32nd European Systemic Functional Linguistics Conference

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BOOK OF ABSTRACTS

Plenary Speakers

Multimodality: Informing design, policymaking and activism for digital media

Kay O'Halloran (University of Liverpool)

Members of society use digital media for every facet of their lives while being watched, analysed and manipulated by those who have designed and own the digital platforms. For example, data science and AI are being used to determine what information is made available and to whom. As a consequence, we have moved to unparalleled imbalances in power, knowledge and wealth arising from the "unauthorised privatization of the division of learning in society today" (Zuboff, 2019, p.192). The question arises as to the role of multimodality today. Perhaps it is to assist with the development of Explainable AI algorithms (with clarity about the results) to understand the distribution and filtering of information, together with its inherent biases and possibilities for social change (O'Halloran, 2023).This would enable a step change in research methodologies for understanding the co-development of digital media and society. The aim is to inform design, policymaking, and activism around future digital media technologies based on principles of inclusion, equality, transparency, privacy, social solidarity, health and wellbeing, sustainability, and preservation of the natural world. At the moment, the current digital ecosystem makes it difficult to understand and interpret the legacies of digital media and their social, cultural, political and economic impact. From this perspective, it is evident that multimodality has a major role to play to mitigate the risks and leverage the benefits of digital media for the foreseeable future.

Systemic-functional approaches, cognitive approaches, or both? Recent developments in gesture analysis

Inés Olza (University of Navarra)

In this talk, I will relate and contrast two different methodological approaches to gesture analysis in face-to-face interaction: (1) the cognitive and psycholinguistic view of gesture and sign as an integrated part of human communicative behavior (cf. Müller et al. 2013, Sandler 2018, among many others); and (2) a series of social semiotic approaches to multimodal communication that have recently shifted their focus onto paralanguage, relying on the of Systemic Functional Linguistics apparatus (Martinec 2004; Martin & Zappavigna 2019; Lim 2019; Farsani, Lange & Meaney 2022). Both approaches rely on different models of communication (e.g. relationship and semiotic hierarchy between verbal and non-verbal cues) and diverge in considering language as a process and/or a product. I claim, however, that both accounts also share relevant epistemological groundings and can be successfully integrated into more efficient explanations of the multimodal nature of language and communication. To show this, I will focus on research conducted by the CREATIME and MultiNeg projects on multimodal patterns for the representation of time and the expression of disagreement in interaction, where a dynamic approach to informativity, the speech-gesture interface and semiotic-cognitive-pragmatic continuum has been applied successfully (see Pagán et al. 2020; Olza 2022).

The Semiotic Machine: Technology and multimodal interaction in context

Rebekah Wegener (Paris Lodron University Salzburg)

Human interaction is inherently multimodal and if we want to integrate technology into human sense-making processes in a meaningful way, what kinds of theories, models, and methods for studying multimodal interaction do we need? Bateman (2012) points out that "most discussions of multimodal analyses and multimodal meaning-making still proceed without an explicit consideration of just what the 'mode' of multimodality is referring to", which may be because it seems obvious or because development is coming from different perspectives, with different ultimate goals. However, when we want to put multimodality to work in technological development, this becomes problematic. This is particularly true if any attempt is being made at multimodal alignment to form multimodal ensembles: two terms which are themselves understood in very different ways. Here I take up Bateman's (2012 and 2016) call for clarity on theoretical and methodological issues in multimodality to first give an overview of our work towards an analytical model that separates different concerns, namely the technologically mediated production and reception, the human sensory-motor dispositions and the semiotic representations. In this model, I make the distinction between modality, codality and mediality and situate this with context. To demonstrate the purpose of such a model for representing multimodality and why it is helpful for the machine learning and explicit knowledge representation tasks that we make use of, we draw on the example of CLAra, a multimodal smart listening system that we are building (Cassens and Wegener, 2018). CLAra is an active listening assistant that can automatically extract contextually important information from an interaction using multimodal ensembles (Hansen and Salamon, 1990) and a rich model of context. In order to preserve privacy and reduce the need for costly data as much as possible, we utilise privileged learning techniques, which make use of multiple modality input during training, learn the alignments and rely on the learned association during run-time without access to the full feature set used during learning (Vapnik and Vashist, 2009). Finally, I will demonstrate how the integration of rich theoretical models and access to costly, human annotated data in addition to data that can easily be perceived by machines makes this an example of development following true 'smart data' principles, which utilize the strength of good modelling and context to reduce the amount of data that is needed to achieve good results.

Symposium

New approaches and new tools for the analysis of multimodal (digital) communication

Systemic Functional Linguistics, originating in Halliday's (1978) work is the basis of most of the research on multimodality carried out today. Taking as a point of departure his three dimensions of meaning, multimodality theories look at the several semiotic modes and how they are ensembled to create meaning. In the last few years, multimodality, and more specifically Multimodal Discourse Analysis (MDA) has been greatly supported by technology and digital communication, both for its expression and for its research. In this symposium, we present new approaches and new digital tools that are helping to develop the concept of multimodality and its application to new realities, in four presentations.

Analyzing how ESP students process multimodal materials through the eye-tracking technique

Lorena Bort-Mir and Inmaculada Fortanet-Gómez
(Universidad Politécnica de Valencia, Universitat Jaume I)

The internet has become an increasingly important resource for education and learning, and websites can be a valuable tool for teaching reading skills to students. Websites are multimodal materials, as they entail a set of texts, images, videos, and even audio to communicate information to users. Multimodal website analysis assesses how these various modes of communication work together to contribute to meaning-making. Even though there is a framework for disentangling how a website is constructed (Pauwels, 2012), very little has been done to look into the actual reading processes of the viewers. Eye-tracking is a method for analyzing user behavior on a website (Hsu et al., 2018) by tracking the users' gaze as they interact with the website. When combined with multimodal website analysis, eye-tracking can provide valuable insights into how users engage with different modes of communication on a website. In this pilot experimental study, they analyze how 26 students in Computer Science and Business and Law degrees process two entrepreneurial websites to understand their meaning. Their results will try to answer three questions: (i) are any modes prioritized by participants when reading a website? (ii) how do they switch between modes of communication as they process the message?, and (iii) is there any difference in the reading patterns that people from different disciplines perform to understand a website? The results of this study prove that eye-tracking can be a valuable tool for understanding how people process multimodal texts, and it can be used to improve the effectiveness of such texts for communication and learning.

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Analysing video abstracts in the academic field: A methodological proposal

Francesca Cocetta (Ca' Foscari University of Venice)

Digital environments have made it possible for academics to adopt new genres for knowledge dissemination and reach a wider audience (including laypeople as well as the research community). A case in point is the Video Abstract (VA), a four-to-five-minute presentation of the highlights of research described in a Research Article making use of the affordances provided by the video format (e.g., images, sounds, written and spoken discourse); these allow researchers to remediate and adjust their social practices in order to meet the needs of their audience (Coccetta, 2022). Just as the VA author needs to renegotiate the relationship between scientific insights and the wider interpretative picture sought by this varied audience, semioticians equally need to rejig their methodological tools in the analysis of VAs. By drawing on models of MDA (Multimodal Discourse Analysis), specifically phase-based models (Gregory, 2002; Baldry and Thibault, 2006), the present study puts forward an approach that analyses and interprets the VA. In particular, it illustrates how the specialised OpenMWS video platform (http://openmwsmain.pa.itd.cnr.it) can be used to construct a searchable video corpus of medical VAs that helps analyse them individually and collectively, thereby shedding light on how social practices in the medical discourse community are remediated in this genre.

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Technological advances in digital discourse analysis: A new multilayer annotation tool for multimodal analysis

Noelia Ruiz-Madrid, Edgar Bernad-Mechó and Julia Valeiras-Jurado (Universitat Jaume I)

This paper introduces a new software application for multimodal discourse analysis developed by the Group for Research on Academic and Professional English (GRAPE) at Universitat Jaume I, Spain. An initial needs analysis by researchers working on multimodality brought to the fore functionalities that are already present in previous multilayer annotation software (ELAN, Multimodal Analysis – Video, atlas.ti, etc.) and that have proved to be extremely useful, as well as some potential areas of improvement. Drawing on this analysis, the program incorporates new analytical and representational processes to offer a comprehensive tool that facilitates the exploration of multimodal discourse. It enables researchers to annotate modes, analyze data and create visual figures and tables. The representation of results is one its strong points. The software application prioritizes user- friendliness through an intuitive interface. Moreover, pre-established customizable frameworks distilled from previous multimodal studies (Valeiras-Jurado & Bernad-Mecho, 2022; Ruiz-Madrid & Valeiras-Jurado, forthcoming) are included to foster the analysis of embodied and filmic modes. A deeper insight into the multimodal ensembles that are orchestrated in digital discourse is essential to unveil how ideational, interpersonal and textual meanings are conveyed. Finally, short examples are provided to showcase the potential for analyses in different formats of digitally mediated science dissemination, such as research pitches, TED talks or YouTube science videos.

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Towards a pedagogical approach for teaching multimodal written genres: Teaching challenges and opportunities in ESP

Balbina Moncada-Comas (Universidad Politécnica de Cataluña)

This presentation describes a specific teaching experience that pivots on the teaching of the genre "Profile Article" from a comprehensive genre-pedagogy approach that includes multimodality as one of the features to be taught and learnt. Genres are central to academic/professional communication as they are types of communicative events with a specific purpose recognized by a particular discourse community (Swales, 1990). Mastering written genres is seen as central in the development of students' disciplinary literacies and the realization of their professional competence. Although the written text and its linguistic features are key to carry information, genres now often combine these with other meaning-making resources (such as visual aspects), hence the significance of the multimodal nature of genres (Bateman, 2008). Therefore, there is a need to move beyond traditional genre teaching that focuses solely on linguistic features to a new genre-pedagogy that fully considers a multimodal approach to prepare students for composing effectively in their disciplines.

This paper focuses on the genre "Profile Article" used in an English for Specific Purposes (ESP) course within the field of Audio-visual Communication and Journalism from the University of Lleida (UdL). This study takes on an ethnographic approach in which different datasets are analysed: interviews with the lecturer, classroom observation, classroom documents and students' submissions. The objective is to analyse the value of adopting a multimodal approach to genre teaching to develop students' multimodal literacies by answering the following research questions: 1) to what extent does the genre pedagogy analysed implement an efficient multimodal approach? and 2) to what extent can multimodality in the writing pedagogy enable students to successfully participate in professional communication? The findings show that, although the multimodal aspects of the genre are included in the rubric and assessed in the final product, the pedagogical approach used applies to a very limited extent multimodality for genre awareness. Overall, this paper aims to provide a pedagogical proposal that promotes students' multimodal communicative competence awareness of a particular written professional genre.

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Godfatherism politics and enactment of entitlement: A multimodal analysis of the Nigerian presidential primary campaign speech of Bola Ahmed Tinubu

Idowu Jacob Adetomokun (Rhodes University)

This paper examines how Alhaji Bola Ahmed Tinubu maintains entitlement in his speech to gather votes from the "All Progressive Congress" (APC) party delegates shortly before the party's primary election to elect a presidential candidate in June 2022. By drawing on Halliday (1994) Systemic Functional Linguistics (Interpersonal Metafunction) and the social semiotic theory of Multimodality (Kress, 2010), the particular focus is on the use of the personal pronoun "I" and other multiple communicative modes that Tinubu deploys to establish his right to become the APC presidential candidate for the February 2023 general elections in Nigeria. The data derives from a YouTube video and was transcribed verbatim. Also, pictures of 'catchy' non-verbal communication scenes were captured. Through the personalisation of utterances, Tinubu, brazenly exploits the first-person pronoun 'I' and other multiple modes in his speech to refocus the attention of the party's members on himself. He uses biting statements, gestures, and other demonstrations to affirm and reaffirm his conviction that the president's position is for him. As a political juggernaut who has the record of enthroning governors, senators, and even an imperial president over the Nigerian populace, Tinubu's communicative style enables him to install himself as the desired presidential candidate of the APC. Moreover, using his slogan "*emi l'okan*" ("it is my turn"), he warmed his way into the hearts of his listeners, and he was eventually elected the presidential candidate of the party in June 2022.

