



45th International Systemic Functional Congress 2018

[NO ON SITE REGISTRATION. All registration should have been completed online]

Campion 139 (School of Education) Congress Hub - Open Monday-Thursday 8am- 5pm

To Collect Name Tag, banquet tickets, Wednesday dinners Sign up, Information, and book exhibits.

On Sunday July 22 1:00 pm - 4:00 pm you will be able to collect name tags and banquet tickets at

The Welcome Center, Boston College Housing Office: Lobby, Thomas More Apts, 2150 Commonwealth Ave., Brighton, MA

Book exhibits

Location: Campion 139

Tuesday – Thursday 8am - 5pm

MONDAY, JULY 23rd

8:00-9:00	Registration and morning tea Location: Campion 139 School of Education					
9:00-10:30	Location: McGuinn 121 Opening and Halliday in Memoriam Plenary's Host: Maria Estela Brisk, Boston College, 45ISFC 2018 Chair Teresa Oteiza, Pontificia Universidad Católica de Chile, president ISFLA Plenary: <i>Discourse Analysis beyond the Speech Event</i> Stanton Wortham, Dean, Boston College Lynch School of Education					
Location:	Fulton 250	Fulton 130	Fulton 150	Fulton 135	Fulton 145	Fulton 117
10:30-11:00	Colloquium: <i>Imagic ideation: construing knowledge and values in secondary school images and animations</i>	Colloquium: <i>Bilingual learners in the U.S. context: Findings from instructional research on</i>	Colloquium: <i>Conceptualizing, describing, and fostering advanced L2 proficiency</i> Marianna Ryshina-Pankova	<i>The practice of stating the obvious? Legitimation of values and 'value work' in texts from public authorities in Sweden</i> Anders Björkvall	Metaphorical constructions in student writing in academic contexts Lucia Rottava and Sulany dos Santos	Metafunctional and Semantic Profiles of Cognitive Discourse Functions in School History Writing Anne McCabe

Location:	Fulton 250	Fulton 130	Fulton 150	Fulton 135	Fulton 145	Fulton 117
	Len Unsworth (Organizer & Presenter), Jim Martin, Yaegan Doran, Yufei He	<i>language use and development</i> Patrick Proctor (Organizer & Presenter), Mariela Páez, Caitlin Malloy, Deoksoon Kim	(Organizer & Presenter), Ulrika Magnusson, Cassi Liardét, Xuan Winfred, María Cecilia Colombi	and Catharina Nyström Höög		
11:00-11:30				<i>Knowledge Building in Brazilian Applied Linguistics: an LCT/Appraisal-based Study</i> Orlando Vian Junior	<i>Coaching EFL writers in practicing peer feedback: A systemic functional perspective</i> Honghao Xie, Zairan Liu,and Xiaodong Zhang	<i>Linguistic Characteristics of Ritualised Discourse in Chinese Criminal Courtroom Discourse: From a Negotiation Perspective</i> Yu Meixin
11:30- Noon				<i>Learning potentials of term variation in high school Life Sciences textbooks:perspectives from legitimation code theory semantics</i> Richard Kamai	<i>Using Reading to Learn Pedagogy to develop Practical Writing Teaching Materials to enhance Chinese learning of disadvantaged ethnic minority students in Hong Kong</i> Mark Shiu-kee Shum	<i>Discursive Constructions of Tibet in Anglo-American Newspapers: A Diachronic Corpus-Assisted Discourse Study</i> Ming Liu and Zhang Yiheng Liu
Noon – 12:30				<i>Individuation and LCT on Persona: How Community Termer’s Persona Change Shapes the Success of Psycho-correction in China’s Community Correction</i> Jie Zheng and Chuanyou Yuan	<i>A Functional Linguistic Analysis of a Diary Written by a Person with Aphasia</i> Monica Gordon Pershey	<i>Social and Institutional Functions of Lexicogrammar: a Case Study of the Language of the Courtroom.</i> Hyo-Chang Hong and Joe M. Fincham II, Esq.
12:30-2:00	Lunch Location: Fulton Atrium (pick up lunch stay inside or go outside to sitting areas) ISFLA executive committee meeting Location: Campion 224					

