

Meaning Potential

A publication of the North American Systemic Functional Linguistics Association



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Welcome!

Dear NASFLA members,

The last two years have been difficult for many of our members. In 2022, many of us are weary, wary, and missing loved ones lost during the pandemic and other global crises. Yet there is also exciting work underway and we are grateful for this community of SFL scholars, within which folks continue to offer one another support and collaboration. In that spirit, one of our main goals for the organization right now is to foster and sustain this sense of community and support further dialogue and collaboration.

Therefore, this issue of *Meaning Potential* lets you know several ways you can engage with the North American SFL community, both in-person and virtually. Thank you all for your continued support of the organization as members, readers, and contributors. We look forward to seeing you one way or another soon!

Sincerely,

Dr. Kathryn Accurso, *Meaning Potential* editor

Do you have a *Meaning Potential* contribution?

Want to be a reviewer?

Email nasflanewsletter@gmail.com



Message from the President

Dr. Andrés Ramirez, *Florida Atlantic University*

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It is with great pleasure that I write to you as we come back to a face-to-face conference after the devastating effects of a global pandemic that has taken, and keeps taking, too many precious lives. Unfortunately, we come together while experiencing yet another global crisis unfold in Ukraine. Everyday there are thousands of new refugees, and heartbreaking reports of civilian casualties.

Despite these trying times, NASFLA continues to grow in its efforts to live up to the expectation of representing a kind of linguistics that matters; an ideologically committed form of social action as Halliday himself defined SFL. A key testimony of this growth and reach is captured in the quality of our current NASFLA leadership (pictured below). I am beyond amazed and proud of having worked with each one of them during this year.

Another important development for our organization is the announcement of the next GRADNASFLA symposium, which will be held at UMass-Amherst in early fall 2022 (for more information and updates, check out <https://www.nasfla.org/gradnasfla.html>).

Last but not least, the dynamic growth of our organization is represented through the wide-ranging research our members have been conducting in recent years. For example, pages 6–10 of this newsletter showcase a large number of high-quality SFL-inspired colloquia, panels, and presentations at this year's AAAL conference.

In the spirit of many of those who have inspired NASFLA's work, we welcome you to AAAL in Pittsburgh (or another NASFLA event soon), and praise our members for all their efforts to advance linguistic, cultural, and social equity in North America and beyond.

2022 NASFLA Officers



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Dr. Jason Mizell
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Dr. Jodie Martin
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Dr. Kathryn Accurso
NEWSLETTER
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Dr. Beth Dillard
WEB MANAGER

NASFLA Open Business Meeting at AAAL

Sunday, March 20 12:35 PM - 1:45 PM
Omni William Penn Hotel
17th Floor - Sky



**Note:* Unfortunately, the conference hotel's Wifi infrastructure cannot support Zoom meetings, therefore this meeting is in-person only. Minutes will be circulated afterward by email.

March 20 Agenda

1. Welcome and land acknowledgement
2. Approval of minutes from previous business meeting
3. New initiatives
 - a. NASFLA Conversations (an SFL webinar series)
 - b. Updated organization website
4. Promising Scholar Award 2022
5. Reports
6. Discussion regarding organization vision, membership, policies, and outreach



New Initiative: NASFLA Conversations

An SFL webinar series

This year, the NASFLA Leadership is launching an online talk series called *NASFLA Conversations*. The first talk is a conversation with Dr. Anne McCabe about her recent book "A Functional Linguistic Perspective on Developing Language" (Routledge, 2021). Check out the short teaser video here, and stay tuned to www.nasfla.org for further date/time details.



2022 Promising Scholar

Dr. Jason D. Mizell, *University of Miami*
jdmizell@miami.edu



Jason D. Mizell is an Assistant Professor in the Department of Teaching and Learning at the University of Miami, where he is also affiliated with the UM Center for Global Black Studies. Dr. Mizell's research, teaching, and service weave together SFL and culturally sustaining pedagogies to apprentice pre- and in-service teachers, minoritized youth, and wider community(ies) to:

1. Value, nurture, and critically examine racialized community languaging and literacies practices;
2. Critically examine and deconstruct dominating languaging and literacies practices;
3. Learn to remix languages and literacies critically in order to meet the needs of

- racialized youth and their accomplices in a multilingual and pluralistic society; and
4. Make content-specific instruction more anti-racist and accessible.

Dr. Mizell completed his PhD at the University of Georgia in 2020 under the direction of Dr. Ruth Harman. His work has been published in *Language and Education*, *TESOL Journal*, *The New Educator*, *Journal of Language and Literacy Education*, and a number of edited volumes.

