
| RESEARCH ARTICLE

A Case Study of Pre-Service English Teachers in Reviewing an SFL-Oriented Academic Source Text

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| ABSTRACT

Culturally Sustaining Systemic Functional Linguistics (henceforth CSSFL) embodied inquiry with multilingual youth is an analytical exploration. This CSSFL provides practical contributions in terms of the issues of young participatory learning, such as youth learning, power of performance, spatial learning, and student agency. The CSFL emerges from the three important tenets of the CS curriculum: a) culturally sustaining practices, b) the design and re-design of SFL-informed multimodal, and c) the literacy of reflection. In particular, the present study provides how pre-service teachers obtained inspiration for a pedagogical implication where readers can engage in research-driven, multimodal resources, as well as how teachers enable meaning-making activities for their students. In addition, the present study explores the role of multimodal activities such as theatre groups, hip-hop music, and performative arts in contributing to the engagement of physical and linguistic.

| KEYWORDS

SFL, Linguistics, Language, Cultural, Bilingual, Multilingual.

| ARTICLE INFORMATION

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1. Introduction

There has been much interest in systemic functional studies over the last two decades. Culturally sustaining systemic functional linguistics praxis embodied inquiry with multilingual youth is an analytical exploration. The culturally SFL has the tradition of exploring multilingual youth. This present study provides practical contributions in terms of the issues of young participatory learning, such as youth learning, power of performance, spatial learning, and student agency. In response to this, agency and action research play an important role for pre-service teachers, teacher educators, graduate students, and scholars in engaging literacy learning and transformative inquiry in the context of bilingual and multilingual education. The issue of the world and community related to the cultural diversity that exists in the world urged the creation of a forum to accommodate this diversity, such as culturally sustaining systemic functional linguistics praxis, to solve the cultural issue. According to (Cavallaro & Sembiente, 2020), in CS SFL, students shift between familiar and developing registers while creating function-meaning language connections. Culturally Sustaining Systemic Functional Linguistics (CS SFL) enables youth and adults to engage with issues connected to their world and community and to design innovative, equity-centered solutions to real-world problems. By using the three programs, such as literacy, art programs, and community-based research, youth and adults have succeeded in solving the cultural issue.

The collection of CS SFL praxis provides a practical guide and analytic exploration where educators and community activists are able to engage youth in meaning-making projects. There are four main focused articulations of engagement, such as performance, spatial learning, community activism, and student agency, that are discussed in this promised This present study. In particular, the present study consists of a wide array of interesting topics where readers can engage in research-driven, multimodal resources as well as how teachers enact meaning-making activities for their students. In this sense, teachers and educators express

multilingualism and the diversity of participatory backgrounds. This activity enables students to actively engage in building their knowledge.

2. Literature Review

Inspired by participatory action research, Harman and her community conducted CS SFL to empower marginalized multilingual youth and engage with people from different cultural and language backgrounds. As specified by (Cavallaro & Sembiente, 2020), CS SFL is foreground in supporting multilingual students' language and literacy development through equitable and explicit practices that validate and extend students' cultural and linguistic experiences. CS SFL provides a description of the theories and practices in CS SFL programs. The authors told the story of the CS SFL program that has been held. In this part, authors emerge from the three important tenets of the CS SFL curriculum, such as a) culturally sustaining practices, b) the design and re-design of SFL-informed multimodal, and c) the literacy of reflection. For example, medical students who do year-long residencies can build their community when they have a medical training program. Furthermore, as literacy activists, the participants of the study realized that a community of literacy enables them to gain engagement in community advocacy. Thus, the engagement of activists and educators in the praxis of CS SFL can build a partnership with youth and their families to develop literacy activities and language exercises in school. In this CS SFL program, the participants narrated their feelings about the boundaries of their neighborhoods and co-constructed spoken word poems about the meaning of the youth community and its limits. According to Akom, Shah, and Nakai (2014), the use of GIS mapping tools is excellent but is hindered by the principle that "youth themselves are often the individuals who have the most current and accurate understanding of race, space, place, and waste in [a] neighborhood" (p. 99).

Jason Mizell explored the mutual understanding of participants' lived experiences as well as youth's dreams and deeper insight. He successfully discussed the potential relationship between different ages, races, and classes. In this sense, youth can engage linguistically and ideologically in the construction of experiences, lives, and knowledge. He contended that the CS SFL program enables students to be critical agents in consuming and producing knowledge. CS SFL investigated the role of spatial and embodied modalities. Khanh Bui explored the engagement of the participants' schools and their neighborhoods in terms of walking support. The CS SFL explores the role of multimodal activities such as theater groups, hip-hop music, and performative arts in contributing to the engagement of physical and linguistics.