2:00-4:00	<p align="center">Poster Sessions Location: Campion 139 School of Education</p> <ol style="list-style-type: none"> <i>The Spanish and English Academic Language Skills of Preadolescent Latino Students in Dual Language Instruction</i> Gladys Aguilar, Emily Phillips Galloway, and Paola Uccelli <i>A functional socio-semiotic reading of the paradox of literary demotion and popular promotion in translated bestsellers: Paulo Coelho's O Alquimista as a case in English, Arabic and Turkish</i> Sawsan A. Aljahdali <i>Teaching Spanish Heritage Language Learners (HLLs) to Write Academic texts</i> Diana Gómez-Pereira <i>Multimodal Literacy and ESP: Using Video Compositions as a Language Learning Tool at a Technical University</i> Anne Jänsch <i>A Review of Applications of SFL-informed Pedagogies in L2 Contexts</i> Patrick Mannion <i>Disregarding Linguistics A critical study of Google Translate</i> Parnian Shafia <i>Metaphorical Strategies of Multimodal Conversations in WeChat</i> Yuqing Sun <i>A typology of negotiated artefacts in interdisciplinary collaboration</i> Penny Wheeler <i>A Bibliometric and Corpus Linguistics Study of the Undergraduate Final Papers Produced by the Students of the Library and Information Science Course at FESPSP (Fundação Escola de Sociologia e Política de São Paulo) Between the Years 2000 and 2015</i> José Mário de Oliveira Mendes <i>La 'pedagogía de los géneros' en la formación del profesorado</i> Isabel Garcia Parejo, Aoife Ahern <i>A Quantitative Approach to Understand Classroom Discourse: Hierarchical Generalized Linear Modeling of Conjunctions in Mathematics Lessons</i> Shuai (Sam) Wang 					
Location:	Fulton 250	Fulton 130	Fulton 150	Fulton 135	Fulton 145	Fulton 117
2:00-2:30	<i>Colloquium Understanding 'applicability' of Systemic Functional Linguistics in language teaching</i> Jing Hao (organizer), Giacomo Figueredo, James R. Martin, Harni Kartika	<i>Colloquium Children's development of knowledge about language</i> Ruth French (organizer & presenter), Ruth Harman, Meg Gebhard, Holly Graham, Mary Schleppegrell	<i>Ethical consent as critical praxis: Orienting young learners to their positionality as research participants</i> Diane Potts	<i>Exploring How U.S.-Born High School Students Position Newcomer Peers in a Small U.S. Refugee Relocation City</i> Ashley Weber	<i>Ideological stance of the official voice in the teaching of English as a foreign language in technical Education in Uruguay</i> Laura Flores	<i>Exploring new degrees of delicacy in Appraisal Theory through Toulmin's model: an analysis of evaluative language in academic argumentation.</i> Julio César Valerdi Zárte
2:30-3:00	Ningsih, Estela Moyano, Andrés Ramirez, Margarita Vidal Lizama		<i>Categorization of Experience and Transitivity System of Chinese</i> He Wei	<i>Accuracy and/or authenticity: Competing bases of legitimacy in foreign language education</i> Jodie L. Martin	<i>Textual Patterns, Instantial Systems and Linguistic Innovation</i> Peter Fries	<i>Discursive representations of health professionals and patients in the Family Health Strategy in the Brazilian Northeast: a reflection on the consolidation of</i>

Location:	Fulton 250	Fulton 130	Fulton 150	Fulton 135	Fulton 145	Fulton 117
						<i>the therapeutic bond</i> Júlia Argenta, Izabel Magalhães
3:00-3:30			<i>The construction of the experience of being a teacher in Mexico</i> Leticia Araceli Salas Serrano	<i>POLITENESS shift in negotiating knowledge about plutonium on Twitter: A contextual dependency perspective</i> Ayumi Inaki	<i>Teacher Agency, Language Instruction, and Educational Access</i> Cynthia Lundgren	<i>Tigresses Vs. Devotees: gender and nation in the Spanish sports media</i> Marta Llorent Bravo
3:30-4:00			<i>Exploring transitivity and animacy in sixteenth century Franciscan texts</i> Guillermo Daniel Jiménez Sánchez	<i>Knowledge building in senior biology: A discourse perspective</i> Kristina Love and Lisl Fenwick	<i>A study of L1 transfer on Chinese EFL students' use of theme and thematic progression in argumentative writing</i> Xuefei Bi	<i>Las voces y los argumentos en el debate sobre los desaparecidos en la prensa argentina</i> Sara Isabel Pérez
4:00-4:30			<i>Response Genres in EFL Education: Demanded but Overlooked</i> Yanmei Gao	<i>Apologies, Admissions, and Assessments: An Appraisal Analysis of Contrite Stances in American Indian Parole Board Hearings</i> Tammy Gales		<i>Multimodal Analysis of Digital Storytelling in a Teacher Education Course</i> Deeksoon Kim
4:30-5:30	NASFLA business meeting Location: Fulton 130					
5:30-6:30	NASFLA database event, Michael Maune, convenor Location: Fulton 130 <ul style="list-style-type: none"> · 5:30-5:35 Introduction to NASFLA.org and overall goal · 5:35-5:50 Tour of each database, its goal, and procedures on how to add data <ul style="list-style-type: none"> o Members Database and registration procedure o Publications Database and submission procedure o Conference Database and submission procedure o Jobs Database and submission procedure o CFP Database and submission procedure 					

	<ul style="list-style-type: none">· 5:50-6:00 Q&A· 6:00-6:30 Participants add data to the databases with guidance from others
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Tuesday, JULY 24th

8:30-10:00	Location: Murray Room, Yawkey Athletics Center, 4th floor (lower campus) Opening: Plenary's Host: Ruth Harman, University of Georgia, planning committee member Plenary: Time, the deer, is in the wood: Chronotopic identities, trajectories of texts and community self-management. Tom Bartlett, Cardiff University					
10:00-10:30	Tea/coffee Location: Fulton Atrium					
Location:	Fulton 250	Fulton 130	Fulton 150	Fulton 135	Fulton 145	Fulton 117
10:30-11:00	Colloquium: <i>Behind the scenes of metalanguage, semiotic mediation and teachers' work: Insights from emerging perspectives within SFL theory.</i> Sally Humphrey (Organizer & Presenter) Susan Feez, Meg Gebhard, Holly Graham, Jing Hao, Lucy Macnaught, Trish Weekes	Colloquium: <i>Contemporary Linguistic Anthropology</i> Stanton Wortham, (Organizer), Robert Moore, Martha Karrabaek,	Colloquium (Part I) <i>Learning to Write, Reading to Learn: International developments in genre pedagogy</i> David Rose & Claire Acevedo (organizers) Emmanuel Mgwashu, Harni Kartika Ningsih, Fausto Caels & Marta Filipe Alexandre, Carlos A. M. Gouveia, Patricia Meehan, Angélica Gaido, Liliana Anglada, Belén Oliva	<i>Negotiating with the discourse of 'others' in Greek and English academic discourse: A comparative multimodal analysis of two online university lectures</i> Mersini Karagevrekis	<i>Framing the Male Victim: The Men's Rights Movement, the Isla Vista Shooting, and the Politics of Victimhood in Online Forums</i> Alexander Helberg	College Ready English Learners: Integrating English Language Development into High School English Curriculum Pam Spycher, Adele Arellano, and Thea Fabian
11:00-11:30				<i>The Evolution of a Talking Point: Propaganda in Political and Media Discourse</i> John Oddo	<i>Evaluative language in cancer narratives in Spanish</i> Dalia Magaña	<i>An Empirical Study on the Cultivation of Undergraduates' Logical Analysis Ability of English Translation in China</i> Juan Li and Shuo Zhao
11:30- Noon				<i>An Interpersonal Gateway to Algebraic Symbolizing: Conjoined Making</i>	<i>A Journey from Apprenticeship to Ownership through Multiple</i>	<i>An analysis of Japanese online hotel reviews with special</i>

