Systemic Functional Linguistics for the EGAP module: Revisiting the common core

Laetitia Monbec

Centre for English Language and Communication, National University of Singapore, 10 Architecture Drive, #03-02, 117511, Singapore

1. Introduction

Michael Halliday once wrote that 'the value of a theory lies in the use that can be made of it' (Halliday, 1985, p. 7) and so Systemic Functional Linguistics (SFL) was conceived as *appliable*. The value of Halliday's theory and its extension by several scholars, has been confirmed time and time again in a number of fields. In the English for Academic Purposes (EAP) field, SFL research, sometimes associated with corpus linguistics approaches, has enabled a rich description of academic discourse and disciplinary variation (Coffin, 2006; Hood, 2010; Nesi & Gardner, 2012; O'Halloran, 2005). SFL research has informed a number of significant literacy educational projects, notably for EAP in the tertiary setting, for example the WRiSE[1] project at the University of Sydney (Mort & Drury, 2012) and the SLATE[2] project at City University, Hong Kong (Dreyfus, Humphrey, Mahboob, & Martin, 2016). In the UK, Halliday's linguistics has informed the LASS[3] Approach to Teaching and Learning in Higher Education (Coffin & Donohue, 2014) which describes language as a social semiotic resource at the heart of teaching and learning processes and illustrates this through a range of initiatives embedded in disciplinary teaching and learning. SFL is cited as a key element of the EAP knowledge base which EAP practitioners should include in their methods of enquiry and in

---

E-mail address: elclm@nus.edu.sg.

[1] Write Reports in Science and Engineering.
[2] Scaffolding Literacy in Academic and Tertiary Environments.
[3] Language as a Social Semiotic.

their practice, along with genre theory, corpus linguistics, and Academic Literacies (Ding & Bruce, 2017). In a survey of members of the BALEAP community, SFL was cited as one of the most used theories in EAP practice (Cowley-Haselden & Monbec, 2019), yet the practical application of SFL in the EAP classroom is not frequently described, especially for a large scale EGAP module (although see Drury, 1991; Drury & Webb, 1991; Jones, Gollin, Drury, & Economou, 1989).

This paper has two aims: first it teases out the usefulness of SFL theoretical concepts for thinking through the general versus specific dilemma in EAP provision. The premise of Halliday's theory is that language is a context-tied resource for meaning-making, and that language is a system of choices. For English for Academic Purposes modules, in particular general, wide-angle EAP, the SFL architecture and key concepts of *choice*, *context*, *stratification, metafunction*, and *instantiation* provide a systematic way into language to design a curriculum which addresses disciplinary specificity. In this article, the recontextualization of these theoretical concepts is mediated through a pedagogical tool called the table of instantiation which will be described. A second aim of the paper is to analyze the common challenges of recontextualising a complex theory such as SFL into EAP curriculum practices. This is done through an examination of tutors' perceptions of the approach when implementing the module curriculum and through student' feedback. The Legitimation Code Theory dimension of Semantics (cf. Maton, 2014a) is deployed to explore aspects of the recontextualising process.

2. The general versus specific dilemma

The EGAP curriculum has traditionally centred on what has been termed the common core syllabus, or common core knowledge about language and skills, which are thought to be transferrable across disciplines. The most significant characteristic of this traditional body of knowledge is its restricted recognition of context. In the earliest incarnations of EGAP 'wide-angle' syllabi, for example, language skills and study skills (reading strategies, writing process, listening and note-taking, speaking in seminars) are isolated from any disciplinary specific context of use (Flowerdew & Peacock, 2001; Hyland, 2006; Jordan, 1997). However, research has provided detailed evidence of disciplinary variation in terms of linguistic features (Halliday, MacIntosh, & Strevens, 1964; Hyland & Tse, 2009), genres (Gardner, 2008; Gardner & Holmes, 2010; Nesi & Gardner, 2012), study skills (Wingate, 2006) and practices (Street & Lea, 1998). In large data sets of student writing, Gardner, Nesi, and Biber (2018, pp. 1−30), for example, found that academic features such as stance markers (both personal and towards external sources), elements of modality, as well as informational density (including nominalisation and abstract nouns) occur differently in various disciplines, genres and levels of study. Scholars within the Academic Literacies tradition have argued that disciplinary discourses are situated, and that expectations and demands vary across disciplines and even across lecturers in the same discipline (Street & Lea, 1998). This, then, throws into doubt the concept of useful common core or that academic writing can be taught as a 'discrete, portable package of competencies' (Lillis & Tuck, 2016). Yet, in many tertiary educational settings across the globe, the EGAP, multi-disciplinary group, standalone module remains a common solution to support year-one students' transition into the university academic discourse (Gardner, 2016).