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Enacting interpersonal commitment through verbal and non-verbal choices in Commencement Addresses

Cristina Arizzi (University of Catania)

In the liminal space of graduation ceremonies, much emphasis is placed on the speeches that public figures are invited to deliver, symbolically baptizing the new graduates as adults. Called Commencement Addresses (hereafter CAs), these motivational speeches (Solly 2012, 2014) rightly considered modern instances of epideictic rhetoric, are understudied especially as regards those CAs delivered by politicians.

This paper details how US presidents-as-commencement-speakers create their interpersonal relationship (Halliday 1976) with the public. Besides considering polarity, modality and other linguistic devices (Thompson 2014) when verbally expressing closeness to the addressees, the paper analyses gaze, gestures, tone of voice and other non-verbal resources (Kress, van Leuween 2001), enabling the speaker to reinforce that closeness.

The paper reaches its conclusions about genre hybridization and presidents as performers using the author's searchable video corpus of CAs using the OpenMWS platform (http://openmws.itd.cnr.it) (Taibi 2021; Baldry et al. 2022).

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'If they would have gone that path…': Counterfactual conditionals on the move

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Among the important tenets of SFL theory we find the distinction between potential and instantiation, the former expressed through the systems containing the choices available to language users, the latter resulting from the actual choices made, with their corresponding realizations. An important characteristic of systems is that they are "always emergent but never arriving or finalised" (Bartlett 2021: NP). This never-ending emergence is in part explained by the constant pressures exerted by the logogenesis, i.e. the unfolding of the message, onto the systems, these pressures in turn contributing to phylogenetic development, i.e. language (systems) evolution across time (see Elorza, Arús-Hita and Bartlett 2021). This paper looks at one specific example of logogenesis where realizations seem to be changing rapidly, i.e. secondary clauses in counterfactual conditionals. This seems to be mostly happening in one variety of English, namely American English, and most notably in podcasts, where the realization *if* + Subject + *would have* is used to the detriment of the more standard *if* + Subject + *had*. A number of examples from podcasts will be shown and discussed, as will be the effects of this use on the system networks involved in the creation of this type of conditional clause.

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The development of scientific writing in the mid-twentieth century: The Second World War years, 1930–1950

David Banks (Université de Bretagne Occidentale)

Previous studies suggest that in times of turbulence scientific writing develops at a slower rate. The present study considers scientific writing at just such a period, that of the Second World War. It also fits into a project which it is hoped will ultimately cover the whole of the twentieth century. The study is based on an analysis of 18 research articles taken from the *Proceedings of*

the Royal Society, 6 for each of the years 1930, 1940 and 1950. The features studied are mainly the process types encoded by finite verbs, and the semantic categories of topical themes. The percentage of finite verbs encoding material processes falls, while those encoding mental and relational processes rises. In the case of mental process, use of the cognitive subtype rises dramatically in 1940 while use of the mathematical subtype falls. The majority of verbs with a first person pronoun subject encode mental processes. The use of themes relating to experimental scientific activity falls after 1940, while that relating to intellectual and mathematical matters rises. While the results of the study are insufficient to claim that the Second World War slowed down the development of scientific writing, they do seem to indicate a complex set of interruptions in that development.

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Individual rewriting: Language appropriation intertwined with creativity

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Rewriting passages of a text consists of an activity integrated into the Reading to Learn (R2L) program proposed by the Sydney School (Rose & Martin, 2012). The goal of the rewriting is for students to appropriate the linguistic resources present in this passage, and to be becoming able to use them in their texts, approaching "sophisticated patterns of language" (Rose, 2012, p. 4). In the R2L program, the pathway to promote this appropriation contemplates, prior to Individual Rewriting (IR), the activities of Detailed Reading, in which selected linguistic resources in the textual passage are brought into focus, and Joint Rewriting, in which the teacher guides and supports the rewriting of the passage in a jointly work done with the students (Rose & Martin, 2012; Rose, 2012). Following this joint and supported work, students craft their own rewrites. In this paper, we present a study that compares 75 rewrites of a narrative excerpt, prepared individually by students (5th grade), with the passage of the original text and with the rewriting done jointly. The analysis focused on the length of the rewrites and the similarities and differences with the reference versions in terms of content and the presence of expressions or linguistic structures and functions emphasized in the previous activities. The results reveal that students take up, at a high level, the functions put into focus earlier and look for linguistic expressions appropriate to the new content choices, thus integrating creativity. The findings show the potential of the R2L program which, in addition to vocabulary appropriation, favours focusing attention on specific levels of language functions and structures, in contrast to retelling the narrative from a generic perspective.

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Sequential explanations in Natural Sciences textbooks: Lexicogrammatical resources and pedagogical strategies

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The social purpose of sequential explanations in Natural Sciences is to explain natural processes through temporal and causal relations between events (Derewianka & Jones, 2016; Martin & Rose, 2008). To achieve this aim, textbooks employ different lexicogrammatical and multimodal resources. They also use graphic and discursive strategies to enhance students' understanding. This paper examines a set of sequential explanations presented as model texts in a website on school genres, focusing on its lexicogrammatical patterns and pedagogical strategies. The analysis encompasses processes, as expressed by verbs or grammatical metaphors (Halliday, 2014; Hao, 2020), logical relations between events, and pedagogically informed strategies (discursive and graphic). The results show the predominance of a timeless present tense and the extensive use of temporal relations, together with causal resources and circumstances of place. Pedagogical strategies include questions to the reader, explanatory moments leading to technical terms, positive content redundancy and visual salience. Nominalisations are used to condense events (Author2 & al., 2018), but also for pedagogical reinforcement, with the same process being transmitted both as a verb and a noun, in the same passage. Moreover, such key-terms are often graphically highlighted (Kress & van Leeuwen, 2021). Model texts thus promote "message abundancy" (Gibbons, 2003), to support and mediate learning. These phenomena may be further explored in SFL-informed reading activities.

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Emergent creativity in nursing handovers as a dynamic register

Tom Bartlett (University of Glasgow)

In this paper I analyse nursing handovers as a distinct register and discuss and illustrate the mechanisms which allow for motivated creativity in real time (logogenesis) and the adaptation of the handover as a distinctive register through the emergence of new criterial features over time (phylogenesis).

As a background to the analysis I discuss registers as probabilistic and metastable systems, building on discussions of conformity, creativity and metastable variation as developed in Bartlett (2021) and O'Grady and Bartlett (in press). I then analyse data from nursing handovers (Bartlett et al. 2020) to illustrate these processes and mechanisms in practice, as the register in use responds to real-time contextual pressures and the overall potential of the system adapts within the parameters of metastability described in the opening section.

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Tasty and the new frontiers of digital marketing:
A multimodal corpus-based discourse analysis

Alessia Battista (Parthenope University of Naples)

Placed within the framework of digital humanities, the talk will focus on *BuzzFeed's Tasty*'s videos, a prime example of infotainment content, with the aim of identifying the reasons for their incomparable success, exploring *Tasty*'s interaction with its community, and attempting at providing possible suggestions to enhance user engagement. Founded in 2015 as a *Facebook*-based series of videos, it now is a proper environment, comprising accounts on any social media, and producing consumer goods. Relying on a Corpus-Based Discourse Analysis approach (Baker et al. 2008), a number of selected videos published on *Tasty*'s social media will be analysed both quantitatively and qualitatively. The analysis will consider multimodality (Baldry & Thibault 2005; Kress & van Leeuwen 2021), genre analysis (Bhatia 2014; Fowler & Kress 2019), digital marketing (Kingsnorth 2019), and the use of technical jargon (Diemer & Frobenius 2013; Cesiri 2020).

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"They were not radical, even when they committed that":
A corpus-assisted CDA of feelings and attitudes towards the 17-A terrorist cell

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Identity conflict and the loss of meaning experienced by some Muslim young people in Western countries are key factors behind radicalisation, leading some of them to seek purpose within extremist groups (Adam-Troian et al., 2021). The narrative surrounding the process provides a rich source for psychologists and discourse analysts, exploring not only the 'why' and the 'how',

but also issues stemming from self-perception and other-representation. Such conflict-based narratives materialise in individuals' evaluative language patterns (Etaywe & Zappavigna, 2022). In this paper, we conduct a close analysis of the discursive construction of emotion and opinion in a collection of semi-structured interviews with informants who knew the perpetrators of the 2017 terrorist attacks in Barcelona and Cambrils. To do so, we use corpus-driven methodologies and a refined version of Martin and White's (2005) Appraisal framework (i.e. Benítez-Castro & Hidalgo-Tenorio, 2019). Our analysis aims to cast light on the social frictions that may have contributed to their endorsement of violence (González et al., 2022).

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From classroom to gallery: An expanded role for SFL

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Academic writing programs typically focus on developing the knowledge and skills students need to understand and produce the kinds of texts that are specialised to and valued in particular disciplines. But when students enter the workplace, they are often required to communicate with people outside their field as well as within. This is very much the case in museum and gallery contexts, where a core mandate is to support public access, use and enjoyment of museum collections, resources and research.

This paper reports on a pilot online 'micro-credential' course developed for postgraduate students in museum studies at the University of Sydney. Underpinned by systemic functional theory, the course aimed to provide a strong and principled base for developing students' knowledge about how language and other modes work together to create meaning, and to equip them with practical strategies and skills for reframing specialised collection and disciplinary knowledge for different audiences and museum-related contexts (for example in-gallery texts, apps and audioguides, websites etc). It also drew on systemic functional theory to explore issues around ethics, identity, agency and representation in museum texts. In reporting on this course, this paper presents a case study of how SFL can be used to empower both students/authors and public audiences within these powerful social institutions.

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Technicalising technicality: Using consent education to revisit technicality in SFL

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Technicality has been a major focus of SFL research, especially in research on the sciences (e.g. Halliday & Martin 1993, Martin & Veel 1998, Halliday 2004). While research on technicality has primarily been concerned with descriptions of ideational meaning, more recently interest has grown in how interpersonal meanings can be technicalised. In particular, Zappavigna and Martin (e.g. 2018) identify 'axiologically-charged technicality', or 'axi-tech', in their work on youth justice conferencing.

In this paper, I re-visit the concept of technicality using data from sex education lessons at a high school in Sydney, Australia. I show how the term *consent* is recontextualised from legal discourse and then technicalised, drawing on Doran and Martin's (2021) model of field relations. This analysis highlights the need to distinguish between technicality as it has typically been described in the sciences (e.g. *mitochondria, hypothyroidism*) which distils purely ideational meanings, and technicality for the term *consent* in sex education, which also distils attitudinal meanings. I discuss theoretical implications for SFL's existing understandings of technicality, as well as pedagogical implications.

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Learning to land: Counterfactual explanations in a computer game

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Explainable Artificial intelligence (XAI) is concerned with AI systems that can explain their results or convey details about their inner workings. One question in XAI is what type of explanations are most useful. Promising candidates motivated by the cognitive sciences are counterfactuals (Kenny et al, 2021). For example, in a support system for banks, the applicant for a credit might be unsuccessful because they live in an area with higher probability of defaults.

Further research into the usefulness of counterfactual explanations in practical applications, the challenge of generating them with existing methods of machine learning, and the suitability for counterfactuals in multimodal settings is till needed. We argue that a linguistic perspective

is central for understanding these issues and the challenging interaction between technological and human actors.