Heidi Hadley, Kevin Burke, and Ruth Harman proposed a wide variety of meaning-making activities instead of the intended curriculum. They encourage readers to participate in other kinds of activities rather than the curriculum. This point provides us with the application of CS SFL programs in other contexts. It is a very inspiring idea that educators and teachers can apply in the classroom and out of the classroom. For example, educators can use maps and blocks as semiotic resources. These semiotic resources enable students to construct meaning and new knowledge.

3. Methodology

3.1 Design Method

In this research, we used the narrative case study method as a medium for collecting research data. This study presents the experiences and reflections of 3 students (1 female, 2 male) who, in this research, acted as writers and research participants. According to (Ferguson, 2021), which also quoted from (Bowden et al. 2017; Kovinthan, 2016 Rudman & Aldrich, 2017), numerous research that employs the narrative case study methodology can provide insight into how narrative analysis can be used to identify an individual in the face of institutionalized discrimination.

3.2 Participant

Three students who are prospective English teachers (1 female, 2 male). They have to write scientific articles as a requirement to graduate with a Bachelor's Degree for 4 years. Previously, the participant had written in several supporting courses, namely Introduction to Academic Writing and Academic Writing.

3.3 Data Collection

In collecting this data, three students who were participants in this research were given several tasks, i.e.:

Firstly, the three students (1 female, 2 male) who were participants were given an academic. The participants reviewed the book entitled *Culturally Sustaining Systemic Functional Linguistics Embodied Inquiry with Multilingual Youth* by Ruth M. Harman and Kevin J. Burke. Participants were asked to read the book, and secondly, after reading the entire book, In this present study, participants were then asked to summarize the points. The summary that participants must fill in is as follows:

- a. Introduction/theme of the This present study
- b. Division of each chapter
- c. Critical evaluation

d. Recommendation

Finally, after summarizing the present study by Ruth M. Harman and Kevin J. Burke, participants were asked to reflect on the results of their reading in writing via a short chat. The reflections given by participants were in the form of experiences reading the This present study and a review of an academic This present study.

3.4 Data Analysis

According to (Newman J 2020), Although CDA has a lot of potential for discussing social practices, social structures, discourse orders, etc., it is criticized for conceptually lacking clarity on this important theoretical topic and for frequently losing and confusing the distinction in CDA-guided research. This essay aims to support the current endeavor to create a particularly critical realism in discourse analysis methodology. This is significant not just because discourse analysis is a necessary methodological tool for critical realist scholars but also because due to the fact that scholars who focus on discourse analysis will find critical realism to be a useful foundation for their work (Newman J, 2020). (Newman J, 2020) said that Discourse analysts from a variety of backgrounds frequently engage—voluntarily or not—with these two divisions, sometimes in a productive way and other times in a confusing theoretical maze. Throughout discourse analysis, those two contrasts typically surface, regardless of how they are treated.

As reported (Mizell, 2020), Through the lens of critical systemic functional linguistics, pre-service teachers received training as researchers and educators in creating a culturally sustaining pedagogy for multilingual and multidialectal youth, as it were Culturally Sustaining Systemic Functional Linguistic.

4. Results and Discussion

4.1 This pre-service teacher's experience in reviewing an academic book

At first, I was a little confused because This present study, Culturally Sustaining Systemic Functional Linguistics Praxis Embodied Inquiry with Multilingual Youth, used academic language, which I didn't know what it meant or what simple language it was, but when I read it, again and again, I was able to understand what it meant. The examples in this present study are numerous and include cultural life in real society. In other words, these examples are numerous and/or often occur in the environment or everyday life. From this present study, I also learned that certain activities have their own influence on individuals and groups.

(Participant 1, May 2024)

In an ongoing scientific investigation of Systemic Functional Linguistics with Multilingual Youth, participant 1 was confused with academic language, which is reviewed in this paragraph. Following their comprehension of the book's ideas, participant 1 emphasized instances of real-world cultural life as well as the impact that various activities have on both individuals and groups.

Studying the present study, "CS SFL embodied inquiry with multilingual youth," provides a lot of insight into linguistics, which apparently has a lot to do with social and cultural life. What's interesting is that there is an example of culture mentioned in This present study, namely hip-hop or rap music, which is becoming increasingly interesting because the inclusion of culture in linguistic learning makes young people interested, especially when this culture has gone global. Overall, SFL has deepened my understanding of language as a powerful tool for communication, especially in education and culture.

(Participant 2, June 2024)

This latest research entitled "CS SFL realizes inquiry with multilingual youth" offers valuable insights into linguistics, especially its connection with social and cultural aspects. The mention of hip-hop or rap music indicates the importance of cultural inclusion in linguistic education, especially as it appeals to young students. Overall, this research underscores the role of SFL in increasing understanding of the potential of language in communication, especially in educational and cultural contexts.

