2022-11-5 & 6

多模态与功能语言学国际研讨会

International Seminar on Multimodal Studies & Functional Linguistics

湖南大学 外国语学院
**School of Foreign Languages,
Hunan University**

目　录

湖南大学简介

Introduction to Hunan University

湖南大学坐落于中国历史文化名城长沙，前临碧波荡漾的湘江，后倚秀如琢玉的岳麓山，素有"千年学府、百年名校"之称。

学校办学起源于公元 976 年创办的岳麓书院，是中国同址办学时间最长的高等学府，历经千年变迁，弦歌不绝，始终保持文化教育的连续性，是中国高等教育发展的生动缩影和世界高等教育的罕见奇迹。1903 年改制为湖南高等学堂，1926 年正式定名湖南大学，1937 年成为全国 16 所国立大学之一。新中国成立后，中国共产党创始人和早期领导人之一的李达担任第一任校长，毛泽东亲笔题写"湖南大学"校名。2000 年，湖南大学与湖南财经学院合并组建成新的湖南大学。改革开放以来，学校先后进入全国重点大学、"211 工程"、"985 工程"和"世界一流大学"建设高校行列。2020 年 9 月 17 日，习近平总书记来校考察调研，对学校人才培养、文化传承等给予高度评价，提出了岳麓书院是党的实事求是思想路线策源地的重大科学论断。

在长期的办学历程中，学校形成了"传道济民、爱国务实、经世致用、兼容并蓄"的教育传统，积淀了以校训"实事求是、敢为人先"、校风"博学、睿思、勤勉、致知"为核心的湖大精神，确立了培养基础扎实、视野开阔、德才兼备，具有良好人文素养、科学精神和创新能力的新时代经世致用领军人才的人才培养总目标。学校培育和熏陶了以王夫之、陶澍、魏源、贺长龄、曾国藩、左宗棠、郭嵩焘、谭嗣同、黄兴、蔡锷、杨昌济、毛泽东、何叔衡、蔡和森、邓中夏、李达等为代表的一大批彪炳史册的杰出人才。师生中涌现出 39 位学部委员和"两院"院士，"惟楚有材，于斯为盛"是学校人才辈出的生动写照。

学校下设 27 个学院，学科专业涵盖哲学、经济学、法学、教育学、文学、历史学、理学、工学、管理学、医学、艺术学等 11 大门类，形成了理科基础坚实、工科实力雄厚、人文社会学科独具特色，生命医学学科兴起、新兴交叉学科活跃的学科布局。拥有本科专业 74 个，硕士学位授权一级学科 35 个、博士

学位授权一级学科 30 个、博士后科研流动站 28 个。国家重点学科一级学科 2 个、国家重点学科二级学科 14 个。7 个学科入选国防特色学科，化学、机械工程、电气工程学科进入 "世界一流学科" 建设行列。

学校现有全日制在校学生 36000 余人，其中本科生 20000 余人，研究生 16000 余人。与牛津大学、剑桥大学、加州大学伯克利分校等海外 130 余所高校建立合作关系，招收来自 80 余个国家和地区的留学生。建有 2 个基础学科拔尖学生培养计划 2.0 基地，4 个国家级实验教学示范中心，入选全国首批深化创新创业教育改革示范高校、全国创新创业典型经验高校、全国高校实践育人创新创业基地，马克思主义学院入选全国重点马克思主义学院。"十三五"以来，获得国家级教学成果奖一等奖 1 项、二等奖 2 项；获批国家级新工科、新文科研究与实践项目立项 17 项；入选首批国家级一流本科专业建设点 34 个，首批国家级一流本科课程 37 门；获"互联网+""挑战杯""创青春"创新创业竞赛金奖、银奖 20 项。

学校现有教职工 4400 余人，其中专任教师 2293 人，院士 12 人，国务院学位委员会学科评议组成员 11 人，国家级特殊人才 65 人，国家杰出青年科学基金获得者 25 人，国家优秀青年科学基金获得者 31 人，国家级教学名师 7 人，科技部创新人才推进计划中青年科技创新领军人才 14 人。拥有国家自然科学基金"创新研究群体"项目 6 个、国家级教学团队 11 个，教育部、国防科技工业局创新团队 9 个。入选中国高被引学者 100 人次，全球高被引学者 32 人次。

学校科研实力雄厚，科技成果突出。拥有国家重点实验室 2 个、国家工程技术研究中心 2 个、国家工程研究中心 1 个、国家级国际合作基地 3 个、国防科工局国防重点学科实验室 1 个、教育部重点实验室和工程研究中心 9 个、教育部高等学校学科创新引智基地 5 个。"十三五"以来，获国家科学技术奖 16 项（牵头 11 项），教育部人文社科奖 9 项。学校建有国家级大学科技园，获批教育部首批高等学校科技成果转化和技术转移基地，与国内外上千家企业建立了产学研合作关系，攻克了一批关键领域"卡脖子"技术，在多个方向打破了国外技术垄断，一系列创新技术广泛应用于电力、轨道列车、国防航天等国民经济重点领域。学校运营管理的国家超级计算长沙中心是第三家国家超级计算

中心，为高校、科研机构、政府部门和企事业单位等近 2000 家用户提供高性能计算、大数据和人工智能等服务。

学校校园环境优美，人文气息浓郁。位于国家 5A 级风景名胜区核心景区，校园占地面积 241 万平方米，校舍建筑面积 134 万平方米，典雅厚重的古建筑群与时尚新锐的新建筑体交相辉映，自然风光与人文景观深度融合，被誉为"中国最诗情画意的高校"。

"麓山巍巍，湘水泱泱，宏开学府，济济沧沧；承朱张之绪，取欧美之长"，从古代书院到近代学堂再到现代大学，湖南大学坚持追求卓越，始终处在中国高等教育的第一方阵。在新的历史起点上，湖南大学坚持以习近平新时代中国特色社会主义思想为指导，扎根中国大地，矢志一流目标，为把湖南大学早日建成富有历史文化传承的中国特色世界一流大学、培养更多堪当民族复兴大任的建设者和接班人而努力奋进。
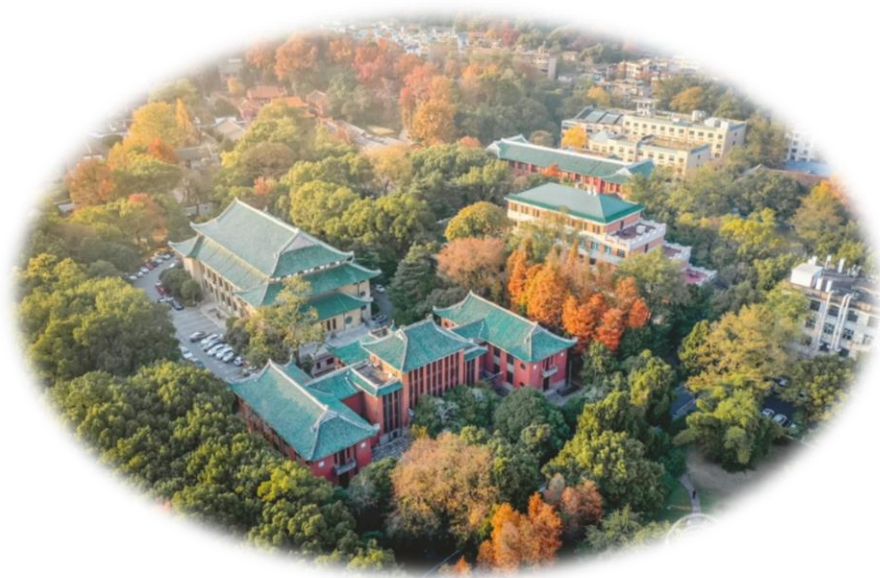
Hunan University

Hunan University (HNU) is situated in Changsha, a renowned historical and cultural city. It is adjacent to the rippling Xiangjiang River on its front and picturesque Yuelu Mountain at its back. It is reputed as an "Ancient Millenarian Academy and Famous Centennial University".

