

Educational Linguistics

Volume 33

Series Editor

Francis M. Hult, Lund University, Sweden

Editorial Board

Marilda C. Cavalcanti, Universidade Estadual de Campinas, Brazil

Jasone Cenoz, University of the Basque Country, Spain

Angela Creese, University of Birmingham, United Kingdom

Ingrid Gogolin, Universität Hamburg, Germany

Christine Hélot, Université de Strasbourg, France

Hilary Janks, University of Witwatersrand, South Africa

Claire Kramsch, University of California, Berkeley, U.S.A

Constant Leung, King's College London, United Kingdom

Angel Lin, University of Hong Kong, Hong Kong

Alastair Pennycook, University of Technology, Sydney, Australia

Educational Linguistics is dedicated to innovative studies of language use and language learning. The series is based on the idea that there is a need for studies that break barriers. Accordingly, it provides a space for research that crosses traditional disciplinary, theoretical, and/or methodological boundaries in ways that advance knowledge about language (in) education. The series focuses on critical and contextualized work that offers alternatives to current approaches as well as practical, substantive ways forward. Contributions explore the dynamic and multi-layered nature of theory-practice relationships, creative applications of linguistic and symbolic resources, individual and societal considerations, and diverse social spaces related to language learning.

The series publishes in-depth studies of educational innovation in contexts throughout the world: issues of linguistic equity and diversity; educational language policy; revalorization of indigenous languages; socially responsible (additional) language teaching; language assessment; first- and additional language literacy; language teacher education; language development and socialization in non-traditional settings; the integration of language across academic subjects; language and technology; and other relevant topics.

The *Educational Linguistics* series invites authors to contact the general editor with suggestions and/or proposals for new monographs or edited volumes. For more information, please contact the publishing editor: Jolanda Voogd, Senior Publishing Editor, Springer, Van Godewijkstraat 30, 3300 AA Dordrecht, The Netherlands.

More information about this series at <http://www.springer.com/series/5894>

Ruth Harman

Editor

Bilingual Learners and Social Equity

Critical Approaches to Systemic Functional
Linguistics

 Springer

Editor
Ruth Harman
Language and Literacy Department
University of Georgia
Athens, Georgia, USA

ISSN 1572-0292 ISSN 2215-1656 (electronic)
Educational Linguistics
ISBN 978-3-319-60951-5 ISBN 978-3-319-60953-9 (eBook)
DOI 10.1007/978-3-319-60953-9

Library of Congress Control Number: 2017947305

© Springer International Publishing AG 2018

This work is subject to copyright. All rights are reserved by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Printed on acid-free paper

This Springer imprint is published by Springer Nature
The registered company is Springer International Publishing AG
The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

Preface

This edited volume provides literacy researchers and teacher educators with a powerful set of studies that outline different approaches in how to instantiate a critical perspective of language and literacy development within institutional contexts. The chapters address how formal learning is shaped in K-12 classrooms, college courses, and teacher education programs in Australia, the United Kingdom, and the United States. Drawing on over 40 years of research informed by Halliday's theory of systemic functional linguistics (SFL), the authors build on the valuable contributions of teacher-researchers, teacher educators, and educational linguists who have pushed forward the interdisciplinary fields of sociolinguistics, critical applied linguistics, multicultural education, literacy development, and teachers' professional development in profoundly important ways (e.g., Christie and Derewianka 2008; Gibbons 2006; Hasan 1996; Humphrey et al. 2011; Janks 2009; Macken-Horarik et al. 2011; New London Group 1996; O'Halloran 2004; Rose and Martin 2012; Rothery 1996; Schleppegrell 2004; Unsworth 2000; Williams 2005; Young and Fitzgerald 2006).

Despite this sizeable body of scholarship in the field of functional educational linguistics, newcomers to and skeptics of SFL often question how viable Halliday's theories are for teaching, learning, and working for equity in schools. This criticism is especially true in chronically underfunded schools serving non-dominant students in the context of new standardization and accountability systems—systems that tend to constrain critical reflection and professionalism at all levels of education through test-driven uses of scripted approaches to teaching and learning (e.g., Gebhard et al. 2013). These critics want to know how students and teachers can understand and use such a robust theory in praxis, how teacher educators can use SFL to inform teacher education programs, and how scholars can trace intertextual connections between investment in teachers' professional development and changes in students' abilities to use texts in more powerful social, cognitive, and political ways over time (e.g., Achugar et al. 2007; Gebhard et al. 2013; Harman 2013).

