SFL in the Context of Schooling in the United States: A Working Bibliography

Meg Gebhard & Kathryn Accurso, University of Massachusetts, Amherst
Presented at the North American Systemic Functional Linguistics Association
AAAL/2014/Portland

Accurso, K., & Gebhard, M. (accepted). Teaching scientific discourse to elementary ELLs: An SFL perspective. In L. de Oliveira & A. Silva (Eds.), *L2 writing in elementary classrooms*. New York: Routledge.

Achugar, M., & Carpenter, B. (2012). Developing disciplinary literacy in a multilingual history classroom. *Linguistics and Education, 23*(3), 262–276.

Achugar, M. & Carpenter, B. (2014). Tracking movement toward academic language in multilingual classrooms. *Journal of English for Academic Purposes, 14*(1), 60–71.

Aguirre-Muñoz, Z., Park, J., Amabisca, A., & Boscardin, C. (2008). Developing teacher capacity for serving ELLs' writing instructional needs: A case for systemic functional linguistics. *Bilingual Research Journal, 31*(1/2), 295–323.

Bower, M. W., & Ellerton, N. F. (2007). Language genre transitions in a secondary school physics classroom. *International Journal of Mathematical Education in Science and Technology, 38*(3), 335–351.

Brisk, M. E. (2011). Learning to write in the second language: K–5. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning, Volume 2* (pp. 40–56). London: Routledge.

Brisk, M.E. (2012). Young bilingual writers' control of grammatical person in different genres. *The Elementary School Journal, 112*(3), 445–468.

Brisk, M. E., Hodgson-Drysdale, T., & O'Connor, C. (2011). A study of a collaborative instructional project informed by systemic functional linguistic theory: Report writing in elementary grades. *Journal of Education, 191*(1), 1–12.

Bunch, G. C. (2006). "Academic English" in the 7th grade: Broadening the lens, expanding access. *Journal of English for Academic Purposes, 5*(4), 284–301.

Bunch, G. C. (2009). "Going up there": Challenges and opportunities for language minority students during a mainstream classroom speech event. *Linguistics and Education, 20*(2), 81–108.

Bunch, G. C. (2010). Preparing mainstream secondary content-area teachers to facilitate English language learners' development of academic language. In C. Faltis & G. Valdés (Eds.), *Education, immigrant students, refugee students, and English learners. Yearbook of the National Society for the Study of Education (NSSE)*. Volume 109, Issue 2 (pp. 352-383). New York: Columbia University.

Bunch, G. C. (2013). Pedagogical language knowledge: Preparing mainstream teachers for English learners in the new standards era. *Review of Research in Education, 37*(1), 298–341.

Bunch, G. C., Shaw, J. M., & Geaney, E. R. (2010). Documenting the language demands of mainstream content-area assessment for English learners: Participant structures, communicative modes and genre in science performance assessments. *Language and Education, 24*(3), 185–214.

SFL in the Context of Schooling in the United States: A Working Bibliography

Bunch, G. C., & Willett, K. (2013). Writing to mean in middle school: Understanding how second language writers negotiate textually-rich content-area instruction. *Journal of Second Language Writing*, *22*(2), 141–160.

Chval, K. B., Pinnow, R. J., & Thomas, A. (2014). Learning how to focus on language while teaching mathematics to English language learners: A case study of Courtney. *Mathematics Education Research Journal*, *26*(1), 1–25.

Cox, B. E., Fang, Z., & Schmitt, M. C. (1998). At-risk children's metacognitive growth during the Reading Recovery experience: A Vygotskian interpretation. *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*, *3*(1), 55–76.