Location:	Fulton 250	Fulton 130	Fulton 150	Fulton 135	Fulton 145	Fulton 117
				<i>of a Multi-Semiotic Text in a 7th Grade Argentinian Classroom</i> Betina Zolkower and Sam Shreyar	<i>Genres of Science Writing</i> Tracy Hodgson-Drysdale and Holly Rosa	<i>reference to attitudinal lexis</i> Noriko Ito
Noon – 12:30				<i>Multimodality and Metalanguage Awareness Development: A case study of a multilingual writer</i> Dong-shin Shin	<i>"I fantasize about acting on my rage": Examining How Commitment is Expressed in Pledges to Harm</i> Marlon Hurt	<i>Building and Enhancing Intercultural Dialogue in Museum Spaces through SFL and Translation Studies</i> Marina Manfredi
12:30-2:00	Lunch Location: Fulton Atrium					
2:00-2:30	<i>Colloquium: Transition Stages in Literacy Development: Making Connections</i> Pauline Jones (organizer and presenter) Bronwyn Mehorter, Adele Beck, Trish Weekes, Honglin Chen, Helen Lewis, Emma Rutherford Vale, Erika Matruglio	<i>Fourth Grade Emergent Bilinguals' and English-Speaking Students' Clause Complexing: Implications for Linguistic Pedagogy</i> Mary A. Avalos, Mileidis Gort, and Linda Caswell, Elizabeth Howard, Irina Malova, Astrid Sambolin	<i>Colloquium (Part II) Learning to Write, Reading to Learn: International developments in genre pedagogy</i> David Rose & Claire Acevedo (organizers) Isabel García Parejo & Aoife Ahern, Andrés Ramírez, Andrés Ramírez, Cristina Boccia & Samiah Hassan, Nayibe Rosado Mendinueta	<i>Problematizing Communicative Language Teaching: Pedagogic strategies in teacher-student consultations</i> Thomas Amundrud	<i>When times stands still: The role of Reports in History Textbooks</i> Marta Filipe Alexandre, Fausto Caels, and Carlos A. M. Gouveia	<i>A corpus linguistic approach to the logical: Logical metafunction as realised in the Chinese and English government work reports</i> Hailing Yu and Canzhogn Wu
2:30-3:00		<i>Leading with Learning: The Role of SFL in Improving English Learner Education in California</i> Pam Spycher, Rachel Lagunoff,		<i>Orientations to Teaching. An APPRAISAL Analysis of Teachers' Conception of Second Language Teaching and of their Own Teaching Practice.</i>	<i>The Social, Cognitive, and Semiotic Practices of a Mathematician</i> Suzanne Chapman, Lei Zhang, and Zhihui Fang	<i>Assessment for the translation of visitor's guide book: a systemic functional model</i> Albert Tallapessy

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		and Danielle Garegnani		Claudia Cameratti Baeza		
3:00-3:30		<i>Rapunzel, Rapunzel, lanzo tu pelo”: Developing language through storytelling in multilingual classrooms</i> Erin Elizabeth Flynn		<i>Agency, Student Success and Struggle in an EFL Blended Program: Insights from Teacher discourses</i> Rosa Medina-Riveros and Diana Angelica Parra	<i>The Language of Early Electrical Science: The Philosophical Transactions</i> Michael Cummings	<i>Scaffolding the Wave – Preparing teacher students to write their final exam through LCT and SFL</i> Anna-Vera Meidell Sigsgaard and Susanne Karen Jacobsen
3:30-4:00		<i>Complexity in language teacher education: Investigating dilemmas</i> Anne-Coleman Webre		<i>Virtual bimodal reading and the production of argumentative texts: an image/verbiage dialog</i> Maria do Rosário da SILVA BARBOSA and Orlando VIAN JR.	<i>Evaluative language for promotion of newly-published books in physics, chemistry and literature: a corpus-based comparative study</i> Bin Tang	<i>Revealing meanings that ‘count’ in senior science pedagogic texts: a discourse semantic perspective</i> Sally Humphrey
4:00-4:15	Transition time					
4:15-5:30	Location: Campion 139 Book launches round tables. Coordinators Marianna Ryshina-Pankova and Andres Ramírez 4:15-4:45 pm 6 round tables presenting one book each 4:45-5:15 pm 6 round tables presenting one book each (Maximum capacity 36 people per round)					
4:15-4:45	<i>Persuading that or persuading to: (re)imagining contexts and language resources</i> Dr Erika Matruglio, Ms Emma Rutherford-Vale	<i>A proposal for teaching with authentic texts in order to develop social competences in a language subject at tertiary education</i>	<i>Relational processes in Spanish: A basic account based on paradigmatic reasoning</i> Beatriz Quiroz	<i>The implicit of the explicit: manipulated discourse in popular science translations</i> Tao Song	<i>English Language Learners’ Language and Mathematical Concept Development from a Systemic Functional Perspective</i>	<i>Legitimizing Classroom Discourse: Semantic-Autonomy Codes in Middle Grades Subject English Classrooms</i> Glenn Jackson

