



# **North American Systemic Functional Linguistics Association**

AAAL 2016 /Orlando, Florida

**Business Meeting**  
Sunday, April 10, 2016, 12:45 to 1: 55 pm  
Hilton Orlando, Lake Highland B

## **Greetings from the President**

This year's annual meeting at the AAAL Conference in Orlando, FL will be focused on planning the organization of the 2018 International Systemic Functional Congress (ISFC) that will take place in Boston (see more information from Maria Brisk's note). We will need to recruit volunteers to be able to get ready for the conference, so we hope you can share your time and talents with us. If you can't attend the meeting, please send us an email to let us know you would like to help.

We will also be presenting the second NASFLA award for outstanding junior scholar and electing our representatives for the following two years. In addition, we'd like to take a few minutes to honor the memories of Ruqaiya Hasan and Geoff Thompson who passed away in 2015.

## **List of Officers**

President: Mariana Achugar, Carnegie Mellon University  
Vice-President: Ruth Harman, University of Georgia  
Secretary: Marianna Ryshina-Pankova, Georgetown University  
Newsletter editors: Dong-shin Shin, University of Cincinnati and Rachel J. Pinnow, University of Missouri  
Webmaster: Jackie Nenchin, Molloy College

## **Business Meeting**

**North American Systemic Functional Linguistics Association**  
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Business Meeting  
Sunday, April 10, 2016, 12: 45 to 1: 55 pm  
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### **Meeting Agenda**

1. Remembering Ruqaiya Hasan and Geoff Thompson
2. Announcement of NASFLA junior scholar award
3. Election of new NASFLA officers
4. Planning ISFC 2018 in Boston
5. Other business

## **NASFLA Emerging Scholar Award**

This award is given by NASFLA in recognition of a pre-tenure scholar who is in the first five years of her his/her career and who has made outstanding contributions to applied linguistics through use of systemic functional linguistics as a theoretical framework, an analytical tool, or pedagogical resources. The Emergent Scholar Award committee members for 2016 include: Gloriana Gonzalez Rivera, Zhihui Fang, Silvia Pessoa, Shanan Fitts and Ruth Harman.

Last year's award was given to Dr Gloriana González, an assistant professor and a mathematics education researcher at the University of Illinois at Urbana-Champaign. The 2016 NASFLA Emerging Scholar Award recipient will be announced at the AAAL's Conference NASFLA business meeting. The awardee will receive an Equinox book as a part of the prize: Miller, D.R., & Baylery, P. (2016). *Hybridity in Systemic Functional Linguistics grammar, text and discursive context*. London: Equinox Publishing.

## **SFL-Related AAAL 2016 Conference Presentations**

### **Colloquiums**

#### **1) Critical Take(s) on Systemic Functional Linguistics: Academic Literacy Development, Multilingualism and Social Equity**

Sat, April 9, 1:30 to 4:30pm, Hilton Orlando, Lake Mizell A

Organizer: Ruth Harman

Discussant: Meg Gebhard

Papers:

- Mainstream Classroom as Bilingual Environments: How SFL Training Develops Language Responsive Teachers, Maria Brisk & Marcela Ossa Parra
- Linguistic Tools for Supporting Emergent Critical Language Awareness in the Elementary School, Mary Schleppegrell
- Social Media, Language Learning, and ELA curriculum: Bilingual Learner's Design of Multimodal Argumentative Texts, Dong-shin Shin
- Reflective Literacy as Critical Practice: Learning Through Multimodal Awareness, Diane Potts
- Critical SFL Praxis Principles for Disciplinary Literacy Development: Engaging Teachers and Learners in Reflective Practice, Mariana Achugar & Brian Carpenter
- Applying a meta-semiotic toolkit for critical transformative literacies, Sally Humphrey
- SFL Pedagogy as Academic Entry Point for First Generation Advanced Bilingual College Students, J Andres Ramirez
- SFL-informed Culturally Sustaining Praxis: Bilingual High School Translanguaging and Argumentative Meaning-Making Practices, Nihal Khote & Ruth Harma

## **2) Narrative Analysis for L2 Literacy Development: A Systemic Functional Approach**

Time: Sun, April 10, 8:00 to 11:00am

Hilton Orlando, Lake Mizell A

Organizer: Marianna Ryshina-Pankova & Cori Crane

Discussant: Mariana Achugar

Papers:

- Sequencing narratives for a content and language integrated FL curriculum, Maruanna Ryshina-Pankova
- Narrative Literacy Development of Bilingual Latino Youth through Community-based SFL pedagogy, Ruth Harman
- An SFL-based Model for Assessing L2 Narrative Writing, Cori Crane
- Playing with narrative: analyzing cohesion and coherence in a narrative-driven digital game, Kristina Maren Saunders