We introduce recent experiments where we use a game to better understand the use of counterfactuals in situations where new behaviours are to be learned. The game is a simple flight simulation where the users have to learn the role of different knobs and switches in the cockpit of an airplane in order to prepare it for successful landing. We will report on the results of a preliminary user study. We will also outline a linguistic interpretation of the results, both in terms of formulation of textual explanations and the role different modalities play in this particular setup.

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Supporting students with a digital tool for writing academic texts: Learning from experience

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Insights and methods from SFL have long been applied in educational settings. SFL has been very useful for academic literacy including the production of academic texts in higher education where students produce many different texts during their studies (Purser et al., 2020). Besides covering different topics, they also learn to master different types of text in practice.

Learning to write academic texts is challenging, and it is not always easy for the writers to differentiate between different assignments and to draw on their experiences. We previously built prototype digital tools for text production, covering aspects like literature discovery in academic text production or beta reading of fanfiction. Currently, we work on a support system for academic writing that allows students to draw on previous experience with different text types.

To this end, we are investigating the use of Case-Based Reasoning (CBR). CBR is a lazy machine learning method that assumes that new problems can be solved by drawing on solutions of sufficiently similar past problems. The cognitive foundations for this approach are e.g. the works of Schank and Abelson (1977).

We argue that the combination of methods and concepts from SFL and CBR can play a central role in developing writing support systems that explicitly target learning about text production itself. We contrast our approach with largely statics-based approaches for text generation through machine learning as e.g. exemplified by the GPT-class of systems.

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A transitivity analysis of Siri responses

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Advanced technology has brought intelligent personal assistants into our lives, among whom Apple's personal assistant Siri is the pioneer and trend leader, and ever since man-machine communication has continued to grow more and more salient in modern society. However, little research has investigated on the grammatical structure of the language used by them. This article examines the advantages and drawbacks of Siri responses on the basis of Halliday's theory of Transitivity from Systemic Functional Linguistics (Halliday & Matthiessen, 2004), so that it could throw light on the aspects where the language interaction of intelligent assistants should improve. All possible Siri responses in different topics, like daily life assistance and entertainment, will be collected from Siri's user guidebook, *Talking to Siri: Mastering the Language of Apple's Intelligent Assistant*, and put into the UAM Corpus Tool to be manually annotated. This study will focus on the *process type* within Siri responses to determine the grammatical language patterns. According to Systemic Functional Linguistics, language use within communication from reality is the ultimate function of all linguistic features (Valin & LaPolla, 1997), and to better communicate definitely serves the intentions of personal intelligent assistants.

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Branding oneself through English video resumes: An SF-MDA perspective

Fei-Wen Cheng (National Chiayi University)

The increased use of technology in screening procedures of job applications has led to the emergence of so-called 'video resumes'. These are short videos created for a job applicant to describe skills, qualifications, and past experiences. Composing video resumes requires sophisticated multimodal skills to coordinate language knowledge with other semiotic resources to project one's intended professional identity in response to the job advertisements. Curiously, despite its increasing popularity in the international job market, it received little academic attention

This study thus intends to explore how college senior students, as novices in their future profession, negotiate their identity in video resumes. Data sources consisted of 42 video resumes composed by EFL seniors and semi-structured interviews with six participants. An SF-MDA approach was adopted to explore the ways in which college students construct their identities to establish themselves as qualified candidates, including three-pronged frameworks: (i) Transitivity, (ii) Appraisal, and (iii) Multimodal discourse analysis.

The findings indicated that most students are able to present the professional identity relevant to their intended job by drawing on a wide array of working and learning experience as well as achievement. This identity was mainly crafted through the choices of material and relational verb processes, and reinforced through the use of various appraisal features to

promote a profile of the applicant as professionally competent. However, there appears to be great variations in multimodal actions. Almost one-third of the students simply appealed to speech mode with minimal use of gestures and visual prompts, whereas one-fourth adopted multiple semiotic modes to project their intended identity. The interview protocols showed that many participants were not familiar with multimodal application tools and encountered considerable difficulty in handling multimodal resources for self-promotion.

These findings can further our understanding of identity construction in video resumes composed by EFL college students for pedagogical purpose.

A comparative analysis of transitivity patterns concerning climate mitigation and adaptation in UK Parliamentary and UK Activist corpora

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Essentially, climate mitigation means tackling causes of climate change, whereas climate adaptation means tackling effects (Currie & Clarke, 2022; Moser, 2014; Ockwell, et al., 2009). While it is important for society to implement both, neither are easy to communicate. Adaptation can appear defeatist and/or distracting from the more 'serious' goal of mitigation (Moser, 2014, p.338), whereas a society structured around energy mainly produced via fossil fuels, means that there are 'psychological, social, and structural barriers' to communicating mitigation (Ockwell, et al., 2009, pp.308-311).

We compare UK Parliamentary and Climate Activist corpora from 2019, when the UK government declared a 'climate emergency', for observed transitivity patterns (Halliday & Matthiessen, 2004). Definitions of climate change causes and effects were collected from each institution and categorised based on our own thematic typology (e.g. causes: Human effect on land e.g. 'deforestation', effects: Biodiversity e.g. 'extinction'). Material transitivity verbs collocating with these causes and effects, and having a semantic meaning of acting against, reducing or stopping the progress of were identified to understand how each institution represents mitigation and adaptation. For example, metaphorised occurrences of material transitivity typically occur in the activist corpus (e.g. 'halt fossil fuel projects') where their literal counterparts were found in the parliamentary corpus (e.g. 'reduce fossil fuel emissions').

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Genre hybridization in popular science for children:
A multimodal analysis of a corpus of texts from independent publishers

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In the first two decades of this century there has been a renewed presence of informative and popular science texts for children, with proposals that break many of the conventions of this particular genre, both in its text and image construction. Among the causes for these changes, we can mention the influence of the picture book that expands expressive and experimental possibilities by means of the interrelations between text and image, as well as new power disputes concerned with the construction of knowledge.

This presentation analyses from a multimodal perspective the resulting genre hybridization of informative and popular science texts for children in two independent publishers in Argentina. Preliminary results show the presence of literary genre resources typical of narrative styles such as the diversity of narrative voices, semantic crossovers, use of parody and humor, and poetic devices, among others. Findings also confirm that the powerful interactions between text and image are enhanced by the diversity of visual aesthetics characteristic of multimodal discursive models influenced by the picture book (Moya Guijarro and Cañamares Torrijos, 2020; Painter, Martin, and Unsworth, 2013). These results indicate that rigor in presenting scientific fact may be advantageously combined with poetic experience, and that science and literature are not exclusive (Goga, Hoem Iversen, Teigland, 2021), but rather construe new genres that resignify by breaking the boundaries between what is fictional and what is non-fictional.

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Register formation and communicative efficiency:
Inspecting 150 years of English news and science

Stefania Degaetano-Ortlieb, Isabell Landwehr and Elke Teich (Saarland University)

We compare the diachronic development of two English registers, news and science, over 150 years, considering communicative efficiency as a possible driving force of change. Registers are seen as a set of probabilities in the semantics, i.e. a grouping of favored foregrounded options from the total meaning potential typically associated with the situational context (cf. Halliday 1964:89, Hasan 2014:9). Diachronically, registers emerge or change as adaptations to new contextual pressures on languages and may fade away as contextual conditions change (cf. Matthiessen, 2014a: 7). This is in line with general theories of language evolution considering 'preferences of performance' (e.g., Haspelmath 1999, Hawkins 2004, Levshina 2022), where communicative efficiency and processing ease are seen as driving forces of language change. As registers are functional varieties of language, i.e. favored sets of options in a situational context, we assume changes in the contextual configuration to be also driven by communicative constraints.

We use a data-driven technique based on relative entropy to model (dis)similarities across time and register considering lexico-grammatical choices. As data sets, we use the Royal Society Corpus (Fischer et al. 2020) for science and news texts from the COHA corpus (Davies 2010). For scientific texts, we can observe grammatical conventionalization (reduction of choices) as well as periods of lexical innovation (expansion of choices), leading to a scientific code of communication highly flexible at the lexical level (new discoveries and terminology) but sufficiently conventionalized at the grammatical level. Our preliminary findings show no such pronounced tendency for the news register, but rather a more varied picture of lexico-grammatical changes.

Distributing information: Setting up drills and giving instructions in sport

Yaegan John Doran (Australian Catholic University)

During training sessions, sports coaches work to help players and teams improve in relatively time-limited sessions. They set up drills for practice, give instructions about strategy and technique, and provide feedback following players' actions. At any point, coaches have an array of instructions that can be given, but they carefully select information for players to focus on and organise it so that players can take it on board. This paper explores how coaches select, arrange and make prominent these instructions. In SFL, we often consider informational prominence in terms of textual meanings (Halliday and Matthiessen 2014). This includes resources of participant tracking, periodicity and connexion (Martin 1992), and their respective lexicogrammatical, phonological and paralinguistic realisations (Halliday and Matthiessen 2014, Halliday and Greaves 2008, Ngo et al. 2022). Importantly, these resources work together to distribute information across the text, and so a view of only a single resource does not give us a full picture. As such, this paper will take a step toward generalising a model of resources for distributing information through mode. Taking inspiration from discussions in Cléirigh (1998), this talk will in particular focus on the system of demarcation – how language is used to group together and distinguish different chunks of text. Through this model, we will see how under time pressure, coaches can succinctly present their messages so that players can grasp and engage with their most important meanings.

Negotiating tenor: Enacting affiliation in dialogue and monologue

Yaegan John Doran (Australian Catholic University)

Growing work in SFL has illustrated a wide range of strategies people use to affiliate and build community. To this point, however, these strategies have yet to be systematised into an integrated model. This talk presents one component of a model that aims to bring together these strategies into one system, as an evolving model of tenor (developed with Michele Zappavigna and J. R. Martin). Much work on affiliation, building on Knight (2010), has highlighted the regular use of both dialogue and evaluation in establishing and negotiating bonds: what we can analyse discourse semantically through negotiation and attitude (e.g. Zappavigna 2018). Similarly, descriptive work on interpersonal grammar across languages has highlighted the nuanced interactions that often occur between negotiation and the positioning of voices through engagement (e.g. Zhang 2020, Muntigl 2009, Martin et al. 2021). In addition work by White (2020), among others, has emphasised the crucial role of alignment in monologic

discourse, highlighting the parallels between dialogic resources of negotiation and monologic resources of engagement. This talk aims to synthesise these interactions into a systemic model of tenor that views it as a set of resources for enacting social relations. The talk explores one component of this model called positioning. The talk first considers the unfolding of dialogue in terms of how people *tender* meanings to be reacted to, as well as how they can *render* these meanings in terms of support or reject. From this starting point, it then builds a more fleshed out description that allows for the nuancing of meanings in terms of who has control or purview and the means by which propositions and proposals can be negotiated. These sets of choices offer possibilities for negotiating people's social relations in ways that complement a perspective on social relations in terms of status and contact.

Nostalgia in literary narratives of migrant children: A multimodal analysis

Izaskun Elorza and Maria Bîrlea (University of Salamanca)

Narratives of migration in children's picture books often introduce the topic of nostalgia of the homeland, which helps readers develop a sense of empathy towards the migrant characters and their uncertain condition. This empathic potential is one of the affordances of picture books to help non-migrant children understand migration, and migrant children validate their own experiences (Arzipe, 2021). In these narratives, nostalgia is often construed by means of cultural artefacts and mementos (Kumarasinghe, 2016).

This paper analyses four picture books featuring migrant children: *Marwan's Journey* (Borràs & de Arias, 2017), *My Two Blankets* (Kobald & Blackwood, 2014), *The Suitcase* (Naylor-Ballesteros, 2019), and *Ziba came on a boat* (Lofthouse & Ingpen, 2012).

