Graduate Student North American
Systemic Functional Linguistics Association

2022
GRADNASFLA
SYMPOSIUM:
RENEWING & REIMAGINING
SFL PRACTICES

SEP 30-OCT 2, 2022
HYBRID @UMASS AMHERST

In-Person meetings at **Furcolo Hall**,
UMass College of Education;
https://goo.gl/maps/nR4JyEyg9mApoYkE7)

2022 GRADNASFLA SYMPOSIUM:
Renewing & Reimagining SFL Practices

PROGRAM OVERVIEW

FRIDAY, SEPTEMBER 30 2022

18:00 **Social Welcoming Event**

SATURDAY, OCTOBER 1 2022

09:00 **Opening**

09:10 **Welcome Speech by Dr. Meg Gebhard** *(University of Massachusetts Amherst)*

09:20
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10:00
KEYNOTE SPEAKER #1: Dr. Holly Graham *(Mount Holyoke College)*
Freedom is TWISTY: A 7th/8th Grade Language Based Curricular Unit on the TWISTY Life of Catherine Linda

10:10
|
10:40
Paper Presentations #1
1. **Cora Cen** *(University of Nottingham Ningbo China)* Interpreting as Multimodal Recontextualization: A Systemic Functional Analysis on China-U.S. Bilateral Interpreting
2. **Megan Whitfield** *(University of Massachusetts Amherst)* "This Here Ain't No Protest Song": A Systemic Functional Linguistic Analysis of Protest Songs Re-Imagined as Picturebooks
3. **Ahmad Sugianto** *(Universitas Pendidikan Indonesia)* Re-contextualizing the Use of a Teacher's Gestures in a Science Classroom: A Case of an Indonesian EFL Primary School
4. **Xitong Wang** *(Jinan University)* Analyzing Narrative Discourse by COVID-19 Patients: A Systemic Functional Linguistic Approach

10:50
|
12:20
Roundtable Presentations #1
1. **Barry Chen** *(Jiangxi University of Engineering)* Teaching Grammatical Metaphors in College English Course to NESB Students
2. **Jorge David Rossell** *(The University of Buenos Aires)* Divergent Representations of Language in a ESP Course at University: Addressing the Conceptual Mismatch
3. **Rini Singh** *(The English and Foreign Languages University)* The Challenges of Using SFL-Informed Genre-Based Pedagogy to Teach Writing Skills to Grade 8 Learners in a Government School in Delhi
4. **Lakmini Ranpati Devayalage** *(University of Cincinnati)* Use of SFL in Deconstructing Research Papers and Teaching Academic Genres

13:00
|
15:30
Lesson Planning Workshop: Designing SFL Lessons using Authentic Grade Level Texts
For this year's symposium, we are introducing this NEW SESSION to provide interactive workshops for newcomers to SFL with hands-on practical steps for designing Language Arts and Science lessons based on SFL theories for multilingual youth.

This session will be led by:
Dr. Holly Graham *(Mount Holyoke College)*
Dr. Kathryn Accurso *(The University of British Columbia)*
Ivory Moulton *(Middle School English Teacher)*
John Levasseur *(University of Massachusetts Amherst)*

15:40
|
17:00
SFL and the ACCELA Alliance: A Twenty-Year Retrospective

17:10
|
17:50
KEYNOTE SPEAKER #2: Dr. Len Unsworth *(Australian Catholic University)*
Mass and Presence as a Framework for Analysing Multimodal Meaning-Making in School Science Infographics

11:00   **Opening of Day 2**

11:10
|
11:50   **KEYNOTE SPEAKER #3: Dr. Ruth Harman** *(University of Georgia)*
A Multimodal Program to Enhance Bilingual Learning and Teaching: Our Culturally Sustaining Systemic Functional Linguistic Praxis

12:00
| **Paper Presentations #2**
12:30   1. **Amanda Holbrook** *(Kutztown University & Parkland School District)* Constructing Cultura: A Critical Analysis of Spanish World Language Textbooks
2. **Hsiang-Liang (Charlize) Wang** *(The Ohio State University)* Critical SFL Praxis: Unpacking Texts and Context of the Integrated Chinese Textbook
3. **Tazanfal Tehseem** *(University of Sargodha)* Construal of Political Identity in News Headlines: An Inquiry into Memogate Scandal
4. **Carmen Ortega Robles** *(Universidad de Granada)* 'I Wasn't and I'm Still Not Free': A Critical Appraisal Analysis of Wrongful Convictions

13:30
| **KEYNOTE SPEAKER #4: Dr. Zhihui Fang** *(University of Florida)*
14:10   Reimagining the Role of Grammar in Disciplinary Literacy Instruction

14:20
| **Paper Presentations #3**
14:50   1. **Marwa Kamal** *(Alexandria University)* Halliday's Ideational Grammatical Metaphor Analysis in Theresa May's Speeches
2. **Ekaterina Soloveva** *(Georgetown University)* Using Appraisal to Investigate Stancetaking in German Post-Soviet Migrant Social Media Discourse
3. **Sheila Ameri & Anna Zaitseva** *(The Ohio State University)* Uncle Sam Wants You: An Appraisal Analysis of World Language Recruitment Materials
4. **Michael Kadzi** *(University of Cape Coast)* Language, Agency and Commitment of Ghanaian Presidents: A Systemic Functional Linguistics Perspective