The debate over general and specific EAP provisions highlights the dilemma EGAP curriculum designers face. In light of the evidence presented above, one may expect limited benefit of a wide-angle EGAP module for students, and this explains why students often fail to see the relevance of general writing/EAP modules for their disciplinary writing needs (Currie, 1999) and why studies on transfer (understood as applying the EGAP content knowledge to disciplinary writing contexts) from EGAP modules are generally quite pessimistic (Benzie, 2011; Counsell, 2011; Spack, 1997). Some initiatives have provided ways to make EGAP modules useful to students. For example, Swales and Feak (1994) argued that, even in EGAP, disciplinary specificity can be brought to students' awareness to introduce students to the complexity and variability of academic discourse. Johns (1997; 2008) as well as Lee and Swales (2006) developed the 'learner-*as*-disciplinary- ethnographer' activities to train students for the 'specificity of their circumstances' (Hyland, 2002, p. 393). Activities include sending students to investigate their own disciplinary contexts, but it is unclear what the tools are that may enable such questioning. As Gardner states, 'this puts the onus heavily on the students' (2016, p.150). Gardner (2016) described an attempt to address specificity through the 'genre instantiation' approach which is based on corpus evidence of specificity but also of some level of commonality in the form of the genre families. This provides the means to bring items from the disciplinary discourse realm into the scope of an EGAP module; 'teaching a general EAP point with access to instances from across the disciplines is one way around these issues' (Gardner, 2016, p. 168). In the next section, this paper shows a way to address specificity in an EGAP module with the help of SFL, a language theory which straddles the various strata of meaning-making. The module described below draws on SFL theory in the form of a pedagogical tool, the instantiation table.

3. SFL theoretical concepts for the EGAP module

3.1. Context, stratification, metafunction and instantiation

As the aim of EGAP modules is to support students' academic literacy in very different disciplinary contexts, SFL theory is particularly interesting because of its focus on context-dependent language choices. SFL describes context as influencing linguistic choices: contextual factors lead to some meanings and linguistic resources being more typical than others. Hence, we can describe particular meaning-making resources specific to disciplinary discourse domains. Moreover, SFL is particularly useful to an EGAP intervention because it is multi-perspectival. First, and without going into the details of the different models available (see Martin, 1992), SFL relates context with language through the concept of *stratification* which

conceptualizes language as a hierarchy of different strata including lexico-grammar at the clause level, and discourse semantics strata for patterns across texts. This enables a systematic organization of a language curriculum that supports students' literacy development at the sentence level (lexico-grammar) and across paragraphs and whole texts (discourse semantics). The concept of genre is part of Martin's model of SFL, and is included in the pedagogical approach described here, although not a focus of this paper. Secondly, SFL also describes language as performing three broad functions concurrently: language is used to 'organize, understand and express our perceptions of the world and of our own consciousness' (Bloor & Bloor, 2003, p. 9). This is the ideational metafunction which is further classified into experiential metafunction (concerned with content and ideas) and logical metafunction (concerned with the logical relationship between these ideas). Language also constructs or enacts meanings related to social relations between interactants. This is the interpersonal metafunction, which is concerned with feelings, attitudes and judgements. Finally, language is used to organize the text coherently. This is known as the textual metafunction. Academic discourse constructs these types of meanings differently according to disciplinary contexts, specific genres and specific segments of texts. These insights from SFL allow for a systematic description of different types of meanings across different language strata and in various specific contexts. This represents a significant shift from a traditional approach to language which tends to prioritize sentence level issues and grammatical accuracy rather than a principled description of the way language is used to make meanings.

A key SFL concept for an EGAP module concerned with disciplinary specificity is *instantiation*. Instantiation refers to the way the language system, which is a 'virtual thing' (Halliday & Matthiessen, 2014, p. 28), is 'instantiated' in the form of text. Instantiation represents 'the movement from the system as potential to the production of text as specific instances of the system' (Bartlett & O' Grady, 2017, p. 6). When considering language from an instantiation perspective, each text is an instance of the underlying system and the systems represent the underlying potential of a language. In the EGAP module described here, it is the 'system' (the abstract, the virtual thing) which is conceptualized as core knowledge, and the various disciplinary examples are the instances. Gardner (2016) described the genre instantiation approach as a way to use SFL theory to bridge the EGAP and ESAP dichotomy. In the genre instantiation approach, the abstract, common core knowledge was situated at the genre level. Drawing on the 13 genre families (Nesi & Gardner, 2012), Gardner advised for at least three of the genres families to be taught to multi-disciplinary EGAP groups, with specific instances taken from the students' disciplines to highlight variation. The EGAP intervention described here extends this to encompass language systems at discourse semantic (whole text) and lexico-grammatical (sentence) levels. The intervention draws on both Halliday's lexico-grammar (Halliday & Matthiessen, 2014) and on Martin's discourse semantics (Martin, 1992) in a way that allows key knowledge about academic language to be presented in an accessible manner to both tutors and learners, through the table of instantiation which is the focus of the following section.

