

Perfil académico UC

Jing Hao

- Postdoctorado en Lingüística, Pontificia Universidad Católica de Chile
- Postdoctorado en Lingüística, The Hong Kong Polytechnic University
- Doctora en Lingüística, University of Sydney, Australia
- Magíster en Lingüística Aplicada, University of Sydney, Australia

1. Presentación

My overarching goal as a linguist is to develop critical understandings of how knowledge is constructed through language and multimodal resources and how such understandings can benefit education, interdisciplinary communication and intercultural communication. I research languages including English and Mandarin Chinese. The motivations for my academic career are to promote equal access to knowledge and effective dissemination of knowledge, as a way of supporting positive development of culture and society. My research has contributed to developing linguistic methods for understanding and examining knowledge constructions across disciplinary areas, informed by theories including systemic functional linguistics, sociology of education, English for Academic Purposes and multimodal discourse analysis. In addition to my linguistic research, I work actively on applying linguistic understandings to support teaching and learning academic literacy in English.

Mi mayor objetivo como lingüista es desarrollar una comprensión crítica de cómo se construye el conocimiento a través del lenguaje y los recursos multimodales y cómo dicha comprensión puede beneficiar la educación, la comunicación interdisciplinaria y la

comunicación intercultural. Mi investigación de idiomas incluye inglés y chino mandarín. Con relación a las motivaciones de mi carrera académica, estas se centran en promover el acceso equitativo al conocimiento y a su difusión efectiva, como una forma de apoyar el desarrollo positivo de la cultura y la sociedad. Mi investigación ha contribuido al desarrollo de métodos lingüísticos para comprender y examinar construcciones de conocimiento en áreas disciplinarias, fundamentados por teorías que incluyen la lingüística funcional sistémica, la sociología de la educación, el inglés con fines académicos y el análisis del discurso multimodal. Además de mi investigación lingüística, trabajo activamente en la aplicación de conocimientos lingüísticos para apoyar la enseñanza y el aprendizaje de la alfabetización académica en inglés.

2. Docencia

CURSOS DICTADOS

Applied Linguistics and Education (LET2313) (Pregrado, primer semestre 2022)

Analysis and Development of Communicative Skills in the Classroom (LET3716) (Posgrado, primer semestre 2022)

Classroom Research (EIN1006) (Pregrado, segundo semestre 2021)

English Language II, Academic Writing (LET1312-1; LET1312-2) (Pregrado, segundo semestre 2021)

Applied Linguistics and Education (LET2313) (Pregrado, primer semestre 2021)

English Language II (LET1312-1; LET1312-2), (Pregrado, segundo semestre 2020)

PARTICIPACIÓN EN CURSOS COMO INVITADA

Grammar and Text (LET1334) (Pregrado, primer semestre 2020)

Facultad de Letras, Pontificia Universidad Católica de Chile

Research Method in Teaching (BLI80695) (Posgrado, primer semestre 2020)

Department of Linguistics, Faculty of Humanities, Universitas Indonesia

3. Investigaciones

“Apoyo al rendimiento académico en inglés mediante una intervención en alfabetización integrada”, 34° FONDEDUC, Pontificia Universidad Católica de Chile, Investigadora Principal (01/2022 – 12/2022).

“Developing a ‘top-down’ and tri-stratal approach to describing ideational language resources in English and Mandarin Chinese”, FONDECYT de Posdoctorado (N° 3190498), Pontificia Universidad Católica de Chile, Investigadora Principal (03/2019 – 03/2023).

“Investigating linguistic similarities and differences in knowledge building through English and Mandarin Chinese”, The Hong Kong Polytechnic University Postdoctoral Research Scheme (N° 1-ZVGJ), Department of English, The Hong Kong Polytechnic University, Hong Kong, Investigadora Principal (03/2016 – 03/2018).

“The Role of Metaphors in Reasoning”. General Research Fund provided by University Grants Committee (HSEARS20170918002), The Hong Kong Polytechnic University, Hong Kong, asistente de investigación (03/2018 – 08/2018).

“Pedagogies for Knowledge-Building: Investigating subject-appropriate cumulative teaching for twenty-first century school classrooms”, Australian Research Council (ARC)/Discovery Projects (DP130100481), The University of Sydney, Australia. 06/2013 – 11/2015, asistente de investigación (03/2018 – 08/2018).

“Linguistic understanding of live lecturers in tertiary education”, University of Technology, Sydney, Australia, senior asistente de investigación (06/2015 – 11/2015).

“Discourses of Knowledge and Persuasion in Social Practices”, University of Technology, Sydney, Australia, senior asistente de investigación (06/2013 – 12/2013).

