

A Functional Model of Language for Language Teacher Education

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Introduction

ELTE in Australia involves student-teachers who will be working in a diverse range of ELT settings, both in Australia and in many international contexts. These student-teachers have assorted ELT experiences, including none at all, and come from various linguistic and cultural backgrounds. This chapter describes a particular unit of study that student-teachers take when enrolled in either a Graduate Certificate of TESOL or a Master of Applied Linguistics and TESOL course in an Australian university. This unit of study introduces student-teachers to a functional model of language based on SFL theory, SFG and genre theory and pedagogy.

The course

The unit of study described in this chapter is named *Linguistics and Language Teaching*. It is part of the Graduate Certificate of TESOL course, which is embedded in the Master of Applied Linguistics and TESOL course, offered in the Linguistics Department at Macquarie University, Sydney, Australia. The Graduate Certificate of TESOL is a four-unit course that qualifies graduates to teach in a variety of Australian contexts, including English as an Additional Language or Dialect (EALD) programmes in schools (for qualified teachers), migrant and refugee English language programmes, university English language colleges and private English language colleges. It also prepares students to teach in numerous international contexts.

The other units of study in the certificate course are a teaching methodology unit aimed primarily at designing and implementing tasks and activities in the

classroom, with a significant amount of peer teaching (Spratt & Leug 2000) and micro teaching (He & Yan 2011); a programming and planning unit concerned with principles and practices of planning lessons and units of work, as well as covering, assessment and evaluation; and a practicum unit, where students spend most of the semester at an ELT institution observing and teaching lessons. The course has been designed via curriculum mapping principles so that weekly topics in one unit often complement a topic in another unit. Mapping of assessment tasks is done at course and unit level to ensure all course and unit learning outcomes are assessed. This also ensures a variety of learning and assessment tasks and activities across the course.

The course can be taken full-time over one semester or part-time over two to four semesters. Domestic students are eligible to be enrolled either as online or on-campus students. On-campus students attend a two- or three-hour seminar for each unit per week over thirteen weeks. Online students participate asynchronously via Macquarie University's multimedia online learning environment. Mini-lectures in seminars are recorded and automatically stored in each online unit, and all learning and teaching resources for weekly topics (including fully written lecture notes) are accessed by all students through the online learning environment. Structured online discussions are moderated either by the instructor or the students. Students in this course are mainly Australian domestic students.

The Master of Applied Linguistics and TESOL is a sixteen-unit course that takes two years to complete. With its dual focus, the course offers a variety of units of study centred around the theme of the complex relationship between language use and context, as well as a strong theoretical and practical foundation in the field of ELT. It is particularly attractive to international students, as successful completion of the course allows for a variety of pathways for additional post-study work experience in Australia. All students take the three coursework units described above in their first semester and then carry out the practicum unit later in their studies. The student cohort enrolled in this masters' course usually comprises around 60 per cent domestic students and 40 per cent international students from a range of countries.

A systemic functional model of language

The *Linguistics and Language Teaching* unit is underpinned by SFL. Michael Halliday, who developed the systemic functional model of language, famously

described language learning as such: ‘There are, I think, three facets to language development: learning language, learning through language, and learning about language’ (2004: 308). There is much to consider in this statement. For Halliday, language is unequivocally social in nature, functioning as ‘the creature and creator of human society’ (Halliday 2002: 6). Language learning is also inherently social (Halliday 1993). We develop the ability to use language only in interaction with others. While doing so, we use language to learn about the world around us and within us – that is, the physical world and the world of our imagination and consciousness. At the same time, and especially in instructed second language learning, we learn about the nature of language and how it functions as a tool for making meanings (Halliday 2004).

The systemic functional model of language deems language a resource for making meaning. It is a three-level construct, whereby meanings are encoded into wordings which are recoded into expressions. Wordings are what we might traditionally call vocabulary and grammar but which are referred to as lexicogrammar in SFL. Lexicogrammar is what allows us to make infinite meanings with a finite number of units of expression (whether written, spoken, gestural or multimodal). This presents a unique perspective on grammar for language learning:

For educational purposes we need a grammar that is functional rather than formal, semantic rather than syntactic in focus, oriented towards discourse rather than towards sentences, and represents language as a flexible resource rather than as a rigid set of rules. (Halliday 2004: 323)

It is this linguistic perspective that is the point of departure for planning the unit of study discussed in this chapter. However, before going into further detail about the content and pedagogical approach taken to deliver the unit to student-teachers, let’s unpack this claim of Halliday’s.