3.2. The table of instantiation

This pedagogical tool was inspired by Martin and Rose (2007a) and the search for a way to develop students' concrete awareness of the concept of instantiation.

> The issue here is the instantiation of language systems in texts; that is, each text is an instance of the entire language system, and each language feature in a text is an instance of one of the options in the language system. (Martin & Rose, 2007a, p. 68).

The table of instantiation (see the Table 1 on p. 4) is an example of SFL theory recontextualization for EAP classroom use. Bernstein's (2000) concept of *recontextualization* proposes two steps, from dislocating discourses from the field of production to relocating to curriculum (step 1 in Fig. 1), and then recontextualising curriculum in classroom practice (step 2). This article is mostly concerned with step 1, from theory to curriculum and pedagogical materials.

The layout of the table was designed to provide a visual representation of the SFL architecture described above, including stratification, metafunction and the concept of instantiation. The table is composed of four rows and three columns. The columns symbolize the language strata to guide students' entry into a text (from left to right, from macro to micro features, from genre to discourse and lexico-grammar). The movement across the columns therefore represents the instantiation cline. It was decided not to adopt a detailed 3x3 matrix type of representation as was done in SLATE (Dreyfus et al., 2016) because the table of instantiation is intended not only as a means to make visible the key linguistic elements of academic discourse, and as a guide for tutors to develop a shared metalanguage, but it is also used as a pedagogical tool in class to support student-led activities. While the SLATE 3x3 layout separates discourse semantics and lexico-grammatical resources into two columns, the table of instantiation simplifies the SFL architecture further by collapsing these two strata into one column which provides both whole text and sentence level resources. The distinction, however, is made clear through accompanying handouts developing each of the cells.

Each row in the table is assigned to one of the metafunctions (textual, logical, experiential and interpersonal). Within these rows, discourse semantic systems appear, along with examples of how these meanings may be realized in texts at the lexico-grammatical level. The examples in italics point to lexico-grammatical instantiations which may differ in various disciplines, various genres, and within the same text. For example, evaluative meanings are made differently in various genres across disciplines, and within the same text. In written assignments at university, APPRAISAL resources start playing a more prominent, although often implicit, role to realize purposes of evaluation, challenge and justification (Dreyfus et al., 2016). Hood (2010) detailed how evaluative meanings are used to manage 'objectivity' and critique of others' research. The table of

Table 1
Table of instantiation for SFL for EGAP common core.

|		Linguistic systems and features (examples in *italics*).
GENRE	**Social Purpose/ Generic Stages**	**Toolkit #1: Textual cohesion;** resources to create texts that meet the structure expectation and flow logically. Macrotheme (Thesis statement) and Macronew (conclusion) Hyperthemes (Topic Sentences) and Hypernew (concluding sentences) • General nouns: *problems, causes effect, impact, reasons, issue…* • Nominalisation (see below) • Referencing pronouns and other words: *Shopping centres → they → such places* • Conjunctions (linkers): *however, as a result, beyond…* **Cohesion at paragraph level**: • Lexical chains: *Singapore → the city-state → the red dot → the island-state* • Reference and Substitutions: *Shopping centres → they → such places* • Lexical field/sets (related words): *computer components, printers, CPUs, memory chips* • Thematic progression A→ B B→C A→ B A→C A→B B1→C B2→D
		Toolkit #2: Conjunction; resources to express logical links between concepts **Logical links between clauses** in complex sentences Clause complex (sentences with more than one clause) Non-defining relative clause: *The study, which explored…* Time: *while, as, before, after, until, as soon as…* Manner*: as* Cause, condition, concession*: because, in order that, in case, if, unless, although, while, whereas* Projection: *state, suggest, argue that…* Expressing conjunction in the verbal group: '*can lead to*' (in the example below)
		Toolkit #3: Topic; resources to express the subject matter of your discipline **Taxonomies** (classification, composition) **Noun Group** (headnouns are in bold) *Continued **exposure** to such chemicals can lead to reduced **functioning** of the auto-immune system* **Modifiers:** Prepositional phrase: ***of** the auto-immune system* Adjective: *insightful, debatable* Defining relative clauses: *The researchers who discovered the molecule had two merits.* **Nominalisation** (often combined with prepositional phrase): Verb→ noun: *to formulate → formulation* Adjective → noun: *complex → complexity*
		Toolkit #4: Evaluation and engagement; resources to present views persuasively, to show caution and tentativeness in argumentation and when discussing results; resources to express a critical stance on external on sources. **Modality**: Modal verbs: *may, might, could* Adverbs: *perhaps, probably* Quantifiers: *some* Other mental and material verbs: *appear to + V/ seem to + V/ tend to + V* Other expressions : *x is likely to + V/ there's a tendency for x to + V* • **Reporting Structures**: *The research report **concludes** [that + SV]. As Author (year) **argues**; **According to** Author (year),* … • **Endorsing and Distancing:** Evaluative reporting verbs: *claim, suggest, demonstrate…* Intensifying/limiting adverbs: *clearly, unambiguously, strongly/somewhat, to a certain extent* Concessive clauses: *although…while…*
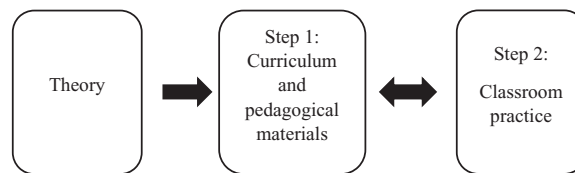
Fig. 1. Recontextualising steps from theory to classroom practice.