Originated from Yuelu Academy, founded in 976 AD., HNU is an institution of higher education run at a permanent location for the longest time in China. It has maintained cultural education for thousands of years and illustrated an embodiment of China's higher education development and rare history in the world's higher education. HNU was reconstructed into the Hunan Institute of Higher Learning in 1903; renamed Hunan University in 1926; and was designated as one of the 16 state universities in 1937. After the founding of the People's Republic of China in 1949, Li Da, a founder and early leader of the Communist Party of China, was appointed as the first president of HNU. Chairman Mao Zedong inscribed the name of the university.

In 2000, HNU and the Hunan Institute of Finance and Economics merged to form the HNU of today. Since the launch of reform and opening up in 1978, HNU has been designated as a state key university and listed under the "Project 211" "Project 985" and "Project Double First-Class". Chinese President Xi Jinping inspected HNU on September 17th, 2020. He spoke highly of personnel cultivation and cultural inheritance of the university, and put forward the critical proposition that Yuelu Academy is the origin of the ideological line "Seeking Truth from Facts" of the Party.

Carrying forward the celebrated traditions of quality education and personnel cultivation, HNU has been continuing the essence of the motto "seeking truth from facts, and daring to be pioneers" and the spirit of "to be profound, intelligent, diligent, and dedicated in the pursuit of knowledge". In addition, it sets a general objective for cultivating leading personnel with a solid foundation, broader perspective, integrity and ability, humanistic quality, spirit of science, innovation capacity, and strong adaptability in the new era.

A number of celebrities who had made tremendous and historical contributions in Chinese history were fostered, including Wang Fuzhi, Tao Shu, Wei Yuan, He Changling, Zeng Guofan, Zuo Zongtang, Guo Songtao, Tan Sitong, Huang Xing, Cai E, Yang Changji, Mao Zedong, He Shuheng, Cai Hesen, Deng Zhongxia, and Li Da. Thirty-nine faculty and alumni members have been elected as members of the Chinese Academy of Social Sciences and academicians of the Chinese Academy of Sciences and the Chinese Academy of Engineering. These symbolized "the Kingdom of the Chu, the home of talents".

HNU has 27 colleges and schools. The professional disciplines cover eleven subject categories: philosophy, economics, law, education, literature, history, science, engineering, management, medicine, and arts. A system of academic disciplines with a solid foundation of sciences, strong engineering strength, featured humanistic and social science, emerging life and medical science, and active interdisciplinary study has taken shape. HNU offers 74 undergraduate majors, 35 first-level disciplines authorized to confer master's degrees, and 30 first-level disciplines to confer doctorates. In addition, it has 28 postdoctoral research centers. Two first-level and 14 second-level disciplines are rated at national-level key disciplines. Seven disciplines have been designated as national defense ones. Chemistry and mechanical engineering are listed as "world-class disciplines" of the Ministry of Education.

The full-time student totals more than 36,000, of which over 20,000 are undergraduates, and 16,000 are postgraduates. HNU has established cooperation relationships with over 130 overseas universities, such as Oxford, Cambridge, and the University of California, Berkeley, and enrolled international students from over 80 countries and regions. It has two 2.0 bases for top-notch student cultivation programs in basic disciplines, four national experiment and teaching demonstration centers. It was designated as one of the first batch of national demonstration universities in innovation and entrepreneurship education reform, a national model university in innovation and entrepreneurship, and a national base for practice-oriented innovation and entrepreneurship education. The Marxism School of HNU was selected as a

national key school on Marxism. Since the start of the 13th Five-year Plan period (2016-2020), HNU has won one first prize and two-second prizes of the National Teaching Achievement Award; and been approved for 17 national-level new engineering science and new liberal arts research and practice programs. Thirty-four undergraduate majors were approved as the first-batch national first-class majors, and 37 undergraduate courses were selected as the first-batch national first-class undergraduate courses. HNU students won 20 gold and silver awards in the "Internet+", and "Challenge Cup" and its upgrading version "Chuang Qing Chun" China College Students' Entrepreneurship Competition.

HNU has a staff of more than 4,400, of whom 2,293 are full-time teachers. There are twelve members of the Chinese Academy of Sciences and the Chinese Academy of Engineering; eleven members of the Academic Degree Commission under the State Council; sixty-five candidates of the state's talents programs; twenty-five winners of the National Science Foundation for Distinguished Young Scholars; thirty-one winners of the National Science Foundation for Excellent Young Scholars; seven winners of national outstanding teacher awards; and, fourteen young and middle-aged leading talents in the Innovative Talent Promotion Program of the Ministry of Science and Technology. In addition, HNU has six innovative research groups supported by the Natural Science Foundation of China (NSFC) and nine innovative teams recognized by the Ministry of Education and the State Administration of Science, Technology and Industry for National Defense. HNU has been shortlisted for the China highly cited researchers list 100 times and the global highly cited researchers list for 32 times.

Strong research lays a solid foundation for fruitful achievements. HNU has two state key laboratories; two national engineering technology research centers; one state engineering research center; three national-level international cooperation centers; one key discipline laboratory of the State Administration of Science, Technology and Industry for National Defense; nine key laboratories and engineering research centers of the Ministry of Education; and, five discipline innovation and talent introduction bases in higher educational institutions under the Ministry of Education. Since the start

of the 13th Five-year Plan period, HNU has sixteen research projects winning the national science and technology awards and played a leading role in eleven of them; nine projects being granted with the humanities and social sciences awards of the Ministry of Education. HNU has a national-level science and technology park which was approved by the Ministry of Education as one of the first batch of university bases for sci-tech research finding transformation. It has established production-education-research cooperation ties with thousands of domestic and international enterprises. Achievements have been made to tackle problems in core technical research that impede the country's development and break the foreign monopolies on technology. Several innovative technologies have been applied in crucial fields of the national economy, including electric power, rail transit, national defense, and aerospace. The National Supercomputing Center in Changsha, the third one of its kind in China, is operated and managed by HNU. The center provides high-performance computing, big data, and AI services for nearly 2,000 higher educational institutions, research institutions, government departments, and enterprises.

Elegant landscapes and a rich cultural atmosphere are integrated into the campus. HNU is located in a national 5A-level scenic area, covering 2.41 million square meters, with the school buildings occupying 1.34 million square meters. Harmonious combinations of ancient architectural complex and modern facilities, natural sceneries, and cultural landscapes make HNU the "most poetic and picturesque university in China".

湖南大学外国语学院简介

Introduction to the School of Foreign Languages

湖南大学外国语学院办学始于 1897 年岳麓书院创建的译学会。1912 年至 1917 年，岳麓书院演进到时务学堂以及湖南高等师范学校后，正式设立英语预科和本科部。1943 年创建湖南大学外国语言文学系，2000 年正式组建外国语学院。陈遹、黎锦熙、杨树达、金克木、李青崖、谢德风、罗正晫、林汝昌、周炎辉、徐烈炯、宁春岩等知名学者先后执教于此。

学院现拥有外国语言文学一级学科博士学位授权点和博士后科研流动站、外国语言文学一级学科硕士学位授权点、教育硕士和翻译硕士两个专业学位授权点、湖南省重点建设学科（外国语言文学）、湖南省语言与认知研究基地。现为湖南省外国语言文学类专业教指委主任单位、湖南省外语课程思政联盟主任单位。学院外国语言文学学科在 2017 年软科中国最好学科排名中居全国第 12 位，在全国第四轮学科评估中排名并列第 17 位。

学院为外交部"外交人才选拔"定点单位、教育部大学英语教学示范点。设有英语系、日语系、大学外语教学部，英语和日语专业均为国家级一流本科专业建设点。英语专业先后获教育部英语专业本科教学评估优秀和湖南省英语专业综合评估第一名；日语专业先后为湖南省重点专业和特色专业，是 2021"软科中国大学专业排名"A+专业，位居全国前十。