Cox, B. E., Fang, Z., & Otto, B. W. (1997). Preschoolers' developing ownership of the literate register. *Reading Research Quarterly*, *32*(1), 34–53.

de Oliveira, L. C. (2007). Academic language development in the content areas: Challenges for English language learners. *INTESOL Journal*, *4*(1), 22–33.

de Oliveira, L. C. (2010a). Enhancing content instruction for ELLs: Learning about language in science. In D. Sunal, C. Sunal, M. Mantero, & E. Wright (Eds.), *Teaching Science with Hispanic ELLs in K–16 Classrooms* (pp. 135–150). Charlotte, NC: Information Age Publishing.

de Oliveira, L. C. (2010b). Nouns in History: Packaging information, expanding explanations and structuring reasoning. *The History Teacher*, *43*(2), 191–203.

de Oliveira, L. C. (2011a). A linguistic approach in culturally and linguistically diverse classrooms: A focus on teacher education. *Linguistics and the Human Sciences*, *4*(2), 101–159.

de Oliveira, L. C. (2011b). *Knowing and writing school history: The language of students' expository writing and teachers' expectations*. Charlotte, NC: Information Age.

de Oliveira, L. C. (2012a). The language demands of word problems for English language learners. In S. Celedón-Pattichis & N. Ramirez (Eds.), *Beyond good teaching: Advancing mathematics education for ELLs* (pp. 195–205). Reston, VA: National Council of Teachers of Mathematics.

de Oliveira, L. C. (2012b). What history teachers need to know about academic language to teach English language learners. *The Social Studies Review*, *51*(1), 76–79.

de Oliveira, L. C. (2013). Academic language in the social studies for English learners. In M. B. Arias & C. Faltis (Eds.), *Academic language in second language learning* (pp. 147–168). Charlotte, NC: Information Age Publishing.

de Oliveira, L. C. (in press-a). A systemic-functional analysis of English language learners' writing. *DELTA* (Documentação de Estudos em Linguística Teórica e Aplicada).

de Oliveira, L. C. (in press-b). Using systemic-functional linguistic analysis to explain expectations of academic discourse. In M. Roberge, K. Losey, and M. Wald (Eds.), *Teaching U.S. educated multilingual writers: Practice from and for the Classroom*. University of Michigan Press.

SFL in the Context of Schooling in the United States: A Working Bibliography

de Oliveira, L. C., & Cheng, D. (2011). Language and the multisemiotic nature of mathematics. *The Reading Matrix, 11*(3), 255–268.

de Oliveira, L. C., & Dodds, K. N. (2010). Beyond general strategies for English Language Learners: Language dissection in science. *The Electronic Journal of Literacy Through Science, 9*(1), 1–14.

de Oliveira, L. C., & Iddings, J. (Eds.) (in press). *Genre pedagogy across the curriculum: Theory and application in U.S. classrooms and contexts.* Sheffield, UK: Equinox.

de Oliveira, L. C., Klassen, M., & Gilmetdinova, A. (2014). Scaffolding to support English language learners in a kindergarten classroom. In G. Onchwari & J. Keengwe (Eds.), *Cross–cultural considerations in the education of young immigrant learners* (pp. 1–16). Hershey, PA: IGI Global.

de Oliveira, L. C., Lan, S–W., & Dodds, K. (2013). Reading, writing, and talking science with English language learners. In J. Nagle (Ed.), *English learner instruction through collaboration and inquiry in teacher education* (pp. 3–23). Charlotte, NC: Information Age Publishing.

de Oliveira, L. C., & Lucas, T. (in press). Preparing linguistically responsive teachers in a licensure program. In A. Mahboob & L. Barratt (Eds.), *English in a multilingual context.* New York: Springer.

Early, J. S. & DeCosta–Smith, M. (2011). Making a case for college: A genre–based college admission essay intervention for underserved high school students. *Journal of Writing Research, 2*(3), 299–329.

Eddy Spicer, D. H. (2010). Power and knowledge-building in teacher inquiry: negotiating interpersonal and ideational difference. *Language and Education, 25*(1), 1–17.

Fang, Z. (1997). A study of changes and development in children's written discourse potential. *Linguistics and Education, 9*(4), 341–367.

Fang, Z. (1999a). The development of literate potential in literature-based and skills-based classrooms. *Literacy, Teaching and Learning, 4*(1), 1–25.

Fang, Z. (1999b). Expanding the vista of emergent writing research: Implications for early childhood educators. *Early Childhood Education Journal, 26*(3), 179–182.

