The 2025 ASFLA Conference – SFL in Dialogue for a Dynamic Future

December 3, 4 and 5, 2025
University of South Australia
City West Campus

The 2025 ASFLA conference – *SFL in Dialogue for a Dynamic Future* – invites scholars, educators, and practitioners to explore the evolving role of Systemic Functional Linguistics (SFL) in addressing the complex challenges of our rapidly changing world. At the heart of this conference theme is dialogue: dialogue across disciplines, cultures, modalities, and communities. Indeed, dialogue embodies the dynamic, negotiated nature of meaning-making and reflects SFL's commitment to understanding language as a social semiotic system shaped by context.

This conference provides a platform to reflect on SFL's rich theoretical foundations while envisioning new possibilities for SFL. In particular, the conference aims to:

- Foster cross-generational and cross-disciplinary conversations within the SFL community
- Showcase innovative research and applications of SFL in diverse settings
- Strengthen SFL's impact on social, educational, and technological landscapes
- Explore how SFL can remain responsive and relevant in a dynamic future

Ultimately, we welcome contributions that spark dialogue, challenge assumptions, and inspire new directions for systemic functional research and practice. Of course, in the tradition of ASFLA conferences (and especially ASFLA conferences in Adelaide!), the conference theme of dialogue will extend beyond conference presentations. We also see this conference as an opportunity for productive dialogue in less formal, more 'social' settings, growing and nourishing the SFL community.

Please join us from 3-5 December 2025 at the City West campus of the University of South Australia.

	Associate Professor Victor Lim Fei, Nanyang Technological University, Singapore. Fei Victor Lim is Associate Professor and Deputy Head (Research), English Language and Literature, at the National Institute of Education, Nanyang Technological University, Singapore. He researches and teaches on multiliteracies, multimodal discourse analyses, and digital learning. He is one of the editors for Multimodality and Society and an associate editor for Computers and Composition.		**Bradley A. Smith, PhD (Linguistics), BA Hons 1st Class (Linguistics), Macquarie University, New South Wales.** **Bio:** Bradley Smith (PhD) has researched and taught on the phonology and discourse functions of intonation for twenty years, across various institutions in Australia and around the world, as well as on spoken and written discourse modes and multimodality. He is Honorary Associate (Research) at University of Sydney (Department of Linguistics) and teaches at UNSW (School of Education). He also produces an online YouTube course on intonation, Listening for Meaning, as Dr Semiosmith.
	Dr Georgia Carr Research Fellow, General Practice Clinical School, The University of Sydney, New South Wales. **Bio**: Georgia Carr is Research Fellow in the Institute for Communication in Healthcare at the Australian National University and in the General Practice Clinical School at The University of Sydney. Her research is in functional linguistics, educational linguistics and health communication. In particular, her expertise is in discourse analysis, evaluative language and corpus linguistics, with a focus on sex education, health and media.		**Professor Pauline Jones, Professor of Language in Education at the University of Wollongong.** Drawing on systemic functional linguistics and genre-based literacy pedagogy, Pauline has worked in teacher education and curriculum reform in Australia and the Asia-Pacific region. Her research focuses on understanding and supporting students' literacy development and teacher professional learning, through a number of research projects around oral language, curriculum literacies, literacy transition points, and multimodality. Pauline is co-author (with Beverly Derewianka) of Teaching Language in Context (OUP) as well as numerous publications deriving from research undertaken in collaboration with the profession.

Professor Beverly Derewianka is an Emeritus Professor and Professorial Fellow at the University of Wollongong, Australia.

Beverly has worked in the field of Language and Literacy Education at the primary, secondary and tertiary levels. She has acted as consultant to curriculum bodies nationally and internationally and has worked with various education systems in developing whole school literacy programs. She has acted as consultant to various curriculum bodies nationally and internationally, contributing to policy design and assessment procedures. She has written a number of books for teachers based on her research into students' literacy development. Her publications include Exploring How Texts Work, A Grammar Companion, School Discourse: Learning to Write across the Years of Schooling (with Frances Christie) and Teaching Language in Context (with Pauline Jones).

