

## Linguistic Patterns and Thematic Representations in Conference Posters and Handbills of Nigerian Tertiary Institutions

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### Abstract

This study investigates the linguistic patterns and thematic structures of conference themes in Nigerian tertiary institutions through the lens of Systemic Functional Linguistics (SFL), focusing specifically on the ideational metafunction. The research explores how language is employed to shape academic discourse, reflect disciplinary priorities, and align with global intellectual trends. A purposive sampling method was adopted, and data were collected from 50 conference posters and handbills gathered between 2020 and 2025 from ten Nigerian tertiary institutions representing diverse academic fields, including humanities, social sciences, education, engineering, and health sciences. The analysis reveals that nominalization is a dominant linguistic feature, lending themes a formal and conceptually dense tone, as seen in expressions like “Governance and Development” and “Multilingualism and Nation-Building.” Material processes (e.g., “Advancing Research,” “Enhancing Innovation”) emphasize progress and transformation, while relational processes (e.g., “Language, Power, and Society”) establish conceptual connections. Thematic focus varies by discipline, while humanities and social sciences often engage with identity and governance, themes in engineering and technology emphasize sustainability and innovation. A notable trend is the alignment of themes with international discourses such as the United Nations Sustainable Development Goals (SDGs), underscoring institutional efforts to position themselves within global academic conversations. The study recommends that institutions strike a balance between formal expression and accessibility, and encourages the inclusion of cognitive and evaluative structures to promote engagement. These findings contribute to our understanding of how language constructs academic identity and drives scholarly communication. Future research may compare regional and linguistic patterns in academic promotional discourse.

**Keywords:** Systemic Functional Linguistics, conference themes, nominalization, academic discourse, thematic analysis.

## Introduction

Language is central to academic communication, facilitating knowledge dissemination and scholarly engagement. Conferences in tertiary institutions serve as key platforms for researchers, educators, and students to exchange ideas, innovations, and research findings. To promote these events, institutions utilize various communicative strategies, including conference posters and handbills. These materials function as both textual and visual tools, providing essential event details while simultaneously attracting audiences and emphasizing the significance of the conference within the academic community. Beyond mere information-sharing, they strategically highlight key themes and establish institutional credibility.

Systemic Functional Linguistics (SFL) views language as a structured system serving different communicative functions (Halliday, 1978). As multimodal texts, conference posters and handbills incorporate linguistic elements that fulfill distinct functions. The ideational metafunction conveys conference themes and subject matter, the interpersonal metafunction engages the audience through persuasive language, and the textual metafunction ensures coherence and logical organization (Halliday & Matthiessen, 2014). Despite the widespread use of conference posters and handbills in Nigerian tertiary institutions, little research has examined their linguistic structures and thematic representations. While previous studies on academic discourse have primarily focused on research articles, abstracts, and conference presentations (Bhatia, 2004; Hyland, 2009), promotional materials remain largely understudied. Given the increasing competition for conference participation and funding, understanding the linguistic strategies used in these materials is essential for evaluating their effectiveness.

This study aims to analyze the linguistic patterns and thematic structures of conference posters and handbills in Nigerian tertiary institutions using SFL as a theoretical framework. By doing so, it seeks to provide insights into the discourse strategies shaping academic communication in higher education.

Effective communication in academic settings relies not only on research presentations but also on how conferences are promoted to potential participants. Conference posters and handbills serve as crucial tools for attracting scholars, students, and professionals to academic events. However, despite their communicative significance, the linguistic features and thematic structures of these materials remain underexplored in linguistic research, particularly in the Nigerian academic context. Several studies on academic discourse have analyzed research papers, abstracts, and presentations (Swales, 1990; Hyland, 2009), yet little attention has been given to the promotional discourse of conferences. As a result, how language is used to shape themes, establish credibility, and persuade audiences in Nigerian tertiary institutions remains unclear. Furthermore, with the rise of multimodal communication in academia, the interplay between linguistic elements and thematic representations in posters and handbills demands further exploration.

## Research Questions/Objectives

This study aims to investigate the linguistic and thematic characteristics of conference posters and handbills in Nigerian tertiary institutions. Specifically, it seeks to answer the following research questions:

- 1) What are the dominant linguistic patterns used in conference posters and handbills in Nigerian tertiary institutions?
- 2) How are conference themes linguistically framed and conveyed in Nigerian academic settings?