An analysis of ideational meaning has been carried out which draws on an integrate theoretical model (Halliday & Matthiessen, 2004; Kress & Van Leeuwen, 2006; 2021; Painter, Martin and Unsworth, 2013; Unsworth, 2006). Our purpose was to explore the representation of migrants' lifes prior to migration. To this end, the analysis focussed on the visual and verbal resources employed for construing nostalgia, and their relevance according to the migration stage (Elorza, in preparation). Findings show a symbolic use of nostalgia, construed through two different devices: projection to past as narrative flashbacks, and also cultural artefacts and mementos. These picture books can be useful for teachers to foster critical literacy skills, particularly through the symbolic use of material objects such as cultural artefacts.

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A multimodal analysis of emotions in *Azzi in Between* (Garland, 2012)

Izaskun Elorza and Carmen Santamaría-García
(University of Salamanca, University of Alcalá)

This paper presents the analysis of experiential and interpersonal resources in *Azzi in Between* (Garland, 2012) for the construal and enactment of emotions. Azzi, a girl forced to migrate with her parents, is revealed as both vulnerable to destruction and a powerful agent of change.

In transitivity terms (Halliday & Matthiessen 2014), Azzi is construed mainly as a participant in the story by means of figures of sensing (Senser/Reacter) and of being (Carrier). Her teddy bear symbolises her prior life and feelings of loneliness. Co-classification with other characters depicts her as a participant who consistently receives support from a variety of characters in the story.

From an interpersonal perspective, the visual-verbal synergy is analysed by exploring the enactment of characters' emotions at different stages in the narrative, along the six-stage sequential frame of migration (Elorza, in preparation) through affordances of affiliation in the systems of focalisation, pathos, social distance and attitude (Painter, Martin, & Unsworth 2013).

Our findings indicate that emotion functions narratively along the story as the connection between the different stages. Emotion is present in different fashions from the first stage of Azzi's migrant trajectory, with war as the trigger, to her joy at the end of her journey. As such, *Azzi in Between* is an excellent example of realisation of the generic structure potential of migration-themed picture books, in which the protagonist's narrative articulates the stages of their trajectory around emotional states.

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Contextualizing the past in classroom: Contributions from SFL, Cognitive Linguistics, and Social Semiotics to the teaching of history in Brazilian high school education

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The teaching of History in Brazilian high schools is aimed to contextualize the past in classroom. Such orientation means that History should be presented in a practical way with the objective of making the students reflect on issues related to History as social practices, as ethical and as moral values. However, there remains a question: how to make this contextualization work in Brazilian high schools where material resources aren't always available? In this context, the present research aims to propose an interdisciplinary work that can contribute to the pedagogical practices of History in Brazilian high schools by searching for effective, and available approaches for such contextualized teaching independently from the schools' economic and

infrastructural situations. To this end, we seek to establish a dialogue among the science of History, Systemic-Functional Linguistics, Cognitive Linguistics, and Social Semiotics.

Hence, our theoretical references focus on the works of Velloso (2012), Monteiro & Pena (2011) and Rüsen (2006) aiming the discussion of what the science of History can be as didactic-pedagogical practices in Brazilian high schools. Also, there are the ideas of Burke and Porter (1987), Burke (2009), and Leith (2003) for the understanding of history as not only a science but also as a social phenomenon. In addition, we adopt Hodge and Kress (1988), Lim (2002), Lakoff & Johnson (2003), Eggins (2004), O'Halloran (2005), Kress and Leeuwen (2006), Newfield (2007), Royce (2007), Matthiessen (2007), Martin & Rose (2008), Halliday & Matthiessen (2014), Thompson (2014), and Tavares (2022a; 2022b) to discuss basic ideas from SFL, Social Semiotics, and Cognitive Linguistics as genre, language, discourse, metafunctions, language strata, intersemiosis, semiotic systems and resources, semiotic metaphor, and metaphorical concepts. These ideas can be helpful for the design of activities and materials that may be applied in Brazilian high school History lessons.

Multimodal strategies aiming the teaching of science for the kids: Beyond words, there are images, colors and numbers in pedagogical meaning-making

Yolanda Oliveira Gomes and Douglas da Silva Tavares
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This work studies how different Modes are used as a didactic-pedagogical strategy in written texts of two Brazilian Primary School Coursebooks (Porta Aberta [Ciências – FTD Editors] and Ligamundo [Ciências – Saraiva Editors]). In this way, we analyze the Experiential Meanings from the Ideational Metafunction which are represented via the verbal, pictorial, chromatic, and mathematical modalities. Our focus is on the following phenomena: 1. The representations of the participants, processes, circumstances, and attributes throughout the selected modalities; 2. The intersemiotic aspects of these representations; 3. The phenomenon of transductions among the modalities and the resulting intersemiotic complementarity. Our main aim is contributing to the field of Science Education for Primary School kids with an understanding on how multimodal texts work in such processes of teaching and learning.

As a theoretical reference, we have Peirce (1931-1958), Santaela (1988), Hodge and Kress (1988), Kress and Leeuwen (2006), Leeuwen (2006), Chandler (2008), Machin (2010), Halliday and Matthiessen (2014) and Kress, Jewitt, Ogborn and Tsatsarelis (2014) for an understanding of LSF, Social Semiotics and Semiotic Systems. We also have Matthiessen (2007) for an approach to the Multimodal constitution of human language, Royce (2007) aiming at an understanding of the phenomenon of multimodal complementarity, O'Halloran (2005) for the discussion about the mathematical semiotic system, Kress and Leeuwen (2002) focusing on the grammar of colors, Lim (2002) with his ideas about the pictorial mode and Newfield (2007) for a discussion on Transformation, Transduction, Semiotic Chain and Transmodal Moment.

Language ideologies of English language learning in the era of digital communication: Preliminary results from a research project

Carlos A. M. Gouveia (Universidade de Lisboa)

The presentation is about ideologies of language and language learning and sets out to examine how English as a Foreign Language (EFL) university students apprehend the role of the English language in the digital realm, by comparison to their use of their mother tongue (L1) in the era of modern technologies and multimodal communication that we live in. The paper is part of a larger project involving participants studying in Universities from three different European countries and seeks to identify the stories of English that we live by. Introduced by Stibbe (2016), the stories we live by are narratives produced by the industrial civilization of the global north, which function as metanarratives, i.e., socially legitimated narratives about narratives of life experience, history and science that shape the way we see the world and live our lives.

For this presentation, data generated by Portuguese EFL university students will be looked at, to identify i) their representations of the value of the English language and the narrative of prosperity and success; ii) their representation of the value of digital communication in the construction of their identity and the value of English in digital communication.

The methodology used will be both quantitative, using data from questionnaires, and qualitative, using data from focus groups interviews and discussions. Qualitative analysis will make use of the descriptive categories and functions of Systemic Functional Grammar (Halliday, 2014), particularly the ones subsumed under the experiential component of grammar, e. g, the system of transitivity, and its role in the construal of experience (Halliday & Matthiessen, 1999) and in the expression of ideology, as a set of practices that influence processes of language learning (Warriner, 2015).

Nominal realisations of activities in Chinese historical recounts

Jing Hao (Pontificia Universidad Católica de Chile)

This paper reports on findings from a study on describing ideational discourse semantic resources of languages other than English, focusing particularly on Mandarin Chinese. The paper focuses on examining the nominal realisations of activities in Chinese historical recounts, drawing on texts from a history textbook used in Chinese tertiary education.

The study analyses how and why historical activities are realised nominally in the history texts. It reveals that there is a distinction between the nominal groups realising activity entities (i.e. naming the historical events), and the nominal groups realising figures in the discourse in grammatically metaphorical ways. To make this distinction, the study draws on a trinocular perspective to examine the meaning-making potential of the nominal groups in the discourse semantics, treating texts as a unit of analysis. It considers specially patterns of discourse semantics from a metafunctional perspective, including the ideational choices interacting with interpersonal and textual choices (in the appraisal, periodicity and identifications systems), and the covariate relations among ideational choices. With this approach, the study identifies a set of discourse semantic criteria for distinguishing between figures and activity entities. The study demonstrates a nuanced way of describing systemic patterns in the complex texture of a text, promoting a discourse semantic description independent of that of English.

A genre-based design of teaching English as a Foreign Language in a Chilean context

Jing Hao, Juan Caviedes and Gonzalo Chandia (Pontificia Universidad Católica de Chile)

This paper reports on an ongoing project that aims to develop linguistically informed English language teaching in a Chilean University. The study focuses on a second year English Pedagogy course which supports students to make a critical transition from B2 to C1 language proficiency levels, based on Common European Framework of Reference (CEFR). Students in the program are required to take the Cambridge English: C1 Advanced (CAE) to receive the C1 level certification as a prerequisite for becoming an English teacher in primary and secondary schools in Chile. To support the students' language development, the study draws on understandings of language and text from the SFL perspective and genre-based pedagogic principles, specifically the Reading-to-Learn (R2L).

The study consists of two stages – 1) the design of the course; and 2) the implementation. This presentation aims to present the first stage. We began by collecting and analysing texts from a range of available CAE samples, covering all four skills – speaking, listening, reading, and writing – to provide a linguistic understanding of the language requirements. The analysis focuses on identifying genres and their significant language features. We also pay particular attention to the topics involved (i.e. field). The result of the analysis enables us to select a set of knowledge genres (e.g. story, explanation, exposition) informing the course content, and the language objectives and assessments. The design of teaching and learning activities follows the curriculum genre provided by the R2L pedagogy.

The study contributes to developing a genre-based pedagogic curriculum in EFL teaching, making explicit the rationale for curriculum sequence, material selection and classroom activities. Our experience in the Chilean context can also provide insights for supporting students meeting the demands of standardised language exams in other parts of the world.

Assessing writing as individual practice: Where system, theory, instance and practice precariously meet

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A difficult dichotomy within SFL is that it fundamentally approaches language descriptively, while simultaneously most of its practitioners are academics who are professionally engaged in assessing the textual products of our students. Halliday and Matthiessen (2014) make a distinction which can inform these perspectives: "the text has a different status in each case: either viewed as **artefact**, or else viewed as **specimen**" (3, emphasis in original). Thus, all texts should theoretically be treated as equal artefacts representing features of the language which need to be taken into account via a systems view. As assessors, though, texts need to be evaluated against a rubric for which they are given a value ostensibly measuring their representational worth as individual specimens. In practice, then, we often employ our own (professional but individual) understanding of choices within the overall system in order to gauge the success of the (individual and neophyte) writer's work.

Evaluating texts as specimens entails both their adherence to norms (demonstrating facility with language systems) and reflection of the individual creators (demonstrating originality and non-standard use). This paper first outlines a theoretical means by which assessors approach

their work, and then engages with a data set of authentic student essays to explore how evaluation of prescribed student work can be used to illuminate the place of the individual practitioner. Essentially, we argue that some features of a given text are perceived as representing language facility, and in particular we highlight the aspects of the system which are most pertinent to interpreting the writer as successfully demonstrating individual comprehension.

Taking the perspective of language-as-choice, the individual practitioner is given a place within the model. We thus do not reduce work to being artefacts of the system but rather celebrate them as instances and guide their creators on how to continue to improve their practice.