15:00
| **Roundtable Presentations #2**
16:30   1. **Hannah Deloris De-Heer** *(University of Cape Coast)* Discursive Practices in the Language of Protest
2. **Xiaoyun Song** *(University of Massachusetts Amherst)* Negotiating Ideological Tensions: A Critical SF-MDA Approach to an Adult ESL Textbook Analysis
3. **Lissette Ramos-Marin** *(Pontificia Universidad Católica de Chile)* English Teachers' Perceptions on their Knowledge and Practice: A Discursive Analysis
4. **Yuanhuan He** *(University of Michigan)* An SFL Analysis on Scaffolding Techniques of the 8th Graders Science Class in Netherlands

16:30   **Closing & Acknowledgements**

- All times are listed in Eastern Standard Time (EST).
- Refreshments will be provided on-site.
- If you have any questions, please contact Qihan Chen at **chenaeo@bc.edu**.

Please check out our Facebook page, where we regularly post updates about the symposium: **https://www.facebook.com/GRADNASFLA.**

DETAILED PROGRAM

LOCATIONS
In-Person: *Auditorium/Room 125,* <u>Furcolo Hall</u>
ZOOM: **https://umass-amherst.zoom.us/j/98401931400**

09:00	**Opening**
09:10	**Welcome Speech by Dr. Meg Gebhard** *(University of Massachusetts Amherst)*

09:20 - 10:00

KEYNOTE SPEAKER #1: Dr. Holly Graham *(Mount Holyoke College)*
Freedom is TWISTY: A 7th/8th Grade Language Based Curricular Unit on the TWISTY Life of Catherine Linda

In this session, an educator will review a language-based curricular unit to examine the teaching and learning cycle. The keynote will provide an overview of the initiative's grounding theory and then will share the process of developing a unit with functional language and genre-informed design.

10:00-10:10
BREAK

10:10 - 10:40

Paper Presentations #1

Please note that each paper presentation will be happening simultaneously in different physical/virtual rooms.

LOCATIONS
In-Person: *Room 101,* <u>Furcolo Hall</u>
ZOOM: **https://umass-amherst.zoom.us/j/96135217402**

Cora Cen *(University of Nottingham Ningbo China)*
Interpreting as Multimodal Recontextualization: A Systemic Functional Analysis on China-U.S. Bilateral Interpreting

While the global political landscape witnesses ever-intertwined international relations, dialogue interpreting is frequently employed in inter-lingual communication. Interpreting is multimodal in nature as its meaning potential can be realized by various semiotic resources: linguistic mode, audial information, gestural expressions, spatial arrangement, and visual images (Pérez-González, 2014). These meanings are construed in the dynamic multimodal semiotic interaction between text and context. In this paper, I first explicate the multimodal nature of interpreting dialogue. Second, I review the process of multimodal meaning-making and meaning transfer from one context to another. Drawing on the systemic functional approach to context (Halliday, 1989) and Multimodal Critical Discourse Analysis (Ledin and Machin, 2019), I also conducted a qualitative analysis based on the observation of China-U.S. bilateral meeting video recordings to illustrate the process of meaning recontextualization through multimodal synergies. After identifying strategies of recontextualization, I conclude my findings on interpreting as recontextualization by showing that interpreters shift the meaning of the source text to accommodate the context of the target language and achieve certain communicative goals.

Megan Whitfield *(University of Massachusetts Amherst)* "This Here Ain't No Protest Song": A Systemic Functional Linguistic Analysis of Protest Songs Re-Imagined as Picturebooks

Despite operating in different modes across time and space, protest songs and picturebooks draw upon the same rhetorical strategies to persuade. In this paper, I explore the ways in which illustrated picturebook versions of protest songs continue to promulgate activist ideologies. My comparative critical content analysis is informed by critical multicultural analysis (CMA) (Botelho & Rudman, 2009), systemic functional linguistics (SFL) (e.g., Painter, Martin & Unsworth, 2014), and the codal system of music (Manchin, 2010). The text collection includes picture books intended for children ages 4 to 8 years old that represent illustrated protest songs from social movements in the U.S. during the 1960s and 1970s. Existing research in children's literature emphasizes the multimodality of picturebooks (e.g., Sipe, 1998), specifically the ways in which words and images combine to create meaning. This study addresses the relationship between semiotics of sound in relation to picturebook illustration in order to understand the rhetorical work of protest songs across time, space, genre, and mode.

Ahmad Sugianto *(Universitas Pendidikan Indonesia)* Re-contextualizing the Use of a Teacher's Gestures in a Science Classroom: A Case of an Indonesian EFL Primary School

Gestures that work alongside language are considered one of the prominent semiotic resources in an instructional process. Studies concerning the way a teacher employs gestures have been a burgeoning phenomenon in various school subjects. However, there are scant inspections associated with the use of gestures to deliver science concepts mediated in English, particularly in an Indonesian primary school context. Thus, the present study aims to scrutinise the use of a teacher's gestures in a science classroom, particularly at an Indonesian primary school. A multimodal analysis deriving mainly from the systemic functional theory will be used to analyse an artefact in the form of an instructional video recording (with its interaction transcript) in which a science concept is delivered by a female Indonesian primary school teacher having a three-year teaching experience. The outcomes of the present study are expected to provide insights into how gestures are used by a teacher in a science classroom in which English becomes the medium of instruction at a primary school level. In turn, it is expected to broaden the horizons of delivering effective instruction in an Indonesian primary school context, particularly in terms of the science subject matter in question.

