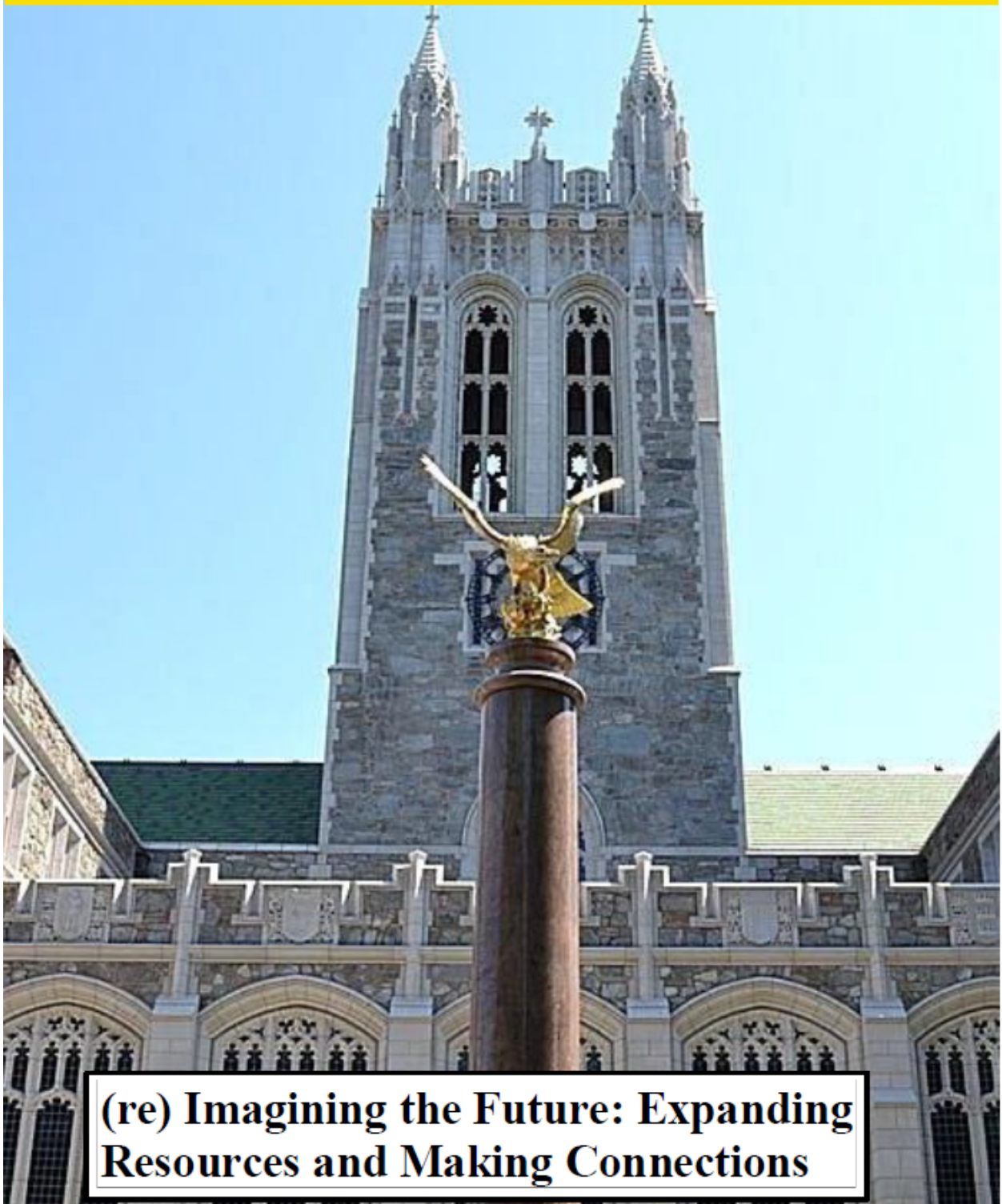


**45th ISFC at Boston College July 23-27, 2018**



**(re) Imagining the Future: Expanding Resources and Making Connections**



*In Memoriam*  
*M. A. K. Halliday*  
1925-2018



Michael Halliday, who founded the Department of Linguistics at the University of Sydney in 1976, has passed away at Uniting Wesley Heights Nursing Home in Manly – aged 93. While Professor of Linguistics at Sydney, Michael built up the Department, developing an undergraduate pass and honours program and the first Master of Applied Linguistics program in the Southern Hemisphere; and he played a key role in attracting an energetic cohort of PhD students. He retired in 1987, becoming Emeritus Professor of the University of Sydney. He had previously held chairs at the University of London, the University of Illinois at Chicago Circle, and the University of Essex.

Born in Yorkshire in 1925, Michael's undergraduate and postgraduate studies, which he pursued in Beijing, Guangzhou, Cambridge and London, focused on Chinese. He later concentrated on English (cohesion, lexicogrammar and prosodic phonology in particular), and is internationally acclaimed as the founder of the theory of language known as Systemic Functional Linguistics (SFL). The fourth edition of his most cited publication, *An Introduction to Functional Grammar* (first published in 1985) was published in 2014. Unlike many of his peers he conceived of linguistics as an ideologically committed form of social action, and devoted his career to the development of an applicable linguistics that could be used to productively address secular concerns; his interest in education and the critical role played by language in teaching and learning is well-known. As Ron Carter comments on the collection of interviews with Halliday edited by J.R. Martin (Bloomsbury 2013):

“The phrases “major figure”, “significance” and “international influence” are commonly overblown in the contemporary academic world; but these interviews with Michael Halliday require no exaggeration. They represent the richest of testimonies to his centrality, significance, impact and enduring influence as a linguist.”

Those who had the good fortune to know Michael as a teacher, mentor, colleague, comrade and/or friend will remember him as a warm and humble yet inspirational figure who made time for those around him, regardless of their status. He suffered terribly from the loss of his beloved wife, colleague and companion Ruqaiya Hasan in 2015, but was comforted in his final years by frequent visits from family and colleagues from around the globe, and the loving care of his son Neil and his partner Shaye.

The Department honoured Michael with the founding of the Halliday Medal upon his retirement, awarded annually to the leading students in its applied linguistics program. As recently as 2014, Halliday presented the award personally at the School of Literature, Art and Media's prize-giving ceremony. His work continues to influence teaching and research in the Department and around the world – an enduring touchstone for everyone interested in language and the ways in which people make meaning to live.

The Department extends its sympathy to Michael's surviving family. His life has passed but the amazing treasure of his intellect will thrive in all those touched by his work for generations to come.

Linguistics Department  
The University of Sydney  
Australia

## Acknowledgments

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# Plenary Sessions



## **Mariana Achugar**

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### **Discursive processes of intergenerational transmission: learning about the recent past**

What do youth know about the recent past? How do they learn about it? What discursive processes and semiotic work is involved in this social activity? This presentation reports on findings from a linguistic ethnography project exploring how youth learn about older generations' historical experience and social memory through engagement with narratives that circulate in various contexts: home, school and popular culture. I will show how intergenerational transmission of recent history occurs through discursive practices like recontextualization (Bernstein, 2000) and resemiotization (Iedema, 2003) resulting in youth's transformative appropriation of discourses. The case of Uruguayan youth learning about the last civil-military dictatorship (1973-1985) serves to show how a contested past is transmitted to younger generations who were not direct participants in the events. Through the analysis of interviews and documents I will show how the transmission of the past requires the active semiotic work of individuals and groups through time. The findings reveal that discourse plays an important part in the social memory transmission process by materializing events and actors that are no longer with us to mobilize them in the service of present objectives.

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## **Tom Bartlett**

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### **Time, the deer, is in the wood: Chronotopic identities, trajectories of texts and community self-management.**

In Sorley MacLean's poem *Hallaig*, it is "a vehement bullet from the gun of love" that slays time, the running deer, and unites the generations passed in a single perpetual moment that transcends the despoilment of the island *clachan* that gives the poem its name. This transcendental quality is, however, firmly rooted in the local, across space and genealogy: in the *Sgreapadal* of the poet's people, from the time of *MacGilleChaluim*, the first clan chief of Raasay, to the villagers *Tormod* and *Eachann Mòr*, and the native trees that are the boys and girls still populating the abandoned village. Through these devices the poet creates a location in time-and-space in which he, as inhabitant and descendent, speaks with a legitimate voice.

Such location of literary works in space and time was termed a *chronotope* by the Russian critic *Mikhail Bakhtin* (1981 [1937]), and the concept has more recently entered into the sociolinguistic literature on globalisation through the writings of *Blommaert* (2015) and others. The focus of the later work is often on the crisis of *chronotopic* legitimacy in the era of globalisation, the limits on the transportability of

texts across boundaries, and the means by which these texts can be reformulated to gain legitimacy at different scales.

These same issues, though as yet unnamed, were encountered in his day by Sorley MacLean as he sought to extend the chronotopic range of his poetry while maintaining the legitimacy of his island voice. This he achieved, firstly, through his explorations of the crises besetting inter-war Europe in the terms of his own people and, most startlingly, the topology of his native Raasay and Skye; and, secondly, through his translation of his poetry from his native Gaelic voice into an English equivalent. In this way we see a rescaling of his poetry in terms of both his chronotopic legitimacy and the scope of his audience.

In more prosaic terms, and returning to the sociolinguistic theme, we see in discourses of development a similar struggle over legitimacy as community activists seek to transpose their intensive, lived understanding of local issues into the extensive and impersonal language of politicians and policymakers – and vice versa – and the different relevances afforded to time and space within the different discourses.

Turning to the theme of the Congress: as ‘applying linguists’ committed to social change and promoting discourse across difference, we need to be aware of the different scales at which discourses operate and the different – often multiple - centres to which participants – including ourselves as analysts - orient and legitimate their voices.

In this presentation I take MacLean’s poem *Hallaig* as a starting point to explore ideas of scale, chronotope and legitimacy, making links along the way to previous fieldwork in the rainforest of Guyana (Bartlett 2012) and the Western Isles of Scotland (Singh and Bartlett 2017). In doing so, I hope to open up a space to explore the ways in which SFL approaches to text and context, as applied to social issues, can both contribute to and benefit from current work in the wider field of social linguistics.

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## Cecilia Colombi<sup>1</sup> and Mary Schleppegrell<sup>2</sup>

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## Advanced (bi)literacy: Where have we been and where we are going?

The SFL understanding of register, dialect, code and genre has enabled researchers to develop descriptions of “advancedness” in second language literacy development that have greatly informed research on literacy development in heritage languages, second languages, and foreign languages (e.g., Schleppegrell & Colombi, 2004; Byrnes, 2006). In this plenary, Colombi and Schleppegrell will review advances in the study of advanced L2 literacy in Spanish and English that have been influenced by SFL-inspired research over the past 20 years and identify current foci and challenges in this research. They will show how recognizing variation in language users and contexts and greater understanding of the challenges of different contexts of schooling have reoriented research toward more fully articulated and contextually situated linguistic analyses of learners’ written and spoken language that are currently shaping research and pedagogy.

The fruits of these efforts, drawing on such SFL-inspired constructs as grammatical metaphor, are influencing research in advanced language learning from other traditions as well (e.g., Ortega, 2015). In addition, current work on disciplinary differences and multiliteracies across traditions of research is increasingly drawing on concepts from SFL. The speakers will share perspectives from their own research and that of others to lay out a research agenda toward continued development of our understanding of the ways learners develop proficiency in additional languages for academic and professional purposes.

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## **J R Martin**

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### **Field shift: ideation, analogy and metaphor**

Over the course of two major research projects SFL and LCT have engaged in a productive transdisciplinary dialogue, focusing in large part on knowledge building. This dialogue has challenged SFL perspectives on ideational meaning, across the levels of register (field), discourse semantics (ideation) and lexicogrammar (ideational resources). This paper engages with responses to some of these challenges, LCT's positional and relational autonomy in particular. It reviews recent work by Doran and Martin on field, and considers how this model can be deployed to describe field shifting in secondary school discourse – focusing on analogy and lexical metaphor. A model of field shifting is developed, drawing on SFL's Bernstein's concepts of regulatory and instructional discourse and their recontextualisation in SFL as the projection of disciplinary knowledge in pedagogic practice.

## **Stanton Wortham**

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### **Discourse Analysis beyond the Speech Event**

Many current approaches to discourse analysis privilege the speech event, presupposing that key social patterns are established in individual events. Even work that explores “intertextuality” typically explores links among events in order to analyze the meaning of individual events or recurring types of events. Recent work by Lemke, Agha and others, however, has described how discourse connects across speech events, how signs and individuals travel across trajectories and how events link to each other at various scales. This work has shown how linked speech events are essential to social life. Social identities, for example, have often been seen as characteristic positionings or representations that occur in discrete speech events and then recur. It has now become clear that social identification requires linkages across events. These chains or trajectories across linked events represent a new unit of analysis. This paper describes a new approach to discourse analysis. Most discourse analytic work focuses on bounded speech events -- conversations, narratives, jokes, interviews and the like. This can be productive, but it cannot capture social patterns that emerge across events. This paper argues that discourse analysts should look beyond discrete speech events to examine pathways of linked events. Drawing on theories and methods from linguistic anthropology, the paper presents a systematic methodological approach to doing discourse analysis across chains of events.

# Colloquia

*Invited colloquia*

**Heidi Byrnes<sup>1</sup>(Chair), Carol A. Chapelle<sup>2</sup>(Chair), Veronika Timpe-Laughlin<sup>3</sup>, Jonathan Schmidgall<sup>4</sup>, Marianna Ryshina-Pankova<sup>5</sup>, Geoffrey T. LaFlair<sup>6</sup>, Shelley Staples<sup>7</sup>, and Jesse Egbert<sup>8</sup>**

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## **Assessing meaning-making ability in context: Exploring register-specific pragmatic competence**

Global migration and communication have resulted in the urgent need to assess L2 users' ability to create appropriate meanings in specific workplace and academic contexts, an ability that is often referred to as 'pragmatic competence.'

Although pragmatic competence is, in some fashion, assessed all the time, important questions remain whether what is being assessed is, in fact, 'pragmatic competence' relevant to the intended register of language use (e.g., business English, academic German writing). Such validation research typically begins with statements that the test measures the construct of 'pragmatic competence' and that scores are useful in a particular context.

Framing the issue in this way highlights significant challenges. First, if pragmatic competence is the construct underlying the validation research, a theoretically defensible and practically useful definition needs to be specified. Second, to support validation research the definition of pragmatics needs to provide guidance for the linguistic analysis of test takers' language performance. However, to date, in language assessment pragmatic competence has been portrayed in diverse ways, often as a component of language knowledge. The conception of pragmatics as a component of knowledge that underlies performance in context provides only limited guidance to researchers wanting to conduct theoretically motivated linguistic analysis of test responses and, ultimately, to the language studies field as a whole. The three papers in this session address these theoretical, analytic, and practice-oriented demands from various perspectives in order to explore productive paths for research on how to conceptualize and assess linguistic meaning-making in specific workplace and academic contexts.

Introduction: Carol A. Chapelle

### **Toward a construct definition of the pragmatics of workplace English**

Veronika Timpe-Laughlin and Jonathan Schmidgall

This paper will provide an overview of pragmatics in the language use domain "English-medium workplace." It will outline commonly identified constitutive components of pragmatics found in the literature and reconceptualize them into a proposed construct of pragmatic competence. Challenges of operationalizing pragmatic competence in both instruction and assessment are discussed.

### **Assessing the pragmatics of speaking in online communication**

Marianna Ryshina-Pankova

This study of synchronous telecollaborative chats by American learners of German and students at a German university investigated intercultural communicative competence (ICC) as an ability to structure oral-like chats in terms of particular conversation moves. The study found that the type and frequency of certain moves contribute to the development of ICC, as they allow for interactional balance, depth, and questioning of cultural assumptions.

### **Uncovering pragmatic competence in speaking through corpus-based register analysis**

Geoffrey T. LaFlair, Shelley Staples, and Jesse Egbert

We used corpus-based register analysis to compare discourse from 98 interactive speaking tests to discourse from academic, workplace, and conversational target domains. High scoring test takers used indicators of pragmatic competence such as stance features (e.g., epistemic adverbs and hedges) more than low scoring test takers and at rates similar to workplace and academic target domains.

Discussant: Heidi Byrnes

Open discussion with audience

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## **Zhihui Fang<sup>1</sup>(Chair), Gloriana Gonzalez<sup>2</sup>, Lay Hoon Seah<sup>3</sup>, Cynthia Brock<sup>4</sup>, David Caldwell<sup>5</sup>, Yanmei Gao<sup>6</sup>**

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<sup>5</sup>University of South Australia, <sup>6</sup>Peking University

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### **Disciplinary Literacies: An SFL Perspective**

Recent scholarship on secondary content area literacy calls for a shift from teaching generic literacy strategies (e.g., note taking, predicting, and summarizing) to teaching discipline-specific literacy practices (Moje, 2008; Shanahan & Shanahan, 2008). This new emphasis on disciplinary literacy instruction requires that teachers have a deep understanding of the social (i.e., the daily workplace routines experts engage in), semiotic (i.e., how experts use language and other semiotic resources in disciplinary meaning-making), and cognitive (i.e., the mental routines or strategies employed by experts in disciplinary reading/writing) practices undertaken by disciplinary experts (Fang, 2012). Much of the discussion around disciplinary literacies in the U.S., however, focuses on the social and cognitive practices of disciplinary experts, with limited attention to their semiotic practices. The purpose of this colloquium is to explore the role of language (and other semiotic systems) in disciplinary literacies and disciplinary literacy instruction. It addresses such questions as (a) what does it mean to be literate in a discipline? (b) how does language use vary across academic disciplines? (c) what are the linguistic/semiotic challenges involved in developing disciplinary literacies for all learners? (d) how can teachers promote disciplinary literacies in their subjects through a functional focus on language? and (e) what are the affordances of SFL for researching and teaching disciplinary literacies? The 110-minute colloquium consists of 4 papers, each focusing on a different discipline (science, math, English, history).

### **Developing English literacy through genre and appraisal analysis**

Yanmei Gao

This presentation shows how genre theory and appraisal theory of the Sydney School can be used in teaching English as a Foreign Language (EFL). Genre and appraisal analysis of sample book reviews can help students better understand the linguistic features of evaluative genres. Explicit instruction on features of book reviews can improve students' genre awareness, linguistic knowledge, and writing ability.

**What does it take for science teachers to attend to the language and literacy demands of their subject domain**

Lay hoon Seah

In this talk, I will share some of the insights gained over the past 5 years from working with science teachers to co-design language-integrated, literacy-infused science lessons. I will unpack some of the conditions and requirements that are required for science teachers to plan and enact such lessons in Singapore multilingual classrooms.

**A geometry teacher's actions for engaging students in mathematizing from real-world contexts: A linguistic analysis**

Gloriana González

I share the case of a geometry lesson using a problem about visual arts. The teacher supported students in connecting their understanding of the problem's context to mathematical ideas. The study exemplifies how linguistic analysis can help researchers in identifying teaching actions for supporting students' engagement in mathematizing.

**Developing historical literacy through functional language analysis**

Zhihui Fang

This presentation describes how history teachers can use an SFL-informed heuristic – 5Es (exploring, engaging, examining, exercising, and extending) – to help students build content knowledge and at the same time develop a critical awareness of the key linguistic/semiotic resources historians use to retell, analyze, and interpret significant past events.

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**Ruth French<sup>1</sup> (Chair), Ruth Harman,<sup>2</sup> Meg Gebhard,<sup>3</sup> Holly Graham,<sup>4</sup> Mary Schleppegrell<sup>5</sup>**

<sup>1</sup> Macquarie University, <sup>2</sup>University of Georgia, <sup>3,4</sup>University of Massachusetts, Amherst, <sup>5</sup>University of Michigan.

**Children's development of knowledge about language**

To what extent can children understand language description, and can they use knowledge about language to help them achieve literate purposes?

This colloquium canvases research into the accessibility and utility for children of a functional grammatics, with the main emphasis being on learners in the elementary grades (ages 5–12) although



some work with adolescents is also featured. Key priorities to be considered include: how a functional grammatics can be implemented through practical activities to which children can readily relate; evidence of efficacy; and links with 'reflection literacy education' (Hasan [1996] 2011, Williams 2016). Productive strategies for teacher education will also be shared.

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### **“The art work just kept on building me up”: Culturally Sustaining SFL praxis with youth**

Ruth Harman, University of Georgia

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Hasan (2011) insisted that contribution of new knowledge to society is a key civic right of all citizens, including minoritized youth. In recent years, harsh immigration and education policies have created hostile environments for emergent bilingual and bidialectal youth in the United States (Allexsaht-Snider, Buxton & Harman, 2013). In working with Latin@ and African American youth and their teachers, we have asked how educative experiences informed by the SFL model might enable these adolescents to contribute to new knowledge.

This presentation outlines what we call a Culturally Sustaining SFL approach to adolescent literacies for civic agency, developed with youth and teachers in the southeast of the United States (Harman & Khote, 2018). Informed by Macken-Horarik (1996) and Gibbons (2006), we see pedagogical design in terms of orchestration, whereby students engage first in congruent modalities and genres (e.g. storytelling and photo voice) and move over time to recursive use of more complex genres of performance and argumentation (e.g. Boal's legislative theater). Discursively, adult allies support youth in shifting from more everyday use of language to more complex utterances in their presentation of school genres such as argumentation and explanation. Through the co-construction of the activities and discourse with more experienced adults, youth develop meta awareness of how semiotic choices can be used to craft a convincing argument (for example), and to challenge existent practices and structures.

The approach provides an example of ways in which adolescents might be engaged in knowledge production / reflection literacy, using SFL-informed tools which we regarded as accessible entry points for these youths and their teachers (more so say, for our context, than beginning directly with the grammatics). Consideration is also given to whether the grammatics might play a role in the longer term.

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### **Little kids learning about language: Functional grammar in early elementary schooling**

Presenter: Dr Ruth French,

Research by: Prof. Geoff Williams and Dr Ruth French

The earliest documented excursions into teaching aspects of systemic functional grammar to elementary school students were conducted in case studies in Sydney, Australia, in the mid-1990s. In these studies and subsequent work, we have consistently found that young learners can be introduced to grammatical description in ways they can understand and, just as importantly, use (e.g. French, 2010, 2012; Williams, 1998, 2000, 2004). Drawing upon data from different case study classes in 'Kindergarten' (the first year of schooling in New South Wales), Grade 1 and Grade 2, this contribution to the colloquium reviews some key findings from these different but similarly motivated case studies. Findings address: children's conscious control of the grammatics and hence the punctuation of quoted speech; effects on oral reading expression; children's critical orientations to narrative; awareness of Theme choice in procedure writing; and early understandings of the relationship between grammatics and register.

The presentation shares suggestions for effective teaching practice, exemplifying some of the children's activities using video and transcript data. A key theme is the importance of play in learning about language. Consideration is also given to how these studies relate to what Hasan called 'reflection literacy' (Hasan [1996] 2011, Williams 2016), and how her proposal might be used to develop future studies in the field, particularly concerning how young learners might be empowered to continue developing new knowledge.

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#### **“Grammar and Bats”: Environmental studies, critical SFL metalanguage, and middle schoolers**

Meg Gebhard & Holly Graham, University of Massachusetts

This study analyzes how linguistically diverse middle schoolers developed a critical awareness of language while participating in an SFL-informed curricular unit dedicated to understanding and taking action to protect a local bat population, in the context of school reforms shaping teaching and learning in the United States (e.g. Common Core State Standards, Next Generation Science Standards). This unit was designed to support a heterogeneous class of seventh graders in learning to read scientific explanations, write letters to government officials, and develop a functional metalanguage to support them in analyzing how language simultaneously constructs ideas, enacts power dynamics, and manages the flow of information in disciplinary texts. The questions guiding this study are: How do students use SFL metalanguage in text production and interpretation practices? Do their uses of SFL metalanguage support critical language awareness, reflection, and literacy gains? And, if so, in what ways?

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Based on analyses of classroom transcripts, student writing samples, and interviews, the findings illustrate how students engaged with SFL, often playfully, to create their own student-generated functional metalanguage. The findings also demonstrate that students used metalanguage to name how meanings are instantiated in ways that “couple” ideational, interpersonal, and textual meanings across strata (Painter, Martin, & Unsworth, 2013, p. 143).

This study contributes to a growing body of scholarship that suggests SFL metalanguage can provide teachers and students with a powerful semiotic toolkit that enables them to navigate the demands of teaching and learning in the context of the global standardization and accountability movement (Humphrey, 2018; Macken-Horarik, 2008; Schleppegrell, 2013).

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#### **The role of meaningful metalanguage: Supporting language development at school**

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Children learning English as they learn school subjects need opportunities to consider *how language means*. In this presentation I report on our work in elementary schools, grades 2–5, to support teachers in engaging children who are learning English as an additional language in talk about texts. Drawing on SFL’s grammatical metalanguage and connecting with disciplinary metalanguage already being used in classrooms, we situated work with grammatics in instructional contexts that supported teachers in achieving curricular goals, making the theory and its tools useful to and usable by teachers.

Developing *reflection literacy* (Hasan, 1996) means not just learning what is already known, but also bringing a critical perspective to the learning so that learners can contribute to the development of new knowledge. This is especially important in contexts where children are learning language while learning school subjects. I will show how using meaningful metalanguage that connects with disciplinary goals

offers opportunities for supporting children's emergent critical reflection on the texts they read, and offers teachers explicit ways to support children in writing in subject-specific ways.

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### **Behind the scenes of metalanguage, semiotic mediation and teachers' work: Insights from emerging perspectives within SFL theory**

In this colloquium participants will draw from their research and practice across a range of educational contexts to propose key principles which need to underpin an 'applied' or 'recontextualised' SF metalanguage' of most use for teaching, learning and assessment.

We begin the colloquium by clarifying understandings related to semiotic mediation and its relationship to metalanguage. We then outline some of the essential methodological steps we have taken in our 'behind the scenes' work with teachers to build metalanguage frameworks responsive to the constraints and opportunities of their particular contexts. By responding to guiding questions, we walk through the decisions we have made across a range of educational contexts to demonstrate both the affordances of SFL resources at different strata of the model and some aspects of the bridging work that a metalanguage must do to be useable in the classroom.

While we argue that there is not one approach for selecting metalinguistic tools, our starting point for this work must be the resources available in the SFL framework rather than the constraints of application. Crucially, we argue that the resulting metalanguage and its terminology must retain its theoretical footprint as a foundation for expanding knowledge of meaning-making.

#### **1. Theoretical and methodological considerations**

##### **Metalanguage and semiotic mediation: definitions and relations**

(Susan Feez)

As a first step towards developing more principled ways of recontextualising SF metalanguage for use in teaching, learning and assessment, Susan Feez unpacks two central concepts: *metalanguage* and *semiotic mediation*. Susan begins by identifying metalanguage as a specialised language functioning more abstracted from the material base than other specialised languages. Susan reviews the challenge of recontextualising metalanguage as pedagogic discourse with the potential to help students bridge the

gap between their everyday language use and the language and literacy demands of content area learning. This process is elaborated by conceiving of metalanguage as a means of semiotic mediation. Semiotic mediation is a feature of all human social interaction during which the external cultural world is mediated by meanings realised in language and other semiotic resources in ways that shape human consciousness and intellectual functioning. Meanings made in everyday social interactions operate invisibly to mediate the cultural and social patterns and structures that shape the worldview and dispositions individuals perceive to be 'natural'. In contrast, meaning-making in formal educational contexts is (ideally) deliberately designed to mediate visibly and accurately for students the culturally-valued specialised knowledges expressed in the languages and literacies of the school content areas. Because the unit of meaning is text in context, text can also be understood as the unit of semiotic mediation. The paper concludes by proposing that a systemic functional (SF) metalinguistic framework is the most effective means available to teachers and students for controlling texts mediating the specialised knowledge of the content areas. This is because an SF framework can be recontextualised as a comprehensive and principled array of language resources, making these resources visible and placing them in the hands of teachers and students in the form of a metalinguistic toolkit.

### **Considerations for 'behind the scenes' work**

Jing Hao

In the second paper, Jing Hao presents explicit methodological steps for applying metalanguage to solve problems in education. These steps were inspired by discussion at recent ISFC colloquia about what the 'applicability' of 'applicable linguistics' (Halliday, 2008) might mean for educators in practice. Jing proposes that an important application of metalanguage in 'behind the scenes' work with teachers is the examination of discourse semantic meanings in order to reveal the disciplinary knowledge at stake in the texts with which students need to engage. Connecting principled talk about texts with teachers existing ways of talking about discipline knowledge has been made possible using new descriptions of disciplinary fields (Martin & Doran, forthcoming) and ideational discourse semantics (Hao, 2015; forthcoming) within the framework of the stratified SFL model (Martin 1992; Martin & Rose 2007; 2008). These descriptions clarify the concepts of 'technicality' and 'abstraction' and address common misunderstandings of 'grammatical metaphor' and 'nominalisation'. Importantly, these descriptions, when combined with Halliday's grammatical descriptions, provide educational semioticians with a multi-layered metalanguage which has the explanatory power to reveal how complex knowledge is built in discourse. This metalanguage can be recontextualised as a bridging metalanguage for classroom use without losing the crucial footprint of SFL theory.

## **2. Applications in education contexts (early years to pre-tertiary study)**

### **Metalanguage and Disciplinary Semiotic Knowledge (DSK) in science**

Sally Humphrey

In the first of four application papers, Sally Humphrey demonstrates steps of a methodology, drawing on emerging SFL discourse semantic descriptions to extend professional learning frameworks developed for TESOL contexts. Sally describes a discipline-based semiotic knowledge (DSK) framework designed to guide teachers of science in their behind the scenes work analysing young learners needs in relation to science curriculum expectations. The DSK framework organises SFL discourse semantic descriptions of ideational entities, dimensions and qualities (Hao, 2015) in ways that enable teachers to 'see' science

discipline knowledge in multimodal representations offered to students at different developmental stages. Teachers can then map a delicate developmental pathway for children as they undertake science investigation from the early years to the middle years. The DSK framework has also informed a principled recontextualised 'bridging' metalanguage to facilitate infused multiliteracies practice. Extending metalanguage beyond verbal language is crucial in multiliteracies pedagogies which, may not always made visual literacies visible.

### **Teacher professional development, semiotic mediation, and functional metalanguage**

Meg Gebhard & Holly Graham

This study explores how a team of pre-service teachers, a mentor teacher, and a literacy researcher collaborated "behind the scenes" to design, implement, and reflect on a curricular unit to support middle schoolers in analyzing the literary genre of memoir and producing literary self-reflections of their own. Central to the design of this curricular unit was the team's attention to supporting students in using systemic functional (SF) metalanguage as a mediating tool to support their reading, writing, and critical analyses literary texts. Preliminary findings of analysis of classroom interactions, student writing and interview data suggest students recontextualized systemic functional linguistics (SFL) metalanguage to create their own student-generated bridging metalanguage in productive ways. This study contributes to a growing body of scholarship that suggests SF metalanguage can provide teachers and students with a powerful semiotic toolkit that enables them to navigate disciplinary literacy demands from a critical perspective. This study also contributes to more robust ways of conceptualizing language from a social semiotic perspective in teaching and teacher education in the context of the standards and accountability movement.

### **Behind the scenes in secondary school: making the field of Visual Arts 'visible' in secondary school**

Trish Weekes

In this paper, Trish Weekes reports on the 'behind the scenes' work in understanding how design elements and principles in Visual Arts can be realised through language, particularly through resources in the discourse of a text. This work too draws on the discourse semantic descriptions of entities, dimensions and qualities (Hao, 2015) to reveal some distinctive characteristics in the discourse of Visual Arts, particularly in relation to extended use of dimensionality. The 'behind the scenes' analysis will be exemplified by using a Year 9 student's writing. After revealing the key linguistic features, Trish then demonstrates how the linguistic findings can be recontextualised through bridging metalanguage in literacy resources for teachers and students of Visual Arts.

### **Choosing metalanguage in pre-tertiary settings**

Lucy Macnaught

In the final paper Lucy Macnaught explores re-contextualised bridging metalanguage, drawing on new developments in SFL theory (Hao, 2015, forthcoming) to consider a possible 'toolkit' for instruction in a pre-tertiary academic writing lesson. Data is taken from a lesson where classroom interaction creates two texts: a co-constructed target text that is gradually scribed on the whiteboard; and a text of classroom talk which creates and discusses the target text. Lucy describes the behind the scenes work of analysing the semiotic features of the target text, and compares these findings with the selections made by the teacher in the lesson. In analysing the teacher's interaction with students, Lucy also considers new developments in the theorisation of body language (Martin, 2017; Martin & Zappavigna,

forthcoming) to outline more expansive conceptualisations of metalanguage, where multimodal semiotic resources, including body language, are involved in sharing and developing knowledge about language through classroom interaction.

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## Translation as re-instantiation: Translators' choices

This colloquium aims to explore ways in which Systemic Functional Linguistics (SFL) and Translation Studies (TS) can foster research collaboration that enhances each other's field with challenges and critical insights. One major concept that we believe can facilitate productive dialogue is translation as 'interlingual re-instantiation' proposed in Souza (2010), which is modelled on the recent developments in the dimensions of realisation, instantiation, and individuation in SFL (e.g. Martin 2006, 2008, 2010), against the broad background of modelling translation in terms of instantiation (e.g. Matthiessen 2001; Steiner 2001). The model considers translation as "the reconstruction of meaning potential of the ST [i.e. source text] as a TL [i.e. target language] text" (Souza 2010:139). This is highly compatible with the concept of translation as a process of choices, which is widely accepted in TS (c.f. Munday 2012). However, theoretical and practical issues in this area are still under researched (for a recent application of this notion in the analysis of novels see Chang 2017).

In this colloquium, we present three SFL-based TS papers with the underlying theme of 'translation as interlingual re-instantiation'. The papers are organised metafunctionally. The first paper is concerned with the re-instantiation of experiential meaning intra-lingually (from Classical Chinese to Mandarin Chinese), inter-lingually (from Chinese to English), and inter-semiotically (from language to cartoon/song). The second paper is about the re-instantiation of logical meaning, i.e. the re-construal of the implicit conjunctions in the translation of recreating texts from Chinese to English. Our third paper moves up the instantiation cline from the instance pole to the system pole, comparing the affordances

of the interpersonal system of DEGREE OF INTENSITY in the source language (SL) (English) and TL (Chinese), to probe how re-instantiation affects the instantiation of the systemic choices in the TL. We will close our colloquium with a summary of the three papers and point to future directions of research in this area.

### **Translation as re-instantiation from a multimodal perspective**

Hailing Yu

The study explores the re-instantiation of a story in the Chan Buddhist text, the Platform Sutra, in its intra-lingual, inter-lingual, and inter-semiotic translations (Jakobson 1959) focusing on the system of TRANSITIVITY (characters' participant roles) in the experiential metafunction. The purpose of the study is to see how the change of language and semiotic mode influences the way in which the story is actually re-instantiated. Intra-lingually, I will compare the story in Classical Chinese with one of its translation into Mandarin Chinese; inter-lingually, I will compare the story in Classical Chinese with its English translation by Wong Moulam (1930); inter-semiotically, I will compare the story told in Classical Chinese, Mandarin and English (through language only) with the same story told in a cartoon and a song. The idea of re-instantiation helps us to see the stories in the cartoon and the song as the result of artistic creation, rather than judge them as being 'unfaithful' to the original story. The idea of multimodality helps us to re-consider the definition of 'inter-semiotic' translation, where language and other semiotic modes, such as pictures, music, colour, cooperate to make meaning.

### **Chinese-English translation choices of logical relations in recreating texts from a systemic functional linguistics perspective**

Xueying Li

This study focuses on translating logical meanings from Chinese into English, which is one of the most challenging issues when translators work in this direction. The challenge is caused by a typological difference between the two languages, i.e. unlike English, clauses in Chinese are often linked in an implicit way without any conjunctions (Peng 2000; Hu et al. 2005; Kim, Heffernan & Jing 2016). This challenge has been investigated in some translation studies (e.g. Liu 2006, Xi, 2008) but none of them has explored a range of potential translation choices or explained the impact of each choice on the domain of meaning. Against this background, this study examines a range of C-E translation choices of logical relations that have been adopted in four different English translations of a recreating text, Hong Lou Meng and presents findings in the form of a system network for the C-E translation choices of logical relations.

### **Translation studies: Some taking and giving in SFL**

Long Li

Although many translation scholars (Taylor 1993; Munday 1998; Kim & Matthiessen 2015) have proposed SFL as an empowering tool to enhance objectivity and research rigor in translation studies, it still remains challenging to address typological differences to ensure commensurability in translation studies. As of 2018, more than a dozen languages have been described from an SFL perspective; however, typological descriptions are often unavailable or lack sufficient delicacy for the questions at stake. For instance, some sub-systems in English have been described to great detail, but not in languages other than English (e.g. the DEGREE OF INTENSITY in Chinese). Even when descriptions are available, they may not be highly applicable in the analysis of large corpora, possibly because of the



limited exemplification of the sub-systems. This paper explores some challenges caused by such gaps in SFL-based translation studies and proposes some practical strategies to overcome them.

### **Closing remarks: Ways to move forward**

Mira Kim and Dongbing Zhang

Based on the papers presented, in the last session we will discuss some theoretical aspects of modelling translation as re-instantiation, possibly asking questions such as “How do the analyses deepen/modify our understanding of the process of instantiation, distantiation, and re-instantiation?” and “How are the dimensions of realisation, instantiation, and individuation woven together as translation happens?” We will also discuss ways of conducting principled text analysis in translation studies to address questions such as “How do we identify the points of comparison across strata, metafunction, and rank?”

Although these questions are based on SFL concepts, we would like to emphasise that TS is a field of research with its own object of study and its own set of logics for asking questions. TS can be a productive domain for testing the applicability of linguistic concepts from the perspective of SFL (Halliday 2010). But from the perspective of TS, the direction should be reversed. We address research questions specific to TS drawing on linguistic theories such as SFL. We hope our discussion in this colloquium about the benefits and limitations of the SFL-based studies can foster constructive ways of further collaboration between SFL and TS.

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**Working Together: How Legitimation Code Theory is so valuable to SFL**

The cutting-edge of educational research and practice in Systemic Functional Linguistics is closely connected with Legitimation Code Theory (LCT). Leading scholars in both fields collaborate closely in research projects and a rapidly growing new generation of scholars are emerging who are theoretically ‘bilingual’. This work draws on LCT to explore knowledge practices and SFL to examine the linguistic practices, generating complementary insights into social semiotic practices in education and beyond. This productive collaboration is renovating fundamental ideas in both approaches, leading to new understandings of, for example, field, mode and context in SFL. It also generates practical ideas for advancing social justice in education, such as integrating semantic waves into teaching-learning cycles.

This colloquium brings together scholars from both fields to illustrate the potential of work using LCT to complement SFL. Papers address a series of questions:

- J.R. Martin, who needs no introduction, considers the question ‘why work with LCT?’;
- Karl Maton, the creator of LCT, addresses ‘what is LCT?’;
- Y.J. Doran, supervised by and now working alongside Martin and Maton, illustrates ‘how can working together help research?’;
- Eszter Szenes and Namala Tilakaratna, pioneers in enacting LCT in pedagogy, show ‘how can LCT and SFL work together in classrooms?’;

- Michael Maune, an early adopter of LCT in North America, explores ‘what can LCT offer SFL in the USA?’; and
- Andrés Ramirez, leading the charge in US SFL-LCT classroom research, continues on that question by reporting on a new research project.

### **Working with LCT**

J.R. Martin

To start this colloquium I draw on decades of experience in research projects bringing together SFL and LCT to discuss why working with LCT is so valuable to SFL. In particular I focus on its influence in encouraging new ideas of field and mode, and developing models of identity.

### **What is LCT?**

Karl Maton

I introduce, define and illustrate key LCT concepts that are being taken up by SFL scholars and discusses how they are used together in research to generate greater explanatory power.

### **SFL and LCT working together in research**

Y.J. Doran

Drawing on major interdisciplinary research projects, I illustrate some of the ways that LCT is providing a complementary perspective for SFL scholars, such as how analysis of ‘semantic waves’ reveals the otherwise hidden patterns underlying the use of a wide array of linguistic resources.

### **SFL and LCT working together in pedagogy**

Namala Tilakaratna & Eszter Szenes

We illustrate how SFL and LCT work together to improve pedagogy, focusing on pedagogic interventions in higher education in Singapore and Australia. We show the value of the LCT notion of ‘semantic waves’ for teaching disciplinary literacy, from deconstructing assignment questions to modelling successful student writing.

### **SFL and LCT in the USA**

Michael Maune

I consider how LCT can complement LCT in the USA. I illustrate how LCT is useful for assignments and curriculum in college English composition pedagogy. I then consider several problem domains in the USA that LCT is poised to address, including K-12 and college curriculum and political discourse.

### **LCT in US Classrooms? Teachers as researchers through semantic codes and action research**

Andrés Ramírez

I report on the preliminary stages of a research project that combines the Semantics dimension of LCT with action research methodology to foster discourse analysis and classroom research skills for in-service teachers in a K-8 laboratory school annexed to a large public university in the southeast United States.

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## **Nominal Group System and Structure: Contrastive Analysis**

The purpose of this colloquium is to foster the development of work on nominal group system and structure across languages in response to the predominant clause focus of previous research. This is a crucial frontier for SFL because of its significance for the realisation of clause rank participants, experiential metaphor, appraisal (attitude and graduation systems in particular) and the distillation of technicality across languages.

We are proposing three joint presentations, focusing on a contrastive analysis of nominal group system and structure: Korean and Mongolian, Chinese and Tibetan, Spanish and Portuguese. For each language we present an overview of multivariate structure, the systems these structures realise and the classes they are realised through. The purpose of each presentation is to foreground implications for functional language typology research. Specific issues to be addressed include data compilation, axial argumentation, metafunctionality, and the realisation of discourse semantic entities.

More particular concerns have to do with: the treatment of structure markers (adpositions and linkers), the need for complementary experiential and logical structures, recognition of Focus structures (Martin et al. 2010), word complexes realising elements of structure, multivariate vs univariate treatments of subclassification, the structure of experiential metaphors and the structure of proper name nominal groups.

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### **Nominal group system and structure in Korean and Mongolian**

Mira Kim, J R Martin, and Dongbing Zhang

In this presentation we will introduce a sketch of nominal group system and structure in Korean and Mongolian, briefly compare their resources for construing entities in discourse and touch on theoretical and descriptive issues arising (for example the status of what we call Function Markers, recognition of distinct Classifier and Thing functions, and the need for complementary experiential and logical structures).

The nominal group in Korean involves some combination of noun classes (including common noun, proper noun, pronoun and bound noun), adjectives, numerals, determiners and particles . They realize the following functions: Qualifier, Orient, Deictic, Epithet, Order, Classifier, Thing, Quantity, Perspective and Function Marker. In this part of our presentation we introduce each of the functions with respect to the systems they realise. We'll begin our discussion with the nucleus of the nominal group, the Thing (which is always present). We then introduce the functions realised by a word or word complex before the Thing (Deictic, Epithet, Order and Classifier), then the functions realised by a group/phrase or clause before the Thing (Qualifier, Orient) and finally the functions realised after the Thing (Quantity, Perspective and Function Marker). A nominal group structure including one instance of each function would unfold as follows:

Qualifier ^ Orient ^ Deictic ^ Epithet ^ Order ^ Classifier ^ Thing ^ Quantity ^ Perspective ^ Function Marker

The nominal group in Mongolian deploys some combinations of simple nominals such as nouns, adjectives, numerals, determiners and nominal particles. It also involves complex nominals (including noun complexes and adjective complexes) and embedding (of group, phrase and clause). Its multivariate function are Qualifier, Orient, Deictic, Numerative, Measure, Epithet, Classifier, Thing, Relation, Quantity, and Function Marker. In this part of our presentation we first briefly clarify the criteria for identifying particle, word, word complex and embedding. We then introduce each of the functions with respect to the systems they realise. We argue that the expandability of the pre-Thing functions first decreases (i.e. moving left from Classifier to Deictic) due to textual constraints and then increases (i.e. continuing left to Orient and Qualifier) due to experiential needs. Their potential for expansion is also manifested in their mode of realisation. We also argue that the post-Thing functions are oriented to textual and interpersonal functions (i.e. thematic structure, participant identification and tenor relations). A nominal group structure including one instance of each function would unfold as follows:

Qualifier ^ Orient ^ Deictic ^ Numerative ^ Measure ^ Epithet ^ Classifier ^ Thing ^ Relation ^ Quantity ^ Function Marker

### **Realising activities through nominal groups in Mandarin and Tibetan**

Jing Hao and Pin Wang

In this presentation we adopt a top-down approach to describing nominal group system and structure in Mandarin and Tibetan. We examine how activities in the register variable field including science, history, psychology, and Jataka tales (birth history of the Buddha) are realised through nominal groups. This involves firstly distinguishing among meanings at three strata: 1) activities at the level of field; 2) realisations of activities through entities (i.e. activity entities in Hao (in press)) and figures in the discourse semantics; 3) nominal groups which realise activity entities congruently, and realise figures metaphorically.

The examination of nominal group in Mandarin draws on the data of university textbooks in the subject areas of biology, Chinese history and psychology. The analysis shows that nominal group structures can realise activity entities congruently, and realise figures metaphorically. This identification involves making a distinction between 'live' and 'dead' grammatical metaphors (Halliday 1998). To metaphorically realise a figure, the nominal group is constituted with either Deictic^Thing, or Possessive Deictic^Thing. To congruently realise an activity entity, the nominal group tends to display either a Thing

or Classifier^Thing structure. It will be shown that subordinating marker *de* plays a critical role in differentiating nominal groups which are metaphorical realisations from the congruent ones.

The study of Tibetan nominal groups is based on the data of recount of the Buddha's birth history known as Jataka tales. As in Mandarin, activities at the level of field are realised in Tibetan through either activity entities or figures in the discourse semantics. To congruently realise an activity entity, the Tibetan nominal group structure would unfold in the sequence of Qualifier ^ Classifier ^ Thing ^ Epithet ^ Measure ^ Numerative ^ Deictic ^ Function Marker, including one instance of each function. To metaphorically realise a figure through a nominal group, the nominaliser *-pa/-ba* is attached to the present, perfect, or future verbal stem. This nominalised figure performs the function Thing and typically enters into the structure Thing ^ Function Marker.

### **Nominal group system and structure in Spanish and Brazilian Portuguese**

Beatriz Quiroz and Giacomo Figueredo

This paper outlines a system/structure profile of the nominal group in Spanish and Brazilian Portuguese. In both languages, the contribution of the nominal group to the construal of entities in texts is first briefly explored; theoretical and descriptive issues arising from the accounts proposed are then put forward. The discussion includes the recognition of distinct Classifier, Focus and Qualifier functions, and the positioning of multivariate functions as well as their potential as Head in the univariate structure of the nominal group.

The nominal group in Spanish involves noun classes (including common noun, proper noun and pronoun), adjectives, numerals, determiners, and embedded units (clauses, nominal groups and prepositional phrases). These classes realise the following multivariate functions: Deictic, Thing, Focus, Epithet, Classifier and Qualifier. The paper introduces each of these structural functions in relation to the feature motivating it in the relevant systems. The exploration begins with the core of the nominal group, the Thing – which can be ellipsed depending on the clausal and discourse environment of the nominal group. Other functions that may be realised before or after the Thing are introduced in a second step, including Deictic, Numerative, Focus, and Epithet. Functions such as Classifier and Qualifier (which is realised by an embedded group/phrase or clause), generally positioned after the Thing, are presented last. The potential interpersonal and textual motivations for the positioning of multivariate functions around the Thing, as well as their potential as Head in the univariate structure leads to a number of structural possibilities in Spanish, which are summarised at the end of this section.

The nominal group in Brazilian Portuguese is constituted by word classes (nominal and adverbial) operating as elements in nominal group structure. The multivariate structure has two broad functions of Quality and Thing. Quality is generated by choices in the systems of DEICTICITY, with associated functions of Deictics: non-selective (specific and non-specific), selective for proximity, selective for person, indefinite and interrogative. QUANTIFICATION, with functions of Numerative: ordenative, quantitative and interrogative. EPITHESES, including Epithet: experiential and interpersonal. CLASSIFICATION, with Classifier: several classes (with respect to material, origin, characteristic, etc.). The Thing is a function realising features of the system of THING TYPE, which includes: conscious (high-, low-, non-), human, animal, material object, substance, material abstraction, institution, semiotic object, semiotic abstraction. The univariate structure of the nominal group distributes elements in Head ( $\alpha$ ), pre-modifying ( $\gamma\alpha$ ,  $\gamma\beta$ ,  $\gamma\gamma$  ...) and post-modifying ( $\alpha$ ,  $\beta\alpha$ ,  $\beta\beta$ ,  $\beta\gamma$ ...) positions. The Head can be conflated with any of the elements from the multivariate structure, including Qualifiers (prepositional phrases

mostly). Post-modifying position is dominant in relation to pre-modifying position in Brazilian Portuguese, which enables Post-modifiers to be modified by Pre-modifiers.

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**Luciana C. de Oliveira<sup>1</sup>(Chair), Mary Avalos<sup>1</sup>, Andrés Ramírez<sup>3</sup>, and Sabrina Sembiante<sup>4</sup>**

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**The Teaching and Learning of the Content Areas for Multilingual Students in U.S. Elementary Schools**

This colloquium addresses the teaching and learning of the content areas of English language arts, mathematics, science, and social studies for multilingual students in elementary/primary U.S. schools. Each paper presents a dimension of this focus, going from analyses of textbooks to analyses of classroom discourse from a teacher's and students' perspectives. Papers use different systemic-functional linguistic analytical elements and provide implications for the use of SFL in analyses of textbooks and classroom discourse at the elementary level.

**Employing Multimodal Practices to Support Students' Access to Academic Language and Content in Social Studies**

Sabrina Sembiante

We analyze visual and verbal modes (i.e., images and text) in English and Spanish social studies textbooks to identify how teachers can provide alternative and supplementary ways for students to gain access to these discourses. Implications focus on how literacy pedagogy can encompass the full range of students' semiotic resources.

**What do Textbooks Reveal about the Grammar of Neoliberal Education Policy?**

Andrés Ramírez

A comparative lexico-grammatical and semantic analysis of two science 3<sup>rd</sup> grade curricular units written in Spanish is presented. Units were used in Spanish-English bilingual programs in the United States and in regular elementary classrooms in Colombia. The analysis links textbook consumption with ongoing deskilling of teachers' work in the U.S..

**Scaffolding Literacy and Language for Meaningful Interactions in a First Grade Classroom**

Luciana C. de Oliveira

Multilingual students benefit from talking about verbal and visual resources as means of accessing the information in English language arts/literacy. This paper reports on a study conducted in a first grade classroom where the teacher, Mrs. Cabana, implemented a Teaching/Learning Cycle with the children's picture book, *Last Stop on Market Street* (de la Peña, 2015). We explored and report on the nature of Mrs. Cabana's guidance through interaction in the context of a shared experience, with examples from classroom discourse.

de la Peña, M. (2015). *Last stop on Market Street*. London, UK: Penguin Books.