A functional orientation to grammar

In Australia, for many decades there have been debates about whether a traditional or a functional grammar is best for educational purposes. Traditional grammar is most often associated with a formal grammar, where form labels are assigned to parts of speech. Functional grammar, of which there are many theories (Steiner 1997), is associated with the communicative functions of language – the different ways of using language to make meanings. When pitted against each other, the debates over whether a functional or a formal grammar

is preferable can become a distraction (Derewianka & Jones 2010), resulting in an *either/or* argument that is exclusive in nature. However, what Halliday (2004) is arguing for is a functional orientation to grammar, yet his systemic functional grammar by necessity includes both form and function.

Traditional grammar, with its formal orientation, emphasizing syntax and parts of speech, tends to use a mix of formal and functional labels. The subject of a sentence tells us what it is and what it does; therefore, we can say something about its form and its function. A noun, on the other hand, is a formal label that does not say anything about what it does, that is, what its function in a sentence is. SFG, in a sense, builds a bridge between form and function (Derewianka & Jones 2010), showing relations between grammatical classes and their functions in spoken, written and multimodal texts.

In ELT, we should be concerned with supporting our students to successfully communicate across a range of different communicative events, for example, enjoying a casual conversation with a visitor to their country, presenting their work in a seminar, collaborating with university peers on a research project, writing an email to a customer, and writing a report for a school assignment. This necessitates more than knowledge about the different forms language takes. It requires understandings of how different combinations of language forms function to make particular meanings in particular social and cultural contexts. The functional orientation of SFG allows us to do just this.

Language as a semantic system

This orientation to language is based on the premise that the reason language exists is to allow people to make meanings. Language is a tool that helps people make meanings with each other (Halliday 1985). Whenever we use language, we make three simultaneous meanings: ideational meanings to relate experience; interpersonal meanings to relate to others; and textual meanings to create cohesive and coherent stretches of language, that is, text (Halliday & Matthiessen 2014). In the above quote, Halliday (2004) calls for a semantic (meaning-based) focus rather than a syntactic (rule-based) focus. Rather than looking at language from the point of view of what part of speech goes together with which other parts of speech, the view is one of choice. What could be said in this particular social situation, and what are the alternatives? This perspective, technically referred to as paradigmatic, rather than syntagmatic (Halliday & Matthiessen 2014), underscores the view of language as a semantic system, rather than language as simply a set of structures. As Halliday and Matthiessen argue, 'Language is

a resource for making meaning, and meaning resides in systemic patterns of choice' (Halliday & Matthiessen 2014: 23).

Language use as a matter of choice

Choice underpins systemic functional theory. It allows us to analyse language use by considering the choices from the language system a speaker or writer makes in order to mean something. It allows us to consider how the meaning would differ had another choice from the language system been made instead. It allows us to consider whether a second language learner has a sufficient repertoire of language to make appropriate choices. Finally, it allows us to consider what cultural and social factors constrain what choices are possible in order to successfully construct ideational, interpersonal and textual meanings simultaneously. This is what Halliday means in the above quotation, where he calls for a grammar that reflects language as being flexible rather than rule bound.

Language in cultural and social context

Consider that you have been tasked with writing a story – a narrative – about a boy and his father, a deep, dark forest and a big, wild bear. Pause for a moment and jot down or think about how you might answer these questions:

1. How does the story begin?
2. What main living and non-living participants will you introduce into the story?
3. What actions do the living participants carry out?
4. What are the main parts to the story?
5. How does the story end?

Depending on your own social, cultural, linguistic and educational background, your answers to these questions will differ from other readers. However, it is quite likely that the beginning of the story sets the scene and introduces the main characters. It is also probable that the actions you choose for the story are physical ones, involving walking, running and possibly hiding. There is also likely to be some events involving the participants saying things to each other and possibly a roaring of the bear. The main stages would be something like the following:

1. Set the scene.
2. Narrate a series of events.

3. Introduce a complicating factor.
4. Introduce a resolution.

The ending might include an evaluation of the outcome by the boy and/or his father. Of course, there may be other stages in the story, or there may be some stages that fulfil different functions, or some may be left out. However, if the story successfully achieves its social purpose within an Australian cultural context, it is most likely to reflect what I have described above.