Location:						
	Fulton 250	Fulton 130	Fulton 150	Fulton 135	Fulton 145	Fulton 117
		Maria Martinez Lirola			Hyunsook Shin & Sangchil Lee	
4:45-5:15	<i>Grammatical Metaphor in Literary Texts - A case analysis of The Man That Corrupted Hadleyburg</i> Yingchen Yu	<i>Being a police graduate student in South Africa: A collaboration between Academic Literacies and SFL</i> Sibusiso C. Ndlangamandla	<i>Ictus and Remiss across Languages: An empirical inquiry into rhythmic structure of spoken languages and its use in forensic settings</i> Susanto and Deri Sis Nanda	<i>Animation as semiosis: Construing knowledge in science animation</i> Yufei He	<i>The opportunities provided by a functional language framework for developing disciplinary discourse in elementary engineering: A case study</i> Patricia Paugh and Kristen Wendell	<i>How to Align with Readers Through Narrative: Patterns of APPRAISAL Among L2 German Writers</i> Justin Quam
5:15-5:30	Transition time					
5:30-7:00	ISFLA General meeting Location: Fulton 130					

Wednesday, JULY 25th

8:00-8:30				Teachers as SFL practitioners Registration and Round Tables Campion 139		
8:30-10:00	Opening: Location: McGuinn 121 Plenary’s Hosts: Luciana De Oliveira, University of Miami Marianna Ryshina-Pankova, Georgetown University Zakia Sarwar: Remembering my sister Ruqaiya and her husband Michael Plenary Advanced (bi)literacy: Where have we been and where we are going? Cecilia Colombi, University of California, Davis, and Mary Schleppegrell, University of Michigan					
10:00-10:30	Tea/coffee Location: Fulton Atrium					
Location:	Fulton 250	Fulton 130	Fulton 150	Fulton 135	Fulton 145	Fulton 117
10:30-11:00	Colloquium Translation as re-instantiation: Translators’ choices. Mira Kim (Organizer), Dongbing Zhang, Long Li, Hailing Yu, Xueying Li	Colloquium: Working Together: How Legitimation Code Theory is so valuable to SFL Karl Maton (Organizer & Presenter), J.R. Martin, Y.J.Doran, Namala Tilakaratna, Eszter Szenes, Michael Maune, Andrés Ramírez	Colloquium: Assessing meaning-making ability in context: Exploring register-specific pragmatic competence. Heidi Byrnes and Carol A. Chapelle (Organizers), Veronika Timpe-Laughlin and Jonathan Schmidgall, Marianna Ryshina-Pankova, Geoffrey T. LaFlair, Shelley Staples, and Jesse Egbert	SFL Pedagogy and Whole School Change Russell Elementary school principal, Tamara Blake-Canty and teachers: Carmen Rodriguez, Rita Dip-Rossi, Kate Lyons, Ed Ballard, Beverly Timothy, Pat Scialoia, Rosemary Peterson, Cheryl O’Connor, Linda Drueding. Moderator: Jasmine Alvarado	SFL and the Work of Secondary Teachers Across Disciplines A.J. Jackson & Nicole Baker (ELA); Russell Middle School, Barrow County Schools, Winder, GA/University of Georgia John Levasseur (Science); Springfield Central High School, Springfield, MA/American International College Debbie Barron, Nick Kain, Joan Konuk & Laura Schall-Leckrone (History); Medford High School, Medford, MA/International Institute of New	Appraisal in Spanish: Resources for building graduation Teresa Oteiza
11:00-11:30						SFL, Intersectionality and Critical Feeling: working towards empathy through understanding identity practices of gender and race/ethnicity in a EFL classroom Thais Regina Santos Borges
11:30- Noon						Language and STEM: Towards

Location: Fulton 250 Fulton 130 Fulton 150 Fulton 135 Fulton 145 Fulton 117						
					England/Lesley University Diana Gómez-Pereira (Spanish); University of Pittsburgh	More Targeted Pedagogy Karen L. Terrell
Noon – 12:30						Exploring the attitudinal variations in the Chinese English-language press on air pollution Yumin Chen
12:30-1:30	Lunch Location: Fulton Atrium					
1:30-2:00	Preparing Asian ESOL Teachers to Respond to student writing: A Systemic Functional Linguistic Perspective in Action I-An Chen	SFL-based pedagogy – in Physical Education? Ruth Mulvad	Market research analysis and Systemic Functional Linguistics: comparing the findings Solange M. Sanches Gervai, Célia Macedo de Macedo, and Maria Aparecida Caltabiano	Foregrounding Clause-level Meaning: A Technique to Enhance Reading and Writing Skills Catherine Tulungen; University of Massachusetts, Amherst	Integrating Science and English Language Development in Elementary School Danielle Garegnani, Thea Fabian, and Pam Spycher	Consistency and inconsistency in appraising class and member: Understanding Attitudes towards varieties of English YI Liu
2:00-2:30	Colloquium Using SFL to scaffold disciplinary writing through collaborations between language and disciplinary specialists. Silvia Pessoa(organizer) , Thomas D. Mitchell, Pia Gomez Laich, Ryan T. Miller,	Colloquium Critical to Post-qualitative Perspectives on Literacy with Multilingual Youth: Multi Semiotic Meaning Making Ruth Harman, Dong-shin Shin (Organizers) Lourdes Cardozo Gaibisso, Lei Jiang,	Questions that Lead to Questions: An Analysis of Engineer Talk Carolyn Giroux	Mathematical Concept Development in an Elementary ELL Classroom: A Multimodal Perspective Sylvia Sanchez; Daniel B. Brunton Elementary; Springfield, MA Hyunsook Shin; University of Massachusetts, Amherst	Supporting Comprehension of Science Texts Through a Functional Focus on Language Valerie Gresser & Brittany Adams; University of Florida	An overview of Appraisal studies in Brazil: 2005-2017 Fabiola Almeida and Orlando Vian Junior