The objectives of the study are:

- a) To identify and analyze the linguistic structures and discourse strategies used in conference posters and handbills.
- b) To examine how conference themes are framed and conveyed linguistically in Nigerian academic settings.

## Significance of the Study

This study is important for several reasons. First, it expands research on academic discourse by examining promotional materials like conference posters and handbills, which shape scholarly engagement. It explores how linguistic choices influence meaning, persuasion, and audience interaction in academic settings. Next, it advances linguistic research by applying Halliday's (1978) Systemic Functional Linguistics (SFL) framework to an underexplored genre, analyzing ideational, interpersonal, and textual metafunctions. Finally, by identifying dominant themes in Nigerian academic conferences, the study informs higher education policies and research dissemination strategies. It provides insights into institutional research priorities and their alignment with global academic trends, benefiting policymakers, funding bodies, and scholars.

## Scope and Delimitation

This study investigates the linguistic patterns and thematic representations found in conference posters and handbills sourced from selected Nigerian tertiary institutions. The dataset comprises promotional materials collected from universities, polytechnics, and colleges of education across a range of disciplines, allowing for broad academic coverage. The scope is confined to both printed and digital formats of these materials, enabling a concentrated analysis of static texts that are commonly utilized for academic promotion. This focus supports a systematic exploration of how language is strategically employed in conveying conference themes and institutional identity within the Nigerian higher education landscape.

## Literature Review

### Studies on Linguistic Patterns in Promotional Materials

Promotional materials serve as powerful communication tools, designed to attract attention and convey essential information concisely and persuasively. In the academic context, conference posters and handbills function as promotional materials that introduce scholars to an upcoming intellectual event. These materials employ distinct linguistic patterns to maximize engagement, clarity, and appeal. Various linguistic studies have explored how language is structured in promotional discourse, with

particular attention to lexical choices, syntactic structures, rhetorical strategies, and discourse organization (Cook, 2001).

One of the primary linguistic characteristics of promotional materials is their persuasive nature. Research has shown that promotional texts often employ imperatives, evaluative adjectives, and superlatives to create a sense of urgency or excitement. For instance, Bhatia (2005) examined the genre of advertisements and found that they frequently use compelling verbs such as “discover,” “explore,” “enhance,” and “transform.” These verbs are also common in academic conference themes, where organizers seek to capture attention and emphasize progress or innovation (Hyland, 2010).

Another key feature in promotional materials is the use of nominalization, a process where verbs or adjectives are converted into nouns. Fairclough (2003) explains that nominalization allows texts to sound more formal and authoritative, which is a common practice in academic discourse. In conference posters and handbills, rather than saying “We aim to improve education,” a theme might state “The Improvement of Education in the 21st Century”—a subtle transformation that enhances credibility and intellectual weight.

In addition, promotional materials frequently incorporate parallelism and repetition to enhance readability and retention. For example, Wang (2019) analyzed university promotional brochures and found that three-part parallel structures such as “Inspire, Innovate, and Impact” were frequently used. This strategy is also evident in conference themes, where organizers rely on rhythmic and balanced phrases to make themes more memorable and persuasive.

### **Linguistic and Thematic Representations in Academic Conference Promotions: An SFL Perspective**

Systemic Functional Linguistics (SFL), developed by Halliday (1978), provides a powerful lens through which to examine how language functions within social contexts. Central to this framework are three metafunctions; the ideational, interpersonal, and textual—that collectively explain how language constructs meaning. In the context of academic promotional materials such as conference posters and handbills, these metafunctions are essential for understanding how institutions use language not only to inform but also to persuade and establish intellectual authority. Academic conference themes, as encapsulated in titles and slogans, are thus rich sites for linguistic analysis, where discourse serves to attract participation, convey relevance, and align with broader institutional and global priorities.

The ideational metafunction, which concerns how language represents reality, is particularly significant in the analysis of conference themes. This function allows for the exploration of how academic institutions present experiences, events, and conceptual relations. A common feature found in such discourse is nominalization, where verbs and adjectives are converted into abstract nouns to achieve formality and density. Examples such as “Governance and Development,” “Institutional Reform,” and “Digital Transformation” encapsulate complex, multifaceted issues in compact phrases, thus enhancing the conceptual weight of the theme.