学院师资力量雄厚，现有专任教师 110 余人，其中外籍特聘教授 4 人，全职教授 27 人，博士生导师 19 人，硕士生导师 67 人，博士 77 人；享受国务院特殊津贴专家 1 人，教育部新世纪优秀人才 3 人，教育部教指委委员 2 人，全国性学会副会长 5 人，宝钢优秀教师奖 2 人，湖南省优秀教师 1 人。湖南省"新世纪'121'人才"2 人，湖南省社科"百人工程"人选 2 人，湖南省高校青年骨干教师 8 人，先后 10 人入选"岳麓学者"。

学院有理论语言学、应用语言学、文学与文化、翻译学等四个稳定的学科方向。主持国家社科基金重点项目 2 项，一般项目 46 项，教育部人文社科项目 33 项，部省级课题 200 余项，出版学术专著 60 余部，发表 SSCI、A&HCI 和 CSSCI 论文 400 余篇；获湖南省哲学社会科学成果奖 8 项。

学院坚持立德树人，注重教育教学改革，"大学英语"入选首批教育部课程思政示范课程及教学团队，2021 年获教育部首批新文科研究与改革实践项目立项，2022 年开设语言智能实验班，学院为湖南省普通高校外语课程思政教学示范基地。曾获国家级教学成果二等奖 1 项，省级教学成果奖 8 项（其中一等奖 4 项），国家级精品课程和国家级精品资源共享课程 4 门，国家级一流本科课程 2 门，省级一流课程 12 门。学院秉承经世致用的办学传统，坚持培养一流人才的办学理念，注重专业功底、人文素养、创新思维和领导能力的培养，涌现出熊晓鸽、黄智勇、陈访泽、王恋斯等一大批优秀毕业生。

The School of Foreign Languages

As one of the top programs of language teaching and research in the country, the School of Foreign Languages of Hunan University is devoted to high academic commitment and teaching excellence. Our history can be traced back to as early as 1897, when the earliest language institutes of higher learning in China were founded. Since then, the School has been a home to a number of famous scholars and linguists.

We now have a faculty of over 110 members, with 27 full professors and 4 internationally famous Distinguished Professors from abroad, specializing in theoretical linguistics, applied linguistics, translation and interpreting, and literature and culture. As the "Key Research Base for Humanities and Social Sciences in Hunan Province", the school offers 2 undergraduate programs, 5 masters' programs, 1 doctoral program, and 1 postdoctoral program for students. We now have more than 700 undergraduate students and more than 300 postgraduate students.

With our mission to promote academic knowledge, the school has achieved a high standard of research in recent decades. We have 48 projects funded by National Social Science Funds, and over 30 projects by the Ministry of Education Social Science Funds. Over 60 research monographs and more than 400 high-quality academic papers have been published. In 2017, we achieved B^+ in the 4th Evaluation of Foreign Language Programs by the Ministry of Education and placed 12th nationwide in the top soft science discipline rankings.

研讨会简介

Introduction to the Seminar

主题：多模态与功能语言学国际前沿研讨会

Theme: Frontiers in Multimodal Studies and Functional Linguistics

论坛时间：2022 年 11 月 5-6 日
Time: November 5-6, 2022

论坛形式：线上线下结合。专家以线上形式进行讲座，会议号与密码将另行通知。
Form of participation: online (voov meeting) & offline (Conference Hall, School of Foreign Languages, Hunan University).

会务费：本次会议**不收取**会务费，感兴趣的学者免费参与。
Seminar Fee: Free.

联系方式： 于海玲 hailing.yu@hnu.edu.cn；
王楠：wangnanhu@hnu.edu.cn（微信号：18130368261
Contact: Yu Hailing hailing.yu@hnu.edu.cn
Wang Nan wangnanhu@hnu.edu.cn（Wechat/Phone:18130368261）

特邀发言专家（按照姓氏首字母排序）：
Invited speakers:

1. Emilia Djonov （麦考瑞大学，澳大利亚）

2. David Kellogg （祥明大学，韩国）

3. Christian Matthiessen （湖南大学）

4. Arsenio Jesús Moya Guijarro （卡斯蒂利亚·拉曼恰大学，西班牙）

5. Chiao-I Tseng（不莱梅大学，德国）

6. Francisco O.D. Veloso （比阿维联邦大学，巴西）

7. 常晨光 Chang Chenguang（中山大学）

8. 冯德正 Dezheng (William) Feng（香港理工大学）

9. 黄国文 Huang Guowen（华南农业大学）

10. 李龙 Li Long（香港中文大学）

11. 苗兴伟 Miao Xingwei（北京师范大学）

12. 彭宣维 Peng Xuanwei（深圳大学）

13. 王振华 Wang Zhenhua（上海交通大学）

14. 于海玲 Yu Hailing（湖南大学）

15. 张坤坤 Zhang Kunkun（厦门大学）

研讨会日程安排

Schedule

11 月 5 日，主题：多模态研究（使用语言：英语）

Nov. 5, 2022, Theme: Multimodal Studies (Working Language: English)

腾讯会议：135758894，密码 8336

Voov Meeting: 135758894, password 8336

Web link https://meeting.tencent.com/dm/vnp8LSoaUOAC

	Time	Speaker	Title	Chair
	8:00 -8:30	**Xie Chi** (Vice President, Hunan University) **Mo Zaishu** (Director, School of Foreign Languages)	Speeches at the Opening Ceremony	Yu Hailing (Hunan University)
1	8:30-9:30	Francisco Veloso (Federal University of Acre (UFAC))	Methodological challenges in multimodality: Comics as a case study	
2	9:30-10:30	Feng Dezheng (Hong Kong Polytechnic University)	Multimodality and intercultural communication research	
3	10:30-11:30	David Kellogg (Sangmyung University)	On the specificity of systemic functional grammar: Why paintings are not grammatical	
4	14:00-15:00	Li Long (Chinese University of Hong Kong)	One book, many covers: A diachronic, social-semiotic approach to the study of translated book covers	Huan Changpeng (Shanghai Jiaotong University)
5	15:00-16:00	Chiao-I Tseng & Emilia Djonov (University of Bremen & Macquarie University)	Time in children's audiovisual narratives: A multimodal discourse and empirical approach	
6	16:00-17:00	A. Jesús Moya Guijarro (Universidad de Castilla-La Mancha)	Analysing the part/whole representation of characters in children's picture books from a multimodal perspective	
7	17:00-18:00	Christian Matthiessen (Hunan University)	The construal of communicable diseases in the media	

11 月 6 日，主题：功能语言学（使用语言：汉语）

Nov. 6, 2022, Theme: Functional Linguistics (Working Language: Chinese)

腾讯会议：633282400，密码 0301
Voov Meeting: 633282400, password 0301

Web link https://meeting.tencent.com/dm/4IX9K0s5Rgwq

	时间	主讲人	题目	主持人
1	8:00 -9:00	黄国文 Huang Guowen （华南农业大学）	为什么说系统功能语言学是适用语言学	禤文辉 （Winfred Xuan） （香港都会大学）
2	9:00 -10:00	苗兴伟 Miao Xingwei （北京师范大学）	人际意义的经验化	
3	10:00 -11:00	王振华 Wang Zhenhua （上海交通大学）	适用语言学下的意义、意指和意思	
	11:00 -12:00	于海玲 Yu Hailing （湖南大学）	系统功能语言学、多模态研究与翻译：以《坛经》两译本分析为例	
4	14:00 -15:00	彭宣维 Peng Xuanwei （深圳大学）	从量子语言观看现代汉语的主语概念	于海玲 （Yu Hailing） （湖南大学）
5	15:00 -16:00	常晨光 Chang Chenguang （中山大学）	再示例化、语义投入与翻译中的对等	
6	16:00- 17:00	张坤坤 Zhang Kunkun （厦门大学）	多模态叙事话语的系统功能符号学研究	
	17:00- 17:20	莫再树 Mo Zaishu （湖南大学）	闭幕式致辞	