Location: Fulton 250 Fulton 130 Fulton 150 Fulton 135 Fulton 145 Fulton 117						
	Sandra Zappa-Holman, Alfredo Ferreira,	Khanh Bui, Ruth Harman and Cory Buxton				
2:30-3:00	Eszter Szenes, Namali Tilakaratna		<i>The Linguistic Analysis of Knowledge Constructed in a Hybrid Academic Literacy Course</i> Nasim Googol	<i>Legitimizing Writing in 4th grade Content Area Classrooms to Develop Disciplinary Literacies: Using the Teaching and Learning Cycle in Science and Social Studies</i> Elizabeth Folberg; Stoner Prairie Elementary School, Fitchburg, WI Ruslana Westerlund; WIDA	<i>Teaching Science Writing Informed by SFL: A Continuum of Learning</i> Holly Rosa; Boston Public Schools, MA Tracy Hodgson-Drysdale; Lesley University	<i>Classroom registers, appraisal and pedagogical purpose in CLIL classrooms: An SFL-based analytical approach to CLIL teachers' use of language</i> Ana Llinares and Natalia Evnitskaya
				3:00-4:00 Dialogue regarding key themes and issues Location: Campion 139		
3:00-3:30		<i>Linguistic Markers of Stance in Adolescent Students' Informational Writing: The Relationship between Voice Strength and Reading Achievement</i> Jungyoung Park	<i>Learning Linguistics, Teaching for Change: Preparing Secondary Educators to More Equitably Teach Disciplinary Literacies</i> Kathryn Accurso	<i>Better Understanding a Writer's Perceived Audience: How Student Interviews Complement an Argument Writing Analysis</i> Michael T. O'Connor	<i>Grammar and Writing: The Inevitable Connection</i> Poonam Nigam Sahay	<i>The genre-based learning cycle as methodology for the Portuguese language teaching</i> Edna Cristina MUNIZ DA SILVA, Maria do Rosário da SILVA BARBOSA

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3:30-4:00		<i>(R)Evolutionary Rock and Roll: Using SFL to Track Prince's Political Consciousness</i> Crystal N. Wise	<i>Re (imagining) history: Expanding adolescents' linguistic resources to explain events in hopes of changing the future</i> Laura Schall-Leckrone and Debra Barron	<i>Learning material selection from YouTube resources for Maritime English</i> Nurmala Elmin Simbolon and Yusnita Febrianti	<i>Positive Synergies of SFL and Translanguaging: Developing a Culturally Sustaining Space for Multilingual Learners</i> Nihal Khote and Zhongfeng Tian	<i>Reporting Conflict: Appraising journalists' voice in Pakistani newspaper discourse</i> Tazanfal Tehseem
4:00-evening	Trips downtown/Harvard square Group dinners (pay your own). Reservations will be made in restaurants around town near places of interest. Sign up sheets in the webpage and on Campion 139, registration table Monday 23 and Tuesday 24. Groups meet by 4:30 pm in Campion 139 to organize their travel to the area.					

Thursday, JULY 26th

8:30-10:00	Opening Location: McGuinn 121 Plenary's Host: Silvia Pessoa, Carnegie Mellon University, Qatar Campus Frances Christie: Halliday's Contributions to Education. Plenary Discursive processes of intergenerational transmission: learning about the recent past Mariana Achugar, Universidad de la República, Uruguay					
10:00-10:30	Tea/coffee Location: Fulton Atrium					
Location:	Fulton 250	Fulton 130	Fulton 150	Fulton 135	Fulton 145	Fulton 117
10:30-11:00	<i>Colloquium: The Teaching and Learning of the Content Areas for Multilingual Students in U.S. Elementary Schools</i> Luciana C. de Oliveira (Organizer and Presenter), Mary Avalos, Andrés	<i>Colloquium: Nominal group system and structure: contrastive analysis.</i> J R Martin, Beatriz Quiroz, Pin Wang, (Organizers), Mira Kim, Dongbing Zhang, Jing Hao,	<i>A critical discourse analysis of Chinese public reactions to language policies</i> Feng Liang and Dong-shin Shin	<i>Telling tales in the service of research</i> Susan Hood	<i>Positionality and Appraisal: A Multimodal Analysis of the "Happy Slave" Narrative in Beginning Greek and Latin Textbooks</i> Kelly P. Dugan	<i>The future teacher: awareness of grammatical metaphor through effective pedagogical practices</i> Karen Santorum and Lucia Rottava
11:00-11:30				<i>The Teaching-Learning Cycle in a</i>	<i>Reflecting across the disciplines:</i>	<i>Modeling Negation in Ancient Greek</i>