instantiation provides a systematic focus on the resources deployed to make these meanings through, in particular, the resources of engagement.

The table was designed then to map common core meaning making resources for academic discourse - namely, resources to express the subject matter, to manage interpersonal meanings and to create cohesive texts, and then to highlight how these resources may be drawn on (ramped up or down) differently across specific disciplines and even within the same text. Selection of the content of the table developed over time, following the curriculum developer's own evolving understanding of the theory and acquaintance with the SFL literature on academic discourse. Key readings informed how the rows were populated. For example, textual resources in the first row of the table were drawn from Martin and Rose's (2007b) chapters on identification and periodicity, Ravelli's (2004) description of hyper-Themes, Bloor and Bloor's (2003) overview of thematic progression, and Halliday and Hasan's (1976/2014) description of lexico-grammatical cohesive resources. Interpersonal resources were gleaned from a range of texts such as Martin and White (2005), Coffin's (2006) description of evaluative meaning-making in History, including endorsing and distancing resources, Hood's (2010) and Hao and Humphrey's (2009) description of evaluation in Biology. In this stage of the recontextualization, decisions were shaped by elements such as the curriculum designer's knowledge both of SFL theory and of disciplinary discourse characteristics, and by the learners' needs, as well as the tutors' preparedness to deliver this approach.

Decisions were taken regarding the inclusion or exclusion of specific metalanguage terms. Where possible, adjustments were made to use terms students might be more familiar with (topic sentence is used alongside hyper-Theme) (Marshall, 2006). The metalanguage was justified to students and tutors in the materials. It was made clear why a precise technical vocabulary is needed to discuss linguistic concepts, just as precise a technical vocabulary is needed to talk about any disciplinary content. Martin has asked 'Is metalanguage in fact scaffolding that sticks around?' (2006, p. 115). It is argued that these terms and the concepts they describe may be useful in future writing situations if students are able to recall them and their functions in various contexts.

The table of instantiation therefore is designed to achieve several aims:

- It provides a visual support for the instantiation concept. Moving from the left to the right column represents a shift along the instantiation cline towards more delicate levels of language. It represents visually the concept of general, common core knowledge of language systems (bold and non-italicised names of systems and linguistic resources) and instances (illustrative examples in italics), which are taught as context-specific.
- It categorises language knowledge into metafunctions (each row categorises meaning resources according to one of the four metafunctions), enabling a discussion of language in terms of types of meaning more or less typical in different academic communication contexts.
- It represents an overview of the 'functional language syllabus' of the module and the shared metalanguage the classes use throughout the semester.
- It offers versatile implementation possibilities (some of which are presented below).

4. Implementation

The context in which the table of instantiation is implemented is a standalone, in-sessional EGAP module which caters to over 1500 students each academic year at the National University of Singapore. Taken over 12 weeks with approximately 32 h of face-to-face instruction and individual consultations with a class tutor, the module aims to prepare students to read and write academic texts during their undergraduate studies (see Appendix 1 for a week-by-week syllabus). The module is compulsory for students whose academic writing has been deemed weak in a written level test taken at the start of their programme. Students usually take the module in their first year. The student cohort is divided into approximately 40 mixed-disciplinary groups of 18 students from Engineering, Science, Nursing, Computing, Design, Business and Social Sciences. A detailed rationale for the module design and its focus on transfer is described in Monbec (2018).