主讲专家与主持人简介
Introduction to Speakers and Chairs

1. Emilia Djonov（麦考瑞大学，澳大利亚）

Emilia Djonov，澳大利亚麦考瑞大学教育研究系高级讲师。研究领域包括社会符号学、批判性话语分析、多模态话语分析、儿童早期语言和读写、多元读写教学法等。她运用社会符号学理论和功能语法来研究语言和多模态，研究涉及超媒体文本的设计和符号技术及其运用之间的互动。她在 *Discourse，Context & Media; Critical Discourse Studies，Visual Communication, Social Semiotics，TESOL Quarterly* 和 *Text& Talk* 等国际核心期刊上发表多篇论文，并担任 *Multimodal Communication*，*Multimodality & Society*，*Linguistics & Education* 等国际期刊编委。

Dr Emilia Djonov is Senior Lecturer at Macquarie University, Australia. Her research interests and expertise lie in social semiotics, critical and multimodal discourse analysis, early language and literacy, and multiliteracies education. Drawing on social semiotic theory and systemic functional approaches to language and multimodality, she has examined the interaction between the design of hypermedia texts and semiotic technologies and their use. Djonov's research has been published in journals such as *Discourse, Context & Media*, *Discourse: Studies in the Cultural Politics of Education*, *Critical Discourse Studies*, *Visual Communication*, *Social Semiotics*, *TESOL Quarterly* and *Text & Talk*.

2. David Kellogg（祥明大学，韩国）

David Kellogg，哲学博士，韩国祥明大学教授。国际维果茨基科学委员会成员，期刊 *Mind, Culture, and Activity*，*Culture and Education* 客座编辑。研究方向为应用语言学、语言学习策略、批评话语分析、词汇语义学及系统功能语言学。除此之外，David Kellogg 的研究还涉及历史心理学及儿童发展的整体观。他在 *Language and Literature*，*Language and Education*，*Text & Talk*，*British Journal of Educational Studies*，*Applied Linguistics* 等学术期刊上发表文章 70 多篇，并撰写/合著、翻译/合作翻译了超过 25 本书。他在首尔国立教育大学和韩国外国语大学指导研究生撰写论文，共计 20 余篇。

David Kellogg currently works in the Department of English Education at Sangmyung University in Seoul, South Korea. His research interests include applied linguistics, language learning strategies, critical discourse analysis, lexical semantics and systemic functional linguistics. In addition to foreign languages and literatures, David does research in cultural-historical psychology and the holistic science of the child in development. He recently published *A story without SELF: Vygotsky's pedology, Bruner's constructivism and Halliday's construalism in understanding narratives by Korean children* (co-authored with Han Hee-jeung). He has published over seventy articles in indexed scholarly journals, and authored, co-authored, translated or co-translated more than twenty-five books, about half published in Korea and half published internationally. He has also supervised over twenty MA theses at Seoul National University of Education and Hankuk University of Foreign Studies.

3. Christian M.I.M. Matthiessen（湖南大学）
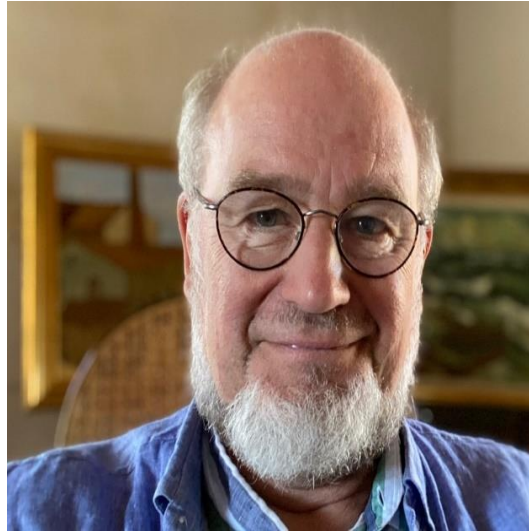
    Christian M.I.M. Matthiessen，湖南大学外国语学院特聘教授。Matthiessen 是系统功能语言学创始人 M.A.K Halliday 近二十年研究的主要合作者，与 Halliday 合作出版了一系列重要著作，为系统功能语言学和语言类型学的发展奠定了基础，是系统功能语言学领域的一位主要领军人物，主要研究领域为系统功能语言学、语言类型学、语言演变、语言与大脑。截至目前，Matthiessen 出版学术专著 20 余部，发表学术论文 100 余篇。

    Christian M.I.M. Matthiessen，distinguished professor at the School of Foreign Languages, Hunan University. He is a leading figure in systemic functional linguistics, having authored or co-authored more than 100 books, refereed journal articles, and papers in refereed conference proceedings, with contributions to three television programs. One of his major works is Lexicogrammatical cartography (1995), a 700-page study of the grammatical systems of English from the perspective of SFL. He has co-authored a number of books with Michael Halliday. Since 2008 he has been a professor in the Department of English at the Hong Kong Polytechnic University. Before this, he was Chair of the Department of Linguistics at Macquarie University in Sydney.

4. Arsenio Jesús Moya Guijarro（卡斯蒂利亚·拉曼恰大学，西班牙）

Arsenio Jesús Moya Guijarro，西班牙卡斯蒂利亚·拉曼恰大学现代语言学系教授，国际期刊 *ATLANTIS* 和 *Miscelánea* 审稿人。主要研究领域为系统功能语言学、社会符号学、话语分析、儿童绘本和广告话语的多模态分析。截至目前，Moya-Guijarro 在 A*TLANTIS, Review of Cognitive Linguistics, Text & Talk, Word* 等国际期刊及 *Estudios Filologicos* 等西班牙期刊上发表论文 20 余篇，出版学术专著 4 部，主持或参与学术课题 3 项。

Arsenio Jesús Moya Guijarro is a Full Professor in the Department of Modern Languages, Universidad de Castilla-La Mancha (UCLM), Spain. He works as a reviewer for many high-quality journals such as *ATLANTIS* and *Miscelánea.* He specializes in the studies of SFL, Multimodality and Social Semiotics. Up to now he has published more than 20 articles in A*TLANTIS, Review of Cognitive Linguistics, Text & Talk, Word*, etc, 4 monographs and chaired and participated in 3 research projects.

5. Chiao-I Tseng（不来梅大学，德国）
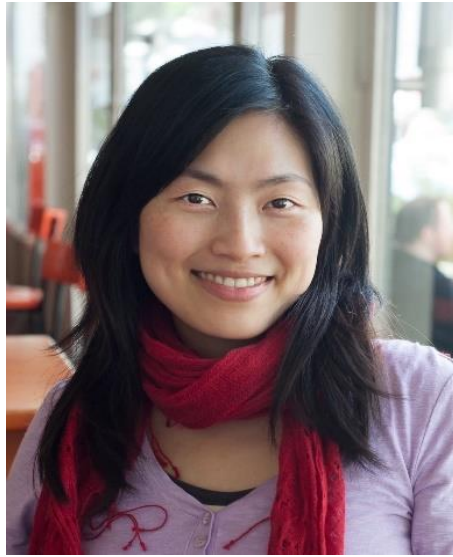
  Chiao-I Tseng，博士，德国不来梅大学语言与文学学院高级研究员。她致力于研究多模态和跨媒体话语分析的理论方法，如建立用来分析视听、图片和数字媒体叙事中的连贯、事件类型、叙事空间的框架。出版专著 *Cohesion in Film*，在国际期刊上发表多篇论文，内容涉及叙事理解过程、文体学、复杂叙事等。目前与 Emilia Djonov 博士合作，从事有关在线新闻广播的多模态叙事策略和儿童对跨媒体叙事理解的研究。

  Dr. Chiao-I Tseng is Senior Researcher in the Faculty of Linguistics and Literary Sciences, University of Bremen. She has been developing theoretical methods for multimodal and transmedia discourse analysis, such as frameworks for analysing cohesion, event types, narrative space in narratives across audio-visual, graphic and digital media. Her publications include a monograph *Cohesion in Film* (2013, Palgrave MacMillan) and several international peer reviewed papers on empirical issues such as narrative comprehension process, genre, stylistics, narrative complexities, persuasion. She is currently work on research projects on multimodal narrative strategies of online news broadcasts and on children's understanding of transmedia narrative (with Dr. Emilia Djonov).