Xitong Wang *(Jinan University)*
Analyzing Narrative Discourse by COVID-19 Patients: A Systemic Functional Linguistic Approach

Since the outbreak of COVID-19, the psychological distress among patients with COVID-19 was found to be widespread. According to Zhang et al. (2022), the basic reason contributing to this phenomenon is people's incomprehension of COVID-19. Therefore, recounting COVID-19 patients' experiences serves as a good way to deal with distress. The present research is expected to select some stories from the official websites of Johns Hopkins Hospital and NHS Salford Clinical Commissioning Group as the data for analyzing narrative discourse. This study not only adopts quantitative methodology with the corpus-based analysis tool, UAM corpus tool, but also integrates manual analysis with automatic annotation by taking lexicogrammatical and contextual analysis informed by Systemic Functional Linguistics(SFL) into consideration. The lexicogrammatical systems involved in the analysis include theme, transitivity, and modality, hence covering the three metafunctions of the spectrum (i.e., textual, ideational, and interpersonal). The registerial/contextual analysis is conducted from perspectives of field, tenor, and mode (e.g., Matthiessen 2015). The lexicogrammatical and contextual analyses are based on existing descriptions of English in SFL (e.g., Halliday & Matthiessen 2014; Matthiessen 1995). Firstly, the textual analysis will help us to gain some insights into textual development and the speaker/writer's preference for textual and topical themes. Secondly, the ideational analysis is expected to reveal the grammatical structure that represents the experiential function of the texts. Thirdly, the interpersonal analysis will play a crucial role in investigating readers' sentimental responses and ethnic judgment of the COVID-19 pandemic. Finally, two groups of texts belonging to two hospitals will be compared according to the above aspects. This research will help to find out a better way (i) to recount patients' experiences that may help the public avoid the ambiguity or stereotype of the virus, (ii) to relieve the distress, and (iii) to build confidence to encounter the virus.

Roundtable Presentations #1

LOCATIONS
In-Person: *Room 101*, **Furcolo Hall**
ZOOM: **https://umass-amherst.zoom.us/j/96906644806**

Barry Chen *(Jiangxi University of Engineering)*
Teaching Grammatical Metaphors in College English Course to NESB Students

The proposed research aims to facilitate NESB (non-English-Speaking Background) students (most of them are Mandarin speakers) who have difficulty in learning nominalized concepts in college English textbooks through pedagogical activities. The study draws on recent descriptions of the 'instantial' grammatical metaphor and the 'systemic' metaphor (Halliday, 1998) from Systemic Functional Linguistics and the dimension of Semantics from Legitimation Code Theory (Maton, 2019). It first presents the challenges faced by a group of college students in a particular context. Then, the challenges are to be interpreted from the 'remapping' process between discourse semantics and lexicogrammar to locate the weaknesses of the students. Next, the author sets to design a recontextualized pedagogy based on Reading to Learn pedagogy (R2L) to help students read textbooks based on their English and Mandarin abilities. The research also aims to contribute to the practical application of SFL-informed pedagogy and LCT to some extent.

Jorge David Rossell *(The University of Buenos Aires)*
Divergent Representations of Language in an ESP Course at University: Addressing the Conceptual Mismatch

This presentation shares the reflections hitherto obtained from a teacher research being conducted within the ESP course offered to students from the Faculty of Psychology at the University of Buenos Aires. The objective of the research is twofold: first, it seeks to describe the relationship between students′ representations of language, their representations of English language learning at university, and students′ performance in a course whose theoretical framework is strongly premised on SFL. Secondly, our work seeks to devise strategies to anticipate and deal with students′ linguistic difficulties more accurately. The data collected from students by means of surveys and classroom interaction points out that there exists a marked contrast between students′ aforementioned representations and the ones the course is based upon. We are trying to determine the extent to which this affects students' reported perception of some activities as convoluted and/or meaningless. With this aim in mind, we are currently testing the impact of a higher explicitness of the theoretical framework underpinning the course on the work done by students. Simultaneously, we are trying to identify the major topical areas where a higher degree of theoretical delicacy is needed for students to bridge the conceptual gap. Preliminary results suggest students′ mental representations tend to systematically neglect the interpersonal dimension of language and, consequently, activities where this type of meaning is analyzed become common pitfalls. Early conclusions find the explicitation of the theoretical framework an essential tool for students to endow activities with a greater sense of purpose and coherence, though there remains a challenge for teachers to make theory accessible and faithful enough to an audience that is not well-versed in Linguistics.

Rini Singh *(The English and Foreign Languages University)* The Challenges of Using SFL-Informed Genre-Based Pedagogy to Teach Writing Skills to Grade 8 Learners in a Government School in Delhi

This paper will report how the researcher used an SFL-informed genre-based pedagogy to enhance the English language writing skills of 40 learners in grade eight at a government school in Delhi, India. The study followed a pre-experimental design with a pre-test, an intervention, and a post-test. The researcher used the Teaching-Learning Cycle (TLC) to teach two genres – story writing and personal response – at a government school meant for "gifted children". An SFL-based rubric was used to analyse improvement in students' writing pre-and post-intervention. The intervention lasted for two months, with one month dedicated to each genre. This paper discusses how the researcher went about using a genre-based approach in a multilingual context with low levels of literacy and with students from lower socio-economic backgrounds. The emphasis will be on how the lesson plans were developed and implemented in the classroom, the challenges encountered by the researcher, and finally, some questions when applying SFL-informed writing pedagogy in such challenging contexts will be raised.