Moreover, material processes, which describe actions and events, are frequently used to suggest progress, innovation, and active engagement with societal challenges. Phrases like “Advancing Research,” “Enhancing Innovation,” or “Driving Sustainable Change” illustrate how conference themes project an image of dynamism and intellectual leadership. Relational processes—those that

link entities and establish relationships also play a central role, helping to connect themes with larger societal values or institutional missions. For instance, themes such as “Language, Power, and Society” or “Education, Policy, and Practice” construct meaningful relationships that go beyond individual disciplines.

The interpersonal metafunction deals with the interactional aspect of language; how writers position themselves and their readers. Although academic promotional materials often avoid overt personal engagement, they subtly position the institution as credible and authoritative. According to Martin and White (2005), academic texts, including conference themes, are embedded with stance and evaluation, which help construct an institutional voice. A theme like “Innovating for a Knowledge-Based Economy” is not simply descriptive; it evaluates innovation as necessary and positions the institution as a leader in knowledge creation. This evaluative stance is crucial in engaging target audiences, including scholars, sponsors, and policymakers.

In terms of textual metafunction, which organizes information and ensures coherence, the structure of conference themes reveals deliberate syntactic choices. Themes often use parallel structures and listing, as in “Pedagogy, Policy, and Practice” or “Technology, Sustainability, and Resilience.” These constructions not only enhance readability and rhythm but also ensure that multiple key concepts are foregrounded equally. The textual arrangement of themes facilitates quick interpretation while still conveying layered meanings.

Research on academic discourse further reinforces these observations. Swales (2004) notes that successful academic themes strike a balance between clarity and complexity, avoiding jargon while maintaining conceptual sophistication. Hyland (2005, 2009, 2010) emphasizes that academic promotional texts require a formal tone that upholds institutional credibility while also reflecting current research trends. This is evident in trend-based themes, such as “Artificial Intelligence in Higher Education: Opportunities and Challenges,” which align with emerging discourses to demonstrate relevance. Similarly, problem-solution structures, like “Bridging the Gap: Strategies for Inclusive Pedagogy,” offer a rhetorical structure that engages readers by proposing actionable responses to pressing issues.

The lexical choices in these themes also reveal strategic intent. Studies by Paltridge (2013) and Biber (2006) highlight that abstract nouns and action verbs dominate academic promotional discourse because they emphasize intellectual engagement while avoiding personal subjectivity. Words such as “engagement,” “development,” “resilience,” and “transformation” function as broad conceptual anchors that can apply across disciplines, thus ensuring wider appeal. The absence of personal pronouns or direct commands reflects the formal and impersonal tone typical of academic discourse, distinguishing it from commercial advertising.

In addition, these themes often incorporate intertextual references to global policy documents and frameworks. Themes like “Achieving the SDGs through Multidisciplinary Research” reflect an intentional alignment with the United Nations Sustainable Development Goals, signaling that the conference is not only academically relevant but also socially and globally significant. This form of discourse situates institutions within global academic and policy dialogues, enhancing their prestige and appeal.

Although studies applying SFL to academic texts are extensive (Eggins, 2004; Thompson, 2014; Wodak & Meyer, 2016), relatively few focus specifically on conference themes. However, the

parallels between themes and genres like scientific abstracts or institutional mission statements are clear. Themes act as condensed discourse units that perform multiple functions: summarizing content, indicating scholarly positioning, and persuading potential participants of a conference's importance.

SFL provides a comprehensive framework for analyzing the linguistic and thematic construction of academic conference materials. By employing ideational, interpersonal, and textual metafunctions, institutions craft themes that reflect their intellectual priorities, align with disciplinary norms, and engage broader audiences. Understanding these patterns not only enhances our knowledge of academic communication but also offers practical insights for designing effective and impactful promotional discourse.