Finally, how might we state what the social purpose of this story is? Stories entertain. Narratives often entertain by introducing a complication, and then a resolution, and then an evaluation of that resolution. We might state the social purpose as being: to entertain through narrating a series of events that include a complication and resolution, and to evaluate the final outcome. This is the role of narratives in many cultures (Martin & Rose 2008).

The reason that this task was probably not very difficult for readers is that we are able to quite readily predict what language will be used based on the cultural context in which it is set. Once we know the social purpose, we can predict how meanings will unfold in stages, and thus we can predict the genre, namely, the 'staged, goal-oriented, purposeful activity in which speakers engage as members of our culture' (Martin 1984: 25). In the example above, we have identified the stages of a particular genre of storytelling, namely a narrative.

If genres are ways of categorizing activities within a culture, texts are instances of a genre. In the above example, the activity of storytelling has resulted in a particular type of text, a narrative. The text type, narrative, is a representation – an instantiation – of the storytelling genre. Given a slightly different purpose, the genre could have been instantiated by a news story or by an autobiographical recount.

We study genres through the texts that are produced during the activity. This textual analysis allows us to understand what people do with language, and how language works to help people achieve their purposes. We examine how the text unfolds in stages, with each stage being characterized by a particular set of key language features. Among these language features, we can analyse the language that has been chosen to make ideational meanings about experience, interpersonal meanings to relate to others and textual meanings to create cohesive and coherent stretches of language. To do this with an instantiation of a genre, we analyse the context of situation and its register, which comprises language that construes ideational meanings (the field of discourse), interpersonal meanings (the tenor of discourse) and textual meanings (the mode of discourse). The

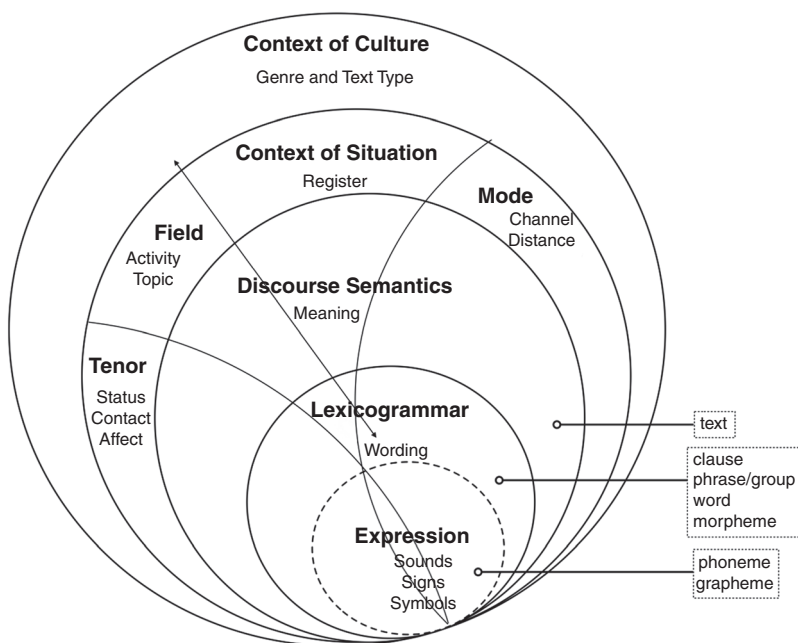


Figure 2.1 The systemic functional model of language (adaptation of Martin 2009: 12)

grammar of field, tenor and mode, together with the relation between context of situation and context of culture, is summarized in Figure 2.1.

The expression level

Figure 2.1 depicts a systemic model of language, including all levels of language use, from the more abstract context of culture, through to the lexicogrammatical resources used to construe ideational, interpersonal and textual meanings, down to the level where we use sounds (phonology) and symbols (graphology) to physically express our language choices. This makes it an attractive model of language for ELT. Depending on language learners' proficiency levels and particular language-learning needs, interventions for individual students can be planned based on assessments of their understandings and control over the various levels described above. In addition, whole units of study can be planned for delivery in language classrooms that integrate all levels of language across the four macro skills of reading, writing, listening and speaking. Indeed, this is an important aspect of the unit of study described in this chapter, to which we now turn.