Lakmini Ranpati Devayalage *(University of Cincinnati)* Use of SFL in Deconstructing Research Papers and Teaching Academic Genres

As Systematic Functional Linguistics (SFL) helps students look at grammar as a meaning-making process, it could be used to teach students academic genres, so that students will be able to use appropriate linguistic resources to make ideational, interpersonal, and textual meanings, in their discipline-specific texts. In my pilot study of 6 weeks in a writing class of an Intensive English Program (IEP) in a mid-western university, I used SFL approach to help students understand research papers in their discipline and write a research article summary, an annotated bibliography, and a research introduction. I then used my weekly field notes, students' discussions, and students' writing to understand the SFL affordances on students' writing development. During week 1 , I showed students how authors choose specific lexico-grammatical resources to accomplish certain purposes and meanings in their writing, especially in a research paper. In the latter weeks, I scaffolded them to use linguistic resources to express ideational, interpersonal, and textual meanings in their three writing projects. Two of the prominent affordances of SFL were the students' explicit understanding of a research paper in their field, through a deep analysis of linguistic features pertinent to the three meanings and their explicit understanding between academic language and informal language. Nevertheless, one common struggle the students had was establishing the relationship between the writer (students) and the audience (interpersonal meaning) when composing different genres. It was challenging for them to choose between appropriate linguistic resources that convey personal and impersonal meanings. Although a great deal of scaffolding improved their understanding of linguistic resources to convey appropriate interpersonal meanings in writing, long-term instruction and consistent feedback are needed to help them independently choose appropriate linguistic resources in their future writing.

12:20-1:00
NOON BREAK

13:00-15:30   Lesson Planning Workshops

LOCATIONS
In-Person: *Room 102*, **Furcolo Hall**
ZOOM: **https://umass-amherst.zoom.us/j/93972192510**

Dr. Holly Graham *(Mount Holyoke College); Ivory Moulton (Middle School English Teacher)* Designing SFL Lessons using Authentic Grade Level Texts

The presenters, two practicing secondary teachers, will provide an interactive workshop to provide newcomers to SFL with hands-on practical steps for designing standards based SFL lessons for multilingual youth at the secondary level. Drawing on scholarship the first author has published and the teaching and learning cycle (Graham, in press; Gebhard & Graham, 2018), the presenters will demonstrate how they select authentic grade level texts and analyze them in regard to genre and registers to plan linguistically and culturally responsive pedagogy.

John Levasseur *(University of Massachusetts Amherst)*; **Dr. Kathryn Accurso** *(The University of British Columbia)* Reimagining SFL for Post-COVID Classrooms with a Focus on Science

Academic English language proficiency is a key barrier to improved content classroom instruction particularly in science education. This barrier impedes progress for all students in the post-covid classroom but particularly for English language learners. Presenters in this interactive lesson swap workshop will provide model lessons and lesson templates that highlight classroom approaches to improving students' understanding of the linguistic demands of nonfiction such as those found in science. The approach is informed by systemic functional linguistics (SFL) scholars such as Brisk (2014), Fang & Schleppegrell (2008), Gebhard (2019), and Unsworth (2022). Participants will create lessons that include aspects of SFL such as: 1) explicitly teaching the specific linguistic features of nonfiction texts, 2) reading, writing, speaking, listening and *analyzing* nonfiction classroom texts for the academic register, 3) interpreting, producing and analyzing multimodal means of communicating nonfiction, scientific and mathematical information. These lessons are designed to address the SFL inspired guidance outlined by WIDA (2020) and Massachusetts DESE (2016, 2018).

15:40-17:00   SFL and the ACCELA Alliance: A Twenty-Year Retrospective

LOCATIONS
In-Person: ***Room 101***, **Furcolo Hall**
ZOOM: **https://umass-amherst.zoom.us/j/92027123803**

PRESENTERS
Dr. Theresa Austin *(University of Massachusetts Amherst)*
Dr. Dong Shin Shin *(University of Cincinnati)*
Dr. Meg Gebhard *(University of Massachusetts Amherst)*
Dr. Ruth Harman *(The University of Georgia)*
John Levasseur *(University of Massachusetts Amherst)*
Dr. Pat Paugh *(University of Massachusetts Boston)*
Dr. Jerri Willett *(University of Massachusetts Amherst)*
Dr. Kathryn Accurso *(The University of British Columbia)*

The ACCELA Alliance (Critical Content and English Language Acquisition Alliance) was established in 2002 with state and federal funding to support K-12 classroom teachers, doctoral students, teacher educators, and literacy researchers in responding to policy shifts and ideologies shaping public education in the United States. These institutional forces include English monolingualism, white supremacy, standardization, accountability systems, and neoliberalism. The presenters will briefly describe their roles in the development of this school-university partnership and how their participation has shaped their work over the ensuing twenty years. Each presenter will have five minutes to present followed by a discussion with attendees regarding SFL-informed approaches to conducting classroom research, providing professional development, engaging with communities, and negotiating with local and national policies as part of attempting to support an equity agenda in public education.