6. Francisco O.D. Veloso（比阿维联邦大学，巴西）

    Francisco Veloso，比阿维联邦大学（UFAC）应用语言学博士，现为巴西比阿维联邦大学（UFAC）助理教授。主要从社会符号学、系统功能语言学视角，研究语言（或其他符号系统）与社会的关系。其研究成果主要涉及较为复杂的多模态文本研究，如漫画研究。曾先后就职于意大利博罗尼亚大学、意大利摩德纳大学、香港理工大学。

    Francisco Veloso is Assistant Professor at the Federal University of Acre (UFAC), Brazil. He has a degree in Applied Linguistics/English from the Federal University of Santa Catarina (UFSC, Brazil). His main research interests include the relationship between language (and other semiotic systems) and society, departing from a social semiotics/systemic-functional linguistics perspective. His research and publications, among other topics, include new developments in the study of complex multimodal documents such as comicbooks. He has previously held positions at the Universita' di Bologna, Universita' degli Studi di Modena e Reggio Emilia, and The Hong Kong Polytechnic University.

7. 常晨光 Chang Chenguang（中山大学）

　　常晨光，中山大学教授，博士生导师，现任中山大学国际翻译学院院长，中山大学澳大利亚研究中心主任，中国英汉语篇分析研究会副会长，广东外国语言学会副会长，*The M.A.K. Halliday Library Functional Linguistics Series* 丛书（Springer）联合主编。主要从事功能语言学、语篇分析、应用语言学的教学研究。在《外语教学与研究》、《中国外语》、*Discourse, Context & Media* 等国内外期刊上发表 50 多篇文章，著作、编著和译著多达 30 余部，并主持多项澳中理事会项目。

8. 冯德正 Dezheng (Willian) Feng（香港理工大学）

冯德正，香港理工大学英文系副教授，博士生导师，专业英语交际研究中心副主任，主要研究方向为多模态语篇分析、传播与交际研究、语言教学等。近年来，他在 *Journal of Pragmatics, Pragmatics and Society, Discourse and Communication, Visual Communication* 等国际期刊（SSCI/A&HIC）发表了多篇论文，担任 *Journal of English for Academic Purposes* 期刊的书评编辑和 *Multimodality and Society* 等期刊编委。目前主持或参与 10 余项国家社科基金、教育部、香港特别行政区政府及香港理工大学研究项目。

Dezheng (William) Feng, PhD, is Associate Professor and Director of the Research Centre for Professional Communication in English at the Department of English and Communication, The Hong Kong Polytechnic University. His research focuses on the analysis of various media and communication practices from the perspectives of pragmatics, discourse analysis and multimodality. His recent publications appeared in journals such as *Journal of Pragmatics*, *Pragmatics and Society*, *Discourse and Communication*, and *Visual Communication*. He serves as Book Review Editor of *Journal of English for Academic Purposes* and editorial board member of *Multimodality and Society*. He is the PI or Co-I of more than ten research projects funded by National Social Sciences Fund, Ministry of Education, RGC of Hong Kong SAR, and The Hong Kong Polytechnic University. His monograph *Multimodal Chinese Discourse: Understanding Communication and Society in Contemporary China* is to be published by Routledge in 2022.

9. 黄国文 Huang Guowen（华南农业大学）

　　黄国文，教育部国家级人才特聘教授，广东省优秀社会科学家，华南农业大学外国语学院院长、教授、博士生导师，"语言生态学"博士点带头人，华南农业大学生态语言学研究所所长。现任国际生态语言学学会（IEA）中国地区代表，中国英汉语比较研究会副会长，中国英汉语比较研究会英汉语篇分析专业委员会会长，广东外国语言学会会长，CSSCI 来源期刊《中国外语》主编，M.A.K. Halliday Library Functional Linguistics Series 语言学丛书（Springer）联合主编，国际期刊 Journal of World Languages (de Gruyter) 联合编辑；先后担任国内外 25 家期刊的编委或顾问。2011-2014 年任国际系统功能语言学学会（ISFLA）执行委员会主席。在国内外学术刊物发表论文 200 多篇，编撰出版专著、教材多部，主编国家级规划教材多部；先后主持多项国家社科、省部级科研项目。研究兴趣包括功能语言学、生态语言学、应用语言学、语篇分析、翻译研究。

10. 李龙 Li Long（香港中文大学）

　　李龙，麦考瑞大学博士，香港中文大学翻译系助理教授，澳大利亚翻译资格认可局（NAATI）的认证译者，擅长法律和医疗领域的翻译。研究方向包括翻译研究、翻译和意识形态、系统功能语言学、语料库语言学。当前研究关注英译之后使中国作家著作声名大噪的汉语文本，以及翻译中不断演变的意识形态。在 *Social Semiotics*，*Journal of Literary Semantics*，*Functional Linguistics* 等核心期刊上发表多篇论文。并且担任 *Meta*，*Text & Talk*，*Gender and Language* 等期刊的审稿人，NAATI 考官。

　　Dr Long Li is Assistant Professor in the Department of Translation at the Chinese University of Hong Kong (CUHK). He holds a B.A., an M.A., and a PhD (Macquarie University) in Translation Studies. Dr Li is a NAATI Certified Translator (Chinese<>English) and Interpreter (Mandarin<>English) with expertise in legal and healthcare discourses. He also currently serves as an NAATI Examiner. His research interests include the translations of successful English works by Chinese migrant writers, the representation of 'China' in the West via translation, contrastive linguistics between English and Chinese (esp. Systemic Functional Linguistics), corpus linguistics, and multimodality.

11. 苗兴伟 Miao Xingwei（北京师范大学）

苗兴伟，复旦大学博士，北京师范大学外国语言文学学院院长、教授。主要从事功能语言学、语用学、语篇分析、文体学和应用语言学研究。主要学术兼职包括中国功能语言学研究会副会长、中国英汉语篇分析研究会副会长等。主持 2 项国家社科基金项目、1 项教育部人文社会科学研究项目。截至目前，发表学术论文 90 余篇，出版专著 6 部，教材 2 部，获省部级科研成果奖 4 次，教学成果奖 1 次。2011 年入选教育部新世纪优秀人才。

12. 彭宣维 Peng Xuanwei（深圳大学）

彭宣维，深圳大学特聘教授，主要研究领域为现在主义认识论、系统功能语言学理论及应用、国外语言学理论与流派、文体学等。他是中国英汉语比较研究会功能语言学专业委员会前任会长，国际系统功能语言学会执委，韩礼德—韩茹凯语言学国际基金负责人，《语言、语境和语篇——社会符号学论坛》（Language, Context and Text: The Social Semiotics Forum, John Benjamins）合作主编。发表学术论文 150 余篇；正式出版学术著作 9 部，主编、主译 39 部。

13. 王振华 Wang Zhenhua（上海交通大学）

王振华，上海交大外国语学院教授、博导；马丁适用语言学研究中心创建人、主任；外国语言文学博士后流动站站长；国务院特殊津贴专家；澳大利亚悉尼大学校长奖获得者。研究领域为系统功能语言学和法律语言学。研究兴趣包括司法话语、评价理论、语篇语义、多模态、语言与社会、语言与教育、功能与翻译。

