

Message from the President

By Helen Caple

Welcome

ASFLA members live and work all over Australia and on behalf of the ASFLA community I would like to acknowledge and pay my respects to the many nations and clans that are the custodians of these lands. This relationship to country has existed for millennia and sovereignty has never been ceded.

I would also like to acknowledge the many of you in the community that face an uncertain future. The university sector, where many of our members work, is under attack. Whether it be due to funding cuts to the university sector in general or the more specific attack on the Humanities, the threat to both casual and staff positions at universities has never been more real. Added to this are the devastating consequence of a global pandemic and the systemic abuses of those casually employed in the sector by some of the wealthiest universities.

I would like to spend some time in this newsletter message to inform you of how ASFLA has been engaging with these issues and how you can also get involved. But most importantly, I hope that you and all those you



care for are keeping well and that you have access to a care network that is helping you to get through these uncertain times.

Oh, the Humanities! Please write to your MP/crossbench Senators/Dan Tehan

There is no doubting that the latest round of government funding cuts and fee hikes are an ideological attack on the university sector in Australia. It is disturbing that an underlying conviction of the proposed reforms is that a degree in Humanities or the Arts does not lead to a career. This position is contradicted by the government's own QILT data, which indicates that HASS graduates have higher employment rates than Science graduates. The contradiction between the assertion (HASS grads are not job ready) and the

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- Updates on ASFLA conference and ISFC

*Please let us know if you have any news that should appear on these pages or if you have any ideas about what you'd like to see:
l.logi@unsw.edu.au*

Lorenzo Logi, Editor

Message from the President

evidence (relatively high rates of employment in degree-relevant jobs) demonstrates that this is an ideological reignition of the Australian “culture wars” and the government’s disregard for universities broadly and, more specifically, HASS. The proposed reforms also disproportionately affect women, given our traditional student demographics, and further risks deterring first-in-family and lower SES students.

I also take the view that this is a challenge not just for HASS but for universities as a whole. Overall, if HASS student numbers hold up, the effects on HASS finances will be minimal, whereas colleagues in Science and Engineering are facing 17% drops in CSP income. Therefore, we need to work together to champion and celebrate the benefits of teaching and research in a comprehensive, interdisciplinary environment. I encourage ASFLA members to reach out to colleagues across their university to jointly address their concerns to their MPs and to the crossbench senators.

Public consultation on Dan Tehan’s draft legislation has commenced (12 August) and you can access the draft and consultation paper at this website: <https://www.dese.gov.au/job-ready/job-ready-graduates-package-draft-legislation-consultation> I urge you all to make a submission to Hereform@dese.gov.au **Public submissions must be received by 5 pm (AEST) 17 August 2020.** Ideas on how you might personalise your submissions can be found [here](#). I also provide some links to analysis of the proposed policies at the end of this message.

I have signed a letter to Dan Tehan written on behalf of many discipline-based societies by the Council for the Humanities and Social Sciences (CHASS – of which ASFLA is now a member) concerning the misinformation regarding Humanities and Social Science education and employment. You can read

the letter here: <https://www.chass.org.au/media-releases/letter-from-hass-associations-opposing-changes-to-hass-degree-fees/>

In addition, the Australian Linguistics Society (ALS) President Ilana Mushin has invited ASFLA to join their campaign to lobby government and to promote the benefits of Languages and Linguistics to Australia’s future. I will keep you posted on developments there.

ASFLA Conference and Constitutional Reform

As you know, the 2020 ASFLA conference has been postponed until 2021 (still in Brisbane and hosted by Ken Tann and Kate Power at UQ). The ongoing restrictions on gatherings and travel within Australia due to the SARS-CoV-2 pandemic meant that we could not safely plan an in-person conference for this year.

However, in order for us to be able to postpone this year’s conference we had to reexamine the ASFLA Constitution since it does not provide for cancellation/postponement due to such exceptional circumstances. The ASFLA Executive proposed an article of amendment which was circulated among the Committee (including the State and Territory reps) to vote on. The amendment was unanimously accepted. I will talk more about this process and present the changes to the Constitution at the AGM, which this year will be held virtually on 9th October. The link to join the meeting will be circulated via email shortly before then. I encourage all members to attend that meeting.