Dr Peter White, School of the Arts and Media, University of Sydney.

Dr Peter White is one of the principal architects of the Appraisal framework, an account of the means by which texts convey evaluative and attitudinal meanings. He is influential in the development of linguistics-based analyses of mass communicative discourse (journalism, politics, corporate communications, public relations and advertising) and in the contrastive analysis of journalism and political rhetoric across languages and cultures. Prior to undertaking academic study, Dr White worked as a journalist and journalism trainer for almost 20 years (Sydney Morning Herald, The Adelaide Advertiser, Special Broadcasting Service -SBS). He gained his PhD from the University of Sydney in 2000 and prior to teaching media studies, linguistics, discourse analysis and journalism at the University of New South Wales taught linguistics and journalism at the University of Adelaide, linguistics and English Language studies at the University of Birmingham (UK), journalism and media studies at the University of Wollongong and linguistics at the University of Sydney. He is also a semi-professional jazz musicians, currently performing on saxophone and keyboards with the Travelling Circumstances jazz combo.

Wednesday, December 3, 2025

	Location: University of South Australia, City West Campus
8:15-8:45	**Registrations open** Hawke Building, Level 5 Foyer
8:45-9:00	**Welcome to Country** **Conference opening and welcome to the** *2025 ASFLA conference – SFL in Dialogue for a Dynamic Future* Hawke Building, H5-02 Bradley Forum
9:00-10:00	**Plenary: Victor Lim:** *Influences of Systemic Functional Theory on Multimodal Literacy and Embodied Teaching* Hawke Building, H5-02 Bradley Forum Systemic Functional Theory (SFT) has had a foundational influence on the development of educational approaches to multimodal literacy, embodied teaching and digital play. Halliday (1978) viewed language as a social semiotic, positioning it as one of many interrelated systems for meaning-making. Halliday & Hasan (1985) conceived culture as a web of interrelated semiotic systems with other scholars furthering this perspective to embrace other meaning-making resources—such as still and moving images (Kress & van Leeuwen, 2021; Bateman, 2013), gesture (Ngo et al., 2022), film (O'Halloran, 2004) sound (van Leeuwen, 1999), and space. (Ravelli & McMurtrie, 2015) in what is now known as multimodality studies. SFT has profoundly shaped multimodality studies, especially through the metafunctional principle, which posits that all semiotic systems realise ideational, interpersonal, and textual meanings. In this talk, Victor will highlight three areas of his work demonstrating how SFT has offered theoretical insight and informed practical approaches for reimagining literacy pedagogy through the lens of educational semiotics, that is multimodality in educational contexts (Lim & Unsworth, forthcoming). In the English curriculum, where attention to multimodal literacy is becoming increasingly important, SFT-informed multimodal frameworks have underpinned the development of pedagogic metalanguages for classroom use. In Australia, Unsworth and colleagues (Mills, Stone, Unsworth, & Friend, 2020; Unsworth & Mills, 2020) apply appraisal theory to examine how multimodal texts construct attitudes and emotions, offering a principled account of evaluative meaning in digital composition. In Singapore, Victor has extended this work to the domains of viewing and representing, developing curriculum-embedded frameworks that support learners in engaging critically and creatively with both digital and print multimodal texts (Lim & Tan-Chia, 2023). SFT has also informed embodied teaching by demonstrating how meaning is made not only through language but also through multimodal resources such as gesture, gaze, movement, and spatial arrangement (Lim, 2021). By modelling classroom discourse as multimodal semiosis, SFT has informed a framework for analysing and designing the teacher's embodied pedagogic practices that orchestrate multiple semiotic modes in teaching and learning.

