating lexical unit Ara / No (in Georgian and English) is used not only for expressing negation, whether of a fact, belief or of a communicant's ideas, but for expressing a speaker's attitude towards a certain condition or situational context. In this respect, the language of negation and negative syntactic structures reveal not only communicative and expressive linguistic functions, but their cognitive function as well. The study could also appear helpful in further development of second language acquisition theory and practice. Applied linguistics holds that since the negative words and sentences are marked semantic units and syntactic structures (as opposed to their unmarked affirmative counterparts), they are more readily activated in the cognitive process of language acquisition. Therefore, communicative, expressive and cognitive functions of negation are more easily mastered by language learners through infusing negative structures from various communicative and discursive contexts in their everyday language acquisition process. The notion of entropy and the interplay of informativity and relevance add to discussion in this respect. The frequency and occurrence of negative and positive polarity items in different syntactic structures (affirmations, questions, negations) continue the discussion of informativity, relevance and their utility implications for language learners.

The data are gathered from dictionary entries, examples from literary, scientific and scholarly texts, media discourse, and formal and informal conversations in order to analyze the usage of No / Ara in different communicative contexts and in order to reveal its functional, systemic and pragmatic idiosyncrasies. Theoretical and conceptual bases of the research are relevance theory, discourse analysis, discourse semantics, communication theory, speech act theory and information theory.

The study attempts to identify semantic and pragmatic functions of different grammatical structures expressing negation. The present research has revealed that negation is often used to express feelings and emotions such as fear, shock, surprise, exclamation, etc. In this case it acquires the function of an interjection. In addition, the systemic-functional expressions of modality are further emphasized through negative syntactic structures and lexico-semantic units to diversify the means of expressing emotions (fear, shock, etc.). It should be noted that in Georgian the lexical unit Ara can produce the cases that lend to dubious interpretations unless it is followed by a main verb that clarifies the answer. The issue of disambiguation is raised at this point. The traditional debates between Universalist and Relativist standpoints in linguistics might be further expanded using the examples of similarities and differences in the usage and functioning of negation (Ara / No). Universal human nature that is often inclined towards contradicting and questioning theories,

statements and ideas, finds its multiple relativist manifestations in the usage of ara / no in different languages, the issue that presents interest for systemicists.

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### **'Hot spots': Intersecting Functions in Abstract and Realist Painting**

On the face of it, and theoretically, the dominant function in an abstract painting should be the Compositional function (analogous to the Textual function in language). An analysis of Frank Hinder's (1947) 'Abstract Painting' reveals that the Compositional systems of Space, Shape, Line, Intersection, Colour, Light, Transparency and Texture all contribute to the visual meaning of this work. Often the most significant moments in the visual array involve a combination or interplay of choices from these abstract systems.

However, even a cursory scan of the painting reveals that visual paths created by Shapes and Light guide the viewer's eye upwards from the bottom centre, while contrasts of Colour, Saturation and Texture create links across the diagonals. In other words, the Modal (Cf. Interpersonal) function is also operating. The strong 'horizon line' a third of the way up the canvas suggests a shoreline or table and the 'posture' of the larger cones can be read as heads and the smaller horizontal ones as shoulder joints, so that -- for all its abstraction -- the painting may have a story line: the Representational (Cf. Ideational) function is also offering potential meanings. On the other hand, a similar, but reverse, intersection of the three macro-functions is to be found if we analyze a strongly Representational painting. L.S.Lowry's representation of a working-class crowd at an election meeting in industrial Manchester, 'The Rival Candidate' (1942) is considered a masterpiece of social realism, but the Modal and Compositional functions also contribute to its meaning.

Hinder, Frank, 'Abstract Painting' (1947), Art Gallery of Western Australia.

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### **A Study on Interpersonal Meaning in Disaster News Photos Based on Appraisal Theory**

Research using discourse analysis of different genres has been conducted in the past few decades within a variety of theoretical frameworks, and also from different perspectives. However, little research has been done on disaster news photos within the framework of appraisal theory (Martin & White, 2005). Therefore, the present study intends to present the interpersonal meaning of disaster news photos, and to interpret the common visual symbols teamed with their reports under the framework of appraisal theory. The aim is to examine whether the appraisal framework can be used to analyze nonverbal discourse and how interpersonal meanings of disaster news photos are realized through the application of the appraisal framework.

The data for the study was selected from China Daily and The New York Times. By analyzing nearly 30 disaster news photos together with their reports, several conclusions might be drawn as follows: First of all, the analyses showed that interpersonal meaning of disaster news photos can be interpreted by means of appraisal theory, and their realization can be further clarified via news reports beneath the news photos. Secondly, it was found that the appraisal model can be used to analyze not only verbal discourse, but also nonverbal discourse in, for example, the interpretation of news photos. Thirdly, analyses also showed that some similarities are shared by the realization of evaluation in both news photos and news reports. However, to some degree, several different patterns are unveiled in realizing interpersonal meanings from the aspects of three subsystems, i.e. Attitude, Engagement and Graduation. The study concludes that while the application of appraisal to the analysis of news photos is useful and productive, further research is necessary for testing its applicability, validity and reliability in more detail.

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### **English-Chinese Parallel Corpus of Appraisal Meanings: An Introduction**

This presentation reports the English-Chinese Parallel Corpus of Appraisal Meanings (ECPaCAM; simply Appraisal Corpus or AC) developed by the Centre for Functional Linguistics (CFL) at Beijing Normal University (BNU). The proposal of Appraisal theory (AT) has aroused tremendous interest in researches and applications, along with constant curiosity and puzzles in data analyses. The CFL set up the ECPaCAM program based on the model put forward by Martin and White (2005), which as a professional corpus was decided to include both English-Chinese and Chinese-English parallel texts, each containing 500,000 words, and the generic areas are related to novel, science fiction, general history, history of civilization, history of science and technology, folk custom, prose, governmental documents, news reports, and encyclopedic writings. The design and research of ECPaCAM is concerned with the data analyses of the appraisal meanings, the annotations in terms of UAM CorpusTool, and an information retrieval system called Appraisal Meanings Parallel Concondancer. The Corpus can be used as four sub-corpora, namely, English, Chinese, English-Chinese and Chinese-English, for retrieving appraisal elements. The presentation will also report the distribution patterns of

the appraisal elements in the different generic texts. Starting from here, further explorations is going to deal with such significant areas as the setup of an Internet data platform for both English and Chinese teaching, English-Chinese appraisal typological and translation studies, further AT teaching and researches, literary Appraisal Stylistics, appraisal dictionary compiling and other related issues.

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### **Investigating Thai Students' Academic Literacy Development in Australian Universities**

Different social settings create different goals and demands for learning, and writing goals and the required degree of sophistication in writing can change when students move across different disciplines. Especially for Thai students who further their education abroad, the challenge they are facing is not writing in isolation. The relocation to the new learning context means that they encounter a number of variables, for example, culture, educational level, and potentially different disciplines, which may bring difficulties and influence their academic literacy development. Taking a case study approach, this study examines the writing development of Thai students across two contexts (Thai and Australian universities). The participants in this study are Thai students undertaking postgraduate education in Australian universities. The data includes students' writing, reading texts, classroom observation and interviews with students and lecturers to examine the writing demands and students' writing development. The data are analysed using tools from Systemic Functional Linguistics, including work on genre analysis (e.g. Martin and Rose, 2008) and curriculum macro-genres (e.g. Christie, 1997). The research is in progress, and this paper will discuss methodological issues as well as provisional findings from the study.