This has also given us an opportunity to rethink how and when we run the ASFLA conference. We plan to work with conference convenors over the coming years to allow for more flexibility in how presenters participate in the conference, which for some might mean virtually. I am really grateful to Ken Tann

Message from the President

and Kate Power who will be convening the conference at UQ in 2021, and to Cassi Liardet who will convene the conference at Macquarie Uni in 2022 for their patience and flexibility in reorganizing the conferences for the next few years.

Finally, even though there will not be a conference in 2020, we are still accepting nominations for the 2020 Ruqaiya Hasan Prize. Details in the newsletter.

This edition of the newsletter is packed full of news and I hope it brings you up to date with the activities that have been happening in the ASFLA community. Congratulations to all in the community who have won prizes and completed PhDs, and a very warm welcome to new members of the community.

Stay safe, stay sane, and be kind to one another. I wish you all the very best for a safe and successful rest of 2020.

Helen

Here are the email addresses of the crossbench senators for the letter writing campaign:

- Jackie Lambie: senator.lambie@aph.gov.au
- Rex Patrick: senator.patrick@aph.gov.au
- Stirling Griff: senator.griff@aph.gov.au

Listed here are links to analysis of the proposed policies that might help you with your letters:

- <https://campusmorningmail.com.au/news/policy-questions-the-grad-reform-package-should-answer-but-probably-wont/>
- <https://campusmorningmail.com.au/news/the-tehan-package-perverse-outcomes-and-cash-for-the-quick/>
- <https://campusmorningmail.com.au/news/job-ready-graduates-bring-in-the-academic-planners/>
- <https://campusmorningmail.com.au/news/the-vocationalisation-of-university-education/>
- <https://theconversation.com/humanities-graduates-earn-more-than-those-who-study-science-and-maths-141112>
- <https://theconversation.com/if-the-government-listened-to-business-leaders-they-would-encourage-humanities-education-not-pull-funds-from-it-141121>
- <https://theconversation.com/the-government-is-making-job-ready-degrees-cheaper-for-students-but-cutting-funding-to-the-same-courses-141280>
- <https://theconversation.com/coronavirus-and-university-reforms-put-at-risk-australias-research-gains-of-the-last-15-years-141452>

Community News

ASFLA 2020 AGM: Friday October 9, 11.00am AEST

The 2020 ASFLA AGM will be held via video conference on Friday, October 9 at 11.00am AEST. An agenda will be circulated in the days prior. Any members wishing to submit agenda items should contact Helen Caple at: helen.caple@unsw.edu.au

Community News

Halliday Prize won by Georgia Carr

In March 2020 Georgia Carr was one of two recipients of the MAK Halliday Postgraduate Research Prize for her paper 'Beyond risk and safety? Identifying shifts in sex education advice targeted at young women', published in *Discourse & Society*. This prize is awarded for the most outstanding conference presentation or publication by a postgraduate research student in the Sydney University Linguistics Department. This paper was published as part of a suite of articles and papers (see also Carr 2020, Opie et al. 2018), that focus on sex education in relation to language. This particular paper examines sex education advice in *Dolly* magazine advice columns from two time periods, set 20 years apart, in order to see if the same or different discourses are present, and to highlight if and how their construction has changed over time. Using appraisal and corpus linguistics, Georgia found that there is a thematic difference between the decades, with a preoccupation with sexual health in the 1990s shifting to a preoccupation with mental health and emotions in the 2010s.

This paper also examines the discourses associated with sexual health (1990s) and mental health (2010s) in these data, revealing that problematic discourses are (re)produced in both decades, but that these are complemented by less frequent but more progressive messages. In their comments, the selection committee said the article was "a highly accomplished and original piece of research on a topic with strong societal relevance". Mohammed Zahid Akter was the second recipient of the prize, awarded for his presentation 'A preliminary report on Pangkhua: A Kuki-Chin a language of Bangladesh' (ICOLSI-40)



Georgia recently began data collection for her PhD, which continues her research on the language of sex education

- Carr, G. & Bednarek, M. (2019). Beyond risk and safety? Identifying shifts in sex education advice targeted at young women. *Discourse & Society*, 30(4), 225-247. Available from: <https://journals.sagepub.com/doi/10.1177/0957926519828029>

USYD Friday seminars resume in Semester 2

Friday seminars will resume in Semester 2! Details on location TBC, but schedule is as follows:

<u>August</u>	<u>September</u>	<u>October</u>	<u>November</u>
28 Shooshi Dreyfus	4 Edward McDonald	2 Aurelie Mallet	6 Gaga Stosic
	11 Theo van Leeuwen	9 (semester break)	13 John Knox
	18 Andrew Ross	16 Louise Ravelli	20 Maree Stenglin
	25 Mira Kim	23 Yaegan Doran	
		30 Peter White	

Community News

PhD commencements

Welcome to Claire Simpson-Smith at UniSA! Claire commenced her PhD on the 10th of February at the University of South Australia with a full scholarship. Her topic is 'The persuasive discourse of engineering: An investigation of professional writing'. Claire is supervised by David Caldwell, Abelardo Pardo and Nayia Cominos.

PhD completions

Congratulations to Yufei, Afandi and Mus on completing their PhDs!

Yufei He (USYD) submitted her thesis, *Animation as a Semiotic Mode: Construing Knowledge in Science Animated Videos*, supervised by James Martin and auxiliary supervised by Theo van Leeuwen.

Mohammad Nor Afandi Ibrahim (Afandi), UOW, submitted his thesis on the logico-semantic patterns in persuasive essays in Malaysian higher education, supervised by Alison Moore and for a time co-supervised by David Lee.

Dongbing (Mus) Zhang (USYD) submitted his thesis *Negotiating interpersonal meaning in Khorchin Mongolian: Discourse and grammar*, supervised by Jim Martin and Yaegan Doran. Mus will start working at the University of International Business and Economics (UIBE) in Beijing from late August, and his latest publication is:

- Zhang, Dongbing. 2020. Dialogic positioning in Khorchin Mongolian: The temporal and spatial dimensions of propositional engagement in conversations. *Lingua* 244. Elsevier B.V. doi:10.1016/j.lingua.2020.102920.

Professional announcements

Lisl Fenwick joined UniSA in July 2019 after spending 10 years at the Australian Catholic University in Victoria. She is teaching in professional practice, while continuing her research in the areas of literacy, language and curriculum. Her most recent publication used SFL to analyse Australia's 'education revolution' under the federal Labor government.

- Fenwick, L. (2020). Defining opportunities to engage with the discourses of Australia's 'education revolution'. *Journal of Educational Administration and History* 52(2), pp.178-192 doi: 10.1080/00220620.2019.1650727

Nayia Cominos commenced a new role in February as Senior Lecturer in Health Professions Education at the Prideaux Centre for Research in Health Professions Education, College of Medicine and Public Health, Flinders University. Her most recent publication:

- Cooper, M., Cominos, N., Thoires, K., Harper, R., & Cross, G. (2020). 'Love the way you're teaching us': A purpose-developed clinical communication workshop for first year midwifery students. *Nurse Education in Practice*, 102773.

Community News

David Caldwell at UniSA has completed a collaborative research project with the Department for Education (SA), with Bron Custance and Bev White (DfE): Language and Literacy Levels Tool Review. The project included two evaluation reports, and the following professional learning resource:

- *Learning English: Achievement and Proficiency: LEAP Levels*, Department for Education, SA, Hindmarsh.

Update on Women Scholars in SFL Wikipedia project

By Helen Caple

Over the last six months or more we have been working on creating Wikipedia entries for women scholars in SFL. We now have eight published entries (see the links listed below) and another 6 pages in draft form. Thank you to all who participated in the first round of editing: Yufei He, Olivia Inwood, Jun Li, Aurelie Mallet, Yuan Meng, Dragana Stosic, Qingxin Xu, and Georgia Carr.

[Anne Burns](#)
[Alice Caffarel](#)
[France Christie](#)
[Bev Derewianka](#)
[Suzanne Eggins](#)
[Kay O'Halloran](#)
[Louise Ravelli](#)
[Michele Zappavigna](#)

Ultimately, the aim of this project has been to highlight the significance of the contributions of women scholars both to the theorising of SFL and to the application of the theory in so many diverse fields.

Please do click on the links and read about the contributions of your colleagues to SFL scholarship. If you like what you read and would like to be a part of the project, either as an editor or as a subject, please email me (helen.caple@unsw.edu.au) and I will let you know how to get involved. We will have another update on the next round of editing in the next newsletter.