“Supporting the development of literacies for learning across key learning areas (ELK) of secondary school through genre-based pedagogy”, National Partnership Grant, Australia. Australian Catholic University, asistente de investigación (02/2012 – 06/2013)

“Targeting low-socioeconomic status first year retention: A multi-tiered focus on academic language and scaffolding”, University of Technology, Sydney, Australia, senior asistente de investigación (04/2011 – 12/2012)

4. Publicaciones

LIBROS

Hao, J. (2020). *Analysing scientific discourse from a Systemic Functional Linguistic perspective: A framework for exploring knowledge-building in biology*. London and New York: Routledge. ISBN: 978-0-8153-7499-2 (hbk)

Hao, J. & J. R. Martin (Eds) (en preparación bajo contrato). *The discourse of History: A Systemic-Functional perspective*. Cambridge University Press.

ARTÍCULOS

Hao, J. & Wang, P. (in press). Chinese Nominal Groups: The Metaphorical Realization of Figures. *WORD*. [Scopus] Impact Factor: 0.566

Hao, J. (2020). Nominalisation in scientific English: a tristratal perspective. *Functions of Language*. 27(3), 143-173. <https://doi.org/10.1075/fo1.16055.hao> ISSN 0929-998X [WoS, Scopus] Impact Factor (5 años): 0.945

Dreyfus, S. & Hao, J. (2020). A multi-stratal perspective on circumstantial meaning. *Journal of World Languages*. 6(1-2), 27-45. <https://doi.org/10.1080/21698252.2020.1720159>

Hao, J. & Humphrey, S. L. (2019). Reading nominalizations in senior science. *Journal of English for Academic Purposes*, 42. <https://doi.org/10.1016/j.jeap.2019.100793>. ISSN 1475-1585 [WoS, Scopus] Impact Factor: 1.893

Hao, J. & Hood, S. (2019). Valuing science: The role of language and body language in a health science lecture. *Journal of Pragmatics*, 139, 200-215. <https://doi.org/10.1016/j.pragma.2017.12.001>. ISSN 0378-2166 [WoS, Scopus] Impact Factor: 1.350

Hao, J. (2018). Reconsidering “cause inside the clause” in scientific discourse – from a discourse semantic perspective in systemic functional linguistics. *Text & Talk*, 38(5), 520-550. <https://doi.org/10.1515/text-2018-0013>. ISSN: 1860-7329 [Scopus] Impact Factor: 0.328

Humphrey, S & Hao, J. (2013). Deconstructing Written Genres in Undergraduate Biology. *Linguistics and Human Sciences*. (Special Edition of the SLATE project). 7 (1-3), 29-53. <https://doi.org/10.1558/lhs.v7i1-3.29>. ISSN: 1742-2906 [MLA, EBSCO]

Hao, J. & Humphrey, S. (2012). The role of ‘coupling’ in biological research warrant. *Linguistics and the Human Sciences*. 5(2), 169-194. <https://doi.org/10.1558/lhs.v5i2.169> ISSN: 1742-2906 [MLA, EBSCO]

CAPÍTULOS DE LIBROS

Hao, J. (2021) Analysing knowledge building through language: a case in Mandarin Chinese. En Caldwell, D., Martin, J.R. & Knox, J. (eds) *Developing Theory: A Handbook in Applicable Linguistics and Semiotics*. Londres: Bloomsbury.

Hao, J. (2021). Building taxonomy in undergraduate biology. En Maton, K., Martin, J.R. & Doran, Y.J. (eds) *Studying Science: Knowledge, Language, Pedagogy*. (pp. 134-161). Londres: Routledge. ISBN: 978-0-815-35576-2 (hbk)

Hao, J. (2020). Construing 'implication' relations in scientific activities through Mandarin Chinese. En J. R. Martin, Y. J. Doran, & G. Figueredo (Eds.), *Systemic Functional language description: making meaning matter*. (pp. 238-272). Londres: Routledge. ISBN: 978-0-8153-9508-9 (hbk)

Hood, S. & Hao, J. (2021). Grounded learning: the complementarity of verbiage and paralanguage in teaching science. En Maton, K., Martin, J.R. & Doran, Y.J. (Eds) *Studying Science: Knowledge, Language, Pedagogy*. (pp. 226-256). Londres: Routledge. ISBN: 978-0-815-35576-2 (hbk)

Humphrey, S. & Hao, J. (2019). New descriptions of metalanguage for supporting English Language Learners' writing in the early years of science: A discourse perspective. in de Oliveira, Luciana C. (Ed) *The Handbook of TESOL in K-12*. (pp. 213-130). Hoboken, NJ: Wiley-Blackwell. ISBN: 9781119421740