### **Theoretical Framework**

This study employs Halliday's Systemic Functional Linguistics (SFL) to analyze language as a meaning-making resource in social contexts. SFL views language as a functional system shaping communication, reflecting social and institutional structures. It is particularly relevant for examining academic discourse, including conference themes, by revealing how language constructs meaning and engages audiences. A central component of SFL is the concept of metafunctions, which categorize language into three interrelated functions: ideational, interpersonal, and textual (Halliday & Matthiessen, 2014). The ideational metafunction deals with how language represents experience, knowledge, and thematic content, making it particularly useful for analyzing the framing of conference themes. Through this metafunction, linguistic elements such as nominalization, action-oriented verbs, and thematic structures can be examined to reveal how academic institutions present research priorities and intellectual concerns. The interpersonal metafunction focuses on the interaction between text producers and their audiences, analyzing how language establishes relationships, builds credibility, and engages participants. In conference materials, this can be seen in the strategic use of persuasive language, evaluative expressions, and inclusive pronouns to create a sense of academic community. Lastly, the textual metafunction ensures coherence and logical organization, shaping how themes are structured for clarity and impact. By examining textual cohesion, parallel structures, and rhetorical emphasis, this metafunction helps explain how conference themes achieve communicative effectiveness.

SFL is particularly suited for this study because it provides a comprehensive analytical framework that integrates both linguistic form and function. Given that conference posters and handbills serve as both informative and promotional texts, SFL allows for an in-depth exploration of how linguistic choices are tailored to meet communicative goals. Furthermore, since academic conferences compete for visibility and participation, institutions must craft themes that not only reflect disciplinary priorities but also align with broader academic and global discourses. By applying SFL, this study will uncover the underlying patterns in the linguistic construction of conference themes, offering insights into how Nigerian tertiary institutions shape and promote academic discourse.



## Research Design

This study employs a descriptive linguistic analysis to examine the linguistic patterns and thematic representations in conference posters and handbills from selected Nigerian tertiary institutions. This approach is ideal for analyzing language in context, allowing systematic identification and interpretation of lexical choices, syntactic structures, and discourse patterns without altering the original data (Biber, 1993). Grounded in Systemic Functional Linguistics (SFL), particularly the ideational metafunction, it explores how language constructs meaning and represents academic themes (Halliday & Matthiessen, 2014). Through this method, the study identifies dominant linguistic trends in conference themes and their communicative roles in academic discourse.

Methodologically, the study employs a qualitative discourse analysis approach within the thematic representations framework of Halliday's Systemic Functional Linguistics. It focuses on lexical choices, syntactic structures, rhetorical strategies, and thematic representations in the selected texts. While quantitative methods such as corpus linguistics could complement the analysis, this study prioritizes qualitative interpretations to provide an in-depth understanding of linguistic and thematic features. In addition, the study is restricted to conference materials produced between 2020 and 2025 to capture contemporary linguistic trends.

## Data Collection

This study's data consists of conference posters and handbills from Nigerian tertiary institutions, including federal, state, and private universities, as well as colleges of education and polytechnics. These materials serve as primary sources, explicitly presenting conference themes. The inclusion of diverse institutions captures linguistic variations and thematic trends across academia. Data collection involves both digital and physical sources; digital copies from institutional websites and social media, and hard copies from faculties, notice boards, and event organizers. The study focuses on conferences held between 2020 and 2025, ensuring an analysis of recent linguistic trends in academic discourse.

## Sampling Technique

This study adopts purposive sampling, a method particularly appropriate for qualitative linguistic research (Paltridge, 2021). To ensure relevance to the research objectives, only conference posters and handbills that clearly articulated thematic statements were considered. A total of 50 promotional materials were initially collected from ten tertiary institutions, encompassing a broad range of disciplines including humanities, social sciences, sciences and health, education, and engineering. From each set of ten materials, two were purposively selected based on the clarity and relevance of their themes, resulting in a final sample of 10 posters and handbills used for detailed analysis. This selection strategy enables a focused and comparative examination of linguistic and thematic structures across disciplines in Nigerian academic conference discourse.

## Analytical Framework

The analytical framework for this study is based on Halliday's Systemic Functional Linguistics (SFL), specifically the ideational metafunction, which examines how language represents experience and meaning (Halliday & Matthiessen, 2014). This metafunction is particularly relevant for analyzing conference themes, as it uncovers linguistic patterns in academic discourse. The analysis involves identifying key themes by categorizing conference topics such as education, technology, governance,

and sustainability. It also includes lexical and syntactic analysis to examine the use of nouns, verbs, adjectives, and nominalization in theme construction. Additionally, semantic and conceptual patterns will be explored to understand how themes encode academic discourses, disciplinary concerns, and institutional ideologies. For instance, themes like “Advancing Research and Innovation in Africa” demonstrate nominalization and action-oriented verbs to emphasize progress. This framework will reveal how academic institutions linguistically frame their conferences to establish relevance, attract participants, and align with global academic trends, ensuring a deeper understanding of their communicative strategies.