	On digital play, SFT has informed the development of a pedagogic metalanguage to analyse the multimodal design of educational apps and video games. Using multimodal analysis, Victor has examined children's digital composing and parent-child co-play on platforms like Roblox, revealing the literacies and learning involved (Lim & Toh, in press). Victor will conclude the talk by discussing the future research directions to advance educational semiotics.			
Morning Tea: 10:00-10:40 Hawke Building, Level 5 Foyer Book stall and raffle; Halliday and Hasan Archive				
Room:	H6-12	H6-03	H6-09	H6-10
10:40-11:10	Symposium: Designing Dialogic Writing Pedagogies: SFL in action through texts, talk and scaffolding Fiona Callaghan, Lauren Haggis and Sarah Rowntree	Symposium: Literacy in Industrial Technology James Martin, Len Unsworth, Yahya Asiri, Anni Hellwig and Felipe Lledo	SFL in Dialogue with 'Teaching the Texts and Language of HASS' in Primary School Bronwyn Custance and Tony Hole	Reconceptualising Genre Phases for Big Text Analysis: Written versus filmic stories Thu Ngo
11:20-11:50			The Grammar Project Beverly Derewianka	Unpacking the Unsaid in Teacher-Learner Dialogue in a Reading Comprehension Task Tracy Kitchen
12:00-12:30	Negotiation and Videogames: The sequencing of learning and evaluation Nathan Lowien		SFL Supporting Aboriginal Learners – thriving in both Worlds Vanessa Allen and Rose Nyaramba	Appliable Semiotics: Knowledge of Film Sounds for the Teaching of Senior Secondary English: A successful whole-school-approach story Tracy Radbone
Lunch: 12:30-1:40 Hawke Building, Level 5 Foyer ASFLA birthday celebration				
1:40-2:10	Symposium: SFL's Dynamic future with Artificial intelligence	Symposium (continued): Literacy in Industrial Technology	Mapping Systemic Functional Linguistic Tools for K-12 Student	A Whole School Approach to Improving Literacy Outcomes

	Vicki Falkner, Beverley White, Bronwyn Custance, Jane Light, Louise Bradshaw and Sam White	James Martin, Len Unsworth, Yahya Asiri, Anni Hellwig and Felipe Lledo	**Writing analysis: A systematic review of the research** Caryn Hellberg	Mark Howard
2:20-2:50			**Empowering Teachers to Teach Writing: Composing written texts R–6** Chris Payne and Kylie Pedler	Making Explicit the Language Patterns in Senior Secondary David Thomas
3:00-3:30	Teachers as AI Innovators: Knowledge we have and knowledge we need Lucy Macnaught		NAPLAN Writing and the Construction of Narrative Worlds Nathan Lowien	The Grammar of Belonging: Embedding SFL in school-wide literacy practices for equity Imtiaz Bughio
	Afternoon Tea: 3:30-4:00 Hawke Building, Level 5 Foyer Tribute to Professor Frances (Fran) Christie: 3:45-4:00			
4:00-5:00	**Keynote: Beverly Derewianka and Pauline Jones:** *Making Language Visible: The case for a language in education network* Hawke Building, H5-02 Bradley Forum Educational tasks involving language (which means most of them) range from some which are extremely practical to others which are highly theoretical research tasks; and the ideological traffic moves both ways – there is movement from the theory into the work of the educator, and also movement from educational work into the theory. That is how the theory continues to evolve. (Halliday, 2023, p.284) This presentation introduces the Language and Literacy in Education Network (LLEN), a collaboration among educators and researchers aimed at promoting the role of language in literacy education. Bev and Pauline will briefly describe the rationale for the network, pointing to the relative invisibility of language in current literacy initiatives which are dominated by concerns about early reading skills, mandated pedagogical approaches and a narrow understanding of evidence (Blackmore, 2025; Derewianka et al., 2024). Informed by the SFL emphasis on language as meaning-making behaviour and its theory-practice dialectic, LLEN comprises a number of working groups addressing classroom-based research, teaching resources and professional learning, interschool collaborations, teacher education, advocacy and consultancy activities. Bev and Pauline will report on progress to date in these areas, illustrating the activities with examples of research and practice from school and tertiary sites.			
5:00-5:30	MAK Halliday Prize			