Embedded in a process-writing approach throughout the semester, the table is used in the various stages of the Teaching and Learning Cycle (Rothery & Stenglin, 1995) (Fig. 2). In **Deconstruction** activities, the table is used to make explicit the resources students need in their academic language repertoire. The table engages students in the analysis of model texts (for example, a model of an essay similar to the one students will write). Focus on individual systems also occurs where a text (or a section of a text) is analysed for these specific meanings and more detail is given for the various lexico-grammatical features that realize them (each metafunction is the focus of a tutorial and additional materials where the text analysis focuses on a
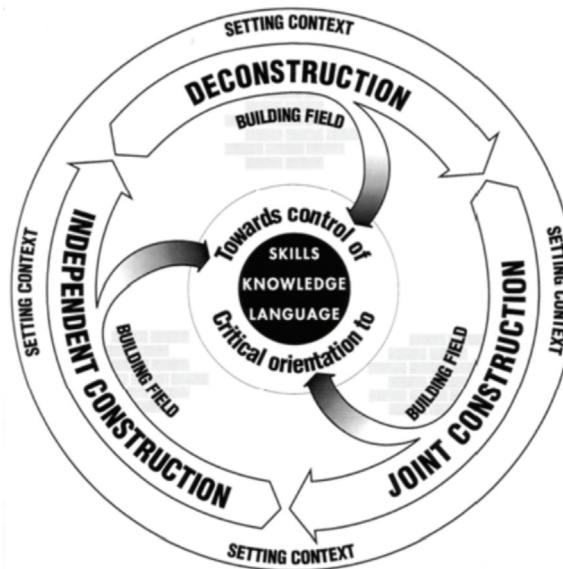
Fig. 2. The teaching and learning cycle (Rothery & Stenglin, 1995).

single metafunction). The metalanguage developed then supports the **Joint Construction** stage. For example, starting a new sentence can be elicited through the concept of thematic progression ('what would the reader expect to read about now?'). The table also enriches the process-writing approach adopted in the **Independent Construction** stage. As students write a multi-draft assignment, learners and tutors lean on precise metalinguistic knowledge that enables effective discussion about language and writing. Feedback can be more helpful, shifting from vague comments ('*weak flow in this paragraph*') to explanatory comments which can lead to informed and deliberate revisions ('*the flow is weak in this paragraph, check thematic progression*'). Peer review exercises, and tutor consultations are also systematically enhanced by the shared concepts and metalanguage.

The table is also used as an analytical tool to explore meaning-making in the students' specific discipline. As this is an in-sessional module, students are concurrently taking several core modules in their faculty. In the EAP module, students analyze texts taken from their core modules and share findings. As students mine texts for their generic features (stages for example) and for instantiations of the systems, they develop an awareness of the various ways these meanings are made in different contexts. Discussion over disciplinary variation with peers and with the tutor results in deep engagement in their disciplinary epistemology and values. Students hypothesize why various disciplines do things differently, exploring for example, research practices, the way empirical data and experts' voices are used in their specific contexts, the way evaluation is managed and how this reflects disciplinary values. Students may also compare and discuss the types of cohesive features, and whether grammatical metaphor (such as nominalisation) is very common or whether a more congruent grammar seems to be acceptable, and so on. With the table of instantiation, the 'student ethnographer' is theoretically equipped and guided to enquire into disciplinary discourse. These types of activities are intellectually challenging, and therefore well received by university students in this context perhaps because this makes a change from more traditional English language support modules and because it helps students realize that language use is not as arbitrary as they may have been told but reflects their disciplinary context.

The table is used several times, in different ways, over the semester. This repeated exposure to the common core knowledge and different instantiations moves students' attention between systems and text, reinforcing how each text realizes the same system in different ways, emphasizing language as a system of choices, choices which should be made *deliberately* when one ventures into a new communication situation (and when one is not able to make these choices intuitively, which can be the case for EGAP students). The same areas of knowledge about language are therefore reviewed and recycled several times over the semester, enabling a 'cumulative sense of knowledge' (Christie & Macken-Horarik, 2011). Halliday (2012) explains that literacy is about becoming conscious of language, which supports the notion that explicit teaching of knowledge about meaning-making is useful in promoting learning. In this perspective, metalinguistic knowledge is key to decision-making in writing as it provides choices during the process of writing. The table of instantiation, and its implementation throughout the semester, constitutes a means of slowing down the unconscious dynamic writing process, providing options from the language to be chosen deliberately as one writes. It is hoped that this increase in focus on knowledge about language and meaning-making and constant move from systems to realizations, and from disciplinary readings to students' texts develops a linguistic awareness and a comprehensive set of tools that students can transfer to their discipline and other communication situations to make deliberate selections from the language as they write.