Call for Papers: Signo v. 46, issue 86: Reading to Learn Program (R2L) and its potentialities

The Reading to Learn (R2L) Program started in Australia in the late 1990s, with the purpose of addressing one of the central problems for education at the time: unequal participation in learning activities in school during reading and writing practices, caused by various factors, among them, family origin and social class. Rose and Martin (2012) argue that educational inequality persisted because the dominant approach did not explicitly teach the skills needed for literacy.

Based on Systemic-functional Linguistics, from which it is possible to learn the language, learn about the language and learn through language, the genre pedagogy understands that

Community News

knowledge about the language focuses on genres and aims to integrate the teaching of reading and writing throughout the curriculum at all levels of the school. Genre pedagogy, then initiated, has changed over decades until the current presentation in which it is a complete professional program for teaching and learning (Rose, 2018). Its emphasis is on the development of teaching practices and activities aiming the teaching of reading and writing focusing on textual curricular genres, teacher preparation, elaboration, and adaptation of texts from the genre perspective, development of pedagogical metalanguage among other potentialities.

What must be brought to consciousness as far as possible are the patterns of register instantiated in curriculum texts, so that teachers can draw students' attention to them and discuss their significance (Rose, 2018). In this sense, the journal *Signo*, in its v. 46, n. 86, aims to receive articles that contemplate the various potentialities of R2L Program, and its unfolding in several contexts of teaching and learning. Articles that report the implementation of this Program in Basic and Higher Education, involving mother or foreign languages, are welcome.

Organizers:

Prof. Dr. Karen Santorum (UFSM / Brasil),

Prof. Dr. Andrés Ramírez (Ed.D Assistant Professor, Florida Atlantic University / USA)

Prof. Dr. Lucia Rottava (UFRGS / Brasil)

Call schedule:

Submission deadline: 1st November 2020

Published: March 2021

Sonja Molnar takes over as ASFLA Victoria state rep

ASFLA is glad to welcome Sonja Molnar as state representative for Victoria.

Sonja is Lecturer in Media and Communication at the University of Melbourne. An active member of ESFLA and ASFLA since her MA, Sonja has co-hosted ESFLC2016 and received the Geoff Thompson Young Scholar Bursary in 2017. Her research specialises in advertising discourse, sustainability communications, multimodality, and media linguistics. Prior to joining the School of Culture and Communication she taught at the Vienna University of Economics and Business, Ohio University, and the University of Salzburg, where she completed her PhD in English Applied Linguistics. Her doctoral dissertation, which explores the systemic functional evolution of British, American and Australian print advertisements from the late seventeenth century to the present, will be published by Routledge in 2021. Her current research project analyses how environmental news can be communicated more effectively in the mainstream media to push action on climate change.



Sonja will be collating the Victorian Annual Report for the AGM soon, so could Victoria-based SFL community members please get in touch with Sonja with news they would like to have included in the Victorian Annual Report: sonja.molnar@unimelb.edu.au.

Community News

New centre for functional linguistic research in education at Adelaide Research Institute

The Adelaide Research Institute (ARI) is a new centre dedicated to studies in education based on functional linguistic analysis of people's language use. ARI is committed to innovation and transformation of languages education based on evidence from research. The Institute conducts and supports research informed by Professor Michael Halliday's systemic functional linguistics and applied in text-based teaching. ARI manages the internationally recognised Graduate Diploma TESOL, a pathway to Masters in Education TESOL with units including an introduction to functional linguistics applied in teaching languages. Institute members study the functions of language in education, in workplaces and in people's daily lives.

The Adelaide Research Institute is located in the Adelaide International School. The location links teachers of business and TESOL and of English as an additional language (ELICOS, EAP), and teachers of languages other than English. The Institute is located in the Adelaide Education Group to consult and work with teachers, administrators and researchers across educational and work sectors in Australia and internationally

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aeg.edu.au/adelaide-research-institute

SA Professional Learning Update

By Bronwyn Custance

Department for Education Professional Learning: Five x 'Writing Plus' mini-courses each fully booked with 36 participants (5x3 hr workshops, which specifically looks at understanding the clause through transitivity and the various ways we can expand and develop ideas within and across clauses with a focus on narratives and using mentor texts) will run for teachers from two portfolios by four trained facilitators, with most Yr 1-7 teachers, completing the course.

Currently working with two primary schools in other portfolios, with a similar focus, through a combination of whole-staff professional development workshops and supported year-level team planning to embed learning.