Pedagogic grammar

Halliday's introduction to linguistics was through his initial FL learning and teaching experiences, when, not long after learning Chinese, he began to teach the language to military personnel during the Second World War. His motivation for working with linguistics has always been his conviction of the need for practical outcomes of this work (Halliday 1985). Thus, SFL is considered an 'applied linguistics' (Mahboob & Knight 2010) that comes with a pedagogic grammar highly suited for second and FL teaching and learning. An effective pedagogic grammar should be descriptive rather than prescriptive, focusing on appropriate language use in different contexts rather than focusing on rules of use (McCabe 2017).

The unit of study

Linguistics and Language Teaching is a four-credit unit which explores the nature of language, language in context, register, text structure, sentence- and text-level grammar, spoken and written English, phonology and a genre-based approach to second language teaching and learning. The unit considers applications of the above aspects of language to ESOL contexts within Australia and internationally. The unit complements the *Language Teaching Methodologies* unit, the *Planning and Programming in TESOL* unit and the *Practicum in TESOL* unit, by introducing a model of language relevant for second language teaching. Successful completion of these units qualifies participants for the Graduate Certificate of TESOL award.

Teacher knowledge

The unit is primarily aimed at developing student-teachers' linguistic content knowledge, and aspects of their GPK and PCK (Figure 2.2). By doing this, it contributes to student-teachers' wisdom of practice of second language teaching and learning, which I have argued elsewhere constitutes the deep-seated philosophical orientations towards the nature of language and language learning that 'bind together everything that goes on in the classroom' (Chappell 2017: 435). Thus, an important part of the early stages of the unit is to pick apart different perspectives on the nature of language, and encourage student-teachers to articulate, and then reflect upon, compare and