兼任中国英汉语比较研究会功能语言学专业委员会副会长，英汉语篇分析专业委员会常务理事，法律语言学专业委员顾问；澳大利亚悉尼大学 LCT 研究中心国际顾问等；*International Journal of Law, Language and Discourse*；*Language, Context and Text: The Social Semiotics Forum* 等国内外学术期刊副主编或编委；主持国家哲社科研项目 2 项，国家重大社科项目子项目 1 项，教育部重大项目子项目 1 项，主持及参与省部级社科项目多项。在国内外学术期刊发表论文近百篇。出版著作、译著和教材 24 部。

14. 于海玲 Yu Hailing（湖南大学）

　　于海玲，澳大利亚麦考瑞大学语言学系博士毕业，现为湖南大学外国语学院教授，博导，副院长，湖南大学岳麓学者，湖南省高校青年骨干教师培养对象。近年来主要研究方向涉及：1. 翻译研究；2. 多模态研究（a.中国传统文化和文学以图片、电影、戏剧等方式进行的传播；b.中国官方英文媒体以新闻图片、纪录片等方式进行的国家形象塑造研究）。3. 系统功能语言学与话语分析，语料库研究。承担并完成国社科基金项目 2 项，省级科研与教改项目 3 项。出版英文学术专著 *Recreating the Images of Chan Master Huineng: A Systemic Functional Perspective on the Translation of the Platform Sutra* (Equinox, 2019)，在 *Target, Lingua, Social Semiotics, Text & Talk, Language Sciences, Visual Communication, Journalism* 等期刊发表学术论文 20 余篇。

15. 张坤坤 Zhang Kunkun（厦门大学）

张坤坤，麦考瑞大学博士，厦门大学外文学院助理教授。研究方向为语言学、话语分析、多模态、儿童文学与读写素养。主持教育部人文社会科学研究青年基金项目"中国古典文本向儿童影视改编的多模态话语分析研究"、中央高校基本科研业务费专项资金项目"中国古典文本向儿童影视改编的多模态话语分析研究"，在 *Social Semiotics*，*Functions of Language*，《现代外语》等国内外核心期刊发表多篇论文。

16. 郇昌鹏 Huan Changpeng（上海交通大学）

　　郇昌鹏，博士，上海交通大学外国语学院副教授，博士生导师。入选"上海市浦江人才"资助计划，主持国家社科青年基金项目、教育部哲社青年基金项目、中国外文局和上海市教委智库建设课题。获首届全国高校外语课程思政教学比赛全国总决赛一等奖。主要研究领域为话语分析，中国形象研究，新媒体话语分析，Python与语言数据应用。在*Springer*（2018）和*Cambridge University Press*（2020）出版专著2部。担任SSCI期刊*Journal of Language and Politics*编委。

17. 莫再树 **Mo Zaishu**（湖南大学）

莫再树，教授，博士生导师，湖南大学外国语学院院长，湖南大学教学委员会委员。现担任全国商务英语研究会副理事长，湖南省外国语言文学类专业教指委秘书长，省科技翻译协会副理事长，省翻译协会常务理事。

主要研究方向为英语教学研究、商务英语研究、教材研究。在《中国外语》《外语教学》《外语界》等期刊发表论文 20 余篇，出版专著 3 部（合著 1 部）、译著 1 部、主编/副主编教材 8 部。主持国家社科基金项目 2 项、省级课题 4 项（重点 1 项）。国家级课程思政示范课程团队成员。获国家教学成果二等奖（排第三）、湖南省教学成果一等奖 2 项（排第二）、省社会科学优秀成果三等奖。湖南大学国家级一流专业建设点（英语）和国家首批新文科项目（语言智能实验班）负责人。

18. Winfred Xuan 禤文辉 (香港都会大学)

　　禤文辉，香港理工大学博士毕业，现为香港都会大学教育与语言学院助理教授。研究兴趣包括系统功能语言学、应用语言学、二语写作、学术英语，及汉语二语教育。在 *Babel*, *Functional Linguistics*, *Applied Linguistics Review*, *Australian Review of Applied Linguistics*, and *The Asia-Pacific Education Researcher* 等期刊发表多篇论文，担任期刊 *Journal of English as an International Language* 副主编。

　　Dr Winfred XUAN is an Assistant Professor in the School of Education and Languages at Hong Kong Metropolitan University. He obtained his Ph.D. in Systemic Functional Linguistics from the Hong Kong Polytechnic University, in 2015. His research interests include systemic functional linguistics, applied linguistics, second language writing, English for academic purposes, and teaching English/Chinese as a second language. His works appear in *Babel*, *Functional Linguistics*, *Applied Linguistics Review*, *Australian Review of Applied Linguistics*, and *The Asia-Pacific Education Researcher*. He also serves as an associate editor of *Journal of English as an International Language*, previously known as Asian EFL Journal.

题目与摘要汇总
Titles and Abstracts

Methodological challenges in multimodality: Comics as a case study

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The possibility of replication of a given study provided certain conditions are met is a basic requirement in science, which raises the challenge of achieving reliable characterizations of selected properties of complex multimodal documents such as comicbooks, which are valuable not only in their semiotic potential to tell so many different stories. They are also important as providing a historical mapping of the development of visual semiotic artefacts that require some level of systematic organization, which can then be used to set out a historical mapping of the development of visual communication since early in the 20th century. A current challenge is to investigate page composition in its different levels of delicacy and see how it might contribute to the unfolding of a narrative. In this context, this presentation departs from recent developments in the elaboration of a systematic description of the page composition of visual narratives such as comics and graphic novels (Bateman, Veloso & Lau, 2021; Bateman et al, 2017) as a strategy to strengthen multimodal research method and discuss possible contributions of page composition to storytelling.

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Multimodality and Intercultural Communication Research

William Dezheng Feng

In the constructivist paradigm, culture is not considered as a unitary, static identity that is isomorphic with countries, but as a fluid and complex construct manifested in and constructed by various social communicative practices and events. Social practices in all spheres of communication, be it face-to-face interaction such as classroom teaching or doctor-patient interaction, or media communication such as advertising and social media interaction, are multimodal, relying not just on language, but also paralanguage, visual images, music and so on. It is therefore important that we give these resources full analytical attention, rather than ignore them or gloss them as context. In this talk, I will introduce the frontier topics in this area and propose three aspects of culture related multimodal analysis.

> Cross-cultural comparison: Understanding the complex multimodal manifestations of cultural differences/similarities by analyzing various types of multimodal discourse (e.g., advertisements);

> Inter-cultural communication: Understanding the multimodal communication process between participants from different cultural backgrounds (e.g., business negotiations) as well as the multimodal social/institutional representations of the process (e.g., in EFL textbooks);

> Trans-culturality: Understanding the hybridity, homogeneity, and heterogeneity of culture in the globalized and digitalized world (e.g., in corporate social media posts).

I will introduce relevant multimodal theories and methods for systematically analyzing the cross-/inter-/trans-cultural communication, and then demonstrate the approach through a detailed case study of a Chinese *wanghong* (cyber celebrity) woman's identity construction as transcultural multimodal discourse. I close the talk by arguing that a multimodal perspective is both necessary and promising in intercultural communication research, which can provide new understandings about the complexity and multiplicity of culture in various forms of communication.

On the specificity of systemic functional grammar: Why paintings are not grammatical

David Kellogg

Caravaggio, "The Sacrifice of Isaac" (1603).

