

<b>Subject Code</b>	ENGL599
<b>Subject Title</b>	Functional Grammar for English Language Teachers
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Pre-requisite / Co-requisite/ Exclusion</b>	N/A
<b>Objectives</b>	<p>In this course, we introduce a functional account of grammar in general and of the grammar of English in particular, interpreting grammar as a resource for making meaning in context. We explore the multifunctional organization of this resource — grammar as a resource for construing our experience of the world around us and inside us (ideational meaning, including both experiential and logical meaning), grammar as a resource for enacting social roles and relations (interpersonal meaning), and grammar as a resource for constructing these two strands of meaning as a flow of text that is easy for our listeners and readers to process (textual meaning).</p> <p>The course is designed to give English teachers an understanding of the overall functional organization of grammar and of why it is organized the way it is, and enable them to develop the skills to analyse text in grammatical terms — to analyse experiential, interpersonal and textual patterns in the clause and its constituent elements (nominal, verbal and adverbial groups and prepositional phrases) and logico-semantic relations used to combine clauses into clause complexes.</p>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p><b>Category A: Professional/academic knowledge and skills</b></p> <ul style="list-style-type: none"> <li>(a) identify lexicogrammatical features of written and spoken texts that are important in the context of English language teaching and learning</li> <li>(b) analyse linguistic data and critically interpret written and spoken texts</li> <li>(c) visualize grammatical structure with box diagrams and other forms of display</li> <li>(d) apply functional grammar to English language teaching in the classroom</li> <li>(e) contrast uses of language that are personal or impersonal, direct or indirect, and informal or formal</li> </ul> <p><b>Category B: Attributes for all-roundedness</b></p> <ul style="list-style-type: none"> <li>(f) understand and use the differences between spoken and written language both as a teaching and learning tool</li> <li>(g) identify and articulate how to connect ideas in a text and make those ideas flow clearly and effectively</li> <li>(h) assess language explicitly and efficiently to support the learning of oneself and all students.</li> </ul>

<b>Subject Synopsis</b>	<ul style="list-style-type: none"> <li>• work with Functional Grammar: a meaning making model of language</li> <li>• view language as a stratified system, and understand the concepts of context, register, genre and text</li> <li>• identify common educational registers (genres)</li> <li>• analyse language as meaning making potential through the metafunctions: interpersonal, ideational (experiential, logical), textual</li> <li>• analyse how language is used to enact our roles, relationships and attitudes (interpersonal meaning)</li> <li>• analyse how language is used to construe our experience of the world (ideational meaning)</li> <li>• analyse how language is used to construct interpersonal and ideational meanings as a flow of text in context (textual meaning)</li> <li>• select and develop teaching material in order to explicitly discuss grammar and support language learning in the classroom</li> </ul>																																																
<b>Teaching/Learning Methodology</b>	<p>This course focuses on the theory of Systemic Functional Grammar, the description based on this theory of the grammar of English, and their relationship to English language teaching. Teaching and learning will take the form of lecture input followed by interactive seminars. Additional exercises will be made available, and can also be accessed in Martin, Matthiessen &amp; Painter (2010); these exercises are not required but will greatly help with the learning of the material.</p>																																																
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="427 1238 1453 1686"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="8">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> <th>h</th> </tr> </thead> <tbody> <tr> <td>1. Take-home assignment 1</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Take-home assignment 2</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="8"></td> </tr> </tbody> </table> <p>The assessment is 100% coursework, designed to enable the students to monitor the development of their understanding of the functional organization of the grammar of English and to practise the text analysis skills they will need as English teachers. There are two assignments, both consisting of carefully scaffolded tasks based on authentic texts. The goals of these assignments are to provide the students with an opportunity to:</p> <ul style="list-style-type: none"> <li>• analyse authentic texts relevant to educational contexts</li> <li>• demonstrate your knowledge of SFL and the student's ability to apply that knowledge to text analysis</li> <li>• relate the analysis of text to the interpretation of patterns in text</li> </ul>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed								a	b	c	d	e	f	g	h	1. Take-home assignment 1	40%	✓	✓	✓	✓	✓	✓	✓	✓	2. Take-home assignment 2	60%	✓	✓	✓	✓	✓	✓	✓	✓	Total	100%								
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	<ul style="list-style-type: none"> <li>• assess students' strengths and weaknesses as revealed in texts by using tools of SFL</li> <li>• reflect on the value of text analysis for your own professional practice</li> </ul>	
<b>Student Study Effort Required</b>	Class contact:	
	▪ Lecture	39 Hrs.
	▪ Seminar	0 Hrs.
	Other student study effort:	
	▪ preparations of lectures and seminars	26 Hrs.
	▪ on assignments	55 Hrs.
	Total student study effort	120 Hrs.
<b>Reading List and References</b>	<p><b>Reading</b></p> <p><u>Course book</u> Halliday, M. A. K. &amp; Christian M.I.M. Matthiessen. 2014. <i>Halliday's Introduction to Functional Grammar</i>. London and New York: Routledge. [IFG]</p> <p><u>Resource books</u> Martin, J.R., Christian M.I.M. Matthiessen &amp; Clare Painter. 2010. <i>Deploying Functional Grammar</i>. Beijing: Commercial Press. [A workbook for IFG, including reading guides, analysis help, trouble shooting sections and graded exercises.] Matthiessen, Christian M.I.M. 1995. <i>Lexicogrammatical cartography: English systems</i>. Tokyo: International Language Sciences Publishers. [An account of the grammar of English based on the systemic organization of the description of the grammar, with more detail than in IFG, more examples and more analysed texts.] Matthiessen, Christian M.I.M. &amp; M.A.K. Halliday. 2009. <i>Systemic Functional Grammar: A First Step into the Theory</i>. Bilingual edition (English original and Chinese translation), with introduction by Huang Guowen. Beijing: Higher Education Press. Matthiessen, Christian M.I.M., Kazuhiro Teruya &amp; Marvin Lam. 2010. <i>Key terms in systemic functional linguistics</i>. London &amp; New York: Continuum. [An extended glossary of key technical terms in systemic functional linguistics, including terms that you will meet in IFG.] Thompson, G. 2004. <i>Introducing Functional Grammar</i>. London: Arnold. [A more introductory book than IFG, designed for undergraduate students.]</p> <p><u>Recommended further reading</u> Burns, A. and Coffin, C. (eds.) 2001. <i>Analysing English in a Global Context: A Reader</i>. London: Routledge. Caffarel, Alice. 2006. "Learning advanced French through SFL: learning SFL in French." In Heidi Byrnes (ed.), <i>Advanced instructed language learning: The complementary contribution of Halliday and Vygotsky</i>. London &amp; New York: Continuum. 204-224. Christie, Fran. 2005. <i>Language Education in the Primary Years</i>. Sydney:</p>	

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