## **Identity Construction in Fourth Grade Mathematics Problem-solving Discussions**

Mary Avalos

The Common Core State Standard (CCSS) Mathematical Practice 3 (MP3) calls for students to “construct viable arguments and critique the reasoning of others” (<http://www.corestandards.org/Math/Practice/MP3/>). This paper examines four diverse fourth grade groups’ mathematics problem-solving discussions to analyze collective identity construction (Koller, 2012) for MP3. Discussions were transcribed for discourse analyses of social actor representation, process types, evaluation, modality, and intertextuality to explore, “*What collective identities do diverse students produce during a mathematics problem-solving discussion?*” Among other interesting findings, the group leaders’ gender appears to be an important factor in identity construction. Koller, V. (2012). How to analyse collective identity in discourse: Textual and contextual parameters. *Critical Approaches to Discourse Analysis across Disciplines*, 5(2), 19-38.

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## **Patrick Proctor<sup>1</sup> (Chair), Mariela Páez<sup>2</sup>, Caitlin Malloy<sup>3</sup>, and Deeksoon Kim<sup>4</sup>**

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## **Bilingual learners in the U.S. context: Findings from instructional research on language use and development**

Literacy, now more than ever, is the foundation upon which content knowledge and informed citizenship are built, which places a special emphasis on literacy instruction for children and youth. In such a context, the availability of technology and the increasingly fluid nature of global migration has led to increasing numbers of transnational youth who maintain significant ties to two or more countries (Oliveira, 2017; Skerrett, 2015). The unique racial, ethnic, and linguistic pluralities in the United States interact with this reality, demanding that we as educators and researchers become more linguistically and methodologically flexible as we tackle issues of generalizable literacy research and the means by which that research is translated into practice across tremendous variability in the instructional contexts in which children and youth are learning.

In this colloquium, we take on this challenge by focusing on the centrality of language and literacy use, development, and instruction across early childhood, elementary, and middle school settings. We explore a set of related and overlapping questions, including: 1) what are novel and exemplary instructional practices that leverage literacy and language?; 2) how does and should multilingual literacy development affect instructional choices? 3) how do multimodal literacies (e.g., digital stories, interactive vocabulary) depict and link to emergent bilingual learners’ experiences, self-expression, and reflective learning?; 4) how can the ‘visual grammar’ described in systemic functional linguistics illuminate emergent bilingual learners’ multimodal expression?

## **Teachers’ language across three types of Early Childhood programs**

Mariela Páez and Caitlin Malloy



This presentation describes the language use of exemplary teachers of Dual Language Learners (DLL) children when conducting whole group instruction in early childhood classrooms. Three types of programs Head Start, public and private preschools are included in the study representing the mixed delivery system or early childhood education in the United States. We know from research in early childhood that language experiences in the classroom are an important source of learning and that teachers create rich linguistic environments to support young children (Castro et al., 2011). This is especially important for DLLs who speak a language other than English at home and might be exposed to English for the first time in these settings. Video recordings for six exemplary teachers (two in each program) were analyzed to describe teachers' instructional and multimodal language use in group settings. Findings show the characteristics (e.g, modality, type of talk such as contextualized and decontextualized language) and purposes of teachers' verbal communications (e.g., repeating, confirming, elaborating) across these different classrooms. Implications for enhancing early childhood practices related to language and literacy development for DLL children are discussed.

### **Instructional and empirical pathways between linguistics and literacy**

Patrick Proctor

This presentation describes a program of research grounded in the exploration of the relationships between discrete linguistic skills (syntax, semantics, and morphology) and reading comprehension among Spanish-English emergent bilingual learners in the United States. It further relates how this longitudinal, exploratory research informed the development of a language-based reading curriculum for emergent bilingual learners in fourth and fifth grades. The curriculum was iteratively developed over a two-year period using design-based research procedures, and implemented in the third year as a randomized-control trial with 239 students from the Northeast and Mid-Atlantic regions of the United States. Implications for the systemic functionality of language in bilingual curricula are central to the findings.

### **“It took a while, but as you can see, it was totally worth it”: Reflecting on middle school English language learners' multimodal digital stories**

Deoksoon Kim

This study explores how middle school English language learners employed the multimodal semiotic resources available in digital storytelling to communicate their experiences and illustrate their subject matter learning in a year end capstone program. Adopting a systemic linguistics approach, the study explores English language learners' multimodal digital stories, showing how these stories provided them insight into their experiences and gave them opportunities for self-expression, and facilitated their reflective learning.

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## **Marianna Ryshina-Pankova<sup>1</sup> (Chair), Ulrika Magnusson<sup>2</sup>, Cassi Liardét<sup>3</sup>, Xuan Winfred<sup>4</sup>, María Cecilia Colombi<sup>5</sup>**

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## **Conceptualizing, describing, and fostering advanced L2 proficiency**

This colloquium addresses the challenge of defining, describing, and fostering advanced L2 proficiency, as it demonstrates the potential of SFL to conceptualize advanced L2 meaning-making in various foreign languages in connection to the communicative goals of advanced literacy discourses on the one hand and specific linguistic resources used to achieve these goals, on the other. In particular, the colloquium investigates the demands for metaphorical reconstrual of experience and for establishing an indirect relationship with the distant audience typical of advanced literacy genres and ways they are fulfilled linguistically, specifically through the use of ideational and interpersonal grammatical metaphor (GM). The first two papers focus on the occurrence and functions of ideational GM as a linguistic resource crucial for achieving abstractness and coherent reasoning valued in academic discourse, in English and Swedish. The third presentation addresses the deployment of interpersonal resources, including interpersonal GM, in advanced ESL writing by the Chinese learners. Finally, the fourth presentation elucidates some pedagogical and curricular practices inspired by the SFL theory and empirical research that help promote development of advanced literacy in the context of the curriculum for Spanish heritage learners.

Introduction: Marianna Ryshina-Pankova

### **Grammatical metaphor in the writing of highly educated L2 learners of Swedish**

Ulrika Magnusson

This paper reports on the use of grammatical metaphor (GM) in texts by highly educated L2 users of Swedish within a program leading to a Swedish teaching qualification. The occurrence of GM and its potential for creating academic reasoning are studied in two genres and correlated with other genre-specific features of the texts.

### **Decoding scholarly discourse: Analysing advanced L2 learners' deployment of grammatical metaphor**

Cassi Liardét

Grammatical metaphor is a key linguistic resource for constructing sophisticated, relationally-oriented language privileged in academic or 'scholarly' discourse. This study examines undergraduate and postgraduate university learner texts to identify how L2 learners deploy the resources of grammatical metaphor to achieve the condensed, cohesive and sophisticated language valued in academic discourse.

### **Understanding interpersonal meaning-making in advanced Chinese ESL writing**

Xuan Winfred

Utilizing the SFL framework of Modality, this study investigates the interpersonal meaning-making in advanced Chinese ESL writing. The findings show frequent overuse of modal auxiliaries, which indicates the students' partial mastery of the system of Modality and points to the necessity of familiarizing learners with a variety of interpersonal resources in instruction.

### **A functional theory of language for the teaching of Spanish as a heritage language in the United States**

María Cecilia Colombi

This presentation examines the potential of SFL in a curriculum for advanced Spanish L2/heritage learners. It describes pedagogical practices that stress the relationship between the bilingual continuum

and the social context. The paper argues for explicit instruction of register theory as a way of promoting students' language awareness and academic literacy.

Open discussion with audience

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## **Len Unsworth<sup>1</sup>(Chair), Jim Martin<sup>2</sup>, Yaegan Doran<sup>3</sup>, and Yufei He<sup>4</sup>**

<sup>1</sup>*Australian Catholic University*, <sup>2,3,4</sup>*University of Sydney*

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### **Imagic ideation: construing knowledge and values in secondary school images and animations**

These presentations draw on studies seeking to advance Systemic Functional Semiotic (SFS) and Legitimation Code Theory (LCT) perspectives on the meaning-making resources of images in the context of secondary school science and history education. SFS/LCT dialogue has led to a reconsideration of the traditional SFL notions of technicality and abstraction, recontextualised as mass in Martin (2017) and presence in Martin & Matruglio (2013).

Martin 2017's model of what he calls 'mass' is presented below, including a third column characterising the nature of mass in academic discourse.

<b>metafunction</b>	<b>type of mass</b>	<b>academic discourse</b>
textual	aggregation	integration
interpersonal	iconisation	radiation
ideational	technicality	condensation

Martin & Matruglio 2013's model of what they call 'presence' is presented below, including a third column characterising the nature of presence in academic discourse.

<b>metafunction</b>	<b>type of presence</b>	<b>academic discourse</b>
textual	implicitness	explicitness
interpersonal	negotiability	factuality
ideational	iconicity	abstraction

Drawing on this work the colloquium is concerned with developing new theoretical bases for understanding how ideation is construed in still and moving images.

#### **Interpreting mass and presence in images**

*J R Martin*

Collaborative research by Gill, Martin and Unsworth has been working towards an application of this framework to images in secondary school history and science. Martin's framework for mass has proved readily applicable; but Martin & Matruglio's presence categories have had to be relabelled and defined:

<b>metafunction</b>	<b>type of presence</b>
textual	explicitness
interpersonal	appeal
ideational	congruence

In this presentation I will introduce the colloquium by reviewing the framework for analysing presence and mass in language and discussing the issues arising as it is reworked and applied to the analysis of images.

### **Frameworks for analysing presence and mass in images: Illustrations from school science and history textbooks**

*Len Unsworth*

In this paper system networks will be built up showing the options available for realizing mass. These will be illustrated with images from secondary school science and history textbooks. I will concentrate on *technicality*, outline *aggregation* and briefly note *iconisation*.

I will conclude with some comments on the implications of the above analyses for educational semiotics and multimodal literacy.

### **Department of Linguistics and LCT Centre for Knowledge-Building, Complexity in images, knowledge in academic discourse**

*Y. J. Doran*

This paper explores how we can understand this range of complexity of images in academic and educational discourse – what in SFL has been characterised through the concept of mass and in Legitimation Code Theory (LCT) through the variable of semantic density. In particular, it will focus on the degrees of ideational meaning committed in images and their role in organising disciplinary knowledge.

### **Animate ideation: exploring the role of animation in building field knowledge in science and history animated videos**

*Yufei He*

This paper offers a systematic description of the expression plane and content plane of animation. Drawing on the concept of 'mass' (Martin, 2017), this study explores the role of animation in aggregating technical knowledge in science animated videos and in iconizing values in history animated videos.

### **References**

Martin, J R 2017 Revisiting field: specialized knowledge in secondary school science and humanities discourse. *Onomázein* (Special Issue on Systemic Functional Linguistics and Legitimation Code Theory on Education and Knowledge edited by J R Martin, K Maton, B Quiroz & M Vidal). 111-148.

Martin, J. R., & Matruglio, E. (2013). Revisiting mode: context in/dependency in Ancient History classroom discourse. In H. Guowen, Z. Delu & Y. Xinzhang (Eds.), *Studies in Functional Linguistics and Discourse Analysis* (Vol. 5, pp. 72-95). Beijing: Higher Education Press.

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**Stanton Wortham<sup>1</sup>(Chair), Robert Moore<sup>2</sup>, Martha Karrebaek<sup>3</sup>, Paja Faudree<sup>4</sup>**

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## **Contemporary Linguistic Anthropology**

Linguistic anthropology is an American tradition that draws on the line of anthropological linguistics from Franz Boas through Edward Sapir and Benjamin Lee Whorf, enriching this with work on semiotics from Roman Jakobson and Charles Sanders Peirce. Linguistic anthropologists study how language use presupposes and creates social relations in cultural context. This symposium provides an overview of linguistic anthropological work, as an introduction for systemic functional linguists. We organize the session around the four aspects of what Michael Silverstein calls the “total linguistic fact:” linguistic form, use, ideology and domain. Linguistic anthropologists use linguists’ accounts of phonological and grammatical categories, thus studying language form, but they are not primarily interested in how linguistic forms have meaning apart from contexts of use. Rather, they study how linguistic signs come to have both referential and relational meaning as they are used in social and cultural context. The meaning of any linguistic sign in use cannot be determined by decontextualized rules, whether phonological, grammatical, or cultural. No matter how robust the relevant regularities, language users often deploy signs in unpredictable yet meaningful ways. Linguistic anthropologists study how language comes to have sometimes-unexpected meanings in use. As important as local contexts are, however, the meaning of any linguistic sign cannot be understood without also attending to more widely circulating models of the social world. Linguistic anthropologists describe these models as language ideologies—models of linguistic signs and the people who characteristically use them, which others employ to understand the social relations signaled through language use. Asif Agha has described how ideologies are not evenly distributed across social space, but have a “domain”—the set of people who recognize the indexical link between a type of sign and the relevant ideology. Linguistic anthropologists study how linguistic signs and models of language and social relations move from event to event, across time and across social space, and how such movement contributes to historical change. Linguistic anthropologists study linguistic forms, in use, as construed by ideologies, as those forms and language ideologies move across speech events. The symposium illustrates this approach with three empirical examples of recent work. First, Stanton will provide an overview of central concepts in linguistic anthropology. Then Paja Faudree, Martha Karrebaek and Rob Moore will provide empirical analyses that illustrate central linguistic anthropological concepts.

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# Colloquia

**Claire Acevedo<sup>1</sup>, David Rose<sup>2</sup>, Emmanuel Mgwashu<sup>3</sup>, Harni Kartika Ningsih<sup>4</sup>, Carlos A. M. Gouveia<sup>5</sup>, Fausto Caels<sup>6</sup>, Marta Filipe Alexandre<sup>7</sup>, Patricia Meehan<sup>8</sup>, Angélica Gaido<sup>9</sup>, Liliana Anglada<sup>10</sup>, Belén Oliva<sup>11</sup>, Pernilla Andersson Varga<sup>12</sup>, Isabel García Parejo<sup>13</sup>, Aoife Ahern<sup>14</sup>, Andrés Ramírez<sup>15</sup>, Cristina Boccia<sup>16</sup>, Samiah Hassan<sup>17</sup>, Nayibe Rosado Mendinueta<sup>18</sup>**

*<sup>1</sup>Open University, <sup>2</sup>University of Sydney, <sup>3</sup>Rhodes University, <sup>4</sup>The Chinese University of Hong Kong, <sup>5</sup>ULisboa & CELGA-ILTEC, U. Coimbra, <sup>6,7</sup>ESECS-IPL & CELGA-ILTEC, U. Coimbra, <sup>8,9,10,11</sup>Universidad Nacional de Córdoba, <sup>12</sup>Centre for School Development, <sup>13,14</sup>Universidad Complutense, <sup>15</sup>Florida Atlantic University, <sup>16,17</sup>Universidad Nacional de Cuyo, <sup>18</sup>Universidad del Norte,*

## **Learning to Write, Reading to Learn: International developments in genre pedagogy**

Addressing the conference theme through the focus area of Education and Linguistics, this is the first of two colloquia focusing on the application of Genre pedagogy around the globe.

Since genre writing pedagogy was first developed in Australia during the 1980s by linguists and educators collaborating to improve the writing outcomes of disadvantaged learners in primary schools, the pedagogy has been further developed to also include strategies for reading that can be used in combination with writing in all subject areas and at all stages of schooling. Dr David Rose, University of Sydney, will open the colloquium by outlining this latest development in genre pedagogy known as Reading to Learn (R2L).

Emmanuel Mgwashu, Rhodes University, will share his research findings concerning the implementation of Reading to Learn pedagogy in schools in South Africa to show how it is achieving social justice for students in one of poorest regions of his country. Harni Kartika Ningsih, from the Chinese University of Hong Kong, will explain the development and use of an innovative bilingual model to extend Reading to Learn that grew out of her research into teaching English as a Foreign Language in multilingual classrooms in Indonesia. Carlos Gouveia, University of Lisbon, and his colleagues from Coimbra will describe how an international Reading to Learn research project became a springboard for a further project to map the genres of schooling in Portugal and to provide teacher training materials. The colloquium will conclude with a presentation by Patricia Meehan and her colleagues from the University of Córdoba who are in the early stages of implementing what is an innovative project in Argentina, the introduction of Reading to Learn pedagogy to improve literacy in social sciences in upper primary schools.

### **Building democracy by democratising our classrooms**

David Rose

Reading to Learn (R2L) is the new generation of genre-based literacy pedagogy. It incorporates the genre writing method and the types of written genres researched by the 'Sydney School' since the 1980s, but the R2L methodology starts with scaffolding reading, and guides learners to use what they have learnt from reading in their writing. The methodology is embedded in a teacher education program that consistently enables teachers to support all students in their classes to read and write at grade appropriate levels within one year, while accelerating the learning of top students; hence 'democratising the classroom'. It has been applied and designed in many different educational settings, at primary,

secondary and tertiary levels, with first and additional language learners, in Australia, east and southern Africa, China, Indonesia, Afghanistan, western Europe, South and North America.

This paper will briefly outline the linguistic, pedagogic and social principles behind the methodology, and describe a few of its curriculum genres. This outline is intended as an introductory framework for interpreting the following papers from around the world.

### **Democratising the classroom for epistemological access: The role of Reading to Learn pedagogy in an Eastern Cape secondary school, South Africa**

Emmanuel Mgqwashu

The Eastern Cape (EC) Province is listed as one of the top 3 poorest provinces in South Africa, KwaZulu-Natal (KZN) taking the first place, EC the second, and Limpopo 3rd. Dependency on social grants, allowances and remittances are the main sources of income in these provinces. In the EC, lack of investment in the poor to access opportunities is the biggest challenge. In this context, schooling is the only hope through which the youth could escape the ever-present abject poverty. Using documentary evidence (learners' written work, DoBE's curriculum documents, lessons plans and prescribed workbooks), semi-structured interviews and Reading to Learn (RtL) pedagogy to generate data, this paper reports on the positive effect RtL has had on democratising learning and ensuring epistemological access for Grade 10 English First Additional Language learners from a poor, black semi-rural/township school.

### **Recontextualization of genre pedagogy in Indonesian EFL multilingual classrooms**

Harni Kartika Ningsih

This paper examines Reading to Learn program (Rose, 2017) which is extended to suit the multilingual nature of Indonesian EFL classrooms (Kartika-Ningsih, 2016). The Reading to Learn bilingual program (R2L BP) is innovative and interventionist in nature in that it is designed to address challenges faced in the Indonesian current teaching practices. The challenges are to do with the inevitable involvement of code-switching and L1 role in the specialized discourse.

The paper focuses on the ways of applying and extending R2L in multilingual classrooms. R2L BP deliberately uses L1 and integrates the teaching of English as a foreign language and biology for Year 8 secondary schools (13-15 years old). The program was carried out in three iterative cycle; each consists of the same stages outlined in the R2L three-tier cycle, including Preparing for Reading ^ Detailed Reading ^ Note Making ^ Joint Rewriting ^ Individual Rewriting. Reading texts in L1 were used in the first two iterations and L2 reading text was used in the final iteration. The use of L1 and L2 was carefully planned as part of the classroom interactions.

Results which will be discussed involves R2L as a principled and flexible methodology which allows 'fine-tuning' during teaching, and the impact of the program to students' L2 writing development.

### **References**

- Kartika-Ningsih, H. (2016). Multilingual re-instantiation: genre pedagogy in Indonesia multilingual classrooms. Sydney University: Unpublished PhD thesis.
- Rose, D. (2017). Reading to Learn: accelerating learning and closing the gap 2017 edition. David Rose 2017.

### **Designing the map to act accordingly: how to implement a usage based approach to Reading to Learn in Portugal.**



Carlos A. M. Gouveia, Fausto Caels, and Marta Filipe Alexandre

By the end of the 2011-2012 implementation of the European project Tel4ELE and the dissemination actions taken, the Portuguese team in that project came to acknowledge an important research need to be carried out in the near future: a mapping of the genres used in the Portuguese school. It became clear for the researchers that in-service teacher training actions involving the third generation of the Sydney School Pedagogy, e. g. the Reading to Learn Programme, needed to be based on accurate descriptions of the genres of the Portuguese school. Following that path a research project was devised to carry on with those descriptions. Under the title *Texts, genres and knowledge – mapping the disciplinary language uses in the different levels of school*, that project is being carried on by a team of researchers at GELGA-ILTEC, a research centre of the University of Coimbra. This presentation will report on the findings of that research, describing both the conclusions and descriptions that were reached and the dissemination and training materials that were produced to serve future in-service teacher training actions. Among the materials produced special attention will be given to the booklets describing each genre and to the web portal designed to bring information on the academic genres associated to different disciplinary fields throughout the school system.

### **School based applications of R2L in Primary schools in Córdoba-Argentina**

Patricia Meehan, Angélica Gaido, Liliana Anglada, and Belén Oliva

This project aims at complementing the pedagogic foundations outlined in the teaching education programmes by the Ministry of Education in Córdoba, Argentina, which share many of the basic tenets of Reading to Learn. Although this department explicitly promotes the importance of the development of reading and writing skills across the curriculum, they lack a theory of language and a methodology that support their pedagogical practices, a weakness that undermines the potential effectiveness of the programmes they already implement. In the light of this situation, we - as members of a state university which promotes the democratization of knowledge - started implementing a project addressed at the primary level of education. In this first stage of the project the focus is on the last two years of that cycle, as it is at this level that ten and eleven-year-old students begin to be exposed to more challenging content learning, which they can hardly manage, for their literacy skills are taken for granted. In this presentation, we will report on the challenges faced, the limitations encountered and the achievements of our project, which is the first one piloting the Reading to Learn pedagogy in Córdoba's primary education milieu.

### **Learning to Write, Reading to Learn: International developments in genre pedagogy**

Claire Acevedo and David Rose

This is second of two linked Education and Linguistics colloquia that focus on different applications of Genre pedagogy around the world.

In the first presentation Claire Acevedo and Pernilla Andersson Varga will draw on teacher learning data from a long-term Reading to Learn project in Sweden to demonstrate how the process of in-service teacher education can be scaffolded to ensure that new knowledge about language and pedagogy is translated into the classroom and then embedded and sustained in the school environment. Isabel Garcia Parejo and her colleague from Spain will report on the findings of their project to introduce Reading to Learn pedagogy to both in-service and pre-service teachers at the Complutense University in Madrid. Andrés Ramírez, Florida Atlantic University, will report on his innovative research into a bilingual adaptation of Reading to Learn with language minority parents in the USA and demonstrate

how they used the approach to teach their emerging bilingual children at home. Colleagues Crisitina Boccia and Samiah Hassan from the Universidad Nacional de Cuyo will describe their project to improve local teacher training for primary and secondary EFL instruction in accordance with official curriculum guidelines in Mendoza, Argentina, by drawing on the Reading to Learn framework. The colloquium will conclude with a presentation from Nayibe Rosado Mendinueta, Universidad del Norte, Barranquilla, Colombia, who will describe an ambitious cross faculty professional learning program for supporting discipline based tertiary teachers to integrate the teaching of academic reading and writing in their subjects to improve outcomes for their students.

### **Scaffolding teacher learning: building teacher capacity in genre based pedagogy**

Claire Acevedo and Pernilla Andersson Varga

Professional learning can ask a lot of teachers in the interest of their students. Even those who are confident in their professional role can feel profoundly uncomfortable when what they hold to be true is challenged and they have to rethink their beliefs and practices (Earl 2007: V111).

This presentation will report on the success of a multi-layered, collaborative, long-term teacher professional learning project focused on the implementation of Reading to Learn (Rose & Martin 2012) involving more than 300 teachers in the second largest municipality in Sweden. This project, implemented by the Centre for School Development in Gothenburg, acknowledges the challenges of ensuring that ideas from professional learning are translated into action in the classroom and confronts the complexity of the task by designing it as a collaboration between teacher educators with different types of expertise. Teacher educators who are “external” to the project provide; professional development workshops, a data collection and reporting system and school visits to support teachers. To make the project sustainable, locally based experts build close relationships with and between teachers and schools through ongoing mentoring for teachers, providing school based workshops and developing relationships with school leaders. The efficacy of the teacher scaffolding has been investigated via the analysis of mentoring sessions using Legitimation Code Theory (Maton, 2014).

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### **Genre Pedagogy and Teacher training at the Complutense University of Madrid**

Isabel García Parejo and Aoife Ahern

This talk will present the results from a teaching innovation project aimed at providing a group of in-service and student teachers with training in the Reading to Learn (R2L) approach (Rose & Martin, 2012), within a Spanish-English bilingual Degree in Primary Education at the Complutense University of Madrid.

The project has been developed in two phases at the School of Education: the first phase was oriented towards building shared knowledge about different genres in English and Spanish. In the second phase, students and teachers designed and / or implemented teaching units based on the R2L model for teaching literacy in different genres, languages and disciplinary areas. We describe the characteristics of the teaching units the students designed, as well as their reflections on, and evaluation of the experience. The initial results point in two directions: on the one hand, to the difficulties encountered by students when it comes to approaching the different school genres in order to achieve learning aims, both linguistic and disciplinary, in English and Spanish. This contrasts with the positive assessment they make of their own achievements in these respects. On the other hand, the results concerning the interest in the approach are diverse.

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### **Reading to Learn for Emergent Bilingual Parents in the USA**

Andrés Ramírez

There is no questioning the phrase, “parents are the children’s first and most important teachers,” a common testimony to the important role parents play in their children’s education. What is questionable, however, is the kind of specific academic support parents receive so that they can provide the guidance their children need at home to foster academic success in school. This task is especially challenging for parents who do not speak English and whose young children are new arrivals and have never attended school.

In this presentation, a bilingual adaptation of the Reading to Learn (R2L) approach involving language minority parents will be described and demonstrated. The success of this bilingual adaptation is demonstrated with a video of a parent using the same approach she experienced as a learner in a R2L classroom, to teach her own children to read a picture book at home.

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### **Reading to Learn in EFL teaching – adapting and enhancing national and provincial curriculum documents drawing upon R2L**

Cristina Boccia and Samiah Hassan

Reading and writing are critical skills in literacy development included in all official curriculum documents both for L1 and for foreign languages, including English, in primary and secondary schools in Mendoza, Argentina. These documents have been recently updated with a view to promoting reading in primary and secondary students. As institutions need to ensure effective application of these guidelines, which are often not specific or scaffolded enough, there is opportunity for intervention. Theoretically and pedagogically sound frameworks that explicitly address reading, especially as a preparatory stage for writing, are always useful. Reading to Learn is one such framework that provides pedagogically

informed, explicitly and carefully designed steering that can contribute to enhance and be the basis for adaptations of the official guidelines. We have studied the guidelines both for primary and secondary EFL instruction, teased out their theoretical underpinnings, established the points in common and the differences with the Reading to Learn framework and suggested ways in which it can improve local teacher training and promote more effective class work.

### **Reading to Learn as part of a cross faculty professional learning program for academic staff**

Nayibe Rosado Mendinueta

In Colombia, some universities offer reading and writing courses during the first year to help students comprehend and produce the specific genres of the disciplines. However, these courses fail to achieve this goal because 1) they are generally taught by language teachers with little experience in the discourses of the disciplines, 2) the process is not continued across the curriculum once these courses have finished.

This presentation is about a program named Communicative Efficacy (ECO) implemented by Universidad del Norte (Barranquilla-Colombia) as a response to this need. The program includes two courses during the first year of studies, and a faculty professional learning program for supporting content-area teachers to integrate the teaching of reading and writing in their subjects. The program is rooted on the Genre Theory developed by the Sydney School, which is framed on Systemic Functional Linguistics (Christie and Martin, 1997; Martin and Rose, 2007, 2008; Rose and Martin, 2012), the Genre Based Pedagogy (Martin, 2009; Martin and Rose, 2005), based on a sociocultural approach to learning, and a reflection-oriented teacher development program (Schön, 1983; Lave and Wenger, 1991; Gutiérrez and Vossoughi, 2010; Warford, 2011). These approaches provide coherence and articulate the program components.

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### **Zhihui Fang<sup>1</sup>, Meg Gebhard<sup>2</sup>, Brittany Adams<sup>3</sup>, Suzanne Chapman<sup>4</sup>, Valerie Gresser<sup>5</sup>, Cuiying Li<sup>6</sup>, Jungyoung Park<sup>7</sup>, Shan Zhu<sup>8</sup>**

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### **Unpacking the Core of the Common Core State Standards**

The Common Core State Standards (CCSS) represents a sea change in the standards-based educational reform in the U.S.. It recommends that students must be able to (a) “comprehend texts of steadily increasing complexity as they progress through school”, (b) undertake “close, attentive reading,” and (c) read “with an appreciation of the norms and conventions of each discipline” in order to be ready for college and career (NGA & CCSSO, 2010, p. 2). This simultaneous emphasis on text complexity, close reading, and disciplinary literacy portends a major shift in literacy pedagogy. These three core concepts have stimulated much – and often contentious – debate among scholars with diverse epistemological and theoretical orientations (e.g., Applebee, 2013; Bunch, Walqui & Pearson, 2014; Hiebert & Pearson, 2014; Shannon, 2013). The proposed colloquium contributes to this conversation. Informed by systemic functional linguistics (Halliday & Matthiessen, 2004), a theory of meaning that interprets language as networks of interlocking options and views grammar as a creative resource for making meaning, the

three papers in this colloquium offers a linguistic critique of the CCSS. Taken together, these papers both clarify and enrich our understanding of the three key concepts in the CCSS, providing new insights that are often neglected in the current discussion about the CCSS but have important implications for literacy instruction across content areas.

During the 110-minute session, chair will introduce session, provide overview and introduce speakers (5 minutes); three groups of scholars will each present their paper (3x25=75 minutes), discussant will provide thoughtful response to these papers (10 minutes), and chair will conclude the session with questions and answers (20 minutes).

### **Text Complexity =/= Text Difficulty**

Brittany Adams, Jungyoung Park, & Zhihui Fang

The CCSS document defines text complexity as “the inherent difficulty of reading and comprehending a text combined with the considerations of reader and task variables” (NGA & CCSSO, 2010, p. 43). This conception conflates text complexity with text difficulty. Text difficulty refers to the degree of challenge that a text presents to its readers in terms of its conceptual, linguistic, and visual elements. Text complexity, on the other hand, is an inherent property of text. It is a multidimensional construct, with different types of structural elaboration reflecting different discourse functions and different kinds of texts exhibiting different complexity profiles (Biber, 1992). These varying complexities “emerge from and realize the different purposes and contexts of language use in different situations” (Schleppegrell, 2001, p. 451). They imply different ways of knowing/learning and present different degrees of challenge to the reader. This paper illustrates some linguistic sources of complexity that create potential comprehension challenges for school children. It also describes an evidence-based pedagogical heuristic for tackling these challenges. It further suggests that adoption of this instructional routine requires that teachers understand what it is that makes a text complex and which features of the text make it challenging, as well as functionalities of complexity.

### **Close Reading: Conceptual and Implementation Issues**

Suzanne Chapman, Valerie Gresser, and Zhihui Fang

The CCSS accords great importance to close reading, but offers no specific guidelines for how it can or should be taught. This paper provides a critical review of existing instructional models of close reading and addresses critical issues related to their implementation in content area classrooms. It shows that the extant models of close reading offer different ways of engaging students in their interaction with complex texts, with some focusing on reading and rereading for understanding and others providing more intensive linguistic support. It argues that effective close reading practices must attend simultaneously to all key elements involved in the complex process of reading (Snow, 2002), with a special focus on detailed but principled analysis of how language choices present information, infuse ideology, and structure message in genre- and discipline-specific ways. The presentation demonstrates that the contention about what close reading is and how it should be implemented stems from its varied conceptions by scholars with different theoretical and epistemological beliefs about reading, text, literacy, and schooling. It further suggests that teachers need to be cognizant of the critical issues that have been raised about close reading so as to maximize effectiveness when implementing the practice.

### **Disciplinary Literacy: Language and Meaning Making in the Disciplines**

Shan Zhu, Cuiying Li, & Zhihui Fang

Disciplines are highly specialized fields of inquiry where people with shared norms and habits of mind engage in cognitive, social, and semiotic practices (Christie & Maton, 2011; Gee, 2012). Each discipline is a discourse community with its own rules of using language and ways of generating, critiquing, and renovating knowledge. These differences are a reflection of the fundamental differences in disciplinary epistemology, methodology, and goals. The CCSS recognizes this disciplinarity, calling for an emphasis on discipline-specific literacy practices in literacy instruction across the content areas. This emphasis on disciplinary literacy requires that teachers understand how language use varies across disciplines, for disciplinary differences are manifested principally in the way experts use language (and other semiotic resources) to make meaning (Fang & Schleppegrell, 2008). This linguistic variation is motivated in that it enables disciplinary experts to present information, structure text, infuse perspective, and develop argument in ways that are consonant with the norms and values embraced by particular communities of practice (Hyland, 2004). This paper describes key differences in language use across the core disciplines of literature, history, science, and mathematics. It also discusses the implications of these differences for literacy instruction in content areas.

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**Jing Hao<sup>1</sup>, Giacomo Figueredo<sup>2</sup>, James R. Martin<sup>3</sup> Harni Kartika Ningsih<sup>4</sup>, Estela Moyano<sup>5</sup>, Andrés Ramirez<sup>6</sup>, Margarita Vidal Lizama<sup>7</sup>**

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## **Understanding ‘applicability’ of Systemic Functional Linguistics in language teaching**

Understanding ‘applicability’ of Systemic Functional Linguistics in language teaching

This colloquium aims to discuss how systemic functional linguistic description can be applied to education context. Of particular concern is non-English speaking context and that of English as an additional language. Halliday (2008) states that SFL as an ‘applicable’ linguistic theory is ‘a body of method that can be drawn upon in those areas of human activity in which language is critically involved’ (p. 203). The ‘applicability’ of the theory can be reflected in two ways. Firstly, the theoretical ‘methods’, or theoretical dimensions in SFL (including axis, stratification, instantiation, etc.), can be applied to describing a language. Secondly, the language description can be applied to solving problems, such as language teaching. This process of problem-solving should in turn test the description and application of theoretical ‘methods’. Following up our previous discussions on the ‘applicability’ of SFL at the International Systemic Functional Congress in 2016 and 2017, in this colloquium we aim to develop further the understanding of ‘applicability’ by exploring how language descriptions are used to solve problems in several studies in education context.

The colloquium includes three papers. Each paper discusses the application of language description(s) to a specific context of language teaching. Each paper will address the following questions: 1) Which aspects of language descriptions are applied? 2) How to apply the description? In other words, what steps are involved in the application? 4) What challenges may be encountered? 5) How does the study

reflect on the 'applicability' of language description and the use of theoretical methods. Several languages descriptions will be considered during the colloquium, including Spanish, Bahasa Indonesia and English.

### **When and where L1 and L2 are used: describing language shift in multilingual classrooms**

Harni Kartika Ningsih and Andrés Ramírez

This paper will examine the discourse of language shift in multilingual classrooms (Kartika-Ningsih & Ramirez, 2017). Language shift is defined as the purposeful use of two or more languages in a pedagogical exchange. We apply the concept of pedagogic genres (Rose & Martin, 2012; Rose, 2014) and the interpersonal discourse semantic system of NEGOTIATION (Martin, 1992) to classroom talk instances of language shift involving the teaching of English to emergent bilingual Spanish speakers in the U.S, and an embedded literacy practice of EFL and biology in Indonesian secondary classrooms. Both classrooms used code-switching and the Reading to Learn methodology (Rose, 2017).

In our presentation, we demonstrate the application of pedagogic genres, and NEGOTIATION to language shift in the following steps. Firstly, the multilingual classroom interactions are considered as pedagogic exchanges, given that the teacher-student interactions lie in an institutional setting. We will analyze the role of the teacher as a primary knower, while students are secondary knowers. Establishing these roles allows us to examine the structures of language shift within and between roles. Within roles, teacher's moves, which are often complex, are also examined within and between the move structures. By examining the roles and moves of the teacher in multilingual classroom talk, this study reveals a systematic analytic platform as to when and where L1 and L2 are used in bilingual education programs. Specifically, we make explicit the applicability of the pedagogic genre and NEGOTIATION frameworks in investigating and describing the use of L1 and L2 in multilingual classrooms.

### **Creating the artist: exploring the genres written in a Bachelor in Arts program in Spanish**

Margarita Vidal Lizama

The paper explores the applicability of SFL in describing genres in the field of Arts in Spanish, in order to inform curricular intervention in academic writing. Particularly, it focuses on the genres students in a Bachelor degree in Arts in Chile are required to write as part of the syllabuses of their courses, across the curriculum. Key courses were jointly selected with lecturers in the Faculty of Arts, in order to account for the various forms of texts written across the curriculum.

The examination of genres drew on the principles of stratification and realisation, in other words, how genres as social contexts are realized by recurrent patterns in language and its strata. Of particular relevance are the discourse semantic systems of FIGURE (following Hao, 2015), CONJUNCTION, PERIODICITY and APPRAISAL (Martin, 1992; Martin & Rose, 2007; Hood, 2010). The analysis showed a general transition in writing from describing and reviewing the artworks of great figures in the field, to describing and reviewing the artworks of fellow students, and finally to creating a personal piece of artwork through the joint work of visual and verbal semiosis. Each of these moments in the writing across the curriculum involves particular patterning of discourse semantic resources.

The paper shows the applicability of an SFL description of genre and its realization through discourse semantic resources in order to account for the nature of writing within the disciplinary field of Arts in Spanish. This allows arguing for certain comparability between genre and discourse semantic systems in English and Spanish, while at the same time pointing to distinctive discourse semantic meaning patterns that could be realizing a different, not-yet described genre, which seems to be proper of the disciplinary domain of Arts.

## **Genre-based teaching Spanish as first language at secondary schools: a context for SFL's applicability**

Estela Inés Moyano

This paper addresses the applicability of SFL (Halliday, 2008) to the practice of teaching Spanish as a first language in secondary schools. In this practice, the concept of genre in SFL (Martin & Rose 2008) is applied to teaching in order to guide secondary students to write successful texts.

The application focuses on writing historical accounts in Spanish. Underpinned by stratification dimension in SFL, the application considers the schematic structure of this genre, how it is realised by the configuration of register variables (field, tenor, and mode) and how they are further realised by discourse semantic resources, including specifically choices in IDEATION and CONJUNCTION in the ideational metafunction and PERIODICITY in the textual one (Martin & Rose, 2007). Genre and discourse semantics initially described in English are provisionally applicable to genre, specifically historical account (Giudice & Moyano, 2011), and the discourse semantic resources in Spanish (Moyano, 2015).

The application follows a pedagogic proposal (Moyano, 2007) adapted from the Sydney School's Teaching-Learning Cycle (Martin, 1999; Rose & Martin, 2012). The proposal comprises three stages: Deconstruction, Construction and Edition, each of them are progressively performed as joint activity to independent one. The presentation demonstrates the texts and the activities involved in the pedagogic sequence applied. The first stage consisted of the Joint Deconstruction of two texts instantiating historical accounts; the second was the Joint Construction of one text of the same genre, after which the students construed their own texts independently. Some of the student's texts were used to perform the third stage, the Joint Edition. Then, the students had to do an Independent Edition of their own productions, which were graded.

Finally, the paper will show some results of this pedagogic practice, by illustrating the structures and language features in the texts independently constructed and edited by the secondary students. These results reveal the applicability of genre and discourse semantic resources to teaching Spanish and the effectiveness of the pedagogic proposal.

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**Ruth Harman<sup>1</sup>, Dong-shin Shin<sup>2</sup>, Khanh Bui<sup>3</sup>, Lourdes Cardozo Gaibisso<sup>4</sup>, Lei Jiang<sup>5</sup>, Cory Buxton<sup>6</sup>, Jason Mizell<sup>7</sup>, and Nicole Siffrinn<sup>8</sup>**

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### **Critical and Post-qualitative SFL Praxis**

SFL-informed instruction has been critiqued over the past decades as perpetuating a structuralist approach to language and literacy, as being overly complicated in its metalanguage, and as negating the diversity of youth in our 21st century classrooms. For example, claims have been made that the SFL emphasis on school genres (e.g., expository) leads to formulaic literacy instruction (e.g., Lankshear & Knobel, 2000) and that its pedagogical focus on academic appropriacy could be viewed as instantiating and perpetuating raciolinguistic ideologies (Flores & Rosa, 2015; Luke, 1996). To respond to these critiques, this colloquium presents studies informed by critical and post-qualitative appropriations of Halliday's theory. Specifically, it shows how, in the context of a Southeastern rural area, these SFL-informed approaches cultivated spaces of reflexivity, resistance, and action for youth and educators through use of culturally-sustaining languaging practices, mobilization of multisemiotic resources, and rhizomatic conceptualizations of space and time. Overall, the studies illustrate how SFL was recontextualized and remixed to incorporate and expand the dynamic semiotic resources and literacies that multilingual and multidialectal students use to navigate and transform the spaces they inhabit (see Harman, 2018). In other words, the pliability of meaning making practices that shift according to contexts of culture and situation is reflected also in how theories of SFL are recontextualized and resignified to address the ever-evolving concerns and needs of the current era.

### **Interplay between multisemiotics and mathematics register in multilingual and multicultural classrooms**

Khanh Bui

This paper aims at developing a multimodal approach to analysis of the mathematics register, wherein language is considered as but one semiotic resource. The study explores how modal resources including bodily action, mathematical symbolism, and visual displays are articulated to make meaning in mathematics. These semiotics are constantly transformed (Kress, 2010). In this study, the multi semiotic construction of mathematics in classroom discourse (O'Halloran, 1999) is analyzed from a systemic functional linguistic- multimodal discourse perspective (Halliday, 1978; Kress, 2010). For this purpose, this study analyzed a range of video-recorded data from a 9th grade ESOL Algebra Coordinate

classroom. The results show how a range of semiotics systems were used by the teacher and how this range supported, and not, a shift in students' understanding of new concepts. Implications from this study point to the importance of orchestrating semiotic resources for effective communication of mathematical knowledge in multilingual and multicultural classrooms.

### **SFL and LCT as Reflexive Resources in Analyzing Multilingual Science Meaning Making: Findings and New Directions**

Lourdes Cardozo Gaibisso, Lei Jiang, Khanh Bui, Ruth Harman and Cory Buxton

Next Generation Science Standards (NGSS lead states, 2013) set the expectations for students to have an in-depth understanding of science and engineering practices, such as “engaging in argument from evidence” and “planning and carrying out investigations.” This compels educators to think deeply about how science discourse will also change with the focus on hands-on investigation and dialogic practices. Educators and researchers in the context of an NSF-funded teacher professional learning framework engaged in reflecting, enacting and designing pedagogical models that supported language-rich science investigation with emergent bilingual learners. This current study, informed by Systemic Functional Linguistics (Halliday & Matthiesen, 2004) and Maton’s Legitimation Code Theory (Maton, 2014) used an intertextual exploration of multiple data sets (question booklets, students' assessments and focal teacher interviews) to explore how the focus on bilingualism and science inquiry impacted the ways in which teachers and students implemented and enacted their teaching/ learning of scientific concepts. Specifically, the presenters explore the following question: How did the program support teachers and students to shift or not their ways of writing, discussing and conceptualizing science? Did their practices align with the new expectations of the Next Generation Science Standards?

The presenters will also explore the affordances of combining LCT and SFL as a theoretical and analytical framework to understand the relationships among multiple data subsets in designing resources that can support teacher and student science knowledge building; and in seeing the relationship between students' change over time and teachers' perspectives and backgrounds. .

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**Pauline Jones<sup>1</sup>, Bronwyn Mehorter<sup>2</sup>, Adele Beck<sup>3</sup>, Trish Weekes<sup>4</sup>, Honglin Chen<sup>5</sup>, Helen Lewis<sup>6</sup>, Emma Rutherford Vale<sup>7</sup>, Erika Matruglio<sup>8</sup>**

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## **Transition Stages in Literacy Development: Making Connections**

The Australian education system, despite being considered a 'high-quality, high-equity system, is challenged to offer equity and access. Recent PISA test results reveal a difference of nearly three years between the performance of those students in the top SES quartile and those in the lowest. Similar disparities are noted when comparing the performance of non-Indigenous and Indigenous students (Riddle & Lingard 2016). National literacy test results are also troublesome, with the decline in student writing results from year 3 to year 9 giving cause for further concern. It is clear that many students are not well served by their school literacy experiences. This colloquium reports on a University of Wollongong project that investigated the nature of literacy development with a view to better understanding why equitable literacy outcomes remain elusive. Taking commonly identified transitions (preschool to school, middle primary and upper primary to junior secondary) as starting points and building on existing work in writing development (Christie & Derewianka 2008), the Transforming Literacy Outcomes (TRANSLIT) project focused on literacy pedagogy, teacher and student accounts of contextual changes, curriculum and classroom artefacts. Data include video observations, interviews and document analysis from three differently positioned communities.

This colloquium presents some early results: our review of existing research into literacy development, an examination of how teachers talk about and enact shifting literacy demands, and insights into how students respond to changing demands over time and in different subject areas.

### **Developmental stages in literacy: A review of the literature**

Trish Weekes (Literacy Works)

The purpose of this paper is to contextualise the TRANSLIT research project by providing a 'zoom shot' review of the literature on literacy development. This review outlines the main themes that have emerged in a vast body of research into reading development, oral language development and writing development. Research into aspects of vocabulary and comprehension development will also be considered, along with the rising influence of technology and research into effective literacy pedagogies. The review identifies major studies from the UK, US, Australia and elsewhere, as well as summarising insights from meta-analyses, based on a collection of 177 original research articles, meta-analysis and review papers.

The literature review highlights general areas of agreement between researchers, for example, that the early years before schooling are a critical time for language development in general and oral skills in particular. However, the review has identified many areas where the research base needs to be strengthened, particularly in our understanding of the connections between aspects of literacy (e.g.

between oral language development and reading or writing), our knowledge of how groups of students move from one 'stage' of reading or writing development to the next, and more robust theorisation of concepts of 'writing' and its component skills.

### **TRANSLIT: Literacy transitions as discourses of time, change and difference**

Pauline Jones, Bronwyn Mehorter, and Adele Beck

Contemporary curricula stress the cumulative nature of learning, and offer descriptions of what students should achieve at particular stages, in particular domains of knowledge in which literacy demands become increasingly specialised. The task of operationalizing this 'roadmap' falls to teachers who must anticipate and bridge the gaps between points prior to and beyond transitions between stages, working with learners to accomplish literate performances. This presentation considers transition as evident in (a) teachers' accounts of the issues and challenges they face in enacting literacy curriculum and (b) teacher-learner interactions during literacy related activities. Data for the paper include interviews with teacher participants and video observations of their practices. Reflecting the interdisciplinary nature of the project, this presentation features discourse analytic approaches of SFL (Christie 2002, Martin & Rose 2007, van Leeuwen 2008) and Conversation Analysis (Koole 2010, Macbeth 2011). The analysis reveals that literacy development is construed in a range of ways - as a 'natural' progression, as an unfolding of curriculum, and as changes in literacy demands – for which learners are variously prepared. As a result, teachers' pedagogy is tuned to different timescales in which anticipation, compensation and sometimes stasis are evident. Thus we have come to understand teachers' work as inherently longitudinal and that more granular understandings of this work and of students' literacy pathways are urgently needed.

### **Investigating transitions in learning-to-argue across primary school years**

Honglin Chen and Helen Lewis

School students are required to construct and evaluate increasingly complex arguments in the media and across the school curricular areas (e.g. Christie & Derewianka 2008). The need for constructing and evaluating arguments calls on students' ability to make considered judgements of issues, debates and perspectives, and to articulate reasons for their judgements. Although previous research has identified some skills of effective argumentation, it is not yet known how children move progressively from simple to more complex forms of argumentation required for success as the school years progress. This paper examines how aspects of the epistemology of argumentation governing the nature of claims, appropriate forms of evidence, and reasoning for legitimating the use of evidence, are evident in the teaching of the language of argumentation in the primary school context.

Drawing on the SFL framework of three metafunctional meaning orientations, the analysis of teacher talk in three Year 2/3, Year 4 and Year 6 literacy classrooms focuses on identifying what aspects of the epistemology of argumentation were privileged in each of the classrooms. The different orientations identified in this study shed light on the potential role of epistemological transitions in the teaching of argumentation.

### **Drowning or waving in the uncommonsense: exploring writing development across the transition from primary to high school science.**

Emma Rutherford Vale and Erika Matruglio

While there are a number of significant writing development studies describing what successful students do (Christie & Derewianka 2008), fewer studies focus on the writing of less successful students at important transitional stages. This presentation reports on a current study exploring writing development in a diverse attainment group across the transition from year 6 primary to year 7 high school in science. It examines how more and less successful students' writing repertoires develop in the discipline of science.

In this paper, we draw on SFL for analysis at genre, discourse and lexicogrammar levels to analyse four student science writing samples representing different attainment levels. The analysis provides a snapshot of how students realise scientific understandings at the transition from primary to high school. Analysis across strata contributes to a better understanding of the diverse trajectories of writing progression, shedding light on disciplinary features of writing development that may be critical to success in progressing from primary to high school. Importantly, analysis reveals that students' linguistic repertoires leave them differently equipped for the demands of disciplinary learning in high school.

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**Silvia Pessoa<sup>1</sup>, Thomas D. Mitchell<sup>2</sup>, Pia Gomez Laich<sup>3</sup>, Ryan T. Miller<sup>4</sup>, Sandra Zappa-Holman<sup>5</sup>, Alfredo Ferreira<sup>6</sup>, Eszter Szenes<sup>7</sup>, Namali Tilakaratna<sup>8</sup>**

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### **Using SFL to scaffold disciplinary writing through collaborations between language and disciplinary specialists**

The papers in this colloquium report on SFL-informed research conducted across varied institutional and geographical settings. A common aspect of all projects is their focus on the use of SFL tools to scaffold multilingual undergraduate students' writing in the disciplines. Each paper describes specific ways in which applied linguists have used SFL-based analysis to identify targets of instruction of discipline-specific genres/registers, as well as effects of this instruction.

Writing is assigned across the university curriculum, yet each discipline has its own genres and expectations of writing (Hyland, 2004; Nesi & Gardner, 2012), and students' ability to perform these genres is key to becoming a member of their disciplinary communities. However, the linguistic features of these discipline-specific genres are often not transparent to either students or faculty in those disciplines, hindering effective learning of these genres. This is even more so for multilingual students writing in a non-primary language.

Previous SFL-based research has shown that explicit teaching of linguistic features of genres/registers can improve students' understanding and production of those genres/registers (e.g., Achugar & Carpenter, 2014; de Oliveira, 2011). However, much of this work has focused on writing in K-12 schools, with less research at the university level (see, however, Dreyfus, Humphrey, Mahboob, & Martin, 2016). In addition, most investigations have focused on outcomes of SFL-informed pedagogy, with less research reporting on the processes involved in developing curriculum, instruction and assessments, and on the collaborations between language and disciplinary specialists. The papers in this colloquium attempt to address this gap.

### **Developing argument writing in history through SFL-informed instruction and assessment**

Silvia Pessoa and Thomas D. Mitchell

We report on an SFL-informed study to scaffold argumentative writing in a history course at an English-medium university in the Middle East. While argumentation is central to university history writing, this genre is challenging for students (Authors, 2014, 2016). To help mitigate this challenge, we use the 3x3 toolkit (Humphrey, 2016) to conceptualize the history argument genre (Coffin, 2006), make its linguistic features explicit to students, and document development.

Our project aimed to refine our previous work supporting writing in this course and test the effectiveness of a new intervention through a control group study. We used the 3x3 toolkit to develop a new assessment rubric, and we refined the workshop materials to clearly align them with the rubric descriptions. In two classes the professor used the new rubric and students participated in workshops. In one class the professor used the traditional rubric and students did not participate in workshops. We analyzed student development of targeted linguistic features using the 3x3. Our analysis shows that students from the experimental group progressed towards meeting genre expectations more rapidly than students from the control group who started at a similar level, particularly in the use of interpersonal resources.