Genres and genre families in secondary school exams: Initial steps to compile the BAWESS Corpus

Reka Jablonkai, Gail Forey, Natavan Gojayeva, Qiqi Zhang and Ziyu Zhu (University of Bath)

Language is the primary resource for accessing, displaying and assessing ways of knowing and understanding a discipline, meaning that academic literacy skills are fundamental to success in school (Quigley & Coleman, 2021). Secondary school high-stake exams (e.g. GCSE, A Level and IB) tend to be assessed through written language, and a key factor to performing well in exams is control of the language, i.e. the ability to write coherently and convincingly in a discipline. Previous research on literacy skills has called for more in-depth examination of tests (Ricketts et al., 2014). The present study focuses on the genres, genre families and the language used in high-stakes English secondary school exams. Genre is seen as "a staged, goal-orientated, and purposeful social activity that people engage in as members of their culture" (Martin, 1984, p. 25). We discuss the initial findings from the British Academic Written English Secondary School (BAWESS) Corpus, which is a corpus of practice exam texts, and we focus on three subjects: Geography, Biology and History. The genres and genre families (Macken-Horarik, 2002; Gardner & Nesi, 2013) were the basis of the sampling frame for the BAWESS Corpus. Drawing on data from policy documents (e.g. English National Curriculum), students' exam practice papers and interviews with secondary school teachers, we aim to answer the research question:

- What are the similarities and differences of genres found in secondary school Geography, Biology and History exams?
- How do different stakeholders position and value language in secondary school Geography, Biology and History exams?

Findings suggest that there is considerable variation across disciplines in terms of the required written genres in exam texts ranging from description to explanation, discussion and procedure (Macken-Horarik, 2002). The findings also shed light on the potential of the BAWESS corpus to support disciplinary literacy development in secondary schools.

Developing discipline-specific multiliteracies in EAP: A multimodal analysis of linguistic and paralinguistic interpersonal relations in digital academic discourse

Mersini Karagevrekis (University of Macedonia)

This paper enhances understanding of appraisal meanings (Martin and Rose 2007) in academic discourse in an attempt to help EAP students of economics develop discipline-specific multiliteracies and thus engage more effectively in the specialist field of their studies. The paper provides a multimodal analysis of selected still frames of an excerpt, accompanied by a transcription of the linguistic text, from an online economics university lecture. Digital texts, as previous work on multimodality has shown (Hao and Hood 2019), can capture the paralinguistic (i.e. facial expressions, gesture, posture, intonation) semiotic resources that co-occur with speech but cannot be fully realised in written language. A social semiotic metafunctional framework is used for the analysis combining Halliday's (Halliday and Matthiessen 2014) metafunctional theory, extended to other semiotic resources (Ngo et al 2022), with Bakhtin's (1986) views on genre and intertextuality. The combined analytical approach provides a deeper insight into the way diverse semiotic resources (e.g. verbal, spatial, visual, actional) integrate to create a unified total. It also increases student familiarity with the discipline-specific devices lecturers resort to when they express opinions, assessments and align hearers with particular views.

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A mix methods, social-semiotic approach to the study of translated book covers: A case study of successful English works by Chinese migrant writers

Long Li (The Chinese University of Hong Kong)

Translated book covers, as a highly prominent paratext (Genette 1997) that controls the reader's reading of the 'text proper', have begun to receive more scholarly attention. While still an uncharted research territory ten years ago (Sonzogni 2011), it has seen a growing number of publications (cf. Mossop 2018; Batchelor 2018). Amongst these studies, social semiotic approaches (cf. Yu 2019; Li 2021) offer more systematic and transparent methodologies for studying both the verbal and visual elements within a common framework. I proposed an analytical framework for translated book covers (Li et al. 2019; Li 2021) based on the seminal works in visual communication by O'Toole (1994) and Kress and van Leeuwen (1996/2021); the case study was based on a qualitative analysis of several translated book covers of *Wild Swans* (Chang 1990), a highly valued English works by a Chinese female migrant writer. This presentation applies the framework to investigate a larger corpus of translated book covers of

a similar genre (successful but controversial English works by Chinese migrant writers) and translation directionality (English>Chinese). Features will be analysed within the computational environment of UAM ImageTool for quantitative results, which will be complemented by a qualitative comparison between *Wild Swans* and *Mao's Last Dancer* (Li 2003). The study seeks stronger registerial generalisations (Bateman 2008; 2014) of the translated covers of Chinese migrant writers' English works. It calls for more formal recognition of a multimodal turn in translation studies by further advocating multimodal social semiotics as an empowering tool.

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"Please don't insult dogs. They are loyal friends!": The use of animal metaphors for negatively evaluating and positioning others on a Chinese political Web Forum

Long Li and Shoshana Dreyfus

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Animal metaphors are often used in languages such as English and Chinese to disparage people and their behaviours due to the anthropocentric perceived superiority of humans over animals, as manifested in ideologies like 'The great chain of being' (cf. Lakoff & Turner, 1989). Metaphor, as described in traditions other than Systemic Functional Linguistics (SFL) (cf. Lakoff and Johnson's 1980) is referred to within SFL as lexical metaphor (LM) (cf. Simon-Vandenbergen 2003; Martin 2020). SFL makes important contributions to the study of metaphor, especially Halliday's notion of grammatical metaphor (GM) (Halliday 1985) and the inseparability between LM and GM according to Hasan's (1987) view of lexis as delicate grammar and Martin's (2020) work on metaphor. However, the lexical end of this lexicogrammatical cline of metaphor has received less attention in SFL. LM has been described briefly within the appraisal framework specifically within invocation resources (Martin and White 2005), foregrounding the interpersonal meaning of LM.

In this presentation, we present our work on analysing the discursive use of animal metaphors for evaluation and social positioning using both the appraisal framework and our recently reconceptualised involvement framework (Dreyfus and Li 2021). Analysing a corpus of 360 animal metaphors from online grassroots Chinese political discourse, we found that online contributors deploy highly charged animal metaphors to negatively evaluate leaders, nation-states, and other contributors. Further, animal metaphors serve the important function of fine-tuning the relations within the involvement sub-systems of social hierarchy and social distance among contributors.

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From Code to Code: Developing a Content and Language Integrated Learning (CLIL) course for teaching quantitative writing by embedding genre-based pedagogy

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This project uses a genre-based approach to engage students in CLIL. As part of their preparation, common tasks for the students are collecting statistical data, doing quantitative analyses, and putting these analyses into words: a phenomenon generically referred to as "data commentary."

The context is a course entitled "Quantitative Writing for Social Studies" which was designed to employ a Teaching Learning Cycle which requires the course instructors to deconstruct a genre as a whole, jointly construct it with the students, and then students to work independently to construct a text that can instantiate this genre. In addition, this CLIL context requires components which foster students' statistical thinking abilities, so we match specific parts of the genre-based writing task to statistical tasks in order to bridge the numeric representation with the textual explanation, engaging with the social purpose of the data commentary both implicitly and explicitly.

Two sets of data are used; first, for the course design and pedagogical models, several data commentaries have been taken from MICUSP (Michigan Corpus of Upper-Level Student Papers). These are thoroughly analysed for genre and realization, and then used in class for students to likewise explore. Second, the students' final essays are analysed to reveal the success of this pedagogy and the areas in which their data commentaries may not meet the realization of genre expectations. For example, different experiential coding can take place depending on whether the data commentary microgenre is found in the macrogeneric stage of Literature Review or Analysis.

The present work contributes to both theory and practice in linking the genre-based approach with a specific micro-genre crucial to this CLIL context. Practically, it provides insights for teachers to develop students' ability to link quantitative and qualitative literacy in writing and suggests a framework for doing so effectively in the classroom.

Towards literacy in vocational education and training

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For schools to carry out one of their most important social functions, which is to favor pedagogical practices that guarantee socio-discursive empowerment, it is essential to implement adequate strategies. The teaching/learning of a foreign language has proved to be a fruitful field for practices that enable students to recognize the networks of existing power in verbal language and in the various semiotic resources and that can contribute, in a very appropriate way, to literacy and critical training of students. The main objective of this communication is to present and discuss the application of an approach to reading activities of multimodal genres in English which has been developed within the project "Literacy Practices in Professional and Technological Education". Its main objective is to implement practices that develop literacy within a Vocational Education and Training Brazilian federal school. The theoretical basis and methodological procedure that support this work are guided mainly by

Systemic-Functional Linguistics (Eggins, 1994 and Halliday, 2004), Grammar of Design (Kress and van Leeuwen, 2006) and Critical Discourse Analysis (Chouliaraki; Fairclough, 1999; Fairclough, 2003). The development of this methodological proposal can be seen as the recognition that reading in a foreign language can be a tool of potential sociocultural transformation, which has largely contributed to the literacy of students.

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The impact of COVID-19 on English Language Teaching (ELT): The use of digital platforms for best practice in educational and social inter/actions

Rosita Belinda Maglie and Annarita Taronna (University of Bari Aldo Moro)

Since the outbreak of COVID-19, the British Council (https://www.britishcouncil.org/) has played the role of guidance provider. It has not only offered practical resources, materials, and insights, but also research studies and opportunities for the ELT community to gather around the issue of teacher education and professional development. All of these specific challenges and corresponding solutions found that were available online from April 2020 to January 2021, (i.e., case-studies; reports; lesson plans; webinar and online support recordings; teaching tip series; articles; Facebook live events; and blogs) became a multimodal corpus analysed via an integrated approach, combining corpus-assisted discourse studies (Ancarno 2020) and multimodal critical discourse analysis (Ledin and Machin 2018). Two research aims were established to understand how the ELT domain will be informed in the future: 1) to detect how traditional educational practices have been replaced with innovative ways of thinking, learning and teaching; and 2) to identify how ELT teachers, teacher educators and researchers have interacted as an online community. Thus, this study identifies characteristics, processes, outcomes, and implications of online practices, as well as issues that should be addressed by future research. Moreover, it goes on to explore what sort of narrative patterns, and discursive (visual and linguistic) strategies emerge from the interactions among ESL teachers, educators, and researchers. In conclusion, this corpus-based approach to online teaching/learning inter/actions, via a digital platform, aims to put an accent on the need to go beyond emergency online practices, and consider particularities and implications of this pedagogy, together with the sharing of narratives, for the future development of both ELT process and of supportive professional practices.

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Expanding ELAN annotation for movement-based communication: The application of the Functional Grammar of Dance and its consequences

Arianna Maiorani and Chun Liu (Loughborough University)

Digital annotation has by now been adopted in multimodal studies as a necessary tools for approaching all types of multimodal datasets. In recent years, the emergence of a new focus on the *materiality* of semiotic modes (Bateman et al. 2017, 2019, 2022, Maiorani and Liu 2021, Maiorani et al. 2022) has allowed multimodal studies based on SFL to develop new ways of annotating multimodal texts expanding the functionalities of existing software. The Functional Grammar of Dance (Maiorani 2017, 2021, Maiorani and Wegener 2022; henceforth FGD) is a recently developed model of analysis that draws on Systemic Functional Linguistics that addresses movement-based communication with a particular focus on ballet. The FGD has been adopted as a central theory in an international collaborative project funded by the AHRC in the UK and the DFG in Germany, *The Kinesemiotic Body*, where it has been used with ELAN annotation system, a software for annotating both live-collected data from dance rehearsals and for data collected from dance video streaming. The analysis carried out through a Controlled Vocabulary and categories created specifically for this task and revealed new aspects of dance performance meaning-making processes, and it has also led to some interesting developments of the FGD itself in relation to the materiality of dance. This paper is an account of the annotation processes that led to the expansion of this digital tool and its consequences.

A multimodal study of the picture book *Wishes* (2021): Analysing compositional and interpersonal meanings to deepen on migrants' reality

María Martínez Lirola (University of Alicante)

Children's picture books can be used to introduce cultural meanings in the classroom. This paper is a contribution to the study of the relationship between images and words in the picture book *Wishes* (2021), which is about a family that is forced to leave its homeland in search of a better life. This study attempts to carry out an analysis of the main characteristics of the compositional and interpersonal meanings by exploring the visual and textual components in the picture book. The analytical tools employed in this study are Kress and van Leeuwen's Visual Social Semiotics (2021) and Painter, Martin and Unsworth (2013).