The chapters in this volume expertly tackle these questions by providing compelling evidence regarding how students, including very young emergent bilinguals, develop disciplinary literacies through their use of functional metalanguage. The authors demonstrate how teachers develop a critical awareness of language and

innovative pedagogical practices to support an equity agenda in their classrooms. Moreover, the chapters illustrate how teacher educators and teachers are able to collaborate to design and research SFL-based interventions and how SFL scholars are able to inform pressing theoretical, methodological, and pedagogical debates regarding language and literacy development in the context of the twenty-first century.

Taken collectively, these chapters provide examples of how researchers, teacher educators, teachers, and students use SFL tools to address unproductive power dynamics that constrain the construction of knowledge, not just in classrooms between students and teachers but also between teachers in school systems and researchers at universities. One of the distinguishing features of this volume, therefore, is how the authors place the work of teachers and teacher educators at the center of the kind of semiotic mediation that takes place in schools as institutions. As several chapters demonstrate, this process of mediation is enhanced when students and teachers develop a critical language awareness by learning to use a functional metalanguage that allows them to make connections between text and context dynamics (e.g., Hasan 1996; New London Group 1996). In addition, other chapters bring to the fore the importance of conceiving classrooms as “translingual contact zones” where binaries regarding national languages and essentialized identities fail to hold as students learn to read and write disciplinary texts (Canagarajah 2013, p. 6–7). Finally, other chapters apply SFL tools to understanding multimodality in the textual practices of learners (e.g., O’Halloran 2004; Unsworth 2000).

In sum, the authors in this book call for four changes related to the work of teachers, teacher educators, and literacy scholars. These changes center on conceptualizing (1) language from a SFL perspective (Halliday 1996; Hasan 1996), (2) learning from a critical sociocultural perspective of development (New London Group 1996), (3) teachers’ work from a critical meaning-making perspective, and (4) teacher education and research as engaged scholarship anchored in an analysis of classroom literacy practices (e.g., Gebhard et al. 2013). Importantly, the authors draw on a critical perspective of learning and social change at *all* levels of education through research projects conducted in collaboration with pre- and in-service teachers in multilingual contexts using the tools of SFL. In doing so, they combine Halliday’s (1996) contributions regarding language and literacy, Hasan’s (1996) concept of reflective literacy, and Paulo Freire’s (2002) approach to developing a pedagogy that enacts fundamentally different relationships among students, teachers, and society through SFL’s teaching and learning cycle (Rose and Martin 2012). The result is a volume that makes clear that discriminating, de-professionalizing, and alienating institutional discourses circulating in schools are not impenetrable to change. Rather, there is always room for students, teachers, and researchers to collaborate in enacting counterdiscourses and creating new learning spaces where students and teachers are able to engage in powerful textual practices in service of equity.

Department of Teacher Education and Curriculum Studies
University of Massachusetts
Amherst, MA, USA
gebhard@educ.umass.edu