Do graphics have grammar? Cartoons do, and some paintings are clearly intended to be read from left to right, as if they were sentences (e.g. the Bayeux tapestry); Caravaggio's "Sacrifice of Isaac" (above) seems almost a tree diagram of a Subject-Verb-Object sentence. The very idea of multi-modal presentation (in graphic art or for that matter in graphic science) seems to depend on the idea that a "grammar" of a graphic display can run parallel to or even within the grammar of a text, like harmony or counterpoint in music (Barthes 1957/1972, 1957/1977; O'Toole 2019; Martin, Painter, and Unsworth 2013; de Silva Joyce and Gaudin. 2007; Kress, and van Leeuven. 2006). But this presentation presents three objections. First, paintings are typically synoptic in the way they present information: they lack a mechanism from the linear unfolding of time (de Saussure, 1918) and instead superimpose many different moments both in their production and in their reception. Secondly, in systemic-functional grammar (Halliday, 2002; Halliday and Matthiessen 2013), "mode" refers to specific aspect of context: the channel of language (spoken or written). This aspect of context is most typically realized in true grammars by systems such as "Theme" (the starting point, or orientation) and "Given" (information that is already realized in text or context).

My presentation will show, using paintings that I started and realized myself) that neither Theme nor Given is recoverable from paintings. Finally, Kellogg and Aghajani Kalkhoran (2021) and Li and Kellogg (2022) argue, in my unbiased view persuasively,

that the explanatory power of systemic functional linguistics depends on its specificity. Since we reject the idea that, for example, Chinese grammar encodes Theme and Rheme in the same way as English, we ought likewise to reject the idea that non-language will encode them in any way as language, i.e. through grammar. I will end the presentation, as Li and Kellogg end their argument on translation, with a call for ontological modesty, epistemological humility, and theoretical constraint (Marx and Engels 1843/2005). Sometimes in linguistic theory, less is more, and more is less (Hasan 1985; 2012). Caravaggio's painting can be read backwards, from the lamb to Isaac to Abraham to the angel; the same cannot be said of this abstract.

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One book, many covers: A diachronic, social-semiotic approach to the study of translated book covers

Li Long

Most translated publications contain a textually prominent front cover; however, systematic studies of translated book covers remain uncommon not only because translation is traditionally conceptualised as the interlingual rendering of written text only but also because translation studies and multimodal studies have generally not engaged with each other. This talk attempts to bring these two fields together by presenting a social-semiotic approach to both the visual and the verbal elements in translated book covers. For the main analytical framework for the visual elements, I deploy Kress and van Leeuwen's (1996/2020) visual grammar and for analysis of the verbal elements, I use both comparative linguistics and corpus tools. The book in focus is *Wild Swans* (Chang 1991), a successful but politically volatile English autobiography by a Chinese migrant writer, and its Chinese translation (Chang 1992, translated by Zhang). The book covers I focus on are the three different English-language covers (1991/2003/2016) and the three Chinese-language covers (1992/2006/2015).

Through an examination of the verbal-visual relations on the covers and the relations between the cover and the text proper, in this talk I discuss overall similarities and differences between the English the Chinese covers as well as diachronous changes. I also discuss contextual factors influencing the cover design, such as ideologies, marketability, and source cover influence.

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Time in children's audiovisual narratives:
A multimodal discourse and empirical approach

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Temporal reasoning has long been recognised as an aspect of cognitive development essential for success in different learning areas, including language and literacy education, history and science.

In this paper, we present a social semiotics-based analytical scheme for investigating children's interpretation of time in audiovisual narratives. We first discuss previous research on children's understanding of time and review the recent empirical studies on children's distinction of various types of temporal devices in story genres. Extending previous research on the key temporal mechanisms in guiding children's narrative comprehension, we propose a multimodal discourse method for analysing how children's interpretation of time is led by the *co-deployment* of various modes in audiovisual media. The method is based on the three fundamental dimensions in the representation of time in audio-visual narratives for children — *event time, sequencing and frequency*. These allow us to move beyond the focus on individual temporal devices such as flashback or temporal ellipsis characterising most previous studies, and to develop a more robust basis for investigating the interaction and combined effects of different devices in narratives.

In order to investigate the empirical value of the framework, we conduct an exploratory study in which 28 children aged 7-10 years watched and interpreted temporally-complex segments from two Disney animations. The empirical results support our hypothesis formulated based on the framework. Finally, we conclude with suggestions about future applications of the framework in research on multimodality and education.

Analysing the Part/Whole Representation of Characters in Children's Picture Books from a Multimodal Perspective

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The aim of this presentation is to establish whether visual metonymies contribute to the construction of gender roles in visual narratives intended for young children. It will be demonstrated whether the characters in the sample texts are depicted metonymically once they have been previously represented by complete depictions (Painter, Martin and Unsworth 2013). The picture books are original stories which stand out for their literary quality and popularity among young children (Sunderland 2012). Some of the picture books selected for analysis feature families in which both parents are male, while the others portray female same-sex-parent families.

The theoretical frameworks adopted for the multimodal analysis are Systemic Functional Linguistics (Halliday 2004), Visual Social Semiotics (Kress and van Leeeuwen 2006, Painter, Martin and Unsworth 2013, Moya-Guijarro 2014), and Cognitive Linguistics (Forceville 2009, Moya-Guijarro 2022). The strategies available to writers and illustrators to represent characters (complete versus metonymic representations) and construct gender roles will be analysed in the contexts where they are produced. Firstly, we will identify characters' metonymic representations in the sample texts. We then proceed to analyse their discourse functions, considering the mappings established between their target and source domains (Forceville 2009). The analysis demonstrates that visual metonymies are essentially used to highlight important aspects of the plot which challenge gender stereotypes and foster the acceptance of non-traditional families.

Key words: SFL; Social Semiotics, Metonymy, Representational Meaning, Picture books, Gender Stereotypes, Same-sex Parent Families

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The construal of communicable diseases in the media

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One of the many fundamental challenges in our global, interconnected world is understanding and dealing with communicable diseases, diseases that may emerge in a very specific location but can become epidemics and even pandemics. While the last few years have been dominated both materially and immaterially (socially and semiotically) by the COVID-19 pandemic, this global challenge is of course part our interconnected history of wellbeing and disease (and thus needs to be seen against the background of previous challenges in "global" history like plagues such as the Black Death, and complementing our material initiatives (like lock-downs and the rapid isolation of patients and the development of vaccines and other medical responses), we need to gain a clear comprehensive understanding of how (potential) outbreaks of communicable diseases are "processed" semiotically — how they are reported, explained, explored, shared …

Here I will select a few examples of how communicable diseases are construed (modelled) in contexts characterized in terms of different fields of activity (of reporting, expounding, exploring, sharing, recommending, enabling, doing) — construed by means of semantic models in language but also by means of other semiotic systems (e.g. charts, maps, and other kinds of "infographics", and also photographs). For example, the WHO's "multimodal" Weekly Epidemiological Records continue to serve as an authoritative widely accessible source of information.

At the same time, it is important and instructive to consider the construal of communicable diseases in contexts of reporting, explaining and instructing against the background of contributions in the area of public health in general — as in public health campaigns in different communities.

While my focus is on the construal of communicable diseases in different fields of activity (the ideational resources of any particular language), this view needs to be

complemented by considerations of the two other parameters of context, viz. tenor (who are taking part, their roles and relations [linguistically, interpersonal resources]) and mode (the role played by language and other semiotic systems [linguistically, textual resources]).

