

Australian Systemic Functional Linguistics Association Community, Capital and Culture: Celebrating SFL Conference.

Plenaries

Dr Jing Hao



Jing Hao is currently a postdoctoral research fellow in The Hong Kong Polytechnic University. She holds a doctoral degree in linguistics from the University of Sydney. Her research has made a significant contribution to the development of ideational discourse semantics in Systemic Functional Linguistics. Her recent research interests include disciplinary knowledge building in both English and Mandarin Chinese. She has a forthcoming book *Analysing Scientific Discourse from a Systemic Functional Linguistic Perspective* (Routledge).

Professor Meg Gebhard



Meg Gebhard from the University of California, Berkeley, 2000, is a Professor of Applied Linguistics in the College of Education at the University of Massachusetts, Amherst. She currently directs the Secondary English Teacher Education Program and was the co-director of the ACCELA Alliance (Access through Critical Content and English Language Acquisition). This partnership was a university-school collaborative designed to support classroom teachers in using a Hallidayan perspective of language and learning to design, implement, and critically reflect on curriculum, instruction, and assessment in the context of high stakes school reforms in the United States. Her work has appeared in journals such as the *TESOL Quarterly*, *Modern Language Journal*, *Journal of Second Language Writing*, *Linguistics and Education*, and *Language Arts*.

Dr Lucy Macnaught



Lucy Macnaught is an Academic Learning Advisor at Auckland University of Technology. She collaborates with faculty staff to integrate and teach academic literacies across tertiary programmes. Her research draws on Systemic Functional Linguistics and Legitimation Code Theory in the analysis of classroom discourse, curricula and student writing. She is particularly interested in classroom metalanguage, academic writing development and teacher education. Her PhD in educational linguistics investigated the collaborative writing methodology of joint construction. Previously, Lucy has worked as an English teacher on intensive pre-tertiary programmes, and as a sessional TESOL lecturer. She has also participated in a number of large-scale research projects that explore discipline-specific literacy and teachers' knowledge about language in secondary schooling.

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Keynotes

Professor Kay O'Halloran



Kay O'Halloran is Professor in the School of Education at Curtin University in Western Australia. Previously she was a member of the Department of English Language & Literature (1998-2013) and founding Director of the Multimodal Analysis Lab (2007-2013) at the National University of Singapore. Her main area of research is multimodal analysis, with a focus on digital and mixed methods approaches to multimodal texts, mathematics discourse, and multimodal literacy. She has established and led large interdisciplinary research projects aimed at developing interactive digital technologies and visualisation techniques for analysing small and large multimodal datasets. She is currently research leader of the Multimodal Analysis Group at Curtin University.

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Associate Professor Susan Hood



Susan Hood is an Honorary Associate Professor in the Department of Linguistics at the University of Sydney. Her primary research focus is academic discourse. Major and recent publications include: Hood (2010) *Appraising research: evaluation in academic writing*, Palgrave; Maton, Hood & Shay (Eds) (2016) *Knowledge-building: educational studies in Legitimation Code Theory*, Routledge; Hood, S. (2017) *Live Lectures: The significance of presence in building disciplinary knowledge*, Onomázein; and Hao & Hood (2018) *Valuing Science: The role of language and body language in a health science lecture*, *Journal of Pragmatics*.

Dr Shoshana Dreyfus



Shoshana Dreyfus is a teacher and researcher who specialises in systemic functional linguistics, genre and register, discourse analysis and academic literacy. She has almost 20 years research and teaching experience in functional and applied linguistics, and an additional background in education, in particular literacy education. Her research has mostly focused on non-verbal communication and language disorder, and discipline-specific academic literacy, as well as developments in systemic functional linguistic theory and discourse semantics. In addition to these areas, she is interested in many applications of linguistic theory to a wide range of objects of study including language and power, evaluative language, and media discourse. Along with Jim Martin, Sally Humphrey and Ahmar Mahboob, she is co-author of the 2016 book published by Palgrave *Genre Pedagogy in Higher Education: The SLATE Project*. She is currently Secretary of the Australian Systemic Functional Linguistics Association (ASFLA), Convenor of the University of Wollongong's Disability Research Network and the Co-Convenor of the University of Wollongong's IDEAS (Interdisciplinary Discourse Analysis in Education, Arts and Social Sciences) Research Group.

Professor Beverly Derewianka



Beverly Derewianka is an emeritus professor at the University of Wollongong. Beverly has worked as a teacher in primary, secondary and adult contexts and has been a teacher educator for over thirty years. She has played a key role in syllabus development both in Australia and internationally. Her publications include *School Discourse* (with Frances Christie), *A New Grammar Companion for Teachers*, and *Teaching Language in Context* (with Pauline Jones). Her current research project involves identifying key transition points in students' literacy development from age 4 to age 17. Although technically retired, she now enjoys spending most of her time working with teachers and students in schools and observing the difference teachers make in the lives of their pupils.