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	Ramírez, Sabrina Sembiante	Giacomo Figueredo		<i>Russian High School Science Track</i> Margaret Berg	<i>SFL and LCT insights into critical thinking in the context of the Asian University</i> Namala Tilakaratna and Mark Brooke	Stanley E. Porter and Christopher D. Land
11:30- Noon			<i>Microdocumentaries as Spaces of Memories of the Violation of Human Rights in Chile Between 1973 and 1990</i> Patricia Baeza Duffy	<i>Challenging Normative Curriculum and Supporting EFL Writers’ Construction of Writing Beliefs and Academic Writer Identities</i> Xiaodong Zhang	<i>Color Meanings in Brazilian Current Political Discourses in Veja Magazine</i> Juliana Amanda da Costa Lima and Vanúbia Araújo Laulate Moncayo	<i>Teachers’ Feedback Moves and Their Effect on Students’ Advanced Foreign Language Use: An SFL Approach to Discourse Analysis</i> Sandra Digruber
Noon – 12:30			<i>Creating brand identity in higher education: A multimodal analysis of university websites</i> Fei-Wen Cheng	<i>Theme Selection in Expository Writing of Korean English Learners</i> Sangchil Lee and Hyunsook Shin	<i>Ideological Stance in Political Discourse: A Transitivity Analysis of Nawaz Sharif’s Address at 71st UN Assembly</i> Anam Nawaz and Fauzia Janjua	<i>Technical Terminology and Metalinguistic Rules as defined in Panini’s Ashtadhyayi</i> Gopal Ram
12:30-2:00	Lunch Location: Fulton Atrium					
2:00-3:00	Round tables Location: Campion 139					
	Table1:	Table 2: 1. <i>Analysis of the</i>	Table 3: 1. <i>Learning the</i>	Table 4: 1. <i>Focusing on the</i>	Table 5: 1. <i>Exploring the</i>	Table 6: 1.. <i>Analysis of</i>

Location:	Fulton 250	Fulton 130	Fulton 150	Fulton 135	Fulton 145	Fulton 117
	<p>1. Populism in Trump's inaugural address Junling Zhu</p> <p>2. "Multi-functionality and Syntactic Position of Discourse Markers: 'you know' and 'then' in English and 'ya'n' in Arabic: The Case of Political Verbal Interactions in television Broadcasts" Saliha Ben Chikh</p> <p>3. Linguistics Devices that Frame and Navigate the Audience: A discourse semantics perspective Zhenhua Wang</p> <p>4. Stories from Aldea Rosa: Marginalization and solidarity in Javier Van de Couter's MIA Daniela Cerbino</p>	<p>Thesis genre in English Language Teaching for cumulative knowledge-building Vicky Ariza Pinzón</p> <p>2. What can LCT tell us about the present practice of ESP teacher development in China? Cuiying Li and Zhihui Fang</p> <p>3. Language through Literature: An Applied SFL Perspective Amy McIntire and Maria Freddi</p>	<p>Concept of Typified Situation to Interact in Italian Loretta Fernandez</p> <p>2. A Genre-based Approach in support of teaching Arabic Grammar for a Purpose Myriam Abdel-Malek</p> <p>3. (Re) Imagining Teacher Responses to the Unanticipated Through Ideational Meanings Analysis Ida Chavosham</p> <p>4. Culturally responsive talk and action: Empowering racially and ethnically diverse students in the L2 context Sherri Korpella</p>	<p>EFL-ESL Transition from within and beyond Texts: A Critical Examination of Chinese International Students' Linguistic Functioning in a US Higher Education Institute Qianqian Zhang-Wu</p> <p>2. Engaging Middle School Emergent Bilinguals in Language Awareness Carol Lickenbrock Fujii</p> <p>3. Immigrant students in public schools: analyzing news on educational actions Maria Aparecida Caltabiano, Célia Macedo de Macedo, and Solange Gervai</p> <p>4. How Preservice Secondary English Teachers Learn to Respond to Emergent Bilingual Learner Writing Cassandra Otemuyiwa</p>	<p>pedagogical possibilities of dialogicality: towards an accessible way for teachers and pupils to harness one of the secrets of language Jed Hopkins and Sharon Besser</p> <p>2. (Dis)connected Voices: The polarization between Science and Conspiracy in a Youtube channel in the light of the Appraisal System Rodrigo Costa Dos Santos</p> <p>3. A functional analysis of TRANSITIVITY and ATTITUDE systems in student essays in Spanish Natalia Ignatieva, Daniel Rodríguez Vergara, and Victoria Zamudio Jasso</p> <p>4. The mother tongue usage in</p>	<p>Image and Text in Online Football Live Text Commentaries: A Systemic Multimodal Functional Approach Joy Oghogho Aworo-okoroh and Jude Valentine Badaki</p> <p>2. Discourse of conflict in contemporary dance: A multimodal study of Crystal Pite's Plot Point. Angela Jackson</p> <p>3. An Educational Linguistics based English Reading Course Practice Nana Jin and Zili Chen</p>