为什么说系统功能语言学是适用语言学

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系统功能语言学既是普通语言学（general linguistics），也是适用语言学（appliable linguistics），但都是以问题为导向的（problem-oriented）。作为普通语言学，它遵循的是"理论—实践—再理论—再实践"的研究路径；作为适用语言学，它遵循的是"实践—理论—再实践—再理论"的实践路径。本报告通过对系统功能语言学发展历程回顾和对其理论与实践的关系的分析，说明为什么系统功能语言学是适用语言学，同时提出，适用语言学是今后我们的研究要聚焦的；对于大多数中国学者来说，实践比理论更加重要，因为语言和语言学研究者的首要任务是研究语言现象和语言使用，而不是语言学理论。因此，在中国语境中，系统功能语言学的研究重心应该落在实践上，研究中心应该是适用语言学。

人际意义的经验化

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系统功能语言学提出了语言的三个元功能：概念功能、人际功能和语篇功能。在语言交际中，人们通过概念功能来表现事物与过程，通过人际功能来实现语言交流，通过语篇功能来组织信息。就这三个元功能的关系而言，概念功能和人际功能反映的是语言外的现象，语篇功能使概念功能和人际功能在语言的层面上成为可能。人际功能涉及发话者与受话者之间的关系，主要体现为语法中的语气和情态。概念功能涉及人们在现实世界和内心世界中的各种经历，又称作经验功能，主要体现为语法中的及物系统。在词汇语法层面上，语气体现为主语和限定成分之间的顺序关系，情态主要体现为情态动词，而语气和情态的隐喻式表达则可以使人际意义经验化，扩展了人际意义潜势的表意空间。人际意义的经验化指的是发话者通过经验功能将人际意义表征为及物性过程和及物性过程中的参与者或环境成分。作为发话者调节命题有效性的手段，人际意义的经验化使发话者与命题的有效性保持一定的距离，因而具有距离化效应。人际意义的经验化也是发话者在人际交流的过程中表达主体性和主体间性的重要手段。

适用语言学下的意义、意指和意思

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语言学研究涉及形式和内容。语言的形式有形式的意义，内容有内容的意义。形式意义和内容意义是语言内在的意义。但是，只研究语言的内在意义，往往可能忽略一个重要因素，即人。我们所研究的语言是人的语言；人有其社会属性。因此，研究语言就必须涉及人和人构成的社会。否则，研究是不全面的，研究得出的结论也有可能缺乏说服力。

语言单位有约定俗成的意义，这些约定俗成的意义大多记载在辞书里。我们的教育从识字取义开始，发展到选词造句，正如刘勰在《文心雕龙》中所说：夫人之立言，因字而生句，积句而成章,积章而成篇。但是，"立言"不只是"因字而生句，积句而成章,积章而成篇"，还需要在"篇"中传递信息、表达情感、实现目的。也就是说，人们用语言固有的意义，来意指要表达的意思。

那么，人们是怎样通过语言的意义来意指他们的意思呢？在适用语言学理念的指导下，我们认为语言作为社会符号，其意义是人在社会交往和人际互动中，对人、事物、事态、思想和观点的一种感觉，具有语境依赖性。说写者通过这种意义（感觉），来意指或传递他们的意思（无论是概念的、人际的还是修辞的）。与此同时，听读者受语境的制约，通过他们对说写者的意思的感觉，表达他们的意思。听读者的意思和说写者的意思可能是匹配的，也可能是错位的。匹配和错位都会影响事件的发展、事态的变化或人际关系。这种"意义、意指和意思"模式也适用于多模态语篇。

系统功能语言学、多模态研究与翻译：以《坛经》两译本分析为例

湖南大学　于海玲

本研究以香巴拉出版社出版的《六祖坛经》两个英译本为例（黄茂林 1969，Thomas Cleary 1998），探索如何将系统功能语言学与多模态研究相关理论运用于翻译研究。研究关注的焦点为译本文字及封面图片对六祖惠能形象的再创造。从文字的人际意义角度，分析了两个译本正文中惠能讲说时所使用的人称代词，以及四种言语功能的实现方式。从图片的交互意义角度，分析了两个译本封面图片所传递的人物接触、社会距离与态度。最后对文字的人际意义与图片的交互意义进行对比，认为在塑造人物形象上，两个译本的文字选择与封面图片的使用取得了异曲同工的效果。

以《坛经》两译本分析为例，研究还讨论了此类分析的意义，并探讨了年青学者如何做好学术规划，逐步实现从功能语言学到多模态研究的转变，以及功能语言学与多模态研究在其他领域的应用。

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从量子语言观看现代汉语的主语概念

深圳大学　彭宣维

韩礼德（1992/2015：167）指出："我们所说的汉语'主语'仍然要在汉语语法的体系中加以界定和解释"。在我们看来，这是因为汉语的语法体系及其主语研究传统跟系统功能语言学把英语主语看作一个人际功能范畴不同。本报告运用量子语言观的基本原理来作为解决问题的基本方案。在上个世纪五十年代中期关于主宾语问题的大讨论中，大致有两派对立的观点：位次主语观和经验基础主语观。由于位次主语观并不符合原初意义上的主语概念，我们认可后者。这就意味着我们需要提供有效方案处理经验基础主语观先前没能合理解决的一系列问题，包括（一）为什么"自行车他骑走了"中的"自行车"是这个主谓结构的宾语、不是主语？（二）为什么"台上坐着主席团"中的"主席团"而非"台上"是主语？（三）为什么汉语主语的识别需要主动、被动和中动语态？（四）为什么"车他骑走了"和"饭不吃了"同时包含主被动态两种可能性？（五）"王冕死了父亲"中的"王冕"和"父亲"在句中究竟是什么语法功能？为此，我们从量子语言观的角度，重新定义汉语句子的主语，即在量子化的经验意义场中从基本事件激发派生而来的、具有等级性的出发点；这一认识的出发点是量子化的交际动力模式，以便说明句式变化的原因；但这一方案还是无法解释以下现象：为什么在主被动语态关系中施力（粒）子和受力（粒）子跟主宾语概念会发生错位变化？于是，我们运用左右手征定则来说明：主语是主被动结构生成过程中、基于又高于先后顺序的出发点。这一尝试对我们重新认识汉语语法、印欧语语法、汉藏语跟印欧语的全面对比、甚至语言的普遍性，无疑具有抛砖引玉的意义。

关键词：汉语；主语；量子性；量子态；时空性；势能化；动能化；手征性；语态

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再示例化、语义投入与翻译中的对等

中山大学　常晨光

从系统功能语言学的角度来看，翻译是语境中意义的再创造（Halliday 1992, 2001；Matthiessen 2001），也可视为源语语篇的意义在目的语语篇中的再示例化（Martin 2008, 2009; Chang 2018），而翻译中的意义对等就是语境中的功能对等。基于此功能思想，本文通过具体的翻译文本分析，关注再示例化过程中的不同语义投入及翻译策略，分析语境因素在此过程中所起的作用，并讨论翻译研究中对等概念的相对性问题。

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多模态叙事话语的系统功能符号学研究

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叙事可以以不同的符号模态（如声音、文字、图像）与媒介形式（如漫画、电影）呈现。系统功能语言学及系统功能多模态话语理论在分析叙事话语方面表现出很强的适用性与独到的优势。本报告旨在梳理多模态叙事话语的系统功能符号学研究，包括系统功能语言与多模态理论在分析视觉叙事、影音叙事、跨媒介叙事等方面的应用与理论探索，以及系统功能多模态话语研究如何促使学者以一个新的角度重新思考传统纸质小说叙事。

视觉叙事（visual narrative）方面的理论探索包括 Kress and Van Leeuwen (2006) 提出的视觉设计语法与 Painter, Martin & Unsworth（2013）的视觉叙事分析。视觉设计语法虽然不是专门用来分析叙事的理论框架，但其中很多原理与概念已被用来分析图像叙事。Painter, Martin & Unsworth（2013）提出了专门用于分析绘本视觉叙事的框架，目标是理解图像构建意义的本质及绘本叙事中图像与文字的关系。系统功能理论也被用来研究影音叙事（audiovisual narrative），这拓展了电影符号学的研究，其中有代表性的包括 Van Leeuwen（1991）对电影中连接（conjunction）的研究与 Bateman（2007）提出的电影大聚合理论（a grande paradigmatique of film）。此外，Tseng（2013）将衔接理论用于电影研究，提出了分析电影中多模态衔接的框架。跨媒介叙事方面，研究者采用系统功能多模态理论，探究叙事话语跨媒介改编过程中发生的意义变化，背后的社会文化语境，及对教育的启示。最后，系统功能多模态话语分析促使大家重新思考传统小说的字体、版面设计、封面、插图等在叙事中的作用。本报告将综述、思考与评价以上四方面的研究，并为后续研究提出建议。