Dr Sally Humphrey



Sally Humphrey is a Senior Lecturer in English and Literacies Education at the Australian Catholic University in Strathfield, NSW. She has conducted extensive research into primary and secondary literacy practices with a particular focus on the linguistic knowledge needed to access knowledge in the academic disciplines. In her most recent book, *Academic Literacies in the Middle Years* (2017), she has developed a professional learning framework to support writing instruction in key disciplinary genres. The framework is informed by a metalanguage aligned to the Australian Curriculum.

Dr Bronwyn Parkin



Dr Bronwyn Parkin is an adjunct lecturer in Linguistics at the University of Adelaide and a literacy consultant with a long history of working in the area of literacy with Aboriginal and low socio-economic students. For many years, she was a Literacy Development project officer in the Literacy Secretariat, SA Department of Education. Her Applied Linguistics PhD was titled *Scaffolding Science*, a study into scientific literacy development of students in a low socio-economic classroom. Together with Dr Helen Harper from the University of New England, she was the 2017 recipient of a

PETAA research grant, *Scaffolding academic language with educationally marginalised students*.

Associate Professor Monika Bednarek



Monika Bednarek is Associate Professor in Linguistics at the University of Sydney. Her research interests include media linguistics, corpus linguistics, discourse analysis, and sociolinguistics. She has worked extensively on language use in the mass media and on the relationship between language and emotion/attitude (Appraisal). Monika is the author of five books, most recently *The Discourse of News Values* (2017, with Helen Caple; www.newsvaluesanalysis.com). She is co-editor of the international, peer-reviewed journal *Functions of Language* and tweets as @corpusling.

Dr Helen Caple



Helen Caple is an Australian Research Council DECRA Fellow and Senior Lecturer in Journalism at the University of New South Wales, Australia. Her research interests centre on news photography, text-image relations and discursive news values analysis. She is currently exploring the role of citizen photography in contemporary journalism. Helen has published in the area of photojournalism and social semiotics, including a monograph with Palgrave Macmillan, *Photojournalism: A Social Semiotic Approach* (2013). She is also the co-author (with Monika Bednarek) of two books examining the news media: *News Discourse* (2012, Continuum), and *The Discourse of News Values* (2017, Oxford University Press).

Dr Michele Zappavigna



Michele Zappavigna is a senior lecturer in the School of Arts and Media at the University of New South Wales. Her major research interest is the discourse of social media and how ambient affiliation is enacted. Recent books include: *Discourse of Twitter and Social Media* (Bloomsbury, 2012), *Researching the Language of Social Media* (Routledge, 2014, with Ruth Page, Johann Unger and David Barton), *Searchable Talk: Hashtags and social media metadiscourse* (Bloomsbury, 2018), and *Discourse and Diversionary Justice: An Analysis of Ceremonial Redress in Youth Justice Conferencing* (Palgrave, 2018, with J.R. Martin).

Dr Helen Harper



Dr Helen Harper is a Senior Lecturer in English, Literacies and Languages Education at the University of New England. She has previously worked as a lecturer and mentor in literacy education, as a linguist in remote Indigenous communities, and as a teacher of English as an Additional Language. Most recently she has collaborated with primary and secondary teachers in disadvantaged urban and remote schools to apply principles of scaffolding language and literacy across the curriculum. In 2016 Helen was a co-recipient, with Bronwyn Parkin, of the Primary English Teaching Association of Australia (PETAA) Research Grant.

Dr Erika Matruglio



Erika Matruglio is a lecturer in the School of Education at the University of Wollongong. Her research draws on theories of Systemic Functional Linguistics and Legitimation Code Theory to explore literacy practices in schooling and her publications engage with topics such as the nature of classroom discourse, conditions which enable cumulative knowledge building, disciplinarity and the demands of writing in the disciplines. Erika has been involved in several large-scale research projects using SFL to investigate literacy development in schooling and engaging with teachers in design-based research. Her current projects explore the construction of interpersonal stance in student writing, disciplinary differences in student literacy practices, the epistemological and axiological bases of school subjects and educational linguistics generally. https://scholars.uow.edu.au/display/erika_matruglio

Jessica Scott



Jessica Scott from the University of Adelaide teaches science communication to researchers, research students, and undergraduates. She is currently completing her PhD at the University of Adelaide which investigates the patterns within spoken research presentations, and is interested ultimately in how SFL and LCT can further contribute to researcher education.