## Data Analysis

**Table 1: Linguistic Analysis of Conference Themes in Humanities**

Conference Theme	Lexical & Syntactic Features	Semantic & Conceptual Patterns
Reimagining African Narratives: Literature, Culture, and Identity in the Digital Age	- Material process: "Reimagining" (suggests transformation) - Nominalization: "Narratives," "Culture," "Identity" - Prepositional phrase: "In the Digital Age" (contextualizes temporally)	- Focuses on decolonizing African literature and digital storytelling - Highlights tensions between tradition and modernity in African narratives
Language, Power, and Society: Multilingualism and Nation-Building in Nigeria	- Relational process: Establishes links between "Language," "Power," and "Society" - Nominalization: "Multilingualism," "Nation-Building" - Locative noun: "Nigeria" (national specificity)	- Explores linguistic policies and their role in national cohesion - Examines indigenous languages in governance

**Table 2: Linguistic Analysis of Conference Themes in Social Sciences**

Conference Theme	Lexical & Syntactic Features	Semantic & Conceptual Patterns
Governance and Development in Africa: Rethinking Democracy, Security, and Economic Policies	- Mental process verb: "Rethinking" (suggests critical evaluation) - Nominalization: "Governance," "Development," "Democracy," "Security" - Prepositional phrase: "In Africa" (continental relevance)	- Addresses political instability, economic reforms, and security challenges - Reflects institutional concerns on governance
Youth, Technology, and Social Change: The Future of Activism and Civic Engagement	- Relational process: Establishes connections between "Youth," "Technology," and "Social Change" - Nominalization: "Engagement," "Activism" (abstracting active processes) - Temporal phrase: "The Future of" (implies projection)	- Discusses digital activism and youth mobilization - Highlights the role of social media in civic engagement



**Table 3: Linguistic Analysis of Conference Themes in Education**

Conference Theme	Lexical & Syntactic Features	Semantic & Conceptual Patterns
Innovations in 21st-Century Education: Blended Learning, AI, and Inclusive Pedagogy	- Material process: "Innovations" (suggests progress and change) - Adjectives: "21st-Century," "Inclusive" (signals modern and equitable perspectives) - Listing structure: "Blended Learning, AI, and Pedagogy" (categorization)	- Explores EdTech advancements and post-pandemic education - Focuses on accessibility in Nigerian schools
Teacher Education in Nigeria: Policies, Practices, and Prospects for Sustainable Development	- Relational process: Establishes links between teacher education and sustainability - Alliteration: "Policies, Practices, and Prospects" (rhetorical appeal) - Nominalization: "Education," "Development"	- Examines teacher training and curriculum reforms - Aligns with SDG 4 (Quality Education)

**Table 4: Linguistic Analysis of Conference Themes in Engineering & Technology**

Conference Theme	Lexical & Syntactic Features	Semantic & Conceptual Patterns
Sustainable Engineering Solutions for Climate Resilience in Nigeria	- Material process: "Solutions" (implies action and problem-solving) - Adjectives: "Sustainable," "Climate-Resilient" (aligns with global discourse) - Nominalization: "Resilience"	- Addresses renewable energy, green infrastructure, and flood mitigation - Links engineering to climate adaptation
Digital Transformation and Industrial Growth: AI, IoT, and Smart Technologies	- Relational process: Establishes a link between "Digital Transformation" and "Industrial Growth" - Nominalization: "Transformation," "Growth" (abstracting dynamic processes) - Listing structure: "AI, IoT, Smart Technologies" (categorization)	- Discusses automation, Industry 4.0, and emerging technologies - Explores the impact of AI on industrialization

**Table 5: Linguistic Analysis of Conference Themes in Science & Health**

Conference Theme	Lexical & Syntactic Features	Semantic & Conceptual Patterns
Public Health in a Changing World: Pandemics, Vaccines, and Healthcare Systems	- Relational process: Links "Public Health" with "a Changing World" - Nominalization: "Pandemics," "Vaccines" (abstracting medical phenomena) - Temporal phrase: "Changing World" (signals evolving challenges)	- Addresses post-COVID healthcare - Discusses disease prevention and policy development
Biodiversity and Environmental Sustainability: Challenges and Innovations for Nigeria	- Relational and material processes: "Challenges" (problem), "Innovations" (solution) - Nominalization: "Sustainability," "Biodiversity" - Locative noun: "Nigeria" (geographical specificity)	- Explores climate adaptation and conservation - Discusses eco-friendly technologies