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### **The Implementation of Genre-based Approach to Teaching Narrative Writing**

Genre-based Approach (GBA) has been implemented in Indonesia since the 2006 English curriculum was established. This study examines the implementation of the Genre-based Approach in teaching English as an approach to motivate the students to learn to write a text especially in Narrative writing. The study used a case study research design involving one English Teacher and 30 eighth grade students in one Junior High school in Bandung, Indonesia. Data included the students' texts, which were analyzed using Systemic Functional Grammar (SFG), classroom observations, and interviews with both the teacher and students. The findings reveal that the teachers were successful in applying the GBA based on principles as suggested in Feez and Joyce (2002:25) Rothery (1996), Hammond et al. (1992), and Gibbons (2002). The



research finding of this study also indicates that the implementation of GBA in teaching narrative writing made a good contribution to the quality of the students' writing. The students' narrative texts improved from stage to stage in terms of schematic structures and linguistic features. The students were also able to make a cohesive text as indicated in the various theme progressions in their writing. The teacher motivated the students to learn, gave feedback and correction for the students' work in all stages of teaching.

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### **Language and Historical Knowledge in Malaysian History Textbooks**

This presentation studies history textbooks from Malaysia in Malay. Recently, contention arose concerning bias in the textbook. There were claims of it favoring a certain ethnicity, political party and religion. A linguistic study would be able to verify such claims of bias. This presentation queries the role of language in two history textbooks using Transitivity from Systemic Functional Linguistics. It chose chapters about colonization and independence in the Secondary 2 (14 years old) and Secondary 3 (15 years old) textbooks. These periods prompted various changes, which continue to influence modern Malaysia. The chapters relate colonization and independence through the relations between two prominent groups of colonizer and colonized- British and Malaysians respectively. This presentation makes several remarks about an initial venture in Transitivity for Malay, notably Participants and Processes. Then, it explains the way the nominal group through Participants and the verbal group through Processes construe knowledge about colonization and independence through the relations between the British and Malaysians. The chapters evidence an unstable relation between the British and Malaysians, which changes from colonization to independence. This is apparent through the choice of Participants and Processes, which provide categories of social relations. Such choice reflects the textbook's nationalist ideology. It serves as a strategy to regulate the portrayal of an official rendition of history for students. Hence, the textbook's language displays a need to promote a national narrative, caused by exigencies of state-directed education.

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### **Unpacking and Repacking Horizontal Knowledge Structures: Enabling the Critical Comprehension of First Year Students in Times of Diversity**

Bernstein (1999) has categorized two main knowledge structures in the vertical discourse of the academy: hierarchical and horizontal. This paper presents analysis of spoken discourse across three academic disciplines which exemplify the structures predicted by Bernstein. The samples from the humanities and social science are horizontal in structure and the science sample clearly hierarchical. Utilising Bernstein's framework, SFL discourse analysis and genre theory to examine more closely how language is used to build and uphold these structures, this study illustrates why the language of humanities and social sciences tends to be less accessible to new students. It also explores the potential of unpacking and repacking texts to improve their accessibility.

An analysis and comparison of, first, the discourses of science, social science and humanities and, then, four instantiations of humanities spoken text and students' response to these will be presented. A number of predictable and not so predictable patterns have emerged from these analyses as well as some useful indications about what makes text harder or easier for students. In terms of the comparison across discourse the three sample texts revealed levels of abstraction, patterns of periodicity and taxonomic structures similar to the revelations of Wignell's (2007) analysis of discourse from written texts from these disciplines and Martin and Rose's (2007) exploration of academic discourse.

The exploration of taxonomic relations also served to confirm Bernstein's (1999) observations about vertical knowledge structures although a slight variation was suggested in the placement of the social science text on the hierarchical to horizontal knowledge structures continuum. With regard to the instantiations of the humanities text and students response to these, not surprisingly, students understanding increased the more abstraction was translated to congruency and the more deliberately structured and illustrated ideas were in terms of periodicity, conjunctive devices and unpacking of ideas into taxonomies of class or part at levels of increasing congruence.

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### **Interaction in Context: Context-driven Choice in a Police Crisis Negotiation**

In the professional development of police crisis negotiators, and in their analysis of critical incident case studies, the interaction between the negotiator(s) and the person of interest (POI) is commonly discussed in terms of the established 'bargaining', 'expressive', and 'communicational' models to explain how a crisis (often referred to as hostage/non-hostage) negotiation can unfold. Emphasis is also placed on identifying and developing sets of active listening skills and functional phrasings which can be used in an interaction, and occasionally discussions of the critical moments in the unfolding interaction. There is however, little discussion of the important role that intertextual and context of situation knowledge might play in activating the lexical and text-level choices made in a crisis interaction. This paper discusses the impact of the negotiator's context-driven choices in a case study of a critical incident in Australia, and specifically targets the features of the context before and during the incident.

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### **Assessing 'Humanistic Learning' in Advanced FL Writing: Holistic Ratings vs. Analysis of 'Verticality' Choices Used**

With the current crisis in collegiate foreign language (FL) education in the US, with some FL departments closing and with others being split into language centers, on the one hand, and English-based literature or culture studies programs, on the other, there is an urgent need to reformulate the goals of FL instruction in terms that go beyond language acquisition and find ways of achieving them through programmatic and pedagogical means. As suggested by the MLA 2007 Report and other advocates of literacy- and content-oriented FL curricula (e.g., Byrnes, 2012; Kern, 2000), these goals would have to be tied to a more comprehensive humanistic learning framework.

This paper reports on a project conducted in a collegiate content-based German program that aims to establish a framework for assessing FL writing at the advanced level in terms of the three rubrics considered revealing of humanistic learning: cultural content, multiple perspectives, and reflective stance. The study involves a comparison between holistic ratings of the essays in terms of the rubrics and an SFL analysis (Halliday and Matthiessen, 2004; Martin and White, 2005) of the high- and low-rated essays. This analysis aims to determine whether a preference for the salient features that typify verticality in discourse like abstraction and particular appraisal resources (Christie and Martin, 2007) helps one distinguish between the essays and describes ways these features are used to construe the meanings specified in the rubrics. The presentation ends with implications for FL instruction and for treating language development as crucial for humanistic learning.

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### **Drawing the Text: Visualizing Differences Between High and Low Graded Texts**

The difference between the logico semantic relation type expansion and projection is sometimes exemplified by using means of a comic strip, where expansion is shown with a horizontal arrow and projection with a vertical arrow. In this study I make use of and elaborate on this illustrative thinking of how texts unfolds, as I explore the difference between high graded and low graded texts written within the national test of Swedish and Swedish as a second language, year nine. I try to show how the texts create different patterns as they take off in different directions, in different numbers of directions, and travel different distances in a different pace, and what effect these choices have on the text as a whole. Some patterns encourage a discussion of the text concept, in relation to context and what is considered as good and bad. This is therefore also included in the study.