The main categories of the analysis will be the layout, framing and focus patters (compositional meanings) to deepen on the portrayal of the characters and on the way the protagonists are foregrounded. In addition, the types of angles, social distance and intimacy and image and gaze will be analysed in order to observe the interpersonal meanings that define the relationships between characters and readers.

The results show that compositional and interpersonal meanings contribute to establishing a close connection with young children so that they identify with the challenges migrants have when they have to leave their countries. As a conclusion, the analysis reveals that this picture book is a useful didactic tool to communicate migrants' reality, which contributes to introducing intercultural education to children.

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Critical analysis of deshumanizing visuals on immigrants:
Examples of the portrayal of non-citizenship

María Martínez Lirola (University of Alicante)

This paper analyses the main visual characteristics of sub-Saharan immigrants represented as non-citizens in a sample from the Spanish press, and deepens on how this contributes to perpetuating the 'we-they' dichotomy. The data consist of all the news items published on sub-Saharan immigrants in the digital editions of the Spanish newspapers *El País* and *ABC* from 1 January 2016 to 1 January 2021. Kress and van Leeuwen's (2021) visual grammar and van Leeuwen's (2008) model for the visual representation of social actors will be the theoretical frameworks. Following the tradition of Critical Discourse Analysis, the methodology will be mainly qualitative. Thus, once the news items were compiled, news photographs were observed in order to classify them considering the different ways used to represent immigrants as non-citizens.

The findings indicate that there are different visual ways to portray immigrants as non-citizens, which allows establishing this classification: representing immigrants' arrival as illegal and clandestine, portraying them as invaders, representing immigrants as violent individuals or associating them with animalization. In conclusion, the news photographs analysed show that the arrival of sub-Saharan immigrants is problematized, which contributes to highlighting the differences between Spanish population and immigrants. In fact, representing immigrants as threatening individuals reinforces the exclusion of immigrants from Spanish society and does not benefit immigrants' integration because they are clearly portrayed as 'the others'.

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A comprehensive guide to SFL

Christian M.I.M. Matthiessen and Kazuhiro Teruya
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When Halliday's IFG first appeared in 1985, it was almost the only introduction and resource. Now we have a wide variety of textbooks and more advanced resources in the form of handbooks, companions and thematic volumes addressing ever-growing domains of research and application, including "multimodal (digital) communication". Also, technology has advanced, centrally with introduction of the WWW, as part of the Fourth Industrial Revolution (Schwab, 2016), providing systemic functional linguists with many online resources and downloadable tools.

Simultaneously, the intellectual environment has become much more resonant with leading ideas in SFL articulated by Halliday that were out of phase during the 1960s and 1970s — e.g. the image of language (and other semiotic systems) as complex adaptive systems, as central to

the multisemiotic interpretation of the brain, as the basis for "collective and dialogic cognition". The network metaphor has turned out to yield fundamental insights into the account of various phenomenal realms (e.g. Barabási, 2016), combined with "big data" and "deep learning" (Sejnowski, 2018).

In this environment, SFL can flourish in trans-disciplinary dialogue. Against the background of this changing context, we will examine ways into SFL for students and researchers with different education levels and disciplinary background, taking stock of current overviews, and discussing our Guide to SFL (Matthiessen & Teruya, in press) as a way of thinking about how to help people map out and navigate the ever-expanding resources.

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Exploring clause complexing in literary translation over time

Zoe Natasa Miljanovic (RWTH Aachen University)

This paper presents a pilot study of the logical metafunction in narrative fiction and its translation, more specifically an investigation of grammatical intricacy and the distribution of different kinds of clause complexes over time. Novels contained longer sentences in the 18th than in the 20th century, which raises questions about the development of syntactic complexity and the combination of clauses in the narrative fictional register (Biber and Conrad 2019: 231ff.). The data sample under analysis comes from a diachronic, bi-directional parallel corpus containing narrative fiction from various genres published between 1750 and 1950 in the language pair English-German (work-in-progress, currently counting over 140 novels, novellas and stories (>11m words) by over 50 authors in each translation direction). The corpus not only allows a comparison of clause complexing in both languages in original fiction over time but also in translation, where syntactic complexity is relevant with regard to simplification and explicitation, and translated fiction in particular has been found to show increased syntactic complexity in contrast to other registers (Xu and Li 2021). Mean sentence length measured preliminarily by dividing the corpus into seven time periods supports the above-reported decrease in sentence length over time both in the original and the translated subcorpora. While grammatical intricacy captures the elaborateness of clause complexes, the annotation of patterns of taxis and logico-semantic relations of projection and expansion (Halliday and Matthiessen 2014) in this study provides insight into how clause complexes are organised and translated over this 200-years period and what functions they have.

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Considering the concept of grammatical metaphor in Spanish:
Reflexions on a contextually situated corpus

Ann Montemayor-Borsinger and Fernanda Wiefling (Universidad Nacional de Río Negro)

Systemic Functional Linguistics (SFL) considers language as a social semiotics and is thus based on a socio-semantic and discursive grammatics. Accordingly, throughout the development of SFL theory, Halliday and his followers have taken on board the use of a contextually situated corpus for their studies. Both the Context of Culture and the Context of Situation of a corpus of texts is particularly important when considering SFL theory in a language other than English. This presentation studies a reappraised corpus in Spanish, taking into consideration Halliday's (1998) choice of texts when he examines and develops his concept of grammatical metaphor. Results show clear analogies between writings in Spanish and Halliday's classic phylogenetic analysis that starts with a text by Newton. In a specific adaptation to a Latin American context, this presentation discusses a small illustrative corpus with a text from Columbus' travel diary devoid of grammatical metaphors. Three centuries later travel reports in Spanish (cf. Avendaño 1852) have adopted a nominal style. With the advent of anthropology, grammatical metaphor clearly becomes the main characteristic in an ever-developing genre, as illustrated by texts published in our century (cf. Ramos & Delrío 2005).

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Interpersonal Theme and Information Structure:
When clause and tone group differ

Gerard O'Grady (Cardiff University)

Halliday extended the earlier Prague School theory of Theme by separating Theme from Information. In so doing he noted that the clause consisted of an Initial Theme followed by a Rheme with the Theme being the element which serves as the point of departure of the message; it is that which the clause is concerned (Halliday 1994) or in (2004) the underlined was changed to it is that which locates and orients the clause within its context. The more recent definition acknowledges that textuality not only weaves together experiential meanings but also interpersonal ones. Information is a prosodic system grounded in the information unit/tone group which is claimed to exist in an unmarked relationship with the clause. However in the corpus of conversational English under investigation there are 50% more tone groups than clauses, informational prominence and textual prominence cannot always coincide. Building upon my previous work where I argue that Theme, topic and Given are redundantly related but by no means identical, I will examine a small corpus of conversational speech to see how interpersonal themes are projected informationally in order to see how speakers make prominent their attitude towards the necessity or desirability of actions and states.

Emotion and valuation in wrongful conviction narratives

Carmen Ortega-Robles and Encarnación Hidalgo-Tenorio (Universidad de Granada)

Drawing on Appraisal Theory (Martin & White, 2005), this paper explores the language of evaluation used by four individuals, in a corpus from the Wrongful Conviction podcast. Apart from being unjustly imprisoned, Sabrina Butler, Kristine Bunch, Ru-el Sailor and Larry DeLisle were subjected to different kinds of police maltreatment. Understandably, their criminalization led to a long-lasting effect on their perception of their outer and inner worlds. Due to their individual socio-demographic differences, the discursive patterns in their communicative interaction are expected to vary. As it has been studied in sociolinguistics, gender (Lakoff, 1975; Tannen, 1990; Cameron, 1998) and ethnicity (Bucholtz, 2003) can affect the ways in which people construe discourse; particularly, these dichotomies seem to characterize how subjects express their emotions and opinions, despite transversal similarities. Whilst gender differs in terms of explicitness, achievement, the identity of the addressed entity and some categories of judgment and appreciation; the two ethnicity groups vary in relation to modality, valence, as well as some judgment sub-categories. Importantly, some of these findings contradict previous research papers, especially those about gender. For instance, women in this group are more explicitly vocal about their own opinions, whereas men tend to explicitly voice their emotions. The quantitative-qualitative analysis of the data is conducted through O'Donnell's (2018) UAM CorpusTool.

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The discourse of algorithms: Expanding borders in SFL and Multimodality

Sandra Petroni (Tor Vergata University of Rome)

Writing computer code is first and foremost a social and ideological act and not just a technical matter. The programmer designs precise patterns of the external world that can exert forms of influence that affect how people think and behave (Williamson, 2015). Thus, it is necessary both to investigate how all software and its underlying code and algorithms act in every social context and to unpack how ideas or beliefs are codified in software along with the ways of knowing and doing things.

Moving from the SFL and Multimodality approaches on the one hand and Software Studies (Cheney-Lippold 2011, Beer 2013, Gillespie 2014) on the other, the aim of this presentation is to develop a holistic framework that is able to unveil both the surface and the deep layers of meaning-making processes produced by algorithms in multimodal coded environments (e.g. social platforms). As "code should not be understood simply as 'lines of code', but as a complex

social and technical amalgam of practices, systems of thinking, materials and their attendant 'codes of conduct'" (Williamson, 2015: 9), this contribution further restates that algorithms should be analysed as semiotic resources and encourages new forms of literacies and coding practices at every level and in all domains.

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Capturing the multimodality of evaluation: A case study of online film reviews

Anastasiia Piroh (Universität Duisburg-Essen)

As a multimodal social networking site, YouTube has become a venue for different forms of critical expression, reviews and commentaries. Similar to other genres, film reviews underwent substantial changes when they expanded to online media, which offered an unprecedented array of platforms and modes. This study is part of a larger project which investigates the inventory and the interplay of semiotic resources that are used in online film reviews in order to express evaluation. It draws on SFL and further input from pragmatics studies of social media and cinematic discourse (e.g. Hughes & Riley 2012, Janney 2012, Zappavigna 2017). Based on a detailed case study of a sample from the Corpus of Online Film Reviews (COFR, currently under construction), it compares two programs for multimodal analysis, MAXQDA and Multimodal Analysis Video, exploring their merits for a functional video analysis. The examination showcases the benefits and challenges of the two programs in the multimodal annotation of the corpus, which forms the basis for complex semiotic analyses of evaluation and thus helps to systematically expand our existing knowledge of evaluation strategies, including those drawing on resources other than language.

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The linguistic expression of Attitude in the discourse on bottled water: A comparative analysis of the French and Mexican press from the Appraisal Theory

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This paper is oriented towards the comparative analysis of the discourse on the ecological problem of bottled water consumption in the Mexican and French press. The objective is to analyze the evaluative aspects in journalistic texts from the perspective of Critical Discourse Analysis and Systemic-Functional Linguistics, incorporating notions of Appraisal Theory. We present here the analysis carried out on the basis of one of its subsystems: the subsystem of attitude. The texts analyzed, considered informative, presented a high 'attitudinal density'. The Appreciation subsystem had the highest percentage of incidence in the attitudinal assessments. This shows the distance between entities and processes in the discourse on bottled water consumption. In Mexico bottled water is a necessity, while in France it is considered an option. The discourse in the press reproduces a language that commodifies a common good in a context of climate emergency.

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Creation, production, innovation: Transforming reality, a new sphere of value

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Create and know. It is good to know the name and properties of all flowers, but it is even better to create a new flower. Santiago Ramón y Cajal.