Meg Gebhard

References

- Achugar, M., Schleppegrell, M., & Oteíza, T. (2007). Engaging teachers in language analysis: A functional linguistics approach to reflective literacy. *English Teaching: Practice and Critique*, 6(2), 8–24.
- Canagarajah, S. (2013). *Translingual practice: Global Englishes and cosmopolitan relations*. New York: Routledge.
- Christie, F., & Derewianka, B. (2008). *School discourse: Learning to write across the years of schooling*. London: Continuum.
- Freire, P. (2002). *Pedagogy of the oppressed* (M. Bergman Ramos, Trans.). New York: Continuum.
- Gebhard, M., Chen, I., Graham, H., & Gunawan, W. (2013). Teaching to mean, writing to mean: SFL, L2 literacy, and teacher education. *Journal of Second Language Writing*, 22(2) 107–124.
- Gibbons, P. (2006). *Bridging discourse in the ESL classroom*. London: Continuum.
- Halliday, M. A. K. (1996). Literacy and Linguistics: A functional perspective. In R. Hasan & G. Williams (Eds.), *Literacy, everyday talk and society* (pp. 339–376). Harlow: Addison Wesley Longman.
- Harman, R. (2013). Literary intertextuality in genre-based pedagogies: Building lexical cohesion in fifth-grade L2 writing. *Journal of Second Language Writing*, 22(2) 125–140.
- Hasan, R. (1996). *Literacy, everyday talk and society*. In R. Hasan & G. Williams (Eds.), *Literacy in Society* (pp. 377–424). Harlow: Addison Wesley Longman.
- Humphrey, S., Love, K., & Droga, L. (2011). *Working grammar: An introduction for English teachers*. Australia: Pearson.
- Janks, H. (2009). *Literacy and power*. London: Routledge.
- Macken-Horarik, M., Love, K., & Unsworth, L. (2011). A grammatics “good enough” for school English in the 21st century: Four challenges in realizing the potential. *Australian Journal of Language and Literacy*, 34(1), 9–23.
- New London Group. (1996). A pedagogy of multiliteracies: Designing social features. *Harvard Educational Review*, 66(1), 60–92.
- O’Halloran, K. (Ed.). (2004). *Multimodal Discourse Analysis: Systemic functional perspectives*. London/New York: Continuum.
- Rose, D., & Martin, J. R. (2012). *Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney School*. London: Equinox.
- Rothery, J. (1996). Making changes: Developing an educational linguistics. In R. Hasan & G. Williams (Eds.), *Literacy in society* (pp. 86–123). London: Longman.
- Schleppegrell, M. (2004). *The language of schooling: A functional linguistics perspective*. Mahwah: Lawrence Erlbaum Associates.
- Schleppegrell, M. (2013). The role of meta-language in supporting academic language development. *Language Learning*, 63(1) 153–170.
- Unsworth, L. (Ed.). (2000). *Researching language in schools and communities*. London, England: Cassell.
- Williams, G. (2005). Grammatics in schools. In R. Hasan, C. M. I. M. Matthiessen, & J. Webster (Eds.), *Continuing discourse on language: A functional perspective* (pp. 281–310). London: Equinox.
- Young, L., & Fitzgerald, B. (2006). *The power of language: How discourse influences society*. London: Equinox.

Acknowledgments

This book could not have been completed without the support of my highly invested and talented UGA doctoral students who supported me in editing the studies and classifying how the book would be organized in cohesive and thematically robust ways. I want to especially thank the following brilliant students: Kathleen McGovern, Rachel Miller, and Mariah Parker for their relentless energy in editing the book with me. I also want to thank Khanh Bui, Hee Sun Chang, Jason Mizell, Lei Jiang, Katsuhide Yagata, and Rhia Kilpatrick for their support. It takes a village to make a difference!!

Contents

Transforming Normative Discourses of Schooling: Critical Systemic Functional Linguistics Praxis	1
Ruth Harman	
Part I Reflection Literacy and Critical Language Awareness	
Linguistic Tools for Supporting Emergent Critical Language Awareness in the Elementary School.....	23
Mary Schleppegrell and Jason Moore	
‘We Can Speak to the World’: Applying Meta-linguistic Knowledge for Specialized and Reflexive Literacies	45
Sally Humphrey	
Student Use of SFL Resources on Fantasy, Canonical, and Non-fiction Texts: Critical Literacy in the High School ELA Classroom.....	71
Amber M. Simmons	
Critical SFL Praxis Principles in English Language Arts Education: Engaging Pre-service Teachers in Reflective Practice	91
Mariana Achugar and Brian D. Carpenter	
Critical SFL Praxis Among Teacher Candidates: Using Systemic Functional Linguistics in K-12 Teacher Education.....	109
Luciana C. de Oliveira and Mary A. Avalos	
Part II Register Variation and Equity	
Mainstream Classrooms as Engaging Spaces for Emergent Bilinguals: SFL Theory, Catalyst for Change	127
María Estela Brisk and Marcela Ossa Parra	

Translanguaging in Systemic Functional Linguistics: A Culturally Sustaining Pedagogy for Writing in Secondary Schools 153
 Nihal Khote

Paraphrastic Academic Writing: Entry Point for First Generation Advanced Bilingual College Students 179
 Andrés Ramírez

Part III Multimodal Designing

Critical Praxis, Design and Reflection Literacy: A Lesson in Multimodality..... 201
 Diane Potts

Multimodal Mediation and Argumentative Writing: A Case Study of a Multilingual Learner’s Metalanguage Awareness Development 225
 Dong-shin Shin

Bringing It All Together: Critical Take(s) on Systemic Functional Linguistics 243
 Ruth Harman