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### **Requests in Tweets of a Crisis Circumstance: A Systemic Functional Analysis of the Tweets on the Great East Japan Earthquake and Fukushima Daiichi Nuclear Disaster**

Under a crisis circumstance, tweets can be a significant source of information, since they can contain first-hand information about the affected parties, infrastructure, etc, information which is not always available to the government or the media. Some of these tweets express requests by victims, which need to be satisfied urgently. In order to respond to these requests immediately, an automatic request extraction system, which can identify and categorise these requests, is essential. In this pilot study, in order to understand the nature of the requests with the view to the construction of an automatic request extraction system, we examined of 2,392 requests identified from 7,102 tweets on the Great East Japan Earthquake and Fukushima Daiichi nuclear disaster, which were posted between 2011/03/11-2011/3/19, from functional perspectives. The requests were firstly categorised in terms of congruence; whether they are congruent (e.g. Please supply food and water) or incongruent (e.g. Food and water are running out) (Halliday, 1999; Hasan, 1992). Then, the requests were classified based on the types of counter-measures that were required for satisfying the requests; whether they express the demands for:

(A) informing about the safety confirmation of a person or an institute

(B) informing about damages of buildings or particular areas

(C) proposing a preventive measures or solution

(D) supplying (alternative) resources.

Furthermore, the attitudinal lexis in the requests were analysed with the framework of Japanese system of Appraisal, in particular, the system of Attitude (Sano, 2011; in print). The attitudinal lexis were classified into i) 'naihyoka' (internalised), which expresses the evaluation of a target by realising the feeling or emotional behaviour of Appraiser i.e. the person who evaluates, or ii) 'gaihyoka' (externalised), which expresses the evaluation of a target by describing its characteristics. The result of the analyses indicates that while Type (A) and (B) prefer congruent form, Type (C) and (D) prefer incongruent form. In addition, a statistical test showed that Type (C) and (D), when they were expressed incongruently, contained instances of the externalised more frequently than Type (A) and (B). From this finding, we claim that, in constructing an automatic request extraction system from tweets of a crisis circumstance, the recognition of incongruent requests is significant, particularly, for Type (C) and (D) extraction, and the annotation based on the system of Japanese Appraisal may contribute to this extraction process, as the incongruent realisation of the request type (C) and (D) are often accompanied by the instances of the externalised.

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### **Metaphor and Persuasion: A Systemic Functional Approach**

Our research deals with the persuasive power of metaphors; a particular focus has been to identify metaphors in the titles of American films and compare each English original with its translation into Portuguese.

Using this data, we will discuss how and why translations can differ considerably from their original counterpart. A number of researchers highlight the cultural relativity of metaphors (Gibbs, 2001; Quinn, 1991). Quinn (1991) for example writes: 'Metaphors, away from constituting understanding, are usually selected to adjust to a pre-existing and culturally shared model'. He proposes that a more fundamental role be given to culture when studying such tropes. The comparison of metaphors in British and Italian newspapers (Semino 2002) and also in American and Taiwanese newspapers (Shie 2011) shows that they are specific to each of these languages. For example, while *The Angry Person* is a Pressurised Container appears to be near-universal (Kövecses 2005), the nature of the container varies: belly for the Japanese (Matsuki 1995) and head for Brazilians. These facts may explain why metaphors can be used within cultures for persuasive purposes (Edward and Potter 1992): they rely on knowledge shared by a community, present in the frame of each speaker. In this paper, we draw on the perspective of SFL (Halliday 1994), to highlight ways in which context of situation instantiates the potential of different contexts of culture in the use of metaphors. We also highlight ways in which lexico-grammatical choice in metaphors are shaped by contexts of culture.

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### **Interpersonal Engagement in RA Introduction and Conclusion Sections Written by English L1 and L2 and Castilian Spanish L1 Writers**

As English is the leading medium of communication in academia, publication in international journals presents a goal and a challenge for some non-Anglophone researchers especially the construction of evaluative stance in the Introduction and Discussion sections. I examine research articles (RAs) in English and Spanish as well as RAs written in English by Spanish-background speakers in the fields of applied linguistics, using the engagement system within Appraisal theory (Martin & White, 2005). A key motivation of the three-way analysis is to shed light on the ways in which these writers have shaped the complex articulation of the flows of knowledge construction and the negotiation of meaning through the interplay of monoglossic and heteroglossic space across the texts. Results show that these writers attain research 'legitimation' (Hood, 2006; van Leeuwen, 2007) by contracting resources (Martin & White, 2005) to declare the need for more research in the Introduction section, while the validation of new knowledge has been endorsed in the Conclusion section. Despite these similarities, however, there are also notable cultural differences identified in the writing of these three groups. It is hoped that the results will assist Spanish scholars to achieve greater visibility worldwide by giving closer attention to the construction of an assertive stance in academic writing.

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### **Enhancing Students' Writing Ability in Liberal Studies by Subject-specific Genre Teaching**

This paper aims at exploring the effectiveness of subject specific genre teaching to enhance students' writing ability in the subject of Liberal Studies (LS), which is one of the four compulsory subjects in the New Senior Secondary (NSS) Curriculum in Hong Kong since 2009. Based on Functional Linguistics (Halliday, 1994) and Genre theory (Martin, 1999), a research team lead by the presenter previously identified major genres in the subject and their characteristic linguistic features that students are expected to master. Based on the above research finding, the research team conducted genre teaching in three schools to enhance students' writing skills in Liberal Studies. This paper reports the strategies of the genre pedagogy and the outcomes of the genre based teaching by class observation, interview and students' text analysis. The study is part of a series of research on subject-specific genres across the secondary curriculum (Shum, 2006). The findings will have important implications for enhancing secondary students' mastery of the subject, in particular, their competence in expressing concepts and ideas. It will also throw light on issues related to teacher training and student high

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### The Battle of the Black Box: Axiological Condensation's Role in Building Procedural Knowledge in the South African Parliament

Maton (in press) argues that two types of condensation of meaning take place in knowledge-building processes: epistemological condensation, in which abstract, decontextualized theory is derived from concrete, contextualized data; and axiological condensation, in which actions and ideas are associated with each other and loaded with a particular moral value. This paper describes how axiological condensation is involved in the production of knowledge in a meeting of the South African parliament's Portfolio Committee on Transport. This meeting was observed as part of a broader ethnographic study investigating the discursive effects of recontextualization (Bernstein 2003) between the spoken, written and visual modes in the South African parliament's committee process. In this meeting, members of this newly constituted committee argued over whether or not to amend a draft committee report and in the process co-produced procedural norms for future committee meetings. Participants on both sides of the argument used axiological condensation and its reverse, decondensation, to portray their version of the procedure to be followed as morally superior to that of their opponents. This is revealed through an Attitude analysis (Martin and White 2005) of the members' talk, combined with elements of Interactional Sociolinguistics (Gumperz 1982). The analysis demonstrates that axiological (de)condensation in this meeting occurs in waves and is accomplished through indexing events in a previous meeting of the committee as well as political discourses in the South African context of culture which have their origins in the apartheid era.