5. Perception study

Implementing an SFL-informed EAP or language programme is challenging (Macken-Horarik, 2011; Martin, 2000). Some tutors, faced with a new syllabus which emphasizes visible and systematic knowledge about language, may react antagonistically. For many EAP tutors, teaching an SFL-informed EAP module involves a shift from a traditional view of language as a 'body of rules built into the brain' (Hasan, 2011, p. 338) to a conception of language as a meaning-making resource linked to social contexts. Adopting an SFL approach to EAP involves a significant increase in linguistic knowledge and metalanguage (Macken-Horarik, Sandiford, Love, & Unsworth, 2015), and an acquaintance with a pedagogy which encourages explicit and visible knowledge to be built through the notion of scaffolding (Wood, Bruner, & Ross, 1976) all of which can present challenges (Gebhard, 2010). Carefully planned support for tutors, therefore, is essential. In the context described in this article, most of the tutors are employed on a part-time basis, their teaching schedule often stretching across several higher education institutions. Professional development is therefore done through rare meetings (the pre-course briefing, in particular) and through tutors' notes. The pre-course briefing details the theory and pedagogy and provides demonstrations of concrete activities using the table. Pedagogical readings are then provided or summarized in the tutors 'notes. The tutors' notes are extensive (developing the rationale, providing answers students may venture as well as detailed answer keys for text analysis activities). A survey was deployed to gauge tutors' support of this approach and to explore the successes and challenges they encountered. A different survey collected the students' perceptions. Results are presented below.

5.1. Tutors' perceptions

A survey was deployed at the end of the semester. 13 respondents (out of 18 tutors) provided their feedback on the module through six questions regarding the challenges they faced and their overall impression of the approach (see Appendix 2 for the survey questions).

Overall, tutors indicate they are supportive of this SFL-informed syllabus. Key reasons for this endorsement include the positive impact on learners in various activities and how the table of instantiation provides a shared language that facilitates discussions about language and writing. The following are taken from the answers to question 3 about successes with the approach:

'able to see that students are more conscious and deliberate with their writing.'

'Interdisciplinary text analysis - the confident way students analyzed and discussed the texts from their discipline.'

'When students showed great improvement in their writing and were able to apply what was taught in class.'

'This semester when my students were conducting their presentations and peer review, they were using the metalanguage to explain why they were constructing their texts the way they were and when they gave feedback, they gave good detailed explanations using the metalanguage and examples.'

'When I hear students discuss about the toolkits amongst themselves and help one another along during peer reviews. When they share about how it helped them in their proofreading and drafting process. When I listen to them analyse a disciplinary text so confidently and accurately. These are proud moments:)'

Tutors often recognize the shift in their own conception of language:

'Some of the course activities require a different thinking approach that makes one look at the language from another perspective.'

'Deeper and richer consideration of the use of language.'

'It brings certain concepts of language to students' and tutors' consciousness.'

One tutor highlights how this approach to EAP teaching aligns with their own orientation to knowledge and learning:

'It's something I appreciate personally as I see myself as more of a scientific person (left brained) so being able to use a comprehensive table to explain and compartmentalize concepts really helps in my teaching. I also like how engaging deconstructing texts is, because it exercises a certain part of the brain which aids in the internalization of the concepts before the actual application.'

The tutor recognizes that SFL brings an element of 'verticality' to EAP which matches the tutor's orientation to knowledge ('*more of a scientific person*'). For Martin (2012), much of the educational work within the SFL theory and pedagogy can be defined as introducing verticality, which means making knowledge about language visible and coherently organised and sequenced. The tutor explains that the knowledge in the EAP module is seen as similar to the way knowledge is structured in the Sciences: 'comprehensive and compartmentalized', which recalls Bernstein (1999)'s hierarchical knowledge structures typical of the Sciences. For this tutor, and perhaps for many students in the same situation, the increased coherence and systematic organization of the knowledge about language is welcome because it matches their own orientation.

Another tutor makes a similar remark about his students:

'Our Science students like this, it is similar to their way of thinking.'

Tutors also provide a glimpse into classroom recontextualization, or step 2 of Bernstein's recontextualization steps (see Fig. 1), showing how they adapt the materials without losing sight of the intended learning outcomes:

'I got my students into groups and assigned them different sections [of the table of instantiation] to do. Made it a kind of competitive. Students found it interesting.'

Challenges experienced are linked to the complexity of concepts (3 respondents), the level and number of metalanguage items (4 respondents), and concerns of face validity (5 respondents worry the students will not 'buy it'). One respondent highlighted lack of knowledge and confidence (analyzing language on the spot and addressing students' questions) as the main concerns. No tutor indicated they did not align with this approach to language or that they saw it as irrelevant for students.