Commenced work with 32 Languages teachers from Open Access College, who teach 6 different languages, delivering teaching remotely for students and schools who are unable to access language teachers. Aims are to increase languages teachers' functional grammatical knowledge and provide them with a shared metalanguage, so that they are able to support literacy development of their students in both English and the target language, drawing attention to and discussing patterns in English grammar compared to those of the target language.

Community News

2020 Ruqaiya Hasan Prize Nominations Open

Closing date: 11 September 2020

The Ruqaiya Hasan Prize is awarded by the Australian Systemic Functional Linguistics Association to an emerging scholar whose recent work engages deeply with Professor Hasan's topical and methodological concerns. The prize aims to honour the life and work of Professor Hasan and foster her ongoing legacy, as well as encourage excellence in the research of emerging scholars working with Systemic Functional Linguistics.

Since there is no ASFLA conference in 2020 due to the COVID-19 pandemic, the prize will be announced through appropriate channels in October. The winner will receive \$500, and an opportunity to give a named presentation at an ASFLA event.

Eligibility and selection criteria for the Ruqaiya Hasan Prize are as follows.

The award is available to scholars who:

1. are early in their research career (from senior undergraduate year (honours) to having recently completed a PhD or other doctorate (within 2 years of the closing date for nominations), and
2. are studying or have recently completed their studies at an Australian university.

The award will be made to the applicant who, in the opinion of the selection committee:

1. has most significantly extended the tradition of SFL across the spectrum of themes and approaches that Hasan focused on over her career, and
2. has achieved most relative to opportunity.

Please note that scholars nominated in a previous year who still meet the above criteria are eligible to be nominated for the 2020 award.

To nominate a scholar (self nominations are also welcome) please send an email to Alison Moore at amoore@uow.edu.au with the following information and attachments:

- Full name and contact details of the nominee;
- Highest educational award the nominee has received and institution awarding it;
- Current degree program in which nominee is enrolled (if any) and institution;
- Names of nominee's supervisors for the current or most recent research award (Hons/Masters/Doctorate);
- A statement of up to 500 words on the significance of the nominee's research and the ways in which it closely and critically engages with Hasan's concerns and her body of work;
- A brief CV for the nominated scholar including list of publications.

Living with COVID-19

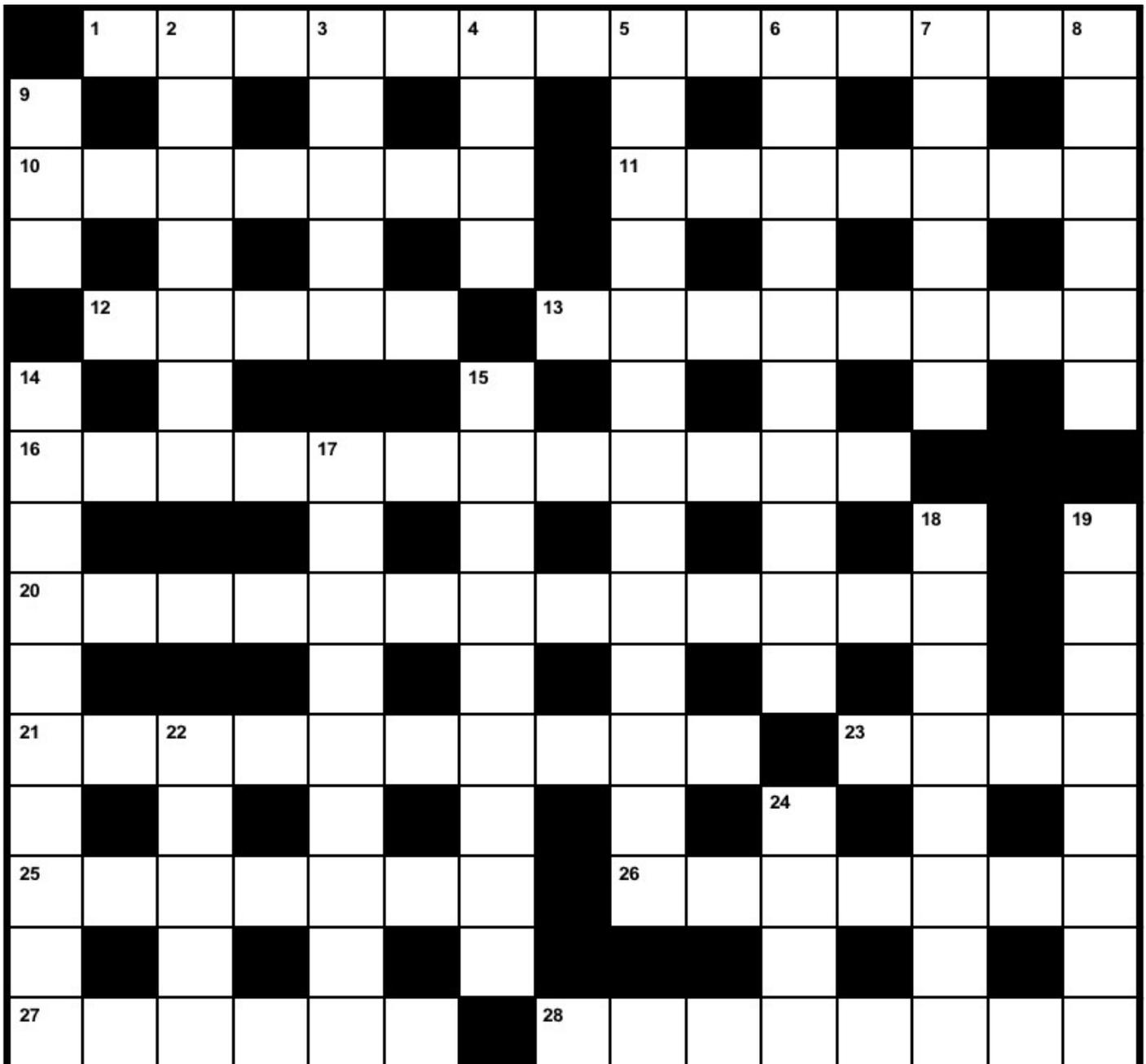
We're all doing our best to stay healthy, sane and productive during these challenging and unpredictable times. Thankfully our peers and colleagues both within and beyond the SFL community continue to organise and create opportunities for connection and learning, and we have gathered a few particularly relevant items here:

- Vinh To at UTAS is the organiser of the SFL webinar series, which has to date included webinars by Sally Humphrey, Jacqueline Nenchin, Thu Ngo, Yufei He, Winfred Wenhui XUAN, Dongbing (Mus) Zhang and Karl Maton. For information on upcoming speakers and to view recordings of past webinars visit <https://sfl-interest-group.org/2020-webinars/>.
- Jodie Martin has launched a new podcast *References: The people behind the pedagogy.*, available on all major podcast players, or here: <https://vantagecollege.ubc.ca/podcast>. The aim of the podcast is to showcase some of the work Jodie and her colleagues do at Vantage College - an intensive program at the University of British Columbia, in Vancouver, Canada, where international students take their first year courses in science, arts and applied science alongside two Academic English courses which explicitly teach systemic functional grammar and support their disciplinary language development. The first episode talks about unpacking complex extended noun groups in multiple choice questions in psychology and sociology, based on a study conducted at the college.
- US-based linguists Megan Figueroa and Carrie Gillon are the creators of *Vocal Fries*, a podcast about language discrimination that aims to "teach you how to not be an asshole about language". Topics range across accents, language typology, dictionaries and disability, and episodes can be accessed through major podcast players and through the website: <https://vocalfriespod.com/>.
- *Lingthusiasm*, created by US-based linguist Gretchen McCulloch and Australia-based linguist Lauren Gawne, describes itself as "A podcast that's enthusiastic about linguistics by Gretchen McCulloch and Lauren Gawne. A lively, deep, language-y conversation with real linguists!". With 46 episodes produced to date, *Lingthusiasm* has covered a wide range of topics. <https://lingthusiasm.com/>.
- *Subtitle* is a podcast sponsored by the LSA. *Subtitle* explores how language unites and divides us, amuses and aggravates us, gives us voice and mystifies us, perplexing and fooling us along the way. The podcast considers linguistic obsessions: apostrophe "abuse," speech discrimination, the sweetness of a mother tongue. It tells the stories of comedians and scholars; speakers of endangered languages; speakers of multiple languages; and just plain old speakers. <https://www.linguisticsociety.org/content/subtitle-lsa-podcast>
- The 2020 Conference of the Australian Linguistic Society (ALS) will take place online on 14 and 15 December 2020. The theme this year is 'Building Bridges'. Call for papers has been issued and registration is now open. For more information visit: <https://als.asn.au/Conference/Call-for-papers>.