	Hawke Building, H5-02 Bradley Forum
5:45-8:00	**Book Launch**
	Hawke Building, Ground floor, Samstag Museum of Art

Thursday, December 4, 2025

	Location: University of South Australia, City West Campus
8:30-9:00	**Registrations open** Hawke Building, Level 5 Foyer
9:00-10:00	**Plenary: Georgia Carr:** *"That's probably why we're not so great at palliating, you have to have a lot of hope to make some of those crazy calls":* *Balancing intervention and end-of-life communication for a patient with advanced cardiac disease* Hawke Building, H5-02 Bradley Forum Conversations at the end-of-life (EOL), defined as a life expectancy range of six months to two years (Clayton et al. 2007, Hui et al. 2014), are among the most challenging yet critical forms of communication between clinicians, patients and carers. Effective EOL communication is associated with better quality of life and reduced use of non-beneficial clinical treatments, while poor EOL communication can lead to traumatic hospital experiences for patients and carers, negative impacts on clinician wellbeing and increased costs to the healthcare system (Bernacki & Block 2014). Cardiology represents a particularly complex setting for end-of-life communication. As a speciality, cardiology is characterised by high patient volumes, urgent and emergent situations, and strong adherence with treatment protocols (Fairlamb & Murtagh 2021, Long et al. 2021). Compared to settings such as oncology, cardiology patients are often referred late or not at all to end-of-life care pathways, and more than two-thirds of cardiology patients receive unwarranted clinical interventions in the final 48 hours of life (Fairlamb & Murtagh 2021, Maubach et al. 2019). To this end, this paper reports on a project on end-of-life communication in a cardiology ward at a metropolitan Australian hospital. The data for the study are authentic healthcare interactions between clinicians, patients and carers, supplemented with clinician interviews and other ethnographic data. These data will be analysed using discourse analysis and genre (Eggins & Slade 2004; Martin & Rose 2007, 2008). Georgia will first describe the patient journey, including the range of different interactions both clinician-patient (e.g. ward rounds, outpatient clinics) and clinician-clinician (e.g. nursing handovers). Georgia will then demonstrate that, despite the complexity of this communicative context, there are opportunities for timely and effective end-of-life communication. In particular, Georgia will highlight the instances of best practice, with authentic examples of clinicians communicating in ways which are honest, sensitive and at the patient's own pace. These findings will build on three pilot studies intensive care, geriatrics and respiratory medicine, and will be used to inform an intervention to improve EOL communication.

	Morning Tea: 10:00-10:40 Hawke Building, Level 5 Foyer				
Room:	H6-12	H6-03	H6-09	H6-10	H6-11
10:40-11:10	Confronting Misguided Grammatical Advice for Writing in School Science on Australian Government Education Websites Len Unsworth	Reflection on the Development of SFL-Based Genre Pedagogy Textbooks for Primary Students in Indonesia Diah Royani Meisani, Ika Lestari Damayanti, Yusnita Febrianti and Iyen Nurlaelawati	Rewriting the Oriental: From aesthetic other to the political grotesque Marzi Mahmoudi	Construing Tertiary Scientific Knowledge Focusing on MBBS (Bachelor of Medicine and Bachelor of Surgery) Programs in China Lin Chen	AI Models Replicating Texture and Art Styles: Understanding the limits Olivia Inwood
11:20-11:50	Embedding SFL in Secondary School Classrooms: The literacy works approach Trish Weekes	An Investigation of the Implementation of a Genre-Based Approach (SFL GBA) to Teaching English and Indonesian as Foreign languages in Indonesia and Other Countries (2004-now) Emi Emilia, Pauline Jones and Susan Santika	Exploring the Imaginative Function During Shared Attention to Picture Books: Aesthetic beginnings Jane Torr	"What went wrong here?": Investigating interactional breakdown in physio-patient communication through the NEGOTIATION and INTONATION Annie Tran	Post-Editing Translation with Large Language Models: A corpus-based investigation into logico-semantics Ibrahim Alasmri
12:00-12:30	Building Preservice Teachers' Use of Metalanguage through Video Learning Nishani Singh, Sarada Surampudi, Geetha Nair	Integrating SFL and Social Semiotics in Designing a Critical Multimodal Digital Literature and Literacy (CMDLL) Program for Pre-service EFL Teachers	Children's Interactions with Peers vs. Educators During Play: A multimodal study of their potential to promote language learning	Myth-Busting in Public Health Crises: A multimodal analysis of WHO COVID-19 infographics Didem AYDIN	"Cart Wheel Connoisseur Needed! 🤩" How LLM Ai chatbots use humour markers to calibrate tenor Lorenzo Logi