We analyzed six texts by the scientist Ramón y Cajal, among them the multimodal article from 1888 in which he first defended the autonomy of the neuron. The application of the Method Based on Constituents (MBC), which links Appraisal Theory (Martin & White, 2008) with the socio-cognitive approach of contextual models (Van Dijk, 2017), allows us to reconstruct social values in a non-aprioristic mode, and to study their interaction with possible group ideologies (Ramírez, 2022). Some results, however, are inconsistent with the theoretical framework. To incorporate the aesthetic valuations of people and the functional valuations of objects into the analyses, we have proposed to apply the notion of sphere of value; likewise, other results encourage proposing a redefinition of social values as interactional concepts, produced and reproduced in semiotic social interaction (Ramírez, 2023b). In this paper, based on the sociosemiotic analysis of Ramón y Cajal's histological drawings (Ramírez, 2023a), we suggest adding a new sphere of value that may include semiosis related to the valuation of the transformation of reality.

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Fanfiction through an Appraisal lens

Ireen Rivera Nava and Teresa Aurora Castineira Benitez
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This in-progress study examines how feelings and emotions are expressed in fanfiction texts written by both native and non-native speakers. Our analysis is based on the Appraisal framework by Martin and White (2005). We focus on the appraisal sub-system of "attitude" and its various domains of "affect", "judgement" and "appreciation". Five texts based on the *Supergirl (2015)* TV show will be examined.

Fanfiction is a narrative, imaginary online genre whereby authors/fans create their own stories based on pre-existing plots and characters, taking them in different directions.

The data obtained is analyzed through a coding system whereby excerpts from each story are placed under the main categories of 'affect', identifying the lexical items that belong to the sub-categories of (un)happiness, (in)security, (dis)satisfaction) and (dis)inclination. The same procedure is followed with 'judgement' and its sub-categories of 'social esteem' (normality, capacity, and tenacity) and 'social sanction' (veracity and propriety). Finally, the corresponding lexical items are categorized under 'appreciation' and its sub-categories of 'reaction', composition', and 'valuation.

Preliminary results show that the main variable/tool utilized to express feelings and emotions by fanfiction writers is 'affect' with 'unhappiness' as the most recurrent variable. Sample analyses will be provided.

This investigation also seeks to identify similarities and/or differences in expressing feelings and emotions between native and non-native authors. Finally, we will argue that fanfiction texts may be useful as second language writing teaching/learning tools.

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Penal sentences as a legal tool: A critical discourse analysis of legal language in cases of attempted femicide

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Through a combination of Critical Discourse Analysis and Systemic Functional Linguistics, this paper analyzes the linguistic resources that reflect the assessment in the testimonies of the

victims of attempted femicide in the penal sentences online texts, as well as the re-signification of these testimonies by the operators of the Mexican justice system. By analyzing the testimonies and their re-signification with the Appraisal Theory we can find similarities with the use of certain linguistic resources and the outcome of the sentence. Furthermore, we found a relationship between the genre to which the sentences belong (logical-argumentative) and the use of linguistic resources related to the coherence of the testimonies which, in turn, are reflected in the use of the attitude and engagement systems of the Appraisal Theory. In this paper, we intend to contribute to the study of legal language-discourse and its relation with gender violence. In addition, studying the language used in femicide cases in Mexico's justice system can help improve access to justice for victims.

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A Systemic Functional analysis of disfluencies in writing

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Studies on real-time writing process have been generally conducted with the underlying assumption of limited cognitive capacity of the writer (Linnemann et al., 2022). Cognitive overload due to different processes of writing, like conceptual planning and translating ideas into linguistic output, can lead to pauses during writing that significantly occur at meaningful linguistic boundaries (e.g. before nominal groups). The current case study draws on these findings and aims to use Systemic Functional Linguistics (SFL) to further explore how cognitive effort of translation of thought into written output can be explained from a functional perspective, by investigating the functional units that are generated around pauses. Keystroke logging was used for capturing the writing process of three essays written by three adult male native speakers of English. SFL was subsequently utilized to analyse the linguistic content that were generated. In accordance with previous studies, longer pauses were associated with start of a new sentence. After pauses, adjuncts were the most common units without thematic function in the main clause and they were used to project the main clause. Also, partial generation (not generated as a whole) of a phenomenon (considering the Ideational metafunction) was commonly observed before pauses. Observations suggest that transcription is likely to be initiated before the whole sentence is linguistically encoded, and after pauses the relatively less cognitively demanding transcriptions initiate and more cognitive resources can be devoted to translation processes. Cognitive effort increases as units with thematic function are being generated. The results suggest that functional-linguistic mapping of translation processes can yield significant understanding of cognitive load during writing.

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The use of video as a resource for the development of L1 foundation phase literacy in isiXhosa: A digital multimodal discourse approach

Sasha-Lee Schafli, Ian Siebörger and Mark De Vos (Rhodes University)

South Africa is facing a prolonged literacy crisis, as shown by the results from multiple studies (e.g. Howie et al. 2016; Probert 2016). Kothari et al (2008), in their discussion of the literacy crisis in India, proposed videos with Same-Language Subtitles (SLS) as a resource to improve L1 literacy. There has been very little research in African language subtitles and the influence SLS videos have on improving literacy and particularly isiXhosa, one of South Africa's 11 official languages. Currently there are only two YouTube channels with same-language subtitled videos in isiXhosa, and only one of these has been designed by a non-government organisation (NGO) that focuses on literacy. In this paper, and drawing on Mayer's (2005) Cognitive Theory of Multimedia Learning, one of these isiXhosa SLS videos on the YouTube channel MPB Xhosa are analysed with a Digital Multimodal Discourse Analysis (DMDA). This analysis uses SFL, SF-MDA, Intersemiotic Texture and objective Subtitle Rate in order to determine whether videos such as this one are optimal for learning and improving literacy rates. The analysis highlights that while the video design meets many of Mayer's (2005) principles, and may be conducive for learning, the subtitle rate is far greater than the reading speed benchmark set by the South African Department of Basic Education and this can result in these videos being ineffective as a resource to improve literacy in isiXhosa. This research highlights the importance of the integration of subtitle rate as a system within a multimodal analysis for literacy research, as well as the vital role of the system of Comparative Relations in Intersemiotic Texture in examining well-designed pedagogic resources.

Multisemiotic socio-variationism in the teaching of Portuguese as L1: Discursive strategies for didactic-pedagogical purposes and the possible influences of the context of interaction

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This work is part of a project of studying the possibility of a multisemiotic socio-variationism. Therefore, we analyze video recordings of L1 Portuguese teacher's discourses made in different schools in the state of Pernambuco – Brazil, and we focus on the multimodal representations of experiential meanings via resources from verbal, gestural, intonational, and visualization (gaze) semiotic systems, during explanatory classes. For this study, we start from the following questions: A) Are there any multisemiotic social variations besides the linguistic ones for the representations of experiential meanings in the selected school contexts? B) If there are such variations, what are the semiotic resources that vary? C) What are the intersemiotic mechanisms that may be present in the different variations? D) What are the social factors that may influence the possible variations?

As theoretical and methodological references, we have Searle (1962, 1979), Labov (1972a; 1972b), Tannen (1986), Tannen & Wallant (1986), Schiffrin (1987), Marcuschi (1989), Macedo and Silva (1996), Valle (2001), Scollon & Scollon (2003), Tannen & Kendal (2006), Castilho (2004, 2016), Freitag (2008), and Risso, Silva & Urbano (2015) for a discussion of linguistic variation, variants and variables, speech act, the classification of illocutionary acts and discourse markers, in addition to adopting a methodological perspective.

Also, we adopt the works of Hodge and Kress (1988), Leewen (2005), Machin (2010), Kress and Leeuwen (2006), Matthiessen (2007), Newfield (2017), Royce (2007), Chandler (2008), Lim (2002), Lakoff & Johnson (2003), Eggins (2004), O'Halloran (2005), Kress and Leeuwen (2006), Newfield (2007), Royce (2007), Matthiessen (2007), Martin & Rose (2008), Hood (2011), Martin (2011), Halliday & Matthiessen (2014), Thompson (2014), and Tavares (2022a; 2022b) to understand the concepts of language, discourse, genre, metafunctions, semiotic system, semiotic resources, intersemiosis, and intersemiotic complementarity, as well as the grammars of the verbal, gestural, intonational, and visualization (gaze) semiotic systems.

Multisemiotic discourse markers as chatting strategies for online gamers: Besides planning game actions, planning interaction

Douglas da Silva Tavares and Carilene Silva
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This work is part of a project of studying the possibility of a multisemiotic socio-variationism. Therefore, we aim to study the multisemiotic strategies applied by gamers during their interactions on virtual environment with a special focus on the variation of multisemiotic interpersonal speech markers that are used to indicate the relationship between the gamers depending on the participants' age, social status, and technological experience. Hence, we refer to the works of Searle (1962, 1979), Labov (1972a; 1972b), Tannen (1986), Tannen & Wallant (1986), Schiffrin (1987), Marcuschi (1989), Macedo and Silva (1996), Valle (2001), Scollon & Scollon (2003), Tannen & Kendal (2006), Castilho (2004, 2016), Freitag (2008), and Risso, Silva & Urbano (2015) for a discussion of linguistic variation, variants and variables, speech act, the classification of illocutionary acts and discourse markers, in addition to adopting a methodological perspective. Also, we have the works of Aarseth (2003), Järvinen (2007), and Ioscote (2020) to discuss the ideas of game interaction, identity in video games contexts, and how to approach video games through a scientific perspective.

Moreover, we have the works of Hodge and Kress (1988), Leewen (2005), and Machin (2010) where understandings of what Social Semiotics and Multimodality are proposed. Also, we discuss about the studies of Kress and Leeuwen (2006), Matthiessen (2007), Newfield (2017), Royce (2007), Chandler (2008), Lim (2002), Lakoff & Johnson (2003), Eggins (2004), O'Halloran (2005), Kress and Leeuwen (2006), Newfield (2007), Royce (2007), Matthiessen (2007), Martin & Rose (2008), Hood (2011), Martin (2011), Halliday & Matthiessen (2014), Thompson (2014), and Tavares (2021; 2022) to understand the concepts of language, discourse, genre, metafunctions, semiotic system, semiotic resources, intersemiosis, and intersemiotic complementarity, as well as the grammars of the verbal/language, pictorial, and intonational semiotic systems.

Thematisation and the multimodal field of action-perception and languaging: Bringing something into the field of consciousness

Paul John Thibault (University of Agder)

A focus on Theme-Rheme as a clause-, text-, or utterance-internal structural-functional relation can obscure the ways in which the skills involved in creating and interpreting utterances and texts often involve complex chains of cognitive-semiotic operations that link, for example,

worldside objects, visual images, and texts/utterances to acting, perceiving, and knowing selves in unified multimodal fields of action-perception and languaging. Thematization is a cognitive-semiotic operation of establishing a stable and extended relation of focus of a self on something that registers on the self as worthy of attention in the object-field. A re-worked version of Firth's monism, in contrast to SFL's acceptance of the duality of signifier and signified and expression and content, is relevant here. On this view, people, their languaging, and the ecological environment in which they are embedded are all facets of the one world that is revealed to us in diverse ways (Thibault, 2018, 2021a, 2021b). A satisfying account of Theme-Rheme and hence of thematization in languaging, also requires an account of the intentional semantic relationship of persons (selves) to their worlds together with the fundamental role that our embodiment plays in (1) situating us in the world; and (2) making the world present to us. Thematization and Theme-Rheme can be investigated in the light of these observations. Wundt's notion of psychological subject, the forerunner of the notion of Theme in SFL, will also help to shed light on the discussion.