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### The Creation of an 'Imagined Community' in Readers' Letters to the Daily Sun: An Appraisal investigation

Despite its reputation for sensationalism and championing of superstition, the Daily Sun is South Africa's most-read

newspaper, with over five million readers. The tabloid targets English-literate, predominantly black, first-time newspaper readers. The Daily Sun's former publisher, Deon du Plessis, called the potential reader 'the guy in the blue overalls who lived in the township owned his own house, worried about his kids, rather than manning the barricades'. Contrary to ideas of tabloids addressing readers as individuals, media studies theorists Steenveld and Strelitz (2010: 531) argue that they 'help constitute an imagined community [of readers]'. So far, there has been little empirical evidence for this community. My research uses the Appraisal framework (Attitude, Graduation and Engagement, cf. Martin & White 2005) to investigate the creation of a community in ten of the Daily Sun's letters of the day, written by readers, selected by the editor. The investigation of the writers' Appraisal choices exposes the ideal readers' values, beliefs and interests, as well as the writers' attempts to align the potential audience with these qualities. The cumulative effect of the Appraisal strategies demonstrates that the nature of this imagined community is advisory, and fosters a feeling of neighbourly support. Finally, the analysis also provokes vital questions for the Appraisal framework itself, using the underexplored tabloid genre to highlight intricacies in the relationship between the three subsystems.

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### The Topological Structure of Affective Meaning

Typological and topological approaches are two complementary perspectives on meaning (Martin & Matthiessen 1991, Halliday & Matthiessen 1999: 69). Halliday & Matthiessen (1999) adopted both of them in their analyses of the ideational base and made topological displays of some ideational meaning systems by interpreting typological systems as dimensions in the topology. Affective meaning is a type of interpersonal meaning and is mainly realized by lexical items. Martin & White (2005) outlined its typological presentation by devising a system consisting of four choices: dis/inclination, un/happiness, in/security, and dis/satisfaction (51). However, these four choices are not the same as the ones in ideational meaning systems and can hardly be interpreted as dimensions of semantic space. Multidimensional Scaling is a statistical technique designed to 'represent (dis)similarity data as distances in a low-dimensional space, and to help one to discover the dimensions that underlie judgments of (dis)similarity' (Borg & Groenen 2005: 3). This paper aims to find out the semantic dimensions of affective meaning and to reveal its topological structure by conducting Multidimensional Scaling on 64 Chinese emotion terms, which were chosen to represent the affective semantic domain in Song (in progress). The similarity data among the 64 Chinese emotion terms were obtained by employing the Order  $k/n-1$  With Fixed  $k$  method (Rao & Katz 1971) and 1,600 freshmen were recruited as subjects. The MDS analysis reveals that three dimensions should be chosen to represent the configuration of the 64 terms and the configuration takes the shape of a cylindrex (Coxon 1982: 99). A comparison of the terms located at the two ends of each dimension shows that the three dimensions can be interpreted as evaluation, potency, and focusedness/activation.

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### **Committing Commitment: Theorizing Meaning in Process of Change**

Following Martin's (2006) conception of intertextuality in terms of movement on the 'hierarchy' of instantiation, the term 'commitment' was coined in Martin (2008), and further developed with respect to the three metafunctions in Hood (2008). Originally used to model the reformulation of meaning from a source text to a piece of rewritten work, 'commitment' has been introduced as a way of theorizing about the relationship between texts, with consequent implications across a range of research areas including media, pedagogy, translation, identity and multimodality.

The term has gained considerable currency since, and has been taken up in a range of studies within SFL (e.g. Caple 2008, Chen 2009, de Souza 2010, Tann 2010, Bezerra 2011). While educators welcome it as a pedagogic device, the concept has not been without controversy, with questions revolving mainly around its coherence and precision as a tool for text analysis. This paper suggests that a certain degree of ambiguity has been present in its formulation from the outset, and proposes a number of conceptual issues that have to be addressed for it to be operational. The paper will attempt to explicate the notion of commitment by comparing the various ways it has been applied across a number of different studies, and to stimulate dialogue between them.

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### **Investigating the Ideological Use of Nominalization in Newspaper Reporting: Functional Analysis of Pakistani Journalistic Texts**

This paper investigates the use of nominalization as a resource for constructing knowledge in media discourses. The methodological framework of the study is inspired by

Halliday's (2004) concept of grammatical metaphor. Nominalizations play a critical role in facilitating ideological information flow and structure the information in ways which allow writers' perspective on events to be conveyed to the reader (Halliday and Martin, 1993). Therefore, in critical linguistics the efforts to explore the roles that journalistic discourses play in (re)producing social realities and values highly depend on the analysis of abstracted presentations of participants in their discursive socio-political roles. The data for this study come from three Pakistani daily English newspapers: Dawn, the News and the Nation, selected on the basis of their wide circulation. A sample analysis has confirmed the working hypothesis that nominalizations are useful in abstracting and classifying actions and events in order to build and organize media discourses (for a fuller account see Fairclough 2010). The study explores the lexicogrammatical patterns in which the derived nominals have been deployed to build the ideological positions, maintain political power relations and inculcate particular socio-political morals in the consumers.

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### **(Re)constructing a Japanese Cultural Dance through Multimodal, Multilingual Practices**

In a situation where individuals from multiple cultural and linguistic backgrounds assemble, multiple languages respective to the participants will be utilised to carry out an activity together. Where cultural activities are involved, multimodal aspects of the activity become prominent.

The context explored in this paper is a Japanese cultural dance group. Situated in Australia, the group currently consists of members from multiple national and language backgrounds. English has become a common language for carrying out group practice sessions. Uniquely, no one in the group is a 'native speaker' of dance pieces being practised. Members learn the dance from choreography that the choreographer-lead dancer has deciphered from video clips. The dance pieces are thus recontextualised and reconstructed multiple times, often through the medium of English.

The paper explores how the nature of a cultural dance is interpreted, reconstructed, recontextualised and presented to other members through a combination of different semiotic systems. The focus of the investigation is on the ways in which vocalised instruction relate to bodily movements of dance. The dance in a video clip is interpreted and resemiotised into notes which are themselves multi-modally constructed. Then, based on the notes and understanding of the choreographer, the dance move is made accessible through multiple channels: verbal explanation (mixture of Japanese and English) and physical demonstration. Observations will be made on how the multiple functions vocalised instruction serves, including singing, describing bodily movement, noting things to be aware of and awareness of space and audience.

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### **Examining Discursive, Linguistic and Rhetorical Devices Deployed by 15 High-achieving Year 5 Students**

This paper investigates persuasive strategies employed by a sample of 15 year 5 students who scored highly on the written component of the 2011 National Assessment Program – Literacy and Numeracy (NAPLAN) test. Firstly, the mechanisms behind these students' persuasive arguments will be examined to uncover the discursive resources they deployed. The different types of persuasive discourse evident in the students' texts – such as deliberative, forensic and epideictic – will be listed (Corbett & Connors, 1995). Next, the texts will be analysed at points of intersection between Appraisal theory and Classical Rhetoric. The Engagement framework (see White, 2003; Martin & White, 2005) will be used to examine linguistic resources used by these students to adopt stances toward the views of others, and include their audience as discourse participants. This framework is informed by Bakhtin's (1981) influential notion that all verbal communication is dialogic, in that to speak or write reveals the influence of, refers to, or takes up what has been said previously. In addition, the analysis seeks to uncover any figures of speech from the third canon of Classical Rhetoric – known as *elocutio* (see Aristotle, 2004) – used by the students to achieve a number of persuasive effects. Lastly, the paper will describe any connections between these distinct discourse analysis traditions, to further our understanding of how linguistic and rhetorical devices operate simultaneously at a word and sentence level to achieve persuasive effects. This paper presents work-in-progress for the development of a systematic picture of young people's rhetorical capabilities across years 3, 5, 7 and 9, and provides a showcase of the methodology being used in the author's PhD.