Living with COVID-19

SFL Cryptic Crossword

Huge thanks to Joshua Han for designing the first of what we hope will be many SFL-themed cryptic crosswords! Clues opposite, answers can be viewed [here](#). And if you're new to cryptic crosswords and not sure how to approach one, check out this [handy guide](#) by *The Guardian*.



Living with COVID-19

Across

1. A semiotic dimension that is like ogres or onions? (14)
10. Insomniac doctored weak flu (7)
11. Mean design, if you're inside (7)
12. Phylogenesis, ontogenesis, logogenesis and radioanalysis starts concerning the ends of the earth (5)
13. Domesticated desert animal - the centre of Iliad - is an important flower in East Asia (8)
16. A semiotic dimension can be logical, for example (12)
20. Organisation of words and phrases. Organisation of a climax or germ (13)
21. Dissertation about dissertations? It's what you get when you switch the letters around (10)
23. "Neck a beer," the head bones said (4)
25. Sea god elongated first, augmented fourth and diminished fifth (7)
26. Invalidated, reversed tag in need (7)
27. Select the verb form of what meaning is according to Halliday (6)
28. Cory got 'rona in the veins and arteries surrounding the heart (8)

Down

2. Extract the North American way of buying food and eating away (4, 3)
3. Endless ass flap association (of this very newsletter) (5)
4. Small island located in this leaflet (4)
5. A semiotic dimension, one after immediate, leaderless nation (13)
6. Grown males: wriggling bait! (10)
7. Calves oddly follow (here in France) frozen spike (6)
8. Refuse any dishevelled state (6)
9. Admiration found in a well (3)
14. Symbolic, erratic camel bit me (10)
15. Quietly laughed at confused deniers surrounding Governor-General
17. Spanish uncle caught between frontside and America is supposed to be funny (9)
18. Snap a digit. Ah! Heard it was one of the deadliest volcanic eruptions ever recorded (8)
19. SFL guru is initially between atrium and time between dawn and dusk (8)
22. Thanks, I deliver a finishing blow to Japanese drums (5)
24. Dizzily big hug for an ethnic group in Nigeria (4)

ASFLA Conference update

The 2020 conference has been cancelled due to the ongoing impact of COVID-19 pandemic. Many thanks to Ken, Kate and Cassi for agreeing to postpone their respective hosting of the conference. ASFLA conference configured as follows:

- 2021 – Queensland University: Convenors Ken Tann and Kate Power
- 2022 – Macquarie University: Convenor Cassi Liardet

ISFC update

ISFC cancelled for 2020 and 2021. It is now configured as follows:

- ISFC47, Shenzhen, China in 2022
- ISFC48, Tunisia in 2023
- ISFC49, UNSW, Sydney, Australia in 2024
- ISFC50, Cardiff, Wales in 2025

Grants and Scholarships

ASFLA Small Grants

Have you got a great idea but not enough money to make it happen?

Maybe ASFLA can help!

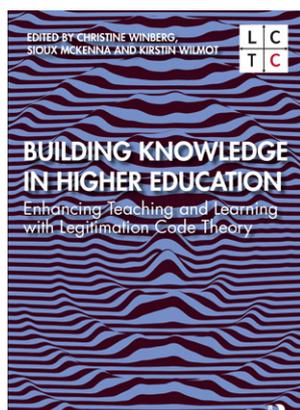
ASFLA offers small grants of \$500 - \$1500 to kick-start research projects in systemic functional linguistics.

We particularly welcome applications from ECRs and SFL-researchers who are in non-permanent positions.

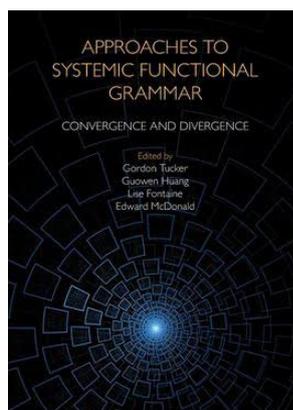
Email our president Helen Caple at helen.caple@unsw.edu.au with a one-page project outline, also indicating how your research will benefit the ASFLA community, and a separate one-page budget plan with costs fully outlined.