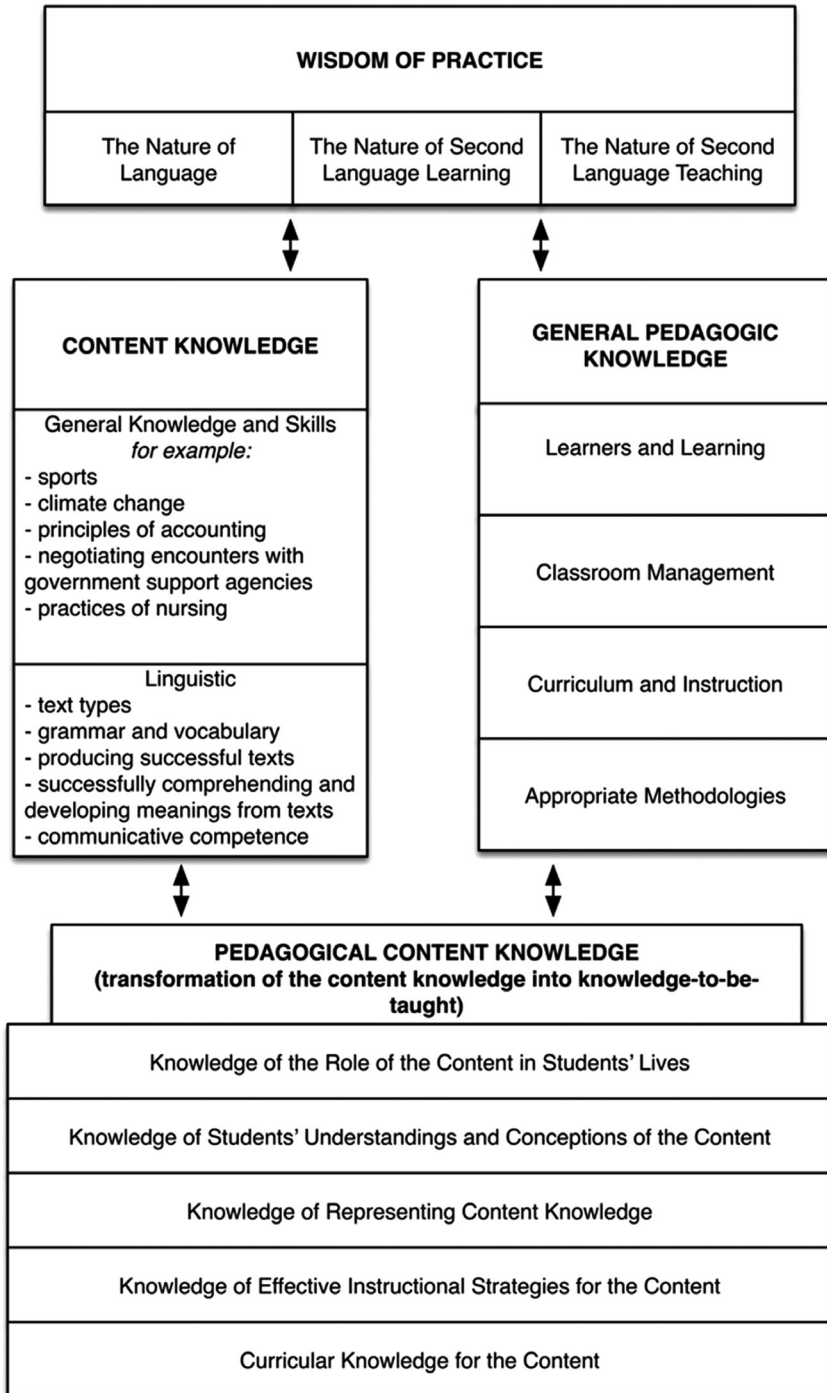


Figure 2.2 Model of language teacher knowledge (Chappell 2017: 435)

contrast their own understandings of language and learning with the different theoretical orientations in the literature, such as structural linguistics and cognitive linguistics. All aspects of the unit are conceived of in terms of the model of teacher knowledge developed in Chappell (2017), depicted in Figure 2.2.

Texts

Required texts

1. Derewianka, B. (2011). *A new grammar companion for teachers*. Newtown: Primary English Teaching Association.
2. Cobuild. (2011). *Collins Cobuild English grammar* (3rd ed.). Harper Collins.

Recommended text

1. Humphrey, S.L., Droga, L. & Feez, S. (2012). *Grammar and meaning*. Newtown: Primary English Teaching Association.

Pedagogical approach

The pedagogical approach is based firmly on a social interactionist approach to learning and teaching (Chappell 2014). Learning in higher education contexts involves applying new knowledge in the form of concepts, theories, principles and the like, in collaboration with others, to everyday practical activity that students were previously unable to fully carry out independently. Teaching involves being keenly aware of where each student is at and providing the right kind of support at the right times, in a variety of forms, wherever possible. Importantly, instructors on teacher education courses have the opportunity to model desirable teaching techniques and strategies. The notion of scaffolding, defined by Wood, Bruner and Ross (1976: 89) as ‘the means whereby an adult or expert helps somebody who is less adult or less expert’ achieve a task outcome, reflects one of the main pedagogic strategies in the unit. In many of the weekly seminars, the instructor will introduce new linguistic concepts by deconstructing texts, conduct a whole-class text analysis using the classroom audiovisual technologies and then assign small groups to conduct similar tasks. Student-teachers are provided with additional analyses to carry out independently out of class via the online learning environment, where they can also use the asynchronous

discussion forums to share and discuss their work with their peers. Finally, student-teachers will demonstrate how well they can do similar analyses independently through the assessment tasks.

Given the novelty of SFL and genre pedagogy for many of the student-teachers, explicit reference to its relevance for second language learning and teaching is crucial. For example, once student-teachers are familiar with the concept of register as being those aspects of a context of situation that shape and are shaped by our language choices, it is important to demonstrate an application to ELT in a relevant and meaningful manner. This may be through explaining how understanding the context helps language students with their listening comprehension. While introducing a recorded dialogue in the language classroom, the teacher should aim to have the students understand what the social purpose (genre) of the conversation is, what is happening and being talked about (field), who is taking part and what the nature of their relationship is (tenor), and what channel of communication is being used (mode). A short small group brainstorming session can engage student-teachers in coming up with a variety of strategies to introduce the context to their students in their own classrooms.

Feedback from student-teachers suggests this approach is appreciated for its potential to positively influence their learning, as the following written comments demonstrate:

As far as I can recall, you are also the only lecturer I have come across thus far who has convincingly modelled what has been taught – from the way we were assessed to the way you seem to value and welcome everybody’s contribution in class. (TEDSCode APPL92112S115390)

Using a student-centred approach with enough number of pair/group tasks/ activities to consolidate the concepts. (TEDSCode APPL92015S162739)

The syllabus

Decisions about selection of content for the unit are driven by the need to make SFL, SFG and genre pedagogy accessible for student-teachers from a range of cultural, educational and linguistic backgrounds. Theory and practice are woven together to present a pedagogically relevant and practical linguistics for second language teaching and learning. At the same time, given that a high percentage of student-teachers are from language backgrounds other than English, learning

tasks are included that develop not only their knowledge of the English language but also their proficiency in speaking, listening, reading and writing.