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### **The 'Sri Lankanisation' of English: Meaning Making in Sri Lankan English Textbooks**

This paper reports on a study that is examining the linguistic resources used for meaning making in texts from locally produced English Language textbooks in Sri Lanka. The study aims to determine the extent to which these texts represent the variety of English known as 'Sri Lankan English'. The textbooks, produced by the Sri Lankan Ministry of Education, are used for teaching English as a Second Language to students across the public school system. A selection of texts produced for students from years 9-11 at secondary school level were analyzed using

Systemic Functional Linguistic (SFL) transitivity, theme/rheme and appraisal analysis in order to shed light on the field, tenor and mode of the texts. While the primary focus of these texts appear to be on teaching students how to read and write in English, an analysis of linguistic resources deployed demonstrate that these texts are heavily dependent on shared understandings of socio-cultural and religious elements for making meaning. This research aims to contribute to SFL theory by examining texts from a postcolonial context, which has its own variety of English unique to that context.

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### **Academic Genre for HE Non-English Departments in Indonesia: A Systemic Functional Linguistic Perspective**

The awareness that English is the language used for international communication has made the teaching of English a must at all levels of education in Indonesia. The present internationalization scheme of HE in Indonesia demands improvement of the teaching quality of English. The EFL teaching at the HE level in Indonesia ranges from general English based on the one end of the spectrum up to ESP/EAP based on the other. Some non-English departments even use the TOEFL/TOEIC preparation based. Only one semester, 150 minutes weekly, is provided for English formal exposure in the undergraduate curriculum. It has to be admitted that too much is demanded of the non-English department students with very little formal exposure to the English learning itself at HE. The undergraduate students are expected to have sufficient reading skill to keep abreast with the latest developments in science and technology, most of the reference materials of which are in English. Afterwards, graduates are expected to know how to share their scientific findings at international level and how to enter the workforce. It is high time to sit back and ponder on what English to teach at the non-English undergraduate level in Indonesia. With reference to the example materials of the TEFL at the Faculty of Agriculture, Universitas Brawijaya, this paper suggests that starting-with-the-English-clause academic-genre-based material be used in the TEFL at the non-English departments in Indonesia.

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### **Making Sense of Marketing Theory and Practice in Two Languages**

This paper presents the preliminary results of a case study which aims to explore how students use their bilingual resources to make sense of the social practice of marketing in a marketing course at the sub-degree level. Qualitative research methods were adopted to trace how students use bilingual resources to mediate their second language academic discourse development in an integrated language and content learning environment. The main data sources were the spoken and written discourse data collected from a project group's out-of-classroom discussions, written report and oral presentation, which were analysed using Mohan's model of social practice analysis (2007) – one that considers content, language and higher level thinking skills as one. The analysis of the student discourses produced at different stages of the project shows the prominent role of learners' L1 in mediating their meaning-making, and subsequently their L2 academic discourse development, in the system/process, theory-practice dialectic of learning in a project. The findings indicate that learners' effective deployment of their bilingual resources could help them perform the tasks successfully in different fields within the larger context of an academic subject. The student-participants were able to use appropriate lexical-grammatical features of their L1 and/or L2 to (i) reconstruct their findings about the marketing practices of the selected company, (ii) reflect on such practices using their disciplinary knowledge, and (iii) scaffold their second language academic discourse development. The results suggest various practical ways for promoting students' academic language development in a content course.

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### **'Now Thank We All Our God' was Sung: A Diachronic Exploration of the Public Discussion of Religion in the Sydney Morning Herald**

This paper is concerned with the relationship between social change and changes in the semiotic landscape of the news media, specifically in relation to the public discussion of religion. In the Australian context, particularly in large cities, factors such as immigration, economic growth, and technological development have effected change in the composition of society and the ways people relate to each other as individuals and communities. From a systemic functional perspective, we know that the culture and the language system of a community continue to develop and change, not just because of technological or economical changes, but, more fundamentally, because of the many instantiations (texts) that each make their incremental impact on the probabilities of the system (see Halliday & Matthiessen, 1999: 18). We can therefore use linguistic tools to infer changes between diachronic states of meaning in society, in particular in the meaning-making profession of journalism, where the journalist's discourse 'textures in' an intended addressee (cf. Hasan 1999: 237-238). This paper uses the Sydney Morning

Herald as a case study to track the linguistic representation of religious topics in the newspaper. The status of religion as a public discussion topic seems to have shifted from being an assumed part of most readers' lives (e.g. church attendance implicitly presented as a natural way of celebrating the end of World War II) to being a separate, specialised topic to be dealt with apart from everyday topics, usually in Opinion articles (e.g. SMH Online Philosophy & Religion topics).

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### **Optimising Expressive and Interactional Conditions in the Classroom: Reality and Possibilities**

Few studies have investigated classroom discourse and interactions in the early years of schooling in low socio-economic schools. This paper reports on doctoral research investigating the interactional and discourse patterns operating in Year 1 and 2 classrooms in low socio-economic schools in New Zealand. While video recorded data is increasingly used in discourse analysis classroom observation studies (Clarke, 2009; Mohan & Slater, 2006), this study pushed the parameters in a number of ways: multi-camera recording with separate lenses on teacher and selected case study students; the use of human behaviour software to micro-analyse expressive and interactional patterns and behaviours of teacher and students; and multi-subject simultaneous analysis. Using SFL grammatical analysis perspectives, teacher and student expression during classroom lessons were analysed at the lexico-grammatical level (Halliday & Matthiessen, 2004), alongside fluency, turn-taking and interactional direction measures.

In this paper, findings about the discourse and interactional patterns operating in the classroom and the effect of this on student expression and participation during class lessons will be presented. Significant mindset and pedagogical shifts were evident at Time 2 following an intervention designed to increase teacher theoretical and practice knowledge about discourse and interactional classroom conditions to enhance students' expressive and participatory behaviours compared to 'typical' classrooms patterns at Time 1. Insights gained in this study challenge accepted pedagogy, especially where young learners are under-resourced linguistically and conceptually in the culture and language of curriculum.

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### **Multimodal Designs and Marketing Discourses: Cultural Icons and Branding**

This paper explores some of the ways that states and companies use cultural icons for branding their countries and products. In Finland in 2010, a high-level panel of experts was set up to discuss and make suggestions for 'how to brand Finland better' – essential for a small country and its products. This paper discusses the need for setting up such a panel, highlights some of the issues raised by the panel and critically discusses the suggestions in the light of analyses of some of the existing uses of cultural icons in 'brand designs' for Finland and Finnish products. The data is collected from the web and both the multimodal designs and the 'branding discourses' are the focus in the analyses of the data. Some of the relevant questions raised will be: How do various businesses use the cultural icons of Finland for branding and marketing their products and selling them? What kind of a 'semiotic products' do they consequently create in the designs and discourses? What are the linguistic and multisemiotic resources that are useful for envisaged and realized branding? Do Finnish businesses' strategies for branding differ from one another and how do they fare in comparison with the other commercialization and branding procedures of cultural icons in other countries? What general lessons can be learnt of commercialization, commodification and branding processes in our cultures?