### **Making expectations clear: SFL-based scaffolding of writing in Information Systems**

Pia Gomez Laich and Ryan T. Miller

This presentation reports on a study by applied linguists who collaborated with Information Systems (IS) faculty to develop writing workshops in two IS courses at an English-medium university in the Middle East. Although IS faculty are expected to take an active role in the development of students' writing abilities (Pomykalski, 2006), many lack explicit knowledge of features of IS genres. We used an SFL-based approach to genre instruction (Dreyfus, Humphrey, Mahboob, & Martin, 2016) and focused on the genre of case analysis. This genre involves examining an organization's problem(s) and proposing an IS solution through stages of analysis and recommendation (Forman & Rymer, 1999). The study aimed to unpack the professors' tacit writing expectations, and deliver writing workshops to strengthen student writing.

Features of the target genre were identified through think-aloud protocols with IS faculty and SFL-based analysis of higher- and lower-graded writing. In writing workshops, linguists deconstructed a model text

with students to make explicit the genre's structure and valued linguistic resources to write analytically. Preliminary analysis reveals improvement in student writing compared to a previous semester, particularly in the use of resources that IS writers use to be analytical grounding claims in relevant theoretical frameworks.

### **Findings from refocusing the foundation of L2 science writing instruction on description**

Alfredo Ferreira and Sandra Zappa-Hollman

Description and explanation are foundational in science. In mature science writing, descriptive and explanatory meanings are often complexly coordinated (Halliday, 1989; Matthiessen, 2006). Despite the challenges of deploying scientific taxonomies to identify and characterize concepts, description is often treated as relatively accessible to apprentice writers, especially as explanation presents particular challenges in, for example, the measure of logical grammatical metaphor and claims of correlation and causality. Correspondingly, descriptive writing may be undertaught.

We present the results of a change to an academic writing course in the science stream of a first-year program for international students at a Canadian university, where we predicted that teaching description as a foundational text type would benefit students' science writing, including their explanations. We analyzed the register variation of the descriptive and explanatory writing assignments of 20 students instructed in description, and 20 explanatory writing assignments from students from the previous program cohort, which did not receive instruction in description. The descriptions generally showed heightened maturity in interpersonal positioning and organization, including the embedding of explanation, while the subsequent explanations by learners instructed in description were generally more successful in these aspects than the explanations written by those who did not receive such instruction.

### **Using SFL and LCT in developing undergraduate students' critical thinking skills: Insights from an international cross-institutional study**

Eszter Szenes and Namali Tilakaratna

This presentation reports on an interdisciplinary and international collaboration between language experts at the University of Sydney and the National University of Singapore to develop undergraduate students' critical reflection capabilities in a range of disciplines. We draw genre theory and the appraisal framework from Systemic Functional Linguistics (SFL) (Martin & Rose, 2008; Martin & White, 2005) to reveal the strategies used by successful students to show their capacity to engage with valued knowledge in their disciplines. We also draw on the concepts of semantic waves and clusters from Legitimation Code Theory (LCT) (Maton, 2013, 2014) to explore the organizing principles constituting successful 'critical thinking' in undergraduate student texts.

This paper illustrates the value of fostering collaboration between language and discipline experts to show how complex theoretical frameworks such as SFL and LCT can be adapted to subject-specific knowledge. We also demonstrate how the research findings have informed pedagogical interventions in a range of faculties at Sydney and NUS which aim to develop students' critical thinking skills (e.g. education, nursing, engineering). In collaboration with lecturers in each of these disciplines, we were able to develop better pedagogical understanding of the linguistic resources used to demonstrate critical thinking in individual disciplines.

# Papers, Roundtables, & Posters



## Kathryn Accurso

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### Learning Linguistics, Teaching for Change: Preparing Secondary Educators to More Equitably Teach Disciplinary Literacies

How does SFL-based coursework influence secondary pre-service teachers' development as disciplinary literacy teachers over time, if at all? As forces of globalization change the landscape of U.S. classrooms, many secondary teachers struggle to support diverse students' disciplinary literacy development. This issue disproportionately affects language-minoritized students, including those institutionally designated as English language learners, and is exacerbated by the implicit promotion of monolingual English identities and interests associated with disciplinary literacies. Given this context, all teachers need knowledge about language, yet most teacher education programs do not include specific coursework in language learning, disciplinary literacy development, or language ideologies. Increasingly, U.S. teacher educators are using theoretical and pedagogical tools from systemic functional linguistics (SFL) to address this need. This study extends this work into pre-service teacher education. The study begins in an SFL-based course for 55 secondary pre-service teachers. Drawing on a critical social semiotic perspective of language and development in teacher education, I combine in-depth qualitative case studies of three focal participants with longitudinal survey data on the larger group to track changes in teachers' beliefs, knowledge, and teaching of disciplinary literacies over two years. Findings will contribute to the reconceptualization of teachers' work in the context of globalization; models of teacher education that support teachers' ability to recognize the complexity of their work, more consciously navigate uneven semiotic terrain in schools, and better support all students' disciplinary literacy development; and the design of future professional development courses.

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## Claire Acevedo

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### **SFL transforming classroom teaching: genre-based reading pedagogy for subject teaching in the secondary school**

This presentation draws on data from classroom research recently undertaken in secondary schools in London, UK, and offers a glimpse into some of the successes and challenges experienced by teachers as they adopt SFL based reading and writing pedagogy in their classrooms through participation in the *Reading to Learn* (Rose, 2014) teacher professional learning program which is increasingly being taken up around the world (Acevedo, 2010; Coffin, Acevedo & Lövstedt, 2013; Culican, 2005; Rose, 2011; Rose & Acevedo 2006; Whittaker & Acevedo, 2016).

The professional learning aims to progressively bring teachers' tacit knowledge about language to consciousness and provide them with linguistic and pedagogic tools to support their students to read and write curriculum texts in any subject area. The knowledge about language is informed by Systemic Functional Linguistics via 'Sydney School' genre pedagogy (Rose & Martin, 2012). The pedagogy draws on social learning theory (Bruner 1986; Vygotsky 1978), and sociology of education (Bernstein 1996/2000). However, this knowledge about language and pedagogy has been deliberately 'recontextualised' from these informing theories to be directly applicable to teaching. (Rose & Martin 2012).

This research uses SFL guided classroom discourse and multimodal analysis to determine empirically the extent to which teachers become conscious of how they use language as a meaning making resource by investigating their pedagogical practices, classroom discourse and use of meta-language (Martin 2006) during lesson preparation, classroom teaching and post lesson reflections.

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### **Of Goats and Pigs: A Critical Semiotic-Ecolinguistic Study of J.P Clark's The Wives Revolt**

Ecological degradation, as its artistic portrayal in the English-medium Nigerian Niger Delta writings, is as endemic as it is unnerving. Nigerian Niger Delta Crises originate from the 1950s, when natural resources prospectors with varying methods of manipulation and natural resource exploitation emerged in the region, and according to Anikulapo-Kuti, leaving 'sorrow, tears and blood' as their 'regular trade marks'. This study aims to show how a linguistically-oriented and theoretically-informed close-reading of an environmental text, J.P Clark's *Wives Revolt*, henceforth WR, can help us to understand not just despoliations, but also how it occurred. It involves relating features of WR to features of the context of situation and culture. The methodology employed is a concatenation of critical semiotic and ecolinguistic approaches to interrogate the conjunction between Niger Delta socio-political and species concerns. Study findings indicate that by exploring WR (a) characters within the play deploy in/formal linguistic and discourse features to encode their respective ideological positions using animal species; (b) that WR is beyond being a feminist play: it is a classical Nigerian ecocritical and ecoactivism enterprise; and (c) that such encoding is only apparent from a critical semiotic and ecolinguistic textual reanalysis to demonstrate that the activities the human characters in WR are engaged in where 'goats' and 'pigs' are particularly juxtaposed is ideologically significant and these animal labels are highly loaded terms

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## **The Spanish and English Academic Language Skills of Preadolescent Latino Students in Dual Language Instruction**

The literacy achievement of US dual language learners (DLLs) is a continued focus of national concern (National Academies of Sciences, Engineering, and Medicine, 2017). Informed by the language-as-a-resource orientation (Ruíz, 1984) and empirical evidence supporting the beneficial role of DLLs' first language (L1) in the literacy development of their second language (L2; August & Shanahan, 2006; Proctor et al., 2010), dual language programs are well-positioned to narrow the English literacy gap between DLLs and their monolingual peers. Academic language skills are critical to literacy yet research is limited in their development among DLLs (Snow & Uccelli, 2009; Uccelli et al., 2015). Moreover, the interrelationship between L1 and L2 in the context of academic language development remains underexplored. This cross-sectional study examined the L1 and L2 academic language development of 5th and 6th grade Latino DLLs instructed in Spanish and English. A total of 68 students were tested using the set of Spanish and English Core Academic Language Skills (CALs) Instruments (Uccelli et al., 2015; Meneses et al., in press). Results show high individual variability in school-relevant language proficiencies and statistically significant grade-level differences in both languages. Additionally, English and Spanish CALs were strongly correlated yet each was an independent significant predictor of English reading comprehension in a regression model controlling for grade and socioeconomic status. Findings underscore the pivotal role of DLLs' academic language proficiency (Cummins, 2017) and the importance of monitoring language skills in both languages in supporting biliteracy (Hopewell & Butvilofsky, 2016).

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### **Reading to Learn for Second Language Academic Writing: a pilot study**

This poster will report a pilot study on the use of the Reading to Learn – R2L (Rose & Martin, 2012) approach in an English for Academic Purposes writing workshop at the Complutense University, Madrid, Spain. Student teachers who specialise in teaching EFL in primary education are required to write an undergraduate dissertation in English, following a structure that was designed in Spanish, prescribed by the School of Education authorities. In response to the significant challenges that both the students and the instructors who supervise their work face in this dissertation writing process, a workshop has been set up based on the R2L approach. Model texts from previous students' dissertations are used for detailed reading, with discussion focusing on features such as conjunction, sourcing, appraisal and the different stages identifiable in each of the prescribed dissertation sections. Provisional results based on the analysis of a pre-workshop baseline text, in comparison to that of a text in the same genre (argument) included in the final draft of a selection of students' dissertations, following the R2L assessment criteria, will be presented. The poster will represent, thus, evidence on the potential of R2L for facing the challenges of foreign language academic writing development.

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#### **When times stands still: The role of Reports in History Textbooks**

This paper focuses on the role of the family of reports in the construction and transmission of historical knowledge in textbooks.

The report family offers descriptions of historical periods or contexts, such as: artifacts, lifestyles, territories, political systems, among others. Genres in this family convey a static view of time: descriptions are localized but do not advance in time. The relevance of this genre family in the construction of historical knowledge was identified in the second phase of the Sydney school, namely in the project Write it right. However, later works in the study of genres do not necessarily address this family, rather focusing on the families of recounts, explanations and arguments.

In order to ascertain the role of the family of the reports in textbooks, a corpus of 10 History textbooks of the 2nd and 3rd cycles of Basic Education of the Portuguese education system was constituted and analyzed. Focusing a thematic unit per textbook, this study shows that the family of reports is predominant: about half of the texts belong to this family; the other half encompasses texts from both the family of recounts and the family of explanations.

Furthermore, the analysis shows that some units are almost exclusively made up of reports, for example, when dealing with ancient civilizations or the Middle Ages. An interesting aspect regarding the historical reconstruction of time in textbooks emerges from this: time moves between units, but not necessarily within them. In these cases, textbooks mainly promote the learning about the characteristics of a certain era, minimizing the events that marked it.

The results of the study attest to the importance of the family of reports in the transmission of historical knowledge. It will be argued that reports should receive bigger emphasis when studying the genres of history and in its pedagogy.

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### **A functional socio-semiotic reading of the paradox of literary demotion and popular promotion in translated bestsellers: Paulo Coelho's *O Alquimista* as a case in English, Arabic and Turkish**

The international popular appeal of translated bestsellers may be variably associated with the symbiotic language-culture relationship. Here, narrative translation represents an act of communication where meaning recreating is separate from, while it is still dependent on, the original writing (Hatim & Mason, 1997). Therefore, in the quest to understand the paradoxical international bestsellerdom of Paulo Coelho's *O Alquimista* (1988), a socio-semiotic reading of the narrative communication with the cross-cultural readership emerges to the fore as a logical necessity. The study here adopts a comparative socio-semiotic view to three texts of *O Alquimista* in English, Arabic and Turkish as instances and realisations of three languages-in-context. The study attends to the contention of the discursively interwoven recreations of both the macro-level narrative structure and the micro-level reworking of the world images along the lines of value systems in the contexts of interpretation. Strictly speaking, the following issues are addressed:

1. Strata of the language-narrative systems along which the narrative-translator interactions yield a skilful contextually-adjusted reproduction;
  2. Translators' role as a co-author to fit the new narratives into a successful paradigm of bestsellerdom.
- A composite of SFL and narratological concepts here address the complexity of meaning recreation across different degrees of semiotic distance.

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### **An overview of Appraisal studies in Brazil: 2005-2017**

This communication aims to present an overview of studies developed in Brazil after the publication of Martin & White's (2005) *The Language of Evaluation: appraisal in English* which deals with the appraisal system. The awareness of such studies carried out in master's dissertations and doctoral theses, as well as in articles published in indexed Brazilian journals justifies the significance of the study. Appraisal system, its underlying subsystems and its relationship with others discourse systems (Martin & Rose 2007) are also approached from a theoretical perspective. Data was generated from dissertations and theses available at CAPES (Brazilian federal agency for support and evaluation of graduate education) database and the scientific journals by the Sucupira Platform (for the indexed journals) and, later, on the journal websites, for the articles search. Results point to a high productivity in appraisal studies in both Brazilian Linguistics and Applied Linguistics, especially in master's dissertations and doctoral theses after the publication of the book. This investigation can contribute to an overview of studies using the appraisal framework in the Brazilian context and can also enable socialization of researches carried out about the theme with researchers from the Systemic-Functional Linguistics community in Brazil and abroad. In addition, it can motivate new studies and the presentation of appraisal system for those who are not familiar with its particular features and applications.

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### **Problematizing Communicative Language Teaching: Pedagogic strategies in teacher-student consultations**

Communicative Language Teaching (CLT) remains a norm for much foreign/second language (FL/SL) teaching globally, despite pronouncements of a "post-methods" era (e.g. Kumaravadivelu, 2006). This is particularly so in Japan, where CLT is an official part of the methodology encouraged in schools (Abe, 2013), and where "weak CLT" (Howatt, 1984) approaches remain common throughout secondary and tertiary language education. In this talk, I will review the systemic literature on CLT, and then present key results from my systemic-functional multimodal discourse analysis (SF-MDA) of classroom data from two tertiary Japanese EFL courses (Amundrud, 2015 & 2017). I will discuss the stratally and metafunctionally consistent choices, dubbed pedagogic strategies, that emerged in the conduct of the

Individual Feedback Consultation teacher-student in-class consultation curriculum genre (Christie, 2002; Martin, 1992; Martin & Rose, 2007 & 2008). Through the examination of both the multimodal (spatial position, gaze, gesture) and linguistic (lexicogrammar, discourse semantic) data analyzed, I will show how these pedagogic strategies were utilized, and how they demonstrate problems with CLT's insufficiently broad experiential base (Byrnes, 2014). For teachers in normatively communicative teaching environments that want to develop more experientially based FL/SL teaching approaches, I will show how the pedagogic strategies identified indicate possible solutions to this challenge. I will also pose potential pedagogic interventions that SFL-informed language teachers should undertake to advance coherent alternatives to CLT, in the hopes that we may further advance the insights of SFL into developing more effective language teaching approaches for students and teachers the world over.

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### The construction of the experience of being a teacher in Mexico

All communities are located in a specific time and space with its own concerns and debates. According to Wenger (1998), communities of practice are groups of people who share a concern for something they do and learn how to do it better as they interact regularly. Through these interactions, the members of the community use language to produce and negotiate meaning. The purpose behind this proposal aimed at analyzing the discourse produced by a group of teachers regarding the construction of their experience as English teachers in Puebla, Mexico. The transitivity principle and the verbal processes of the SFL by Halliday (1994) served as the discourse analysis tools to explore these teachers' discourse. The results of the analysis show that in spite of differences regarding the age and the time



the participants have been teaching, they construct their discourse culturally and socially to create meaning (Halliday, 1978, 1994; Eggins, 2004). At the same time, their use and choice of language confirm that they verbally construct their experience as teachers by mostly using material processes based on their teaching activities, that is, as members of a community of practice. By the end of the session, attendees will have taken a look into the way teachers in Mexico construct their experience and they, themselves, will probably explore how their own discourse shape their actual and future community of practice.

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### **Discursive representations of health professionals and patients in the Family Health Strategy in the Brazilian Northeast: a reflection on the consolidation of the therapeutic bond**

Public health in Brazil was established in 1988, with the new federal constitution. In 1994, the central government created the Family Health Strategy (FHS), responsible for primary health care. One of its basic objectives is the consolidation of the therapeutic bond. Since discourse is a constitutive element of social practices, we aim to investigate and analyze how health professionals and patients of the FHS are discursively represented and the influence of this representation in the consolidation of the therapeutic bond. This research is carried out in a medium town of the state of Ceará, in the Brazilian northeast, and is part of a larger research project. We adopted an ethnographic-discursive method, using six research techniques: interviews, focus groups, participant observations, field notes, participant diaries and workshops. Our theoretical approach is Critical Discourse Analysis, especially the work of Fairclough (2003, 2016) and Author (2000, 2005, 2015, 2016). The analytical categories chosen are transitivity by Halliday and Matthiessen (2004) and Representation of Social Actors by van Leeuwen (1996, 1997). This research is relevant for critical discourse studies for investigating health in a socially disadvantaged context and it may help to promote improvements in the quality of health care through reflections on the participants' attitudes and values which presently undermine the consolidation of the therapeutic bond. The results indicate problems in the construction of the therapeutic bond, such as absence, delay, and lack of communication strategies by health professionals.

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### **Fourth Grade Emergent Bilinguals' and English-Speaking Students' Clause Complexing: Implications for Linguistic Pedagogy**

The Common Core Standards (2010) call for fourth grade students to write opinion pieces using text-based sources to cite reasons and evidence; however, there are few studies investigating elementary students' writing development with the goal of informing linguistic pedagogy for writing instruction. As part of the larger project from which the current analysis emerged, an investigation of integrated reading-writing instruction revealed teachers' concerns that (a) emergent bilinguals (EBs)<sup>[1]</sup> need instructional supports for expansion of their reasons/ideas when writing opinions, and (b) they don't know how to provide this support. To empirically examine the basis of teachers' concerns, this paper explores taxis and logico-semantic relations (Halliday & Matthiessen, 2004) employed by fourth grade EB and English-speaking<sup>[2]</sup> students in [English-language] opinion writing. We purposely sampled 20 high- and low-scoring writing samples for each of the two student groups and examined clause types and logical dependency to explore resources used to expand and project for clause complexing. We asked: How do high- and low-scoring EB and English-speaking fourth graders' on-demand opinion writing compare for taxis and logico-semantic relations? The findings advance our understanding of the potential of linguistic pedagogy for logico-semantic relations for improving EBs' writing proficiency.

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<sup>[1]</sup> Emergent bilinguals are defined as students who spoke Spanish at home and received English to Speakers of Other Languages (ESOL) services in school during the time of data collection.

<sup>[2]</sup> English-speaking students are defined as students who never received ESOL services or were exited from ESOL services at the time of data collection.

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### **Analysis of Image and Text in Online Football Live Text Commentaries: A Systemic Multimodal Functional Approach**

The internet has broadened the scope of sports commentaries. This has necessitated studies in online live text commentaries. Hence, this study investigates image-text relationships in selected online football live text commentaries (LTC) as part of computer mediated discourse (CMD). A total of five online live text commentaries are randomly selected from three major international football leagues. To

achieve its objectives, the study adopts an eclectic approach in its framework: the descriptive multimodal framework of Martinec and Salway(2005) further espoused by Martinec (2013)to describe samples of the data; and Halliday's(1994) metafunctions to delineate participants, processes and circumstances captured in the commentaries. The findings reveal that images complement texts in LTCs in both general and specific purposes. Images generally act as complementizers, summarizers, highlighters, and specifiers of meaning units. The specific functions are reinforcement, restatement, addition, enhancement, and exemplification. These functions operate at the inter-semiotic level where image and text interaction expand the boundaries of meaning in multimodal texts. The study concludes that image-text types form status patterns which further result in logico-semantic realizations. To capture the action-laden event (football), transitivity processes and circumstances of manner and location are dominant in LTCs. LTCs significantly provide alternatives to more traditional forms of commentaries that spur investigations in the fields of functional stylistics and multimodal discourse analysis. It also provides a basis of comparison for other forms of CMD in the analysis of semiotic features.

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### **Orientations to Teaching. An APPRAISAL Analysis of Teachers' Conception of Second Language Teaching and of their Own Teaching Practice.**

This study explored how four participants in a district-based teacher education program conceived of second language teaching and of their own classroom practice in Spanish teaching. These participants differed in terms of their background knowledge of Spanish. Samples of their coursework completed as part of their regular year-long preparation as Spanish teachers in elementary classrooms were collected and analyzed using the system of APPRAISAL<sup>1</sup>. APPRAISAL offers speakers/writers different linguistic choices in terms of how they appraise, grade and give value to social experience<sup>2</sup>. The theoretical framework highlighted the social semiotic role of language, arguing that the members of a community use symbolic tools to mediate their relationship with the world, others and themselves<sup>3</sup>. The data set included 22 short texts (from 82 to 658 words) in which participants reflected on different aspects of their teaching and what they thought needed improvement. Using APPRAISAL, the study analyzed attitudinal meaning and graduation in the mentioned written tasks. Findings showed that participants with comparable background knowledge of Spanish appraised common aspects of second language teaching similarly and held shared 'orientations to teaching'. Two orientations were identified, underscoring the capacity to recognize student needs, adjusting teaching accordingly, and the importance of following lesson plans carefully and thoughtfully. These orientations seemed to be connected to teachers' identity and ways of creating their teaching practice, functioning as lenses to conceive of second language teaching and to organize teachers' practices.

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### **Multi-functionality and Syntactic Position of Discourse Markers: ‘you know’ and ‘then’ in English and ‘ya’nī’ in Arabic: The Case of Political Verbal Interactions in television Broadcasts**

Each language is organized in accordance with its culture; it follows the social purposes of the interactants within that culture. The main concern in this paper is to reveal the extent to which discourse markers like ‘you know’, ‘then’ and ‘ya’nī’ (I mean/It means) are multifunctional in English and Arabic political discourse.

Using a corpus based approach, our study analyses material from political interviews aired on CNN and Aljazeera. After selecting and sorting the linguistic data with the aid of the aConCorde tool, our study involves three steps: a syntactic analysis identifying the positions of the markers, a semantic analysis distinguishing their uses and a pragmatic analysis defining their functions.

We assume that these expressions are inherently related to social criteria, context and syntactic position. The relationship between participants is also of paramount importance in our analysis of discourse markers. Our particular focus is to explore the correlation between the syntactic distribution (initial, middle and final) and the pragmatic purposes of discourse markers. Our framework thus makes use of both pragmatic theories about language (Erman 2001, Brinton 1996, Brown & Levinson 1987, Blakemore 2002, Dostie 2004) and systemic functionalist approach (Halliday & Hasan 1989, Halliday & Matthiessen 2004, Thompson & Zhou 2000) in examining the three data sets.

Our findings indicate that these three discourse markers can be used differently from one speech situation to another and from one position to another; they perform a range of interpersonal, experiential and textual functions. Providing a variety of meanings, ‘you know’, ‘then’ and ‘ya’nī’ are thus strongly poly-functional and play an essential role in political conversations.

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### **The Teaching-Learning Cycle in a Russian High School Science Track**

This presentation focuses on the ecological systems of writing using the teaching-learning cycle in a Russian High School. Ecological Systems Theory, as proposed by Urie Bronfenbrenner, situates the developmental learning of a human within the broader community (mesosystem) and culture (macrosystem). A teacher from one macrosystem (America) teaching within a different mesosystem (a Russian high school) changed the target genre for student performance based upon the situational context. The genres for persuading, as defined by Derewianka and Jones (2012), were employed to show and deconstruct the language features and organizational structures of genres for native-Russian students in alignment with the teaching-learning cycle (pp. 43-56). The American teacher began with a short article on the addictive properties of digital devices and worked through the cycle for students to write a hortatory exposition. Issues that needed to be addressed during the cycle included: (a) student support for the teacher's perspective rather than the planned "discussion", (b) the greater familiarity of a writing with a focus on a problem rather than a solution, (c) a Ministry of Education requirement that is unique to Russia, and (d) the meta-message from the pedagogical interaction. The increased writing ability of students from the rough draft to the final draft--that more closely aligns with co-construction--is evident. The writings, process, and the strong meta-message that emerged when these writings were used as models for another cycle of writing in the United States, will be presented.

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### **(Re)imagining the Future of Higher Education in South Africa: The contribution that SFL can make to transforming foundational provision.**

The South African Higher Education system is characterised by low participation and high attrition rates, particularly amongst Black students. Extended Curricula Programmes (ECPs) (one form of foundational provision) aim to improve access, participation and success by extending the student's degree by one academic year and offering additional academic support in the first two years. However, critical scholars highlight that the design of these programmes work to segregate students according to race and a norm-deviation paradigm that is not transformative (see Luckett and Shay 2017). This results in the students being labelled as something different from the "mainstream", as "underprepared" and "at

risk”, which places responsibility on the students rather than the institution. These criticisms resulted in a research project aimed at understanding the ways in which ECPs are *currently* understood, experienced and evaluated at one South African University. The data was collected from audio recordings of three separate focus groups for managers, facilitators and students. Once the data had been transcribed, the Attitude sub-system of Martin and White’s (2005) Appraisal Framework was used to identify the types of linguistic resources that are drawn on to express *attitudes* about ECPs, as well as types of linguistic resources used to *judge* and *evaluate* the programmes. These were then interpreted in the context of broader national discourses about foundational provision. In doing so, the Appraisal Framework assisted in bringing the implicit and assumed values of a diverse group of social actors to the fore so that they can be addressed in targeted ways.

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#### A study of L1 transfer on Chinese EFL students' use of theme and thematic progression in argumentative writing

Theme and thematic progression (T/TP) is a major aspect of "how speakers construct their messages in a way which makes them fit smoothly into the unfolding language event" (Thompson, 2000, p. 117). T/TP plays an important role in coherence in writing by linking sentences successively as the paragraph develops and making sure that each statement connected with the one or ones preceding it. Nevertheless, previous investigations have shown that Chinese EFL learners have problems using T/TP for they consistently overuse or underuse certain Themes and appear to be confused about TP in writing. Contrastive studies have pointed out that L1 transfer was one of the factors that are responsible for the different T/TP patterns in EFL learners' writings as compared to those of English natives. However, most of the existing studies focus more on the deviation rather than the influence of L1 on EFL learners' use of T/TP in writing. Therefore, employing both quantitative and qualitative research method, the present study analyzes and compares the T/TP patterns in the Chinese and English argumentative essays of 35 Chinese college students to investigate the effects of L1 on the L2 writing of Chinese EFL learners at the level of discourse in terms of coherence. The results of the study will provide educators with insights into the role played by L1 in L2 learning as well as how to apply T/TP theory in pedagogical practice .

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### Who's talking and how

#### how different voices shape the experience of art

This paper explores the impact of different disciplinary perspectives on the verbal texts that frame art exhibitions. The paper draws on a recent fellowship at the Metropolitan Museum of Art in New York. Conceived as a 'linguist-in-residence', the fellowship set out to create a focus that would bring issues around language to consciousness in new ways. As a residency, the idea was not to come with a predetermined research question, but to be responsive to the interests and issues of the museum – to find the questions around language that mattered at the Met there and then, and then draw on systemic functional theory to explore those questions together with staff, and leave them with a deeper understanding of the processes and resources of language.

One of several questions to emerge concerned voice: what differences were there among the various voices within the museum in the way they represent artistic knowledge, history, practice and experience? What differences are there, for example, between the way a curator talks or writes about art, and an educator, an art historian, an artist or a volunteer? Using a range of exhibition-related texts, both spoken and written, both prepared and spontaneous, some key and at times surprising differences were revealed. This paper will look metafunctionally at a selection of these texts, focusing on differences in field, tenor and mode. It will also draw on the emerging LCT dimension of Autonomy as a key principle that structures and regulates fields of practice and positions actors within those fields. In doing so, this paper offers insights into the tensions and synergies between the different disciplines and voices involved in presenting and interpreting art, and argues that, as museum practice continues to become more interdisciplinary, and museums seek to provide more inclusive access to their collections and programs, a shared understanding of these synergies and differences becomes increasingly valuable.

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**SFL, Intersectionality and Critical Feeling: working towards empathy through understanding identity practices of gender and race/ethnicity in a EFL classroom**

The aim of this analysis is to understand the discursive construction of the identity practices of a teacher who is marked by the intersectional axes of gender and race/ethnicity (Collins; Bilge, 2016), allowing us to discuss how racism must be considered when thinking about the links of empathy that can be built through affectively understanding different ways of being *in*, being *with*, acting and feeling in the EFL classroom (Borges, 2017). In this context, I propose a critical reflection upon: i) the discursive performativity of a black woman teacher's identity practices (ways of being *in* the classroom) (Butler, 1993; 2004, 2014); ii) her interactions in the classroom as a place of dissent, difference, unlearning and community ties (ways of being *with* the students) (hooks, 1994, 2003; Fabricio, 2006; Ferreira, 2006, 2012, 2015; Moita Lopes et al., 2006, 2013); iii) her (re)(in)action when experiencing critical moments regarding racism/classism (Pennycook, 2004, 2015) (ways of acting); and iv) how she deals with human suffering derived from that (modes of feeling). Following a qualitative research methodology which relies on the concept of situated knowledge (Haraway, 1988), I use the Appraisal System (Martin, 2001; Martin and White, 2005) of the Systemic-functional Linguistics (Halliday, 1994; Halliday; Hasan, 1989) to understand the lexico-grammatical choices made by the teacher in the discursive construction of her identities. Results indicate that the critical-reflexive process of *hearing us listen* (Souza, 2011) fosters "critical feeling" (Borges, 2017) and may help mitigate the harm of racism at a personal level, if not institutionally

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**The practice of stating the obvious? Legitimation of values and 'value work' in texts from public authorities in Sweden**

A new feature of the textual landscape of public authorities is the production of texts labelled *platform of values* or *core values*. These texts are part of broader social practices of 'doing platform of value work' grounded in, for instance, an interest in ethics and 'managerialism' in the public sector. The purpose of this paper is to show what aspects of these practices that are being legitimized in the 'platform of values' texts and which are not. Thus, the paper takes a key assumption from legitimation theory as its point of departure: what is already assumed to be *legitimate* does not need to be *legitimized* (van Leeuwen, 2008). The main data consist of 230 'platform of values' texts from 2016, representing 154 different Swedish public authorities. The methodological tools come from legitimation theory, but the paper also employs SFL concepts such as *mood metaphor* and *process type* (Halliday and Matthiessen, 2014) as well as multimodal concepts (Kress and van Leeuwen, 2006). The main result of the paper is that whereas processes around the production of 'platform of values' (e.g., involving all civil servants at the authority) are sometimes legitimized the core values themselves are always presented as legitimate. The paper contributes to the larger discussion of the use of SFL in order to demystify key aspects of



contemporary professional practices in, for instance, democratic organizations such as public authorities.

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### **Making Connections: Applicable Linguistics and the Sports Analytics Movement**

The growth in sports analytics and player tracking technology has seen many innovative developments in high performance training, sports science and sports pedagogy, exemplified by the MIT Sloan Sports Analytics Conference (2018). While these innovations provide some insight into on-field communication, such as spatial interactions and leadership dynamics, there is minimal research to date that has utilized this technology to specifically track the on-field language practices of sports people (see Caldwell et al. 2017 and Cominos et al. in press). The main exception is mainstream media, where, in the context of the National Basketball Association for example, the language of players and coaches is recorded during games, providing viewers with access to the linguistic practices of the real-time sporting contest. This mediatisation of sports discourse presents an exciting opportunity for Systemic Functional linguists to not only explore an uncharted discourse domain, but to play an integral role in the fields of sports analytics, high performance training and sports pedagogy. This paper will begin by presenting examples of on-field language tracking from several professional sports. It will then consider the role of SFL informed applicable linguistics in the context of on-field language tracking. By way of illustration, findings from a small-scale pilot study which documents the on-field language practices of Australian Aboriginal athletes will be presented. Ultimately, this paper is exploratory in its approach, illustrating not only the important role of applicable linguistics in professional sports, but also, in line with the conference theme, the importance of transdisciplinary, transnational scholarly collaboration.

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### **Immigrant students in public schools: analyzing news on educational actions**

São Paulo-Brazil is a place of a great number of immigrants from different countries, but not long ago, it was rare to find immigrant students in public schools. More recently, however, teachers have met a new scenario: the ethnic diversity of their classroom with students who cannot speak Portuguese. This situation poses a difficulty for the teaching-learning process which is relevant to be investigated due to the demand of a new role for both teachers and students. The questions that guide this study are: Which are some of the different situations schools have to face due to the diversity of students in class? What has been the role of schools to make the immigrant students feel welcome? How are the teachers being prepared to deal with the challenges of a new classroom? To answer these questions, this paper analyzes some news about education and contemporary immigration published in two main newspapers of São Paulo, and in the official site of the Municipal Secretary of Education and other sites whose focus are immigration-related issues. The Systemic Functional Grammar (Halliday and Mathiessen, 2014) is the theoretical basis with a focus on the ideational metafunction to find out about the actions that take place in the texts and who are the participants involved in those actions. For the treatment of the corpus, the software WordSmith Tools (Scott, 2008) is used. A previous analysis has shown the processes 'dizer' (say), 'ser' (be) and 'fazer' (do/make), and the professionals of education as participants are the most frequent lexicogrammatical choices.

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#### STRUCTURE AND AGENCY: A DIALECTICAL RELATION IN TEACHER IDENTITY DEVELOPMENT

Teacher identity development has received growing attention (BEJAARD et al, 2004) once it is of great relevance in the process of becoming a teacher. This session aims at presenting the results of a study conducted with pre-service English teachers in Brazil, which focused on their professional identity development in relation to one of the activities in their education program, i.e. a research practice referred to as *paper*. The specific objectives of the study were to understand the symbolic representations pre-service teachers had of the *paper*, which elements of this social practice were represented by them in discourse, and the relations between such representations and their identity development. An interview was conducted with each of the participants, four pre service teachers, to generate data. The analysis was done having the Critical Discourse Analysis (FAIRCLOUGH, 2003) and the Systemic Functional Linguistics (Halliday, 1994) as theoretical and methodological framework. The discussions on identity were subsidized by studies which understand identity as a mutable relational linguistic construct (Hall, 2001; Moita Lopes, 2002; Varghese et al, 2005). The results indicate that there is a dialectic relation between agency and structure in the development of the *paper*. The agency, an aspect of professional identity development highly appreciated, is constrained by the structure in which the *paper* is developed. Considerations include the need for teacher education programs to provide opportunities for pre-service teachers to exercise agency fully.

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### **“Empowering L2 graduate students of education in academic writing context through functional approach to explicit grammar instruction”**

Despite the substantial descriptive knowledge of English language, many Chinese graduate students in the U.S. have encountered challenges in their academic writing. The challenges are typically rooted in their unfamiliarity with the functions of English grammar. Informed by SFL, this study explores how functional approach to explicit grammar instruction can help twelve Chinese graduate students of education improve their English academic writing. The participants are master’s students of education who endeavor to become elementary school teachers upon returning to their home country. A year-long academic writing workshop is held once every week for 1.5 hours. The key component of the workshop includes explicit grammar instruction by the researcher, particularly focusing on nominalization and expanded nominal group. The participants practice daily free-writings and share writing assignments of coursework as a pathway to their master thesis. For close examination on the students’ writing struggles, progresses and improvements, the researcher provides individualized instruction and keeps observation notes. At the end of each semester, interviews with the participants are conducted. By analyzing the data – student writings, interviews, observation notes – the presenters, new SFL members, will discuss the effectiveness of functional approach and suggest further empirical studies on academic writing instruction at graduate level.

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### **Youth produced videos for social change: An SFL and multimodal analysis**

The practice of teaching video production as a form of expression (Halverson, Lowenhaupt, Gibbons, & Bass, 2009) and of critical media literacy (Duncan-Andrade, 2007; Goodman, 2003) to youth from under resourced and under-represented communities has been researched and proven to be an empowering experience for youth (Goodman & Cocca, 2014; Sefton-Green, 2006). However, with the exception of a few studies (Halverson, 2010; Hull & Nelson, 2005), very little research exists on providing a systemic analysis of the video texts students produce in these spaces in order to understand, how students are constructing self and other. Grounded in the theories of multiliteracies (New London Group, 1996) and multimodality (Kress & van Leeuwen, 2001) this study uses the tools of systemic functional linguistics (SFL) (Eggins, 2004) to carry out a discourse analysis on a student-produced video from a social justice after school workshop that was addressing racial and verbal bullying. The method used was a register analysis (Young & Fitzgerald, 2006; Eggins, 2004) along with a systemic multimodal transcription and analysis (Baldry & Thibault, 2006). Findings reveal that through the use of the semiotic resources and affordances of a video text, the students constructed a discourse that both addressed verbal bullying but also constructed a fixed, factual and singular text with little possibility for change or negotiation.

Implications for critical literacy researchers and educators alike are discussed with a focus on what the SFL and multimodal analysis can offer researchers and educators of student-produced video texts.

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### Interviews: genre pedagogy and appraisal in Portuguese classes

This paper aims to present the contributions of the theoretical and methodological framework of the genre pedagogy perspective, proposed by Rose and Martin (2012); Christie and Derewianka (2010), in Portuguese classes of the Professional Course for the Young and the Adult – PROEJA, at the Federal Institute of Brasília- IFB, and the results of the qualitative research of the appraisal analysis, proposed by Martin and White (2005), regarding the *corpus* composed by three interviews published in online newspapers used in this teaching process. The reading and writing perspective of ‘Sydney School’ was very helpful in teaching 27 adult students, who have been out of school for about ten years, to produce and write interviews that integrated the course project. In order to teach these students how to read and write this genre, three interviews with waiters were selected – the profession they have been training to attain – and, during three months, they were taught the social purposes of the language of interviews, its text structure - stages and phases - and explored the grammatical aspects of the text (Halliday and Matthiessen 2014). After analyzing the stages and phases of this textual genre, they collectively organized an interview questionnaire to be used in the interview they had to produce. The learning of the structure of textual genres, as proposed by genre pedagogy, made it possible for these

students to record, transcribe and write the interview. The appraisal system helped them to understand the opinions the waiters had about the profession in which they are being trained to practice.

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### Challenging societal norms?: A critical analysis exploring gender roles in picture books through systemic functional linguistics

With the understanding that children's literature serves as self-affirming mirrors and windows into others' lives (Smolkin & Young, 2011), our objective is to showcase how language functions to portray transgender topics within picture books and how it can be detrimental if complex topics are represented stereotypically (Sandmann, 2004; Jennings & Macgillivray, 2011). Accomplished through Systemic Functional Linguistics (SFL), an analysis was conducted of picture books describing true experiences of children who identified as transgender or behaved in ways that challenged gender norms. Grounded in Eggins' (2004) theory of SFL, we recognize language to be a strategic meaning-making resource and explore the following research questions: (1) What themes, related to gender, are communicated through selected picture books? (2) How do the authors employ language features to portray such themes? We find the analyzed picture books utilize specific language features to portray themes surrounding gender identity, acceptance of/by others, and stereotypical gender roles. While intentionally attempting to normalize a child's behavior, authors may have unintentionally reinforced stereotypical gender roles. We build on existing research that has found similar themes regarding individuals of traditionally disempowered groups, as characters seek acceptance and legitimacy from peers and society (e.g., Botelho & Rudman, 2009; Hadaway & Young, 2009; Keller & Franzak; Sembiante, Baxley, & Cavallaro, 2017). As new SFL scholars, we uncover the linguistic functions to understand how messages are communicated to and received by children. For present and future generations, picture books possess power to deepen one's understanding of the world as a means toward societal transformation.

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### **Stories from Aldea Rosa: Marginalization and solidarity in Javier Van de Couter's MIA**

The present paper explores how marginalization and stance are construed in the activist Argentinian film MIA (2011). The film, released during a key time for LGTBQIA+ activism, traces the struggles of a trans community in Buenos Aires. The analysis focuses on three scenes from the movie and takes on a multiplicity of methods to reconstruct the underlying values and beliefs the film challenges and to bridge academia and activism. The analysis draws on the methods of Critical Discourse Analysis (Fairclough, 2014) to enrich the discussion by situating it in the bigger socioeconomic context and by exploring the LGTBQIA+ rights' movement. To this end, the work of social theorists like Di Pietro (2016), Marcús (2010), Gorelink (2004), Margulis (2002), and Moguillansky (2014) become relevant as they not only conceptualize the struggle for space that marginalized groups face in Argentina, but also unveil the complexity of identity. Moreover, the Appraisal Framework (Martin & White, 2005) allows to systematically describe how the lexicogrammatical resources are used in combination with the *mise en scène* to build solidarity with a marginalized group.

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### **Multimodal Discourse Analysis of Junior High School English Subject Textbooks in Taiwan**

Despite the co-presence of text and image in English as Foreign Language (EFL) learning materials, focus of instruction has often been drawn to the textual message. To assist language learners to enhance their reading comprehension, language teachers need to be able to exploit the semiotic resources co-present in texts. Informed by both Systemic Functional Linguistics and the intersemiotic model (Royce, 2007), the study aimed to examine whether the texts and images of the reading sections in 8<sup>th</sup>-grade EFL textbooks achieve coherence both in ideational and interpersonal meanings. For ideational meanings, the 'participants' and 'processes' were identified in both the texts and images. For interpersonal meanings, the Mood system (including 'imperative', 'declarative', and 'interrogative' speech functions), along with personal pronouns, in the text was investigated, which was then compared to the deployment of 'gaze' and 'angle' in the images to understand the extent of intersemiotic complementarity (IC). The results revealed that ideational, rather than interpersonal, IC is more frequent, suggesting that a more literal IC is present in the textbooks examined. However, literal connections as such may not serve the learners well in deriving or inferring deeper meanings which are abstract and fluid. The study also found that IC may fare differently when genres are accounted for. While in some genres, visuals may function to accurately represent the content of the texts and the visual-textual connection is explicit, in others, visuals may serve to enhance the situational context, where literal IC is not present (e.g., recount). Pedagogical implications are discussed.

KEYWORDS: Multimodality, English subject textbooks, Intersemiotic complementarity

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#### **The Social, Cognitive, and Semiotic Practices of a Mathematician**

Recent scholarship on secondary literacy instruction calls for an emphasis on teaching students the specialized routines, strategies, skills, language, practices, and habits of mind associated with each academic discipline (Jetton & Shanahan, 2012; Langer, 2011). This emphasis augurs a need for research on the literate practices of disciplinary experts. This poster reports findings from a qualitative study that examines one mathematician's social, semiotic, and cognitive practices. Specifically, drawing on data from participant observations of the mathematician's workplace, his think aloud protocols during reading of a mathematics text in his specialization, semi-structured interviews with him on his literate practices, and text samples he regularly read and wrote, the presentation describes the daily work routines the mathematician engaged in and his views on the nature of mathematics work (social practice), the strategies he used while reading a text in his discipline (cognitive practice), and discursive features of the textual materials he routinely read/wrote in his work (semiotic practice). These findings suggest that teaching students to become literate in mathematics (or any discipline) involves helping

them learn not just the specialized language or discourses of that discipline, but more broadly how experts produce, communicate, view, evaluate, and renovate knowledge in their discipline.

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### **Preparing Asian ESOL Teachers to Respond to student writing: A Systemic Functional Linguistic Perspective in Action**

L2 teachers generally lack the ability to respond to student writing in productive ways, because L2 teacher education has typically not developed teachers' understanding of how language works in constructing meaningful texts (Schleppegrell & Go, 2007). To address the need for preparing teachers to give meaningful feedback, this study investigates the professional experiences of Asian English language teachers (ELTs) who participated in a professional development program informed by Halliday's systemic functional linguistics (SFL). Using qualitative case study methods, this study explores how instruction in SFL theory and text analysis strategies influenced teachers' approach to responding to student writing.

The findings indicate that ELTs progressed from offering decontextualized reactions to lexical and syntactic issues (e.g., correcting errors, calling for a wider vocabulary) to providing feedback aimed at strengthening meaning in a text. Specifically, ELTs were able to identify students' ineffectual register choices for constructing texts relevant to specific genres and writing tasks, and offer linguistically-precise guidance for improvement. However, since ELTs' uptake of SFL was highly influenced by their exam-oriented, formalism-informed language education and socialization in Asia, they usually addressed the issue of genre stages in student writing prescriptively. They also emphasized students' language choices in constructing content (ideational meaning) and managing information flow (textual meaning), while overlooking features of voice (interpersonal meaning) in student text.

The study contributes to research and practice of L2 writing teacher education by providing empirical information regarding the opportunities and challenges of using SFL to support Asian ELTs' professional development in responding to student writing.

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### **Exploring the attitudinal variations in the Chinese English-language press on air pollution**

This study uses appraisal theory (Martin and White, 2005) to investigate the media attitudinal variations regarding the air quality in China. Drawing upon the appraisal systems of attitude and engagement, this paper examines how the reportage has changed over time in terms of the type and source of attitude. Through a comparative analysis of the news reports and editorials in the latest and back issues of the official English-language newspaper *China Daily*, this paper identifies two major attitudinal shifts: (1) from an absence of inscribed attitude representing air quality as something natural to judgement of social sanction evaluating foreign embassies' monitoring; (2) from judgement to three interwoven strands of appreciation, with air quality, Western experience and prospective opportunities evaluated



by both Chinese and international communities. When reporting and commenting on environmental issues of global concern, the national media voice may seek to achieve attitudinal consensus with the international community while adhering to the official discourse.

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#### **Creating brand identity in higher education: A multimodal analysis of university websites**

Due to the dramatic expansion of marketization and globalization, universities worldwide are engaged in fierce competition for international students and top academics, and recognize that they need to utilize professional marketing practices to clearly develop and articulate their brand. Given this marketing trend, little branding literature has examined how brand identity is formulated and promoted on digital media and most discourse research on identity representation only presents partial and anecdotal evidence. No comprehensive understanding has been obtained on this critical issue about how to strategically manipulate several semiotic resources on the web to convey the intended brand identity on international arenas.

To tackle this issue, the purpose of this study is to uncover how top universities represent and promote their brand identities through the verbal and visual resources on their websites. A multimodal analysis was undertaken in this research by adopting Kress and van Leeuwen's (2006) Visual Grammar framework for image analysis, Systemic Functional Linguistics' (SFL) Transitivity and Martin & White's (2005) Appraisal frameworks, and Royce's (2007) Inter-semiotic complementarity framework for studying the relationship between texts and images. Data sources include the linguistic and visual elements taken from the homepages of top 50 university websites based on QS World University Rankings 2018. The findings indicate that each university has diverse strategies in their choices of various semiotic resources to construct their brand identities. This study can fill in the gap of existing literature by offering a robust account of identity construction through semiotic resources on digital communication.

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### **Chinese idioms and Appraisal: upscaling the degree of evaluation**

This paper analyzes the evaluative functions of Chinese idioms, especially four-character idiomatic expressions (*si zi chen yu*), a problematic area in the teaching and learning of Chinese as a foreign language. Working within the Appraisal framework developed by Martin and his colleagues (e.g. Eggins & Slade 1997; Martin 2000; Martin and Rose 2003; Martin and White 2005, White 1998), the paper first demonstrates how Chinese idioms are used to express different kinds of attitude, and then focuses on how these expressions provide grading in terms of the interpersonal force attached to an utterance. It will be shown that the use of many of these idioms often assumes knowledge of shared cultural background on the part of the reader. Moreover, they often evaluate implicitly by describing extraordinary behaviour or deploying lexical metaphors and serve to entail multiple values, which work together as amplifiers to intensify the evaluative force. It is argued that awareness of the evaluation orientation of Chinese idioms is extremely important for the proper use of these expressions and introduction to the origins of the idioms may contribute to the learning of these expressions by learners of Chinese as a foreign language.

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### **The verbal group in Gija: pedagogic implications of functional description**

Gija is a Jarragan, non-Pama-Nyungan language from the remote north western corner of Australia. Colonisation has led to rapid language shift and Gija is now severely endangered. Remaining speakers are undertaking language revitalization activities in their communities aimed at teaching younger generations and expanding the social contexts in which Gija is in active use. Classified as a polysynthetic

language (McGregor 2004), Gija does much semiotic work done below word rank with particularly complex morphology within the verbal group. Certain morphemes within this constituent realise both interpersonal and experiential meaning. This paper will present initial findings of functional analysis of the verbal group which can account for simultaneous choices from the systems of Mood and Transitivity and go beyond existing formalist descriptions (Matthiessen 2014). Such complex, multivariate structures present a particular challenge for learners of the language. Gija adults working in school contexts play an important role in revitalization processes but as they are not fluent speakers, face the predicament of learning their heritage language at the same time as teaching it to children (Poetsch 2013). I will explore the implications of a stratified metafunctional approach for supporting these adult learners to gain understandings and control of these linguistic choices. Finally, the paper will propose that such a description can be a productive basis for elucidating how resources below the rank of word contribute different kinds of meaning at higher levels in Gija. This study forms part of a thesis project.

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### The Language of Early Electrical Science: The *Philosophical Transactions*

M.A.K. Halliday proposes that a key role in the language of science is played by 'compacting nominalization', a strategy by which qualities and processes in one phase of a discourse are then nominalized to become Themes and Rhemes in a following phase to facilitate the flow of argument (Halliday 1988[1993, 2004]:145-155; 1998[2004]:58-95; 1999[2004]:107-118). It has already been demonstrated that Halliday's analysis of compacting nominalization passages in Priestley's 1769 *History and Present State of Electricity* can be extended to large parts of the book. However another book of the same era and field, Franklin's 1751 *Experiments and Observations*, employs little of this strategy (Cummings 2017). A plausible suggestion has been made that Franklin's contents may be generically similar to the contents of the *Philosophical Transactions of the Royal Society* during that era, which show little compacting nominalization (cf. Banks 2017:48-59).

The purpose of this paper is to demonstrate that Franklin's book, and accounts of electrical experiments in the *Philosophical Transactions* of the same era are indeed generically similar, and both generically different from Priestley's book, quite beyond the issue of compacting nominalization. These accounts were arbitrarily selected from volumes covering the same span of years as Franklin's writing, and again from around the date of Priestley's publication. A notable exception to these generic expectations is three papers from Priestley himself, which employ compacting nominalization in a proportion similar to that of his book. Generic similarities and differences are demonstrated in terms of register values.