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					<i>second language teaching: A systemic functional analysis</i> Gustavo Ferreira Rodrigues	
3:00-4:00	Round tables Location: Campion 139					
	<p>Table 1: 1. <i>The Features of Visible Pedagogies for Student Reading Comprehension</i> Catherine Michener</p> <p>2. <i>Aggression or Persuasion?: Interpersonal Analysis of the Language of ESL Textbooks</i> Hyo-Chang Hong and Joshua G. Iddings</p> <p>3. <i>Discursive Construction of National Identity in Chinese Political Speeches</i> Lei Zhang</p> <p>4. <i>The Genre(s) and Generic Structuring of Obama's Radio Address</i> Alex Matthew Kunst</p>	<p>Table 2: 1. <i>"Empowering L2 graduate students of education in academic writing context through functional approach to explicit grammar instruction"</i> Peijuan Cao and Jungyoung Park</p> <p>2. <i>Deconstructing, Refining, and Ultimately Improving Writing Assessment Prompts using SFL Metafunctions</i> Frank Daniello and Tracy Hodgson-Drysdale</p> <p>3. <i>Examining the writing of 6th</i></p>	<p>Table 3: 1 <i>Language Policy in India and minority languages: A critical analysis</i> Kishore Vadthya</p> <p>2. <i>Issues Arising in the Documentation and Preservation of Indigenous Endangered Languages: A Case Study of Runglwo</i> Sandesha Rayapa-Garbiyal</p> <p>3. <i>An exploratory study of translation shift through grammatical metaphor</i> Geliang Tang and Yingmei Qu</p>	<p>Table 4: 1. <i>"Comprehensible-Input- Facilitating Function" of output: A theoretical and pedagogical linkage</i> Yuyan Xue</p> <p>2. <i>The verbal group in Gija: pedagogic implications of functional description</i> Anna Crane</p> <p>3. <i>What does it take to work as a medical doctor in a new language context? – second language acquisition for participating in a new professional environment.</i> Stina Hållsten</p> <p>4. <i>Investigating Linguistic Ideologies of</i></p>	<p>Table 5: 1. <i>A Contrastive Study of Evidentiality in China and America's Zika News Reports</i> Xue Yahong and Lu Yanan</p> <p>2. <i>Reimagining the Future of Multilingual and Multicultural Sustainable Pedagogy in Higher Education: A Systemic Functional Linguistics Perspective to Raise Student Language Awareness through Translanguaging</i> Phoebe Siu</p>	<p>Table 6: 1. <i>Youth produced videos for social change: An SFL and multimodal analysis</i> Isabel Castellanos</p> <p>2. <i>Guiding Students Toward Genre-Appropriate Nominal Groups in the Teaching Learning Cycle</i> Patrick Mannion</p> <p>3. <i>Logical Metafunctional Analysis of English Sentential Relative Clauses</i> Qi Liao</p>

Location:						
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	5. The Role of Ideologies in Lexical Borrowing in Arabic: A Synergy of Corpus Linguistics and CDA Sami Hamdi	<i>grade emerging bilinguals in a dual language setting</i> Margarita Gómez Zisselsberger 4. Incorporating Systemic Functional Linguistics into Writers' Workshop in K-5 Schools Ruslana Westerlund		Pre-Service English Teachers: Collaborations Between Sociolinguistics and English Education Marino Fernades	3. Reporting Conflict: Appraising journalists' voice in Pakistani newspaper discourse Tazanfal Tehseem	
2:00-2:30	Colloquium: Disciplinary Literacies: An SFL Perspective. Zhihui Fang (Organizer and Presenter), Brittany Adams, Gloriana Gonzalez, Lay Soon Seah, Valerie Gresser	Patterns of lexicogrammar realizations in police reports on crimes of language against honour (injury): a study in the light of ideational metafunction Marcos Rogério Ribeiro	Concepts and Characters in Bilingual Picturebooks: A Systemic-Functional Multimodal Discourse Analysis Sharon L. Smith, Luciana C. de Oliveira, and Loren Jones	Metaphorical constructions in student writing in academic contexts Lucia Rottava and Sulany dos Santos	Borremos el racismo del lenguaje": la campaña y sus repercusiones. Las identidades, la discriminación y el racismo en el discurso público uruguayo Amparo Fernández Guerra	Functional grammar and the teaching of writing as a social enterprise in English as a foreign language Ana Larissa Adorno Marciotto Oliveira and Marisa Mendonça Carneiro
2:30-3:00			Evaluation and its Patterns in Political Cartoons: A Social Semiotic Approach Xiaoqing Yan	Examining Instruction and Outcomes of Opinion Writing for Elementary-Age, Spanish-Speaking Latinx Student Writers in Linguistically Complex Classrooms Mileidis Gort, Mary Avalos, Elizabeth	Reviewing instructional studies of genre-based literacy and critical literacy in college-level foreign language writing education Shinji Kawamitsu	Are Lation and Law French Still (Popularly) Used in Legal English? And Why? A corpus-based disciplinary study of the language of the law Chuanyou Yuan

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				Howard, Linda Howard, Astrid Sambolín-Morales		
3:00-3:30		<i>Interfacing Systemic Functional Grammars with Frame Semantics</i> Jeremy Dohman , Terry Patten, Joseph Campolongo	<i>Cohesive resources in interdisciplinary collaboration: a multimodal analysis</i> Penny Wheeler	<i>Deconstruction in a Diverse First-Grade Classroom</i> Loren Jones, Luciana C. de Oliveira, and Sharon L. Smith	<i>Of Goats and Pigs: A Critical Semiotic-Ecolinguistic Study of J.P. Clark's The Wives Revolt</i> Adegboye Adeyanju	<i>Chinese Yin-Yang Theory and Systemic Functional Linguistics</i> Zhao Xia
3:30-4:00		<i>Leveraging Systemic Functional Grammars for Script Analysis and Understanding Human Behavior</i> Amy Sliva, Catherine Call, and Terry Patten	<i>Approaching complex multimodal phenomena in educational settings – insights from theory</i> Annette Turney and Pauline Jones	<i>Using a Systemic Functional Linguistic approach for the analysis of qualitative data</i> Helen Drury	<i>Challenging societal norms?: A critical analysis exploring gender roles in picture books through systemic functional linguistics</i> Christina J. Cavallaro and Cole P. Kervin	<i>The language dimensions in CLIL teaching: the role of language(s) in conceptual learning</i> Silvia Minardi
4:00-4:30 -	A study of Genre Typology in Popular Science Hui Yu	<i>Making Connections: Applicable Linguistics and the Sports Analytics Movement</i> David Caldwell	<i>The kind of kind of the readers weren't expecting</i> William C. Spruiell	<i>An online research writing tool for supervisors and students: embedding SFL description and pedagogy in design and content</i> Dorothy Economou	<i>"Dogs rule!" The influence of prompts and sources on the argumentative writing of 4th grade Latino students</i> Elizabeth Howard, Manqian Zhao, and Mileidis Gort	<i>Content-Based Instruction in China: Trends and Issues</i> Jing Jing and Zhihui Fang
4:30-5:00	<i>(Re) imagining resources for SFL-infused classrooms</i>	<i>German needs experience An alternative approach to</i>	<i>Intonation choices in the spoken interpretations of "good" vs. "bad"</i>	<i>Common Core Schooling Genres in the U.S.:</i>	<i>Discussing multimodality in the Brazilian "National</i>	<i>The Cognitive Effect of Deverbal Nominalizations</i>