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### **Towards a Mapping of Popular Education in Chile**

Popular education constitutes a relatively broad and heterogeneous realm of educational practices, descriptions of which commonly revolve around two basic principles: a focus on the education or instruction of socially 'disadvantaged' people; and an overarching 'social' aim, generally expressed as egalitarian social order (Austin, 2003; Flowers, 2004; Kane, 2001; Bustos, 1996, Salazar, 1987; Vasconcellos, 2006). In the Chilean context, there is a large variety of practices that consider themselves as 'popular education'. The literature has studied these practices mainly from historical perspectives that tend to omit the pedagogic specificity of them; and from case studies focusing mostly on methods of teaching, overlooking a more general picture of the overall field (Austin, 2003; Dussan, 2004; Fuentes Cortes, 2009; Kane, 2001; Rosenfeld, 1987; Salazar, 1987; Santibáñez, 1992; Silva Uribe, 1982). Thus this study aims to describe part of the general field of the current practice of popular education in Chile from a discourse analysis perspective, addressing its variability as well as its specific pedagogic essence. The study draws on systemic functional linguistics, particularly on the ideation system to describe the self-representations of five sites of popular education in Chile. More specifically, it analyses the field of texts focusing particularly on taxonomic relations (Martin, 1992; Martin & Rose, 2007). The analysis of taxonomic relations allows the distinction of four different kinds of participants in the texts. This paper will report on two of them, namely students and purposes, as these participants 'instantiate' the two abstract principles broadly considered as key in the description of popular education. This analysis provides a means to develop a preliminary map of the multiple practices that consider themselves part of the field of popular education in Chile.

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### **A Systemic Functional Interpretation of Ergativity in Classical Tibetan**

Classical Tibetan is known as an ergative language due to its ergative case-marking pattern. It marks the agent of a clause with the ergative case particle, while the participant(s) is (are) not morphologically marked when a clause does not involve agency. Systemic Functional Linguistics provides an ergative model for the analysis of transitivity in English as a complement to the transitive model; for a generically ergative language like Classical Tibetan, the ergative model can be employed to interpret transitivity functions of a clause. This paper is firstly intended to offer a systemic functional account of the ergative pattern in Tibetan, especially the various functions of the ergative particle. The major function of the ergative case particle, as can be assumed, is to identify the Agent in a clause if there is one. However, the ergative case particle is also used to indicate circumstances of means, reason and manner, giving such agent-like circumstances de facto status of participants. Tibetan verb groups do not distinguish active and passive forms, thus the voice system follows the distinction between middle and effective depending on the absence or presence of agency. For the same reason, the effective voice does not further split into operative and receptive, but into actualized and non-actualized according to whether there is an explicit Medium, the participant through which the process is actualized.

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### Modelling Personalized Meaning

There are various theoretical perspectives on meaning in language use generating different typologies. At some level, whatever the perspective, meaning is associated with language users or producers. The meanings so constructed has been richly documented within the SFL world over more than 4 decades, in for example, the work of Halliday, Hasan, Martin, and Matthiessen and colleagues with whom they have collaborated.

In recent years, this work has taken a number of interesting directions. Martin, for example, has begun to attend to research in relation to the cline of individuation, that is, focusing on how users of language employ resources from all strata to identify themselves with a community or to present a distinctive personae (cf Martin 2009, in press, and publications by Martin and colleagues, for example, in the series of A Botswana Town papers, and in the UNSW Restorative Conference papers). There has also been work in relation to the cline of instantiation, that is, in the relationship of meanings from the level of the system to their instantiation in a text to a subjectified reading of that text (eg Martin 2008). This work develops the concept of commitment to do with the specificity of potential meaning instantiated in a text (eg Hood 2008, Martin 2010), and the idea of coupling of meanings, as co-instantiations from different aspects of the system (eg linking kinds of ideational meanings with kinds of interpersonal meanings). Inspired by such work, I focus on the viewpoint of individual users and the ideational language they employ for rhetoric effect, that is, the coupling of ideational and interpersonal meanings. I explore the idea that instantiated patterns of such couplings construct a perception of an individual language producer's intentions (purposes) in the social and cultural context. In this paper I focus on some pervasive examples in Chinese such as catchphrases, slogans, expressions in advertising discourses, to name just a few.

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### Multimodal Analysis of Scientific 'Translation': From Science Papers to Public Magazines

This paper is an attempt to describe the ways specialized knowledge is 'translated' into everyday knowledge from the perspective of Systemic Functional Linguistics (SFL), especially multimodal analysis. There have been various SFL-based studies to explore scientific texts as multimodal text (e.g. Lemke 1998). This paper extends their multimodal descriptions by illustrating the differences between scientific texts for specialists and for the general public.

It explores both science papers and articles in public magazines on the same topic as multimodal text to find out 1) how differently multimodal elements such as diagrams, photographs and graphs contribute to the goals of specialist texts and everyday knowledge texts, and 2) how scientific/specialized knowledge is 'translated' into everyday knowledge through visual elements as well as verbal components. Based on Kress and van Leeuwen (2006) and Martin and Rose (2008), the exploration focuses on four resources: logical relations between visual and verbal texts (logical), internal relations between/among participants in visual text (experiential), social relations between readers/viewers and text (interpersonal), and visual information to organize text (textual). Furthermore, typical strategies exploited in the 'translation' in Japanese and English are discussed and compared.

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### Relationships Between Teacher Metalanguage and Good Enough Grammatics in Senior Secondary Subject Areas

Many secondary students struggle to meet the challenges of disciplinary writing in high stakes examinations like the HSC. This paper reports on a doctoral research project which aims to identify the disciplinary, literacy and pedagogic demands of HSC writing assessments in Music and Business Studies. The research proposes a good enough grammatics (Macken-Horarik 2008) for these two subjects, in the area of extended responses (longer pieces of writing for assessment). Grammatics refers to a grammatically informed metalanguage and a way of thinking with grammar in mind (Halliday 2002). In the context of this research, a good enough grammatics is a tool kit of knowledge about language that informs metalanguage and pedagogy when preparing students for success in HSC writing assessments in Music and Business Studies. Good enough grammatics is what works for busy secondary classrooms with teachers who are not trained as linguists and for students who have to produce specialised disciplinary writing under pressure in exams.

This paper will explore the relationship between teacher metalanguage, knowledge about language and disciplinary knowledge in Music and Business Studies. Data drawn from teacher interviews, classroom observations and teacher comments on student writing will be used to explore teachers' thinking and understanding about the disciplinary demands of their subjects (Pedagogical Content Knowledge) (Shulman 1986) as well as literacy demands and knowledge about language. By comparing these data with text analyses informed by Systemic Functional Linguistics, gaps and limitations in teacher understandings will be exposed. In addition, I will suggest possible ways to build capacity with teachers and students through a grammatics good enough to improve student achievement in HSC writing assessments.