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### Deconstructing, Refining, and Ultimately Improving Writing Assessment Prompts using SFL Metafunctions

Writing assessment in K-12 schooling commonly involves writing prompts (Behizadeh, 2014). The goal of these prompts is to introduce and narrow writing topics for students. Writing prompts however seldom receive careful linguistic analyses which leads to prompts being implemented that bring about student responses that misalign with writing assessment goals (Kroll & Reid, 1994). This quantitative case study investigated fourth and fifth grade students' responses (N=68) to a prompt from the Massachusetts Comprehensive Assessment System (MCAS). The prompt was administered at the beginning (T1) and end (T2) of the academic school year. It was designed to elicit personal recounts from students. An SFL-informed analytic rubric was used to assess responses. Analyses of the corpus of writing showed most of the texts produced were personal recounts (28% T1, 31% T2) and reports (53% T1, 44% T2). Analyses indicated 59% of students wrote responses for T2 using a genre different than what they employed for T1. These findings highlight the variability that can occur across and within subjects when using unrefined writing prompts. A linguistic analyses informed by SFL indicated plausible reasons for why students wrote in certain genres other than personal recount. Conducting linguistic analyses of writing prompts with the goal of focusing students' responses will likely produce texts with less genre variability. The role of experiential, interpersonal, and textual functions for carrying out prompt analyses with teachers are discussed. In addition, practices for developing prompts that are more equitable using these functions are explored.

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### **(Dis)connected Voices: The polarization between Science and Conspiracy in a Youtube channel in the light of the Appraisal System**

When interacting in Social Networks, the problem of ideological polarization seems to limit the use of such media more and more. Thus, with the objective of investigating the polarization between Science and Conspiracy (Bessi et al., 2016), an increasingly relevant question when considering the growth of the internet as a collaborative learning space, I perform a qualitative-interpretative analysis (Denzin; Lincoln, 2005) of the comments section of the video "Fomos à Lua?" ([https://www.youtube.com/watch?v=r\\_qwxl-4Cow](https://www.youtube.com/watch?v=r_qwxl-4Cow)) of the Nerdologia channel. To that end, I am based on a socio-semiotic conception of language (Halliday, 2014; Martin, 2016), using the Appraisal System (Martin, White, 2005; Tavares, 2014; Vian Jr, 2012). In this perspective, I use the principles of writing-in-interaction (Bulla, 2014), understanding that computer-mediated communication re-configures aspects of face-to-face interaction in writing. The methodology chosen is documentary analysis (Sobrinho, 2015; Tavares, 2014), because it favors the observation of relevant factors in the process of maturation of individuals and societies. Results suggest that polarization creates Imagined Communities (Anderson, 2008; Harju, 2014), human groupings characterized by the lack of a proper criterion for their fellowship. This fragile bond causes the Imagined Community to polarize its discussions, using the resources of Engagement and Gradation to limit opposing positions and to strengthen their own. The dynamics of this space call attention to the inherent conflict in the use of YouTube for scientific dissemination, since it is defined at the same time as a collaborative online learning platform (Finardi; Porcino, 2014) and affinity group (Barton, D., Lee, 2013).

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### Teachers' Feedback Moves and Their Effect on Students' Advanced Foreign Language Use: An SFL Approach to Discourse Analysis

Studies from many different disciplines have shown that classroom interaction, which is at the center of all classroom activity (Walsh, 2011), facilitates foreign language learning (Markee, 2015). A detailed look at teacher–student interaction helps us to understand how instructors use language in interaction to teach a foreign language in a systematic way (Hall & Walsh, 2002).

While there has been extensive research in classroom discourse analysis that shows the highly structured nature of classroom interactions in the IRF (initiation–response–feedback) sequence, this so-called recitation script has not been researched from an in-depth semantic perspective. Since systemic functional linguistics focuses on the functional role of linguistic resources (Egins, 2004), it offers a productive approach to the study of teacher talk.

This study contributes to the growing body of knowledge about classroom discourse and teacher talk by approaching it from a systemic functional perspective. Drawing on major concepts of classroom discourse analysis and systemic functional linguistics the study investigates how a teacher of German as a foreign language at a private U.S. university on the east coast uses language in a content- and language-integrated class, in particular, with regard to the feedback move within the IRF sequence. This study reveals trends concerning the type and function of feedback the teacher gives to foster student advanced language use and ability to construct knowledge. The patterns that emerge in this study also present implications for teacher training, pedagogical practices, and instructed L2/FL learning.

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### Interfacing Systemic Functional Grammars with Frame Semantics

As computational applications play a greater role in society, Systemic Functional Linguistics can play an important role in producing effective interactions between those applications and the people who use them. Significant progress has been made in the fields of computational representations of semantics (e.g., FrameNet, Ruppenhofer et al., 2006) and automated semantic reasoning (e.g., the Semantic Web, Berners-Lee et al., 2001), and it will be important for computational systems based on Systemic Functional Grammars (SFGs) to integrate with these semantic representations.

In this paper, we present an elegant interface between SFGs and the semantic frame representations used in artificial intelligence in general, and by systems such as FrameNet in particular. The interface is based on new realization rules that are the semantic analogs of *lexification* and *preselection* in current systemic functional linguistic theory.

This new semantic interface is implemented as part of the SFG Toolkit being developed by Charles River Analytics. We describe the new realization rules and how they map between the grammar and semantic frames. We also provide several examples of how the SFG Toolkit uses the new realization rules and semantic frames to automatically generate and interpret sentences that are both syntactically and semantically complex.

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#### Legitimación de Códigos en la docencia dirigida a estudiantes hablantes de lenguas indígenas en Oaxaca, México.

A pesar de la existencia de más de 60 lenguas indígenas en México, la formación profesional de los docentes de educación primaria es impartida únicamente en español. Los estudiantes hablantes de lenguas indígenas, que estudian en las escuelas formadoras de docentes, tienen como única opción aprender a leer y escribir en español, porque se considera la única vía de transmisión del conocimiento especializado. Esta ponencia pretende mostrar las contradicciones que subyacen en el discurso de legitimidad de los usos del lenguaje de hablantes de las lenguas indígenas. El acceso a los códigos especializados del español evidencia su predominio sobre lenguas indígenas y su efecto recurrente en las relaciones asimétricas de poder. Se hace uso de la Teoría de los Códigos de Legitimación (Maton, 2014), para develar la dinámica de relaciones de poder en el campo especializado de la educación que perpetúa la inequidad social. El análisis se realiza con base en las herramientas de la Lingüística Sistémico Funcional (Halliday, 1994) y se centra en el apartado de conclusiones de las tesis de grado de sustentantes hablantes de lenguas originarias en la Licenciatura en Educación Primaria. Con ello se evidencia que estos nuevos docentes tienen un uso conflictivo de los códigos especializados que limita su comprensión del campo de la docencia. Es por ello que este trabajo busca contribuir a la reflexión que lleve a la construcción de estrategias para esclarecer el papel de las lenguas indígenas en la formación de docentes.

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### **Using logicosemantic relations to explore how sophisticated arguments are constructed in an interpretive genre**

This paper develops the work of Humphrey and Dreyfus (2012) on understanding the genre of linguistic interpretation, a genre written by (apprentice) systemic functional linguists when writing about the findings of their analysis. The work was originally developed to better support international students who were struggling with the interpretive requirements of their SFL subjects in the Master of Applied Linguistics at the University of Sydney. Humphrey and Dreyfus (2012) mapped the stages, phases and moves of the genre of linguistic interpretation whereas this paper reports on the findings of logicosemantic analysis to examine how sophisticated 'point' phases unfold in the main stage of high scoring linguistic interpretations. This is important work as it makes visible one of the linguistic 'mechanisms' for making sophisticated points in interpretive genres.

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### **Using a Systemic Functional Linguistic approach for the analysis of qualitative data.**

Research in many fields collects qualitative data in a mixed methods research design. A common approach to data analysis is that of coding where the language of written or spoken responses is analysed and classified into more abstract themes or concepts based on patterns identified in the data (Creswell 2014). A related approach in the field of Applied Linguistics is discourse analysis which uses linguistic tools in a systematic way to identify themes in the language of the data. This method, it is argued, can provide a more objective approach to theme analysis. In this paper, discourse analysis in the Systemic Functional Linguistics (SFL) tradition will be used to examine open-ended comments provided by students in evaluating an online program to support them writing the laboratory report in physiology. SFL is preferred as it is based on a comprehensive theory of language which relates language choices at the level of lexicogrammar and discourse to their context. This paper will use appraisal (Martin and White 2005) and transitivity analysis (Halliday and Matthiessen 2004) of student comments to reveal their evaluation of the learning resources, its pedagogy and students' learning experiences. The analysis highlights how students see the program as a key agent in their learning and contributes to the changes they make in drafting their report. These insights can inform developments in the design of online



learning environments for teaching academic writing. In addition, the rigorous analysis of qualitative data provided by SFL can support the validity of this research approach.

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### **MICRODOCUMENTARIES AS SPACES OF MEMORIES OF THE VIOLATION OF HUMAN RIGHTS IN CHILE BETWEEN 1973 AND 1990**

This work focuses on the visual representation of human rights violations between 1973 and 1990. This qualitative study aims to explore how different Chilean filmmakers, participants in the *Bad Memory III Competition (Concurso Mala Memoria III)*, evaluate the mentioned period and construct evidentiality through their microdocumentaries. The corpus is composed of by the twenty microfilms awarded at this event organized by the Museum of Memory of Santiago de Chile, in combination with Balmaceda Arte Joven. This corpus forms part of the Documentation Center of this museum. The theoretical and methodological approach of selected creations is made from a multimodal value space and, therefore, harmonizes the contributions of the *Appraisal Framework* (Martin & White, 2005; Oteiza & Pinuer, 2012); *Critical Discourse Studies* (Fairclough, 2010; Wodak, 2011; Benke & Wodak, 2003), and *Multimodal Analysis* (Kress & van Leeuwen 2006; van Leeuwen, 2008; Ravelli, 2010; O'Toole, 2011; Painter *et al.*, 2013; Bezemer & Kress, 2016). The various ways in which the recent Chilean past is presented by filmmakers operate as strategies to legitimize or delegitimize certain memories regarding human rights violations that occurred in symbolic places for Chileans, such as the Presidential Palace La Moneda and the National Stadium, among other spaces of memories and counter-memories. Preliminary results show, on the one hand, that microdocumentaries are an option of representation that make various forms of violation of human rights visible; and on the other hand, the findings emphasize the ideological positioning of those who pursue the maintenance of hegemonic memories and, at the same time, those who try to transform and resignify politics in Chile. Finally, these microdocumentaries are very useful multimodal devices to promote the inclusive education by means of transmitting of memories from one adult generation to the new generation.

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### **Positionality and Appraisal: A Multimodal Analysis of the "Happy Slave" Narrative in Beginning Greek and Latin Textbooks**

In *The Pro-Slavery Argument* (1832), Thomas Roderick Dew asked, "Why then, since the slave is happy...should we endeavor to disturb his contentment by infusing into his mind a vain and indefinite desire for liberty?" This question propagated what is known as the "happy slave" narrative, a common defense of slavery used by anti-abolitionists in the American South during the 19<sup>th</sup> century. Today, this myth of the "happy slave" is found not only in the propaganda of current white supremacist movements worldwide but also in the textbooks of high school and college classrooms. My presentation examines the presence of this "happy slave" narrative in a classics context by analyzing the texts and images of five Greek and Latin textbooks using a multimodal systemic functional linguistic framework. In *Athenaze Book I: An Introduction to Ancient Greek* (2003), Maurice Balme and Gilbert Lawal state, "It would be wrong to assume that slaves were always treated inhumanely...comedies depict them as lively and cheeky characters, by no means downtrodden." "Happy slave" narratives of this sort are common in classics textbooks and are often reinforced by drawings and paintings of smiling slaves that are presented without context. I examine the positionality and appraisal of these slaves as recipients of fortune and compare the accompanying "comic" images of slaves in these texts to the racist minstrel depictions from slave-era America. Not only do I discuss why it is historically inaccurate and problematic to position slaves as happy recipients of their lot but I also offer pedagogical solutions.

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## **Dorothy Economou**

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### **An online research writing tool for supervisors and students: embedding SFL description and pedagogy in design and content**

This talk will report on the ongoing development of an online writing tool, *the Research Writing Tool* (RWT), which aims to build research writing capacity by supporting both supervisors and research students to jointly identify student writing needs and by offering guidance in meeting these needs. This tool addresses what Bastalich's 2017 review identifies as the biggest gap in the supervision literature - 'what students and supervisors need to learn' (p1154).

The RWT aims to identify and distinguish areas of writing that cause difficulty for the student research writer, using 'low-tech' terms and instead of activities and quizzes, offering annotations on exemplary excerpts from published theses and exemplary supervisor comments on student drafts. The RWT's design draws on the academic literacies and assessment literature; systemic functional linguistic theory and pedagogy; and insights from interviews with supervisors and students in medical and related disciplines.

The needs analysis findings (Economou and James, 2017) which supported a Systemic Functional Linguistics (SFL)-based pedagogical approach for the tool, (Rose and Martin, 2012) will be briefly reported. Then, the design and development process so far will be described, illustrating in sample sections of the tool, how design decisions and content are being guided by SFL (e.g. Hood, 2012 on research writing introductions). The issues that have arisen during this process will be discussed, such as the use of metalanguage, how to scaffold via annotations, and most challenging, how to do so via the capacities of Canvas, the university's new Learning Management System.

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### **Investigating Linguistic Ideologies of Pre-Service English Teachers: Collaborations Between Sociolinguistics and English Education**

Coursework for pre-service English teachers focuses on methods rather than broader purposes of literacy instruction (Smitherman & Villanueva 2003). Pre-service teachers often remain unaware of the linguistic resources of diverse students. Training in language variation offers teachers a way to respond to the demands of linguistic diversity on teaching and learning. Following Charity-Hudley and Mallinson (2010, 2013) we incorporated methodologies from Sociolinguistics and English Education in a unit that encourages teachers to confront prevailing linguistic ideologies.

We present results of a Draw-a-Map task (Preston 1999) from three semesters of teacher education courses in southern New England. Participants circled areas they perceived as linguistically different and

assigned correctness, pleasantness, and degree-of-difference scores for each. Correctness scores are overt evaluations of performance of prestige varieties; Pleasantness scores are measures of solidarity (Hartley 2005). Qualitative analysis of map data and post-response reflections of 41 participants shows respondents gave expected high correctness and pleasantness scores for most areas, but, in reflections, reported the activity itself revealed covert prejudices about language. In overt questions about bias respondents indicated they knew it was inappropriate for teachers to harbor language bias; other responses made clear that biases seemed inevitable.

We argue that while pre-service teachers are exposed to the field of linguistics, they don't have the opportunity to apply it in ways that shows them how it can affect decisions in the classroom for teachers and students. We show that collaboration between sociolinguistics and English Education develops robust language diversity curricula, more linguistically-informed teachers, and encourages interdisciplinary collaboration.

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### **Ideological stance of the official voice in the teaching of English as a foreign language in technical Education in Uruguay**

As textual genres, the documents called "course syllabi" achieve the purpose of stating the pedagogical foundations on which a particular course is planned (Newby, 2013). To fulfil that pedagogical statement, syllabi unfold in relatively fixed stages or sections (Martin, 2012). In the case of Uruguayan technical education, syllabi are produced by a public institution, the only one in charge of offering degrees in technical education. This paper aims to explore which is the ideological stance of the official voice about the teaching of English as a foreign language in technical education, and which is the internal coherence among some key sections in the document: Foundations, Objectives (General and Specific), and Methodology. This study is carried out through discourse analysis based on the resources of the discourse-semantic systems of APPRAISAL and CONJUNCTION (Martin & Rose, 2007) of systemic functional linguistics (Halliday, 2004). This analysis will create the lexico-grammatical patterns used in the sections of a syllabus of English as a foreign language used in a number of careers. This discourse analysis studies how the syllabus evaluates and logically organizes the teaching and learning of English in technical education in Uruguay. The analysis shows the concepts, the actors, the actions and the purposes that the Uruguayan institution considers must be promoted. It also describes the subjective stance of this institutional voice as regards the community of teachers and the students' expectations. Finally, this linguistic analysis shows to what extent the document's foundations and objectives match its contents,

with a view to revealing if what is said about the teaching and learning of English in the theoretical sections is reflected in the course contents and aims about the English language to be taught.

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### Rapunzel, Rapunzel, lanzo tu pelo": Developing language through storytelling in multilingual classrooms

Purpose: This presentation examines a representative case example of the storytelling of a multilingual, lower SES preschooler. The case shows how translanguaging<sup>1</sup> aids children's storytelling.

Background: Early childhood classrooms are not sufficiently sensitive to nor advocates for a diverse range of ways of using language, relying on routinized interactions which reflect unexamined assumptions about what constitute valuable ways of using language<sup>2</sup>. Classrooms must be spaces in which a range of discursive patterns are recognized, supported, and practiced<sup>3</sup>.

Theoretical Orientation: This study relies on the assumption that language is a social semiotic system as outlined by systemic functional linguistics (SFL)<sup>4</sup>.

Methodology: This case study reflects larger patterns drawn from a sample of 36 children, who spoke 7 different languages. The children told stories for a total of 25 weeks, which were audio recorded and transcribed. The stories were analyzed using SFL4 to determine clause level ideas, story stages, story genres<sup>5</sup>, and interactive features of story.

Results: Children in this sample told diverse genres of story, dialogically responding to one another, while drawing on diverse linguistic resources to make meaning. The children's stories show growing capacity as storytellers and language users, increasing in length and complexity. Furthermore, children developed their expressive and receptive language at faster than expected rates on standardized language measures.

Significance: Evidence from the case demonstrates the value of child-led discourse in the preschool classroom for occasioning varied ways of using language to develop and extend shared ideas, building valuable experience with language in the process. (249 words)

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### German needs experience

### An alternative approach to Steiner & Teich's definition of Theme in German

Halliday and Matthiessen define Theme as the “point of departure of the message” (2014: 89), a concept which is not limited to English, but may be applied across languages. Theme in English is realized by position, however other languages may also use alternative strategies to signal thematization. The German Theme is similar to English, in that it is also positioned at the beginning of the clause. However, German Themes do not extend to the first experiential element but are limited to the one element before the Finite, which may be instantiated by a variety of different experiential and also non-experiential constituents (Steiner & Teich 2004).

Steiner and Teich’s approach to Theme in German is problematic for several reasons. One, it seems counterintuitive that the point of departure in English necessarily needs an anchorage to the realm of experience, whereas the German Theme can be construed only by a textual or interpersonal element. Two, without a topical Theme, German texts frequently lack thematic progression.

This paper will introduce an alternative approach to German Theme structure, one that also includes an obligatory experiential element. On the basis of this new definition of Theme, the thematic systems of German and English will be compared with the help of a corpus analysis of the CroCo Corpus (Hansen-Schirra, Neumann and Steiner 2012). This paper will not only help us to better understand the thematic differences between English and German but also deepen our understanding of Theme in general.

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## Textual Patterns, Instantial Systems and Linguistic Innovation

Systemicists view each language as a large, complex network of interconnected systems each of which is composed of a set of options which may be chosen as a speaker produces a text. Each option available has consequences both for the form of what is said as well as for the meanings expressed (e.g. Halliday and Matthiessen, 2014.) Typically (e.g. Fontaine et al, 2013) systemic analyses of individual texts consist substantially of examining shifting patterns in the options taken for a) patterns of meanings that seem to be important to the text as a whole, b) patterns that relate to the contextual configuration in which the text was produced, and/or c) changes in meaning patterns that relate to the various internal phases of the text.

Of course systemicists assume that each option chosen while producing a text must be considered in relation to the other options taken in (or systematically omitted from) that text. In other words, the text itself, an instance of a language, is seen as invoking instantial systems which are largely subsets of the systems available in the language as a whole, but may also "...embody new configurations of meanings" (Matthiessen 1995: 22).

Selected examples will be discussed in this paper which illustrate ways in which patterns of cohesive harmony, conjunctive relations among utterances, lexical choices and the order of presentation of information within a text combine to inscribe utterances (and utterance portions) with new meanings which they do not have in the language as a whole.

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### How to challenge the emerging versatility of media communication?

The challenge of illustrating a politically-oriented article has always been a highly-stimulating perspective for a category of artists that are globally designated as "caricaturists".

Yet, if we adhere to the traditional definition of a caricature, viz. "a pictorial, written or acted representation of a person, which is based on distortion and exaggeration of his/ her characteristics, and traits for comic effects", what this paper intends to show is that the caricature impact reaches far beyond the limit of this stereotyped approach when it comes to intersemiotic modes and the subsequent use of multi modality in media communication.

The caricature-based visuals analyses in this paper are Michael Morgenstern's works issued in *The Economist*, so as to balance the textual contents of a series of geopolitically-oriented articles published between 2012 and 2015.



Thus, we have been looking at how semiotic patterns of writing and visual design might contribute to the overall impact on The Economist's readers.

The following questions will be addressed:

- How might the meaning of words be altered and erased by accompanying images?
- How do the semiotic patterns relate to each other?
- At a time when media communication is accelerating via social networks, how can we imagine the future of paper-based information transfer?

In terms of methodology, the analysis has been conducted via a corpus of articles selected according to four criteria: chronological span, visual design coherence, textual interpretation, societal and sociological consistency.

In M.A.K. Halliday's perspective, we have the representational, implying that the use of language is intended to convey facts and information. We have the heuristic, meaning that language is used to gain knowledge of the environment.

"Because it stands as a metaphor for society, language has the property of not only transmitting the social order, but also maintaining and potentially modifying it." M.A.K. Halliday, *Language in Society* (10 vol. Collected papers)

Our results are open to debate, yet they seem to show that the scope of the above quotation endures.

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#### Engaging Middle School Emergent Bilinguals in Language Awareness

This study examines the learning and transformation of a group of multilingual students in an ESOL classroom as they participate in a nine-week SFL-inspired unit focused on argumentative writing. Situated in practitioner researcher (Cochran-Smith & Lytle, 2009) and pedagogical approaches to SFL (Brisk, 2015; Halliday, 2014), I asked: 1.) What happens when emergent bilinguals are invited to critically analyze discourse practices as part of their ESOL 3 class? What patterns of interactions, discourses and stances emerge as salient? 2.) In what ways can critical language awareness support their literacy development and mastery of academic language? As well as recording student achievement on district and standardized tests of reading and writing achievement, I analyze student writing samples and service projects for elements of effective argument. Transcripts of class discussions will be analyzed using approaches to critical discourse analysis (Bartlett, 2014; Fairclough, 2006; Gee, 2014; Rogers, 2011). Throughout, I reflexively analyze my own role as their teacher.

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### **Apologies, Admissions, and Assessments: An Appraisal Analysis of Contrite Stances in American Indian Parole Board Hearings**

According to a recent report, many U.S. detention centers are underfunded, neglected, and in disrepair; in some states, more prisoners are incarcerated for longer periods of time and, of those denied parole, there are a disproportionate number of American Indians (ACLU, 2015). During the process of granting parole, it is generally expected that the inmate will make a statement of contrition for the crime for which he or she was originally convicted. However, in complex legal contexts, there is wide variation in how such speech acts are linguistically expressed (e.g., Gruber, 2014), how interpersonal stances are individually negotiated (e.g., Gales, 2011), and how differences in cross-cultural communicative strategies can cause grave misunderstandings (e.g., Eades, 2013).

This study uses Appraisal Analysis (Martin and White, 2005) to examine markers of stance in a corpus of contrition statements from 64 parole board hearings in Montana in 2016. The samples are all cases of sexual assault and were matched, as closely as possible, for inmate gender, age, psychological diagnosis, and parole eligibility status. Half of the cases are from Anglo Americans and the other half are from American Indians; within each of those groups, half were denied and half were granted parole. The results reveal differences in stance markers in the statements—especially those expressing engagement with the criminal act—and emphasize the need for a more nuanced understanding of manifestations of stance in acts of apology, admission, and assessment in such legally-complex, cross-cultural contexts.

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### **Response Genres in EFL Education: Demanded but Overlooked**

"Capacities to respond to and express opinions about other texts" is not only central to L1 literacy development (Christie & Derewianka's 2008), but also essential to written foreign language development. However, in EFL (English as Foreign Language) education at tertiary level in China, response writing is not included in the curriculum of English for general purposes (EGP). To investigate EFL students' understanding of response writing and the linguistic resources they may use in fulfilling this task, we assigned a book review writing task to EFL students at the beginning of an EGP course. Altogether 53 response essays were collected. Based on Rothery & Stenglin's (1997) and Christie & Derewianka's (2008) topology of response genres, and Martin & White (2005) appraisal theory, we examined the stages adopted and the appraisal resources used by the students. Results from the genre

analysis show that EFL students' responses exhibited a mix of various stages across the four major types of response genres proposed by Christie & Derewianka's (2008). When thematic interpretation and evaluation were prominent, attitudinal responses still played an important role. Among the three categories of appraisal resources, EFL students used much more Reaction than Composition and Evaluation. The prominence of reaction as appraisal resources show that EFL students were still clinging to personal response when they realized that they were expected to evaluate texts from a more critical, academic perspective. The findings indicate that EFL students need genre-based instruction to improve their genre awareness and linguistic knowledge.

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#### **Nos/otr@s and SFL: Negotiating Co-expertise Among Pre-service Secondary Mathematics Teachers**

Systemic Functional Linguistics has been used to document K-12 teacher-student and student-student conversations. Specifically the system of negotiation is used to identify who is positioned as the expert. This has been understudied in the field of mathematics education with pre-service secondary mathematics teacher. What might this look like in an equity-based teacher education program privileging co-construction of knowledge among instructors and pre-service teachers? Guided by the Anzaldúan concept of nos/otr@s (bridging, connecting, and transforming differences), we sought to understand moments that might transcend binary assignment of expertise and propose moments of shared-expertise. We analyzed two different discussions, one

pedagogical (a student wanting to transfer from an advanced geometry course) and another mathematical (number theory and combinations). Analyzing the transcripts for not only knowledge-bearer moves we identified moments where pre-service teachers built upon and acknowledged their shared expertise. This seemed to occur during the pedagogical discussion providing approaches for working with the students' request whereas in the mathematical discussion there were clearly identified knowledge-bearers who obtained the answer and could share their reasoning. We posit that the topics where interpretations and different conclusions occur lend themselves to shared-expertise (i.e., pedagogy) whereas the mathematical discussion where there were single correct answers did not. This study offers methodological and pedagogical implications for mathematics teacher education.

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#### **Market research analysis and Systemic Functional Linguistics: comparing the findings**

For three years in a row, the Brazilian newspaper "O Estado de São Paulo" has carried out a market research to find out how some enterprises keep the engagement with their clients despite the difficulties they have to face in a recessive economic scenario. More than a thousand interviews were conducted with consumers from all over Brazil. The result of the study has been published on the newspaper under the title "Marcas Mais" (Top Brands) that presents the three best enterprises in each of the thirty categories on which the research has focused. Besides listing the best evaluated enterprises, the research points out the aspects that led to that conclusion. The aim of this paper is to analyse the ninety texts published in 2017 that describe the strategies taken by each of the best evaluated enterprises, using the theoretical framework of the Systemic Functional Linguistics (Halliday & Matthiessen, 2014). The analysis of the ideational component will reveal the actions taken by the enterprises pointing out the processes, the participants and the circumstances involved in those actions. The interpersonal component will highlight the evaluative elements that describe those actions drawing from the framework of the Appraisal theory (Martin & White, 2005); also, the kind of relationship established with the clients will be discussed. A preliminary analysis indicates that more than one aspect should be considered when evaluating the performance of different enterprises.

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### **Questions that Lead to Questions: An Analysis of Engineer Talk**

Although previous studies of engineer discourse have focused on analyses of print texts (Koutsantoni, 2006; McKenna, 1997), there are few analyses of spoken interaction in engineering settings. This analysis of one discussion among 3 colleagues in a mechanical engineering laboratory draws on Halliday's (2014) functional approach to language as it uncovers some of the elements of engineer talk, showing how three professionals use discourse to "think together" (Mercer, 2000).

This study employs two coordinated systemic functional linguistic analyses. The first, a lexical string analysis, shows how ideas evolve in the text through and among strings of referents (Eggins, 2004). The second analysis, an analysis of conversation moves (Eggins & Slade, 2005), uncovers the nature of individual contributions in the discussion and how these contributions work together to construct a coherent text. Findings show that the engineers use discourse to advance their ideas about the physical properties of one technology. They also use talk moves to verify (or reject) claims about this technology. Through this process, they narrow the initial proposition and agree on one specific sub-question to pursue in their work. This work makes a contribution to the larger body of analysis of disciplinary discourse by revealing the linguistic resources that engineers leverage in communication, and how and why they employ these resources. This research may also be of interest in the field of research on engineering discourse and domain-specific vocabulary utilized in K-12 engineering classrooms (e.g., Shanahan, McVee, Silvestri & Hak, 2017; Wilson-Lopez & Minichiello, 2017).

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### **Teaching Spanish Heritage Language Learners (HLLs) to Write Academic texts**

#### **Purpose and Background**

This study examines the bilingual range of high school students who are Spanish HLLs. It also emphasizes the potential uses of Systemic functional linguistics (SFL) in an academic writing workshop for heritage students. Given that these students have developed their linguistic registers at home and in informal contexts, this study aims to explore the use of written Spanish to construct knowledge in an academic setting.

### Methodology and Theoretical framework

This study will be framed by Systemic Functional Linguistics (SFL) as it takes a semantic perspective on writing and orality. From the perspective of SFL, grammar's meaning and form are not separated but stand in a dialectical relationship to each other, and most importantly meaning is always construed in a social context (Colombi & Harrington, 2012, p. 248). In addition, written and spoken languages should not be treated as two different linguistic codes, but two different language resources that fulfill different functions in different social contexts. SFL could also take academic writing in Spanish as not only a different medium of expression than oral language, but also a means of constructing a semiotic system which adds to the everyday language that students already have (Schleppegrell & Colombi, 1997).

### Results

I would expect to find examples from students' texts where they demonstrate how they move from grammatical choices that replicate oral registers toward more academic written text. I would expect to conclude this study by presenting how bilingual students move in the direction of developing academic registers in their academic writing Spanish at the high school level.

### Significance of the work

I anticipate that the findings of my research can improve language teaching and learning at the K to 12 level and teachers can improve their differentiated instructions techniques to recognize and build upon the already advanced linguistic skills that HLLs bring to the classroom. Some of the implications that can be further investigated can be the different instructional techniques that teachers use with HLLs in the classroom to better inform their instruction in academic settings.

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### The Linguistic Analysis of Knowledge Constructed in a Hybrid Academic Literacy Course

This paper reports on an investigation of how students construe their experiences in an academic literacy subject delivered in a blended mode. It focuses on analysis of the meaning-making choices of graduate students from Science backgrounds through the processes of writing a literature review. This study draws on the discourse semantic system of Ideation (Martin and Rose, 2007) and lexico-grammatical system of transitivity (Halliday & Matthiessen, 2004) to better understand the affordances of spoken and written modes of classroom interaction, written online forum discussion and the final written assignment. The analysis focuses on the

construal of students' experience based on the nature of topic shifts, processes and qualities involved in discussions and written drafts; as well as on the relationship among these elements as the text unfolds. Furthermore, it reveals how the students shift from academic literacy to disciplinary knowledge and pack, unpack and repack knowledge across face-to-face and online modes over time. The emerging findings have implications for subject design in blended learning environments.

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### **Mileidis Gort<sup>1</sup>, Mary Avalos<sup>2</sup>, Elizabeth Howard<sup>3</sup>, Linda Howard<sup>4</sup>, Astrid Sambolín-Morales<sup>5</sup>**

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#### **Examining Instruction and Outcomes of Opinion Writing for Elementary-Age, Spanish-Speaking Latinx Student Writers in Linguistically Complex Classrooms<sup>1</sup>**

The debate surrounding how to best support Spanish-speaking Latinx student writers continues today as the gap between achievement scores persists. This qualitative study examined the teaching and outcomes of opinion writing in linguistically complex [fourth grade] general education language arts classrooms through the lens of systemic functional linguistics (SFL) theory (Halliday, 1994). Coding of video data of “typical” writing instruction focused on teachers’ highlighting (Goodwin, 1994) of genre-specific features through direct instruction, demonstration/modeling, joint construction, and tangible artifacts (e.g., mentor texts, graphic organizers). Student-generated texts were examined using a genre-oriented rubric informed by SFL theory (Brisk, 2014). Analysis revealed that while teachers combined skill and strategy instruction (e.g., text organization, word choice, reasons) with a process approach to the teaching of writing, there was great variation in the ways they made the academic language demands (i.e., specific discourse organization and language features) of opinion writing explicit to students. Students’ writing reflected variable understanding of the purpose, text structure (e.g., thesis, reasons, evidence) and linguistic features (e.g., grammatical person, technical vocabulary, modality) of the genre. Findings suggest that balancing skill and strategy instruction with process writing may not be enough to maximize young Latinx writers’ understanding of the discursive expectations of academic literacies without explicit attention to the specific features that help to realize a genre’s purpose. With greater awareness of and attention to genre expectations, teachers can better enable students to draw on language features that are appropriate for writing in the varied ways that different genres call for.

<sup>1</sup>Linguistically complex classrooms are defined as learning environments that integrate students across a broad range of bilingual proficiency and linguistic experiences in and out of school, including currently-designated English learners, formerly-designated English learners, and those who have never been designated as English learners.

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### **Appraising character: A critical approach to the press' coverage of Hillary Clinton's private email use**

According to Carvalho, many studies of media discourse often only focus on a few days of how a public issue is represented, yet public issues typically have a long "life;" that is, they frequently last for long periods of time (Carvalho). Thus, one of the gaps left to fill in Critical Discourse Analysis is research that explores moments in the "life" of a news text, while also taking into account "institutional and sociocultural contexts" surrounding the media discourse produced on a particular topic (Carvalho 16). Following Carvalho, my work aims to examine critical discourse moments in the life of a news story, showing how recurring articles on a topic may cumulatively effect the construction and perception of a presidential candidate's character. As a case study I analyze the United States press' coverage of Hillary Clinton's private email server use during her 2016 presidential campaign. In order to understand what character images are created by the press, I first identify "critical discourse moments" (Chilton; Carvalho) and then take a micro-discursive approach by employing Martin and White's "Appraisal Framework," warranting the analysis of linguistic evaluation and stance (Martin and White). Specifically, my Attitude and Engagement dimension analysis reveals what character images are created in news reports about Clinton's email controversy, and also the extent to which there is struggle between voices in the telling of a narrative. Ultimately this paper shows how, over time, news narratives may work to shape attitudes about public figures.

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### **"Borremos el racismo del lenguaje": la campaña y sus repercusiones. Las identidades, la discriminación y el racismo en el discurso público uruguayo.**

Para este trabajo propongo el estudio de las estrategias discursivas que reproducen discursos discriminatorios existentes a nivel social a partir del análisis de la campaña "Borremos el racismo del lenguaje" y sus repercusiones en los medios. Esta presentación forma parte de una investigación mayor en la que busco explorar cómo se construyen y circulan los significados en relación al racismo en los



medios uruguayos en la actualidad, cómo se representan los grupos minoritarios y oprimidos y cómo se posiciona la comunidad afro frente a estas representaciones.

Este trabajo se enmarca en la perspectiva general de la Lingüística Sistémico Funcional (Halliday, 1982, 1994, 2002), que entiende el lenguaje como un significado potencial que se hace efectivo cuando los hablantes producen sus discursos.

Para realizar el análisis utilizaré herramientas del análisis crítico del discurso partiendo de una perspectiva socio-semiótica (Fairclough, 1992; Halliday, 1982; Kress & Van Leeuwen, 1996; Lemke, 1995; Martin & White, 2005; Wodak, 2008), buscando especialmente explorar cómo se representan los acontecimientos y los actores relacionados, haciendo un análisis de la transitividad (Halliday, 1994). Este análisis me permitirá identificar a los actores sociales implicados en los textos y a qué procesos verbales aparecen asociados, así como realizar un análisis de la asignación de responsabilidad.

Además, propongo presentar los resultados del análisis multimodal (Kress & Van Leeuwen, 1996) aplicado al video de la campaña. Desde este análisis busco integrar imágenes y otros sistemas semióticos que contribuyen a la construcción de significados tanto como el lenguaje. Espero describir más específicamente cómo es representado el *racismo* en la campaña y qué elementos visuales se identifican como centrales para convocar e incluir a toda a la sociedad civil en el reclamo de la comunidad afro.

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### **What does it take to work as a medical doctor in a new language context? – second language acquisition for participating in a new professional environment.**

To work as a medical doctor in Sweden, you need a licence, authorized by the National Board of Health and Welfare. When seeking asylum from a so-called third country (meaning outside the European community) the process to get the licence can be long. As the National Board comments: "The length of time it takes to complete the various steps that lead to a Swedish licence will vary according to your particular situation. One way to expedite the process is by starting to study Swedish as soon as possible."

My presentation will report on an integration project for doctors from a third country seeking asylum in Sweden. A programme consisting of 4 months of intense language training and 5 months of different medical courses aims at preparing the participants for the proficiency test given by the National Board of Health and Welfare. On the programme's language course, there is more than syntax and vocabulary

– the participants practice medical language and typical situations encountered in their forthcoming working practice.

The overall question for my presentation is: after the programme, to what extent were the participants prepared to work as doctors, in a new linguistic and cultural environment? From a second language acquisition point of view, 9 months of preparation (through language training and medical classes in Swedish), still, is a fairly short time.

The empirical material consists of interviews and focus group sessions with the participants from the first, now finished round of the programme. Written essays from the programme's final exam will supplement the interviews and focus group data. Interviews with the medical teachers and the language teachers will function as additional material.

The theoretical framework of SFL will be used to analyse the interviews and focus group sessions, concerning the interpersonal metafunction in particular. Did, for example, the doctors experience that they had to negotiate a different professional role in the new linguistic and cultural environment, compared to their professional role in their first language environment? Did the very fact that they were working in a second language interfere with their experienced professional role as doctors?

In the analysis, questions on language skills and experienced difficulties connected to different professional roles will be discussed. What are the communicative demands on doctors, and in what professional situations? Can we talk about generic communicative and not only content oriented skills, or is the medical practice "new" in the new language context? In other words, what sociocultural competence is needed to work as a medical doctor in a second language, situated in a new linguistic environment?

The study is part of a upcoming research project on communicative demands in a diversified professional context, where both the practitioners (the doctors) and, in many cases, the patients doctors meet at Swedish health care can be multilingual or have Swedish as a second language.

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### **The Role of Ideologies in Lexical Borrowing in Arabic: A Synergy of Corpus Linguistics and CDA**

Communication and interaction between languages and cultures are likely to result in the transfer of new concepts and linguistic elements. Lexical borrowing is an outcome of such interaction and almost every language has borrowed words from another language. Speakers' attitudes toward particular lexical borrowing can be ideologically loaded but embedded in their language use. This

paper addresses ideological representations in loanwords thought to conflict with local ideologies in Arabic triggering negative evaluations though they also have none negative senses in use. Using a combination of corpus linguistics and critical discourse analysis methods, a set of English loanwords in Arabic were examined and compared in both languages. Data were collected using random samples from two corpora and analyzed within Sinclair (1998, 2005) model of 'extended lexical unit' and further informed by Van Dijk (1995, 2014, & 2016) socio-cognitive approach to uncover ideological representations in language use. Unlike the none negative/ neutral meanings of loanwords understudy in English, they showed negative underlying meanings in Arabic. The findings revealed an overall implicit negative discourse prosody in the contents of collocates that co-occurred with those loanwords in Arabic along with none negative meanings. The representations of loanwords through collocational relationships were characterized by oppositional and resistant ideologies to the infiltration of foreign cultural borrowing that conflict with local shared attitudes and sociocultural knowledge. These findings were observable, as they have other multiple neutral senses in use, only through studying the frequency of co-occurrence of phrasal units that appear with them in corpora.

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### Animation as semiosis: Construing knowledge in science animation

With the development of information technology, animation which dynamically visualizes information becomes increasingly used in educational context. Literature on the uses of animation in education mostly focuses on cognitive processes in learning. By using experimental methods, various studies come up with contradictory conclusions in terms of whether animation facilitates learning or not (Ayres et al., 2009; Lowe, 2003; Tversky et al., 2002). A common problem that may partly explain those contradictory findings is 'animation-blindness': the affordances of animation itself is largely overlooked in the relevant literature so far (Berney & Bétrancourt, 2016). From a social semiotics perspective, this study offers a systematic description of the expression plane and content plane of animation as semiosis. On the content plane, particular attention is paid to the ideational metafunction of animation. Based on the systems of animation, this study examines the instantiation of animation resources in science animated videos collected on an education website (study.com). Relating to the field analysis of audio transcripts of those lesson videos, this study further explores the intermodal instantiation of meaning across visual and audio mode. Research findings show that figure complex (semantically related animated visuals) play a key role in construing science knowledge. Introducing the concept of commitment (Martin, 2010;

Painter et al. 2012) in the analysis of animation helps explain why some instances of animation use fail to facilitate knowledge-building, as there is a weak ideational commitment on the content plane which in turn fails to build target field knowledge.

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#### ***Discussing multimodality in the Brazilian "National Curriculum Common Core" from an SFL-informed perspective***

Systemic Functional Linguistics has been greatly concerned with education as a social commitment. In this paper, we discuss the current research landscape on multimodal discourse in Brazil and try to point out potential contributions from SFL studies on Multimodal Discourse Analysis. We aim at examining the extent to which official educational documents account for and in fact incorporate multimodal discourse/literacy concepts. Considering SFL research on multimodality, we illustrate our discussion with the analysis of the recent Brazilian official educational document "National Curriculum Common Core" in terms of how it integrates multimodality and multiliteracies and the theoretical treatment given to these constructs. We specifically concentrate on the analysis of ideational and interpersonal meanings in the selected document by examining transitivity, mood and modality in its proposal for multimodal meanings to be integrated in the Brazilian school system. We hope to make explicit the relevance of SFL for multimodal discourse educational research in Brazil and therefore to call for the need to expand theoretical resources and establish connections to construct interdisciplinary knowledge in a transnational dialogue.

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## **Framing the Male Victim: The Men's Rights Movement, the Isla Vista Shooting, and the Politics of Victimhood in Online Forums**

In 2014, 22-year UC-Santa Barbara student Elliot Rodger perpetrated an act of violence that ended in his killing of 7 men and women in the community of Isla Vista, California. The event, which he dubbed his "Day of Retribution," was preceded by the upload of his "manifesto" to the internet – a document outlining his justification for what he had done, which circulated rapidly in the wake of the shooting and was decried for its outright misogynistic and misanthropic overtones. In an attempt to further explain Rodger's motives, popular media outlets generated a surge of backlash against the "men's rights movement," a loose collective of individuals based primarily within online forums and Reddit channels, which were claimed to espouse talking points similar to those outlined in Rodger's manifesto. In this presentation, I will discuss my analysis of a large corpus of men's rights activists' online forum discourse in response to the Isla Vista shooting, using the intertextual engagement framework (Martin & White, 2005) to delineate the ways in which online men's rights activists used the event to linguistically re-position themselves as slandered victims within an oppressive, overly-feminist culture.

With this project, I seek to illustrate the utility of functional and intertextual approaches to discourse analysis in developing insights about group identification and membership strategies in online discourse communities. Online groups represent a fertile space for the analysis of how situated language norms and ideologies are codified and challenged by those perceived as "insiders" and "outsiders," and how external threats are perceived and responded to by the groups' members.

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## **Interdisciplinary Differences in the Language of Method Sections in Research Articles in English: Genre; Register, Discourse-semantic and Lexico-grammatical Variation**

This paper presents the results of a PhD thesis that set out to identify and discuss the differences in the language of the Method section in the Research article in English, in a corpus of 60 texts from four different disciplines (Physics, Cognitive Psychology, Psycholinguistics and Language Teaching). The underlying analysis draws upon systems associated with different strata, metafunctions and ranks, and also on extended resources of the language. It covers, among others, the Generic Structure potential of the methodological texts, the values adopted by register variables, the discourse semantic systems of Appraisal, Ideation, Reference and Conjunction, and the systems of Taxis and Logico-semantic relations and Theme and Rheme. It also studies groups and phrases and the extended resources of interpersonal and experiential grammatical metaphor. The study was inspired by John Swales' proposal for the existence of two paradigms that capture interdisciplinary variation in the language of the section under study (Swales 1990; Swales 2004): the elliptical or swift paradigm, usually associated with hard sciences, and the explicit or slow paradigm, associated with soft or emerging sciences, or interdisciplinary areas of study. The study attempts to confirm the paradigms and qualify claims about them, and to establish and integrate the language features associated with each of them in the light of the more holistic Systemic Functional linguistics approach. The presentation will also attempt to explain interdisciplinary variation through the use of Karl Maton's Legitimation code theory, that offers a sociological perspective on disciplines and disciplinary communities.

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### **A Journey from Apprenticeship to Ownership through Multiple Genres of Science Writing**

Teaching elementary science writing through the lens of Systemic Functional Linguistics (SFL) engages students in making language choices and developing ownership of writing. Developing students' knowledge of the language of science helps them learn content and prepares them to write for a variety of purposes. Writing for more than one purpose on a topic challenges students to understand content more deeply while teaching them how language realizes different meanings. By explicitly teaching the language of reports, explanations, and arguments while integrating students' prior knowledge and language with new content, teachers set high and achievable expectations for all (Schleppegrell, 2004). This participatory action-research study by a science integration specialist and an SFL researcher investigated the potential for teaching multiple genres of science writing in grades four and five as part of a larger study. Data included notes from weekly planning meetings, participant observation in the classroom and detailed field notes, and written artifacts. An apprenticeship model built on students' understanding of genre use in different content areas and their experience writing reports in previous grades to teach them to write explanations and arguments while deepening their understanding of science content. The findings show the benefits of engaging elementary students in complex science writing for multiple authentic purposes. Linguistic analyses of teacher-student conversations, writing produced through co-construction, and student writing showed students developing strong identities as writers and scientists while understanding making language choices for different purposes. Future directions for teaching science writing through language choices and multiple genres are explored.

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### **Social and Institutional Functions of Lexicogrammar: a Case Study of the Language of the Courtroom.**

There perhaps is no other venue in society today where language leaves a more permanent impact on its users than the court of law. The courtroom is a place where layered, ritualistic, and hierarchical language by defense and prosecuting attorneys tries to control and dominate witnesses, as well as each other, to win the case. The codification of the court setting puts much constraint on the dialogic nature of language, giving those in the know, i.e., attorneys, institutional power not granted to lay witnesses. It is through this pre-determined unequal discursive feature of courtroom language that witness testimonies become external past realities as portrayed either by defense or prosecuting attorneys. In this presentation, we report on our analysis of this discursive power difference between attorneys and witnesses as manifested in courtroom (cross-) examinations. In particular, drawing on Systemic Functional Linguistic (SFL) modeling of language, our presentation focuses on the way in which non-structural cohesive devices and structural lexicogrammatical interpersonal elements realize institutional power structures in the courtroom. Our analysis reveals that while witnesses are in control only of expressing attitudinal degrees of their own testimony through the use of modality, attorneys are in full control of witnesses to (re-)direct their testimonies by manipulating cohesive devices. On this basis of our analysis, we argue that past external reality in the court of law is not just recounted in the words of witnesses but rather (re-)created through the control of language by the winning attorney.

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### **Aggression or Persuasion?: Interpersonal Analysis of the Language of ESL Textbooks**

With its theoretical view on "language as social semiotic" (Halliday, 1978), Systemic Functional Linguistics (SFL) has evolved to include social and cultural meanings realized in language use. More recently, this central concern with "applicable", or "socially accountable" linguistics has further been extended to include other discourse-oriented theoretical frameworks such as Critical Discourse Analysis (CDA) as a viable interdisciplinary aspect of SFL research (Matthiessen, 2012).

In the area of English as a foreign/second language teaching, although a large number of English as a Second Language studies from both SFL and other perspectives have shown that contextual factors play an important role in language learning, very little research critically examines the nature of the target

language. Drawing on the lexico-grammatical interpersonal metafunction and discourse semantic appraisal theory (Martin and White, 2005), this presentation aims to address this research gap by exploring the ways in which modeled verbal interactional patterns in ESL textbooks and attendant multimodalities embed, albeit implicitly, socially unequal relationships between L1 speakers and L2 learners. The data used for our analysis consist of two parts: verbal data came from the entire sample dialogues in two randomly selected ESL speaking textbooks, and multimodal data were selected from a three volume ESL textbook series. On the basis of our analysis, we argue that the modeled language and dialogic sequencing in ESL textbooks is a site where cultural hegemonic and ideological assumptions are created, maintained, and transmitted through the hidden Us and Them language division (van Dijk, 2008; Fairclough, 2003).

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### Telling tales in the service of research

In the wake of the narrative turn of the humanities and social sciences, methods of narrative inquiry have become valued research practices and stories collected from research subjects frequently find a place in published research articles. They are legitimated on the basis that they provide transparent windows onto the worlds of others, and give space to subjective voices and everyday ways of knowing. Nonetheless, these elicited stories do not begin life, nor do they ultimately reside in a world of everyday actors and events. They are told and retold in contexts of research, shaped in processes of elicitation, and in their re-instantiation into written papers. Given the frequency with which such stories appear in academic research writing, there is surprisingly little research to date that explores the discourse of these texts. This presentation reports on findings from a discourse analytic study that applies concepts of *genre* and *presence* from systemic functional linguistics (Martin, 2017; Hood, forthcoming) to a corpus of such texts, to reveal the kinds of genres instantiated, what they reveal of their contexts of creation, and features that might be predispose them to be interpreted as transparent windows on other worlds.

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**Exploring the pedagogical possibilities of dialogicality: towards an accessible way for teachers and pupils to harness one of the secrets of language**

This paper presents a study of the pedagogical possibilities of making the dialogicality of language – as realized by such things as the maintenance of textuality and the use of the Appraisal system – explicit within classroom contexts of joint and independent construction of texts. The paper will show how a metalinguistically-informed strategy that was developed and named Dialogical Writing and Reading can increase pupils’ linguistic resourcefulness in the area of their academic writing - particularly in the Appraisal areas of Engagement and their handling of textual functions such as Theme/New and Reference. In addition, US teachers learning SFL-informed pedagogy for the first time become more receptive to, and confident about implementing the joint construction phase of the teaching-learning cycle as a result of using this approach. As a pedagogical possibility, Dialogical Writing and Reading boosted both the teachers and their pupils’ metalanguage providing the teachers with a way of explicating hidden dimensions of the writing process and providing pupils with demonstrably user-friendly heuristics.

Theoretical Orientation:

SFL-informed pedagogy and Bakhtinian inspired theories of dialogicality.

Purpose and Methodology:

This is an action research project in which the authors, professors in the field of teacher preparation specializing in educational linguistics, are simultaneously deepening their understandings of the pedagogical applications of systemic functional linguistics in the American context and teaching teachers to do the same. Over the past three years, we have been developing and teaching a curriculum grounded in Systemic Functional Linguistics for graduate students in Reading and TESOL M.A. programs within a liberal arts college in Midwestern USA.

The goals of this curriculum have been to increase teacher knowledge of language and develop teacher confidence in designing their own pedagogy with a SFL lens. The particular mode of action research used in this study involves inquiry seeking transformative change through the process of taking action, doing research and linking those with critical reflection (Rowell et al., 2015). An underlying research aim in our teaching and curriculum development has been to theorize how teacher knowledge about language can best be promoted and what knowledge offers most pedagogical potential – especially in a way that is sensitive to the present US public school situation. Our broad questions are:

- What particular knowledge can make the most difference in a teacher’s literacy practice?
- How does SFL fit in the American teacher preparation context?