		Rifki Irawan and Thu Ngo	Trevor Carroll		
Lunch: 12:30-1:40 Hawke Building, Level 5 Foyer ASFLA AGM Hawke Building, H5-02 Bradley Forum					
1:40-2:10	Halliday's Social Semiotics in a Biosemiotic Key David Butt	H.S.C. Legal Studies Students and the Marker as Audience: How students use writing resources to attain legitimacy Jennifer Kompara-Tosio	Teaching Literary Distinctiveness Across Novel and Screen: Supporting Student Understanding and Response through Systemic Functional Semiotics Alisha Phoonie	Embodied Dialogue in Pre-Service Secondary English Teacher Education Sarah Forrest	How You Know: Insights from SFL and LCT on cultivating a mindset for designing deep learning models Claire Simpson-Smith
2:20-2:50	The Contributions of Sound to the Semiosis of a Young Man with a Severe Intellectual Disability Shoshana Dreyfus & Lilian Ariztimuño	Fostering Eco-Citizenship Through Picturebooks in a Time of Crisis Pauline Jones, Anne Hellwig and Annette Turney	Systemic Functional Semiotic Analyses of Graphic Novel and Animated Movie Adaptations as Fuel for Developing Children's Creative Visual Expression Shiva Alaee Yazdi	Improving L2 Argumentative Writing Skills of Chinese EFL Undergraduates: A SFL Genre-Based Approach Shanshan Liang	Translator Visibility on the Front Covers: Reader's views via eye-tracking and questionnaires Long Li
3:00-3:30	Empathy Statements in Residential Drug Rehabilitation. What is empathy and what is therapeutic about it? Monaliza Mamac	N/A	Legacy of UoA CCT as an SFL-Inspired Dialogue with Future Engineering Professionals Hiromi Teramoto, Claire Simpson-Smith and Catherine Irving	Scaffolding and Instructional Register: A systemic functional comparison of two generations of Chilean EFL textbooks Jocelyn Cuitino	AI-Supported Translanguaging in EFL Classrooms: An SFL-informed approach to bridging linguistic repertoires and English proficiency Sami Saad AlGhamdi

Afternoon Tea: 3:30-4:00 Hawke Building, Level 5 Foyer	
4:00-5:00	Keynote: PhD 3-minute Thesis Hawke Building, H5-02 Bradley Forum
6:00-late	**Conference dinner:** Roma Restaurant, 11 Waymouth St, Adelaide SA 5000

Friday, December 5, 2025

	Location: University of South Australia, City West Campus
8:30-9:00	Registrations open Hawke Building, Level 5 Foyer
9:00-10:00	Plenary: Brad Smith: *Speaking Text in the Mediated Age: Intonation and the dynamic co-creation of dialogic text* Hawke Building, H5-02 Bradley Forum
	Morning Tea: 10:00-10:40 Hawke Building, Level 5 Foyer Book raffle winners drawn