## **3) College Students Developing a Scholarly Stance: Insights from Corpus Analysis and Systemic Functional Grammar**

Time: Sun, April 10, 8:00 to 9:40am,

Hilton Orlando, Orlando IV

Organizer: Sandra Gollin-Kies

Chair: Daniel Kies

Papers:

- Exploring thematic prominence and information focus in FYC writers' development of a scholarly stance, Daniel Kies
- Overgeneralization vs. Appropriate Argumentative Scope in Student Writing, Laura Aull
- Development of Specificity in Student Writer Texts through Elaboration of the Nominal Group, Sandra Gollin-Kies
- "You're not supposed to do that in a research paper": personal pronoun use and authorial identity in first year student writing, Olga Demin Lambert

## **4) Developing Science Teachers' Knowledge About Language**

Time: Mon, April 11, 8:00 to 9:40am

Hilton Orlando, Lake Lucerne

Organizer: Deborah Short

Discussant: Jodi Crandall

Papers:

- What Linguistic Knowledge Offers Best Traction for Science Teachers in Maximizing Access to Discipline Knowledge through Language?, Kristina Love
- Preparing Preservice Science Teachers to Meet the Needs of English Language Learners in Australia: A case study in identity development, Chris Davison
- Specifying Knowledge about genres for science teachers: an inventory for practical report writing developed in science teacher training, Maaike Hajer & Gerald van Dijk

- Training inservice teachers to identify and explicitly teach the academic language of science, Deborah Short

### 5) Explicit focus on language in the teaching of disciplinary writing

Time: Tue, April 12, 2:00 to 3:40pm

Hilton Orlando, Orlando IV

Organizer: Ryan T Miller

Papers:

- Making stance expectations explicit in disciplinary writing: a study of one professor's use of functional language analysis in her teaching, Zak Lancaster
- Scaffolding argument writing in a first-year world history course: Taking research findings back to the classroom, Thomas Mitchell
- Working with a designer: Understanding writing expectations, explicit instruction and improved writing, Silvia Pessoa
- Scaffolding disciplinary writing instruction in information systems, Ryan Miller

### Papers

- 1) Positioning Language Learners: A focus on Haiti's language in education policy, Mary Avalos & Jennifer Augustin  
Sat, April 9, 2:05 to 2:35pm Hilton Orlando, Lake Down A
- 2) Unpacking the Ideology of Cosmopolitanism in Language Education: Insights from Bakhtin and Systemic Functional Linguistics, Peter De Costa & Yu-Shiang Jou  
Mon, April 11, 8:00 to 8:30am Hilton Orlando, Lake Mizell B
- 3) Examining Preschool-Aged Dual Language Learners' Language Use: From a Functional Approach, Ahyoung Alicia Kim, Akira Kondo, Mariana Castro  
Mon, April 11, 2:35 to 3:05 pm, Hilton Orlando, Lake Hart A
- 4) A Linguistic Analysis of University-level Science Education in the Korean Context Through Classroom Observation and Interviews, Seth Lawrence King  
Tue, April 12, 9:10 to 9:40am, Hilton Orlando, Turkey Lake
- 5) SFL-informed Assessment Practices in Middle School: Content area teachers respond to genre-based rubrics, Nicole Siffrinn, Ruth Harman, Jiyeon Lee  
Tue, April 12, 10:30 to 11:00am Hilton Orlando, Lake George A
- 6) Engaging Foreign Language Teacher Candidates in a Functional Linguistics Approach to Analyzing Language, Francis Troyan, Sabrina Sembiante, Christina Cavallaro.  
Tue, April 12, 11:25 to 11:55am Hilton Orlando, Lake Mizell B

- 7) Simulating study abroad with TalkAbroad™ videoconferencing technology, Marta Tecedor Cabrero, Jesse Gleason, Raycher Marie Vasseur  
Tue, April 12, 11:25 to 11:55am, Hilton Orlando, Orlando IV
- 8) Academic Language Development in the Mathematics Classroom, Hyunsook Shin  
Tue, April 12, 2:00 to 2:30pm Hilton Orlando, Lake Down A

### Poster

- 1) How do first year college student writers incorporate other voices in their essays? A look in the dialogic engagement perspective, Huong Le  
Sun, April 10, 2:00 to 5:00pm Hilton Orlando, Foyer II