With this particular study, we narrow our focus to the pedagogical possibilities of making the dialogicality of language – as realized by such things as the maintenance of textuality and the use of the Appraisal system – explicit within classroom contexts of joint and independent construction of texts (Rose and Martin, 2012). For this study, this is achieved through a metalinguistically-informed approach that we developed called Dialogical Writing and Dialogical Reading. The focus questions are:

- What are the literacy-promoting pedagogical benefits of making the dialogicality of language explicit?

- What are measurable impacts of this on student writing and their understanding of composing processes?
- In particular, can versions of the approach implemented by teachers increase students' linguistic resourcefulness particularly in the Appraisal areas of Engagement and their handling of textual functions such as Theme/New and Reference?
- Can a pedagogical technique that privileges dialogicality help teachers become more receptive to, and confident about, implementing the joint construction phase of the teaching-learning cycle?

This action research study has several phases and is ongoing. The first phase has involved developing the metalinguistically-informed strategy called Dialogical Writing and Reading. The second phase took place (and continues to take place) as the authors teach graduate classes in literacy instruction and require students to appropriate certain pedagogical approaches, informed by systemic functional linguistics, in their own classrooms. A third phase involves undergraduate teaching where Dialogical Writing has been used in a first year Philosophy of Education course. From all this, the following data has been collected.

- Our own reflections from examination of practice.
- Reflections and interviews from the teachers we have worked with and interviews with undergraduates.
- Student writing specimens collected from upper elementary students through to tertiary levels.

## Results

Overall, at this time, our examinations of our own practice seems to suggest that making the dialogicality of language explicit, through something like Dialogical Writing and Reading, should play a role in what teachers need to know about language in that it helps to strengthen their appreciation of linguistic systems such as textuality and appraisal when this can be made explicit to pupils who are learning to take command of certain "school genres" (Rose and Martin, 2012). With only a basic understanding of Dialogical Writing, the teachers we have worked with seemed eager to improvise joint construction activities with their class. In many cases, these became the precursor for independent pupil writing the results of which were shown to possess more command of certain linguistic resources than had hitherto been the case. In addition, teachers believed that boosting the classes available metalanguage was mutually satisfying – as it provided them with a way of explicating hidden dimensions of the writing process and provided pupils with user-friendly heuristics. Similarly, undergraduates who are taught how to do Dialogical Writing also seem to appreciate its heuristic value and have demonstrated its use as a productive tool for composing and revising certain genres.

## Significance of the Work:

What teachers need to know about language is an issue of long standing debate and inquiry in the field of Education and Linguistics. But, we believe that of equal importance is how teachers get to acquire such knowledge. Knowledge about language that can be learned in ways making its pedagogical appropriations concrete and accessible seems to be important. Additionally, it seems important that this issue is examined within the light of the cultural contexts of contemporary classrooms. This paper hopefully contributes to debate centered on these important questions.

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**“Dogs rule!” The influence of prompts and sources on the argumentative writing of 4<sup>th</sup> grade Latino students**

Because argumentation is one of three focal genres included in the Common Core State Standards (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010), it is formally taught and assessed starting in the upper elementary grades. However, little is known about how assessments may shape student responses. Guided by Toulmin’s theory of argument (1958) as interpreted by O’Hallaron (2014), we investigated the extent to which the writing prompt and accompanying sources influenced the structure, content, and language of 4th grade Latino students’ opinion writing, and how these outcomes varied by score level and English learner (EL) classification. From a larger study of the persuasive writing of 4th grade Latino students, we purposefully selected 12 writing samples that represented students across the three EL classifications (current EL, former EL, or never EL) and across the four possible score outcomes of the state writing rubric that was used to score the samples. We carried out preliminary coding according to the recommended elements in the prompt; namely, an introduction, support for their opinion, and a conclusion. We then conducted secondary coding for the structural elements of arguments, their content, and the language used to convey them. Findings indicate that students were influenced by the prompt and sources in all three areas, and that there were also clear trends by score level but not EL classification. This study adds to the growing research base on argumentation, and in particular, the role of high-stakes assessment in shaping student outcomes.

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**A Corpus-based Comparative Study of Metadiscourse in Chinese and US IT Companies’ Letters to Shareholders**

Metadiscourse has attracted growing interest since it was introduced into applied linguistics in the 1980s. Drawing on the interpersonal model introduced by Hyland (2005) which presents metadiscourse as one of the significant attempts to conceptualize the interpersonal aspects of language, and using a

self-built corpus with the aid of the corpus tool WordSmith Tools, we compared metadiscourse use in English letters to shareholders written by Chinese and American listed IT companies. The results show that the Chinese IT companies use significantly less metadiscourse markers than their American counterparts, especially less interactional metadiscourse. The additional qualitative analysis implies that Chinese IT companies seem to make poorer realization of all three appeals of persuasion, especially pathos. Their strategies for building logos and ethos are different from those of the American counterparts, reflected in the differing reliance on different metadiscourse markers. The observed differences in the use of metadiscourse may result from the interplay of cultural factors on the national, corporate, and personal levels. The findings of this comparative study can shed light on how Chinese companies build their corporate images in the light of metadiscourse.

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### Revealing meanings that 'count' in senior science pedagogic texts: a discourse semantic perspective

This paper reports on findings of an ongoing project which aims to explore the multimodal discourses of senior school physics, chemistry and biology (Years 10-12) and design pedagogic practices to make those discourses visible. Drawing on recent descriptions of scientific discourse from within SFL (e.g. Hao, 2015,

in press; Martin 1992, 2017), I report firstly on a critical analysis of how pedagogic texts across these years support cumulative disciplinary knowledge building. In doing so I demonstrate the usefulness of resources from discourse semantic systems (Ideation, Conjunction, Periodicity and Identification) in relation to register variables of field and mode. A discourse semantic perspective can reveal the multiple meaning which 'spill out' across clauses and the 'mismatches' which have been found to occur amongst strata in complex texts. From a pedagogic perspective, this approach has the potential to connect more directly with subject teachers' existing knowledge and perceptions of what counts as discipline literacy than an analysis focusing on grammatical patterns in relation to genre. I discuss the significance of the findings for supporting students from low socio-economic backgrounds who are particularly marginalized when mismatches in discourse are not made visible. Evidence will be provided of how these findings have supported the design of pedagogic practices to scaffold students' guided and independent critical reading and to facilitate their creation of multimodal texts for high stakes assessment.

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#### **"I fantasize about acting on my rage": Examining How Commitment is Expressed in Pledges to Harm**

Nearly every jurisdiction in the U.S. requires a therapist to alert outside authorities if a client credibly threatens a third party (Harmon, 2008). Recognizing the presence or absence of commitment in such a 'pledge to harm' (*ibid.*) is, therefore, crucial to determining whether a breach of confidentiality is justified (Gellerman & Suddath, 2005). Nevertheless, there is a "lack of empirical guidance" (Borum *et al*, 1999: 326) available concerning how a personal commitment to performing violence is expressed linguistically.

Using the discourse analytic method of Appraisal Analysis (Martin & White, 2005), this study compares two natural language corpora of written 'pledges to harm'—together totaling over four thousand words—which differ only in whether their authors subsequently attempted to enact the imagined violence (i.e., made a felicitous pledge) or not (i.e., engaged in a fantasy), with the aim of better locating those linguistic markers associated with the realized vs non-realized forms of this communicative act. Differences between the two categories of texts will be discussed.

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### Newly Arrived Immigrant Families' Linguaging Practices: Toward Legitimate Institutional Participation in U.S. Schools

While there are many studies that reveal the importance of family involvement in the education of their children, few have put forth the ways newly arrived Mexican immigrant families use and develop language to empower themselves to become legitimate participants, active decision makers, social entrepreneurs in U.S. schools. This research centers on the following question: How did newly arrived Mexican immigrant families engage in community organizing and action toward legitimate institutional participation to promote equitable educational circumstances for their children? This research is informed by sociocultural perspectives maintaining that social and cultural contexts do not merely influence mental activity--but are indeed the source of *mediation* and *internalization* leading to transformation (Vygotsky, 2004). Five in-service teachers, and 5 Mexican immigrant families participated in 8 focus-group interviews regarding the ways they organized community and action toward the improvement of their children's educational circumstances. Key to the analysis is the concept of *praxis* (Marx & Engels, 1976) defined as the dialectic unity of consciousness (knowledge/theory) and action that results in the creation of something new. Within this focus, we examined the translanguaging (e.g., Spanish, English) and discourses practices (Canagarajah, 2013) that the participants used to reflect, talk, and act together as social agents in their communities and schools. The findings suggest the need to: 1) create new contexts of interaction, 2) expand narrow definitions of language, and 3) to implement opportunities for action in order to shift traditional power relations and deficit-oriented educational models still overwhelmingly prevalent in U.S. schools.

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### **A functional analysis of TRANSITIVITY and ATTITUDE systems in student essays in Spanish**

This paper presents a systemic analysis of process types in academic texts from the Appraisal Theory perspective. This work is part of an on-going research study which is developed at the National Autonomous University of Mexico. The goal of our project is to explore how process types in Spanish are related to the expression of appraisal in academic writing.

Our study draws on Systemic Functional Linguistics and, in particular, on the Appraisal Theory (Martin & White, 2005), which explores evaluative aspects of the language; here we shall analyze only one of its subsystems, ATTITUDE.

Our analysis is based on student texts collected at the Faculty of Arts, belonging to three disciplines (literature, history and geography) but to only one genre (essay). The method used in this study includes quantifying the number of each process type in our corpus and registering the clauses that express appraisal, which will be classified in three groups according to the division of the ATTITUDE system into the subtypes: AFFECT, JUDGMENT and APPRECIATION.

The preliminary results show certain similarities between the three corpora, e.g. the prevalence of neutral clauses as compared to clauses with evaluation, and the dominance of relational processes among other types of processes for expressing appraisal. However, some differences were also found, e.g., the percentage of clauses without appraisal differs considerably in the three corpora. These and other findings will be presented within a small discussion about the interaction of the lexicogrammatical and semantic-discursive aspects of academic texts.

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### **POLITENESS shift in negotiating knowledge about plutonium on Twitter: A contextual dependency perspective**

A number of linguistic studies of to date observed that there is more than TENOR involved in the choices from the POLITENESS system. In my previous work, I attempted to provide an SFL account on this lexicogrammatical system in Japanese by exploring its functions in the discourse through examination of tweets posted by physicists in the time of nuclear crisis in 2011 in Japan. Previous analyses focused on its interaction with the NEGOTIATION system in the discourse, the dialogic/monologic perspective of MOOD, and on the degree of context dependency, with particular focus on negotiability.

This paper expands the perspective by drawing on a wider range of the SFL conceptualisation of context dependency, or *presence* (Martin & Matruglio 2013, Hood & Lander 2016) and by incorporating the LCT concept of semantic gravity. It begins by overviewing the lexicogrammatical profile of the system and the types of genres in which particular POLITENESS choices are typically preferred. Then, a tweet posted by a physicist concerning plutonium is examined in terms of how POLITENESS shifts along with the shifts in the degree of context dependency realised via lexicogrammatical choices in the text. The findings to be discussed are that polite options realises meanings in closer relationship with the here-and-now, and you-and me, whereas plain less close. The account will be discussed in terms of its applicability to other genres in which particular politeness choice is preferred, e.g. primary school textbooks preferring polite and academic articles preferring plain.

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### **An analysis of Japanese online hotel reviews with special reference to attitudinal lexis**

Because of the tremendous growth of social media on the internet, writing and reading reviews and comments on product and service on the web has been common practice. Such reviews and comments are paid great attention by both companies and consumers.

This study aims to explore and demonstrate the utility of appraisal theory (Martin and White, 2005) to better understand semantic and lexicogrammatical features realized in online hotel reviews. Specifically, this study applies a statistical analysis about distribution of attitudinal lexis (Sano, 2010) to a large quantity of consumer reviews extracted from Rakuten travel to examine how the reviews vary according to the results of sentiment analysis by a third party and the users' satisfaction ratings.

The result shows the words categorized as 'positive & affair\_of\_heart' and 'positive & satisfaction' appear in praising comments more frequently than in complaining comments. On the other hand, the words categorized as 'positive&desire' do not. The association between distribution of attitudinal lexis and satisfaction rating appears strong.

This study reveals that analyzing lexicogrammatical patterns realizing appraisal can provide new insights into how people describe their experience and satisfaction. In addition, implications for theory and practice as well as directions for future research are discussed.

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### **Discourse of conflict in contemporary dance: A multimodal study of Crystal Pite's Plot Point.**

Discourse in contemporary dance needs a platform, both in theory and in practice, in order to examine its many complexities. Up until this point, there has been no connection between contemporary dance and the field of Applied Linguistics and Discourse Studies. The present study determines, through multimodal means, from conception to performance, how a discourse of conflict is constructed in the choreographic work of Crystal Pite's Plot Point. Based in the multimodal theories of Halliday (2008), O'Toole (2011) and Kress and van Leeuwen (2001) and using a systemic functional approach for multimodal discourse analysis (SF-MDA) incorporating Multimodal Analysis Video software (O'Halloran, Tan & E, 2015), the construction of this discourse is annotated and analyzed through the semiotic metafunctions of gesture and text. Crystal Pite's work is the perfect medium for this type of examination because of her multimodal approach to her art. By analyzing a choreographer through multimodal means, the present study provides a new, critical language by which to unpack dance within the field of multimodal discourse analysis. This study helps position Crystal Pite not only in the realm of academic multimodal discourse, but also within the realm of Canadian cultural artefact.

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### **Legitimizing Classroom Discourse: Semantic-Autonomy Codes in Middle Grades Subject English Classrooms**

This presentation discusses the conceptual framework and preliminary findings from an ongoing qualitative case study informed by SFL (Martin & Rose, 2007), Legitimation Code Theory (Maton, 2014), and their pedagogical intersections (Christie, Martin, Maton, & Muller, 2007). We explore and illustrate how the two perspectives functioned as complementary theoretical, methodological, and pedagogical frameworks for teaching and analyzing knowledge-building in several middle grades subject English classrooms in the southeastern United States.

Supported by the lead author of this paper, who worked as the middle school's instructional coach, teachers guided students through detailed reading and writing activities based on the genre-based pedagogies Teaching and Learning Cycle (TLC) approach (Rose & Martin, 2012), with specific use of structured peer-to-peer conversations to build field and facilitate co-construction (Mellom, Weber, Gokee, in press). This sociocultural pedagogical approach resulted in a data set inclusive of several small groups of students engaged in subject English learning.

Transcripts of classroom talk, co-constructed writing, and independent products were analyzed to investigate the patterns underlying individual, small-group, and whole-class discourse. The LCT concepts of *semantic gravity* (context-dependency of meaning), *semantic density* (condensation of meaning), and *autonomy* (strength of focus within and boundaries between fields of knowledge) were used in

conjunction with SFL-based textual, interpersonal, and ideational analyses to reveal language patterns that contribute to disciplinary knowledge-building, including knowledge about language (KAL) and knowledge about text content. Preliminary findings contribute to current research regarding disciplinary knowledge-building and SFL- and LCT-informed research and praxis in middle grades subject English classrooms.

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### Multimodal Literacy and ESP: Using Video Compositions as a Language Learning Tool at a Technical University

The use of multimodal inquiry projects in the classroom reflects diverse cultural practices and can empower marginalized students (McGinnis, 2007, Rodriguez & Berryman, 2002). This paper seeks to connect multimodal discourse analysis with English for Specific Purposes (ESP) literacy practices in a technical university. In a field dominated by research in primary and secondary education, investigations into multimodal practices in tertiary classrooms have focused largely on first language English users. It is important to apply these ideas in the field of ESP, where extralinguistic modes like pictures and gestures provide an essential link between languages, and especially in the sciences, where visual literacy is emphasized with diagrams and models (Gilbert, 2005). My paper will draw data from four classes of architecture/civil engineering students studying ESP over two semesters. They are tasked with producing a short video communicating a technical concept to a lay audience using a variety of semiotic modes: this project will explore this process of transmediation through a social semiotic analytical framework (Kress & Van Leeuwen, 2001, Bateman & Wildfeuer, 2014). I am a new scholar seeking a doctoral supervisor and want to connect my background in semiotics with my present ESP work.

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### Exploring transitivity and animacy in sixteenth century Franciscan texts

This paper presents the results of an exploratory study –from a Systemic Functional perspective– on claims made from different humanistic disciplines, that Fr. Bernardino de Sahagun's *Libro de los Coloquios* (1564) is simultaneously a doctrinal and historical text (e.g. León-Portilla, 1986; Klor de Alva, 1982; De Zaballa, 1990; etc.). For that purpose, a corpus of 3, 391 clauses –24, 695 words– was integrated, comprising the sahadunian text, two doctrines –Molina (1546); Pareja (1578)– and selections of two chronicles –Motolinia (c. 1541); Mendieta (1596). The examination was based on a transitivity analysis using mainly Halliday's (1994) categories with precisions from Halliday & Matthiessen (1999; 2004), Eggins (2004), Ignatieva (2015), and Banks (2016); followed by an analysis of participant entities using an animacy scale (Dahl & Fraurud, 1996); and a description of the dimensions of the contexts of situation (Halliday & Hasan, 1989) from a pre-textual point of view (Berry, 2016). The results themselves are presented as: (a) a comparison of the quantitative profiles of the system of TRANSITIVITY considering the notion of 'code' (Bernstein, 1974); (b) the spaces of possibility in which the entity types appear in terms of the transitivity roles they assume; and (c) a comparison of pre-textual contexts of situation. The study concludes that it is possible to affirm that the *Libro de los Coloquios* is in fact a hybrid text regarding its use of transitivity resources, participant entity types, and contextual configuration. Furthermore, the sahadunian text presents additional and unique characteristics when compared to doctrines and chronicles.

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### **An Educational Linguistics based English Reading Course Practice**

Linguistics offers Language Education plenty of teaching choices. This study comes from this background and tries to do a pilot study on English Reading course. Two classes (46 English major freshmen) in a university were randomly chosen to participate in the experiment. The teaching design is adapted and rewritten from Spolsky and Zhang et al's study. It covers six parts : general linguistics, language study theory, modern educational technology, teaching models, educational psychology and educational statistics. During the 15 weeks' teaching, the subjects were taught to learn Legitimation Code Theory to balance their language input; to use metacognitive strategies to monitor and direct their reading; to adjust to flipped classroom teaching; to use WeChat app to aid their study; to read Content-Based English materials; to observe their reading habits and keep a record of reading hours and reading diversity. Two English proficiency tests were given at the beginning and the end of the experiment. The findings show that: with the aid of educational linguistics teaching design, the English Reading classroom study was very active, and there were a lot of interactions and a harmonious relationship between students and the teacher. Furthermore, the comparison of the two test results also indicates a significant increase of students' reading ability.

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### **Content-Based Instruction in China: Trends and Issues**

Recent years have witnessed a surge of interest among college English education scholars and teachers in China in Content-Based Instruction (CBI), an approach to literacy instruction that promotes integration and simultaneous development of both content and language (Chang, 2015; Jing, 2017). This surge is manifested in the proliferation of peer-reviewed publications on the topic over the past two decades. This presentation reports findings from a critical review of some 400 papers on CBI from 1996 to 2016 in 20 influential foreign language education journals in China. The review identified several trends and issues worthy of attention. These include, among others, (a) the vast majority of the articles in the corpus are conceptual pieces that describe the theory and practice of CBI, with few rigorously designed empirical studies investigating the effectiveness of CBI in the Chinese context; (b) CBI was popularly misinterpreted to mean an emphasis on teaching content, which is itself often poorly defined; and (c) the enactment of CBI, though rare, typically occurred at the curriculum level (e.g., reducing courses focused on basic language skills development and increasing content-focus courses), with few papers describing how teachers can implement CBI across academic disciplines in the day-to-day classroom instruction. Taken together, these trends and issues betray a common misconception of English literacy and a fundamental misunderstanding of the relationship between language and content. The presentation concludes with a discussion of how an SFL-informed perspective can be helpful in guiding CBI-aligned curriculum reforms and pedagogical innovations in China.

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### **Deconstruction in a Diverse First-Grade Classroom**

The language-based reading and writing strategies of Detailed Reading and the genre-based approach to writing instruction focused on the Teaching/Learning cycle (Rose & Martin, 2012) were implemented in a first-grade classroom with the narrative genre. This paper presents the results of the study conducted in this classroom and shows how the Deconstruction phase was implemented by the teacher. The context for the study is a first-grade classroom at Sunnyside Elementary School, a school located in Florida serving an international community of students who come from over 50 countries and speak many languages. There were 23 students in the first-grade class, 13 boys and 10 girls. There were two Level 4 ESOL students (intermediate level) and two students that had just recently arrived from Brazil, likely in need of ESOL services. The class had numerous bilingual students from various countries, including Italy, Brazil, Spain, Mexico, United Arab Emirates, and multiple Latin American countries. Before we started this project, the team of researchers and the teacher met and designed lessons. The lesson plan used for planning and implementation is based on work by de Oliveira (2016) and was based on the book *Last Stop on Market Street* (de la Peña & Robinson, 2015). Results show how the teacher deconstructed the mentor text, focusing on transitional words to organize the text and common and proper nouns to identify participants in different ways. This research contributes to understanding how the Deconstruction phase facilitates primary students understanding of genre and the associated language features.

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### **Learning potentials of term variation in high school Life Sciences textbooks: perspectives from legitimation code theory semantics**

Term variation, which manifests as synonymy, hypernymy and hyponymy, is vital for cumulative knowledge building (Maton, 2013; Maton & Martin, 2013). However, some studies suggest that term variants should be expunged from science textbooks or that their frequency be limited because they increase the level of text difficulty and impede learning (Evans, 1976; Groves, 1995). This paper argues on the contrary that term variation is a textual resource that can be leveraged to optimize learning. To support this claim, three topics were identified from six Life Sciences textbooks used in Nigeria and South Africa. The clauses in the related topics were identified and mapped on to a transitivity table in order to identify variant terms that occur in paradigmatic slots across the clause constituents. Each term variant was then described using constructs from the semantic dimension of legitimation code theory. The cognitive effect of the use of variant terminology was then examined in an achievement test on how to identify and respond to term variants. Results show that both Nigerian and South African textbooks blend specialized and non-specialized terms when describing scientific concepts. A qualitative analysis of learners' Think Aloud Protocols further shows that substituting an abstract term with a simplified one can foster the choice of correct answers to test questions. The study concludes that the practice of weaving words of different semantic nuances while explaining scientific concepts in text or speech can provide learners with epistemological access to the specialized knowledge encoded in science textbooks.

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### **Negotiating with the discourse of 'others' in Greek and English academic discourse: A comparative multimodal analysis of two online university lectures**

Reference to previous research is an important feature of academic discourse. Speakers/writers not only introduce additional voices (Bakhtin's 'intertextuality' or 'social heteroglossia', 1986) into their discourse but they also interact with them. Through evaluation (Martin's 'appraisal', Martin and Rose 2007)) they express agreement or opposition and align the audience with specific positions and views. This paper provides a comparative multimodal analysis of selected still frames of two excerpts from two online economics university lectures in two languages, Greek and English, within an EAP context. Two digital rather than static texts have been chosen for comparison because, as previous work on multimodality

has shown (Baldry 2000, Baldry and Thibault 2006, Karagevrekis 2016), digital texts can capture the nonverbal expressive resources (i.e. gestures, posture, movement, gaze) and the paralinguistic features (i.e. pitch and tone of voice) that cooccur with speech but cannot be fully realised in written language. A social semiotic metafunctional framework is used for the analysis. The framework combines Halliday's (Halliday and Matthiessen 2014) metafunctional theory, extended to other semiotic resources (Kress and van Leeuwen 2006 on image, Muntigl 2004 on gesture), with Bakhtin's (1986) views on genre and intertextuality. The combined analytical approach provides a deeper insight into the way diverse semiotic resources (e.g. verbal, spatial, visual, actional), each in its own particular way and in interaction with the others, integrate to create a unified total. The comparative analysis aims to help Greek students of economics in an EAP course develop discipline-specific 'multiliteracies' (The New London Group term, Cope and Kalantzis 2000:5) as in both Greek and English academic discourse lecturers resort to similar discipline-specific devices when negotiating with the discourse of 'others'.

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### Reviewing instructional studies of genre-based literacy and critical literacy in college-level foreign language writing education

This study explores instructional studies of genre-based literacy and critical literacy in college-level foreign language writing. While there already exists a wealth of instructional studies which incorporate SFL theories with critical perspectives, majority of these studies lie within the field of primary and secondary education (e.g., Achugar, Schleppegrell & Oteiza, 2007; Carpenter, Achugar, Walter, & Earhart, 2015; Colombi, 2009; 2015; Gebhard, 1999; 2004; Harman, 2013; O'Hallaron, Palincsar, & Schleppegrell, 2015), and only a few are found in college-level foreign language writing.

In response to this gap in the literature, this paper reviews literatures in genre-based literacy (SFL) and critical literacy (CL) in college-level foreign language writing. This study discusses the distinct foregrounded and backgrounded themes in each tradition, particularly focusing on two guiding questions: 1) How are SFL and CL similar and different in terms of research, pedagogy, and ideology? and 2) How are these constructs related within and between each tradition? A review of fifteen empirical studies found that SFL and CL vary widely in terms of their constructs of research, pedagogy, and ideology. This study also found that these divergent constructs create the exclusive dimensions unique to SFL and CL. Using this divergence of research, pedagogy, and ideology as a conceptual platform, this study suggests systematic investigations of such exclusive dimensions and potential collaborations across SFL and CL.

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### Positive Synergies of SFL and Translanguaging: Developing a Culturally Sustaining Space for Multilingual Learners

In today's globalized multilingual classrooms, deficit ideologies fail to recognize the cultural capital and mobile semiotic resources that immigrant and culturally diverse students bring with them (Blommaert, 2010). There is a growing need to focus on culturally sustaining pedagogies that reframe how we think about teaching multilingual learners (Paris & Alim, 2017). Drawing from Halliday's systemic functional linguistics (SFL) theory (Halliday, 1993) and García's (2009) notion of translanguaging, we, two multilingual scholars, envision culturally sustaining SFL as asset-based pedagogy to foster meaningful heterogeneous contexts of learning for multilingual learners in developing their academic literacy (see Khote, 2017; Harman & Khote, 2018).

By bringing these two theoretical frameworks, SFL and translanguaging, into dialogue, we highlight three central points of resonance: (1) the emphasis on context to validate the fluid use of all linguistic



varieties; (2) the positioning of multilingual learners as resourceful agents to move away from home and school literacies as binaries; and (3) the inherent liberatory voices to interrogate and address social inequalities. Culturally sustaining SFL explores the complementarity of SFL and translanguaging where SFL provides a metalanguage that makes transparent to students how school language works and translanguaging leverages bilingual students' full range of semiotic resources to execute academic and meaning-making tasks. Data from Nihal's ELA classroom will further illustrate: (a) how students' complex linguistic repertoires were mobilized as a foundational resource for developing disciplinary literacy, and (b) how multilingual students engaged with the curriculum to interrogate historical and cultural discourses that diminish their authentic participation in the classroom.

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### Multimodal Analysis of Digital Storytelling in a Teacher Education Course

Multimodal communication plays a central role in the lives of students in modern industrialized nations. Written text, however, still holds a relatively dominant position when it comes to education and literacy. We need better pedagogical practices for multimodal communication. In this study, we examine how four preservice teachers developed their professional teacher identities in a digital storytelling project. Data come from interviews, observations, and artifacts.

We found that the multimodal affordances of digital storytelling enabled preservice teachers to share personally important stories with their audiences. This contributed to the development of preservice teachers' professional identities and to increased reflection. Borrowing Wu's (2014) work with intersemiotic complementarity frameworks, we analyzed how participants employed the semiotic resources offered by their narration and the visual imagery to express *ideational*, *interpersonal*, and *textual* meanings. For example, in one case we analyze how the author provided an overarching theme for the story, describing the ideational content communicated. We also analyze textual functions, showing how she placed her picture within a framework (a cover of a photo album in this case), thus indicating that she was about to begin a story.

Our multimodal analysis of preservice teacher's digital stories shows how the multiple functions afforded by this new genre accomplish important goals in teaching students content, positioning

teachers and students relationally, and constructing texts semiotically. We also show how in the process teachers were able to enrich their professional identities through the affordances of digital stories.

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### You Know as a Stance Marker of Engagement in Conversation

Systemic functional grammar (SFG) has tried to investigate the multi-dimensional nature of human experience and interpersonal relations in terms of the meta-functions of language (Halliday 1985, 1994, Halliday & Matthiessen 2014). In recent years, the language of evaluation or appraisal has emerged as one of major topics in exploring interpersonal nature of language, dealing with topics such as stance, attitude, engagement, graduation, alignment, solidarity manifested in constructing written texts or spoken discourse (Martin & White 2005, Thompson, & Alba-Juez, 2014).

The purpose of this research is to characterize interpersonal functions of you know through an investigation of its use in a range of interactional contexts, viewing you know as a stance marker of inviting and maintaining engagement of the hearer in the process of sharing information among the interactants (Du Bois 2005, Martin & White 2005, cf. Eggins & Slade 1997). Traditionally, you know was treated as a mark of disfluency or a redundant element in casual talks. However, discourse-analytic studies have explored interactional functions of you know in spoken discourse, calling it a discourse marker (Schiffrin 1987) or a discourse particle (Schourup 1985).

Bearing interpersonal functions of language in mind, this research tries to characterize you know in terms of sharing knowledge and inviting engagement of the hearer and maintaining intersubjectivity

between speaker and hearer by examining tokens of you know in interactional sequences. This research investigates instances of you know by using the Santa Barbara Corpus of American Spoken English (Du Bois et al. (1993). More specifically, the present research will discuss the following: First, this research examines you know in terms of information/knowledge states, showing that you know is a marker of the current speaker's assumption that the hearer shares the information being discussed regardless of the fact the information provided is new or old to the hearer or shared between the interactants (cf. I know and it is known (that)). Such a use of you know assumes that the information should be taken for granted and that it is unchallengeable. Second, this study explores the interactional sequence of you know, showing that most of tokens of you know occur in the middle of current speaker's turn as a way of marking the current speaker's intention to continue his/her turn. Third, this research claims that you know functions as a stance device for inviting hearer's engagement into a common ground in the process of sharing information for the communication. That is, the current speaker produces you know as a way of getting the hearer's attention to the topic being discussed regardless of the information states. Fourth, you know functions as a stalling device for self-repair or securing appropriate phrases for the on-going talk, ultimately achieving cohesion of the information being provided. In sum, this exploration of you know shows that consideration of the sequential organization of talk is important in characterizing the nature of stance taking and evaluation of inter-subjectivity, manifested in the use of you know.

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#### Probably as an Epistemic Stance Marker in Conversation

Systemic functional grammar (SFG) has explored multi-dimensional nature of human experience and interpersonal relations in terms of the meta-functions of language: the ideational, the interpersonal and the textual functions (Halliday 1985, 1994, Halliday & Matthiessen 2014). In recent years, many functionalists have explored language functions in terms of evaluation or appraisal, investigating interpersonal nature of language in terms such as stance, attitude, engagement, graduation, alignment, solidarity mostly in written texts (Martin and White 2005, Thompson, & Alba-Juez, 2014). However, little research has been carried out on interpersonal functions which are manifested in the negotiation process of sharing information among interactants in casual conversation.

The purpose of this research is to investigate interpersonal functions of probably through an investigation of its use in a range of interactional contexts, viewing probably as a stance marker of expressing speaker's epistemic attitude toward the propositions being delivered in the process of sharing information among the interactants (Du Bois 2007, Martin and White 2005, cf. Eggins & Slade

1997). In traditional grammar, the adverb probably is termed an epistemic adjunct or style disjunct, which signals the low degree of certainty or probability of an event or state being discussed. Many dictionaries state that probably is used to denote that “something is likely to happen or likely to be true to the fact”. However, little research has been carried out on the use of probably in spoken discourse, and not much attention has been paid to the interpersonal functions of probably in interpersonal contexts. In this regard, this research investigates interactional functions of probably in terms of an epistemic stance marker through an analysis of 297 tokens of probably in the Santa Barbara Corpus of American Spoken English. Bearing in mind the interpersonal functions in the appraisal framework, this research tries to characterize probably in terms of speaker’s attitude toward the proposition being delivered in the process of sharing knowledge about referents and events being talked about. To achieve this goal, the present research will discuss the following: First, this research examines probably in terms of information/knowledge states in the sense that probably is a marker of the current speaker’s attitude toward the proposition being delivered, signaling low degree of certainty or possibility when considered in terms of graduation. Second, this study shows that probably is often used with hedges or vague expressions such as I think, I imagine, you know, I would, or in conditional or subjunctive constructions or with vague quantifying expressions, observing the Gricean maxim of quality or indicating low evidentiality. Third, this study shows that most of the tokens of probably occur in the middle of clausal or sentential units in the current speaker’s turn as a way of marking locality of speaker’s epistemic attitude. Fourth, this research explores the interactional sequence of probably, showing that the next speaker provides additional information or positive responses to the propositions. Fifth, this study claims that the use of probably functions as a stance device for inviting hearer’s engagement into a common ground in the process of sharing information for the communication. In sum, this exploration of probably shows that interpersonal functions should be explored in talk-in-interaction for a proper characterization of the nature of stance taking and evaluation of inter subjectivity.

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#### **A Visible Bridge: SFL and SCT as Complementary Theories for L2 Education**

The impact of contributions from Systemic Functional Linguistics (Halliday, 1994) and Sociocultural Theory (Vygotsky, 1978) extend beyond their root disciplines of linguistics and psychology, “perhaps nowhere more strongly than in the field of education (Wells, 1994). In addition, many of these contributions are compatible and practical within the context of language and learning, and ultimately enrich educational experiences. The four qualitative studies in this colloquium aim to illustrate a visible bridge between the theories through different linguistic, pedagogical, and analytic lenses. First, Concept-Based Instruction and the concept of Typified situations that enact specific Genres and Registers were used to teach and understand spoken Italian. Results demonstrated how learners oriented themselves

in classroom tasks and during study abroad activity. Second, the concept of ZPD and the Teaching/Learning Cycle informed a genre-based approach within a university Arabic language classroom. Using the SFL for analysis, evidence showed students' improvement in their use of linguistic features for the written Arabic Recount. Next, using data from an adult ESL classroom, an Ideational *meanings* analysis revealed the importance of teachers' discursive moves and patterns of language use to scaffold L2 grammar learning. Finally, from data concerning racially and ethnically diverse L2 classrooms, Transitivity highlighted meanings of empowerment in teachers' culturally responsive talk, while mediational tools facilitated the teachers' enactment of empowering practices. All four studies will discuss their make contributions to L2 teaching and learning, and as new scholars we hope that the complementary theories of SFL and SCT will continue to enrich our work.

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### **The Genre(s) and Generic Structuring of Obama's Radio Address**

This study discusses the existence of sub-genres in varying contexts of situation within the genre of political discourse (Chilton and Schaffner 2002; Wodak and Chilton 2005; Fairclough 2003; van Dijk 2008) by investigating the generic structure of political speeches of similar registers, thus a 'repertoire of registers' (Bakhtin 1986; Martin 1992). To reveal the genre, it examines the generic structure (Christie and Martin 1997; Martin and Rose 2007; Coffin et al 2009) of similar registers by way of Theme/Rheme, part of the textual metafunction of systemic functional linguistics (SFL) (Halliday 1994; Halliday and Matthiessen 2004; Eggins 2004; Thompson 2004) as a means of identifying generic moves within text. This is demonstrated by Obama's radio addresses during his first term as President, 2009-2012. It focuses on four diverse 'repertoires of registers', with each comprising of four topics: (1) the economy, (2) healthcare, (3) man-inflicted tragedy and (4) Christmas. Each address within each repertoire was analysed for Theme/Rheme to determine its generic structure and then was compared and contrasted to the other addresses within that topic to investigate the hypothesis that they are similar. Further, to highlight the possible sub-genre of one repertoire, the generic structures of each repertoire of registers were then compared and contrasted with the others to reveal how they unfold. The findings showed that each repertoire were similar by generic structure and by common thread in motif. And they may then be seen as a potential sub-genre within an already established genre of the radio address.

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### **Theme Selection in Expository Writing of Korean English Learners**

Theme selection has been studied upon the writings of English learners with different native languages such as Chinese (Cheng 2002, Zhang 2004) and Finnish (Ventola, 1994). However, there is little research of Theme selection pattern in Korean English learners' expository writing. This study aims to examine Theme selection patterns in Korean English learners' expository writings and to compare the patterns with Korean English learners with different proficiency levels and with two groups of native English speakers (teachers and college students) to find whether there is significant difference between groups or not. This study tagged Themes according to Systemic Functional Grammar as in Halliday and Matthiessen (2014) as single Theme (topical Theme), multiple Theme (textual Theme / interpersonal Theme + topical Theme), marked/unmarked Theme in the written corpus of Korean English learners in the International Corpus Network of Asian Learners of English (ICNALE).

The findings show that as proficiency level rises, Korean English learners tend to choose more single Theme as native English teachers do. Low level Korean English learners and native English college students selected more textual Theme along with topical Theme. This finding corroborates Green et al (2000)'s finding that there is a tendency to thematization of connectives by fronting in nonnative speaker of English. However, the finding that high proficiency level group of Korean English learners and native English teachers choose more group/phrase as topic Theme does not correspond with Green et al's finding that English learners tend to pack new information in the place of Theme.

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### **Combinatoria léxica de recursos de graduación de carácter léxico: Estudio pobabilístico-semántico**

Este trabajo presenta los resultados de un estudio de las colocaciones de adverbios de gradación de carácter léxico, enmarcado en el proyecto lexicográfico "Diccionario de combinatoria léxica de Español como Lengua Extranjera". Este estudio se sitúa en una línea de estudios probabilísticos de la Lingüística sistémico-funcional en base a corpus de textos. El propósito es el de relevar la combinatoria léxica para

un número amplio de adverbios de gradación (especialmente de intensificación y cuantificación), organizados en dominios por proximidad semántica, y tratar de motivar la co-selección del adverbio con los recursos (procesos, atributos y postmodificadores de grupo nominal) que se combina en función de los rasgos semánticos de ambos. El corpus de textos empleados es el CREA (Corpus del Español Actual de la Real Academia Española), complementado con consultas en sitios confiables de Internet y a informantes. Hasta el momento se ha relevado y analizado la combinatoria léxica de adverbios derivados de adjetivos de dimensión (altamente, ampliamente, estrechamente, extensamente, profundamente), de adjetivos e indirectamente de verbos de percepción (considerablemente, notablemente, palpablemente, perceptiblemente, tangiblemente, visiblemente), de irrupción y de gradualidad (abruptamente, bruscamente, dramáticamente), de evidencialidad (evidentemente, manifiestamente, ostensiblemente), de completitud (completamente, enteramente, plenamente, totalmente) y de adverbios de distintos dominios que expresan un bajo nivel de fuerza (discretamente, escasamente, levemente, ligeramente, moderadamente, sutilmente), entre otros. Este estudio puede contribuir a desarrollar los distintos tipos de gradación en delicadeza hasta llegar al polo léxico y puede ofrecer datos para comprender mejor la naturaleza de las colocaciones como tipo de combinatoria léxica.

Palabras-clave: adverbios de gradación; combinatoria con recursos predicativos; estudio probabilístico-semántico

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### **Making the Past Serve the Present: Using Reading to Learn Pedagogy to Enhance Literacy Chinese Learning by Hong Kong Disadvantaged Ethnic Minority Students**

Resolving disadvantaged ethnic minority (EM) adolescents' learning difficulties in second language (L2) learning for smooth integration into their host societies attracts scholars' attention substantially. Previous studies tend to focus on Standard Modern Chinese (Xiandai Hanyu), yet Literary Chinese (wenyan) also plays a crucial role in formal Chinese Language curricula in Hong Kong, while the situation has become more demanding since the addition of set texts in Hong Kong Diploma of Secondary Education Examination (HKDSE) since 2014, thus becoming a pressing issue in local Chinese Language education (Shum et al, 2017). This paper presents the challenging case of Hong Kong, in which EM secondary students with relatively low Chinese proficiency are often placed in first language (L1) Chinese classrooms in local secondary schools. Given the mandatory teaching of Literary Chinese in the L1 Chinese curriculum, and the absence of any strictly-defined L2 counterparts, Literary Chinese has become a roadblock to successful teaching and EM academic advancement, which severely affects the social mobility of the disadvantaged group (Leung et al, 2017), and Alternative Qualifications in Chinese Language (ACL) are lower-level qualifications and do not serve as equivalents to the HKDSE in the job market and workplace (Loh & Tam, 2016). The paper aims to provide a review based on case studies of teaching and learning challenges in ethnically and academically diverse Chinese Language classrooms, and proposes the use of "Reading to Learn" pedagogy (Rose, 2006; Martin & Rose, 2012) for the needs of both the EM students and their teachers.

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### **What can LCT tell us about the present practice of ESP teacher development in China?**

English for Specific Purpose (ESP) has been a trend of English learning for many decades. With the hot discussion of ESP comes the issue of ESP teacher development. The currently popular practice in China is to enrich our English teachers with other disciplinary knowledge so that they can be qualified in both English and field knowledge. Though the importance of field knowledge is clear, we need to examine the effectiveness of the above mentioned way of ESP teacher development. This research probes into the real purpose of ESP teaching and the currently popular way of ESP teacher development drawing upon the conceptual framework of specialisation from Legitimation Code Theory (LCT) (Maton, 2007). First, we studied the nature and goal of ESP and ESP teachers' role in tertiary education. Then we conducted some in-depth interviews with 10 Chinese ESP teachers in five Chinese universities who are trained in the above mentioned way to learn about their understanding of ESP teaching and their own professional development. We also single out two best teaching plans from the ten teachers. The interviews and the teaching plan are analyzed through the dimension of specialization in Legitimation Code Theory to see how their development and their teaching matches and addresses the goal of ESP learning.

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### **An Empirical Study on the Cultivation of Undergraduates' Logical Analysis Ability of English Translation in China**

As to English translation teaching situation in most Chinese universities, there's a tendency that teachers often overlook the cultivation of logical analysis ability of students and pay much attention to the teaching of English grammar, vocabulary, reading, writing and general translation techniques and skills. Based on the cognitive studies and methodology of experimental, this paper tried to hold an inquiry into the cultivation of logical analysis ability of English translation majored undergraduates through quantitative analysis. The results indicate that most students believe their analysis ability about source texts were undeveloped due to teachers inadequate attention. In the early stage of English translation learning, the logic analysis ability has a strong developmental characteristic. It is necessary to point this out loud and emphasize the importance of logical analysis ability in the primary stage of translation teaching from the perspective of cognitive theory of translation, so as to make contribution to the translation teaching improvement in China's universities.

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### **Logical Metafunctional Analysis of English Sentential Relative Clauses**

The sentence with a sentential relative clause is regarded as a complex one in most traditional grammars, whereas it is viewed as a simple one in Quirk et al. (1985). Drawing on the logical metafunction from systemic functional grammar, this paper attempts to expound the tactic and logico-semantic relations of sentential relative clauses. Halliday (1994/2000) considers them as dependent clauses, which elaborate on the dominant ones, while Fawcett (2000) argues that they are coordinate clauses. In contrast with Halliday, Huang (1998) points out that they are paratactic clauses, which extend beyond the ones that precede them. Nevertheless, it is found that they are dependent clauses, most of which elaborate on the dominant ones, some of which extend, and few of which embellish. It is concluded that examining the logical metafunction of sentential relative clauses contributes to a better understanding of English grammar and gives us insights into English grammar teaching.

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### **A critical discourse analysis of Chinese public reactions to language policies**

This study examines how the Mandarin-Cantonese relationship and perceptions of language planning on the part of the Chinese public have changed over the years. Drawing on critical discourse analysis (Fairclough, 2003; Wodak & Meyer, 2001) and systemic functional linguistics (Halliday & Matthiesen, 2004), this study takes the position that “social use of language and language in social contexts” reflect and construct discourses, ideologies, institutions, and identities in the social world. Data collection includes language policies enacted in 2001 and 2011 and Chinese citizens’ comments on the policies and the relationships between popularization of Mandarin and preservation of Cantonese in China’s major online discussion forums, iTalk and Zhihu. We collected 641 comments in iTalk, and 794 comments in Zhihu. Grounded in critical discourse analysis and appraisal theory (Martin & White, 2005), the analytical framework draws on codes such as ideologies embedded in language policies, constructed Chinese-Cantonese relationships in language policies, and public reactions to the language policies (i.e., attitudes, engagement, and graduation). The findings suggest that the most prominent reactions were aligned with promoting an authoritarian ideology, maintaining the authoritative status of one standard language for a unitary linguistic and cultural identity for the unity of China. Other reactions concerned promotion of individual linguistic identities, unique features of Cantonese, and cultural diversity. The respective

reactions employed different appraisal resources for expressing attitudes, engagement, and graduation of interpersonal meanings. In conclusion, this textual analysis will provide diverse Chinese users' perspectives on China's language planning policies, with concrete linguistic evidence.

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### **Color Meanings in Brazilian Current Political Discourses in Veja Magazine**

Images play an important role for the construction of meaning in journalistic genre. In addition to (re)affirming the author's textual proposal, images contribute to upholding the verbal language in this type of text. Colors in these images serve the purpose of highlighting either positive or negative information about an individual or circumstances portrayed in these texts. Kress and van Leeuwen (2010) term this configuration of meanings multimodal communication. All in all, this work aims at analysing the use of colours in the images of three covers of "Veja" Magazine so that we can figure out the semiotic processes involved in the (re)construction of Brazilian current political discourses. The three covers of Veja magazine are components of the following issues investigated: "Historical Edition" (Sep. 11th, 016), "Lula and Lava Jato" (Sep. 21st, 2016); "Arrast me if you can" (Oct. 02, 2016). As to the methodological approach, the meanings construction of the colors and the metafunctions in the images in the three covers of Veja Magazine primarily departed from the Grammar of Visual Design (GVD), by Kress and van Leeuwen ([1996]:2006), along with van Leeuwen's Language of Colors (2011). A more comprehensive analysis relied upon the studies on discourse and power developed by Teun van Dijk. The results have shown that the distribution of colors in the images investigated enhance the meanings of the signs containing the Brazilian current political discourse drawn in the three covers investigated, which produce some allegorical meanings, as well as creating some insulting qualities characterizing the represented Actor in these covers.

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### **A proposal for teaching with authentic texts in order to develop social competences in a language subject at tertiary education**

Teaching English as a foreign language at tertiary education should include different competences, including the intercultural and the social ones. Therefore, the teaching-learning process of the foreign language should highlight students' integral learning by establishing relationships between what is taught in classrooms and social reality. In this sense, students could broaden their perspective and be able to become global citizens.

For its framework of analysis, the study draws on a systemic functional linguistics and genre theory so that students can develop social awareness and critical thinking by working with authentic texts in social content at the same time that they become intercultural citizens. This presentation will be useful for teachers who are looking for practical ways of introducing cultural aspects and social topics in the classroom.

One of the main objectives of this paper is to use texts with social content in order to highlight the acquisition of social competences and critical thinking inside a cooperative methodology. The study will describe how different practical activities such as oral presentations, debates and tasks based on texts on social topics contribute to introduce intercultural and social competences. In addition, a survey was prepared to know students' opinions on different aspects of the said competences. The results are presented as being significant because of the importance that students attach to these competences. It is concluded that it is essential to introduce these competences in the twenty-first century so that students grow as global citizens and teaching is linked to social demands.

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## **Discursive Constructions of Tibet in Anglo-American Newspapers: A Diachronic Corpus-Assisted Discourse Study**

Tibet has been one of the most frequent topics in Anglo-American newspapers' coverage of China. While previous studies have examined Anglo-American newspapers' coverage of Tibet at different periods, they provide little information about the new trend of their coverage at the beginning of this century. The present study is intended to fill in the gap by giving a diachronic corpus-assisted discourse study of the discursive constructions of Tibet in Anglo-American newspapers from 2000 to 2015. The primary aim is to expose their variable as well as consistent discursive patterns in their constructions of Tibet in this new century.

All the news reports concerning Tibet in three British newspapers (*The Times*, *The Guardian*, *The Daily Telegraph*) and two American newspapers (*The Times*, *The Washington Post*) have been collected and built into a large corpus as well as its sub-corpora. A corpus-assisted discourse study approach is employed, which is characterized by the emphasis on the balanced combination of corpus linguistic methods and discourse analysis. In the present study, the corpus linguistic methods (such as keywords, concordance, and collocates) have been combined with discourse analytic theories and methods (such as critical discourse analysis, systemic functional linguistics, and framing analysis). The findings suggest that the discursive constructions of Tibet in the 21st century have become increasingly negative, which can be revealed in their preferential topics as well as the discursive strategies employed.

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## **Classroom registers, appraisal and pedagogical purpose in CLIL classrooms: An SFL-based analytical approach to CLIL teachers' use of language**

The role of classroom discourse in content and language integrated learning has received considerable attention recently (e.g. Nikula et al. 2013). Drawing on the notions of classroom registers (Christie, 2005), appraisal theory (Martin & White, 2005) and sociocultural perspectives on teaching and learning (Gibbons, 2006; Lemke, 1990; Mortimer & Scott, 2003), this paper presents a multi-layered analytical model designed to explore teachers' use of evaluative language across registers and in relation to the pedagogical purpose in different CLIL lessons. The model represents a mixed-methods design using UAM Corpus Tool (O'Donnell, 2008) and is applied to analyse and compare the language used by two secondary school CLIL teachers teaching the same subject and topic to two groups (high CLIL exposure, HE, and low CLIL exposure, LE) of grade 7 Spanish students in a bilingual school in Madrid, Spain. One of the teachers teaches Science in Spanish (L1) in the LE group and in English (L2) in the HE group, while the other one teaches Technology in English in both groups.

Preliminary results show no differences in the use of registers and pedagogical purpose across groups, but some interesting differences in the use of appraisal. Particularly notable is the more frequent use of appraisal (mainly engagement) in the HE group, with the effect of triggering higher-order thinking skills in the students as shown in the classroom interactions analysed. This finding indicates that the CLIL teachers under study may be relying on these students' higher academic level (compared to the LE group), in spite of being taught in an L2.

One of the authors (Natalia Evnitskaya) is a new SFL scholar.

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### **Tigresses Vs. Devotees: gender and nation in the Spanish sports media**

The aim of this project is to explore how media discourse produces and reproduces meaning around the topics of gender and nation that in turn influence social practices. Combining critical discourse analysis (Fairclough 2015, Talbot 2010), and appraisal framework (Martin & White 2005), I analyse a corpus of newspaper articles published on the Spanish press about the Spanish badminton player Carolina Marín and Spanish swimmer Mireia Belmonte and their performances at several international sport competitions during 2016 and 2017.

This analysis is based on the conceptual metaphor SPORT IS WAR (Lakoff & Johnson 2003). The conceptualization of sport in military terms provides a key to exploring how nations, national heroes, and normative gender performances are constructed both resorting to national symbols, genealogies of gender policing and of colonial power dynamics. Thus, I try to identify naturalized ideologies coded in in the discourse around female athletes.