Glossary of Key Terms

Action literacies A social semiotic process which enables students to engage with discourses, rather than passively consume previously constructed knowledge. Genre pedagogies which illuminate the linguistic structure and features of disciplinary knowledge can foster action literacy. (Schleppegrell and Moore, Chapter “[Linguistic Tools for Supporting Emergent Critical Language Awareness in the Elementary School](#)”, this volume)

Appraisal Martin and White’s (2005) Appraisal Framework enables a reader to explicitly characterize and evaluate linguistic choices made by an author in a text; this framework enables the positive or negative attitudes of an author to be analyzed through a set of metalinguistic tools that evaluate their strength level. These tools include attitude, graduation and engagement. (Humphrey, Chapter “[‘We Can Speak to the World’: Applying Meta-Linguistic Knowledge for Specialized and Reflexive Literacies](#)”, this volume)

Attitude Within the Appraisal framework, attitude deals with the linguistic construction of evaluation. (Humphrey, Chapter “[‘We Can Speak to the World’: Applying Meta-Linguistic Knowledge for Specialized and Reflexive Literacies](#)”, this volume)

Author attitude The linguistic construction of an evaluative stance toward the field and reader of a text (Schleppegrell and Moore, Chapter “[Linguistic Tools for Supporting Emergent Critical Language Awareness in the Elementary School](#)”, this volume)

Compositional function Corresponds with the textual metafunction of language; works to organize and synthesize different modes of a multimodal text; deals with layout, placement, and relative salience of multimodal resources. (Shin, Chapter “[Multimodal Mediation and Argumentative Writing: A Case Study of a Multilingual Learner’s Metalanguage Awareness Development](#)”, this volume)

Context of Culture (COC) The cultural context plays an important role in shaping the meanings of a text albeit the process is always a dialectical one (the conten-

All terms and meanings in the glossary have been collected from different chapters and authors in the volume. We hope they help in your reading of the various studies.

tiousness of a recent U.S. political election influenced how it was portrayed in the media)

Context of Situation (COS) The immediate context of a speech event (e.g., buying fish at a farmer's market versus a supermarket) which shapes how interactants construe meaning and relate to each other.

Critical praxis A reflexive relationship between theory and practice which pushes for educational practice to inform theory and vice versa. (Potts, Chapter "[Critical Praxis, Design and Reflection Literacy: A Lesson in Multimodality](#)", this volume)

Critical literacy Enables students to see the ideological force of language choices and to critique such choices and to analyze and reconstruct social fields. (Schleppegrell and Moore; Potts, Chapters "[Linguistic Tools for Supporting Emergent Critical Language Awareness in the Elementary School](#)" and "[Critical Praxis, Design and Reflection Literacy: A Lesson in Multimodality](#)", this volume)

Critical Social Literacy (CSL) Pedagogies Pedagogical approaches which are focally concerned with supporting culturally and linguistically marginalized students and guiding them toward control of the genres needed to participate fully in academic and civic life. (Humphrey, Chapter "[We Can Speak to the World': Applying Meta-Linguistic Knowledge for Specialized and Reflexive Literacies](#)", this volume)

Design-based research A research methodology by which researchers iteratively create and implement interventions in natural settings, such as the classroom, to test the practical validity of a dominant theory. (Schleppegrell and Moore, Chapter "[Linguistic Tools for Supporting Emergent Critical Language Awareness in the Elementary School](#)", this volume)

Disciplinary literacy The ability to engage in social, semiotic, and cognitive practices consistent with those of content experts

Discourse semantics According to Jim Martin and David Rose (2003) semantics is about the organization of texts above the clause (at the discourse level): the *patterns* of meaning manifest in a text (e.g. appraisal, ideation)

Emergent bilinguals Individuals who are still in the process of developing fluent language skills in two languages. (Brisk Ossa and Para, Chapter "[Mainstream Classrooms as Engaging Spaces for Emergent Bilinguals: SFL Theory, Catalyst for Change](#)", this volume)

Emergent critical language awareness Characterized by one's ability to recognize text as an object that is open to analysis and scrutiny and that is composed of language choices that the author has made based on his or her point of view. (Schleppegrell and Moore, Chapter "[Linguistic Tools for Supporting Emergent Critical Language Awareness in the Elementary School](#)", this volume)

Expression In SFL the physiological sounding out of words or physically writing them out are seen as part of the expression stratum (grammar and semantics are the other strata in the language system and all are defined by context) (See Harman, Chapter "[Transforming Normative Discourses of Schooling: Critical Systemic Functional Linguistics Praxis](#)", this volume)