Those reporting their lack of knowledge as the main challenge also explain that experience on the module has helped them develop both knowledge and confidence. They indicate the lesson demonstrations, readings and extensive tutors' notes as effective.

'Initially, I was concerned about all of the above [face validity, metalanguage, complexity]. Now, I find that this metalanguage helps the students see writing as more than just a mechanical task.'

'Generally, the situation has been fine in terms of analysing the language but this is true after teaching the course a few times. The worry, however minor of not being able to explain there and then, is still there at times. I am usually honest and tell them I will get back to them on the question.'

Interestingly, another shows how their own acceptance of the approach is led by the students' accepting it first:

'Initially I was doubtful of 'thematic progression' but after attempting to understand it further I found the students were convinced on it too. But I had to believe in it myself first. At times this topic can be challenging and even now I do get it mixed up but it helps for students to see a pattern of sorts for their writing. It is a pattern that they wish to see.'

A tutor expresses concerns that the table may be overwhelming.

'How to make the table more interesting and less daunting.'

The 4 respondents who indicate they find the metalanguage too technical wish the number of terms could be reduced: '*Teaching writing without using too many linguistic terms would be helpful*,' or indicate a lack of relevance of the technical metalanguage:

'Students seem to prefer a simplistic approach to break down language use rather than have too many theoretical /technical terms as it puts them off.'

However, solutions to these challenges are also provided:

'Students seem to understand better when we simplify terms and introduce by saying, "texts need 'flow' and should be logical and this is brought about by using cohesive devices like 'connecting' and linking words".'

Some element of misunderstanding may also be detected in the following response (in fact the module often integrates formal grammar in the functional approach, for example extending the analysis of noun groups to rules of subject-verb agreement):

'Include any content that is deemed beneficial, regardless of the linguistic camp it belongs to.'

SFL is an 'extravagant theory' due to its scope, and its 'rich and interrelated architecture' (Bartlett and O'Grady, 2017, p.7) and has been described as posing several challenges in its application to language teaching (Macken-Horarik, 2011). Most tutors' training and experience with teaching language is restricted to sentence level grammar, so moving to perceiving language patterns across text is challenging. Also, the theory interprets language in relation to its context, placing EAP tutors in a deficit situation where they know less than their students about the various disciplinary contexts. Moreover, the teaching/learning cycle activities require deep, and very reactive knowledge to elicit student response and point to key elements of a text. Nevertheless, the tutors' responses while pointing to some of these challenges also indicate that they develop knowledge and confidence over time and that they endorse the approach especially when they see impact on students' learning.

5.2. Students' perceptions

The results reported here draw on 3 online surveys administered at the end of three consecutive semesters. Students were asked to answer an online survey composed of five open ended and multiple choice questions to collect their perceptions of the approach and its impact (see Appendix 3). Each semester the whole cohort (approximately 700 students per semester) was invited and overall, 327 respondents from a range of disciplines completed the survey.

A large majority of the respondents were positive about the approach. 87% of respondents said the module was useful for their disciplinary writing (Question 2). Of the 273 respondents who provided qualitative comments on the question of

relevance (Question 3), 170 students commented on the usefulness of the EGAP module for their specific disciplinary writing tasks:

'The skills and knowledge I have learnt in this module are very useful in my discipline/applicable to my modules.'

'Very useful in essay writing modules, but still applicable in engineer report writing.'

'Yes. It gives me a greater understanding to why academics may write in a certain way and teaches me when to use them when I am doing my own writing.'

'The different language systems that I learn can be applied to my core module.'

'Some concepts are surprisingly useful.'

59 students explained that their core modules did not require them to write any assignments in Year 1:

'Currently, I write more codes than actual paragraphs.'

Others made generalizations about their disciplinary discourse requirements to explain their perception of lack of relevance:

'Engineers do not really require to have good-writing skills. Engineers nowadays just out-source our writing to someone more capable to complete for us.'

'Engineering does not require as much of some of the techniques but some techniques used are easily identified when I read engineering research paper.'

Students mostly evaluated the module content knowledge and its 'newness' positively, showing that students appreciated the challenge (Question 4). Also, the systematic, coherent categorization of knowledge about language was mentioned.

'Very useful knowledge'

'Different ways to approach academic writing which I never knew before'.

'The thematic progression has been in my mind every time I write my assignment. Things weren't in that way before.'

'It allows us to be more aware of the language we used in papers required by different courses.'

'I think it's neat and systematic.'

But a few students highlighted the difficulty and the need for a wider variety of texts

'It helps in writing but the tools can be hard to remember/ understand completely.'

'The examples provided in the 4 toolkits are not comprehensive enough.'