I focus specifically on how the female body gets languaged (Ramanathan 2010) and the power imbalances encoded in the description of the gendered athletic body (Duncan & Hasbrook 2009). The positionality of the female body in the international sports field is also explored as a site of tension between the embodiment of two different symbolic role models. These conflicting archetypes are that of the soldier-like national hero and the woman who safeguards the national spirit. Appraisal theory provides a platform to analyze these interpersonal meanings around gender and nation, their power dynamics, and how they are used to create solidarity with the readership. Thus, this study seeks to expand the exploration of the naturalized ideologies in discourse that contribute to the reproduction of a national gendered ideal.

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**Search for truth in Ayotzinapa**

This contribution addresses the theme of Discourse Analysis from a Critical Approach (CDA). In analyzing the Discourse surrounding the event known as “El Caso Ayotzinapa” that occurred in September 2014 in Guerrero, a southern state of Mexico which led to the disappearance of 43 students from the rural school for teachers “Isidro Burgos”, we reflect on what may be seen as a cline made up of stereotypes in language use, prejudice as a social practice, and the Discourse of Violence. Our overall intention is to contribute to the discussion of a social problem in Mexico in terms of policies of law and order.

To this effect, we report the results of a study conducted through methodological procedures drawn from SFL (Halliday and Matthiessen, 2004) and Appraisal Theory (Martin & White, 2005) for analyzing the language used in numerous published accounts of this event (La Jornada). The specific question of this study is to the extent of existing grounds for the claim stated in the document authored by a group of experts (Grupo Interdisciplinario de Expertos Independientes GIEI) and publicized in 2016, in that the recurrent use of the stereotype “Ayotzinapo” served as detonator of exerted violence.

We expect to provide linguistic evidence in that asymmetry of power relations in detriment of rural and indigenous communities is recurrently justified through language. In this manner, we conclude that there is basis to the claim that in the context under study, discrimination is a social practice that instigates social violence.

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**Knowledge building in senior biology: A discourse perspective**

This paper seeks to reconcile understandings of knowledge building used in educational semiotics research with those used in science education research. Educational researchers in both fields have explored representational strategies that support students into comprehending and composing verbal and visual texts central to success in the school sciences. In papers reporting on literacy in science, science teaching journals more often cite research from literacy education than science education (Hand et al., 2010). However, relatively little collaborative work has been done to generate knowledge about



the kinds of pedagogies and resources that will improve student outcomes within the sciences. This paper draws on selected findings from an ongoing Australian-based research project (Unsworth et al., 2016) involving educational linguists and science educationalists, focusing on a case study of one biology teacher in the senior years of a low-SES secondary school. Detailed semiotic analyses of classroom talk, texts and representational tasks allow researchers to name and explore the knowledge building challenges and the opportunities for supporting students to move towards linguistic precision and symbolic representational dexterity. The teacher's explicit guidance during a semiotically informed curriculum cycle is crucial, while her pedagogy illustrates the possibility of exploratory problem solving within an exam-oriented curriculum.

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### Teacher Agency, Language Instruction, and Educational Access

This paper presents the results of a two year study which examined the application of a genre-based approach (Rose & Martin, 2012) by secondary ESL teachers in a large US school district. Teachers were provided planning tools to support an explicit focus on sociolinguistic and cultural patterns of school-based genres (Derewianka & Jones, 2011; Hyland, 2007) expected in the common core standards (de Oliveira, Maune & Klassen, 2014).

Professional learning sessions, classroom observations, coaching sessions, and web-based conversations supported teachers' own learning and provided observable and anecdotal data on teaching practices. Teacher-made materials and lesson plans, formative assessment data as well as focus group and individual interviews were transcribed and uploaded to a data coding and analyzing software called Dedoose.

Results showed an increase in teacher's a) awareness of language, b) critical view of current language practices, c) analysis of the relationship between educational access and student motivation, and d) alignment of formative language assessment with instruction. Shifts in philosophy about language teaching and learning suggest more equitable practices with instruction that makes cultural and linguistic ways of meaning-making more visible (Dubetz & Jong, 2011). However, results also showed teachers' application of more culturally and linguistically responsive approaches were tied to individual agency, and understandings of their roles as teachers. This capacity for teacher agency appears to be mediated by the sociocultural context defined by school leadership and culture (Lantolf & Thomas, 2006).

The implications on teacher agency with respect to equity in language teaching will be discussed.

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### Reflecting on the symbolic articulation of other-ness: An SSS-based classroom analysis of *Wide Sargasso Sea*

The paper presents class activities based on *Wide Sargasso Sea* (WSS), a postcolonial prequel to *Jane Eyre*, recounting Antoinette/Bertha Mason's youth as a Creole heiress in Jamaica and her marriage to Rochester. The study is part of a research project on Hasan's SFL-based framework for the study of verbal art (*Systemic Socio-Semantic Stylistics*, SSS: 1985/1989; 2007) as applicable linguistics in English as a Foreign Language/Culture pedagogy at undergraduate level (Miller and Luporini forthcoming). We begin by introducing the basics of SSS: the *specialness* of literature, and the model of *double articulation*, including the semiotic system of language and a *higher-order* semiotic system of verbal art - where the text's deepest meaning (*theme*) is *symbolically articulated* (Hasan 1985/1989: 94-99). We then present the activities, in which students are guided to replicate/discuss findings from a software-assisted investigation of WSS (Luporini 2017). Starting with the semiotic system of language, focus is on select 'key' linguistic mechanisms:

- (a) APPRAISAL SYSTEMS (Martin and White 2005) enacting evaluation of *white*, as opposed to *nigger*, in the text;
- (b) Transitivity structures (Halliday and Matthiessen 2004) involving Antoinette, Rochester and the Caribbean servant Christophine.

The main patterns (to be outlined) are then revisited with the students within the semiotic system of verbal art, considering their role in articulating a significant aspect of the text's theme: *the multiple facets of the 'other', and the encounter/conflict between different cultures*.

We conclude by considering the pedagogic implications of the activities, also in connection with the relevance of such a theme in our contemporary society.

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### **Theme in Norwegian – a discussion**

SFL is developed primarily with English language as a point of departure. The discussion of Theme in SFL is done with the clause structure of English as a backdrop. In this paper, I want to discuss differences in Norwegian and English clause structure that makes it more fruitful and reasonable to define Theme in a different way in the Norwegian grammar. This is mainly due to the firm positioning of the finite verb in declarative clauses in Norwegian and other Scandinavian languages. In the discussion, I will include to which degree it is relevant to talk about marked and unmarked Themes in Norwegian. In addition to this more systemic discussion, I want to bring in some semantic features in the realization of Themes, also in an educational context. I will bring in examples from students' texts to illustrate this part of my discussion.

I draw on *Halliday's Introduction to Systemic Functional Grammar* revised by Christian M. I. M. Matthiessen (2014), and on Scandinavian literature on a systemic functional approach to the Scandinavian languages.

The purpose of the paper is to find relevant ways for handling Theme in a systemic functional framework of Norwegian. Another purpose is to find better ways of the teaching of Theme in Norwegian classrooms.

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### **Evaluative language in cancer narratives in Spanish**

Appraisal theory has been fruitful in linguistics research across contexts and genres however, relatively few studies have applied it to medical discourse even though interpersonal language has an important role in medical communication. Because Latinos in the U.S. face numerous health disparities such as breast cancer, in part due to language and cultural barriers, it is important to gain a deeper understanding of how they communicate their health experiences. This study investigates how Latino patients with breast cancer use evaluative language to discuss their feelings about cancer in Spanish. The data consists of a 20,000-word corpus of cancer narratives written by Spanish-speakers. We drew on the Appraisal framework (Martin & White, 2005) to offer a description of the evaluative language they use. The results reveal that Latino

patients use positive and negative appreciation to talk about cancer treatment and use mostly positive judgement to talk about the support they receive from people around them. They use positive and negative affect to talk about their suffering, but also use positive affect to try to offer encouragement to others, to show gratitude to God, to their family members, friends, and medical providers, and in some cases to talk about the successful outcome of chemotherapy. Analyzing evaluative language gives us insights into how they deal with their cancer experience and information about how they position themselves in terms of the disease. Our findings may inform medical practitioners from distinct language backgrounds on effective methods or measures of communication and give them the tools to be culturally and linguistically competent providers.

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### **Intermodal and interlinguistic translation in translated picture books from English into Portuguese**

This paper investigates an English picture book in two of its versions into Brazilian Portuguese. The paper takes into account the fact that one of the versions is labelled “translation” and reproduces exactly the same source-text images whereas the other, labelled “adaptation”, makes a slightly different reproduction of these images. It focuses on two different kinds of translation. The first, intermodal translation, deals with the coupling of and commitment to meanings chosen to instantiate image and verbiage in the bimodal source-text. The second, interlinguistic translation, deals with the coupling of

and commitment to meanings in the two translated texts. Image and verbiage in the picture books are analysed with theories and methods used in Martin & Rose (2007), Martin & White (2005), Painter, Martin & Unsworth (2012), Souza (2010) and Magalhães et alli (2017). The paper examines, for instance, character (re)appearance in the first images and compares it to character construction as a participant and her later tracking in the verbal narratives of the adaptation and translation. From the perspective of systemic functional theory, the paper contributes to put forward the models proposed in Martin (2010) and Souza (2010) for intertextual relations in translation. From the perspective of translation studies, it uses a new theoretical and methodological perspective to tackle both translation of picture books and the issue of adaptation. The findings show there is semantic variation in the texts due to the coupling of meanings from different linguistic systems and the commitment to meanings at different levels of these systems. The paper also argues that the different variations in meanings in the two Brazilian versions may help decide whether they are a “quotation”, “paraphrase” or “recount” of the source-text and whether they align with a “compliant”, “tactical” or “resistant” reading of it.

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### Building and Enhancing Intercultural Dialogue in Museum Spaces through SFL and Translation Studies

The paper focuses on museum translation within an SFL perspective. Although firmly grounded in SFL and Translation Studies (TS), it also intersects with Museum Studies and sociology. In our contemporary global and multicultural world, characterized by increasing mobility and migration, museums can have a significant impact on the construction of an inclusive identity by acting as social agents and sites of intercultural encounter. However, despite the important role played by language in conveying issues of cultural identity and diversity, and even though museum texts are often mediated through a process of interlingual transfer, museum practices and meaning-making choices still remain largely underexplored in translation and linguistics research, with a few exceptions (e.g., Neather 2005, 2008; Ravelli 2006; Sturge 2007; Jiang 2010). It is argued that SFL and TS have a scientific responsibility to suggest methodologies for promoting intercultural dialogue in museum spaces through translation products which pursue a dialogic representation of cultural diversity. This paper offers both theoretical

reflections and practical examples drawn from short case studies concerning different museums in Italy, in particular in the northern region of Emilia-Romagna. The findings show that current policies, skills and competences which would be needed for an effective museum translation are still limited. The final aims of this paper are, on the one hand, to argue in favour of an SFL-informed translation training for the creation of new translator profiles within a range of museum professionals and, on the other hand, to foster interdisciplinary collaboration in order to meet the major challenges posed by the social and cultural role of museums in the 21<sup>st</sup> century.

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### Guiding Students Toward Genre-Appropriate Nominal Groups in the Teaching Learning Cycle

For children, learning how to write in academic registers involves employing increasingly sophisticated nominal groups to communicate more detailed meaning with fewer words (Schleppegrell & Colombi, 2002). They begin to employ a greater variety of pre- and post-modifiers and express more abstract ideas. Research shows that pedagogical approaches employing SFL concepts and metalanguage can help improve students' abilities to understand and employ nominal groups that are more appropriate for the targeted academic genres and registers (Schleppegrell & De Oliveira, 2006). In this study, I explored how teachers involved in a Teaching Learning Cycle (Brisk, 2015) literacy program helped students improve the appropriateness of the nominal groups they used in targeted academic genres. Through activities such as initiate-respond-evaluation (IRE) interaction patterns (Rymes, 2016), teachers guided the students to improved understandings of how to create nominal groups appropriate for their communicative purposes. In one case, a fifth-grade teacher picked up items in the classroom (e.g., binder) and asked the students to describe them in order to help the students understand how they can expand nominal groups to achieve more descriptive precision. This study contributes to literature that supports the explicit teaching of how to develop genre- and register-specific nominal groups.

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### **A Review of Applications of SFL-informed Pedagogies in L2 Contexts**

In this paper, I reviewed literature (2006-2015) on SFL-informed teaching methods employed in second, foreign, and heritage learner contexts. Using journals from the fields of linguistics, language education, and education in general, I compiled a list of thirty-one studies in which teachers used SFL-based methods to teach in foreign (e.g., Yasuda, 2011), second (e.g., Harman, 2013), or heritage learner (e.g., Colombi, 2009) contexts. Many SFL-based teaching methods involved genre approaches to language instruction, but some focused on other topics such as register (e.g., Moskver, 2008) or grammar (e.g., Teruya, 2009). However, the studies differed in terms of the types of genres and the SFL concepts upon which they focused. The results of all 31 of the studies indicated the learners made gains in linguistic, metalinguistic, and sociopragmatic knowledge through SFL-informed methods. The majority of the studies included in this literature review involved second language education (e.g., Donohue, 2012), and many of those focused on English as a Second Language (e.g., Ho, 2009). The results of this literature review indicate further research is needed on applications of SFL-based methods in English as a Foreign Language education, particularly at the K-12 level, and with languages other than English.

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### **Accuracy and/or authenticity: Competing bases of legitimacy in foreign language education**

For the last twenty years, only 11% of students in Australia have studied a language other than English in the final year of secondary schooling (Kohler et al., 2014). This paper will draw on Legitimation Code

Theory to investigate the low uptake and retention of students. Taking French as a case study, this research reviews how language education variously separates, moves between or combines emphases on language and culture. I draw on the Specialisation dimension of LCT (Maton 2014) to demonstrate that foreign language education involves knowledge codes focusing on grammatical knowledge and emphasising accuracy, and knower codes focusing on cultural appreciation and emphasising authenticity. By comparing textbooks, curricula documents and other materials from university courses, vocational courses and cultural and community classes, I will show how these different codes are drawn on. This in part explains the low uptake and retention of foreign language students: those with a knower code disposition may enjoy studying literature, cinema and history, but may struggle with grammatical knowledge, while those with knowledge code dispositions may enjoy grammatical rules but may struggle cultivating a cultural gaze. Finally, I will suggest how systemic functional linguistics may and does (e.g. Ryshina-Pankova & Byrnes, 2013; Caffarel-Cayron, 2006) enable movement between the focus on accuracy and authenticity by providing a common metalanguage for both form and function.

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#### **Persuading *that* or persuading *to*: (re)imagining contexts and language resources**

This paper investigates how students understand communicative purpose in an assessment task in secondary English. The data are drawn from the TRANSLIT project, a large study investigating literacy transition points from pre-school to senior secondary education. This paper focuses on the delivery of an ‘oral task’ in the year 9 Australian English curriculum and problematises what is required of students when they are asked to deliver a speech to a jury based on an interpretation of a literary work. Genre analysis and the SFL notion of presence (Martin & Matruggio 2014) is used in analysis of video data of student performances to demonstrate several tensions in the task as it is enacted. One tension is the variation in student interpretation of their purpose as either hortatory or analytical persuasion (Humphrey, 2017; Martin, 1985). This confusion in purpose, and corresponding confusion about audience impacts the degree to which students understand the task to be anchored to the here-and-now imagined context of a courtroom or the more abstracted and less contextually dependent sphere of literary criticism. As a result of these tensions, students pursued the task using language which varied along a cline from spoken-like to written-like. Importantly, the requirement to demonstrate an insightful analysis of the text appears to be in tension with the mode requirements set by the ‘context’ of the task. SFL is suggested as a useful way to make more visible the language demands of such tasks so that both



students and teachers better understand what transformations in context mean in the teaching and learning of literacy.

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### Common Core Schooling Genres in the U.S.: Implications for Genre Theory

In recent years, SFL genre research in the U.S. has focused on K-12 school writing, aiming to understand U.S. student writing while adapting the SFL genre pedagogy for the U.S. context of culture (e.g. Brisk, 2014; de Oliveira & Iddings, 2014). This study, building off of Maune & Klassen (2014), contributes to this research by providing corpus-based genre descriptions derived from Common Core State Standards (CCSS) student writing models for grades K-12. SFL genre theory (Martin & Rose, 2008) serves as the analytical framework: 34 student texts were classified according to schooling genre using the Rose and Martin (2012) typology; lexicogrammatical analyses were conducted using the UAM Corpus Tool. The findings confirm much of the existing genre typology from Australia holds in the U.S.; however, the corpus does show one previously undescribed genre potentially unique to the U.S.--the Text Comparison genre, which may be a realization of U.S. school culture's thematic units in English Language Arts (ELA) (Christie, 1993). While recognizing the existing common set of "genres in the English-speaking culture" (Brisk, 2014, p. 7), this research suggests that by locating genre within the context of culture, genre typologies might include additions or variants of genres in K-12 schooling unique to contexts of culture of lower granularity than the Anglophone world--such as national, regional, or local contexts of culture.

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### **Metafunctional and Semantic Profiles of Cognitive Discourse Functions in School History Writing**

This paper presents research on literacy development as students move through the bilingual schools program in Spain, an educational project designed to help Spanish citizens gain in mastery of other European languages. Systemic Functional Linguistics is used to analyse how subject knowledge is created in English as a foreign language in a corpus of student texts on History topics collected from the same students at two different moments: Time 1: end of primary school (aged 11+) and time 2: early secondary (aged 13+). We take from the field of education Dalton-Puffer's (2013) Cognitive Discourse Functions (CDFs) (*classify, define, describe, explain, explore, evaluate and report.*) distilled from Bloom's taxonomy (Anderson et al. 2001), and trace how the students develop control of the metafunctional profiles triggered by the genre/register requirements for these CDFs in history essays. We also draw on the semantic dimension of legitimation code theory (Maton 2013) to further trace the ways in which students move between more abstract and more everyday knowledge as they express the different CDFs. Time 1 data shows a cline of difficulty in production of CDFs, and of their linguistic features for subject-specific writing, as well as a reliance on more everyday knowledge in their encoding. These findings from the primary school data are used as a baseline to explore development in different areas related to content-specific meanings at the secondary school level. The developmental findings provide specific ways history teachers can focus students' attention on linguistic features to build the field of history.

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### **What does Hockett have to say to Halliday?: The necessity of a historical perspective in theorising SFL**

Charles F. Hockett (1916-2000) contributed significantly to many important developments in 20<sup>th</sup> Century linguistics, introducing into linguistic theory notions as fundamental to our understanding of language as duality of patterning, displacement, and "structure in depth". His last major work, *Refurbishing our Foundations* (1987) was produced in response to a Festschrift produced by his students and colleagues, among whom was a certain 'Michael A. K. Halliday'. Hockett and Halliday shared the characteristic of resolutely pursuing their own intellectual directions, not without reference but certainly without deference to the fashionable or influential schools of the day. Although both produced textbooks that have been highly regarded and widely quoted -- Hockett's *A Course in Modern Linguistics* (1958) and Halliday's *An Introduction to Functional Grammar* (1985) -- in a "standard" history of the

discipline, neither would be seen as directly dealing with the pressing issues of mainstream linguistics as institutionally constituted. This paper will examine some of the reasons for this paradoxical situation in the light of some of the resounding "themes" of contemporary mainstream linguistics: a largely anti-historical stance towards the evolution of linguistic theories and frameworks; a privileging of psychological over social perspectives in understanding language development and use; and an exclusion of meaning from the central purview of models of language. It will use the example of obvious mutual respect between Hockett and Halliday to argue that all linguistic schools and theories need to face in two directions: back to their historical roots, and around to their theoretical counterparts.

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### **Language through Literature: An Applied SFL Perspective**

With our presentation, we seek to demonstrate the effectiveness of literature as a tool in the process of learning English as a Foreign Language and as a way of developing cultural literacy. When learning a new language, the ability to understand and translate from a foreign language into one's native tongue is quintessential in a learner's ability to comprehend meaning. However, sometimes the "meaning potential" (Halliday 1978) is not preserved with a literal translation. For example, in Italian, when you wish somebody good luck, you say *In bocca al lupo*. This literally translates to \*In the mouth of the wolf, which has no meaning to an English speaker (and vice versa with *Break a leg*, if translated literally into Italian).

Instead, by learning language through literature, learners may correctly understand the intended meaning based on a larger social and cultural context, and when asked to identify new vocabulary or grammar within the text, they also reinforce these new linguistic structures.

In our talk we will exemplify the language-through-literature teaching methodology that we have devised as instructors of EFL courses for Humanities students in Italy. We will present literary excerpts (e.g. Truman Capote, James Joyce) and an analysis of the relevant language structures, idiomatic expressions and cultural issues therein, together with some of the translation tasks and SFL-informed learning activities designed for the students (see also Hasan 1985, Lazar 1993, Tomlinson 2005) to show how (cultural) literacy can be developed in the English language classroom through the use of texts from literature.

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### **Agency, Student Success and Struggle in an EFL Blended Program: Insights from Teacher discourses**

Informed by multiliteracies, blended learning, and discourse analysis from a systemic functional perspective, the paper reports the how teacher discourse constructs teacher agency, student success, and struggle in an English as a foreign language blended program at a higher education institution in Colombia. Discourses around technology and language teaching have arisen with the promise of technology as means to promote multiliteracies (New London Group, 1996; Cope & Kalantzis, 2009), non-text centrality (Leander & Boldt, 2013), interactive learning, freedom, agency, creativity and play (Gee, 2009). Nevertheless, whether technology affords teacher and students the aforementioned opportunities needs to be studied in relation to other factors' such as teachers' perceptions of their agency, and how they discursively construct academic success and struggle. The qualitative case study elucidates the research question: How do teacher discourses construct teacher agency; successful and struggling students? The main data sources for the study were teacher interview transcriptions. Teachers' drawings depicting students' use of materials and field notes complemented the data set. Interview transcriptions and other multimodal data were examined in terms of field (participants and ideational content), mood (organization) and tenor (interpersonal meaning and attitudes) (Young & Fitzgerald; 2006, Martin & Rose, 2007). Findings reveal teachers' language learning and technology ideologies and discursive students' abilities and capabilities through discursive strategies and resources that give account of ideational, interpersonal and textual meanings. Teacher discourses provide a rich source to examine the interplay of teacher agency, students' success and struggle in blended learning programs.

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### **Linguistic Characteristics of Ritualised Discourse in Chinese Criminal Courtroom Discourse: From a Negotiation Perspective**

The reform of the criminal procedure in China, which is trial-centered, makes more serious demands for normalization of both the procedures of the trial and its wordings. This research aims to explore linguistic characteristics and the roles of the ritualised discourse in Chinese criminal courtroom discourse from the perspective of NEGOTIATION situated on the stratum of discourse semantics within systemic functional linguistics. Based on ritualised discourse of 10 fraud cases that are open to the public, it is found that the ritualised discourse in Chinese criminal courtroom discourse is characterized as negotiating knowledge and action in seven exchange structures. It is employed for pushing forward the progression of the trial and negotiating the interpersonal relationship of the participants involved in the trial so as to give an equal voice to the participants. This research contributes to a bird's-eye view of Chinese criminal courtroom discourse and makes slot for those concrete discourse concerned with specific cases.

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## **A BIBLIOMETRIC AND CORPUS LINGUISTICS STUDY OF THE UNDERGRADUATE FINAL PAPERS PRODUCED BY THE STUDENTS OF THE LIBRARY AND INFORMATION SCIENCE COURSE AT FESPSP (FUNDAÇÃO ESCOLA DE SOCIOLOGIA E POLÍTICA DE SÃO PAULO) BETWEEN THE YEARS 2000 AND 2015.**

The Undergraduate Final Paper (in Portuguese, TCC, Trabalho de Conclusão de Curso) considers the multiple aspects of the students' education throughout their undergraduate course culminating in a written paper with specific formats and standards. During this process, theoretical framework and citations of authors are selected to represent and validate this student's production. Over time, bibliometric studies have improved, gaining new characteristics and tools, among them, the Corpus Linguistics, which deals with the "collection and exploitation of corpora, or set of textual linguistic data carefully collected for the purpose of searching for a language or linguistic variety", (Berber-Sardinha, 2004, pg.3), in this research, the citations and authors cited in the analysed TCCs. As methodology is a "typical way of applying a set of theoretical assumptions" (BERBER-SARDINHA,2004,p.36), for the collection and exploitation of the corpus of this study, we use the WordSmith Tools 5.0 (Mike Scott, 2008), so that we can observe patterns of frequency and realization of words/groups of words, revealing what tends to happen in the studied corpus. Focusing on building bridges among the Library and Information Science Course, SFL and Corpus Linguistics, this research aims at presenting a bibliometric study of the TCCs produced by FESPSP students between the years 2000-2015 building lists and frequencies of the most cited authors, lists of most frequent words and keywords to contribute with the academic construction of research sources for students helping not only the students, but also the academic and professional development of the Librarian and Linguistic community.

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### **Democratising the Classroom for Epistemological Access: The Role of Reading to Learn Pedagogy in an Eastern Cape Secondary School, South Africa**

The Eastern Cape (EC) Province is listed as one of the top 3 poorest provinces in South Africa, KwaZulu-Natal (KZN) taking the first place, EC the second, and Limpopo 3<sup>rd</sup>. Dependency on social grants, allowances and remittances are the main sources of income in these provinces. In the EC, lack of investment in the poor to access opportunities is the biggest challenge. In this context, schooling is the only hope through which the youth could escape the ever present abject poverty. Using documentary evidence (learners' written work, DoBE's curriculum documents, lessons plans and prescribed workbooks), semi-structured interviews and Reading to Learn (RtL) pedagogy to generate data, this paper reports on the positive effect RtL has had on democratizing learning and ensuring epistemological access for Grade 10 English First Additional Language Learners from a poor, black semi-rural/township school.

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### **The Features of Visible Pedagogies for Student Reading Comprehension**

Models of reading have long shown the importance of oral language in the reading process, but only recently has literacy research looked at language use during instruction to explicate this relationship. Systemic functional linguistics (Halliday, 1994) enables this research to "highlight the ways linguistic choices contribute to the realization of social context" (Schleppegrell, 2004, p. 18), taken up in the current project as an examination of teachers' linguistic choices to foster their upper-elementary students' reading comprehension. This study draws on reading theory emphasizing oral language (Hoover & Gough, 1990) and systemic functional linguistics to examine how teachers structure reading

pedagogy through their language choices. The features of language during literacy instruction will be analysed using type/token counts and functional analyses to explain how types of instructional talk may, in part, explain the reading comprehension achievement of students (N = 238) in 31 classrooms. Early findings suggest that teacher talk in an IRE genre predominated, fields of talk comprised of explicit vocabulary instruction (42%), explicit reading strategies (28%), and summaries/restatements (19%). This talk was structured by narrative texts, test prep materials, and vocabulary readers. We intend this work to contribute to the understanding of the mitigating influence of language structures in literacy pedagogy, by analyzing “visible pedagogy” (Christie & Macken-Horarik, 2007) to better understand the oft invisible, specialized language of reading.

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#### **The language dimensions in CLIL teaching: the role of language(s) in conceptual learning**

The aim of the paper is to share, within an international context, the findings from a research project I have been working on since November 2015. Based on the fact that CLIL was made mandatory in all Italian high schools and that CLIL teaching is in the hands of content teachers, I have been videotaping and transcribing lessons of five Italian teachers of Physics in schools from different areas around the country.

Each teacher has been videotaped while teaching Physics to 18/19 year-old students both in the language of schooling, i.e. Italian (along a sequence of teaching of at least three periods) and in a foreign language - either English, French or German (also along a sequence of teaching of at least three periods).

The view I have adopted throughout my work has been that of “language as a social semiotic” to access deep learning and develop high thinking skills.

The questions underpinning my research are

- a. how are subject-specific literacies enhanced and developed by content teachers who are teaching Physics in two languages?
- b. how is the language used within the context of content teaching and learning?

An important focus is on students’ languaging: the language is here seen in its mediating function to 1) access knowledge; 2) construct high order thinking skills; 3) verbalise learning; 4) reflect on learning as a process.

The research has explored different directions, in particular:

- a) Subject Literacies, Deep Learning and Conceptual Complexity
- b) The works of the Council of Europe on language dimensions: Beacco et. al but especially Systemic Functional Linguistics (Martin/Rose, Polias).
- c) The role of language in conceptual learning

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### ***Willkommenskultur and the refugee crisis in the Austrian press***

In 2015, over 600,000 asylum seekers transited Austria from September to December; at peak times up to 5,000 migrants would pass through per day. Various Austrian newspapers reported on this "Flüchtlingskrise" ('refugee crisis'), calling it the 'grand exodus' or simply the 'refugee wave'. When the research institute for Austrian German announced the word "Willkommenskultur" ('welcome culture') as Word of the Year 2015, many voices raised their concerns regarding the truthfulness of such a 'pro-refugee attitude' especially with reference to the Austrian press. This paper, following the frameworks proposed by Martin/White (2005), Economou (2009) and van Leeuwen (2008), explores the representation of sub-Saharan migrants in the Austrian print media in order to determine which political views were promulgated during said time. Amongst other results, the empirical corpus study illustrates that lexical and pictorial resources are employed to portray these news actors either as people in need of help or as a threat to national security and/or cultural practice. It further shows that the news coverage surrounding the sexual assaults on New Year's Eve 2015/2016 in Cologne resulted in a strengthening of moral sentiments. Although the language of immigration has recently received great academic interest (Wodak/Reisigl 2001; De Haas 2008; Martinez Lirola 2006, 2017), linguistic studies on the Austrian print media that follow an SFL approach remain rare. The present paper hence seeks to fill the gap apparent in the current research situation and to shed new light on the ideological consequences of certain evaluative choices.

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### SFL-based pedagogy – in Physical Education?

SFL-based pedagogy in school subjects such as language(s), science, history and social studies, is fairly well documented – but what about other subjects, such as Physical Education?

Two Danish University Colleges, VIA and UCC, were tasked by the Danish Ministry of Education to integrate students' language development (first and second language) in Physical Education: the challenge being to make visible that even being physically literate entails learning language, through language and about language (Halliday 1993).

The nature of Physical Education calls for a social semiotic examination of all the diverse semiotic elements of the teaching space. Applying the notion of register in the planning phase to the subject and its curriculum resulted in a series of lessons enabling students to become P.E.-literate. This study, in turn, may suggest a method for designing SFL-language-based teaching and learning in other subjects as well.

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### The genre-based learning cycle as methodology for the Portuguese language teaching

The purpose of this paper is to present the contributions that the teaching-learning cycle based on school genres can bring to the teaching of reading and writing in the latest elementary education years. It is based on the theoretical and methodological framework of the genre pedagogy from the "Sydney School", according to Systemic-Functional Linguistics (Schleppegrell, 2004; Martin & Rose, 2008; Christie & Derewianka, 2008; Rose & Martin, 2012), combined with the studies of literacy as social practice (Street, 1995; Barton, Hamilton & Ivanic, 2000; Cope & Kalantzis, 2000). In this perspective, we present the impact of the systemic-functional genre pedagogy in two Brazilian teaching-learning contexts – in internship classes at the University of Brasília as well as in the Professional Master in Letters program – PROFLETRAS – at the University of Pernambuco. This is a qualitative research and its *corpus* is formed by four teaching-learning cycles experienced in elementary school by teachers and undergraduate students. Preliminary results show that students are being successful in reading and writing texts in Portuguese classes in elementary school and the teachers – whether in undergraduate and postgraduate education – are becoming interested in applying the teaching-learning cycle based on genres in their classes. We realized that the systemic-functional approach may be associated with the conception of literacy as social practice, because it is significant for the understanding of genres and their cultural purposes in different social contexts.

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### Introducing SFL Text-Based Teaching in EFL classes in Japan

This study investigates how 30 novice EFL learners, who were Japanese university students in two different classrooms (CEFR B1 and B2), became experienced learners by using Systemic Functional Linguistics (SFL) text-based writing lessons during a fifteen week course. The participants learned to critically analyze the model texts, research essay questions and construct a target genre essay, analyze peer essays, and write their learning reflection within Feez and Joyce's (1998) learning cycle. Developmental changes in learners' writing proficiency were analyzed using pre- and post-timed writing argumentative genre texts. For in-depth quantitative insight into changes in learners' generic and

lexicogrammatical awareness, a pre- and post-assignment five-point Likert scale survey was conducted. For in-depth qualitative insights into changes in the learners' genre awareness and perceptions, written self-reflections on their participation in the task of analyzing peer essays were collected. The pre-writing task revealed the learners' lack of comprehension of the argumentative genre's archetypical characters and negligible conceptualization of appropriate argumentative-genre written text. However, peer analysis of learners' post-instructional tasks revealed that most of the higher English proficiency group began to explore ideational, interpersonal, and textual meanings of the argumentative genre texts. In addition, the pre-post survey comparison showed a positive correlation between "an increased understanding of how to write the body of an essay" and "having written a similar genre type of essay in the past" ( $r = 0.53^*$ ).

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### **Conflict and consensus within the clause: The language of Latin American Educational Linguistics**

Disciplinary discourses have attracted the attention of Systemic-Functional Linguistics for at least four decades. In particular, identifying the lexicogrammatical features of emerging discourses, such as grammatical metaphors in Scientific English (Halliday, 1988), can provide linguistically-based evidence for disputed scientific knowledge-production spaces.

Educational Linguistics in Latin America, particularly concerned with Writing Studies in Higher Education, is a new, increasingly institutionalized field of scientific inquiry and social action, which shows tensions over methods, theories and topics that can ultimately be tracked down to its two mother disciplines: linguistics and education (Ávila Reyes, 2017). However, little is known about how disciplinary conflict and consensus is negotiated within the clause.

The aim of this study is to identify lexicogrammatical patterns of the system of Theme in Spanish in a corpus of 28 articles published in journal special issues related to Writing Studies during the last decade in Argentina, Chile, Colombia and Mexico. The corpus is qualitatively coded using QSR NVivo 11, distinguishing between types of Theme, marked/unmarked Theme, and explicit/implicit subject, a controversial topic in SFL (Moyano, 2016).

Preliminary findings show that there are two kinds of discourses depending on what they place in thematic positions: *conflictive*, which places dialogic statements, and *consensual*, which places undisputed authors. In addition, the subject tends to be explicit and unmarked.

This research can help understand, and even foster, an emerging disciplinary discourse, connecting lexicogrammatical patterns and epistemological frameworks, while providing at the same time some evidence on how the system of Theme works in scientific Spanish.

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## **Ideological Stance in Political Discourse: A Transitivity Analysis of Nawaz Sharif's Address at 71<sup>st</sup> UN Assembly**

The present study uses Halliday's transitivity model to analyze and interpret ideological stance in PM Nawaz Sharif's political discourse. His famous speech at the 71<sup>st</sup> UN assembly was analyzed qualitatively using clausal analysis approach to investigate the communicative functions of the linguistic choices made in the address. The study discovers that among the six process types under the transitivity model, material, relational and mental processes appear most frequently in the speech, making up almost 86% of the whole. Verbal processes rank 4<sup>th</sup>, whereas existential and behavioral are the least occurring processes covering only 2 and 1 percent respectively. The dominant use of material processes suggests that Nawaz Sharif and his government are the main actors working on several concrete projects to produce a sense of developmental progression and continuity. Using relational and mental processes the PM, along with establishing proximity with masses and especially Kashmiri, gives guarantees and promises. The linguistic analysis concludes Kashmir dispute as being the central theme of the address, since it covers more than half of the discourse. The address calls for a strong action instead of formal assurances and wishful thoughts. The study establishes that language structures can yield certain connotations and ideologies which are not overt for readers. This is in affirmation to the supposition that language form performs a communicative function and is not merely fortuitous. The framework of the study can prove to be an effective aid for further studies of similar nature.

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### **Listen or Die: Representation and Relations in Two Governors' Speeches during Superstorm Sandy**

This paper reports on research that examines certain lexico-grammatical aspects of speeches by New Jersey Governor Chris Christie and New York Governor Andrew Cuomo during the media coverage of Superstorm Sandy, a catastrophic storm that devastated parts of their states. In this age of global warming, such weather events may be on the rise, and it is essential that leaders be effective communicators in order to protect the lives of their constituents. The purpose of this investigation is to add to the growing body of research on language in the media and social life (Lukin 2013; Bennett, Lawrence, & Livingstone 2007; Hasan 2009). This study's theoretical foundation is the social and contextual orientation to language use (Labov 1966; Halliday 2009; Hasan 1996a, 1996b). The data comprised speeches by the governors before, during, and after Superstorm Sandy. The Systemic Functional Linguistics analysis focused on the ideational and interpersonal metafunctions of the texts on the clause level. The interpretation of the data indicates that the governors' distinctive lexico-grammatical choices differ in significant ways, including their choice of Process types, modality, and logical relations. They create unique meanings as they communicate with their constituents in crisis.

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### **Being a police graduate student in South Africa: A collaboration between Academic Literacies and SFL**

Post-apartheid South Africa has seen efforts by the government to widen participation in Higher Education. In most cases postgraduate/graduate students come to higher education as working professionals. They shuttle between the workplace context and the academic context. These two may be worlds apart in terms of how genre and discourse are conceptualized in both SFL and Academic Literacies. There is less research on professional policing students accessing academic discourse through Open Distance Learning (ODL). This study is based on my PhD research which employed Systemic Functional Linguistics with ethnographic framing to describe and explore the writing practices of police postgraduate students by posing the main question: How do professional and academic discourse practices amongst Masters Policing postgraduate students intersect in the research proposal at an Open Distance Learning (ODL) institution? The data comes from two students' written research proposals informed by unstructured interviews, intertextuality, and appraisal analysis. In the findings based on academic literacies, one of the students, a police captain, displays a hybridisation of both workplace and academic discourse. The Appraisal analysis reveals how both students position themselves in relation to other texts and to the audiences. The choice of Appraisal system is not the same for both students, and is aligned with each writer's workplace professional identity. For instance, Anele, a warrant officer, uses more 'modals' and 'force' showing deference to hierarchy, whereas Rick uses more 'commands' and 'pronouncements' suggesting that he is used to exercising power. The research shows the contribution of SFL and academic literacies in uncovering the multifaceted tensions students experience when writing the research proposals.

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### **Contrastive differences and variation in translation**

In this paper I examine translation shifts in the language pair German and English to determine how changes resulting from contrastive differences between the languages affect the Theme as well as the Information Structure of the target clauses.

A recent corpus-based study (Niemietz, Freiwald and Neumann 2017) explored variation in German and English Theme zones, providing insight into the impact contrastive differences in this language pair – such as the verb-second constraint in German (Steiner and Teich 2004) – have on translation. It was suggested that a more detailed look at Adjuncts in Theme position could reveal systematic alternation, since in such cases, the order Finite + Subject following the Adjunct Theme in German is typically reversed in the English counterpart. The present paper takes up this path of inquiry and provides a grammatical analysis of English translations produced from German originals with Adjunct Themes. The difference in the order of Finite + Subject affects not just the distribution of marked and unmarked Themes in translation in comparison to their distribution in English original texts, but potentially also has consequences for the overall information distribution between the original and the translated sentence. This study uses data collected in an experiment in which professional translators translated multiple short German texts with a controlled stimulus sentence in the sequence Adjunct – Finite – Subject – Residue into their L1 English. It analyzes the target clauses for all the metafunctions and contributes to our understanding of how changes triggered by contrastive differences still lead to variation in translation.

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### **Narratives of affect in pedagogic interactions: appraising emotions in teaching/learning practices**

This study investigates narratives of personal experience produced in pedagogic interactions, focusing on the social construction of emotions. Based on sociocultural and poststructural perspectives of emotions (Lupton 1998; Zembylas 2005), the research aims at reflecting on affective issues intertwined in teachers' narrative discourses and on the relevance of such aspects for their educational motivations. The theoretical architecture takes into account the systemic-functional approach (Halliday & Matthiessen, 2013), mainly the interpersonal meaning, considering the appraisal theory (Martin & White, 2005) for the social constructionist analysis of narratives of personal experiences (Bruner, 1994; 2002). The methodology follows a qualitative paradigm (Denzin & Lincoln, 2006) for the analyses of written narratives produced by a group of pre-service teachers, students at a university in Rio de Janeiro. Also members of the Institutional Grants Program for Initial Teacher Education (PIBID|CAPES), the participants already teach at a municipal school and written narratives are used as a means of communication among them. For the analytical purposes of this research, three of those narratives were selected and moments of evaluation were highlighted as to observe the emergence of affect in narrative discourses. The textual analysis grounds on the attitude domain of the appraisal system for investigating the lexical and grammatical instances of affect and judgement. Preliminary results suggest that participants reflect more commonly on issues related to their emotional motivations for teaching, taking to the background the procedural aspects of teaching/learning. Moreover, through the telling of personal stories, participants build a common understanding of the role of emotions in their teaching/learning practices.

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### **Better Understanding a Writer's Perceived Audience: How Student Interviews Complement an Argument Writing Analysis**

Adolescent students position themselves amidst issues of identity, context, culture, and belonging when considering their relationship to authentic, community-based audiences in writing activities (Moje & Luke, 2009; Vetter, 2011). Though these identities, relationships, and contexts are dynamic, exploring student intentions and language use in their writing provides insight into the way that students negotiate audience when making language choices. However, student language intentions and uses do not necessarily align with teacher intentions for writing activities. Further, completing an analysis of student writing, guided by systemic functional linguistics (SFL), and specifically appraisal theory (Martin & White, 2005), does not always capture the interpersonal nuances between writer and audience, particularly those unique to specific contexts and cultures. This presentation examines the (mis)alignment of language intention and use in an argument writing project with rural, secondary students in the Pacific Northwest region of the United States (US).

Eighteen students across two classrooms (nine from each) in two states in the US Pacific Northwest region and their two respective teachers participated in the study. Student and teacher interviews were conducted, and students' argument writing texts were analyzed with an emphasis on the interpersonal metafunction highlighted in appraisal theory (Martin & White, 2005) to examine students' language choices affecting the text's field, tenor, and mode. During their interviews, students referred to specific examples in their writing, as well as their perceptions of their audience, providing deeper insight into students' language choices and intentions.

Findings indicate that students often chose effective claims, reasons, and evidence, intentionally responding to their audience, while the perceived effectiveness of the text's tenor was more variable. This variation was affected by students' complex understandings of the community-based audience, the relationships existing between writer and audience in a particular sociocultural context, and insufficient language instruction in response to the particular writing genre and task to help students better understand these dynamics when making language choices. These findings emphasize greater attention to language in adolescent's disciplinary writing, particularly in response to purpose and audience (Fang & Schleppegrell, 2010), by centering the students' understanding of audience and language choices. While this paper focuses on rural students, who themselves are often improperly generalized and marginalized in education research (Azano, 2015), the findings have broader implications across contexts and cultures, making connections across the variations to make a methodological recommendation while adding insight to how educators can support all students in being more intentional in their language use to make meaning via a written text.

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### The Evolution of a Talking Point: Propaganda in Political and Media Discourse

This paper examines an intertextual "chain of authentication" (Irvine, 1989; Hodges, 2015), investigating how a claim can achieve truth status as it is continually and faithfully reiterated by authoritative voices. Specifically, I follow the intertextual trajectory of a prowar talking point during the run-up to the 2003 Iraq War, exploring the Bush administration's claim that Iraq had obtained aluminum tubes designed for a nuclear weapon. In fact, the intended use of these tubes was hotly debated in the U.S. intelligence community. The question that I seek to answer is: how did discourse about the tubes change as it was recontextualized (Linell, 1998)—first in private intelligence documents and later in public speeches and news reports? Using Martin and White's (2005) appraisal framework, I show that secret intelligence reports about the tubes entertained multiple viewpoints about their intended use and indexed an internal debate. However, public discourse removed signs of contingency and dispute, as the government effectively erased and suppressed references to alternative viewpoints. Later, in the hands of the press, the government's claims were further reasserted in ways that countered and warded off competing views. Indeed, the most prominent news analyst on American television affirmed the tubes propaganda, endowing it with even greater credibility. By eliminating space for dialogic alternatives, then, government and media voices effectively ensured that only one view would be recontextualized



and reified. Ultimately, the paper sheds light on contemporary propaganda practices, showing how governments can work with the press to convert disputed claims into incontrovertible facts.

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### Functional grammar and the teaching of writing as a social enterprise in English as a foreign language.

In Communicative ELT (English Language Teaching), text genre analysis is essential to uncover the social and the cultural basis of language. The notion of genre has largely drawn the attention of many scholars. It is incontestable that a genre-based approach to teaching greatly improves learners' skills, not only in academic settings, but also in professional scenarios (EGGINS, 2004). A genre-oriented approach to language teaching also incorporates an understanding that language is purposeful and that structures emerge from use (HALLIDAY & MATHIESSEN, 2014). Additionally, there is an increasing recognition of the relevance of taking into consideration language varieties, text-types, and text genres while designing reading and writing language programs (THORNE and REINHARDT, 2008). Drawing on this framework, this paper aims at discussing some principles of a genre-oriented approach to foreign language teaching from the perspective of Functional Linguistics. To do that, we conducted a qualitative analysis of written production tasks and learners' production from two different educational contexts: a Diploma course for English teachers and a course on academic writing for medical graduate students. Such analyses were conducted within the theoretical underpinnings of Functional Linguistics and genre-based approaches. Our findings point to the significance of combining a process and a product-oriented approach to writing, including instruction; text revision and rewriting; and scaffolding. Finally, we make the case that a functional view of language should underpin a genre-oriented pedagogy, as it opens room for analyzing language as a social enterprise.

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### ***Appraisal in Spanish: Resources for building graduation***

This paper presents findings on the language resources for building GRADUATION in Spanish. These results are part of an ongoing research on the description and systematization of language resources for building APPRAISAL in Spanish from a Systemic Functional Linguistics Perspective (Halliday & Matthiessen

2014; Martin & White 2005; Martin 2017). Currently, there are only partial descriptions of appraisal resources for the Spanish language (Navarro 2015; Oteiza & Pinuer 2012, 2013; Oteiza 2017); however, a more complete, comprehensive and corpus based description of this system is needed in order to provide a more solid set of resources for building intersubjectivity in Spanish at the discourse-semantic level. We believe that this research can in turn contribute with discourse analysts that work with corpora produced in this language. For this analysis we follow the main principles of SFL typology work, establishing a clear distinction between theory and descriptions of particular languages (Caffarel *et al.* 2004; Halliday 1992; Halliday & Matthiessen 2014). Preliminary findings show that in Spanish GRADUATION is largely realized at the rank of the word through morphology (suffixation), as it is also the case for the Portuguese language (Vian 2008; Figueredo 2011), and by means of resources of linearization of adverbial groups in the clause (Pinuer & Oteiza 2013). This analysis has been conducted in an ample corpora of historical discourses written by specialists and by pedagogical history discourses produced in history classroom interaction by students and teachers. (236 words)

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## How Preservice Secondary English Teachers Learn to Respond to Emergent Bilingual Learner Writing

Recent scholarship has illuminated the need to better prepare teachers in all classrooms to work with increasing numbers of emergent bilingual students in US schools (Bunch, 2013; Faltis & Valdés, 2016; Lucas & Villegas, 2011). This study explores possibilities for doing so with preservice secondary English

teachers (PSETs), who may be especially prone to error-focused feedback methods due to common beliefs about English teachers as gatekeepers of language. Inspired by Jeffery (2011), I will use a think-aloud protocol with PSETs in which I ask them to talk through their process of evaluating writing samples from emergent bilingual learners (including how they would give feedback and design instructional next steps). I will also draw on PSET interviews in which I will ask them to describe how they view aspects of their teacher education experiences as influencing their approach to the student writing. Finally, I will place what PSETs attended to in the student writing in conversation with my own SFL-inspired analysis of it (Schleppegrell & Go, 2007; Schleppegrell, 2007) to illuminate possibilities for meaningful grammar teaching and to draw implications for teacher education that better guides PSETs in responding to writing in linguistically-informed ways. I am a new scholar.

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### **Systemic-Functional Linguistics and writing development of Secondary School students: a classroom experience**

This work analyzes the contribution of writing exercises elaborated on the basis of the systemic-functional concept of Theme, a fundamental element for the organization of information and for the thematic progression. For that, ten argumentative-dissertative essays were examined. They were produced by five participants in preparation for the National Secondary School Examination (ENEM), used as access to the public university in Brazil. Based on Systemic-Functional Linguistics - SFL (Halliday & Matthiessen, 2004), this analysis focused on the textual metafunction, especially the choice of Themes for intraparagraphal connections. The analysis of the texts was developed in two complementary stages: a) description, observation and interpretation of the lexicogrammatical choices constituting the Themes and the thematic progression in five essays written in the first class of the course; and b) description, observation and interpretation of the Themes and the thematic progression in five written essays at the end of the course, after the application of exercises elaborated on the basis of the SFL. As a specific objective to guide the study, we intend to verify the objective variation in the thematic progression of the texts of each participant. As a general objective, it's expected that this study can contribute to the teaching of writing, helping the development of practices based on the reflections carried out in the analysis. The results of the quantitative and qualitative analysis point to a positive variation in students' written production, with better information organization and predominance of unmarked multiple Themes.

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### **La ‘pedagogía de los géneros’ en la formación del profesorado**

Este trabajo recoge los resultados principales de un proyecto de innovación docente que ha tenido como objetivo formar a un grupo de docentes en activo y a estudiantes del Grupo bilingüe del Grado de Maestro en Educación Primaria de la Universidad Complutense de Madrid en el modelo funcional de la ‘pedagogía de géneros’ (R2L) propuesto por Rose y Martin (2012). Dentro de la Facultad de Educación, el proyecto se ha desarrollado en dos fases: la primera se orientó a construir un conocimiento compartido acerca de los distintos géneros discursivos, en inglés y en español, recuperando, analizando y clasificando textos escolares de los diferentes niveles educativos. En una segunda fase, y a través de dos asignaturas (Didáctica de la Lengua y Teaching Literacy in English as a Foreign Language), estudiantes y profesores han tenido que diseñar y/o implementar secuencias didácticas basadas en el modelo R2L para la mejora de las competencias escritas en diferentes géneros, lenguas y áreas disciplinares. Además, se pretendía explorar la posible incidencia de la formación recibida por los estudiantes del grupo bilingüe que han utilizado el modelo R2L al enfrentarse a diferentes tareas relacionadas con la enseñanza de la lectura y escritura de un texto, comparando con otros grupos de estudiantes que no hubiesen estado expuestos al modelo. En este trabajo, describimos las características de las unidades didácticas generadas y la valoración realizada por los estudiantes tras su participación en la experiencia. Los primeros resultados apuntan en dos direcciones: por una parte, hacia la dificultad encontrada por los estudiantes a la hora de abordar los diferentes géneros escolares para concretar objetivos y contenidos de aprendizaje, tanto lingüísticos como disciplinares, en inglés y en español. Esto contrasta con la valoración positiva que hacen de sus propios logros en estos aspectos. Por otra parte, los resultados sobre el interés del modelo son diversos.

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### **Development and Validation of a Measure of US Preservice Teachers’ Knowledge about Language to Inform Teacher Education and Professional Development**

This poster will present the modeling plan for a comprehensive development of a measure of US preservice teachers’ knowledge about language to teach K-12 reading. Recognizing the potential importance of professional development in improving teachers’ knowledge, practice, and student outcomes, one obstacle to conducting rigorous studies is the lack of adequate measures, particularly in regard to teachers’ knowledge of English language.