Fang, Z. (2000a). Developing written discourse knowledge in whole language and code emphasis classrooms. *British Journal of Educational Psychology, 70*(3), 317–335.

Fang, Z. (2000b). The grammatical construction of scientific literacy. *National Reading Conference Yearbook, 49*, 367–382.

Fang, Z. (2001a). The development of schooled narrative competence among second graders. *Reading Psychology, 22*(3), 205–223.

Fang, Z. (2001b). Fifth graders' sense of scientific language. In C. Davidson, V. Crew & J. Huang (Eds.), *Selected Refereed Papers from the International Language in Education 2000 Conference* (pp. 139–153). Hong Kong: University of Hong Kong.

Fang, Z. (2002). The construction of literate understanding in a literature-based classroom. *Journal of Research in Reading, 25*(1), 109–126.

SFL in the Context of Schooling in the United States: A Working Bibliography

Fang, Z. (2003). Pedagogy and the learning of the school-based language. *National Reading Conference Yearbook, 52*, 162–180.

Fang, Z. (2005a). Scientific literacy: A systemic functional linguistics perspective. *Science Education*, 89(2), 335–347.

Fang, Z. (2005b). Thematic analysis as a new tool for genre assessment in early literacy research. *National Reading Conference Yearbook, 54*, 168–181.

Fang, Z. (2006). The language demands of science reading in middle school. *International Journal of Science Education*, 28(5), 491–520.

Fang, Z. (2008a). Going beyond the fab five: Helping students cope with the unique linguistic challenges of expository reading in intermediate grades. *Journal of Adolescent & Adult Literacy*, 51(6), 476–487.

Fang, Z. (2008b). Nouns in school children's science writing: A functional linguistics perspective. In C. Wu, C. M. I. M. Matthiessen & M. Herke (Eds.), *Proceedings of ISFC 35: Voices Around the World* (pp. 25–30). Sydney: 35th ISFC Organizing Committee.

Fang, Z. (2012a). Approaches to developing content area literacies: A synthesis and a critique. *Journal of Adolescent & Adult Literacy*, 56(2), 103–108.

Fang, Z. (2012b). Language correlates of disciplinary literacy. *Topics in Language Disorders*, 32(1), 19–34.

Fang, Z. (2012c). The challenges of reading disciplinary texts. In T. Jetton & C. Shanahan (Eds.), *Adolescent literacy in the academic disciplines: General principles and practical strategies* (pp. 34–68). New York: Guilford Press.

Fang, Z. (2013). Disciplinary literacy in science. *Journal of Adolescent & Adult Literacy*, 57(4), 274–278.

Fang, Z. (2014). Preparing content area teachers for disciplinary literacy Instruction: The role of literacy teacher educators. *Journal of Adolescent & Adult Literacy, 57*(6), 444–448.

Fang, Z. (in press). Writing a report: A study of preadolescents' use of informational language. *Linguistics and the Human Sciences, 10*.

Fang, Z. & Cox, B. E. (1998). Cohesive harmony and textual quality: An empirical investigation. *National Reading Conference Yearbook, 47*, 345–353.

Fang, Z., & Cox, B. E. (1999a). At-risk readers developing expertise in register switching: evidence from cohesion analysis. *Journal of Research in Reading*, 22(2), 143–153.

Fang, Z., & Cox, B. E. (1999b). Emergent metacognition: A study of preschoolers' literate behavior. *Journal of research in childhood education*, 13(2), 175–187.

Fang, Z., Lamme, L. L., & Pringle, R. M. (2010). *Language and literacy in inquiry-based science classrooms, grades 3–8*. Thousand Oaks, CA: Corwin Press.

Fang, Z., Lamme, L., Pringle, R., Patrick, J., Sanders, J., Zmach, C., Charbonnet, S., & Henkel, M. (2008). Integrating reading into middle school science: What we did, found and learned. *International Journal of Science Education*, 30(15), 2067–2089.