It has been enlightening to study Systemic Functional Linguistics Praxis. First of all, there are many intricate ideas like ideational, interpersonal, and textual metafunctions. But as I went along, I saw how profoundly SFL focused on the functional significance of language in context. This approach offers a fresh perspective on texts by highlighting the ways in which language is created and shaped by social realities. This theory is put to use in real-world contexts like instructional linguistics and conversation analysis. All things considered, SFL enhanced my comprehension of linguistic patterns and my awareness of the dynamic interplay between language and society.

(Participant 3, May 2024)

SFL (Systemic Functional Linguistics) delves into language structure and the significance of language use within social contexts. It offers valuable analytical tools to reveal how language choices convey identity, relationships, and ideology. Thus, SFL enhances our understanding of language's role as a powerful tool for communication and social construction.

4.2 Pre-service teachers' reflection on reviewing an academic book

My inspiration for studying functional linguistic systems was to be able to understand the diversity that occurs in people's daily lives. Moreover, because I am in the field of language and education, there is a possibility that one day, I will be directly involved in the world of education in real terms in terms of my job, namely as a teacher. What I read in This present study, *Culturally Sustaining Systemic Functional Linguistics Praxis Embodied Inquiry with Multilingual Youth*, discusses not only language but also other factors, including environmental conditions, cultural diversity, social activities, and a person's hobbies or interests and talents. The existence of several of these things inspired me to read and/or study functional linguistic systems.

(Participant 1, May 2024)

The passage demonstrates the author's purpose for researching functional language systems in order to comprehend the variety of daily life and how it might relate to schooling. An understanding of language and other variables that inspire writers can be gained from the study "*Culturally Sustaining Systemic Functional Linguistics Praxis Embodied Inquiry with Multilingual Youth*."

The inspiration I got after reading "*CS SFL embodied inquiry with multilingual youth*" was to be able to adapt it to education or daily life. Moreover, living in Indonesia, which has various cultures and other differences, makes it even more interesting to apply in Indonesia. This present study provides an example of culture connected with linguistics, especially with the many cultures in Indonesia that could be more interesting for young people to connect with linguistics, whether in education or daily life.

(Participant 2, May 2024)

Studying "*CS SFL embodies inquiry with multilingual youth*" sparked inspiration in me to adapt its principles to my education and daily routine. Being in Indonesia, which is rich in cultural tapestry, makes its application even more interesting. This research's link between culture and linguistics, particularly in Indonesia's diverse cultural landscape, can significantly engage the younger generation in linguistic exploration, whether in educational settings or everyday interactions.

Learning about Systemic Functional Linguistics (SFL) has given me insightful knowledge that I can use in my daily teaching. I can create courses that are more interesting and useful for kids by having a thorough grasp of how language functions in many social contexts. SFL assists me in teaching not just grammatical principles but also effective language use in everyday situations. As a result, students' comprehension and production of various kinds of text will improve, enhancing their communication abilities. All in all, SFL has motivated me to provide language instruction with a deeper sense of purpose and relevance while assisting students in making connections between their academic work and the outside world.

(Participant 3, June 2024)

By utilizing SFL, teachers can design a more dynamic and contextual curriculum. This allows students to see the direct relevance between the language they are learning and its practical application in real life. This increased understanding can enrich the learning experience and strengthen students' effective communication skills.

The understanding of SFL practice can contribute to empowering youth in two respects. The first is the practical contribution of the sustaining program: the culturally sustaining SFL program brings the participant into contact with different members of multilingual youth. The second reason is that the present study extends the theoretical contribution of SFL beyond tradition as SFL scholars and practitioners. However, as we pointed out above, despite SFL praxis in teacher education, some parts of the present study are not SFL-inspired pedagogical-related but simply participatory action research explorations of culturally sustaining projects. Despite its comprehensive coverage, this present study does not address the following issues: The researchers focus on two primary elements of mode and medium, highlighting the importance of providing youth with access to multiple meaning-making resources to articulate their ideas and envision spatial and verbal expressions. First, the authors do not discuss how ethnographic participant classroom observations contribute to significant teacher professional development. Second, there is no further explanation of how post-class observation conferences can be used for dialogically negotiated reflection in teacher development groups. Third, CSFL does not explain how other analyses of classroom observation data (i.e., ethnographic microanalysis) can be used to gather richer data for reflection. Lastly, the authors only focus on highlighting how ethnographic teacher and student diaries can serve as potential tools for reflective teaching practice and research to obtain triangulated data sources for reflection.

5. Conclusion

This present study is very recommended because it helps multilingual teenagers understand, use, and recognize the wide range of linguistic and multimodal resources available to them for both professional and everyday development. The integration of local

student communities' knowledge, language, and culture is supported by SFL for scientific educators and bilingual students. Not less significant, this present study can improve comprehension of how to impart knowledge to the younger generation through modules that lead to a project with a broader audience and goal. At this point in the evaluation of this present study, it can be a reference for participants to encourage new knowledge by focusing on the CS SFL program, for example, by joining an activist community or, more specifically, by arranging a new program or activity for the community. This research received no external funding.

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