There's no deadline for small grants - they are available any time.

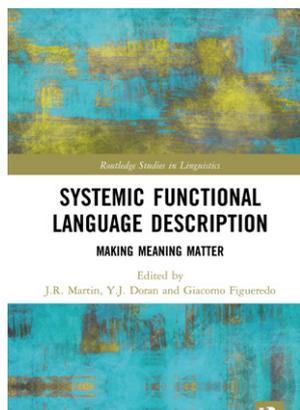
New Publications



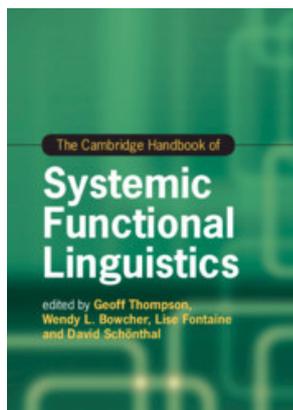
Winberg, C., McKenna, S., & Wilmot, K. (Eds.). (2020). *Building Knowledge in Higher Education: Enhancing Teaching and Learning with Legitimation Code Theory*. Routledge.



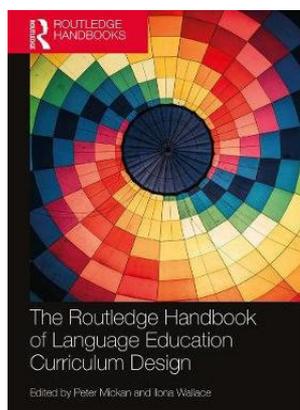
Tucker, G., Huang, G., Fontaine, L. & McDonald, E. (Eds.) (2020) *Approaches to Systemic Functional Grammar: Convergence and Divergence*. Equinox.



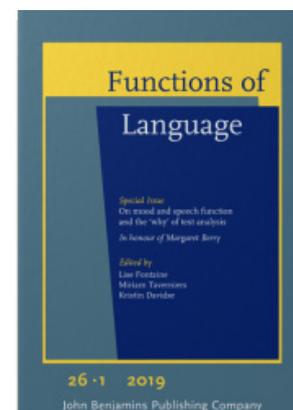
Martin, J. R., Doran, Y. J., & Figueredo, G. (Eds.). (2019). *Systemic Functional Language Description: Making Meaning Matter*. Routledge.



Thompson, G., Bowcher, W. L., Fontaine, L., & Schönthal, D. (Eds.). (2019). *The Cambridge handbook of systemic functional linguistics*. Cambridge: Cambridge University Press.



Mickan, P., & Wallace, I. (Eds.). (2019). *The Routledge Handbook of Language Education Curriculum Design*. Routledge.



Special issue of *Functions of Language* 26:1 (2019): 'On mood and speech function and the 'why' of text analysis. In honour of Margaret Berry'. Fontaine, L., Taverniers, M. & Davidse, K. (Eds.)

ASFLA membership

You may be wondering what does ASFLA spend its money on?

Over the past few years, for example, ASFLA membership monies have funded the following:

- Gunther Kress Symposium
- Annual ASFLA conferences
- Annual Hasan Prize
- 2018 Functional description and typology forum
- Appraisal symposia held at UNSW (2013, 2015)
- Halliday Symposium at Sydney University 2015
- Hasan Symposium at Macquarie University 2016
- Register and Context Symposium at Macquarie University
- International Educational Semiotics Website
- Numerous international exchanges of scholars
- Student scholarships to ASFLA Conferences
- Over \$16,000 in small grants awarded over the last four years
- Supporting scholars and educators from Australia to present at the Society of Pakistan English Language Teachers (SPELT) in Pakistan over the last twenty years.
- and more... what a bargain!

Life Membership

Invest in the future of our association and save yourself some hassle!

Life membership is a great idea. It saves you from having to remember to join each year AND it helps our association. Fees from life memberships have been placed in a special high interest savings account, to be used for future large scale projects. Our funds are mounting nicely, as reported by our then Treasurer Yaegan Doran at the 2018 AGM.

How to pay ASFLA membership

1. Go to the ASFLA website www.asfla.net and click on membership.
2. Fill in your details.

ASFLA Membership Form

Please fill out your details

3. Follow the instructions about how to pay by EFT.

Annual membership:

Full – \$40

Student – \$25

School/institutional – \$50

Life membership:

Life – \$250