Humphrey, S., Hao, J. & Rose, D. (2020). Launching research: A Martinian perspective on science pedagogy. En Zappavigna, M. & Dreyfus, S. (Eds) *Discourses of Hope and Reconciliation*. (pp. 85-108). Londres: Bloomsbury. ISBN: 978-1-3501-1606-1

Knox, J. & Hao, J. (2020) Multimodality and Systemic Functional Analysis. En Carol A. Chapelle (ed) *The Encyclopaedia of Applied Linguistics*. (pp.801-811) Chichester: Wiley-Blackwell. ISBN: 9781119147367

PONENCIAS PUBLICADAS EN ACTAS

Hao, J. (2017). The discourse semantic meanings of ‘showing’ in scientific texts. *Transforming Contexts: Papers from the 44th International Systemic Functional Congress Proceedings*. (pp. 102-108). Wollongong. ISBN 978-0-646-97417-0

Hao, J. & Humphrey, S. (2013) Burnishing and tarnishing in academic literacy. *To boldly proceed: Papers from the 39th International Systemic Functional Congress Proceedings*. (pp. 15-20). Sydney. ISBN 978-0-646-58257-3

5. Eventos académicos

PRESENTACIONES PLENARIAS O PRINCIPAL INVITADAS

“Cultivating values: the values of democracy in an Australian junior secondary classroom”. *The International Conference on Applicable Linguistics and APPRAISAL Studies (Webinar)*, Shanghai Jiao Tong University, China, 2021.

“A ‘top-down’ approach to language description - field, ideation and grammar”. *Language Typology: Functional Perspectives*, University of Sydney, Australia, 2018.

“Understanding nominalisations in English: a tristratal perspective”. *Australian Systemic Functional Linguistic Association 2018*, University of South Australia, 2018.

“Construing implication activity through Mandarin Chinese”. *International Colloquium on Systemic Functional Language Typology*. Pontificia Universidad Católica de Chile, 2017.

PRESENTACIONES EN COLOQUIOS

“Construing temporal relations in Mandarin Chinese”, Ponencia presentada en el coloquio ‘Comparable descriptions and their applications’, *International Systemic Functional Congress 2019*. Pontificia Universidad Católica de Chile, Chile, 2019.

“Considerations for ‘behind the scenes’ work”, Ponencia presentada en el coloquio ‘Behind the scenes of metalanguage, semiotic mediation and teachers’ work: insights from emerging perspectives within SFL theory’, *International Systemic Functional Congress 2018*. Boston College, Boston, Estados Unidos, 2018.

“Realizing activities through nominal groups in Mandarin and Tibetan”, Ponencia presentada con Dr Pin Wang en el coloquio ‘Nominal Groups Systems and Structure: Contrastive Analysis’, *International Systemic Functional Congress 2018*. Boston College, Boston, Estados Unidos, 2018.

“Language of responses: discourse and grammatical features in secondary school students’ response genres”. Ponencia presentada en el coloquio ‘EAP in primary and secondary school: explicit teaching of language for curriculum learning’, *Faces of English 2: Teaching and Researching Academic and Professional English*. University of Hong Kong, Hong Kong, 2017.

“An exploration on applying stratification in SFL to describing relational process types in Mandarin Chinese”, Ponencia presentada en el coloquio ‘applying SFL as an ‘apliable’ linguistic theory’, *International Systemic Functional Congress 2017*, University of Wollongong, Australia, 2017.

PONENCIAS

“Describing nominal groups as grammatical metaphors in Mandarin Chinese”, Ponencia presentada con Dr Pin Wang en el *European Systemic Functional Linguistics Conference 2021 (webinar)*. Sheffield Hallam University, UK, 2021.

“Embedded disciplinary literacy support in English: Implementing Reading-to-Learn pedagogy in two undergraduate linguistics courses during the pandemic”, Ponencia presentada con Juan Caviedes y Camila Galdames en el *Primer Congreso: Enseñanza, aprendizaje y uso de lenguas en Sudamérica y el Hemisferio Sur en el siglo XXI: nuevas tendencias y desafíos (webinar)*. Universidad de Chile, 2021.

“Cultivating Values: Axiological charging in junior secondary history teaching”, Ponencia presentada con Prof. J. R. Martin en la *Legitimation Code Theory Conference 2*. University of Sydney, Australia, 2017.

“Distinguishing the role of technical entities and grammatical metaphors in reading and writing senior secondary science explanations”, Ponencia presentada con Dra Sally Humphrey en el *International Systemic Functional Congress 2017*, University of Wollongong, Australia, 2017.