Engagement Within the Appraisal framework, this system deals with the degree to which other voices are incorporated or acknowledged within a text (Humphrey,

Chapter “‘We Can Speak to the World’: Applying Meta-Linguistic Knowledge for Specialized and Reflexive Literacies”, this volume)

Field The topic or subject matter of a given text or discourse. (Brisk and Ossa Para, Chapter “Mainstream Classrooms as Engaging Spaces for Emergent Bilinguals: SFL Theory, Catalyst for Change”, this volume; Shin, Chapter “Multimodal Mediation and Argumentative Writing: A Case Study of a Multilingual Learner’s Metalanguage Awareness Development”, this volume)

Genre Both a relatively stable configuration of linguistic resources and one that shifts according to context and social purpose. For example, a recipe consists of ingredients, constructed linguistically as quantified noun groups, and instructions, constructed through verbal phrases in the imperative mood, and serves the social purpose of informing someone how to cook a dish. The genre moves and language patterns of a recipe change according to register: if it is part of a comic skit, for example.

Genre-based pedagogy Focuses on the discipline-specific ways that meanings are constructed in texts and centers on genre as an entryway into understanding content knowledge. (Brisk and Ossa Para, Chapter “Mainstream Classrooms as Engaging Spaces for Emergent Bilinguals: SFL Theory, Catalyst for Change”, this volume)

Graduation The system of graduation enables analysis of the ways that the intensity of the meanings created within the other two systems are modulated (Humphrey, Chapter “‘We Can Speak to the World’: Applying Meta-Linguistic Knowledge for Specialized and Reflexive Literacies”, this volume)

Hybrid discourses practices Juxtapose forms of communication, interaction, and material processes from different social and cultural worlds. (Brisk and Ossa Parra, Chapter “Mainstream Classrooms as Engaging Spaces for Emergent Bilinguals: SFL Theory, Catalyst for Change”, this volume)

Ideation The notion that language functions, at a clause-level, as creating and maintaining theories of experience and logic; the ideational metafunction of language is to realize the **field**, or subject matter, of a text

Interactive function Corresponds with the interpersonal function in SFL; it refers to the social relationships and evaluative meanings enacted in multimodal assemblages (Shin, Chapter “Multimodal Mediation and Argumentative Writing: A Case Study of a Multilingual Learner’s Metalanguage Awareness Development”, this volume)

Interpersonal meanings Meanings created in a text enact relationships between the author and others. For example, addressing someone by their first name or as *sir* can enact different levels of formality which correspond with different social relationships. (Schleppegrell and Moore, Chapter “Linguistic Tools for Supporting Emergent Critical Language Awareness in the Elementary School”, this volume)

Lexico grammatical choices An SFL concept that emphasizes the interdependence between grammatical and lexical (vocabulary) choices in a clause and overall text to convey meaning

- Literacy** Defined broadly as knowledge of a social-semiotic activity through which people participate in the world, and reproduce and/or transform knowledge
- Medium** A technology that offers modal communication resources. (Shin, Chapter “[Multimodal Mediation and Argumentative Writing: A Case Study of a Multilingual Learner’s Metalanguage Awareness Development](#)”, this volume)
- Metalanguage** A language for talking about language, consisting of linguistic terminology, like *pronoun* or *appraisal*, as well as language which relates linguistic choices to context, like *genre* or *register* (Humphrey, Chapter “[‘We Can Speak to the World’: Applying Meta-Linguistic Knowledge for Specialized and Reflexive Literacies](#)”, this volume)
- Mode** The manner in which a text is conveyed, or aspects of communication (e.g. oral, written, multimodal, monologic, dialogic, etc.) (Brisk and Ossa Parra, Chapter “[Mainstream Classrooms as Engaging Spaces for Emergent Bilinguals: SFL Theory, Catalyst for Change](#)”, this volume; Shin, Chapter “[Multimodal Mediation and Argumentative Writing: A Case Study of a Multilingual Learner’s Metalanguage Awareness Development](#)”, this volume)
- Multimodality** The disciplinary representation of knowledge co-articulated through verbal, media and visual modes that elicits complex cognitive engagement from students
- Personalized meaning potential** The semiotic resources with which an individual makes meaning of their world (Potts, Chapter “[Critical Praxis, Design and Reflection Literacy: A Lesson in Multimodality](#)”, this volume)
- Phonological-expression level** An SFL concept that focuses on the largest and smallest units of sound that can be recognized
- Praxis** The intersection of, or recursive connection between, theory and practice
- Reading to Learn** A highly explicit pedagogical methodology developed by Rose and Martin (2012) that integrates reading and writing across the curriculum in all levels of school. Beginning at the macro level of a text, the approach promotes building an initial understanding of broad social contexts before scaffolding students through the stages of genre analysis including micro linguistic analysis (at the sentence level) and thematic analysis of texts
- Reflection literacy** A social semiotic process in which people are positioned to actively participate in, reproduce and transforming the world around them. Reflection literacy takes *recognition* and *action* literacies literacy a step further by enabling students to consider the ideological weight of their own language choices and empowering them to create and re-design knowledge according to their own ideological orientation. (Schleppegrell and Moore, Chapter “[Linguistic Tools for Supporting Emergent Critical Language Awareness in the Elementary School](#)”, this volume; Potts, Chapter “[Critical Praxis, Design and Reflection Literacy: A Lesson in Multimodality](#)”, this volume)
- Register** The variation of language according to societal context, realized through linguistic choices to convey ideational, interpersonal, and textual meanings. In SFL, register is seen as being realized through **field**, **tenor**, and **mode**, each of which has its own entry in this glossary