LOCATIONS
In-Person: ***Auditorium/Room 125,*** **Furcolo Hall**
ZOOM: **https://umass-amherst.zoom.us/j/98081362659**

17:10-17:50

KEYNOTE SPEAKER #2: Dr. Len Unsworth *(Australian Catholic University)*
Mass and Presence as a Framework for Analysing Multimodal Meaning-Making in School Science Infographics

Infographics are image-language ensembles occupying up to one page or screen that include at least one of various kinds of images (e.g., photographs, diagrams, graphs, etc.) along with captions, 'call-outs', annotations, and interpolated text blocks. They are increasingly important in public education such as the COVID campaigns. In science education infographics are frequently the rhetorical locus in textbooks and of learning and assessment tasks. This presentation introduces a framework for explicating the meaning-making resources of infographics derived from systemic functional linguistic concepts of mass (Martin, 2020) and presence (Martin and Matruglio, 2020) focussing on the disciplinary complexity and recognizability of science images as well as language. Analyses of infographics representing the Earth's greenhouse effect are outlined to show differences in the interplay of complexity and recognizability in infographics for different grade levels and how these differences can inform scaffolding students' negotiation of this interplay in interpreting and creating infographics.

LOCATIONS
In-Person: *Auditorium/Room 125*, Furcolo Hall
ZOOM: **https://umass-amherst.zoom.us/j/91337210076**

11:00   **Opening of Day 2**

11:10 - 11:50

KEYNOTE SPEAKER #3: Dr. Ruth Harman *(University of Georgia)*
A Multimodal Program to Enhance Bilingual Learning and Teaching: Our Culturally Sustaining Systemic Functional Linguistic Praxis

Based on a youth civic engagement perspective (Harman & Burke, 2020; Paris & Alim 2017), this presentation explores our civic and artistic participatory program in the southeast of the United States. In explaining the theoretical parameters of our work, I discuss how we draw from Halliday's (1978) Systemic Functional Linguistics (SFL) and Paris and Alim's (2017) approach to Culturally Sustaining Pedagogy (CSP). Halliday's model of language celebrates the ecological nature of meaning making that shifts to accommodate variation in social register and cultural context. Aligned with this approach, CSP not only strives to bring in the ideas, desires, and needs of minoritized communities, it demands that they become the center piece in everything that we do. Our CS SFL curriculum design involves inclusion of a wide range of embodied practices and modes that are purposively sequenced on a continuum (Gibbons, 2006; Harman & Burke, 2020). The approach supports our bilingual youth and educators in cumulatively coupling multiple modes (Martin, 2010) such as mapping, drawing, rapping, and verbal argumentation to communicate their visions of a more equitable school and society. Guiding questions that support my inquiry in this paper are the following: What tenets of SFL support our curriculum design and how do participants in our program respond to the design?

11:50-12:00
BREAK

12:00 - 12:30

Paper Presentations #2

Please note that each paper presentation will be happening simultaneously in different physical/virtual rooms.

LOCATIONS
In-Person: *Room 101*, Furcolo Hall
ZOOM: **https://umass-amherst.zoom.us/j/99055403145**

Amanda Holbrook *(Kutztown University & Parkland School District)*
Constructing Cultura: A Critical Analysis of Spanish World Language Textbooks

This presentation uses multimodal SFL discourse analysis to explore: (1) how meanings regarding Spanish speakers, cultures, and linguistic/cultural dominance are construed in a mandated high school textbook series; and (2) the ways these textbooks position and engage student readers. Findings from an analysis of 24 purposefully selected cultura pages demonstrate that the textbooks linguistically and visually background Spanish speakers as contributors to culture and construct membership in a nation-state as the most salient aspect of Spanish speakers' cultural identities. Black and Indigenous members of Spanish-speaking communities are particularly backgrounded. Moreover, findings demonstrate that the textbooks position and engage students as elite bilingual tourists and cultural consumers. The presentation discusses how these semiotic choices serve to reproduce deficit raciolinguistic ideologies around Spanish speakers and cultures in the U.S. context, and concludes with implications for world language teachers wishing to challenge these ideologies even as they may be required to teach with textbooks that uphold them.

Hsiang-Liang (Charlize) Wang *(The Ohio State University)* Critical SFL Praxis: Unpacking Texts and Context of the Integrated Chinese Textbook

The development of Mandarin Chinese education has noticeably flourished in recent years (Cruickshank & Tsung, 2011). Existing research recognizes that the contexts of teaching and learning play an important role in shaping learners' language choice and language use. Systemic functional linguistics (SFL) underpins a framework that dissects language as a social semiotic system and how language is constructed in social contexts (Halliday, 1978, 1994; Martin and Rose, 2003; Halliday and Matthiessen, 2004). The purpose of this research is to investigate how spoken language is taught in Chinese as a Foreign Language (CFL) through the analysis of dialogues from the Integrated Chinese (IC) textbook. The data is collected from the dialogues of each lesson across the entire textbook. It is noticeable to acknowledge that IC textbooks have been dominantly used in higher education in North America (Liu, Yao, Bi, Ge, Shi, 2018). However, researchers pose problems with the spoken language of the IC textbook, which hardly functions in real-life situations for multilingual learners (Ning, 2001). To unpack discourse semantics, this study categorizes the linguistic registers—the field aspect of texts through a critical SFL praxis. This study further examines how participants' language use is encoded in circumstances. Data analysis dissects the purpose of topic shifting by deconstructing a text to further look at how language use and choice make meaning (Martin & Rose, 2007). The results reveal critiques of spoken language from dialogues and assess the authenticity of language use with a qualitative method. Implications for pedagogy and language learning are discussed.