SFL in the Context of Schooling in the United States: A Working Bibliography

Fang, Z., & Pace, B. G. (2013). Teaching with challenging texts in the disciplines. *Journal of Adolescent & Adult Literacy*, *57*(2), 104–108.

Fang, Z. & Schleppegrell, M. J. (2008). *Reading in secondary content areas: A language-based pedagogy*. Ann Arbor, MI: University of Michigan Press.

Fang, Z., & Schleppegrell, M. J. (2010). Disciplinary literacies across content areas: Supporting secondary reading through functional language analysis. *Journal of Adolescent and Adult Literacy, 53*(7), 587–597.

Fang, Z., Schleppegrell, M. J., & Cox, B. E. (2006). Understanding the language demands of schooling: Nouns in academic registers. *Journal of Literacy Research*, *38*(3), 247–273.

Fang, Z., Schleppegrell, M. J., & Moore, J. (2013). The linguistic challenges of learning across academic disciplines. In C. A. Stone, E. R. Silliman, B. J. Ehren & G. P. Wallach (Eds.), *Handbook of language and literacy: Development and disorders* (pp. 302–322). New York: Guilford Press.

Fang, Z., Sun, Y., Chiu, C. C., & Trutschel, B. K. (2014). Inservice teachers' perception of a language-based approach to content area reading. *Australian Journal of Language & Literacy*, *37*(1), 55–66.

Fang, Z., & Wang, Z. (2011). Beyond rubrics: Using functional language analysis to evaluate student writing. *Australian Journal of Language and Literacy, 34*(2), 147–165.

Fang, Z., & Wei, Y. (2010). Improving middle school students' science literacy through reading infusion. *The Journal of Educational Research*, *103*(4), 262–273.

Gebhard, M. (2010). Teacher education in times of change: An SFL perspective. *TESOL Quarterly, 44*(4), 797–803.

Gebhard, M. (2012). Systemic functional linguistic approaches to teaching English language learners. In C. Chapelle & L. Ortega (Eds.), *The encyclopedia of applied linguistics* (pp. 5505–5517). Malden, MA: Wiley Blackwell.

Gebhard, M., Chen, I., & Britton, B. (in press). "Miss, nominalization is a nominalization": English language learners' use of SFL metalanguage and their literacy practices. *Linguistics and Education*.

Gebhard, M., Chen, I., Graham, H., & Gunawan, W. (2013). Teaching to mean, writing to mean: SFL, L2 literacy, and teacher education. *Journal of Second Language Writing, 22*(2), 107–124.

Gebhard, M., Demers, J., & Castillo-Rosenthal, Z. (2008). Teachers as critical text analysts: L2 literacies and teachers' work in the context of high-stakes school reform. *Journal of Second Language Writing, 17*(4), 274–291.

Gebhard, M., Habana Hafner, A., & Wright, M. (2004). Teaching English language learners the language game of math. In M. Sadowski (Ed.), *Teaching immigrant and second-language learners* (pp. 33–46). Cambridge, MA: Harvard Educational Publishing Group.

Gebhard, M. & Harman, R. (2011). Reconsidering genre theory in K–12 schools: A response to school reform in the United States. Special Edition of *Journal of Second Language Writing, 20*(1), 45–55.

SFL in the Context of Schooling in the United States: A Working Bibliography

Gebhard, M., Harman, R., & Seger, W. (2007). Reclaiming recess in urban schools: The potential of systemic functional linguistics for ELLs and their teachers. *Language Arts, 84*(5), 419–430.

Gebhard, M., & Martin, J. (2011). Grammar and literacy learning. In D. Fisher & D. Lapp (Eds.), *Handbook of research on teaching the English language arts* (pp. 297- 304). Mahwah, NJ: Erlbaum/Taylor & Francis.

Gebhard, M., Shin, D. S., & Seger, W. (2011). Blogging and emergent L2 literacy in an urban elementary school: A functional perspective. *CALICO Journal, 28*(2), 278–307.

Gebhard, M., & Willett, J. (2008). Supporting teacher learning and the academic literacy development of ELLs in changing times. *The Journal of Staff Development, 29*(1), 41–45.