Room:	H6-12	H6-03	H6-09	H6-10	H6-11
10:40-11:10	Dialogues between Hallidayan and Post-Hallidayan Traditions: Reflecting on where we've been and where we're going Ijaz Asghar and Hafiz Ahmad Bilal	Shared Reading of Wordless Picturebooks and its Potential to Support Children's Multimodal Literacy Ting Zhou	Languaging, Learning and the Human Ecology: An action-based SFL view Paul Thibault	Exploring Tenor in Depression Discourse on YouTube: A social semiotic analysis of TED talks comment threads Kaixi Yuan	Constructing the Promise of International Student Interaction: A critical study of course promotional materials from two Australian universities in the Business discipline Quiyang (Sam) Li

11:20-11:50	Unveiling Patriarchal Norms: Socio-Semiotics and Social Representations in Subaltern Practices for Khawaja Sara in Pakistan Syeda Sughra Naqvi	Library Storytime as a Pedagogic Practice: A social semiotic study Emilia Djonov	Justice for Animals in Anthropocene: A lexico-grammatical analysis of representation of nonhumans in green courts' judgements Shumaila Ashee	Multimodal (De-)technicalisation as a Resource for Building Knowledge and Community in Mental Health Campaigns Dragana (Gaga) Stosic	Appraisal in English and Chinese Political Communication: An investigation of translation shifts of evaluation language in the genre of political Texts Xujie Lu
12:00-12:30	The Frog River in the Making: Co-constructing a CREDIBLE Project Sunny-Boy (Ahmar) Mahboob & Yan Liu	Multimodal Literacy Teaching and Learning in Early Childhood: A systematic review Luyao Liang and Rongle Tan	Milk, magic and the disappearing cow: An interdisciplinary account of dairy advertising in Australia in the Interwar Period (WW1-WW2) Alison Moore	Flipping the Script: A linguistic exploration of autism discourses on social media Stephanie Phillips	Faith and Doubt in Victorian Poetry: Transitivity analysis of Gerard Manley Hopkins' response to atheism through nature Khalid Mater Asiri
Lunch: 12:30-1:40 Hawke Building, Level 5 Foyer					
1:40-2:10	N/A	The Semiotics of Walking Theo van Leeuwen	Constructing Representations of Indonesian Tourism Through Images and Texts Agita Nurhiklmawati	Unpacking Grammatical and Lexical Metaphors in Workplace Internet Memes Cecilia FK Pun and Raymond WM Ng	Women involved in crime in Chilean news discourse: Keywords and TRANSITIVITY analysis Claudia Castro
2:20-2:50	N/A	A Systemic Functional and Multimodal Approach to Educator-led Science Programs in Museum	Kia Sorento Ads 2015: Unraveling multimodal meta-narrative in kineiconic data	The Lexical Struggle within #RoevWade Discourse: Applying a triangulated	Language, power and international law: UN resolutions on Israel/Palestine

		Yiran Gong	Yusnita Febrianti	appraisal, affiliation and legitimation approach Manar Almalki	Annabelle Lukin & Alexandra García Marrugo
3:00-3:30	N/A	Beyond Language: How intonation and paralanguage build academic Discourse Annisa Tsuraya	Positive or Negative Attitude?: Evaluative language in Indonesian children's storybooks Eva Tuckyta Sari Sujatna and Noor Hasnoor Binti Mohamad Nor	Making the Description Useful: A case of developing metalanguage for Sundanese language pedagogy Lungguh Bangga	Voices from the Margins: Analysing refugee narratives through an SFL lens in the Pakistani context Rabia Faiz and Hafiz Ahmad Bilal

Afternoon Tea: 3:30-4:00 Hawke Building, Level 5 Foyer PETAA Book Launch: Being Heard (Windle et al.)

4:00-5:00	Keynote: A Conversation: *SFL in SA* (chaired by Peter White) Hawke Building, H5-02 Bradley Forum
5:00-5:30	Conference close
6:00-late	Party: West Oak Hotel

Organising committee:
- David Caldwell
- Nayia Cominos
- Bron Custance
- Bev White
- Hiromi Teramoto
- Brian Dare
- Lisl Fenwick
- Bron Parkin
- Claire Simpson-Smith
- Jean Mendrin

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