## Discussion of Findings

The analysis of conference themes through the lens of Systemic Functional Linguistics (SFL), particularly the ideational metafunction, reveals recurring linguistic patterns, discourse strategies, and thematic concerns across academic disciplines. These findings illustrate how institutions strategically employ language to frame scholarly discourse, reflect disciplinary priorities, and establish intellectual identity within the academic community.

A prominent linguistic feature observed in conference themes is *nominalization*, which transforms verbs and adjectives into abstract nouns, resulting in formal and conceptually dense expressions. Examples such as "Governance and Development," "Multilingualism and Nation-Building," and "Institutional Responses to Global Challenges" illustrate how complex ideas are condensed into broad academic constructs. Additionally, *material processes*, which denote action and transformation, frequently appear in themes emphasizing progress and innovation. Phrases such as "Advancing Research," "Enhancing Innovation," and "Sustainable Solutions" suggest an active engagement with development, knowledge production, and institutional change. Likewise, *relational processes*, which establish conceptual links between ideas and institutions, are commonly found in themes such as "Language, Power, and Society" and "Teacher Education: Policies, Practices, and Prospects." Another notable pattern is the use of *parallel structures and listing*, which enhance rhetorical appeal and make themes more engaging and memorable. For instance, "Blended Learning, AI, and Inclusive Pedagogy" follows this pattern, ensuring a rhythmic and impactful thematic structure.

Examining conference themes by discipline reveals distinct thematic priorities. In the *humanities and social sciences*, themes frequently explore identity, governance, and societal transformation, addressing pressing political, cultural, and linguistic concerns. Examples include "Reimagining African Narratives" and "Rethinking Democracy, Security, and Economic Policies," which emphasize historical revision, political restructuring, and national development. In education, conference themes highlight pedagogical innovation, technology integration, and teacher development, aligning with global trends in teaching and learning practices. Meanwhile, engineering and technology themes focus on technological advancements, climate resilience, and sustainability, as reflected in themes like "Sustainable Engineering Solutions for Climate Resilience." Similarly, science and health

conference themes prioritize public health, environmental conservation, and medical research, reflecting contemporary global challenges such as pandemics and climate change.

Another significant finding is the alignment of conference themes with institutional and global discourses. Many themes demonstrate intertextuality, referencing international frameworks such as the United Nations Sustainable Development Goals (SDGs). For example, “Achieving the SDGs through Multidisciplinary Research” explicitly connects academic discussions to global development initiatives. Additionally, the frequent use of *buzzwords* such as “innovation,” “sustainability,” “policy,” and “transformation” suggests that institutions frame their themes within broader academic, social, and political debates, ensuring their continued relevance.

## Recommendations and Conclusion

Based on these findings, several recommendations emerge for academic institutions and researchers. While nominalization and abstraction enhance the formal appeal of conference themes, they may also reduce accessibility for broader audiences. Institutions should balance academic rigor with clarity and inclusivity, ensuring that themes remain comprehensible and engaging. Additionally, the dominance of material and relational processes suggests that some themes may overlook cognitive and evaluative expressions related to knowledge perception and internalization. Future themes could integrate more reflective verbs such as “Understanding,” “Reflecting on,” or “Reimagining”, fostering a more dynamic engagement with academic ideas.

This study provides valuable insights into the linguistic construction of conference themes in Nigerian tertiary institutions using Halliday’s Systemic Functional Linguistics (SFL). The findings demonstrate how language choices shape academic priorities, disciplinary discourses, and institutional positioning within global frameworks. By incorporating nominalization, material and relational processes, and rhetorical structuring, institutions craft themes that signal intellectual focus, attract participation, and establish academic relevance. However, for greater clarity, inclusivity, and interdisciplinary collaboration, institutions should adopt diverse linguistic strategies in conference theme development. Future research could explore comparative analyses across regions and linguistic communities to uncover broader patterns in academic discourse, contributing to a more comprehensive understanding of how language constructs scholarly engagement.

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