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	Trish Weekes	<i>Steiner & Teich's definition of Theme in German</i> Jonas Freiwald	<i>English writing: A systemic functional linguistics analysis</i> Juanjuan Xiao	<i>Implications for Genre Theory</i> Michael Maune	<i>Curriculum Common Core" from an SFL-informed perspective</i> Viviane M. Heberle and Désirée Motta-Roth	<i>on EFL Reading Comprehension</i> Yingmei Qu and Guohua Wang						
5:00-5:30												
7-10	Banquet Location: Murray Room, Yawkey Center, 4th floor (lower campus)											

Friday, JULY 27th

Location:	Fulton 250	Fulton 130	Fulton 150	Fulton 135	Fulton 145	Fulton 117
8:30-9:00	<i>Colloquium Unpacking the Core of the Common Core State Standards.</i> Zhihui Fang (organizer) Brittany Adams, Suzanne Chapman, , Meg	<i>Contrastive differences and variation in translation</i> Paula Niemietz	<i>Search for truth in Ayotzinapa</i> Patricia N. Preciado Lloyd and M. Andrea Vázquez Ahumada	<i>Legitimación de Códigos en la docencia dirigida a estudiantes hablantes de lenguas indígenas en Oaxaca, México.</i> Marievnna Donají Vázquez Marcial	<i>SFL transforming classroom teaching: genre-based reading pedagogy for subject teaching in the secondary school</i> Claire Acevedo	<i>Using logicosemantic relations to explore how sophisticated arguments are constructed in an interpretive genre</i> Shoshana Dreyfus
9:00-9:30	Gebhard, Valerie Gresser, Cuiying Li, Jungyoung Park, Shan Zhu	<i>Theme in Norwegian – a discussion</i> Eva Maagerø	<i>Religious interferences on Brazilian political environment: the Federal Chamber and equal marriage, a Linguistic analysis</i> Emmanuel H.S. Rodrigues	<i>La metáfora gramatical como elemento discursivo en la disciplina de enfermería</i> Samuel Sánchez Hernández	<i>What is an exposition in the Portuguese L1 syllabi and textbooks? – A case for pedagogic intervention and teacher training</i> Fausto Caels, Marta Filipe Alexandre, and Carlos A. M. Gouveia	
9:30-10:00		<i>Systemic-Function al Linguistics and writing development of Secondary School students: a classroom experience</i> Carla MacPherson Garcia de Paiva	<i>Willkommenskult ur and the refugee crisis in the Austrian press</i> Sonja Molnar	<i>Newly Arrived Immigrant Families' Languaging Practices: Toward Legitimate Institutional Participation in U.S. Schools</i> Ana Christina da Silva Iddings	<i>Nos/otr@s and SFL: Negotiating Co-expertise Among Pre-service Secondary Mathematics Teachers</i> Juan M. Gerardo, Rochelle Gutiérrez, and Gabriela E. Vargas	<i>Virtual bimodal reading and the production of argumentative texts: an image/ verbiage dialog</i> Maria do Rosário da Silva Barbosa and Orlando Vian Jr.
10:00-10:30		<i>Conflict and consensus within</i>	<i>Listen or Die: Representation</i>	<i>A Corpus-based Comparative Study</i>	<i>Structure and Agency: A</i>	

Location:	Fulton 250	Fulton 130	Fulton 150	Fulton 135	Fulton 145	Fulton 117
		<i>the clause: The language of Latin American Educational Linguistics</i> Federico Navarro	<i>and Relations in Two Governors' Speeches during Superstorm Sandy</i> Jacqueline Nenchin	<i>of Metadiscourse in Chinese and US IT Companies' Letters to Shareholders</i> Chunyu Hu and Xuyan Li	<i>Dialectical Relation In Teacher Identity Development</i> Alcione G. Campos	
10:30-Noon	Opening Location: McGuinn 121 Plenary's Host: Zhihui Fang, University of Florida Jim Martin, Halliday in Memoriam Plenary Pedagogic discourse: managing register variation Jim Martin, University of Sydney					
Noon-1:30	Lunch Location: Murray Room, Yawkey Center, 4th floor (lower campus) Co-Sponsored by Equinox Publishing Presentation of 46th ISFLC 2019: Teresa Oteiza Pontificia, Universidad Católica de Chile, president of ISFLA Raffle of some of the titles presented at book launches and shown at exhibits.					