Gebhard, M., Willett, J., Jimenez, J., Piedra, A. (2010). Systemic functional linguistics, teachers' professional development, and ELLs' academic literacy practices. In T. Lucas (Ed.), *Preparing all teachers to teach English language learners* (pp. 91-110). Mahwah, NJ: Erlbaum/Taylor & Francis.

González, G., & DeJarenette, A. F. (2012). Agency in a geometry review lesson: A linguistic view on teacher and student division of labor. *Linguistics and Education, 23*(2), 182–199.

Harman, R. (2007). Critical teacher education: Discursive dance of an urban middle school teacher. *Language and Education* 21(1), 31–45.

Harman, R. (2008). Systemic functional linguistics and the teaching of literature. Online: M. O'Donnell (Ed.), *International Systemic Functional Linguistics Association*. Retrieved from www.isfla.org/Systemics/Print/index.html

Harman, R. (2013). Intertextuality in genre-register pedagogies: Building the field in L2 fifth grade literary writing. *Journal of Second Language Writing*, 22(2), 125–140.

Harman, R., & McClure, G. (2011). All the school's a stage: Critical performative pedagogy in urban teacher education. Special edition of *Equity & Excellence in Education*. *44*(3), 379–402

Harman, R., & Simmons, A. (in press). Critical systemic functional linguistics and literary narratives in subject English: Promoting language awareness and social action among K–12 students. In L.C. de Oliveira & J. Iddings (Eds). *Genre studies and language in education*. Sheffield, UK: Equinox.

Herbel-Eisenmann, B., & Otten, S. (2011). Mapping mathematics in classroom discourse. *Journal for Research in Mathematics Education, 42*(5), 451–485.

Iddings, J. & de Oliveira, L.C. (2011). Applying the genre analysis of a narrative to the teaching of English language learners. *INTESOL Journal, 8*(1), 25–41.

Kamberelis, G. (1999). Genre development and learning: Children writing stories, science reports and poems. *Research in the Teaching of English, 33*(4), 403–460.

Keys, C. W. (1999). Revitalizing instruction in scientific genres: Connecting knowledge production with writing to learn in science. *Science Education*, *83*(2), 115–130.

SFL in the Context of Schooling in the United States: A Working Bibliography

Kosko, K., & Herbst, P. (2012). A deeper look at how teachers say what they say: A quantitative modality analysis of teacher-to-teacher talk. *Teaching and Teacher Education*, *28*(4), 589–598.

Lan, S-W., & de Oliveira, L. C. (in press). Layers of complexity: Nouns in fourth-grade science textbooks. *Electronic Journal of Literacy Through Science*.

Marshall, S. (2006). Guiding senior secondary students towards writing academically–valued responses to poetry. In R. Whittaker, M. O'Donnell & A. McCabe (Eds.), *Language and literacy: Functional approaches* (pp. 249–263). New York: Continuum.

McDonald, L. (2006). Exploring a novel through engagement with its grammatical form: perspectives for a primary/middle school classroom. In R. Whittaker, M. O'Donnell & A. McCabe (Eds.), *Language and literacy: Functional approaches* (pp. 231–248). New York: Continuum.

Moore, J., & Schleppegrell, M. J. (forthcoming). Using a functional linguistics metalanguage to support academic language development in the English Language Arts. *Linguistics and Education*.

Nagle, J. & MacDonald, R. (2011). Using functional language analysis to develop scientific thinking. *AccELLErate*, *3*(4), 4–6.

O'Dowd, E. (2012). The development of linguistic complexity: A functional continuum. *Language Teaching, 45*(3), *329–346*.

O'Neill, D. K. (2001). Knowing when you've brought them in: Scientific genre knowledge and communities of practice. *The Journal of the Learning Sciences*, *10*(3), 223–264.

Palincsar, A. & Schleppegrell, M. J. (in press). Focusing on language and meaning while learning with text. *TESOL Quarterly*.