### SFL-Related Conferences: 2016-2017

Date	Conference	Location
<b>2016</b>	American Association of Applied Linguistics	Orlando, Florida
Apr. 9-12		
Jul. 13-15	European Systemic Functional Linguistics Conference & Workshop (ESFLCW)	Saltzburg, Austria
Jul. 19-26	43 <sup>rd</sup> International Systemic Functional Congress	Bandung, Indonesia
Aug. 2-5	LACUS	Saint Mary's University, Halifax, Canada
Aug. 31-Sept. 2	LINC Summer School in SFL	Cardiff, UK
Sept. 5-9	XII Latin-American SFL Conference	Colombia
Sept. 27-29	Australian Systemic Functional Linguistics Association	North Sydney campus of The Australian Catholic University
<b>2017</b>	American Association of Applied Linguistics	Portland, Oregon
Mar. 18-21		
TBA	44 <sup>th</sup> International Systemic Functional Congress	University of Wollongong, Australia
July	European SFL Conference	Salamanca, Spain
TBA	XIII Latin-American SFL Conference	Cordoba, Argentina



## SFL-Related Publications: March 2015 – March 2016

*These references are a compilation of the SFL publications that we collected from NASFLA members' input. If any SFL-related publications are missing from the current list, please send us those publications for next year's newsletter.*

- Achugar, M. (2015). Special issue of *Linguistics & Education*. Critical language awareness approaches in the Americas: Theoretical principles, pedagogical practices and distribution of intellectual labor. *Linguistics & Education*, 32A.
- Achugar, M., & Canale, M. (2015). Procesos de globalización y circulación del significado: dos casos de polémicas sobre discurso discriminatorio en el fútbol internacional. *Sociocultural Pragmatics International Journal of Spanish Linguistics*, 3(1), 1-31.
- Achugar, M. (2016) *Discursive processes of intergenerational transmission of recent history: (Re)Making our past*. New York: Palgrave Macmillan.
- Achugar, M., & Schleppegrell, M. J. (2016). Reflective literacy and the teaching of history. In W. Bowcher & J. Y. Liang (Eds.), *Society in language, language in society: Essays in honour of Ruqaiya Hasan* (pp. 357-378). Houndsmills, Basingstoke, Hampshire: Palgrave Macmillan.
- Alyousef, H. S. (2015). A multimodal discourse analysis of international postgraduate business students' finance texts: An investigation of theme and information value. *Social Semiotics*, 1-19. doi: <http://dx.doi.org/10.1080/10350330.2015.1124518>
- Alyousef, H. S. (2016). A multimodal discourse analysis of the textual and logical relations in marketing texts written by international undergraduate students. *Functional Linguistics*, 3(3), 1-29. doi: <http://dx.doi.org/10.5750/bjll.v1i0.1047>
- Alyousef, H. S., & Alnasser, S. M. (2015) A study of cohesion in international postgraduate students' multimodal management accounting texts. *Arab World English Journal*, 6(3), 30-46.
- Alyousef, H. S., & Alnasser, S. M. (2015) A study of cohesion in international postgraduate business students' multimodal written texts: An SF-MDA of a key topic in finance. *The Buckingham Journal of Language and Linguistics*, 8, 56-78. doi: <http://dx.doi.org/10.5750/bjll.v1i0.1047>
- Alyousef, H. S., & Mickan, P. (2016). Literacy and numeracy practices in postgraduate management accounting. In R. Fidalgo, T. Olive, A. Archer, & E. O. Breuer (Eds.), *Studies in writing: Multimodality in higher education* (Vol. 33, pp. 216-240). Leiden: Brill Publishing.

- Brisk, M. E. (2016). Genres in writing collaborative project. In H. de Silva Joyce & S. Feez (Eds.), *Exploring literacies: Theory, research and practice* (pp. 287-292). Basingstoke, UK and New York: Palgrave Macmillan.
- Brisk, M. E., Kaveh, Y. M., Scialoia, P., & Timothy, B. (2016). Writing arguments: The experience of two mainstream teachers working with multilingual students. To appear in C.P. Proctor, A.G. Boardman, & E. Hiebert (Eds.), *English learners and emergent bilingualism in the Common Core era*. New York: Guilford.
- Brisk, M. E., Nelson, D., & O'Connor, C. (2016). Bilingual fourth graders develop a central character for their narratives. In L. de Oliveira & T. Silva (Eds.), *L2 writing in elementary classrooms*. New York: Palgrave/MacMillan.
- Carpenter, B., Achugar, M., Walter, D., & Earhart, M. (2015). Developing teachers' critical language awareness: A case study of guided participation. *Linguistics & Education*, 32(A), 82-97.
- Chang, P., & Schleppegrell, M. J. (2016). Explicit learning of authorial stance-taking by L2 doctoral students. *Journal of Writing Research*, 8(1), 299-322.
- De Costa, P. I., & Jou, Y. S. (2016). Unpacking the ideology of cosmopolitanism in language education: Insights from Bakhtin and Systemic Functional Linguistics. *Critical Inquiry in Language Studies*.
- DeJarnette, A. F. (2016). Students' discourse when working in pairs with Etoys in an eighth-grade mathematics class. *Language and Education*. Advance online publication. doi: 10.1080/09500782.2016.1141934
- DeJarnette, A. F., & Gonzalez, G. (2015). Positioning during group work on a novel task in Algebra II. *Journal for Research in Mathematics Education*, 46(4), 378-422.
- de Oliveira, L., & Schleppegrell, M. J. (2015). *Focus on grammar and meaning*. Oxford University Press.
- Duff, P., Ferreira, A. A., & Zappa-Hollman, S. (2015). Putting (functional) grammar to work in content-based English for academic purposes instruction. In M. Christison, D. Christian, P. Duff, & N. Spada (Eds.), *Research on teaching and learning grammar: A festschrift for Betty Asar*. New York: Routledge.
- Fries, P. H. (2015). Managing information to relate sentences within a text: "Houston we have a problem." *TESOL International Journal*, 10(1), 93-109.
- Goodman, K. S., Peter, F. H., & Steven, S. L. (2016). *Reading—the grand illusion: How and why people make sense of print*. New York and London: Routledge.