Learning outcomes

To enable student-teachers to:

1. articulate their personal theories of language and language learning;
2. build the foundation knowledge of linguistics required for language teaching;
3. develop knowledge of the relationships between language, text and context;
4. recognize and differentiate a range of text types and their features;
5. develop knowledge of the units of grammar of English and the relationship between grammar and vocabulary;
6. plan strategies to present grammar and engage learners in understanding its communicative significance;
7. recognize and understand the differences between spoken and written language;
8. develop knowledge of the discourse features of English;
9. develop knowledge of the phonology and graphology of English.

Weekly topics

1. Introduction: Different views of language
2. Language in context
3. Register
4. Genre, text Types and text structure
5. Functions of language, levels of language
6. Language for expressing ideas
7. Language for connecting ideas
8. Language for interacting with others
9. Language for creating cohesive texts
10. Spoken and written English
11. Phonology and teaching pronunciation
12. Graphology and the mechanics of writing
13. Review

Learning and teaching activities for context of culture and context of situation

The syllabus is *top-down* in the sense that it starts at the higher stratum of the model, context of culture and context of situation, then works its way down to the expression level. Student-teachers are reminded of the practical implications right from the start. For example, after an initial mini lecture in the first week on different perspectives on language, involving cognitive, behavioural, anthropological and social semiotic perspectives, student-teachers are shown video recordings of a teacher introducing a text to students by introducing the social purpose, the text type and a summary of the field, tenor and mode of the text. In this way, theoretical aspects of SFL are introduced alongside practical classroom applications of the theory.

Moreover, early on, a variety of procedures are modelled for introducing the social context of a text to language students. In Topic 2, *Language in Context*, student-teachers are provided with a heuristic that they will use throughout the course. Given the widespread use of ELT course books in many contexts, the spoken, written and multimodal texts presented in these coursebooks are used in seminars to fulfil several aims, including inculcating teaching practices that relate language and text to its context of use; demonstrating the shortcomings of inauthentic written and spoken texts; developing analytical tools to efficiently evaluate texts for how authentic-like they are; and procedures for supporting language students in understanding appropriate and effective language choices according to the context of situation. One variation of this simple heuristics, adapted for spoken texts, is:

1. What is the purpose of this conversation? (Identifying genre)
2. What kind of casual conversation is this? Where is it taking place? (Identifying text and/or social activity type)
3. What things and activities are they talking about? (Describing field of discourse)
4. How would you describe the speakers' relationship? (Describing tenor of discourse)
5. Is this spoken language, written language, on the phone, by email, face to face? (Describing mode of discourse)

To develop a critical analytic approach to text analysis, several activities are aimed at developing student-teachers self-awareness of how they use their tacit knowledge of lexicogrammar and genres to predict and/or make choices

from the language system. For example, in Topic 4, *Genre, Text Types and Text Structure*, student-teachers work in small groups to analyse the social purpose, field, tenor and mode of short excerpts taken from longer texts, such as:

Will fifties be alright?

Sold! they fit a treat. fanks babe. Wot u up 2 lata? Jx

Rinse your mouth out and we'll wait for that to take effect.

Small group and whole-class discussions focus on the linguistic evidence that supports the student-teachers' descriptions of social purpose, field, tenor and mode, as well as knowledge about the activity that the text could be associated with. Student-teachers are then asked to develop their own short excerpts of texts from social activities from their own sociocultural contexts that may be interesting to people from other cultures. This underscores the importance for student-teachers to be explicit about cultural assumptions and possible cross-cultural misunderstandings that may occur due to cultural and linguistic differences.

Learning and teaching activities for the lexicogrammar of field, tenor and mode

The term 'language features' is used throughout the unit to refer to the linguistic features associated with a particular text that is associated with a context of situation within a broader cultural context. This is where the lexicogrammar of SFG is introduced.

Topic 5 introduces the clause as the basic unit of meaning in the English language. Student-teachers first self-assess their ability to identify clauses in a text containing mainly single-clause sentences and a couple of multi-clause sentences. The session then moves on to a number of collaborative learning tasks that develop student-teachers' understandings of the central elements that make up a clause, and then they revisit the self-assessment task. The concept of rank scale and rank shift is introduced. First, the concept of text as a semantic unit that is realized by sentences and clauses is revisited to underscore the relation between context, text and lexicogrammar. Next, the rank scale is introduced and student-teachers undertake some text analyses to identify morphemes, words, groups, clauses and clause complexes. Finally, texts are introduced where some simple rank shifting has occurred. This highlights the importance of looking at language both from its form and the function it is performing in a text.