Based on an evidence-centered design (ECD) framework, this study describes the development and validation of a computer-based test of US preservice teachers’ knowledge about language. Informed by functional linguistics (Halliday & Matthiessen, 2004), visual representations of the task model and the

table of specifications will be illustrated. Evidence of construct validity will be presented, including evidence in internal structural features using IRT measurement model.

The pilot test result of the preservice teachers' knowledge about English language, consisting of word-level (Phonetics, Phonology, Morphology, Orthography); group- and clause-level (Syntax); discourse- and genre-level, will also be presented. As a new SFL scholar, the presenter will interact and discuss with other scholars about five functions for which prospective educators need to know about language: teacher as communicator, educator, evaluator, educated human being, and agent of socialization (Fillmore & Snow, 2003).

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#### Linguistic Markers of Stance in Adolescent Students' Informational Writing: The Relationship between Voice Strength and Reading Achievement

This study examines linguistic markers of stance that express authorial voice in adolescents' informational writing. In light of the lack of attention to voice in non-narrative writing, this study investigates (1) whether adolescent learners infuse voice into their informational writing; if so, (2) which linguistic resources they use to instantiate their voice.

Drawing on the theoretical perspective of Martin and White's appraisal framework (2005) and using analytical tools provided by functional linguistics (Halliday & Matthiessen, 2004), this study quantifies linguistic markers of epistemic stance from 100 reports about predatory reptiles written by seventh and ninth grade native English speaking students in the US. A 'wordless' picture book (i.e., words covered) was used as a stimulus for the writing task. The 24-page book presents factual information about alligators, nothing of which would prompt students to stray from a factual representation of its contents. Students were given 60 minutes to complete the writing task.

The preliminary findings show the adolescent students boost more than hedge; their booster markers are colloquial; and both linguistic markers lack variety. (3) Analysis on the relationship between the student reading achievement and their use of linguistic markers of epistemic stance will be also reported. In response to the growing recognition that competence in producing informational text is vital to both academic success and career readiness (NGA & CCSSO, 2010), participants will discuss how to inform teachers and students about appropriate authorial voice in informational writing. As a new SFL scholar, the first author will lead the discussion on empirical studies to enhance language-based pedagogy.

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### **The opportunities provided by a functional language framework for developing disciplinary discourse in elementary engineering: A case study**

This micro-ethnographic case study (Bloome et al. 2005) investigated students' reasoning as they analyzed and produced disciplinary texts as part of engineering design. A functional linguistics framework (Halliday, 1978) was utilized to bridge linguistic and disciplinary learning during an engineering unit in a U.S.-based urban classroom. Students (aged 9-10) provided an opportunity to explore how this framework supported learning during a critical phase where abstraction becomes necessary for disciplinary concept development (Christie & Derewianka, 2008; Fang, 2012).

The study provided a unique opportunity for language, engineering, and classroom educators to collaboratively implement instructional priorities supportive of reflective decision making specific to engineering, including planning, negotiation, critique, and justification of multiple solutions (Garcia & Mazzotti, 2016; Wendell et al., 2017). Data collected during a Teaching Learning Cycle (Rothery, 1996) for a rocket design challenge included: transcribed video of teaching and teamwork, files from digital engineering notebooks, student writing, organizational drafts related to a culminating poster event, transcribed meetings, and field notes. Discourse analysis was conducted for each source. Next, connections were made across sources to track language/literacy events and students' reasoning (Bloome et al., 2005). The paper will explore findings that include: *tensions* between explicit teaching of genre features and engineers' priority for divergent thinking, *opportunities* for an expanded set of linguistic and semiotic choices available through digital media, and *specific scaffolding* required to challenge students toward choices that created new/abstract knowledge. The case offers insights into questions about the distinctions between teaching disciplinary language for engineering in relation to that of science.

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### **LAS VOCES Y LOS ARGUMENTOS EN EL DEBATE SOBRE LOS DESAPARECIDOS EN LA PRENSA ARGENTINA.**

El objetivo de este trabajo es analizar las disputas políticas y simbólicas en torno a la desaparición forzada de personas y, en general, a la dictadura cívico-militar en Argentina, tal como estas se despliegan en el discurso periodístico, en la actualidad, en el entendimiento de que este es uno de los casos en que “lo que encontramos es una lucha por las memorias, lucha social y política en la que se dirimen cuestiones de poder institucional, simbólico y social”. (Jelin, 2013: 144).

El diario La Nación, periódico argentino conservador, ha tenido un rol central en este debate. Se analizaron un conjunto de notas periodísticas y editoriales publicadas a lo largo del año 2016, recurriendo a las categorías propuestas por la teoría de la valoración (Martin y White, 2004; Oteiza, 2010) y a los aportes sobre este género en particular realizadas por P.R.R. White (1998). El análisis tuvo como marco de referencia los estudios críticos del discurso (Fairclough, 2003; Richardson, 2007; Wodak, 2015), con énfasis en el estudio de la dimensión intertextual (Wodak, 2003).

Los resultados obtenidos muestran de qué manera los recursos semánticos de la teoría de la valoración se conjugan y articulan en estrategias retórico-discursivas, que conllevan a la evaluación positiva de las voces del gobierno, construyéndolas como el discurso legítimo y ponen en cuestión, valorando negativamente, las voces asociadas con los organismos defensores de los Derechos Humanos.

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### **A Functional Linguistic Analysis of a Diary Written by a Person with Aphasia**

This presentation will describe the diary of an individual who, at the age of 85, acquired severe expressive aphasia and verbal apraxia due to a cerebral vascular accident (i.e., a stroke). His language comprehension and motor skills were intact, although he could not speak. Of his own volition, he embarked upon writing a diary for the final two years of his life. I acquired this diary posthumously from the diarist's family, who expressed the wish that I examine its linguistic content and share an analysis of the diary with others as a message that people with aphasia may have unique and meaningful communications to impart.

Few investigators have explored the writings of persons with language loss (see, for example, Ball, Neils-Strunjas, & Krival, 2015). Some first-person accounts are found in the popular media (e.g., Taylor, 2006). There is a need for much more research into the linguistic intentionality of persons with aphasia, especially those who write instead of speak.

The diarist produced 133 discrete diary entries, with a total of 1082 messages. My research team inputted these messages into the SALT software program (Systematic Analysis of Language Transcripts), which yielded 11 analysis sets for each entry. I used the SALT data descriptively. I selected seven analysis sets that were useful for this study: usage of words, affixed morphemes, grammatical constructions, sentence length, parts of speech used, spelling, and written mechanics (e.g., capitalization). (Four of the analysis sets were not relevant.) Descriptive information obtained included, for example, frequency of use of semantic elements, how semantic elements were used together, and syntactic constructions used. I analyzed the results inductively for functional linguistic elements, specifically, message intents, cohesive devices, and written discourse features. I also identified the elements of aphasia that were evident, such as neologisms (contrived words) and paraphasias (substituted words).

Briefly summarized, the diarist's spelling, morpheme usage, and semantic elements were largely intact. Writing of phrases and sentences was quite compromised and showed many errors. However, the diarist's linguistic functions were interesting, varied, and purposeful. His linguistic intents included *practicing* (essentially reteaching himself to write dates, numbers, letters, and words, and practicing how to communicate); *planning* what to do with finances and other matters; *informing* his family about what he was thinking about, such as regarding current events; *logging* his daily activities; *reminiscing*; *preparing lists* of names of people he had known; *questioning*; and *writing about his religious beliefs*. The writer used common expressions designed to lift his spirits, and some entries seemed almost like a brief homily.

The diary showed that, even in the absence of conventional phrasal and syntactic form, the writer's linguistic intents and discourse functions were achieved. The interplay of form and function is observed, and the writer showed the ability to circumvent form to enact meaning.

This session would be of interest to persons who study the communication skills of persons who have experienced language loss, to those who study subjective forms of communication, and to those who engage in text analyses.

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### **Analysis of the Thesis genre in English Language Teaching for cumulative knowledge-building**

One of the challenges of academic literacies is enabling students to master the ways of reading and writing in the disciplines involved. This is particularly true when it comes to thesis writing in English Language Teaching (ELT) since the makings of this genre is not always evident for students. This calls for a new conceptualization of writing in higher education grounded on a strong theoretically informed approach. Interdisciplinary collaboration between Systemic Functional Linguistics and Legitimation Code Theory allows a dialogue between theories that sheds light on wider socio cultural practices such as writing (Maton & Doran, 2016).

Using both frames, this paper aims to elucidate the stages within the MA thesis genre and to point out the meaning of its social practices (Eggs, 1994, Martin, 2001). The data consists of six introductory chapters of Master thesis in ELT, particularly the section entitled "Justification". Initial text analysis focuses on the lexico-grammar strata (Halliday, 1994). The corpus is then analyzed in detail, moving to the discourse semantics strata focusing on logical relations (Martin et al., 1997).

Preliminary results surface sequential, conditional and factorial dependent/independent clause complexes in the justification section. The analysis made on the light of Legitimation Code Theory (Maton, 2014) suggests particular forms for knowledge building in ELT: emphasis on form over content appears as a legitimate way for knowledge building, which may limit writers' disposition to explore other forms of argumentation. I am a new scholar in SFL interested in reporting PhD research as well as engage in discussion.

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## Stanley E. Porter<sup>1</sup> and Christopher D. Land<sup>2</sup>

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### Modeling Negation in Ancient Greek

In the course of refining the annotations for OpenText.org, a digital annotation of the Greek New Testament, we have encountered a number of recurring problems regarding negation. The two issues that we wish to address in this paper are the structural scope of negation and its bearing on the interpretation of negation. As regards scope, we have found that Greek negation is a choice at various ranks—from the word to the group to the clause—and that rank plays a vital role in any attempt to establish the grammatical scope of a negative. Yet we also need to address places where multiple Greek negatives appear within a single unit or where a single negation has scope over several tactically related units. As regards interpretation, the structural scope of a negative is a significant parameter, but interpretation also draws upon co-textual data and even extra-textual knowledge. In general, the best approach is to explain how a clear analysis of underlying lexicogrammatical choices makes possible a clearer discussion of what is entailed by actual instances of negation. Our paper will do this by providing examples of Greek negation and by discussing alternative analyses as regards their grammar and meaning. This will lead to a better description of Greek negation in terms of system and structure, which will help interpretive discussions to be better grounded in the language.

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### Ethical consent as critical praxis: Orienting young learners to their positionality as research participants

In this paper, I explore how the process of gaining ethical consent for classroom-based research orients young learners, including those for whom English is an additional language, to the social practices of

scientific research and their positionality as participants. The research literature is rife with explorations of the interview process and with arguments for understanding the interview as a social achievement (c.f. Talmy, 2010; Mann, 2011). However, the relationship between researcher and participant(s) begins before and sometimes long before a first interview. In many settings, the ethical process for obtaining consent is the first significant interaction between those involved in a research project. This process, including explanations of the research's purpose, creates a context through which all future interactions are construed. Two sets of interactions are analysed in this paper: a) a whole class discussion between teacher and students in which an initial explanation of the research was provided and b) a series of small group Skype meetings between the 11 and 12-year old students and the researcher in which additional information about the project was provided. Transitivity analysis illustrates students' shifting perceptions of their and the researcher's agency, of the range of identities offered and/or taken up by the students during the discussions, and of the abstract categories (i.e. 'participant', 'informant', 'source of data') used to classify their participation. Discussion focuses on the unique potential of formal research projects for engaging young plurilinguals in reflection literacy (Hasan, 2011) and as 'agentive negotiators of meaning' (Harman, 2018, p.249).

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### **The linguistic challenges of teaching science through English as a medium of instruction: The case study of Hong Kong**

Teaching science through English is a growing phenomenon around the world. In this presentation, I will discuss the latest research into English medium of instruction (EMI) around the globe and the challenges that teachers and students face when learning science through English in many cultural contexts. In particular, I will report a study in Hong Kong which explores the teaching and learning process in EMI science classrooms (Physics, Chemistry, Biology) from 8 secondary schools. Drawing the multiple sources of data from semi-structured interviews, questionnaires and 34 hours video-recorded classroom observations of 19 teachers and 545 students, we explore the patterns of classroom interactions (turn-taking, ratio of talk, language choices, question types) in both traditional (or early-full) EMI vs MOI-switching (or late-partial) schools (switching from L1 Cantonese to L2 English), between Grades 10 and 11 in both schools. The teachers and students' perceptions on EMI teaching and learning process including their views on EMI, choices of classroom language, the language challenges, coping strategies will also be investigated. By providing an evidence-based, detailed analysis of authentic classroom interactions, this research hopefully shed light on ways for improving the quality of instructional practices in different EMI classrooms worldwide.

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### **The Cognitive Effect of Deverbal Nominalizations on EFL Reading Comprehension**

Nominalizations are frequently used in English which is noun-prominent language. The complicated lexical and syntactic nature of nominalization has drawn attention from different schools' scholars. The role of nominalization in reading comprehension, especially the second/foreign language comprehension is controversial. The present study aims at examining the cognitive effects of nominalization on EFL reading of Chinese learners through empirical research. A test experiment followed by interviews was conducted among English juniors. Results show that nominalizations do not impose more difficulties and cause no more extra effort in reading comprehension. Different from the congruent discourse, the nominalized discourse projects an objective, concise and formal style on EFL readers. Consequently, nominalizations promote the EFL reading efficiency.

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### **How to Align with Readers Through Narrative: Patterns of APPRAISAL Among L2 German Writers**

Skilled language users can exploit the interpersonal metafunction of language not only to construe conversational roles (Halliday & Matthiessen, 2004), but also to offer socially relevant evaluations that can foster solidarity between speaker/writer and audience (Hyland, 2012; Lemke, 1989; White, 2008). Evaluating something, particularly when other groups have known attitudes toward that thing, has implications for the evaluator's alignment with those communities; in White's (2008) words, "to announce a viewpoint is to affiliate/disaffiliate oneself socially" (p. 146) — a key skill for language learners in pursuit of advanced literacy. Within the SFL framework, numerous studies have drawn on APPRAISAL theory (Martin & White, 2005) to illuminate the process of evaluation, particularly in the field of academic argumentation in L2 English. This study uses APPRAISAL to trace patterns of evaluation in a less explored context, namely narratives written by L2 students of German. Participants wrote these narratives in reaction to a well-known German film with a historical focus. The APPRAISAL analysis of their narratives investigates patterns in the way students at various proficiency levels are able to use evaluative language. For example, are lower levels characterized by APPRAISAL expressed through adverbs and inscribed in lexical items? Do more experienced writers tend to use invoked attitudinal lexis more frequently? These patterns also present sociopolitical and pedagogical implications. By examining how developing writers realize value judgments in writing, we can better prepare students to use the resources appropriate to their proficiency level — and to recognize those evaluative strategies in other texts they read, where ideologically motivated writers often couch attitudes of social sanction or judgment in seemingly impersonal prose.

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### **Relational processes in Spanish: A basic account based on paradigmatic reasoning**

In SFL descriptive work, the evidence distinguishing relational processes from other basic choices in PROCESS TYPE (such as [material] and [mental]) has been strongly associated with clause patterns described in English (e.g. in Davidse, 1991; Halliday 1994). Work on Spanish in particular (e.g. Lavid et al. 2010; Ghio & Fernández, 2008) has tended to approach the description in two ways: some relevant English (structural) patterns are taken as the point of departure and/or the criteria used to identify relevant structural categories (such as Carrier, Attribute or Token and Value) are established on an *ad hoc* basis. This paper, on the other hand, focuses on recurrent Spanish-specific patterns that can be

systematically accounted for by means of the paradigmatic reasoning embodied by the theoretical dimension of axis (Caffarel et al. 2004; Martin, 2013).

The paper first briefly addresses the notion of agnation as background for a better understanding of the paradigmatic and axis-based reasoning required in the account of meaning-making clause patterns in SFL descriptive work. Next, some key lexicogrammatical patterns based on agnation relations specifically associated with relational processes in SFL cross-linguistic work are reviewed. The paper then moves to the specific account of Spanish intensive relational clauses. It explores, based on data from Chilean Spanish, key structural affordances of the Spanish clause (Quiroz, 2013) as well as distinctive agnation relations for the recognition of basic (intensive) attributive and identifying processes (based on findings of research project VRI Inicio 2014-01). The approach proposed importantly contributes to the search for explicit and systematic criteria for the recognition and analysis of basic relational processes in Spanish; more generally, the paper also raises a number of descriptive concerns that are relevant for a more comprehensive account of relational processes and PROCESS TYPE in Spanish as well as in other languages.

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### **Technical Terminology and Metalinguistic Rules as defined in Panini's Ashtadhyayi**

Panini is an ancient Indian Grammarian who lived approximately in 7<sup>th</sup> Century BC. His grammar, popularly known as the Ashtadhyayi- literally means Asht Adhyayi (Eight Chapters- AA hereafter), the most celebrated and monumental work in the Indian Grammatical Tradition is acclaimed by linguists all over the world as the most perfect model of grammar. Well known Western scholar, L. Bloomfield described Panini's grammar as "One of the greatest monuments of human intelligence."

The paper talks about the technical terminology and Meta linguistic rules employed by Panini in his AA. Since, it was an oral tradition of study in India and rules have to be memorized, so brevity was one of his main concerns while preparing this great treatise. This might have led him to invent technical terms and meta-linguistic rules specific to Shastra i.e. AA itself. Panini was highly interested in the economy of words. The continuous development of Sanskrit language was possible due to the high logic, precision and creative capacity of Panini to formulate new words. The meta-rules are algebraic in nature. Panini used them in a twofold manner- one to explain the grammar of language proper used in the society and second to explain his own rules in AA.

There are ordinary language words that are used in a slightly extended sense, i.e. in a specific technical sense- e.g. the terms *vridhhi* (P, 1.1.1) literally means 'increment' and *guna* (P, 1.1.2) literally means 'quality'. These terms are used with these literal meaning in the society but Panini used them strictly in a technical sense i.e. *vridhhi* to explain the quantitative morphophonemic changes in the vowels speech sounds and *guna* to explain the qualitative morphophonemic changes the vowels speech sounds. Apart from this extension of technical terminology from the ordinary language, he also invented other technical words and rules in his AA. The fourteen sections or groups of sounds (sutras literally meaning formulas) are known variously Pratyahara-sutras or Shiva-sutras or Maheshwara sutras are examples of his invented meta-rules and technical terms in AA. These Paryahara are capable to define a class of speech sounds so are like distinctive features as studied in modern linguistics.

Panini's technical terms and meta-rules once generated keep working at all levels of Linguistic analysis-Phonetics-Phonology-Morphology-Syntax etc. It seems that they not only work for a particular language i.e. Sanskrit but a system of a language in general.

There exists a close parallel between Panini's *Ashtadhyayi* and Euclid's *Elements of Geometry*. Just as elements starts with a few definitions, axioms and postulates and then goes on building theorem after theorem, similarly Panini has squeezed and distilled his entire thoughts on grammar and put them in the form of 4,000 sutras.

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#### Issues Arising in the Documentation and Preservation of Indigenous Endangered Languages: A Case Study of Runglwo

Runglwo, an indigenous language spoken in India's Himalayan state of Uttarakhand has three variants (Byangbalwo, Bhyankolwo and Darmalwo) and UNESCO recognizes it as a definitely endangered language. Its speakers are the Rungmung or Shaukas residing in a remote Himalayan town Dharchula which is their base during winters. The community is among the few around the world still practicing vertical transhumance. During summer they move from their base to other higher altitudes that include areas in India, Nepal, Tibet and China. Their demography is less than 8,000 and consists of a generation that has moved on or is moving to other Indian cities in their quest for better education and job opportunities. The Rung still follow their elaborate rituals related to birth, marriage and death but they are finding it difficult to pass their ancestral oral language to their children. Runglwo's survival is therefore at peril. Ancestral lands of this community are to be crossed when one desires to take a Hindu pilgrimage to Kailash Mansarovar (the holy abode of Lord Shiva) through the more dangerous and difficult route in the state of Uttarakhand. The language contains an immense wealth of indigenous knowledge as the various rituals and practices and even the choice of consumable plants along the arduous journey could possibly hold the key to unraveling the many secrets of the Himalayas. Just the documentation and preservation of this language is not the sole aim of the research project undertaken as another equally important goal is to ensure that the next generation gets educated on their rich heritage and culture. Thus instilling a sense of pride and confidence when the Rung children realize that Rungmung too add to India's vast wealth of knowledge and culture.

Significance of the work: (Expected outcome)

- (i) Documentation of the endangered language and indigenous culture of the Rung community through a systematic study of the community's folklore (folk songs and folk stories), rituals, traditions, attire and food.
  - (ii) A possible increase in the number of speakers of the endangered language, Runglwo.
  - (iii) Passing on the indigenous Himalayan knowledge of the Rung community to their younger generation living away from the ancestral villages.
  - (iv) The successful completion of this project would mean the sharing of this project methodology for the language preservation of other indigenous languages.
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### **Patterns of lexicogrammar realizations in police reports on crimes of language against honour (injury): a study in the light of ideational metafunction**

This presentation is related to my ongoing doctorate research at Federal University of Santa Maria, Brazil. I intend to analyse lexicogrammar realization patterns for representing the offender and offended, as well as the offense in police reports (PRs) on injury (verbal insult), a language crime against honour in the Brazilian legal context. The analysis will be based on the theoretical framework of Systemic Functional Grammar (Halliday; Matthiessen, 2014) in the level of clause in conjunction with the projection in the level of clause complex, where those realizations occur. To his aim, 40 PRs of injury were selected from a *corpus* of 2,795 police reports against honour filled in September 2011, in Rio Grande do Sul State, Brazil, downloaded from the Civil Police page. The preliminary results show the recurrence of the pattern Sayer^Goal^Verbiage or Sayer^Goal^Projected clause representing the Offender^Offended^Offense in verbal clauses and the pattern Carrier^Attribute for Offended^Offense in relational clauses. These verbal offenses are typically described in mediate or immediate environment of locution projected clauses and also as Vocative, Actor and Goal in the same co-text environment. This study intends to contribute for the deepening of systemic functional linguistics theory in the fields of language and law.

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### **Religious interferences on Brazilian political environment: the Federal Chamber and equal marriage, a Linguistic analysis**

This is a Linguistic research made for my mastering research, in a critical sociological oriented perspective. This double anchorage, Sociological and Linguistics, bring the sociology analytical categories to explain the data analyzed linguistically.



The object of this presentation is the parliamentary speeches of the 54th legislature when it treated the equal marriage issue, in which I observe the relationship between religion and politics.

The main research question is: how was the relationship, mediated by language, between religion and politics in parliamentary speeches on Brazilian Federal Chamber during the 54th Legislature (2010-2014) when it treated the subject of equal marriage?

The analysis investigates the Appraisal System, exploring Attitude and Engagement subsystem. Analysis investigating the Attitude subsystem indicated the conservative religious stance of deputies and Engagement subsystem pointed out how there is no place for dialogue in the supposed democratic environments they build.

The Sociology contributions read the data described linguistically with the theories of secularization, as well as the observation of separation between public and private; these categories are used taking into account the perspective of multiple modernities.

This critical discourse analysis showed that in Brazil we do not have a well-defined boundary between public and private and that the secularization has a specific way of being: with a secularization placed like this, moving between private and public, our secularity is also uncertainly in the fog of separation of public and private.

The conclusion shows that religious discourses in Brazil Federal Chamber are articulated and closely intertwined in the political.

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#### The mother tongue usage in second language teaching: A systemic functional analysis

This communication aims to present an analysis of researchers positioning on the use of mother tongue - Brazilian Portuguese - in second language teaching and acquisition class, focusing on the English language. Theoretically, it is based on the Systemic-Functional Linguistics (Halliday, 1994/2004; Halliday and Mathiessen, 2014) focusing on studies of appraisal system, under the light of the concepts defined by Martin (1992); Martin and White (2005). The data were collected by two (02) texts that discuss the use of mother tongue in an English class, showing the researchers' points of view about the topic.

Through these analysis, will be pointed out samples of positive or negative elements that present the scholars ideas and how they expressed their opinion about the use of Portuguese language during classes. In terms of educational context this study contributes to make teachers reflect on their positions about the benefits or not of using the mother tongue during the classes.

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**Metaphorical constructions in student writing in academic contexts**

This presentation reports on a research in progress which investigates the use of metaphorical constructions in texts written in academic contexts. The subjects involved in the research were undergraduate students of two different academic contexts in Brazil. Grammatical metaphor is a linguistic resource that allows for the variation of the expression of meanings and create higher lexical density and complex grammatical constructions in technical and academic texts. Ideational grammatical metaphors are used to create abstract terms, to pack information and to remove time and agents responsible for actions. The mastery of grammatical metaphor has been pointed out by systemic-functional researchers as a key factor for academic literacy. This qualitative and interpretive study analyzed 420 texts written by students enrolled in the first and fourth years of undergraduate courses of Letters in two Brazilian universities. The texts resulted from five writing tasks assigned to first-year students as well as the abstracts of the final paper written by fourth-year students. The metaphorical constructions present in the data were identified, analyzed and systematized. The results revealed low occurrence of ideational grammatical metaphors and demonstrated that the linguistic constructions used by the students characterize the oral language in opposition to the academic language. The study contributed to mapping the writing ability of student and pointed out to the urgent need to (re)consider pedagogical writing practices aiming at teaching grammatical metaphors – packing and unpacking – and its role in academic literacy.

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### **Grammar and Writing: The Inevitable Connection**

This paper reports on a study undertaken with 40 Indian postgraduate students to find out whether the teaching of grammar along with the teaching of writing would improve student performances, leading to more effective writing. Grammar has for long, held a debatable place in the English curriculum.

However, it has also been witnessed that students, who have experienced grammar instruction, have a definite advantage over those, who do not. Hence, the fundamental connection between grammar and writing cannot be overlooked in language arts instruction. The rules of grammar help to govern the way writing takes place. Following Halliday & Matthiessen (2004), who state that “this effect is reinforced by the functional complementarity between speech and writing”, this study, drawing on the understanding of grammar as a meaning-making resource for enhancing writing development, investigates the importance of fundamental understandings of grammar concepts to effective language use. Following Ehrenworth & Vinton (2005), it also looks at ways how learning grammar can be linked to the process of discovery, to intellectual thought. The study involves a mixed-method research design involving student and teacher interviews, questionnaires and lesson observations. The results were informative and enlightening, suggesting a positive response. The paper concludes by discussing the potential of grammatics.

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### **La metáfora gramatical como elemento discursivo en la disciplina de enfermería**

La Teoría de los Códigos de Legitimación (Maton, 2014) constituye el tema central de esta contribución. Este estudio se nutre de las aportaciones de la Literacidad como Práctica Social (Street, 2005) y de la Lingüística Sistémico Funcional (Halliday, 2004) para explorar los mecanismos de poder asociados al lenguaje. El propósito de este trabajo es explorar la noción de legitimidad a través del fenómeno lingüístico denominado Metáfora Gramatical (Rodríguez Vergara, 2014).

El procedimiento metodológico se centra en el análisis del lenguaje empleado en seis textos que conforman el corpus. La pregunta que orienta la investigación es: ¿qué indicios lingüísticos llevan a suponer relaciones sociales asimétricas en el campo de la enfermería en el contexto particular de la Sierra Sur de Oaxaca, México? El objetivo es rastrear el uso de la metáfora gramatical en el lenguaje empleado en los textos de la institución de salud de México y por los docentes de la institución educativa, al igual que el uso de este recurso lingüístico entre los escritores en formación.

Los resultados preliminares se dividen en dos partes. Primero, la evidencia lingüística exhibe el uso predominante de la metáfora gramatical por parte de los representantes del discurso dominante. Segundo, el poder social se manifiesta en el discurso de la enfermería a través de los códigos de especialización de la TCL. Estos resultados sugieren que la noción de legitimidad está condicionada al manejo del lenguaje académico, difícil de asimilar por los sujetos participantes.

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#### **The future teacher: awareness of grammatical metaphor through effective pedagogical practices**

The present study addresses the expertise on ideational grammatical metaphor for the purpose of academic writing and potential for literacy of Brazilian undergraduate Letters students who learn English as a foreign language. Following the systemic-functional approach the ideational grammatical metaphor consists on a variation which is lexico-grammatical rather than simply lexical and allows to the "variation of the expression of meanings" (Halliday, 1994). Inserting metaphorical structures is responsible for the variation between congruent and non-congruent form. Low level academic texts in English contribute to education inequity due to the importance of writing as a mean of inclusion. The hypothesis is that awareness concerning the use of grammatical metaphors aiming a non-congruent text in English is necessary, especially when it refers to future teachers, the subject of the present research. For the explicit teaching of grammatical metaphor it was used a pedagogical practice following the model of Teaching Learning Cycle at the school of Sydney (Martin and Rose, 2005; 2012). The data of this study consists of texts written before the learning of grammatical metaphors through the mentioned cycle as well as texts written after it. As the result there are texts written in the beginning and at the end of the experiment. The data were analyzed in order to identify and systematize the metaphorical constructions and their respective effects on the texts. The study contributes to mapping the effectiveness of pedagogical writing practices aiming at academic literacy.

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### **Re (imagining) history: Expanding adolescents' linguistic resources to explain events in hopes of changing the future**

Bilingual learners (BLs) in U.S. high schools must learn language, content, and culture to pass high-stakes tests prerequisite to graduation, while interpreting an increasingly precarious political, economic, and social reality. Expanding linguistic resources in history can empower BLs to explain events in hopes of changing the future. This presentation's purpose is to examine the results of using genre-based pedagogy in world history classes in an urban American high school.

The teaching-learning cycle (TLC) provides a framework to teach history genres (Derewianka & Jones, 2016). Explanations play a pivotal role in writing development from recounting events to argumentation, because students consider how factors trigger or result from phenomena using causal processes and evaluative language (Coffin, 2006).

From 2014-2016, we implemented historical explanation units through the TLC with 90 ninth-graders in world history classes. Organizational and linguistic features of uncoached and two post-unit essays were analyzed with a tool adapted from Brisk (2015).

Preliminary results suggest genre pedagogy equips linguistically-diverse adolescents to write historical explanations. Focal students<sup>1</sup>: Frida, a bilingual Salvadoreña, Keith, an African-American monolingual, Cherie, a bilingual Filipina, and Luke, a white monolingual, experienced significant growth from the uncoached to post essay 1, and slight growth in final essays.

History instruction should emphasize linguistic features of academic writing (de Oliveira, 2011; Schleppegrell, 2005). Fine-grained analysis of the entire dataset can inform instructional innovations and subsequent research. Attention to language in history classes can equip adolescents with linguistic resources to evaluate causes and consequences of significant phenomena and take action.

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### **Clauses in combination in editorials and News: a systemic functional approach**

Although the clause is the main tool for creating meaning, the logical metafunction is another tool that enables speakers and writers to produce more complex configurations. In the logical metafunction, two or more clauses are joined to form a larger whole. In this work, we investigate the relationship between the choice of a specific kind of relationship between clauses and textual genres, more specifically, newspaper editorials and newspaper news. What underlies our analysis is the assumption that “the difference between expressing messages in separate simple clauses and in complex ones is a meaningful choice” (Thompson, 2004). This investigation represents an effort to describe language functioning in terms of choices in the sense that the relationship between meaning and wording, as Halliday says (1994), is not arbitrary. For this reason, the types of relationships between clauses in editorials and in the news are closely related to their purposes. This approach gives special relevance to the correlation between the properties of grammatical structures and the properties of the context in which the linguistic structures occurs, therefore making it clear that any lexico-grammatical option is motivated by a socio-communicative purpose (Halliday and Matthiessen, 2004).

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### **Disregarding linguistics: A critical study of Google Translate's syntactic/semantic errors in rendering multiword units [as well as verbs and tenses] in English to Persian translations, and suggestion for alternative reliable algorithms**

Translations rendered by Google Translate (GT) have been found to be error-prone when translating medical communication language. These issues are especially relevant when Persian is either the source or the target language. The source of these errors has been attributed to GT's utilization of a word-by-word translation and without regard for formulaic nature of language. The aim of the research then is to investigate the role of multiword units (MUs) of the formulaic nature of language in machine translation. This was done through categorization and classification of in a lexical database. To do this, medical-specific corpora were created to identify a list of 40 opaque MUs which were translated through GT, and the results used to create the lexical database. A comparison of GT's results with the manual translations for the MUs suggest that GT does not

make use of FL in approximately 60% of the data, particularly in rendering translation of verbs in 90% of the data. Findings imply that the lexical database created aid programmers with construction of MT algorithms in their software. This also reduces processing speed time. This research invites a collaboration between programmers and applied linguists and builds a stronger bridge between the two disciplines.

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### **Multimodality and Metalanguage Awareness Development: A case study of a multilingual writer**

This study critically investigates the relationship between composing with expanded semiotic resources and developing semiotic competence and metalanguage in multimodal writing, through a sixth grade bilingual student's processes of designing multimedia texts. Drawing on social semiotics (Bezemer & Kress, 2008; Halliday, 1978; Kress, 2003; van Leeuwen, 2005), the study defines multimodal writing as a synesthetic whole among semiotic modes, in a way that is appropriate to the contexts of composition. This study was conducted in the writing center of an inclusive sixth-grade classroom in a US elementary school, during a semester in which students create multimodal texts using digital technologies (e.g., Glogster, PowerPoint). The collected data include student's papers, digital texts, interview data, and observation notes. Grounded in Unsworth's intermodal framework (2006) and multimodal discourse analysis (Kress & Leeuwen, 1996), the analytical framework draws on codes such as employed modes, constructed meanings (i.e., ideational, interpersonal, textual), and intermodal relations among sign systems. The findings suggest that a) the student employed various semiotic modes (e.g., words, sound, and images) in the mediums, predominantly appropriating linguistic resources; b) the student gradually used non-linguistic modes for ideational meaning beyond interpersonal meaning of texts in concurrence and complementarity relationships among semiotic systems; and c) the student's developing awareness of intersemiotic relations and metafunctions of sign system allowed his semiotic competence with various modes to grow. The presentation concludes with a discussion of metalanguage development in multimodal writing and its potential for contributing to the academic development of multilingual writers.

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### **English Language Learners' Language and Mathematical Concept Development from a Systemic Functional Perspective**

This study aims to explore how teachers informed by systemic functional linguistics (SFL) support English language learners' (ELLs') language and content knowledge development in the elementary mathematics classroom. In particular, the research focuses on examining how teachers use classroom talk in contextualizing mathematical concepts involving multisemiotic resources such as manipulatives, diagrams, number sentences, and language (O'Hallaron, 2004).

The conceptual framework of this study is systemic functional linguistics (Halliday, 1978, 1994) and sociocultural theory of learning and concept development (Vygotsky, 1986). This study attends to the interplay between disciplinary language with everyday language that can play a critical role in developing real concepts coordinated by scientific and everyday concepts in terms of word meaning as unit of concepts (Gibbons, 2003; Vygotsky, 1986). We draw on a qualitative case study approach (Merriam, 1998) and discourse analysis based on SFL. Participants include one English-as-second-language teacher and her ELLs mixed in grades from one to three in an urban district school located in New England, the US. We collected various qualitative data for one academic year. We analyze the data by using SFL. Findings show that the teacher used language in a structured way to interweave everyday language and given information with disciplinary language and new information, and that the students mirrored the way by unpacking mathematical concepts into everyday concepts. The findings corroborate Turkan, de Oliveira, Lee, and Phelps' (2014) argument that it is important to heighten teachers' disciplinary linguistic knowledge in supporting struggling students including ELLs with language and concept development.

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## **Using Reading to Learn Pedagogy to develop Practical Writing Teaching Materials to enhance Chinese learning of disadvantaged ethnic minority students in Hong Kong**

This paper aims to report the effect of using 'Reading to Learn' (R2L) Pedagogy to develop practical writing teaching materials to enhance Chinese learning of students with South Asian origins in Hong Kong. After 1997, Chinese language holds a key for ethnic minority students with low socio-economic status to obtain upward mobility. However, South Asian ethnic minority students, as a disadvantaged group of second language learners, lack efficient support in terms of teaching materials and pedagogy in Chinese language learning in Hong Kong. Sponsored by Hong Kong Education Bureau, 'Reading to Learn' Pedagogy derived from Halliday's (1994) Systemic Functional Linguistics (SFL) and developed by Rose and Martin (2012) was applied by the presenter to develop Chinese practical writing teaching materials for these non-Chinese Speaking students so as to empower them with Chinese written communicative skills to enable them to have better chance to participate in mainstream society. These teaching of practical writing packages included some useful genres of every day functioning such as personal letter, complaint letter, job application letter, reading report, work report, investigative report, news release, meeting minutes etc. This paper will report how the research team worked with in-service teachers to develop these teaching packages and conducted pilot teaching to test the effectiveness of these packages. Data were collected by means of pre- and post-test task writings before and after the teaching. Evaluated by text analyses, these teaching packages proved to be effective in enhancing the practical writing skills of non-Chinese speaking ethnic minority students.

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## **Scaffolding the Wave – Preparing teacher students to write their final exam through LCT and SFL**

This paper demonstrates how LCT and SFL can cooperatively be used in a tertiary education setting as both content and pedagogic strategy to enable students' success and development as teachers. To become a K-9 teacher in Denmark, students must successfully complete a number of competency area assessments. The assessment in the area of Teaching bilingual students requires students to apply relevant theory and knowledge from the fields of educational linguistics as well as more broadly from second language development and second language pedagogy to one of their main teaching subjects, followed by suggestions for pedagogical practice. It is the only written-only assessment of the students' teaching degree, and as such can be cause of much student worry. Drawing on the LCT notion of semantic waves (Maton, 2014), students were taught to analyze highly successful assessments from earlier years, then asked to examine these for corresponding features from the perspective of discourse semantics and lexico-grammar (Martin & Rose, 2007; Derewianka, 2012) and how resources such as ie. the use of nominalization, process and participant types and instances of appraisal are leveraged to construct convincing analyses of pedagogic practices and/or materials. Explicit instruction in applying analytical tools from LCT and SFL together thus serves both as curriculum content as well as a methodology, teaching students to meet their own assessment requirements through these concepts while modelling their usefulness as strategies for scaffolding success – both their own and that of their future second-language students.

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### **Virtual bimodal reading and the production of argumentative texts: an image/ verbiage dialog**

The integration image/verbiage is necessary in reading and writing classes at school due to its importance in textbook activities and large-scale national assessment programs. Considering that this integration is more of a challenge in elementary education when we want to integrate image and verbiage, this research aims to investigate how these processes - image and verbiage reading – can be dealt with in a school context. Specifically, we analyze how the meanings construed in virtual texts are integrated to written argumentative textual productions. In the bimodal analysis of news, we emphasize multimodal elements of the Web in order to understand the relationship image/verbiage in students' argumentative texts. This is a qualitative and quantitative research and its corpus is formed by four news texts from Brazilian on-line newspapers, published in Facebook and forty textual productions written by Elementary School students. As theoretical framework, we used the studies by Kress e van Leeuwen (2006), Rose and Martin (2012), Painter, Martin and Unsworth (2013). The results show that the interface image/verbiage in school activities contributes to the education of the reader and the critical writer, having as a guiding principle the reading of the layout, considering the different meanings that image and verbiage construe, the intermodal integration and the context of use, but points out to the necessity of integrating the understanding of multimodal reading to new pedagogies.

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### **Learning material selection from YouTube resources for Maritime English**

Due to the ever-increasing competition in global job market, English language teaching (ELT) is faced with the challenge of providing better facilitation for resourceful teaching and learning activities, which would prepare graduates in the workplace. The challenge elevates particularly in the case of planning lessons for the English course at a vocational university. Curriculum negotiation, including more meticulous efforts in selecting suitable and relevant learning materials for lesson plan is deemed necessary. While a number of studies have shown the virtue of using video materials in teaching and learning activities, this study argues that suitability and relevance for teaching and learning materials

should consider the contained meaning potentials, namely the experiential, interpersonal and textual aspects, in the videos. The study presents a selection process of teaching and learning materials in the form of videos from an open resource (YouTube), which is foregrounded by SFL theories. After observing ELT context at Fishing Technology program at a vocational university, the study analysed four videos that have been used as teaching and learning materials in the program. This analysis deployed a Multimodal Video Analysis (MMA) Software (O'Halloran, 2013). Preliminary findings showed the details of the meaning potentials in the videos, hence highlighting the positive qualities and drawbacks to use the videos as teaching and learning materials in Fishing Technology program. Additionally, it is expected that the study results can shed light on providing guidelines in selecting video materials and capturing topics and genres suitable and relevant to the future use in ELT programs.

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### **Reimagining the Future of Multilingual and Multicultural Sustainable Pedagogy in Higher Education: A Systemic Functional Linguistics Perspective to Raise Student Language Awareness through Translanguaging**

Translanguaging (*trawsieithu*) was first used in Welsh (Williams, 1994) to indicate pedagogical practice from which “students in bilingual Welsh/ English classrooms are asked to alternate languages for the purposes of receptive or productive use” (Garcia and Lin, 2016, p.2). With the influx of scholarly literature on multilingualism and translanguaging (Baker, 2011), bilingual/ multilingual students are encouraged to fully utilise their linguistic repertoires to develop communicative competence inside and outside classrooms. Building upon SFL perspective of metafunctions (Halliday, 1978, 1994; Halliday & Matthiessen, 2004) and genre-based pedagogy (Martin and Rose, 2005) this paper examines how translanguaging can raise student language awareness and support sustainable design of pedagogical creations in higher education. Through evaluating the pedagogical design of an English-in-the-discipline genre-based training workshop for Design students, this paper reports on the pedagogical implications of introducing translanguaging strategies to enrich bilingual students’ linguistic repertoires and communicative competence in handling discipline-specific assignments, such as client projects. The pedagogical cycle of the training workshop begins with identifying students’ discipline-specific language learning needs through collecting genre-specific course documents from content subject teachers and initiating regular pre-and-post teaching communication with content subject teachers. The second step involves designing and implementing the teaching/learning cycle (Rothery and Stenglin, 1995) of a 6-hour genre-based training workshop, complimented with consultation by students’ appointments. The final step includes collecting students’ feedback on the workshop and writing up a post-teaching report for summarizing quantitative and qualitative feedback on the workshop from different stakeholders, ranging from workshop participants, content teachers to the workshop teacher.

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### **Leveraging Systemic Functional Grammars for Script Analysis and Understanding Human Behavior**

In sociolinguistics, it is desirable to understand not only social-functional aspects of language, but also the broader social and behavioral landscape. In psychology, script theory posits that human behavior follows discernable patterns, or “scripts,” that represent expected procedures for social actions (Tomkins, 1978). Currently, identifying social behavior from language, i.e., recognizing the relevant script, relies on plan-based computational mechanisms that fill in rigid templates (Schank & Abelson, 1975, 2013). However, these methods are unable to represent complex interactions between linguistic features or their contextual and behavioral implications.

In this paper, we will present a new approach to script recognition using systemic functional grammar (SFG) (Halliday, 2003), leveraging the hierarchical structure of SFG to more accurately represent behavioral scripts and using the contextual stratum to enable reasoning about subtly different scripts. Additionally, SFG enables modeling the interactions between different aspects of a script, such as the function of linguistic observations as well as contextual knowledge regarding the reliability of that data. We apply these script recognition techniques in the complex domain of cyber attack attribution to infer the social and behavioral aspects of pending cyber attacks from diverse text sources, such as social media (e.g., Twitter), news articles, or blog posts. We will describe a unique grammar where the grammatical stratum represents cyber attack activities, and the contextual stratum describes social and behavioral aspects of an attack, such as motivation or goals, and source reliability. Using this grammar, we can infer likely characteristics of an attack, aiding cyber defenders in understanding which adversary script best describes the observations.

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### Concepts and Characters in Bilingual Picturebooks: A Systemic-Functional Multimodal Discourse Analysis

This paper examines how concepts and characters are introduced and tracked across bilingual Spanish and English picturebooks through systemic-functional multimodal discourse analysis (SF-MDA), which expands on systemic-functional linguistics (Halliday & Matthiessen, 2014; Rose & Martin, 2012) to include other modes of communication, such as visual resources (Jewitt, 2009; Kress & Van Leeuwen, 2006; O'Halloran, 2009).

The data include an in-depth analysis of both the written text and visuals of three bilingual Latino picturebooks (Brown & Palacios, 2011; Winter & Rodriguez, 2009; Perez & Gonzalez, 2008) in order to show the different ways that meaning is constructed across texts and languages through an exploration of how concepts and characters are introduced and tracked (de Oliveira & Schleppegrell, 2015). Major concepts and characters were identified in the written text and images. We analyzed the language used to introduce and refer to that concept or character and noted when other key characters or concepts were introduced. By tracking reference to them, we were able to identify how concepts and characters evolved in each book.

The following questions guided our SF-MDA analysis:

How are new concepts and characters introduced, in both languages?

What kinds of processes are the concepts or characters involved in, in both languages? What role do they play in the processes (*Actors, Goals, Sensors, etc.*)?

How does the way the character or concept is referred to change as the text evolves, in both languages?

How do the processes the character or concept is involved in change?

How do the concepts and characters develop in the text and images?

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### **The implicit of the explicit: manipulated discourse in popular science translations**

Although the explicitation of the target texts has been claimed as one of the translation universals, the exact mechanism through which explicitation is realized still calls for more thorough investigation (Chesterman, 2004). The rise of Web 2.0 technology further complicates the issue as the technological affordance provides translators with a vastly expanded repertoire of meaning-making devices. This study investigates which translation shifts have occurred in the target texts and how non-verbal semiotic resources are structured in tandem with verbal elements. Parallel corpora of English originals and their translated texts on *Guokr*, a major popular science website in China, were compiled and multimodal analyses of both corpora undertaken (Kress, & van Leeuwen, 2006). The explicitation hypothesis is confirmed; and a stronger tendency of intersemiotic complementarity has been observed in the visual elements of the target texts (Royce, 2007, 2015), which indicates textual manipulation by the translators. Contrary to previous findings on science communication (Fischhoff, 2013), the translated *Guokr* texts display almost no sign of ideological leaning. However, a holistic investigation of non-verbal semiotic resources like hyperlinks and gif animations reveals a subtle ideological shift within the texts, one which is symptomatic of the current social, cultural and political climates in China.

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### **The kind of *kind* of the readers weren't expecting**

The nouns *kind*, *sort*, and *type* are the only ones in English that can occur in the sequence “{a/th} \_\_\_\_\_ of thing”; as variety nouns in the class of extended numeratives, they are so general that, as Halliday and Matthiessen (2014: 395) have noted, they can have uses that are “little more than markers of hesitation in casual speech”. As with other items that are at least halfway down the road to being functors, however, they have a wide range of subtly different uses (see, for example, De Smedt, Brems, and Davidson 2007 for a synchronic overview; Brems & Davidson 2010 for discussion of historical development, and Fetzer 2009 for examination of use as a hedge). This paper will focus on uses of kind/sort/type constructions in satirical and comic texts, drawing on examples from authors like Terry

Pratchett and Dave Barry, and argue that the comedic effect of these uses relies on violating the audiences' expectations about the relation between information status and grammatical realisation. In effect, the comedian can be seen as engaging in grammatical slapstick, highlighting the status of the grammar as social convention.

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#### ***Leading with Learning: The Role of SFL in Improving English Learner Education in California***

In this paper, we will share findings from implementation of a systemic, scalable, and sustainable professional learning model for improving academic and linguistic outcomes for English learners (ELs) in grades K-6, supported by a three-year U.S. Department of Education grant. Two large California school district partners participated, including over 8,000 students (over 3,300 ELs), 331 teachers, 27 instructional coaches, 13 principals, and two district leadership teams. Professional learning was based on California's English language arts-English language development (ELA-ELD) Framework and ELD standards, which are grounded in SFL.

Multilingual students represent the future of California. About 60 percent of California's K-12 students are raised in homes speaking roughly 60 primary languages other than English; nearly a quarter (about 1.4 million) are designated as ELs, or emergent bilinguals. Teachers feel underprepared to support their emergent bilingual students to meet new standards, and academic achievement for these students remains low. To address these challenges, our theory- and research-based model focuses on: 1) culturally and linguistically sustaining pedagogy (Aronson and Laughter, 2016; Gay, 2010; Ladson-Billings, 2014; Paris, 2012); 2) systemic functional linguistics (Christie, 2005; Derewianka and Jones, 2012; Gibbons, 2015; Schleppegrell, 2004); and 3) quality professional learning (de Oliveira and Yough, 2015; Desimone, 2009; Lucas, 2011).

Data sources include surveys, interviews, classroom observations, artifacts of student learning, and standardized assessments of academic achievement and ELD. Preliminary results suggest that students in participating schools outperformed those in comparison schools and that teachers' practices shifted in significant ways to meet the learning needs of emergent bilinguals.

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### **College Ready English Learners: Integrating English Language Development into High School English Curriculum**

In this paper, we will share about a project funded by a United States Department of Education, National Professional Development grant: “College Ready English Learners: Preparing Teachers to Foster English Language Development with the Expository Reading and Writing Course” (ERWC). The project is designed to develop, implement, and test the feasibility of a high school English course that integrates comprehensive English language development (ELD). The new curriculum merges the ERWC’s long-standing focus on rhetoric and composition with principles and practices derived from Systemic Functional Linguistics (Fang and Schleppegrell, 2010; Halliday, 1993) and other sociocultural theories of learning.

Curriculum units focus on issues of social justice, emphasize using the works of people of color, and attend to culturally and linguistically relevant and sustaining topics (Paris, 2012). Professional learning and unit activities provide explicit guidance to teachers on developing students’ metalinguistic awareness and scaffolding their abilities to write and speak academically.

The project will be implemented in 2018-2019 and 2019-2020 in the central valley of California. The ninth through twelfth grade students addressed most intensively in this project are “Long-term English Learners,” or LTELs, EL students who have been classified as ELs for five or more years, are fluent in English, and have not yet passed the academic milestones required for reclassification from EL status. The project aims to accelerate their disciplinary literacy development and academic progress so that they not only reclassify from EL status but, more importantly, are college and career ready.

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### Metaphorical Strategies of Multimodal Conversations in WeChat

Along with the penetration of WeChat\* in everyday life, the effects of the multi-modal conversations in the WeChat should be given due attention accordingly. Multimodality of the literal conversation, emoticons and even sounds work together to increase the expressivity of the chats. This paper aims to discuss the underlying metaphorical strategies for the expressivity of the multimodalities and the advantages behind these strategies to achieve effects. With the analysis of the corpus, the frequently used metaphorical strategies include: (1) orientational metaphors: the length of the sentence projects emotion and attitude domains; (2) time metaphors: the responding time also projects emotion and attitude domains; (3) pictorial metaphors: humans' facial expression and posture made by multimedia technologies form pictorial metaphor strategy. These metaphorical strategies are applied in the multi-modal conversations, constructing multimodal metaphors in which different social signs cooperatively represent meaning and all these expressive means dwarf the traditional means of written communication.

The effects are found to have abundant pragmatic information. The liveliness and vividness of language can be carried out concurrently, and other advantages like : (1) the avoidance of embarrassing situations in which both parties can find nothing to say in face-to-face conversations; (2) the records of past talks make it possible to resume one's topic, make additional explanations to the previous talks and even clear up misunderstanding and so on.