In recognition of this award, Dr. Mizell will receive \$200 in Routledge books, as well as an opportunity to share his work through the new NASFLA Conversations webinar series and future issues of *Meaning Potential*. Thank you to Routledge for their support of SFL scholarship, and congratulations, Dr. Mizell!

RECENT BOOKS HIGHLIGHT

Based on member recommendations, we are happy to highlight two recent books by Dr. Zhihui Fang.

Fang, Z. (2021a). *Demystifying academic writing: Genres, moves, skills and strategies*. Routledge.
[ISBN: 978-0-367-65354-5]

- This book is designed to enhance the capacity of graduate and undergraduate students, as well as early career scholars, to write for academic purposes.
- Each chapter features writing crafts that are important to successful academic communication, authentic writing examples with insightful analysis, reflective questions, and suggestions for practical applications. Ideal for non-native and native English speakers alike, and suitable for courses in academic writing, composition, and language/literacy education.



Dr. Zhihui Fang, *University of Florida*

Fang, Z. (2021b). *Using functional grammar in English literacy teaching and learning* 《功能语法在英语读写教学中的应用》. Foreign Language Teaching and Research Press (外语教学与研究出版社). [ISBN: 9787521321012]

- Demonstrates the relevance of SFL to English teaching and learning across academic disciplines
- Written in English with a Chinese reading guide
- For English language/literacy teachers & teacher educators in secondary schools and colleges; scholars & grad students in English applied linguistics and literacy education; content area teachers who are seeking ways to infuse meaningful language and literacy work into their daily instruction.





Meet an SFL grad student

Amanda Holbrook, *Kutztown University of Pennsylvania*
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Amanda Holbrook is a high school Spanish teacher and doctoral candidate in the Transformational Teaching and Learning Program at Kutztown University in Pennsylvania. In her dissertation, "A Critical Analysis of *Cultura* in Spanish World Language Textbooks," Amanda uses multimodal SFL discourse analysis to explore how meanings regarding Spanish speakers, cultures, and linguistic/cultural dominance are construed in a mandated textbook series. In addition, she analyzes the ways these textbooks position and engage student readers. Her findings 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, her analysis demonstrates that the

textbooks position and engage students as elite bilingual tourists and cultural consumers. Amanda discusses the ways that these semiotic choices serve to reproduce deficit raciolinguistic ideologies around Spanish speakers and cultures in the U.S. context. Her dissertation 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. She successfully defended her dissertation on March 8, 2022 and will graduate as Dr. Holbrook in May. Look out for her work, and reach out with any questions!



Amanda and her dissertation committee: Dr. Brenda Muzeta (chair, bottom left), Dr. Tricia Walsh Coates (top left), and Dr. Kathryn Accurso (top right)

GRADNASFLA UPDATE

2022 GRADNASFLA Symposium

"Renewing and Reimagining SFL Practice"

In early fall of this year, graduate student leaders within our organization will be hosting the 4th biennial GRADNASFLA Symposium at UMass Amherst in western Massachusetts. Student organizers include Qihan Chen and Drina Kei Yatsu (Boston College), as well as John Levasseur and Ivory Moulton (UMass Amherst). Details will be forthcoming by email and on the [NASFLA website](https://www.nasfla.org/).





Saturday, March 19

- 10:00am–noon • *What's race gotta do with genre pedagogy? K-8 teachers exploring an antiracist framework*; Jason Mizell (University of Miami) & Kathryn Accurso (University of British Columbia) – Paper in the Wilga Rivers colloquium on reckoning and change in language teacher education – 17th floor: Grand Ballroom
- 10:00–10:30am • *How academic journals discursively construct themselves: theoretical insights and pedagogical implications*; An Cheng (Oklahoma State University) – Individual paper – 1st floor: Oakmont
- 11:10–11:40am • *Translanguaging during social studies inquiry: Students' agency in content learning*; Mary Schleppegrell (University of Michigan) – Individual paper – 17th floor: Monongahela
- *Translanguaging their sense of selves: The narratives of five multilingual elementary students*; Nicole King (University of Missouri, St. Louis) – Individual paper – 1st floor: Shadyside
- 1:50–2:20pm • *Discursive construction of disciplinary identity in evaluative journal articles*; Nergis Danis (Iowa State University) – Individual paper – 1st Floor: Mount Lebanon
- 1:50–3:50pm • *Teacher talk about parents and multilingualism: Attitudes and beliefs across countries* – 2-hour colloquium – William Penn: Anchor
- **Presentations:**
 - *Teacher talk about parents and multilingualism: Attitudes and beliefs across countries*; Päivi Juvonen (Linnaeus University)
 - *Teacher talk about parents and multilingualism in France*; Latisha Mary & Andrea Young (University of Strasbourg)
 - *Teacher talk about parents and multilingualism in Ireland*; Sultan Turkan (Queen's University, Belfast)
 - *Teacher talk about parents and multilingualism in Norway*; Päivi Juvonen (Linnaeus University) & Niloufar Jalali-Moghadam
 - *Teacher talk about parents and multilingualism in Sweden*; BethAnne Paulsrud (Dalarna University), Päivi Juvonen (Linnaeus University), Andrea C. Schalley (Karlstad University), & Ingmarie Mellenius (Umeå University)
 - *Teacher talk about parents and multilingualism in England*; Clare Cunningham (York St. John University)