Broken promises, broken hearts:
A multimodal corpus of Afghan women in real time

Mary Ellen Toffle (University of Messina)

On August 15, 2021, the world stopped in horror to watch the shocking scenes of Afghan women with babies, children, elderly people and men desperately rushing to the Kabul airport to escape the Taliban takeover. It was just the beginning of what has become a living nightmare for the more than 38 million Afghans, half of which are female. This work analyzes the discourse of the U.S. Taliban Agreement (2020), the U.S. Congressional Hearings (2020, 21, 22) and includes the discourse of those most affected: Afghan women and girls. A multi-modal corpus composed of the U.S. Congressional Hearings videos, the U.S. Taliban Agreement, selected online interviews and actual interviews and texts obtained from Afghan girls and women is used. The texts are analyzed using a multimodal approach (Kress and van Leeuwen, 2001; Halliday and Matthiessen, 2014). The corpus is also examined with an analytical tool based on Fairclough's analytical framework of critical discourse analysis (Fairclough, 1995a, 2014). Differing communication styles, semiotics and cultural values are identified revealing significant differences in cultural values and attitudes conveyed through the texts.

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The Finnish Swedish learners' use of connectors during writing process: An SFL-based analysis of the text logogenesis

Veijo Vaakanainen (University of Turku)

The aim of this presentation is to examine how Finnish learners of Swedish use connectors during logogenesis, i.e. the unfolding of meaning during the writing process (Klein & Unsworth 2014). Systemic functional linguistics has potential in studying texts from a dynamic perspective as dynamic processes instead of static products. However, this potential has not been fully utilized, especially not with written texts in L2 context (Bowen & Thomas 2020).

In this presentation, the use of connectors is studied using keystroke logging software ScriptLog, which enables investigating the revisions the learners do during writing. The material consists of 21 texts written by Finnish university students (level of proficiency A2-B1 according to the CEFR). It is studied how learners revise logico-semantic relations (Halliday & Matthiessen 2014). The analysis is based on Bowen's (2019) study, which means that the revisions are studied from two different perspectives: synoptic and dynamic. The synoptic analysis is product-based and the focus lies on the total number of different kinds of revisions (deletion, adding & substitution) at the end of the writing process. The dynamic analysis is a case study, in which the revisions of logico-semantic relations are studied online in two learners' texts. Every revision, which concerns logico-semantic relations, is investigated in temporal order if they add or delete meaning to the text.

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Applying Halliday's Systemic Functional Linguistics to the translation of Vaikom Muhammad Basheer

R. Venu and Kunjumon Tilsa (University of Hyderabad)

Vaikom Muhammad Basheer aka Beypore Sultan, was a Malayali avant-garde writer renowned for his nonconforming literature. This article is a journey through the literary language of Vaikom Muhammad Basheer, a Malayali writer popularly known as Beypore Sultan, whose colloquial style and language innovations have revolutionized the Malayalam language literature. Basheer's personal disposition, literary aptitude, linguistic style, and philosophy are recalled in this paper's opening remark "The Revolutionary Sultan." Basheer's colloquial language use and humorous wordplay are discussed in the primary section "Basheerian Style: Humour, Sarcasm, Compounding, and more". The phonaesthetics of these wordplays is analysed using solely subjective conceptions to account for their aesthetically pleasing (euphonic) nature. The section also examines Basheer's compound word titles, employing classical Malayalam grammar rules, to determine the meaning and critically evaluate the existing translations. The paper then follows a brief discussion on the key challenges that the translators confront, focusing on the

cultural translator's conundrum. The feasibility of translating Basheer culturally is also attempted in this section to identify and mark the limitations. The paper concludes with an inquiry into the scope of a functional approach in translating Basheerian literature through the contexts of cultures and the viability is examined from Halliday's systemic functional linguistic perspective.

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Field in history: Explorations in history of Arts in tertiary education in Spanish

Margarita Vidal Lizama (Pontificia Universidad Católica de Chile)

This paper explores the construal of field in history in Arts in Spanish, taking into account new developments in systemic theory. It describes how field is construed in the writing of Arts' students in one course in a Bachelor degree in Chile, which addresses the history of Chilean arts. Field has been traditionally understood as the set of activity sequences involving participants organised in certain taxonomies, along with the qualities associated to those activities and participants (Martin, 1992). Based on the work of Hao (2020), Doran & Martin (2021) offer a complementary description of field, which defines it as a semiotic resource for the static construal of experience (i.e. as relations between items) and/or for the dynamic construal of experience (i.e. as relations between activities). The aims of the paper are: i) describing the field of history in Arts through the discourse-semantic patterns that realise it in texts; ii) comparing the field construed in these texts to the descriptions available in the literature (e.g. Coffin, 2006). The analysis considers the systems of ENTITY and FIGURE (Hao, 2020). Two key results emerge: i) field is construed in the data from dynamic perspective, which is consistent with the available descriptions for secondary school history; ii) a static perspective is also relevant for the construal of field in the data, which differs from current descriptions in systemic theory.

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Identity in oral interaction: Discourse-semantic resources for the enactment of personae in a political analysis podcast

Margarita Vidal Lizama (Pontificia Universidad Católica de Chile)

The presentation explores the enacting of personal identities in the oral interaction between three male participants in a weekly podcast on political analysis. Identity is understood as enacted in language and influenced "by the particular stage of the particular genre in which we happen to be involved" (Martin et al, 2013, p. 468). Two important conceptual implications emerged from this understanding: one, identity is the instantiation of the semiotic potential of a culture through the uses of language that users are able to deploy; two, from this socio-semiotic perspective, identity reflects persons and personalities as they are enacted in language, in the process of fulfilling expected roles in the social interaction, and therefore are not features of particular individuals. Data corresponds to two transcribed episodes of a podcast broadcasted weekly since September 2019. The selected instances address relevant social and historical issues in Chilean culture (the social unrest that exploded on October 18th, 2019, and commemoration of the Chilean September 11). A metafunctionally diverse analysis of discourse-semantic choices is carried out, considering patterns of negotiation and appraisal to explore interpersonal meanings (Eggins & Slade, 1997; Martin, 1992; Martin & White, 2005) and relevant patterns in ideational meanings (Hao, 2020) to explore the nature of the knowledge construed and its bearing in the enactment of identity.

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How much grammar is too much?: Supporting pre-service teachers without a background in linguistics through an SFL-based course project

Anne-Coleman Webre (RWTH Aachen)

For pre-service teachers working toward certification in a content area other than second language education, teacher education programs often provide limited coursework focused on the needs of language learners in schools. This paper focuses on a final project that uses a systemic functional linguistic (SFL) approach to language in an educational linguistics class for pre-service teachers at a large midwestern university in the United States. The class is the only required course with regard to language learners for all teachers in the program across five different content areas - Science, Social Studies, Math, English Language Arts, and World Languages. Framed by the idea of the 'language of schooling', the study presents a possible SFL model for a stand-alone linguistics course in teacher education when teachers have varying levels of background knowledge in linguistics. Data include mentor texts written by eleven pre-service teachers in different content areas, their reflections on different SFL analyses of their texts throughout the semester, and their ultimate selection of one language feature around which to design a sample lesson. The analysis explores which features of language different

content-area teachers chose to focus on in a language lesson and their justification for that choice. Findings reveal that the SFL approach allows even pre-service teachers who feel uncertain about their ability to teach language a strong, approachable foundational tool to identify challenging linguistic features and to design lessons that support students with those challenges. The discussion includes the argument for SFL as a powerful choice in teacher education programs for helping pre-service teachers without a linguistics background to recognize and teach the norms of school language to students. This study has practical implications for supporting students learning any language as a second language in schools.

How do information values of nominal expressions interplay with thematic structure in English written texts?

Hongying Xu (Dalian Maritime University)

There is a close semantic relationship between thematic structure and information structure in Systemic Functional Linguistics (Halliday & Matthiessen 2014: 119). Previous studies mainly explore mapping patterns between the two in spoken texts (e.g. O'Grady 2016; O'Grady & Bartlett 2019). However, less attention has been paid to the relationship in different written texts. To fill this gap, this research aims to explore how nominal expressions distribute type of information to different clausal positions in varied texts. Our data contains texts of four written genres, namely Travel guide, Essay, Government documents and News report, which are selected from the Manually Annotated Sub-Corpus of American National Corpus (MASC). Using the redefined model of Prince's (1981) information taxonomy (Xu 2023), we analyze information values of nominals in Theme and Rheme positions of each text. The results of this analysis provide us with the empirical evidence needed to explore how information values of nominals interplay with thematic structure in English written texts.

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Writing to evaluate: A synthesis of APPRASIAL studies at different levels of EAP writing

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The use of evaluative language plays an essential role in EAP writing, especially in expressing authorial stance, supporting arguments, etc. Among all the linguistic frameworks used by scholars in this area, Appraisal in SFL has proven to be one of the most widely used ones to map out and assess these linguistic features in evaluation. Appraisal has been widely applied to the

study of EAP writing ever since its birth in early 1990s. This synthesis aims to take stock of EAP writing studies using the appraisal framework that have been published in the decades. We have synthesised 70 publications in this area. Following the research questions, we have developed our coding schemes of level of learners, subjects studied, text type/genre studied, findings generated. The findings indicated that: 1) appraisal has been applied to the different levels of EAP writers and it has played different roles in their writings; 2) longitudinal study of appraisal resources used by different levels of EAP writers is lacking; 3) systematic and explicit arrangement of appraisal resources used in EAP writing is recommended. Drawing on our findings, we provided a series of pedagogical suggestions to EAP writing and teaching.

Dialogue: Exploring Modal Interactions in an Airtel® Video Commercial

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This study explores the modal interactions in the Airtel® communication (https://www.youtube.com/watch?v=9QOKJ0FGk90) to generate meaning potentials, which stimulate viewers into consumption of the Airtel Internet data. After the transcription of the Airtel-Video (AT-V) into 101 shots (Norris, 2019), *Communicative Acts* and *Dialogic Interact* function as the mechanisms of analysis, accounting for the semantic-lexemic recurrences of statement, command, question, and offer (van Leeuwen, 2005). This study reveals that the salient sufferer's pictures dominate the shots in terms of: close personal distance (AT-V6), far personal distance (AT-V25), far social distance (AT-V40), intimate distance (AT-V75), and public distance (AT-V100). There are direct gazes of demand (AT-V13) and offer (AT-97) (Kress & van Leeuwen, 2021). Some of the gestural actions are: placing the hands around the mouth to achieve a loud voice (AT-V150), using the hands to cut a stick and waving of the shirt to reach the sailor (AT-19-21), using the teeth to tie the red flag (AT-V35), and using the left hand to condemn the negative action of the bird (AT-V80-83). The music orchestrates viewers' preparedness to receive the Airtel message; red functions as the background of AT-V84 and 101 to symbolise beauty. Besides the repetition of clauses (*There's a situation; Father, father, hear us; It's a reality*) to epitomise salience, giving information (statement) records the highest usage frequency, as followed by demanding goods-&-services (command) (Halliday & Matthiessen, 2014). This video appears metaphorically-complex, influencing this suggestion: advertising practitioners should form a strong alliance with advertisements' analysts to understand details of video communication for strategic-persuasive augmentations.

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Mouth-watering and nutritious:
The discourses of beauty and health in food photography

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The recent growth in the public interest in the visual representation of food in the digital sphere has made food photography a discursively potent tool for communication. The ubiquitous aesthetically pleasing images of healthy food are an expression of the core elements of the current food discourse, which undoubtedly affects our food choices and eating habits and changes our expectations towards the quality of food (De Hooge, 2017; Hagen, 2021).

The objective of the research discussed in this paper is to observe how the existing discourses of food are reproduced in the content and context of contemporary food images. To explore this matter, we turn to digital stock photography due to its prevalence in all sorts of media and its subsequent massive influence on human perception of the represented discourses (Frosh, 2001; Machin, 2004).

Applying a composite theoretical framework combining visual CDA and social semiotics, we define the production of food images as a social practice, translate each stage of this process into semiotic terms and pay attention to which semiotic resources (such as light, contrast, etc. and limitations thereof) are at work in the development of the final product.

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