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#### **Burnishing and Tarnishing: The Attitudinal Management of External Voices in Written Discourse**

In this paper I outline a new framework for analysing how writers position readers vis-a-vis material attributed to quoted sources, more specifically how readers are positioned to view externally sourced material as more or as less credible, reliable and sound. The analytical framework to be presented understands the author's treatment of attributed propositions to be simultaneously a matter of dialogistic and attitudinal arrangements. By dialogistic arrangements, I refer to resources available to writers by which they either stand with and endorse the material being attributed to an external source, or stand away from those propositions, presenting them as but one of a range of possible alternative positions in play in the current communicative context. The label 'dialogistic association' is given to this system of options and it will be demonstrated that there are resources available by which the author may variously associate with the attributed proposition, may disassociate or may be association neutral. By attitudinal arrangements, I refer to mechanisms by which the author can either explicitly or implicitly position the reader to regard the attributed proposition either favourably or unfavourably, as credible or lacking credibility, as sound and reliable or compromised in some way. The labels burnishing and tarnishing\* are given to these two possibilities, with burnishing applying to instances where the attributed material is presented in an attitudinally favourable light and tarnishing when the attributed material is presented in an attitudinally unfavourable light. The paper extends previous work on this subject by offering a systematic account of interactions between these dialogistic and attitudinal options.

(\* I am indebted to Sally Humphrey and Jim Martin – personal communication for suggesting these labels.)

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#### **Engaging with Readers, Establishing Academic Authority**

This paper is a preliminary report on a study examining how interpersonal meaning in academic texts is constructed by undergraduate student writers in EFL context in Indonesia. Focus is on the spread of stance as a realisation of social relationships and of the authorial identity of the writers. Particular attention is given to writers' efforts in 'managing social relationships and establishing an authorial identity' (Derewianka 2007) with the knowledge, readers, and other 'knowers'. Whilst there is a growing body of literature about the phenomenon, very few studies have examined how stance spreads across the body of a long text such as a thesis. This study is underpinned by SFL (Halliday 1994, 2004), and specifically informed by theory of Appraisal developed by Martin and colleagues (Martin 2000, Martin and Rose 2003/2007, Martin and White 2005). The data source is a thesis, which is analysed using the Appraisal frameworks concentrating on the Engagement system. It is hoped that the study will reveal further insights into the deployment of language in the development of interaction (Halliday and Matthiessen, 2004) between reader and writer, and writer and sources. Pedagogically, the results of the study will inform teachers in assisting EFL students to develop academic writing skills.

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#### **Transitivity/Ergativity in Thai Political Science Texts**

Agency is an important area of study in both politics and linguistics. It attributes power or capacity to social actors and can also confer legitimacy to their actions. A study of how agency is construed in the grammar of political texts can illustrate how writers attribute agency as well as signify their position on the legitimacy or otherwise of political events. An initial transitivity analysis of Thai political science texts on the 2006 coup shows that the ways writers attribute agency reflect their own divergent political and ideological positions on the legitimacy or otherwise of these events. As Halliday (1994) argues, the system of Transitivity comprises two complementary perspectives: the transitive model and the ergative model, and one or the other may be foregrounded across different registers. In this paper I explore the potential fruitfulness of ergative analyses of three Thai political science texts, each of which were written from competing discourse positions. I ask what this analysis reveals about agency or lack of agency in texts written at a particularly fraught time in Thai politics and whether the complementary perspectives, transitivity and ergativity, foreground complementary ideas on the role of the agents and affected participants in the events surrounding the 2006 coup. That is, which actors or institutions act on others or are being acted upon, and which acts are construed as self-generated?

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### **Thematization and Theme-Rheme Patterning in Indonesian Journal Articles**

This paper is concerned with thematization and theme-rheme patterning in journal articles written in Indonesian. Eight journal articles in the fields of biology, economics, social science, and language were analyzed to find out how their textual meaning is built from the points of view of theme selection and theme development. From theme selection, it is evident that the distribution of theme types does contribute to the texts' textual meaning, but it also contributes peripherally to their ideational meaning. Whereas ideationally, theme selection in the texts shows the mapping of the domains of knowledge presented, textually, it shows the characteristics of written texts. Similarly, the texts tend to be more oriented to connecting events at the clause level rather than organizing ideas at the discourse level. On the other hand, from theme development, it can be identified that the patterns of theme-rheme ideationally border the scope of knowledge in the texts under discussion, and that the well arranged hyper-themes and hyper-rhemes in most of the paragraphs textually create cohesiveness.

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### **An Intermodal Analysis of Cinderella in Grimm's Fairy Tales**

Framing was initially regarded as the presence or absence of devices (such as elements which create dividing lines, or actual frame lines) for connecting or disconnecting parts of pictures (Kress & van Leeuwen, 1996: 183). Later development extended to investigate framing between text and image in magazine advertisements, and to build up systems of framing (van Leeuwen, 2005; Painter, Martin & Unsworth, 2011). Although it has been pointed out that framing plays an important role in organizing visual meaning (Painter et al., 2011; Baldry & Thibault, 2006), its function in reorganizing the meaning of the verbal text on the discourse level was relatively neglected.

This paper aims to explore how the visual mode helps construe meaning of the verbal mode in Cinderella, one of Grimm's fairy tales translated and illustrated by Wanda Gag. The verbal analysis focused on the story's identification system (Martin & Rose, 2003) and the story's generic structure (Martin & Rose, 2008). The visual analysis concentrated on Visual Reference (Lim 2007), the correspondent visual identification, revealing the intermodal identification tension with the help of Painter et al's (2011) framing system and the shape of frames. The analysis shows that framing is also one type of Visual Linking Device (Lim, 2007) and the shape of frames is significant in construing marked reading of Cinderella.

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### **Feedback for Undergraduate Thesis Writing: Supervisor/Student Interaction at a Japanese University**

It is a common practice, though not adhered to by every Japanese university, for students who are in the last year of their four-year undergraduate programs to undertake an undergraduate thesis. This is equivalent to the Honours thesis in Australia. For these students, the thesis is their first encounter with a new academic genre and thus constitutes an enormous challenge for them. While undertaking their thesis, Japanese students typically receive guidance from their supervisors, in the form of group and individual supervisory interactions, which are crucial for the teaching/learning process. This paper examines a tape-recorded individual supervisory conference between a Japanese undergraduate student majoring in German Literature and her supervisor and explores the nature and functions of the teacher feedback.

In order to analyse the spoken discourse, the study adopted Eggins and Slade's (1997) approach to analysing the structure of casual conversation in English, Storch and Tapper's (2002) categories for written teacher feedback, Wisker's (2005) themes of supervisory interactions, and three categories added by the researcher. In the Negotiation Stage, which accounts for the majority of the supervisory interaction and is made up of a number of segments, it was discovered that the Japanese supervisor concentrated most of his feedback on the content and grammar and expression of the student's thesis draft. The findings also revealed that advising was the most common form of feedback, while supporting and praising appeared with much lower frequencies. The methodology employed in this paper may prove useful in analysing the discourse structure of similar teacher-student conferences.

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### Grammatical Metaphor and the Evolution of Language: The Evidence from Ancient Chinese Texts

As an important kind of lexicogrammatical resource through which the meaning potential of language is expanded, Grammatical Metaphor (GM) is a natural process in the history of language (Halliday, 1993). There has been some polygenetic research on GM with the focus on scientific discourse written in English (Halliday, 1988; Banks, 2003). These studies demonstrate that GM is an increasingly used grammatical resource since Newton's time in English.