- Recognition literacy** A social semiotic process which gives students access to codes, though it does not empower students to manipulate these codes; can be fostered through phonics instruction and reading comprehension work and is a precursor to *action* and *reflection* literacies (Schleppegrell and Moore, Chapter “[Linguistic Tools for Supporting Emergent Critical Language Awareness in the Elementary School](#)”, this volume)
- Representational function** Corresponds with the ideational metafunction of language; the representational function of visual resources is to construct ideas (Shin, Chapter “[Multimodal Mediation and Argumentative Writing: A Case Study of a Multilingual Learner’s Metalanguage Awareness Development](#)”, this volume)
- Semiotics** The study of signs and symbols for meaning-making, including but not limited to linguistic symbols
- Systemic functional linguistics** Developed M.A.K. Halliday (1976), regards language as a semiotic system whose primary function is social and which also performs three general metafunctions: the construal of experience (its ideational metafunction), the enactment of social relationships (its interpersonal metafunction), and self-organization (its textual function)
- Systemic Functional Multimodal Discourse Analysis** Concerned with the systematic organization of semiotic resources (e.g. visual, sound, embodied) as tools for creating meaning in society
- Teaching-to-Learning Cycle (TLC)** Developed by Martin and Rose (2005), a recursive pedagogical cycle consisting of three phases: *deconstruction*, *joint construction* and *independent writing*. The first phase involves developing learner’s understanding of new subject matter (the **Field**) and the context of a particular **genre or register**, along with engaging learners in analysis of linguistic choices in mentor texts. The second phase calls for the co-creation of texts with active participation among peers as well as with the teacher. In the third phase, students independently construct texts for specific academic genres. (Brisk and Ossa Parra, Chapter “[Mainstream Classrooms as Engaging Spaces for Emergent Bilinguals: SFL Theory, Catalyst for Change](#)”, this volume; Humphrey, Chapter “[‘We Can Speak to the World’: Applying Meta-Linguistic Knowledge for Specialized and Reflexive Literacies](#)”, this volume)
- Tenor** The interpersonal relationship between the writer and reader of a text. (Brisk and Ossa Parra Chapter “[Mainstream Classrooms as Engaging Spaces for Emergent Bilinguals: SFL Theory, Catalyst for Change](#)”, this volume; Shin, Chapter “[Multimodal Mediation and Argumentative Writing: A Case Study of a Multilingual Learner’s Metalanguage Awareness Development](#)”, this volume)
- Texture** How a given text is structured as communication (e.g. cohesion through Theme and Rheme patterns, rhetorical structure, etc.)
- Translanguaging** The linguistic process described by Garcia (2009) in which multilinguals are viewed as drawing from a single semiotic system or set of resources, rather than switching back and forth between distinct and separate languages and in which language is seen as fluid rather than bonded entity. (Brisk and Ossa Parra, Chapter “[Mainstream Classrooms as Engaging Spaces for Emergent Bilinguals: SFL Theory, Catalyst for Change](#)”, this volume)