Topics 6 and 7, concerned with ideational meanings, introduce the language features of field: processes, participants and circumstances. This is achieved in Topic 6 by using a variety of activities involving transitivity analysis (analysis of clauses for the processes that are unfolding, the participants who are involved, and the circumstances involved in the process, as in Halliday & Matthiessen 2014). In Topic 7 the attention turns to multi-clause sentences and how experiential meanings are combined logically in texts.

Topic 8 introduces the language features associated with interpersonal meanings, realized through the grammar of interaction – the systems of mood and modality (appraisal is not covered in any detail in the unit due to the constraints of time). A variety of written, visual and audiovisual texts is used to demonstrate how, when we speak, we take on different roles to achieve a variety of reactions from our speech partners (Halliday & Matthiessen 2014). When we write, we make choices from the mood system, by way of enacting speech functions, to interact with our readers. Further, by making choices from the system of modality, we can modify the level of delicacy in ‘the region of uncertainty that lies between “yes” and “no”’ (Halliday & Matthiessen 2014: 176). Course book dialogues are revisited to critically evaluate the language choices that the course book authors have used, both for their lack of authenticity and how an awareness of speech roles and speech functions can unveil hidden discrimination by, for example, gender.

Topic 9, *Language for Creating Cohesive Texts*, focuses mainly on textual cohesion and coherence, focusing largely on written genres, for example, reporting, explaining and arguing, that would normally be used in academic English courses. This is linked to Topic 10: *Written and Spoken English*, which includes a session on giving feedback to students on their writing. A model for carrying this out is introduced through modelling a feedback session for the class and focusing on all aspects of the language features of mode, as well as field and tenor. The students then analyse texts written by ELLs and discuss in small groups what kinds of feedback they would provide. This is assessed in a final summative assessment task, described earlier.

Learning and teaching activities for the expression level

Topic 11, *Phonology and teaching pronunciation*, starts off by tuning student-teachers in to the difference between speech sound and all other sound in our environment, using sound files from Halliday and Greaves’s (2008) *Intonation in the Grammar of English*. This introductory task is aimed at having student-

teachers think critically about the link between sound and meaning and also to view sound as the medium of transmission for human speech. After covering segmental and suprasegmental aspects of speech, the seminar moves into workshop mode, where student-teachers look through published course material for opportunities to integrate pronunciation into language lessons. Jazz Chants (Graham 2003) are introduced as effective ways to tune language learners into the rhythm of the English language.

Topic 12, *Graphology and the mechanics of writing*, is divided into two sections. First, orthography is introduced through a variety of language-learning tasks that both familiarize student-teachers with technical orthographic aspects, for example, punctuation conventions, as well as modelling a range of language-learning tasks to use in their classes. The second section links back to the previous topic, focusing on graphophonic awareness; that is, an awareness of how the sounds of English are represented graphically as letters and combinations of letters. This section allows for a focus on the relationship between an ELL's developing phonological system and their control over the macro skills of speaking, listening, reading and writing.

Wrapping up

The concluding topic in this unit is both a review of previous topics and an introduction to a planning procedure that serves to integrate the macro skills into a lesson or unit of work, as well as to demonstrate how the model of language can be applied to a range of language events. In a final activity, student-teachers are shown examples of *language event sequences* (Burns, Joyce, & Gollins 1996), and then in small groups they prepare their own which they present to the class. An example is presented in Figure 2.3.

Assessment tasks

All assessment is through completion of tasks that involve the analysis of texts. These tasks are formative in nature, being designed to engage and support student-teachers in the learning process, while at the same time, assessing achievement and providing feedback for further achievement in subsequent tasks. Assessment is standards based, whereby the tasks are mapped against course and unit learning outcomes. Each task has a marking guide that provides student-teachers and teaching staff with a rubric for assessing students' work against the predetermined performance criteria.