The integration of the social semiotic perspective based on SFL and the conceptual metaphor perspective based on cognitive linguistics provides a new angle in analyzing multimodal conversations of WeChat in the new media age.

\* WeChat is a Chinese social media (instant messaging, commerce and payment services) mobile application software developed by Tencent.

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### **Ictus and Remiss across Languages: An empirical inquiry into rhythmic structure of spoken languages and its use in forensic settings**

Based on the unit of isochronous timing in spoken languages, there is a canonical claim that language rhythm can be categorized into stress-timed and syllable-timed (Abercrombie, 1967; cf. Halliday, 1967, 1970, 1985; Stevens, 1998).<sup>2</sup> However, later on, Roach (1982), Dauer (1983), Auer (1991), and Laver (1994) point out that empirical investigations fail to show the isochrony of regular recurrence in rhythmic phenomena of spoken languages (see also Catford, 1977, 1988; Hardcastle, William & Laver, 1999). Then, as an empirical inquiry into rhythmic structure, the present study attempts to observe acoustically the language rhythm. In this experimental work assisted with Praat (Boersma & Weenink, 2015), We observe the speech in English as a sample of stress-timed languages (Ladefoged, 1975) and Indonesian as a sample of syllable-timed languages (Alwi, 2003).

The identification of their rhythms is following Systemic Functional framework saying that the rhythmic structure of a connected speech has two elements: Ictus and Remiss (Halliday & Greaves, 2008; Halliday & Matthiessen, 2014)<sup>3</sup>. We investigate three aspects, i.e. the salient syllables, the placement of ictus and the length of each syllable of pretonic foot in a given tone group. The result shows that the length of syllables has tendency to be equal and stress pulses are unevenly spaced in Indonesian. On the contrary, it is different from English. The phonetic cues are pervasive by considering the intonation systems, i.e. Tonality, Tonicity and Tone; and the findings provide the validity of the isochrony principle. Thus, the study supports the claim of rhythm distinction.

Further, to explore the use of the findings, We discuss how the rhythmic structure helps with the cues for forensic phonetics, especially in forensic speaker identification. With a simulation data of telephone conversations, the native rhythm interference can be identified in the target language by taking advantage of the phonetic cues in Ictus and other related parameters. Hopefully, this study can motivate more empirical inquiries of other phonetics properties in spoken languages for crime investigation when they are used as legal evidence (Coulthard & Johnson, 2010; Matthiessen, 2009; Olsson, 2004; Rose, 2002, 2005; Susanto, 2014a, 2014b, 2016a, 2016b; Susanto, Wang, Wang & Nanda, 2017).

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### Assessment for the translation of visitor's guide book: a systemic functional model

This article explores the application of systemic functional linguistics (SFL) as a model of translating visitor's guide book written bilingually (Indonesian and English). By exploring the previous models working on the same area, this study offers a better assessment for translation quality. Halliday's notion of register analysis is used to analyze both source text (ST) and target text (TT) to know whether there is shift of meaning on the process of translation. The register's parameters: field, tenor, and mode are further discussed by exploring the realization at the lexicogrammatical level. The textual, interpersonal, and ideational meanings of both ST and TT are also analyzed. There are two objectives of this study. First, I can learn the weakness of the previous models and offer the current one. Second, this study will offer the improvement of the translation product in visitor's guide book written bilingually.

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**Evaluative language for promotion of newly-published books in physics, chemistry and literature: a corpus-based comparative study**

It is well established that academic discourse is promotional in nature. And the discourse for advertising academic work is even more promotional. Evaluative language plays a crucial role in promotion of newly-published academic work. This paper focuses on evaluative language in the promotional discourse of English academic books. The purpose is to find out how evaluative linguistic resources are used to realize promotion for the newly-published books and what effects disciplinary variations will have on the use of evaluative language for promotion in this genre. Our corpus was divided into two groups according to the classification of knowledge structure and knower structure in LCT. The first sub-corpus is composed of promotional discourse in hard sciences of physics and chemistry. Since these two scientific disciplines characterize a knowledge structure, the sub-corpus is named knowledge structure corpus. This corpus contains 227 pieces of promotional discourse for newly-published books in physics and chemistry. The second sub-corpus is composed of promotional discourse in literature, which characterizes a knower structure. This knower structure corpus consists of 230 pieces of promotional discourse for newly-published books in literature. The theoretical framework for this study is based on appraisal theory and LCT's *specialization* dimension. The first stage of study investigates how evaluative language realizes promotion in promotional discourse for academic work featuring either knowledge or knower structure. The second stage examines how the use of evaluative language for promotion is influenced by disciplinary variation which is informed by *specialization* dimension. It is hoped that the study can shed light upon this sub-genre within the macro-genre of academic discourse. The results can inform the on-going study of discipline-specific evaluations in academic discourse and the teaching of discipline sensitive evaluations in academic writing. I am still a new scholar in the field. All suggestions and critical opinions for the current work are heartily welcomed!

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**An exploratory study of translation shift through grammatical metaphor**

Translation is a meaning-making process in which the meaning of ST is recreated in TT by the translator through making choices from the meaning potentials of different language systems (Matthiessen, 2014).

The recreation of meaning is vastly researched in terms of the supermeme “equivalence”, while less attention has been paid to the different renderings that constitute shifts in meaning. With its particular focus on ideational strand of meaning, this paper applies and extends the notion of grammatical metaphor from an inter-lingual perspective to explore how the translator’s choices may render shift in the experientialization of meaning. It is generally argued that ideational translation shift plays the role of reconstruing the original representation of experience in ST, thus resulting in variation in the degree of congruence and in the direction of metaphorization in TT, realized by shift in rank and class across two languages at the lexicogrammatical level. This paper develops a descriptive framework for the identification and categorization of ideational translation shift drawing on Halliday & Matthiessen’s (1999) typology of grammatical metaphor. Using two prose translations in English and Chinese as a case, it is revealed that metaphorical realizations of meaning in the process of translation occur between semantic units of sequence, figure, and element of the two languages and that shift in rank and class is not unidirectional as in intra-lingual grammatical metaphor but rather bidirectional when it comes to translation. This paper contributes to the application of SFL theories in translation studies. It provides a meaning-oriented framework for the description of translation shift, and have implications for translation teaching and practice.

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#### Reporting Conflict: Appraising journalists’ voice in Pakistani newspaper discourse

This paper aims at evaluating journalist voice in Pakistani print media discourse. Journalists are supposed to make value-free reporting, but the analysis of newspaper texts shows that the journalists appraise and the news reports voice newspapers’ stance (Bednarek, 2006), therefore, media discourses always present a particular left- or right-wing stance loaded with subjective evaluations (White and Thompson, 2008). While previous studies have focused on reportage phenomena of different news genres and perspective comparisons with a primary focus on language in the context of politics for an ideology, this paper explores the evaluative patterns in Pakistani news reporting to find biased reporter voice so is significant to the analysts.

The paper builds on the appraisal framework (Martin and White, 2005) of discourse analysis developed within systemic functional linguistics (Halliday and Matthiessen, 2014) with a focus on appraisal domains of attitude, engagement and graduation whereas attitude concerns with feelings, engagement deals with the play of voices and sourcing attitudes and graduation relates to grading phenomena where feelings are amplified (Martin & White, 2005). The data comprises hard news reporting of Model Town massacre June 2014 and Islamabad operation August 2014 in three Pakistani leading newspapers- Dawn, the News and the Nation. The analysis shows that the said news reporting is not value free: for example, in reporting Pak Army’s offer for mediation on the dispute of two political parties: government and the opposition; it was found that The News has projected right-wing stance and highlighted the solidarity of the political parties with the army through an attitudinal inscription, i.e. *all agree on army’s mediation*.

Whereas Dawn has promoted left-wing point of view and evaluated chief's role as the most powerful and accepts as legitimate, i.e. *enters the chief* while the Nation has promoted the government's perspective without authorial distancing, i.e. *Sharif nears pact with military*.

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### Exploring Socio-cultural Perspective and Stance in Obituary Emails: A genre-based study

This paper aims at exploring sociocultural stance and perspective in writing practices for condolence emails. The social purpose of condolence emails is to express deep sadness on the passing. Therefore, such texts note life stories and commemorate inspirations of the deceased both famous and infamous so account for the genre analysis. The study is informed by pedagogy and the interrelation of language and culture in the broader literature and builds on the topological analysis of the condolence emails mainly looking into staging (sequential and ascriptional) and describing linguistic features. The data comprises 110 emails on the passing of two eminent linguists; Ruqaiya Hasan and Geoff Thompson sent both on sysfling and sysfunc. The analysis shows significant sociocultural variations in writing condolence emails. Therefore, genre features (Martin and Rose, 2008) of the selected texts reveal that differences in perspectives and stance in constructing such texts are mainly attributes of the sociocultural distinctions peculiar to different dominant cultures. For example, texts from the European cultures highlight deceased's professional achievements then services to the wider community; while emails from the Asian cultures construe interpersonal relationships in the orientation stage then append personal attributes of the deceased followed by the professional services rendered to a wider SFL community. The classified data is obtained from the list archives and has been anonymised to secrete identity.

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### **“Language and STEM: Towards More Targeted Pedagogy”**

“How do I know what language to teach?” This is a typical question asked by STEM teachers after enrolling in courses regarding second-language acquisition and/or content-based literacy. However, after having worked with STEM teachers in both research and practice, the question of knowing what language to teach in these content areas is still pervasive. This ever-present question led to the development of a Systemic Functional Linguistics-based framework to identify how language appears in mathematics and science and to genre and other language features to STEM instruction for the fall semester of 2017. The instructor (and researcher) for this work will offer reflections on the administration of the course. In addition, course artifacts will be presented and analyzed, and the usefulness of the framework will be evaluated both from the instructor’s perspective and through the reflective assignments of the students of the course. The goal of this session will be to determine the capability of this framework to serve a research-based launch pad for more targeted language work in the STEM fields that will provide more access to these fields for K-12 children.

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### **Reflecting across the disciplines: SFL and LCT insights into critical thinking in the context of the Asian University**

This presentation reports on an exploration of how the sub-skill of critical reflection, drawing on learning from experience (Dewey, 1933; Schön, 1983), is realised in our Asian context to foster critical thinking in nursing and engineering. Using tools like the California Critical Thinking Disposition Inventory (CCTDI), studies have concluded that western university students are better than Asians at critical thinking (McBride et al, 2002; Tiwari et al, 2003). However, these studies measure dispositions not actual successful critical reflective writing for academic purposes (Rear, 2017). We draw on complementary theoretical frameworks to analyse a corpus of high-scoring student texts to challenge the belief that Asian students are less critically reflective. The first of these, SFL, is used to understand this ‘reponse’ type genre (Nesi & Gardner, 2012), and whether it is similar across disciplines and contexts. We also draw on appraisal (Martin & White, 2005) to reveal how students engage with the personal and emotional, which are highly valued components in critical reflection assignments (Brookfield, 2000; Crème, 2008). The second framework, Legitimation Code Theory (LCT), is used to determine what kinds of knowledge practices are legitimised in these assignments as students navigate between the objective theoretical and subjective personal experiences (Tilakaratna & Szenes, 2017) to show critical reflection capacity. The findings feed into an ongoing project in critical thinking (Szenes, Tilakaratna & Maton, 2015) and the extensive literature on critical thinking by making the knowledge practices of successful reflective writing visible while accounting for how these practices are adopted and potentially changed by the Asian context.

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### Approaching complex multimodal phenomena in educational settings – insights from theory

Digital multimodal artefacts are increasingly used in university settings to represent aspects of students' knowledge and understanding. The integration of such phenomena as assessment tasks has generated the need for a principled approach to the analysis of how semiosis operates within these artefacts and their communicative affordances. Accompanying this growth has been a proliferation of approaches to multimodality and as a result deciding which tools to use for disciplined and theoretically grounded analyses is challenging. This proliferation has also led to calls within the field for clearer links between theoretical approaches and methodological tools (Bateman et al. 2017; Machin 2017).

Systemic functional approaches to multimodal phenomena are founded upon Halliday's (1967, 1994) linguistic theories of language as functional, contextualised and semiotic, and influenced by Kress and Van Leeuwen's (1996, 2006) visual grammar and Van Leeuwen's (2008) semiotic theory of social practice. Recent developments within theories of multimodality have been made by a number of theorists including O'Halloran et al.'s (2008; 2013) SF-MDA approach and in the development of sophisticated analytic software tools for the consideration of dynamic logogenesis; Martin's (1992) genre theory and work with Painter and Unsworth (2013) on intersemiotic coupling and commitment; and Bateman et al.'s (2017) consideration of canvas.

In this paper, we present insights from these theoretical and methodological developments in approaches to multimodal phenomena. These insights are illustrated by means of an examination of tertiary science student-generated digital media artefacts, to reveal the affordances and constraints/limitations of these multiple perspectives and approaches to our research problem.

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### **Language Policy in India and minority languages: A critical analysis**

India's language policy has been developed by the eminent leaders who developed our Constitution. The idea was to eradicate the Macaulay's language policy (Thirumalai, 2003) and remove English which was the colonial language from the scenario of Indian languages. Constitution makers studied the existing language policies of other countries and decided to adopt Soviet language policy which had the minority language protection as its basis and this suggestion was given by secretary of the language policy commission, S. G. Barve (1957). The Eighth schedule of Indian constitution recognizes 22 languages as official and has unscheduled distinct 122 languages. Language policy of India is implemented by the ministry of HRD and any school affiliated to state or centre has a three-languages policy of compulsory education till higher education in Official language of India, National language of India and one of the state languages. On one hand this protects the diversity and also nourishes the languages down the decades but on the other hand minority languages or unscheduled languages are not part of this policy though their rights are preserved and protected under the various provisions given in the constitution. The paper presents the detailed discussion and critical analysis on the language policy in India and the state of minority languages, effects of those policies on official and minority languages, language policy in the five-year plans of government as well as the crossroads of effects of one policy over the other.

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### **Exploring new degrees of delicacy in Appraisal Theory through Toulmin's model: an analysis of evaluative language in academic argumentation.**

In recent years, systemic discourse analysis through Appraisal Theory (Martin & White, 2005) has become instrumental in explaining the dynamics of evaluative language and its persuasive function in academic, journalistic, and political texts in Latin America (Oteíza & Pinuer, 2012; García, 2016; Zamudio, 2016). Interesting insights have been attained regarding the rhetorical effects of discourse strategies based on attitudinal prosody, monoglossic / heteroglossic choices, and trigger selection. The main findings and conclusions of research focusing on these strategies are built upon the centrality of global relative frequencies and tendencies of evaluative realizations. Although this kind of work on Appraisal Theory has resulted in valuable knowledge and experience for systemic analysis, one further degree of

delicacy in the workings of evaluative language remains to be explored: the interphase between the clause and the global text.

This paper explores the dynamics of the language of ATTITUDE and ENGAGEMENT in discursive structures that transcend the clause, but remain manageable below the fabric of global texts and rhetorical moves. Such analysis is developed by integrating Toulmin's Model of argumentation (Toulmin, 1958; 2003) into evaluative analysis of academic writing in Spanish. The results of studying ATTITUDE and ENGAGEMENT within Toulmin's argumentative schemes provide with valuable information about evaluative strategies adopted by writers in the organization of data, warrants, backings, rebuttals, qualifiers and claims within individual arguments. Such degree of delicacy makes it possible to understand in more detail how persuasion is accomplished in academic writing, complementing usual descriptions of evaluative language centered on evaluative prosody.

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### Knowledge Building in Brazilian Applied Linguistics: an LCT/Appraisal-based Study

In this paper we discuss knowledge building in Brazilian Applied Linguistics by analyzing linguistic choices in the first articles published in the area. We adopt an interdisciplinary theoretical-methodological perspective based on appraisal system (Martin & White 2005) in conjunction with Maton's Legitimation Code Theory (2014). The corpus comprises the introductions of six foundational texts in the area of Applied Linguistics in Brazil, published between 1986 and 1996. Adopting a qualiquantitative approach (Dörnyei, 2007) to research, our analysis is focused on Engagement resources as a way of identifying the management of voices in the texts, thus enabling the understanding of the relationship between the knowledge produced in the area and the knowers. The interface between appraisal choices and Legitimation Code Theory allows us to understand the initial stages of Applied Linguistics in Brazil construed mainly based on horizontal knowledge structures (Bernstein, 2000). The texts produced in these initial stages attribute the knowledge to the knowers represented, in this case, by the Brazilian applied linguists, who use their own experiences as a research warrant. They also point to the relations between Applied Linguistics as an emerging field in the country and its insertion in the sciences, alongside with its strong ties with Linguistics. A solid and continuing interface with the field of language teaching is also typical of this initial phase. These results provide insights to meet the intended objective of understanding, from a linguistic point of view, how knowledge is built in Brazilian Applied Linguistics.

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### **A Quantitative Approach to Understand Classroom Discourse: Hierarchical Generalized Linear Modeling of Conjunctions in Mathematics Lessons**

Prior studies suggest that mathematical learning is supported when students speak clearly, coherently and logically. Given that conjunctions allow speakers to elaborate, extend, and enhance their statements, analyzing the use of conjunctions will deepen our understanding of classroom discourse. The current study investigated conjunctions quantitatively with a crosscultural upper elementary mathematics lesson sample. The study took the systemic functional linguistics (SFL) approach (Martin & Rose, 2007), and analyzed the frequency and use of conjunctions in 13 U.S. lessons and 17 Chinese lessons. Hierarchical Generalized Linear Statistical Model was performed because conjunctions are nested within classrooms. Findings indicated that students in the Chinese sample had a higher probability of producing conjunctions than their U.S. peers in both internal conjunctions, which connect large chunks of information, and external conjunctions, which connect small chunks of information. Both in the Chinese and U.S. sample, students had a higher likelihood to produce external conjunctions than internal conjunctions. More importantly, across lessons and cultural samples, a strong negative relationship was found between teachers' using internal conjunctions and students' using internal conjunctions. This lends considerable empirical support to previous research that have found advantages in student-centered lessons. The significance of this study lies in its potential impact not only for constructing but also communicating mathematical ideas to others.

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### **Linguistics Devices that Frame and Navigate the Audience: A discourse semantics perspective**

Genre theory (Martin & Rose 2008) tells us that we have our goal when we communicate. In order to realize our goal effectively, we try efforts to align or even manipulate our audience for cooperation with us. FG, APPRAISAL, and CDA have rich documents in elaborating the alignment and manipulation with grammatical, lexical, and contextual analysis. One thing these approaches overlook is the conjoining linguistic resources that frame and navigate the audience temporally and spatially.

This paper explores the conjoining linguistic resources that function as the framing and navigating devices to align and manipulate the audience. I adore the discourse semantics ideas developed by Martin & Rose (2003/2007) in their work *Working with Discourse: Meaning beyond the clause*. I am informed by FG and grammar developed by Qiurk et al. I hold that any linguistic resources that fill the slot of Theme or HyperTheme, for example, textual Theme, interpersonal Theme, topic Theme, and topic sentence of a paragraph, frame and navigate the audience at different stages and phases.

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### **Exploring How U.S.-Born High School Students Position Newcomer Peers in a Small U.S. Refugee Relocation City**

In a small Pennsylvania refugee relocation city that has experienced recent linguistic diversity, local newspapers have reported that U.S.-born students are discriminating against their newcomer peers. To understand why such tensions are occurring and to ultimately improve the relationships between the groups, this study answered the following research questions: 1) how do U.S.-born high school students position their newcomer peers? and 2) how do language ideologies emerge in the lives of newcomers? Set within a critical theory framework (Kilgore, 2001), focus groups and interviews were conducted with U.S.-born students at a racially and linguistically diverse high school in the city. Martin & White's (2005) appraisal theory, which extends upon the interpersonal mode of Systemic Functional Linguistics, was used to code and analyze the data because this approach unveils speakers' positive and negative evaluations of others through frequency and intensity of the speakers' attitudinal phrases. The results indicate that despite their claims of appreciating multilingualism, the participants expressed distrust of newcomers speaking their languages in public spaces and annoyance at having to learn other languages, which ties into a common ideology throughout the U.S. of English as acceptable but other languages as needing to be restricted, silenced, or quieted (Lippi-Green, 2012). The results of this study suggest that teachers should pair U.S.-born students with newcomer students in class to promote positive socialization, and educational stakeholders should embrace newcomers' languages in classrooms instead of adhering to tolerance-oriented policies that uphold a view of English as all that matters.

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### **Complexity in language teacher education: Investigating dilemmas**

Second language teacher education programs have to weigh dilemmas<sup>4</sup> to make decisions. These dilemmas are not a choice between a correct option and an undesirable one, but rather, choosing one side of the dilemma has its costs and its benefits. This study investigates one second language teacher education program in Germany as its faculty and students negotiate dilemmas related to K-12 school structures in place for language learners and how this negotiation affects the eventual program design and curriculum choices. Examining APPRAISAL and MODALITY features using systemic functional linguistics<sup>5</sup>, this study analyzes interviews collected with teacher educators and teacher education students to explore how they are evaluating current school structures alongside how likely or unlikely they perceive upcoming change to be. Findings include attention to three major dilemmas: (1) preparing teachers for the current situation or preparing for future changes, (2) focusing on second language pedagogy or foreign language pedagogy, and (3) focusing the department's training on second language teachers or focusing it on content area teachers. Implications include the need for researchers to recognize the complexity of making decisions in teacher education and understand how these choices are the result of negotiating difficult dilemmas. Further research is needed in teacher education using the framework of dilemmas to explore its utility (a) for investigating program design and coherence and (b) as a descriptive (not prescriptive) tool for making suggestions for improvement.

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### **(Re) imagining resources for SFL-infused classrooms**

Literacy Works

Flowing from the growing body of SFL-based classroom research, SFL researchers and academics have published a range of high-quality resources for teacher professional learning (e.g. Brisk 2015, Humphrey, Droga and Feez 2012, de Oliveira and Schleppegrell 2015, Derewianka and Jones 2016, Martin and Rose 2008, Rossbridge 2015, Rose and Martin 2012). However, there are relatively few resources designed specifically for students to use directly in classrooms (e.g. AMES 2009).

This presentation builds on recent discussions about how build the resource base (in addition to our research base) for SFL-infused learning in classrooms (e.g. da Silva Joyce & Weekes 2015). By (re)imagining a future for SFL-based pedagogy in classrooms, there is a case for developing student-focused resources. It will be argued that resources for students may have the potential to bypass a number of blocks, barriers and constraints in educational contexts, to enable students and teachers to learn together in the classroom.

This session discusses the SFL-based Literacy Works range of teaching and writing worksheets for secondary school subjects in Australia (for Science, History, Geography, Business, Music, Visual Arts, Drama, Health and Physical Education, Technology, English). Methodology for development of resources will be presented along with a critical analysis of the challenges and opportunities involved in creating print and online resources for students. Opportunities will also be discussed, including possible collaborations for making research-based, SFL-informed resources available to students and teachers in a range of educational contexts.

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### **Categorization of Experience and Transitivity System of Chinese**

There are a few descriptions of the transitivity system of Chinese in literature, but they seem not to be very effective in authentic text analysis. The main reason for this is assumed to be that these accounts result from a bottom-up rather than a top-down approach as well. Since the transitivity system represents our experience of the world, which in turn represents the world, the categorization of experience is the basic premise of the construction of the transitivity system. Observing the basic-level theory of categorization, this article categorizes our experience of the world into different domains at the superordinate, intermediate and basic levels. Based on this account of experience, we construct a transitivity system of Chinese, which involves distinctive types of process at three levels along the delicate dimension. The noteworthy point about this transitivity system is that it integrates transitivity and ergativity. And it proves to have wide applicability to all sorts of authentic Chinese text analysis.

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### **Incorporating Systemic Functional Linguistics into Writers' Workshop in K-5 Schools**

This presentation describes a study that investigated how teachers who work with linguistically diverse learners take up systemic-functional linguistics (SFL) and SFL-informed genre-based approach to writing in the context of a professional development (PD) program on teaching writing. Professional development takes place on a monthly basis over the course of the study. Genre-based approach to writing instruction informed by SFL was introduced during PD sessions and applied to support teachers and linguistically diverse students as they negotiate the language demands of schooling (e.g., Christie & Martin (1997), Gebhard et al, 2004; Humphrey, 2017; Rose & Martin, 2012; Rothery, 1996; Schleppegrell, 2004; Schleppegrell & Colombi, 2002).

The study includes nine participants including English as a Second Language teachers, regular education teachers and instructional coaches in two elementary schools, grades K-5, and 25 English language learners across K-5 classrooms. The teachers are expected to follow the Units of Study developed by Lucy Calkins called Writers' Workshop (Calkins, 2013) as a schoolwide model for teaching writing. Writers' Workshop is organized by the units of study following school genres which provides a fertile ground for applying SFL to make the language visible and develop language resources needed for various genres. The research questions the study addresses are: How do teachers take up SFL in their approach to writing instruction? What impact, if any, does teacher knowledge of SFL have on student writing of different genres? Data includes classroom observations, field notes, student writing samples, and teacher interviews.

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### **Cohesive resources in interdisciplinary collaboration: a multimodal analysis**

To attack 'real world' problems involving the interrelations of multiple systems, researchers must bridge the boundaries of disciplinary knowledge. For several years, doctoral students from across the natural

and social sciences have undertaken an intensive workshop [1], centred on equitable water use, to prepare for these kinds of interdisciplinary collaborations. An innovative feature of the workshop program has been the purposeful creation of 'boundary objects' [2], that is, artefacts that facilitate work between people from different fields. The nature of these objects, embodying competing theories of experience, offers a challenge to semiotic analysis and to the developmental dynamic [3] of increasingly specialized disciplinary discourses.

Using technology to support a linguistic ethnographic approach, and taking 'slices' [4] across the multimodal space of the workshop, this study examines how cohesive resources [5] structure ideational elements in these artefacts. In practical terms, the results of this analysis can feed into the revision of workshop training activities, for example by extending the students' fluency in describing and analysing 'wicked' problems. In theoretical terms, this small study touches the large topic of interdisciplinary meaning-making, and this question [3, p. 618]:

"it is extremely pertinent to ask, given the enormous demands now being made on both the material and semiotic resources of the human species, what the options are for the way [the ideation base of our technologized natural languages] may evolve."

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### A typology of negotiated artefacts in interdisciplinary collaboration

Artefacts produced by participants in an interdisciplinary training workshop range from identifiable types, such as concept maps or stock and flow diagrams, to hybrid and nonce illustrations shaped by the available tools (butchers paper, thick pens, sticky notes), the purpose of the learning task, and the participants' varying experiences. A categorisation of these artefacts based on linguistic and visual grammatical features provides a partial overview of their functions, and can be linked to their disciplinary lineages. Their role in mediating between disciplinary perspectives, however, is inadequately represented by the final static artefact. Instead, signs of interdisciplinarity are better detected from a reading of the artefact layered with the talk surrounding its development, and particularly the gestures used in presenting it to the group.

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### **Genre as rhetorical agency: A case study of three Thai public intellectuals**

Agency, understood as “the socioculturally mediated capacity to act” (Ahearn, 2001, p. 356), is a topic of long-running debate in the social sciences. Significant focus has been placed on trying to understand the nature of the relationship between structure and agency, how agents might be both enabled and constrained by social structures (e.g., Archer, 2003; Giddens, 1979) such as language and other elements of the socio-political context. An analysis of how genres are deployed by social actors, for example through staging and phasing of genres (e.g. Martin & Rose, 2008), the interdiscursive combination of different genres and discourses (e.g., Bhatia, 2010; Fairclough, 1992), and a consideration of the environments in which these genres are deployed, offer insights into the strategies by which social actors are able to mediate between the potentialities of agency and inherent structural constraints. That is, genre can be viewed as a mediating category that makes visible the link between agency and structure (Fairclough, in Potter & Fairclough, 2000). This paper investigates how three Thai academics and public intellectuals exercise agency by deploying the resources of genre to intervene in political debates following the 2006 *coup d'état*. The analysis shows how each of the writers deployed genres in novel ways to achieve their rhetorical purposes. An understanding of how genre is deployed in processes of political change and conflict to support, challenge or subvert dominant discourses and the relationships of power that sustain them is crucial, especially in a period when the political space has been severely narrowed in Thailand as a result of the entrenching of military rule.

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### **(R)Evolutionary Rock and Roll: Using SFL to Track Prince's Political Consciousness**

Prince, an American musician, is most noted for his genre-defying music that inspired dance and an enigmatic persona that defined his celebrity. However, amidst and beyond the synths, riffs, snap-sharp beats and confessions of love, heartbreak, and lustful desires, Prince also addressed the social and political issues of the time. In 1980, on "Partyup," featured on the *Dirty Mind* album, he chants in favor of partying instead of being drafted to fight in a war. Thirty-five years later, he penned the song, "Baltimore" for the city that experienced unrest after the death of Freddie Gray, a 25 year-old African American male who died from injuries sustained while in police custody. Throughout his career, Prince shared his awareness of societal ills and used his voice to rouse realizations of "freedom, love, joy, and peace." In this paper, I use Halliday's theory of Systemic Functional Linguistics, particularly a cohesion analysis and a transitivity analysis to examine the lyrics of Prince's political songs to describe the evolution of his views of political actors and their actions and perceptions. Greenwood and Christian's (2009) intersectional theory of political consciousness is used to consider how Prince's identity as a Black male growing up in Minneapolis, Minnesota during the Civil Rights era shaped his political consciousness and to establish a context for analyzing and interpreting his lyrical content. This discourse analysis reveals a shift in how Prince enacted his identity as well as a change in how he addressed issues of oppression, particularly, poverty and racism.

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### **Chinese Yin-Yang Theory and Systemic Functional Linguistics**

The paper aims at analyzing the implications of Chinese Yin-Yang theory to Hallidayan Systemic Functional Linguistics from the perspective of dialectic. In the traditional Chinese philosophy, Yin-Yang is a fundamental law of nature, which is regarded as the source of the growth, development, transforms, and decline of all the things. Meanwhile, it is also seen as the master of material transforms of the movement. Halliday (2008) put forward the principle of complementarities in language, which is a kind of ideology of the Western Functionalism in the 21st century. Through a comparative and contrastive study, the author puts forward that Chinese Yin-Yang theory has the epistemological significance, the theoretical value, and the methodologically guiding to SFL, which also has the significant contribution to the development of SFL discipline.

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### **Intonation choices in the spoken interpretations of “good” vs. “bad” English writing: A systemic functional linguistics analysis**

Reading aloud has been recommended by countless writing manuals as a revision technique, yet none of them have clearly explained why it is useful to read one’s writing aloud. The present study is designed to find out what reading aloud can tell about one’s writing. The theoretical framework adopted is systemic functional linguistics (SFL). As an integral part of the English grammar, intonation systems frequently interact with lexicogrammatical systems to create meaning. It offers valuable insights into how reading aloud enables people to interact with the written text to detect problems in writing. Most relevant to the present study is the role of English intonation in signaling information structure, which belongs to the textual metafunction. Davies (1986) pointed out that because readers cannot hear the information structure of a written text, they must infer it from the written words. Problems arise when readers cannot successfully interpret the information structure of a text, or when writers fail to indicate the information structure accurately using non-prosodic means (Davies, 1994b, 2003). In this study, five native speakers of American English were asked to read some “bad” examples of English writing and their revisions, and their intonation choices along with the thematic structure of the examples were analyzed. It was found that the revised versions give better instructions on how they should be interpreted with more unmarked information units and information focuses. The study not only demonstrates the importance for writers to learn how to express information structure implicitly in writing, and it also provides practical implications for the teaching of English writing.

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### **Coaching EFL writers in practicing peer feedback: A systemic functional perspective**

While much research has reported on the role of peer feedback in facilitating students' writing performance (e.g., Yu & Lee, 2016), scholars are concerned with the limited knowledge students can harness regarding providing feedback (e.g., Tsu & Ng, 2000). Indeed, academic English writing privileges contextually legitimate linguistic features, such as nominalization, impersonal tone, and connection among sentences or paragraphs (Halliday, 1995; Schleppegrell, 2004). However, most writing classroom instruction is still limited to sentential accuracy or a focus on drafting, writing, and rewriting. As a result, students struggle to help their peer classmates produce writing that is "either contextually adequate or educationally valued" (Hyland, 2002, p. 20). To fill this research gap, this case study, informed by Halliday's (1994) systemic functional linguistics (SFL), explores how the explicit teaching of SFL can impact students' performance in evaluating the writing content of their peer classmates. Through qualitative analysis of English-as-a-foreign-language (EFL) students' written feedback, peer interactions, and interviews collected over the course of a year at a university in China, the study shows the effectiveness of SFL as a successful praxis for fostering students' capacity as peer evaluators, marked by their ability to effectively support peer classmates' writing through highlighting the triadic relationship among linguistic features and meaning and context (i.e., linguistic capital) needed for producing academic discourse. Implications of this study include the need of teaching SFL-based meta-linguistic knowledge to students so that they may construct their legitimate identity as peer evaluators.

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### **"Comprehensible-Input-Facilitating Function" of output: A theoretical and pedagogical linkage**

Input Hypothesis, proposed by Stephen D. Krashen, argues that comprehensible input is the only way for second language acquisition. Merrill Swain, however, points out the three functions of output after having observed the deficiencies of mere input. These two approaches both consider the functions of

output and input in SLA rather separately. Therefore, the Production-oriented Approach (POA), constructed by Wen Qiufang, tries to merge these two approaches on a practical level in EFL classroom. Nevertheless, few research seems to merge them on a theoretical level. Hence, this paper pursues to construct the theoretical linkage between input and output in SLA by proposing another function of output: “the comprehensible-input-facilitating function” of output. This paper aims to elaborate on three main points: first, the definition of this function; second, the research that testifies the existence of this function; third, the significance of this function in SLA theoretical framework and practice. First, this function refers to that sufficient and adequate L2 output (speaking and writing) are capable of facilitating comprehensible input (comprehensible listening and reading). Second, this function is testified through a mixed methodology of quantitative and qualitative research. In the quantitative stage, participants are grouped according to the amount and quality of output that they produce during the learning process of French and another artificial language. After that, three tests are conducted on the comprehension of input in these two languages. In the qualitative stage, participants who exhibit typical results in the quantitative stage are invited to semi-structured interviews on their personal feelings and understandings of their result. Third, “the comprehensible-input-facilitating-function” may be of crucial importance to SLA in both theoretical and practical sense because it complements the structure of input and output in SLA (as is shown in the diagram below) and is also of rich pedagogical implications. As a current undergraduate student who wants to become an EFL teacher in the future and devote to the research and practice of SLA, I am very willing to participate in ISFC18.

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### **A Contrastive Study of Evidentiality in China and America’s Zika News Reports**

Evidentiality is a semantic category allowing a speaker/writer to communicate his/her attitude towards the source of his/her information as well as his/her commitment to the reliability of the information. This paper makes a contrastive study of evidentiality in Zika news reports between Chinese and American news media within the framework of Halliday’s metafunction theory (Halliday, 2000:35-36), focusing on the use of different types of evidentials (Mushin, 2001: 58) as well as their ideational function and interpersonal function. The present study takes as its research methodology the combination of quantitative research and qualitative research and 60 pieces of Zika news reports taken from China Daily and Washington Post (30 pieces for each) as its linguistic data. It is found that evidentiality is realized mostly by lexical forms in Zika news reports in both the two news media and the use of each evidential as well as its metafunctions reveal similar features in both the two news media, showing from one aspect the true and objective characteristics of epidemic news reports.

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### **Evaluation and its Patterns in Political Cartoons: A Social Semiotic Approach**

Political cartoons (PCs) as a type of “politainment” involving politics and the rhetoric of humor have long been studied in different research domains. With the development of multimodality, many studies on PCs have added a multimodal dimension regarding the multiple semiotic systems involved. However, few of them approach the rich interpersonal meaning, particularly the evaluative interpersonal meaning, from the perspective of meaning resources with an explicit social orientation.

The current study examines the evaluation in 10 political cartoons in the Sydney Morning Herald in a social semiotic approach underpinned by the Systemic Functional Linguistics. The discourse semantic system, Appraisal, has been deployed and developed. The aims are to model a visual appraisal system in PCs for the identification of the common evaluation patterns instantiated and the construal of humor.

The analysis shows that the depicted text is characterized by the non-political field and some “anomalies” from the political field, which cues a reading in a symbolized sense and a discrimination of the depicted level (construing the non-political field) from the symbolized one (construing the political field) in PCs. The evaluation at the depicted level is explored in terms of Attitude, Engagement and Graduation, which transfers either consistently or inversely to the symbolized level. Considering the instantiated evaluation strategies, a visual Appraisal framework is modeled. The evaluative patterns are thereby identified, which indicates the humor construal.

The study identifies the evaluative resources and patterns in PCs and models the visual Appraisal framework in PCs. It enriches multimodal discourse analysis, particularly PCs, studies. It also expands the Appraisal framework from language to a multimodal dimension.

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### **Consistency and inconsistency in appraising class and member: Understanding Attitudes towards varieties of English**

This paper examines the attitudes held by Shenzhen Universiade student volunteers towards five varieties of English. The examination is based on the ideational and appraisal frameworks developed by Martin and White (2005). As a follow-up study to the subjective reaction test employed by Liu & Deng (2013), sixteen volunteers among those investigated were interviewed about their respective attitudes soon after the Shenzhen Universiade. The findings show that the interviewees' evaluation of a given variety as class differs with that as member in varying degrees. When compared with the result of the subjective reaction test, the interview data demonstrate consistency in the general evaluation of different varieties of English by the Universiade volunteers. However, the appraisal analysis reveals a complex picture of the volunteers' attitudes towards World Englishes. For instance, both American English and British English are positively evaluated, but for different reasons. In the case of Chinese English, evaluation of class and member contrasts sharply with each other. Both Black American English and Indian English are negatively evaluated as class and member, but with different kinds of attitudinal construals. The implications of such findings are discussed at the end of the presentation.

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### **A corpus linguistic approach to the logical: Logical metafunction as realised in the Chinese and English government work reports**

While typological studies help to reveal the similarities (and differences) among languages in their ways to realise the three metafunctions, their findings by no means should be taken as strict prescription concerning the choices to be made in the process of translating. In contrast, one has to admit that there will always be more than one ways of expressing the same experience, and the act of choice always goes beyond mere linguistic consideration. Following this idea, the present study focuses on the logical metafunction as it is realised in the government work reports and their English translations released by the Chinese government. Using the analytical tool SysFan, we analysed the realisation of the logical metafunction on the clause level in the work reports produced in different years (2001, 2006, 2011, and 2016), in both Chinese and English. The results will demonstrate the most frequent choices made by the translators, the difference between the two languages in this register, as well as between the review and plan sections in one language diachronically.

Chinese government work reports are the annual reports on the work of the governments delivered by Chinese premiers at the National People's Congress (NPC), which usually has two compulsory sections: a

review of last year's work and a plan for the new year. The reports are translated into different languages by the Central Compilation and Translation Bureau, a well-recognized official translation agency in China, and made available to the Congress delegates and the general public. Translations of the work reports are usually regarded highly by translation trainers, and careful studies of the translations released each year are required before one takes the China Aptitude Test for Translators and Interpreters (CATTI).

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### **A study of Genre Typology in Popular Science**

Genre analysis has been recognized as one of the vastest, but also one of the least defined areas in linguistics. Setting up genre typologies is not a novel endeavor, but nonetheless a controversial one. The large discrepancy between text typologies suggested by various scholars is due primarily to the fact that different scholars give quite different interpretations of this notion. This paper attempts to explore the various genres found in popular science by Stephen Hawking. The analysis is based on the typology proposed by Martin and Rose (2008). Major genres are identified and described. As discourse spreading scientific knowledge, the book exhibits a large number of reports and explanations, describing and explicating both entities and processes concerning the topics or subjects in the field of science. Nevertheless, targeting at general public rather than professionals, this book also contains a considerable and indispensable number of stories and histories, sharing various intriguing and characteristic experiences and ideas from the author. These two systems are intertwined in popular science and may well account for the distinguishing feature of popular science: educating as knowledge-based science textbooks while at the same time entertaining as sympathy-evoking story books. Based on the genre variations identified in our data, a tentative system network is proposed to illustrate the systemic relations between the genres. It might therefore be suggested that while a genre complex consists of different text genres, the whole complex may belong to one macro-genre. We conclude that real discourses rarely demonstrate pure and typical generic features. A discourse is often a complex of different genres.

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### **Grammatical Metaphor in Literary Texts----A case analysis of The Man That Corrupted Hadleyburg**

As a way to explain a variation in the expression of a given meaning, grammatical metaphor has been applied to the analyses of different types of texts, such as academic texts and scientific texts. Aiming to discover what contribution the interpersonal metaphor makes to the stylistic effect of this novella, this paper focuses on the interpersonal metaphor, especially the metaphor of modality, in Mark Twain's novella The Man that Corrupted Hadleyburg, from which the conversations among main figures are selected for analysis.

By combining the quantitative and qualitative approaches, it is found that there are many metaphorical forms of modality and mood employed in the text, and the ironic effect the author intended has been conveyed through the inconsistency and conflict between the semantics and the expression. It is hoped that the study can expand the application of grammatical metaphor to the analysis of literary text and offer an original perspective to the study of the irony and the interpretation of this novella.

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### **Are Latin and Law French Still (Popularly) Used in Legal English? And Why? A corpus-based disciplinary study of the language of the law**

This paper is a pilot study of the Language of the Law (or Legal English), a subsidiary of a broader research project on the Disciplinary English (DE), from the perspective of SFL. It starts with reviewing Halliday's 7 features or difficulties of Scientific English that are presumably shared by Legal English. Then, features of legal English identified by Forensic linguists, Mellinkoff and Tiersma among others are also perused. Subsequently, this paper focuses on and examines a particular feature, that is the alleged

'popular use' of Latin and Law French in contemporary legal English. We build a small corpus consisting of journal articles (or academic papers) and legal textbooks to examine their frequency in the corpus and analyze their uses and users (authors and readers) by means of instantiation. We finally explain the results and findings by drawing on previous insights of forensic linguists and some new inspirations from Maton's Specification Codes and Semantic Wave and Martin's Power Trio and conclude with some implications for legal English instruction.

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### **Discursive Construction of National Identity in Chinese Political Speeches**

Abstract: National identity could be constructed, reproduced, transformed and dismantled by political discourse produced by dominant political figures. As Chinese leader, Xi Jinping's speeches on Chinese policies, political concepts and projects have become the authority to build the identity of China in many important contexts. Within the framework of critical discourse analysis, a corpus-assisted discourse analysis of his key speeches on different occasions will highlight the linguistic construction of a common political present and future. The combination of discursive strategies of dissimilation and assimilation construct and justify the positive image of China. The application of pre-modifiers, identifying and attributive relational processes, material processes, polarity, imperative clauses, modal adverbs, paralleling structures, various reference terms in accordance with varying contexts throw light on both China's uniqueness as well as its common points with other countries' goal. They emphasize China's unique political virtues, basic principles of diplomatic policies and its unity with the international world, negate negative conception of the rising China, constructing a clear national identity that promotes peace, facilitates development and brings benefits to its people and the whole world.

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## **Challenging Normative Curriculum and Supporting EFL Writers' Construction of Writing Beliefs and Academic Writer Identities**

Language writer' practices are guided by their writing beliefs (their evaluative stance toward what constitutes good writing) that mainly emerge from their learning experiences with teachers, including observing or interacting with their teachers (Ellis, 2008). To write effectively, English writers have to form the belief about the co-occurring role of vocabulary and grammar in constructing contextually appropriate content and projecting writers as an endorsed member in the academic English community (Hyland, 2015; Schleppegrell, 2004; Zhang, 2017). However, recent research has highlighted that most English-as-a-foreign language (EFL) teachers focus on teaching vocabulary or the accuracy of sentence structure, failing to help students conceptualize what constitutes effective writing and how to effectively engage in actual writing as academic English writers (Tran, 2007).

To assist EFL learners in constructing effective writing beliefs, and transforming them into linguistically endorsed academic English writers, this study reports on how a writing curriculum based on systemic functional linguistics (SFL) impacted EFL learners' writing beliefs and writer identities. Through a qualitative analysis of four Chinese EFL students' interviews, writing samples, journal entries, and in-class interactions, the case study shows that with mediated instruction, the EFL writers interacted with an array of factors in and out of their classroom and socialized themselves into a new curriculum that highlighted the construction of contextually meaningful writing. In addition, the EFL writers also gradually formed and acted upon their beliefs about the concurrent roles of language form, meaning, and context in constructing meaningful writing, projecting themselves as culturally and linguistically endorsed academic English writers. The study implicates that it is optimal for education administrators to promote an SFL-based writing curriculum so as to reconstruct EFL writers' beliefs and facilitate their construction of academic writer identities.

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### **Focusing on the EFL-ESL Transition from within and beyond Texts: A Critical Examination of Chinese International Students' Linguistic Functioning in a US Higher Education Institute**

With the rising power of English as a Lingua Franca (Jenkins, 2006), more and more students travel to English-speaking countries in pursuit of tertiary education. Chinese international students remain the largest overseas-studying population (Institute of International Education, 2016), a considerable number of whom go to the United States, the world's top international studies host country (Mazzarol & Soutar, 2002). Research in Higher Education (Hellsten & Prescott, 2004; Sawir, 2005) and Counselling Psychology

(Smith & Khawaja, 2011; Yan & Berliner, 2011) have found that although required to pass standardized English proficiency tests before overseas studies, international students are still linguistically underprepared upon arrival. The purpose of this work-in-progress is to explore international students' linguistic functioning during their English-as-a-foreign-language (EFL) and English-as-a-second- language (ESL) transition.

Under the theoretical guidance of Bioecological Model of Human Development (Bronfenbrenner & Morris, 2006), Systemic Functional Linguistics (SFL) (Halliday, 1985), and Academic Literacies (Lillis, 2003), this work-in-progress adopts a qualitative multiple-case design (Yin, 2003) to explore the linguistic experiences of eight newly-arrived Chinese international students studying in an American university. Semi-structured interviews and observations were conducted with focal students, their parents and professors. Students' one semester writings were also collected and analyzed. This work-in-progress sheds lights on important ways higher education could support international students' linguistic adaptation at the beginning stage of their overseas studies.

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### **Individuation and LCT on Persona: How Community Termer's Persona Change Shapes the Success of Psycho-correction in China's Community Correction**

Psycho-correction is an indispensable part of community correction in China, in which counselor uses knowledge of psychology to analyze the physiological status of the community member and to offer corrective programs. This paper adopts an ethnographic approach with qualitative method to analyze the interactions between counselor and community member at local judicial offices in China. The complementarity between Martin's Individuation theory and Maton's principle of Specialization in LCT combines the distribution of socio-semiotic resources with the division of socio-cultural persona. This research aims to identify community member's different personae and their dynamic changes in psycho-correction. The result shows that psycho-correction is a macrogenre, and community member's personae partitioned by epistemic relation and social relation are sensitive to different sub-genres of the macrogenre. The change of community member's personae reveals whether psycho-correction is successful or not. The goal of psycho-correction is to eliminate community member's psychological problem. Along with the unfolding of psycho-correction, the closer relation between community member's persona and his or her psychological problem, the more insoluble the problem is. In contrast, if community member's persona is loosely associated with his or her problem, the purpose of psychological correction is fulfilled. This research extends the application of the Individuation theory in judicial discourse, and provides a new approach to the study of persona from the perspective of socio-semiotic allocation. It is significant for counselor to maintain sensitivity to community member's persona change and to offer more professional counseling, promoting community member's reintegration into society.

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### **Populism in Trump's inaugural address**

This study analyzes how Trump's meaning making choices construct populism in his inaugural address in order to appeal to Americans. This study is informed by Halliday's theory of Systemic Functional Linguistics (SFL) and Critical Discourse Analysis (CDA), as well as the work of scholars who have used SFL and CDA to design research, especially research about political speeches, e.g. Black, 2014; Halliday & Matthiessen, 2004; Young & Fitzgerald, 2006.

Data collection includes selecting and downloading the transcribed text from the White House website. Data analysis consists of genre and register analysis of Trump's inaugural address. The genre analysis includes identification of the functional moves in Trump's text, and a comparison with Obama and Bush's inaugural addresses to analyze the commonalities and departures in the production of this text type. The register analysis involves clause breaks as well as field, tenor and mode analysis to identify patterns of meaning making.

The findings indicate that Trump employed a combination of populist rhetorical style which included anti-establishment/elitism rhetoric, collectivism rhetoric, pro-nationalist sentiments and linguistic choices of simplicity and repetition to appeal to both supporters and opponents in attempt to build the solidarity.

The implications of this study center on the value of raising citizens' awareness of how politicians use linguistic resources to engage, persuade, or manipulate their audience(s) to achieve their political goals. In democracies, raising citizens' critical faculties is crucial for them to make good choices about political leaders in the future.

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### **Examining the writing of 6th grade emerging bilinguals in a dual language setting**

This round table discussion will explore the English and Spanish writing of fictional narrative and report writing (Brisk, 2015) in English and Spanish to look for the ways that these emerging bilinguals make use of the linguistic repertoires to express their understanding of genre to communicate their ideas. The paper draws on Systemic Functional Linguistics (Halliday, 1978) and Critical Systemic Functional Linguistics (Harman, 2017) that examines how people learn through and about language in use and how to critically analyze language in use. The participants are emerging bilinguals in a dual language school. This sixth-grade class is comprised of mixed English/Spanish heritage language speakers and is the first class that has experienced a continuous dual language curriculum. Analysis of the writing reveals that students' writing was influenced by the genre that they experienced first and that the students draw on linguistic resources to express their ideas in writing (Harman & Khote, 2017). Analysis also reveals that students' writing demonstrates intra-and inter-sentential codeswitching, bidirectional phonetic and syntactic transfer, and cultural discourse patterns (Soltero-González, Escamilla & Hopewell, 2012). Additionally, it highlights opportunities for encouraging students' hybrid language practices across languages (Palmer & Martinez, 2013).

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### **An Interpersonal Gateway to Algebraic Symbolizing: Conjoined Making of a Multi-Semiotic Text in a 7th Grade Argentinian Classroom**

This paper focuses on a circa-650 turn conversation in a 7th grade mathematics classroom of a school in a Southern Argentinian town, attended by medium to high SES students, and taught by an experienced teacher. The conversation was about a problem situated in an imaginary context of bartering goods at the market. The dialogue opened with talk about the meaning of 'barter' and 'fair exchange.' After comparing, contrasting, and evaluating six schematizations produced by the students, it culminated in the conjoined writing of relational statements with letter symbols signifying the exchange value of the bartered goods linked either dynamically via arrows or statically via the equal sign. Within a framework that articulates ideas from Peirce (diagrams as thinking devices), Vygotsky (interpersonal plane of learning), and Freudenthal (mathematizing, guided reinvention) with SFG tools, we treat the conversation as a text. In order to account for how the text means as it does, we a) describe the parameters of the contextual configuration, b) outline the text's generic structure, c) analyze the

interpersonal, ideational, and textual meanings attending to the synergy between the primary (spoken) text and its co-text, namely, the written and diagrammed explanations, and d) zoom into key lexico grammatical and semantic features of the teacher's questions (circa 180). Our central finding is that the teacher's questions shaped the conversation into a strongly textured, multi-modal, multi-semiotic thinking aloud together text which served as a gateway for students to access the situated practice of using iconic and symbolic-algebraic diagrams as mathematizing tools.