This paper attempts to investigate the relationship between GM and the evolution of language through an analysis of ancient Chinese Language. As a language with more than two thousand years of continuous history, Chinese provides a rich resources for polygenetic research. This paper first explores the initial adoption of GM in Chinese Language by examining the downgrading movement from clause to phrase in ancient Chinese texts written in different periods of Chinese history. For this purpose, Twenty-Four Histories are used as the corpus for GM identification. Twenty-Four Histories is a collection of Chinese historical books written from 100 BC to the 17th century, reflecting the development of Chinese Language during this long period of time. This research identifies the instances of GM in the corpus through a search of several formal marker, which are ordinarily deployed when a clause is downgraded to a phrase in ancient Chinese texts. The identification shows that there has been an increasing use of GM in ancient Chinese discourses over the past two thousand years. The initial adoption of GM in ancient Chinese is even found in Lun Yu, which is created as early as 300 BC. On the basis of the identification, this research categorizes the GM in ancient Chinese in terms of element shift. This research also reveals how the GM in ancient Chinese affects the evolution of Chinese language. Firstly, the metaphorical expressions give rise to the development of Topic-Comment structure of Chinese clause. Secondly, the grammatical methods used for metaphorical realization in ancient Chinese contribute to the formation of GM in modern Chinese Language.

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### Corpus-Based Analyses of English Evaluative Adjectives

This presentation reports on a corpus investigation of the 20 most frequently-used adjectives in corpora such as COCA, BNC, English & Chinese Appraisal Corpus to explore and compare in terms of their evaluative meaning potential. The interpretations will draw on the framework of Appraisal Theory proposed by J.R. Martin, and focus on the categories of

attitude (affect, appreciation and judgement). Our major findings are as follows: (1) Different evaluative adjectives have different evaluative functions. (2) The same adjective may have a different evaluative meaning in a different context. (3) There are some variations in the usage of the frequency of some evaluative adjectives in different genres, and across across different corpora.

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### Genre Typology and Genre Relations in The Grand Design

Genre analysis has been recognized as one of the most vast, but also one of the least defined areas in linguistics. One reason for this might be that our understanding of genre is based on contributions from a variety of academic disciplines that diverge from one another considerably. One of the difficulties challenging genre analysts is to define and classify genres. The aim of this paper is to identify the genre typology existing in the popular science book *The Grand Design* by Hawking & Mlodinow (2010). Our analysis is informed by Martin & Rose's (2008) work on genre relations. First, we review previous work on establishing a system network of genres, followed by a discussion of logico-semantic relation types. Then we look into the different genre types existing in *The Grand Design*, which are arranged as a system network with categorical distinctions identifying individual genres. Next we apply the notion of complex to the level of genre and see how the above text genres are interrelated through logico-semantic relations. It is suggested then that *The Grand Design* is a genre complex consisting of different text genres, the whole complex belonging to one macro-genre. The conclusion is that real discourses rarely demonstrate pure and typical generic features. A discourse is often a complex of different genres. The macro-genre of a discourse should be determined with respect to its ultimate linguistic environment.

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Martin, J. R. & Rose, D. *Working with Discourse: Meaning beyond the Clause*. 2nd edition. London: Continuum. 2007.

Martin, J. R. & Rose, D. *Genre Relations: Mapping Culture*. London: Equinox. 2008.

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### Multimodal Warnings as Appraisal Resources in Dispute Mediation

In the past decades, linguistic warnings have received academic attention and generated a lot of research on the nature, linguistic form and function of warnings as a speech act, leaving other modes of warnings untouched upon. Modern technology has greatly facilitated the collection and transcription of multimodal discourse data. This paper reports on a study of dispute mediation talk on television. The study analyzes multimodal warnings embedded in conflictual environments where mediators employ various semiotic

resources (van Leeuwen 2005) to mediate the negotiation between conflicting parties. Specifically, this study addresses the following issues:

1. Configurations of multimodal warnings: On a microscopic level, how do social actors, mediators in this case, utilize multiply modes of warnings, say, via the layout of furniture in the negotiation settings, posture, gestures etc. to express their evaluation of the conflictual talk? On a macro-level, how do mediators use visual shapes of various kinds in the negotiation setting to indicate their appraisal of the on-going conflict?
2. Affordance of multimodal warnings in context: How do mediators employ multimodal warnings as appraisal resources (Martin & Rose 2003) to evaluate and mediate the linguistic contributions of each party in the fluid context of the negotiation talk?

Methodologically, this paper mainly adopts the multimodal interactional approach (Norris 2004) to warnings in mediated discourse. The significance of the paper lies in that multimodal warnings embedded in a fluid talk may reflect the complexity and contingency of multimodality in everyday life.

- Norris, A. 2004. Analyzing multimodal interaction: a methodological framework. London: Routledge.
- O'Halloran, et al. (eds.) 2004. Multimodal discourse analysis. London: Continuum.
- Van Leeuwen. 2005. Introducing social semiotics. London: Routledge.
- Martin, J. & D.Rose 2003. Working with discourse. London: Continuum.

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### **Bringing Selves and Others into the Classroom: An Ethnographic Case Study of Student-Teacher Interaction in an English Language**

Contemporary linguistics research has slowly but steadily moved to position the identity function in language. Identity emerging from discourse and organized by situation, genre, occasion, style or environment can signal, unmask and resist the participants in interactions' sense of self and consciousness of other selves in moments. Furthermore, research on interaction tended to identify discourse features linked to the potential means of providing the desired exposure to comprehensible input believed to drive the acquisition process (Block 2007; Lantolf & Pavlenko 2000; Norton 1997, 2000; Norton and Toohey 2001, 2002; Pavlenko 2001, 2002, 2003).

Unfortunately, the issue of learners' identity construction related to micro-analysis was not examined or described in any

great detail. Therefore, this case study sets out to understand how students construct their proactive identities through student-teacher interactions in the classroom. Using Halliday's systemic functional model discourse analysis (Halliday 1966, 1967, 1968, 1969, 1970, 1971, 1976, 1981, 1993, 1995, 1999, 2004 [1993], 2005) and Goffman's Frame and Face Analysis (Goffman 1972, 1981, 1986), the data was collected through the instruments of video-tape and questionnaire. Overall the study evidenced that students' multiple identities including continuous-selves-identities among the classroom (here self refers to several self-identities in a moment) and discontinuous-others-identities from others in the classroom had been shaped through student-teacher interactions. The analysis of systemic functional model and frame and face observed and documented that students constructed their front, back and off identities, namely, general learner identity, supporter, protester or resister and question-thinker, answer-seeker or dropout and imagined identity in different student-teacher moments, which revealed that students' multiple identities were constructed across time and space.

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### **A Response to van Dijk's Critique on SFL's Context Theory**

Since the 1970s, the context theory of systemic functional linguistics (hereafter SFL) has been exerting great influence on the international linguistics circles. However, it is severely criticized by van Dijk in the second chapter of his 2008 book *Discourse and Context*. What is disappointing is that there is no co-ordinated response from SFL to van Dijk's critique. This paper attempts to do the following two things: 1) respond to van Dijk's criticisms of SFL's context theory one by one so as to see whether van Dijk's ideas hold water; and 2) review developments in SFL theories of context over the past four decades so as to see where SFL and van Dijk agree, and where substantial differences indicate the need for SFL to improve its context theory.

Van Dijk, T.A. 2008. *Discourse and Context: a socio-cognitive approach* [M]. Cambridge: Cambridge University Press.