Saturday, March 19 (cont'd)

- 2:25–2:55pm • *Recommendations in case analysis writing: Taking a position among alternatives*; Maria Pia Gomez Laich, Thomas Mitchell, & Silvia Pessoa (Carnegie Mellon University in Qatar) – Individual paper – Mezzanine: Bob and Dolores Hope
- 3:00–3:30pm • *Preventing damage, restoring choice: Arizona's distinctive path to reversing its restrictive bilingual education policies*; Katie A. Bernstein, Yalda M. Kaveh, Claudia Cervantes-Soon, Sara Rodriguez Martinez, & Saida Mohamed (Arizona State University) – Individual paper – 17th floor: Allegheny
- 4:00–4:30pm • *Move analysis in context: An example of undergraduate biology lab reports*; Zak Lancaster (Wake Forest University) & L.L. Aull (University of Michigan) – Individual paper – Conference: Oliver
- 4:35–5:05pm • *Pre-service teachers and the Teaching-Learning Cycle: An analysis of SFL metalanguage in unit design*; Beth Dillard & Jennifer Green (Western Washington University) – Individual paper – 1st Floor: Churchill
- *An online summer writing program for ELLs based on systemic functional linguistics and genre pedagogy*; Stanton Wortham (Boston College) – Individual paper – Conference D
- Sources of knowledge of Black American women English-medium teachers in the United Arab Emirates; Andwatta Barnes (University of Michigan) – Individual paper – Conference: Heinz

Sunday, March 20

- 8:00–8:30am • *Culturally sustaining SFL framework for science learning: Multilingual equity in community and school contexts*; Ruth Harman (University of Georgia) – Individual paper – Mezzanine: Bob and Dolores Hope
- 8:35–9:05am • *News media representation of the Dakota Access Pipeline protest (a study using systemic functional linguistics)*; Aubrey Crosby (Penn State University) – Individual paper – Mezzanine: Lawrence Welk
- *Linguistic complexity in L2 writing: Insight from studies on planning*; Mark D. Johnson (East Carolina University) & Mahmoud Abdi Tabari (Santa Clara University) – Individual paper – 1st floor: Mount Lebanon



Sunday, March 20 (cont'd)

- 9:10–9:40am • *Sure, still, of course, I admit, (but) I do think: Concession in undergraduate online discussions*; Miriam Moore & Madison Dashner (University of North Georgia) – Individual paper – Conference: Vandergrift
- 9:40–10:10am • *A comparative multimodal genre analysis of ‘About Us’ texts on American and Chinese university websites*; Wei Xu (University of Arizona) – Poster – William Penn: Three Rivers
- 10:10–11:10am • *Engaging audiences in a public language corpus: Towards citizen sociolinguistics in multilingual Hawai’i*; Christina Higgins, Kristen Urada, Micha Mizukami (University of Hawai’i at Mānoa) & Gavin Lamb – 1-hour colloquium – 17th floor: Urban
- 12:30–1:45pm • *NASFLA Open Business Meeting; All are welcome* – 17th floor: Sky
- 2:25–2:55pm • *Race-conscious action: an SFL analysis of two California districts’ education policy documents*; Darrell Allen (University of Michigan) – Individual paper – Conference: Vandergrift
- *Factual writing: An examination of sixth-grade students’ genre and register understanding*; Zhihui Fang (University of Florida) – Individual paper – 1st Floor: Mount Lebanon
- 3:00–3:30pm • *Appraisal analysis of literature review section in published journal articles in applied linguistics*; Jun Zhao (Augusta University) – Individual paper – Conference: Vandergrift
- *The Dirty Dozen: Interpersonal meanings and audience involvement in influential anti-vaccine social media posts*; Mark Winston Visonà (California University of Pennsylvania) – Individual paper – Conference: Phipps
- 4:00–4:30pm • *“Whose voice is missing here?” Cultivating critical readers through text-based discussions during social studies inquiry*; Sida Sun (University of Michigan) – Individual paper – Conference: Phipps
- 4:35–5:05pm • *Scaffolding spoken discourse through Reading to Learn*; Paula Andrea Garcia Montes (Universidad de Córdoba, Colombia), José David Herazo (Universidad de Córdoba, Colombia), Tatiana Becerra (McGill University), & Leonardo José Pacheco Machado (K-12 Educator) – Individual paper – 17th floor: Greene/Franklin