- Gonzalez, G. (2015). The use of linguistic resources by mathematics teachers to create analogies. *Linguistics and Education*, 30, 81-96.
- Gonzalez, G., & DeJarnette, A. F. (2015). Teachers' and students' negotiation moves when teachers scaffold group work. *Cognition and Instruction*, 33(1), 1-45.
- Harman, R. & Zhang, X. (2015). Performance, performativity and second language identities. *Linguistics and Education*, 32(A), 68-81.  
DOI:10.1016/j.linged.2015.03.008
- Harman, R., Johnson, L., & Chagoya, E. (2016). Bilingual youth voices in middle school: Performance, storytelling and photography. In S. Greene, K. Burke, & M. McKenna (Eds.), *Community reframing public spaces: Youth voices, literacies, and civic engagement*. London: Routledge.
- Klingelhofer, R. R., & Schleppegrell, M. J. (2016). Functional grammar analysis in support of dialogic instruction with text: scaffolding purposeful, cumulative dialogue with English learners. *Research Papers in Education*, 31(1), 70-88. DOI: 10.1080/02671522.2016.1106701.
- Miller, R., Mitchell, T. & Pessoa, S. (2016) Impact of source texts and prompts on students' genre uptake. *Journal of Second Language Writing* 31:11-24.
- O'Hallaron, C. L., Palincsar, A., & Schleppegrell, M. J. (2015). Reading science: Using Systemic Functional Linguistics to support critical language awareness. *Linguistics and Education*, 32, 55-67.
- Schleppegrell, M. J. (2016). Content-based language teaching with functional grammar in the elementary school. *Language Teaching*, 49, 116-128.  
doi:10.1017/S0261444814000093.
- Schleppegrell, M. J., & Palincsar, A. (2016). Contribution to "Researcher voices." In H. de Silva Joyce & S. Feez (Eds.), *Exploring literacies: Theory, research and practice*. Basingstoke, UK and New York: Palgrave Macmillan.
- Shin, D. (2015). Supporting English language learners' academic literacy development through social media. In M. Daniel & K. Mokhtari (Eds.), *Research-based instruction that makes a difference in English learners' success* (pp.115-127). Lanham, MD: Rowman and Littlefield.
- Shin, D. (2016). Language-based content instruction on science reports in a first grade classroom and English language learner's academic literacy development. In L.de Oliveira & T. Silva (Eds.), *L2 writing in elementary classrooms*. New York: Palgrave/MacMillan.

## ISFC 2018 at Boston College—from Maria Brisk

The following features make Boston College an attractive place to host the International Systemic Functional Congress (ISFC) 2018: The venue, number of supporting universities in the area, and the city itself.

1. **Boston College.** The university is located approximately 4 miles west of downtown Boston, served by several subway lines. Nearby there are clusters of shopping areas with numerous restaurants.  
BC Bureau of Conferences is experienced in holding events and would facilitate the arrangements. They have already produced a plan and a budget estimating the costs and what it would approximately mean in terms of registration cost.  
There will be a large meeting room as well as breakout rooms available in proximity of each other. One dormitory will be made available at a reasonable price. Guests will be informed of hotels and B&B in the area as a different option. The BOC will arrange for morning and midday meals and technical support with equipment in the conference rooms.  
The new museum building is a possible option for the closing banquet.
2. **Supporting Universities.** There are a number of faculty members at universities in the greater Boston area as well as adjacent states who are interested in SFL and have already expressed interest in providing support with the planning and during the conference. In addition, there are number of schools in the area that have been using pedagogies informed by SFL. Their staff could provide support as well as participate in the conference.
3. **Boston and vicinity.** Boston is served by an international airport with direct flights from many parts of the world. The subway system gives access to the airport all the way to Boston College and area hotels.

The city offers many attractions for visitors, all of which are also accessible by public transportation. In addition, the New England states with beaches and national parks are a short car ride away.