Tazanfal Tehseem *(University of Sargodha)* Construal of Political Identity in News Headlines: An Inquiry into Memogate Scandal

This paper explores the linguistic construal of political identity in Memogate Scandal in Pakistan with a focus on its discursive construction in a way that portrays the main stakeholders: Government, Opposition and the former Pakistani Ambassador to the US. The linguistic choices which are significant to key aspects of identity discourses within a coherent framework reflect the underlying ideology of the journalists. Therefore, deconstructing texts to identify agents helps the analysts to uncover implicit interpretations and biases that media discourses exhibit. The paper draws on two analytical frameworks of discourse analysis i.e. transitivity analysis (Halliday and Matthiessen, 2014) and kinds of entities (Martin and Rose, 2003). The reason for working with two frameworks is that the former helps in finding entities deployed in different roles on the cline of dynamism (Hasan, 1985/1989) and the latter is done through participant representation at the level of nominal group, classified in three categories - concrete, abstract and metaphoric. The analysis has shown noticeable linguistic resources which help writers to refer to entities in an ideological way; for example, in the government category, the Pakistan leader has been referred as Zardari - a politician vs. the President and Presidency, and the ambassador has been shown likewise. In contrast, entities from the opposition have been deployed in individual capacities like Nawaz, Imran, etc.

Carmen Ortega Robles *(Universidad de Granada)* 'I Wasn't and I'm Still Not Free': A Critical Appraisal Analysis of Wrongful Convictions

Drawing on Martin and White's (2005) Appraisal Theory and its latter refinements (see Bednarek, 2008; Benítez-Castro and Hidalgo-Tenorio, 2019), the present research explores the language of evaluation used by four wrongfully convicted individuals through automatic (Anthony, 2005; Kilgariff et al., 2014) and manual annotation (O'Donnell, 2018). The corpus, including transcripts from the Wrongful Conviction podcast,1 takes account of the pre- and post-trial experiences of the subjects under analysis, as well as retellings of other incidents. Sadly enough, apart from being unjustly imprisoned, Sabrina Butler, Kristine Bunch, Ru-el Sailor, and Larry DeLisle were subjected to various kinds of police maltreatment. Their criminalisation led to a long-lasting effect on their perception of their outer as well as their inner worlds. Because of their different social profiles, the discursive patterns in their communicative interaction may display a wide range of attitudinal shades of meaning dependent mainly on two socio-demographic variables. Gender (Jespersen, 1922; Tannen, 1990; Cameron, 2005) and ethnicity (Lo, 2020) are claimed to affect the ways in which people construct discourse. In line with this view, both factors seem to characterise how the subjects in this corpus express their emotions and opinions. This is so since they all are silenced and unable to directly address the past traumatic events and name the subjects who caused them. Rates are different in relation to both social variables, which showcases unlike ways of silencing. As far as gender is concerned, it is possible to observe different degrees of explicitness, achievement sub-categories, types of addressed entities as well as judgement and appreciation sub-categories. Whereas modality, valence, different kinds of judgement types and verbal processes are crucial for understanding ethnicity. These findings deviate from previous ones (e.g. Lakoff, 1975; Bucholtz, 2003), since they point towards the idea that there are no such constructs as pre-built gender- or ethnolects; rather, there are just different power-relations and oppressive forces in society that can explain linguistic differences.

12:30-1:30
NOON BREAK

13:30-14:10

KEYNOTE SPEAKER #4: Dr. Zhihui Fang *(University of Florida)*
Reimagining the Role of Grammar in Disciplinary Literacy Instruction

Recent scholarship on disciplinary literacy calls for an emphasis on understanding how knowledge is produced, communicated, and critiqued in academic disciplines. This emphasis requires serious attention to language, and particularly its grammar, as a powerful meaning-making resource. This talk illuminates how language constructs content, ideology, and thinking/reasoning in different ways across different school subjects and describes a pedagogical heuristic for a functional focus on grammar in disciplinary literacy instruction.

Please note that each paper presentation will be happening simultaneously in different physical/virtual rooms.

LOCATIONS
In-Person: *Room 101*, **Furcolo Hall**
ZOOM: **https://umass-amherst.zoom.us/j/99667831650**

Marwa Kamal *(Alexandria University)* Halliday's Ideational Grammatical Metaphor Analysis in Theresa May's Speeches

This study attempts to analyze Ideational Grammatical Metaphor to investigate the function of nominalization as a communicative resource at Theresa May's Three speeches which amount to 9496 words, during Brexit. The ability to depict political speech in a formal and abstract way is one key skill needed for superiority in the political area. Halliday and Matthiessen's model (1985,2004) of ideational grammatical metaphor from the point of frequency and functions of Nominalization is applied as a theoretical framework for a qualitative and quantitative linguistic analysis of this study. The contextual strategy of extracting all the ideational grammatical metaphors in terms of nominalization and process types are extensively utilized. The major objective of this study is to elucidate a pivotal role of nominalization in construing the experience in political speeches through presenting a new dimension of meaning. Results reveal that the ideational grammatical metaphor in this study pervaded to serve the speaker's political agenda. Nominalization is realized in May's speeches through the technique of extracting metaphorical wording, rendering its possible congruent wording, and process types. May used nominalization as a linguistic tool to convey her message of the superiority and unity of the United Kingdom with the dominance of material process as a mark for power. Finally, May utilized IGM mechanism to function as a gateway to abstractness, formality, objectification, conceptualization, and condensation of political text.