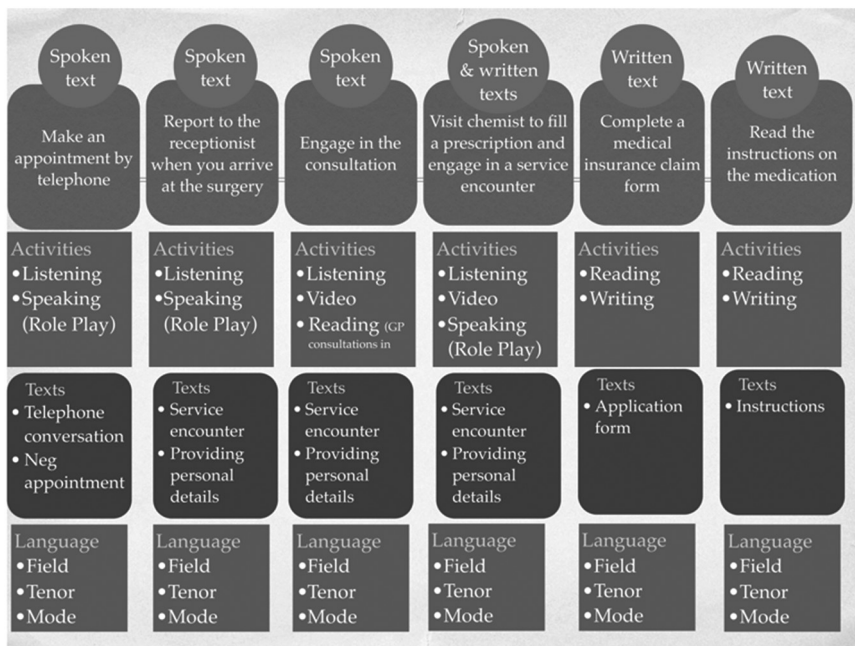


Figure 2.3 Unit of work planning using language event sequences (adapted from Burns et al. 1996)

The first assessment task is aimed at raising student-teachers' awareness of the range of text types they encounter on a daily basis. It requires them to keep a language diary over the period of one week and select six varied language events to analyse. The analysis is based on the newly introduced concepts of the social purpose for using language: language for expressing experience (field), language for interacting with others (tenor) and language for creating cohesive texts (mode). Analyses are presented in tabular form.

The second task is a more elaborate analysis of social purpose, genre and text type, and the grammatical features used in texts to realize experiential and interpersonal meanings. As textual meanings have yet to be covered, these are reserved for the final assessment task. A spoken text and a written text are chosen for all student-teachers to analyse. This task requires the student-teachers to use the grammatical constituents of field (processes, participants and circumstances) and tenor (mood block and speech functions, and modality) in their analyses.

The final task involves analysing an English language student's written text, using the entire systemic model presented throughout the unit, in order

to identify where the student has good control over the language features important for this text type, and diagnosing where the student needs work, suggesting interventions that will support the student gaining greater control of the genre and text type. This is a summative assessment task requiring student-teachers to apply the understandings gained throughout the unit to an ELT context.

Reorientation

In this chapter, I have argued that a functional model of language provides an effective pedagogic grammar for language teacher education. It explicitly relates the functional language system to the cultural and social contexts in which it is used. It offers a systemic description of how language use varies from one context to the other by considering the differences in ideational content, interpersonal relations between speakers/writers/readers and the mode of communication. The pedagogical implications for this are that student-teachers can be apprenticed into an approach to language teaching where the social purpose of an interaction, the topic that is being talked about, the relationship between the interlocutors and the channel of communication all shape the spoken or written (or multimodal) text that unfolds during the interaction. These texts are clustered into a range of spoken and written genres that can form the point of departure for planning integrated skills lessons focused on meaningful communication. Through explicit focus on these texts, language features at the levels of discourse semantics, lexicogrammar and phonology/graphology can form the basis of language lessons. During the course of the unit, student-teachers not only learn about linguistics for language teaching they learn this through the English language, and for international students, they develop their language proficiency at the same time.

Questions for change

1. How does your language teacher wisdom of practice align with the views of language and language learning presented in this chapter? To start, write down your own views of what language is, and how you think it is learnt, and then compare this with the views in this chapter.

2. Are genre and functional grammar a part of the curriculum in your particular ELT context? If not, what opportunities exist for introducing genre and functional grammar into the curriculum?
3. How effective do you think the syllabus described in this chapter would be for your student-teachers? What adjustments would you make?
4. What might a taxonomy of genres and text types look like for your ELT context?