SFL at



Monday, March 21

- 8:35–9:05am • *Exploring social issues in Arabic-speaking countries: Integrating content and Arabic language in a genre-based approach*; Myriam Abdel-Malek (University of Pittsburgh) – Individual paper – Mezzanine: Lawrence Welk
- 10:10–10:40am • *Transforming teachers' praxis during a formative intervention program in Reading to Learn*; José David Herazo (Universidad de Córdoba, Colombia), Paula Andrea Garcia Montes (Universidad de Córdoba, Colombia), & Diana Arroyo Ensuncho (Indiana University) – Individual paper – Conference D
- 1:50–2:20pm • *Making meaning of multimodal infographics during a global pandemic: A multicultural perspective*; Loretta Fernandez (University of Pittsburgh), Myriam Abdel-Malek (University of Pittsburgh), & Ida Chavoshan (New York University) – Individual Paper – Conference D
- 4:35–5:05pm • *Automatic analysis of discourse features in university writing across genres and levels: A Systemic Functional approach to Theme analysis*; Masaki Eguchi (University of Oregon) – Individual Paper – Conference: Phipps

Tuesday, March 22

- 8:00–8:30am • *Developing language teacher understandings of cultural and linguistic identities via SFL*; Francis Troyan (The Ohio State University) – Individual paper – Conference A
- *Embodied systemic functional linguistics and disciplinarity in youth and teacher education*; Kate Batson (University of Georgia), Nicole Siffrinn (University of Southern Maine), Ruth Harman (University of Georgia) – Individual paper – Conference: Oliver

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Tuesday, March 22 (cont'd)

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| 10:10am–
12:10pm | <ul style="list-style-type: none"> • <i>Argumentative writing in a second language: Theory and research-informed pedagogical approaches</i> – 2-hour colloquium – 17th floor: Urban <ul style="list-style-type: none"> ◦ Presentations: <ul style="list-style-type: none"> ▪ <i>Argumentative writing in a second language: Theory and research-informed pedagogical approaches</i>; Diane Belcher (Georgia State University) ▪ <i>Using the 3x3 toolkit to support argumentative writing across disciplines</i>; Thomas Mitchell & Silvia Pessoa (Carnegie Mellon University in Qatar) ▪ <i>The new bricolage: Assembling and remixing images in argumentative text</i>; Joel Bloch (Ohio State University) ▪ <i>Online resources for L2 argumentative writing in secondary schools: A view from the field</i>; Christine Hardigree (Iona College), Amanda Kibler (Oregon State University) & Fares Karam (University of Nevada at Reno) ▪ <i>Source-based argumentative writing assessment</i>; Lia Plakans (University of Iowa) ▪ <i>Argumentative writing at the tertiary level: Students' and teachers' perceptions of a hybrid approach</i>; Lucas Kohnke & Frankie Har (Hong Kong Polytechnic University) |
| 11:55am–
12:25pm | <ul style="list-style-type: none"> • <i>Promoting an antiracist language pedagogy for academic English development through a critical, inclusive, and multifaceted approach</i>; Bahiyyih Hardacre (California State University Los Angeles) & Undarmaa Maamuujav (University of California, Irvine) – Individual paper – 1st floor: Oakmont |
| 1:50–2:50pm | <ul style="list-style-type: none"> • <i>A language-based approach to content instruction (LACI): Culturally sustaining practices in 5th Grade</i>; Luciana de Oliveira (Virginia Commonwealth University) – 1-hour colloquium – William Penn: Sternwheeler |
| 2:25–2:55pm | <ul style="list-style-type: none"> • <i>What's with the attitude? Exploring attitudinal resources in telecollaboration for teacher education</i>; D. Joseph Cunningham & Marianna Ryshina-Pankova (Georgetown University) – Individual paper – 17th floor: Allegheny • <i>A corpus-assisted diachronic analysis of the evolving representations of wilderness in US discourse</i>; Robert Poole (University of Alabama) – Individual paper – 1st floor: Churchill |