LOCATIONS
In-Person: *Room 102*, **Furcolo Hall**
ZOOM: **https://umass-amherst.zoom.us/j/98377596694**

Ekaterina Soloveva *(Georgetown University)* Using Appraisal to Investigate Stancetaking in German Post-Soviet Migrant Social Media Discourse

This paper applies the Appraisal framework (Martin & White, 2005) to investigate stancetaking in German post-Soviet migrant discourse on Instagram. Despite the common assumption that Turkish people are the biggest migrant group in contemporary Germany, it is, in fact, the post-Soviet migrants that make up the largest group in recent migration history in Germany. Out of 22,3 million people with a migration background in Germany, almost 3,5 million people have a post-Soviet background. The younger generation of post-Soviet migrants uses social media to participate, position themselves in public discourse, and build a virtual community. This phenomenon invites stancetaking as a social act that is achieved linguistically and can be analyzed within the social media discourse of the described community. Applying the systems provided by the Appraisal framework allows for a more fine-tuned understanding of the stancetaking approach and a more precise analysis of the social media discourse. In particular, with this framework, the study aims to demonstrate precisely how social media activists engage in alignment, evaluation, and positioning (Davies & Harrè, 1990). To this end, the study identifies and discusses semiotic resources social media activists use to position themselves within the story world and as part of the migrant community, align with their social media potential readers who had to go through similar experiences, and evaluate their personal experiences and issues related to migrant identity. Thus, it throws light on how social media activists construct their social identity and present their narrative as a social act, which is essential for an online activist post that addresses social justice issues.

Sheila Ameri & Anna Zaitseva *(The Ohio State University)* Uncle Sam Wants You: An Appraisal Analysis of World Language Recruitment Materials

Foreign language study in US universities has observed an overall decline in enrollment, leading to a continuous effort to attract more students into various language programs (MLA, 2016). To fill this deficit, recruitment strategies appeal to the commonly made connection between a language and its eponymic modern nation state, often tying the value of language education to matters of national security and neoliberalism (Karmani, 2005; Khan, 2021; Kubota, 2006). Functioning as part of ideological state apparatuses (ISAs) and often working in tandem with repressive state apparatuses (RSAs), these national security paradigms ultimately benefit politically, economically, and racially dominant groups (Althusser, 1971; Kubota, 2006). Operating in national interest, language education paradigms reify ideologies of Empire (Kumaravadivelu, 2006) and a social hierarchy of language (Blommaert, 2009).

This study uses SFL to examine the extent to which a university world language department's recruitment materials embody these neoliberal ideologies about language learning. The focal text is an informational pamphlet in circulation at a large midwestern university. We conducted appraisal analysis (Martin & White, 2005) to address two questions:
1. What language ideologies are found within a recruitment pamphlet for all the languages available at this large US institution?
2. In what ways do these language ideologies perpetuate notions of nationalism, neoliberalism, and Empire?

Preliminary findings indicate positive affect, judgment, and appreciation in the recruitment materials for certain languages because of their value in politics and national security, juxtaposed to languages with relatively recent connections to war or substantial populations of resettled refugees. The initial results also indicate a connection to capitalism, in which the benefits of language acquisition correlate to positive economic mobility.

Michael Kadzi *(University of Cape Coast)* Language, Agency and Commitment of Ghanaian Presidents: A Systemic Functional Linguistics Perspective

It has been established that political leaders can influence the mental models, knowledge, attitudes, and ideologies of people mainly through language. This then necessitates scrutiny of language use in political discourse. State of the Nation Address, a very important and prominent political genre has received little attention from political discourse analysts. Due to this, there is limited knowledge about how language is used in this important political genre. Ultimately, this prevents the people from determining the ideologies, attitudes, and intentions of political leaders that are expressed through linguistic elements. This paper explores the language use of Ghanaian Presidents in State of the Nation Addresses from a systemic functional linguistics perspective. Systemic functional linguistics theories are capable of revealing the ideologies, attitudes, and intentions of political leaders that are expressed through linguistic elements. Employing qualitative content analysis, the paper uses the ergative model of transitivity and modality to determine the levels of agency and commitment of Ghanaian Presidents. John Mahama's 2013 and Nana Akuffo-Addo's 2017 State of the Nation Addresses serve as the data for the study. Through linguistic choices, Ghanaian Presidents ascribe agency to themselves and their government. This gives responsibility to the Presidents and their government. Also, Ghanaian Presidents project a median level of commitment. The study ultimately reveals the language use of Ghanaian Presidents and the attitudes they express through linguistic choices.