Patel Stevens, L., Jefferies, J., Brisk, M. E., & Kaczmarek, S. (2008). Linguistics and science learning for diverse populations. In K. Richardson Bruna & K. Gomez (Eds.), *The work of language in multicultural classrooms: Talking science, writing science* (pp. 291–315). London: Routledge.

Pavlak, C. (2013). "It is hard fun": Scaffolded biography writing with English learners. *The Reading Teacher, 66*(5), 405–414.

Pinnow, R. J. (2011). "I've got an idea": A social semiotic perspective on agency in the second language classroom. *Linguistics and Education*, *22*(4), 383–392.

Schleppegrell, M. J. (1998). Grammar as a resource: Writing a description. *Research in the Teaching of English*, *32*(2), 182–211.

Schleppegrell, M. J. (2012a). Linguistic tools for exploring issues of equity. In B. Herbel-Eisenmann, J. Choppin, D. Wagner & D. Pimm (Eds.), *Equity in discourse for mathematics education: Theories, practices, and policies* (pp. 109–124). New York: Springer.

Schleppegrell, M. J. (2012b). Systemic functional linguistics: Exploring meaning in language. In J. P. Gee & M. Handford (Eds.), *The Routledge handbook of discourse analysis* (pp. 21–34). New York: Routledge.

SFL in the Context of Schooling in the United States: A Working Bibliography

Schleppegrell, M. J. (2013a). Exploring language and meaning in complex texts. *Perspectives on Language and Literacy* (The International Dyslexia Association), 37–40.

Schleppegrell, M. J. (2013b). The role of metalanguage in supporting academic language development. *Language Learning, 63*(S1), 153–170.

Schleppegrell, M. J., & Achugar, M. (2003). Learning language and learning history: A functional linguistics approach. *TESOL Journal, 12*(2), 21–27.

Schleppegrell, M. J., Achugar, M., & Oteíza, T. (2004). The grammar of history: Enhancing content–based instruction through a functional focus on language. *TESOL Quarterly, 38*(1), 67–93.

Schleppegrell, M. J., & de Oliveira, L. (2006). An integrated language and content approach for history teachers. *Journal of English for Academic Purposes, 5*(4), 254–268.

Schleppegrell, M. J., Greer, S., & Taylor, S. (2008). Language in history: Language and meaning. *Australian Journal of Language and Literacy, 31*(2), 174–187.

Schleppegrell, M. J., Moore, J., Al-Adeimi, S., O'Halloran, C., Palincsar, A., Symons, C. (in press). Tackling a genre: situating SFL genre pedagogy in a new context. In L. de Oliveira and J. Iddings (Eds.), *Genre pedagogy across the curriculum: Theory and application in US classrooms and contexts*. Sheffield, UK: Equinox.

Shaw, J. M., Bunch, G. C., & Geaney, E. R. (2010). Analyzing language demands facing English learners on science performance assessments: The SALD framework. *Journal of Research in Science Teaching, 47*(8), 909–928.

Shin, D. S. (2014). Web 2.0 tools and academic literacy development in a US urban school: A case study of a second-grade English language learner. *Language and Education, 28*(1), 68–85.

Turkan, S., de Oliveira, L. C., Lee, O., & Phelps, G. (in press). Proposing a knowledge base for teaching academic content to English Language Learners: Disciplinary linguistic knowledge. *Teachers College Record*.

Wollman-Bonilla, J. E. (2000). Teaching science writing to first graders: Genre learning and recontextualization. *Research in the teaching of English, 35*(1), 35–65.

Young, R. F., & Nguyen, H. T. (2002). Modes of meaning in high school science. *Applied Linguistics, 23*(3), 348–372.

Zhang, Y., & de Oliveira, L. C. (2010). Helping English language learners learn history: A functional grammatical perspective. *INTESOL Journal, 7*(1), 59–68.

Zolkower, B., & de Freitas, E. (2012). Mathematical meaning-making in whole-class conversation: Functional-grammatical analysis of a paradigmatic text. *Language and Dialogue, 2*(1), 60–79.