14:50-15:00
BREAK

15:00 - 16:30

Roundtable Presentations #2

Hannah Deloris De-Heer *(University of Cape Coast)* Discursive Practices in the Language of Protest

More than ever before, protests have become recurrent forms of democratic expression in democratic states. Protests are triggered by all sorts of events, all of them having enduring social injustice, socioeconomic precariousness, sociopolitical dissatisfaction, oppression, and disillusion as the root cause. Recent studies on the discourse of protest prove that the language used in protest expresses emotions and the attitudes of citizens towards the government's unfulfilled promises and unfavorable ideologies and policies. The choice of language in protest portrays the various means citizens show desperation, dissatisfaction, and disappointment with the government. One of the most recent protests held in Ghana is the "Fix the Country Demonstration" which was massively embarked on in May, 2021. The data for this study will be the placards and banners used during this demonstration. One of the key issues that have been less explored is considering the experiential and interpersonal experiences that are expressed in the language of protest to project discursive practices enacted in language protest. Halliday (1984) points out that whenever we use language to interact, we construct our experiences and we establish relationships. This present study will examine the experiential and interpersonal experiences construed in the "Fix the Country Demonstration" through transitivity analysis and mood system using the interpretive content analysis. The interpretive content analysis describes content and meanings, summarizes large data sets, and makes inferences about intentions, thoughts, and feelings based on speech or other forms of communication. The utilization of this method content will help with the categorization and interpretation of the data for the study. The study aims to explore how the experiences and attitudes enacted by the protesters calibrate discursive constructions of resistance and disillusionment. This study will contribute to scholarship on the discourse of protest with a focus on new ways to analyse the language of protest.

Xiaoyun Song *(University of Massachusetts Amherst)* Negotiating Ideological Tensions: A Critical SF-MDA Approach to an Adult ESL Textbook Analysis

Nelson (2009) described that curricular materials function as a "nexus between the classroom and larger economic, political, and cultural contexts" (p. 78). Specifically, language ideologies in language learning textbooks have been highlighted and well theorized. Nonetheless, research on adult ESL learners' identity positionings concerning the social semiotics of texts are insufficient. This roundtable discussion focuses on a critical discourse analysis of a multimodal text used in an adult-level ESL teaching unit. I will first address the problem statement by depicting the "ideological tensions" in my previous class. Guided by an SF-MDA analysis approach (Kress & van Leeuwen, 2006 [1996]), I will examine how semiotic resources were utilized to position adult ESL learners' identities. I intend to lay out the textual and visual register variables (i.e., field, tenor, and mode choices) and demonstrate how they orchestrated ideational, interpersonal, and textual metafunctions. Finally, I will provide a detailed interpretation of multilayered ideological structures conveyed through text. In closing, I will facilitate the discussion regarding the implications of infrastructural ideological tensions. Some discussion questions that I aim to pose in the roundtable discussion are listed as follows:
- Have you ever experienced or witnessed "ideological tensions" imposed or exacerbated by teaching materials in (adult) ESL education?
- How do you manage to address or alleviate these tensions among adult ESL learners?
- What are the existing challenges in teaching adult immigrant English language learners?

Lissette Ramos-Marin *(Pontificia Universidad Católica de Chile)* Reflecting on the Own Practice: Perceptions of English Teachers in Chile

Teachers of English in Chile have faced many challenges in the past two years. Considering a teacher in Chile has different roles, not only teaching the language, but also social and administrative roles. In the light of systemic functional linguistic theory or SFL from now on (Halliday, 1978) ethnographic data has been collected in order to undergo a discourse analysis of 5 interviews. The interviews have been transcribed and relevant categories are to be analysed. Using the tools available by the SFL theory at the discourse level of language for the ideational and interpersonal metafunctions (Martin, 1992) my study aims to identify the perceptions of teachers regarding their areas of knowledge and their roles in language teaching education. The study corresponds to my PhD dissertation and I expect this is an interesting research area to discuss in a round table. I hope to get advice on the analysis stage and also regarding the relevant categories.

Yuanhuan He *(University of Michigan)* An SFL Analysis on Scaffolding Techniques of the 8th Graders Science Class in Netherlands

Students in Netherlands performed much better than their counterparts in 8th grade science, ranking six among thirty-four countries, according to 1999 TIMSS Project (Trends in International Mathematics and Science Study). How did teachers in Netherland instruct science lessons differently? In what ways did teachers in Netherlands scaffold scientific knowledge to learners in 8th graders science lesson? Drawing upon Systematic Functional Linguistics, this study explores the scaffolding techniques in one Dutch science lesson, Suspension and Emulsion; the science teacher and students' classroom discourse are vividly examined by conducting the interpersonal analysis and experiential analysis. The analysis reveals that the Dutch science teacher (1) emphasizes on connecting new knowledge with the existing knowledge by examining how closely judgment and appreciation are connected in presenting new knowledge; (2) underlies the significance of connecting new knowledge to learners' real actions through expanding and contracting the dialogue space; (3) stresses the necessity of constructing "participant" change in different processes in presenting scientific knowledge. It further explains how the teacher should use scaffolding techniques in the context of science classroom discourse. The findings may shed light on the reconstruction of the science discourse in classroom settings through appropriate scaffolding techniques in other countries, such as China.

LOCATIONS
In-Person: *Auditorium/Room 125,* <u>Furcolo Hall</u>
ZOOM: **https://umass-amherst.zoom.us/j/91337210076**

16:30   **Closing & Acknowledgements**