'Some discipline may have much more in 1 toolkit and have one or none in other toolkit. Possibly could be elaborated in more details.'

'It is effective as we are able to transfer the knowledge that was learnt and see it being used in materials provided. However, I feel that we need to have more varieties of materials given so to broaden our perspective.'

About 80% of respondents understood the purpose of using metalanguage to enable clear discussion of concepts:

'It solidifies my understanding towards English language through naming of certain skills/contents, which I have never classified them before.'

'It was useful to some extent. These jargons used were helpful in defining certain characteristics and functions of writing that many of us do not have a clear idea on. So we know how to describe what we need to use.'

'It is alright to learn some metalanguage and they are not too exhaustive as well.'

'It is useful because it enables me to communicate easier with other people in terms of concepts.'

However, 10% of respondents stated that the metalanguage was not useful, with a few stating this is too technical (10% do not provide an answer). Most of these responses, however, seemed to indicate a misunderstanding of the purpose. The Real Estate student below, for example, seems to think that metalanguage is useful if it is used in her or his own discipline.

'Not really (helpful), since my course does not really use them, and different places have different ways to name them, so not that relevant.'

Although 10% is not high, these responses, along with the few tutors above, indicate the need to clarify the purpose of metalanguage in the module for tutors and students.

Negative feedback about the module concerns the assessment structure, and the workload, and only very rarely the approach or the SFL elements (through the metalanguage or the lack of relevance of *any* language teaching). These patterns of student feedback have been confirmed each semester over the last 3 years.

6. Discussion: addressing recontextualization challenges; 'we're all surfing the wave'

In various educational contexts in many parts of the world, recontextualising SFL theory to EAP practice presents a range of often similar challenges. This article has been mostly concerned with Bernstein's first step in the recontextualization process, which represents the adaptation of theoretical concepts to curriculum and pedagogical documents. Decisions made in this process are influenced by the curriculum developer's degree of expertise in SFL, awareness of disciplinary discourse characteristics, understanding of the context including learners' needs and tutors' characteristics – all of which will impact decisions regarding selection of concepts, and metalanguage as well as sequencing. Decisions regarding ways to make these relevant in a coherent syllabus also need to be carefully thought about. In step 2, tutors' knowledge base and dispositions, teaching philosophies and deep beliefs about EAP practice will guide decisions on the professional development plans needed to support tutors in the implementation of the theory in their classrooms. The course designer therefore stands at the juncture between the theory and the specific context leading to very different potential recontextualisations.

It may be useful to look at this through the Legitimation Code Theory (LCT) lens (Maton, 2014a) and in particular the dimension of Semantics. LCT is a social realist toolkit dedicated to investigating knowledge practices in a wide range of contexts. Recontextualising is about adapting abstract, decontextualised and technical concepts to contextualized curriculum and classroom contexts. In LCT terms, items exhibiting weak semantic gravity (SG-, abstract) and strong semantic density (SD+, technical, dense in meaning) such as *instantiation*, *strata*, *system* are transformed for curriculum materials and pedagogy to make them concrete and accessible where they exhibit stronger semantic gravity (SG+, tied to the context, concrete) and weaker semantic density (SD-, more common sense terms).

Variation in semantic gravity and density is envisaged on a continuum. The strengthening or weakening of semantic gravity and density over time (for example over a lesson, a syllabus, a moment of classroom interaction or a piece of student writing) can be plotted on a graph to show a semantic profile and a semantic range (see Fig. 3). The line tracking the variation of semantic gravity and density across the elements being studied forms semantic waves. When there is no variation, the line is called a semantic high/low flatline.

As an EAP curriculum developer from Australia recently told me in a conversation about the challenges of implementing SFL approaches: 'We are all surfing the wave', gleaning from the theory and adapting it to the specific EAP context we evolve in. As theoretical knowledge is curricularized and pedagogized, the changes in semantic gravity can be visualized and compared (Maton, 2014a). In the case of the EAP module described, items exhibiting very weak semantic gravity, such as *instantiation* and *metafunction* are recontextualized through the table of instantiation (as explained above); and all resources of the table are recontextualized in the EAP module teaching and learning activities through very concrete sample text deconstruction, essay writing in the EAP module, and student disciplinary text analysis.

Maton has stated that mastery over semantic gravity is a key to success in learning, but that learners 'arrive at education with different semantic ranges' (Maton, 2014a, p. 124). In the case of EAP, the learners are not concerned with the theory itself – the purpose of the EAP module is not to teach SFL theory- but with the way it benefits their writing and achievement in tertiary education, and so, in the intervention described in this article, the semantic range does not need to reach very high. While SFL theory can be very abstract and dense, the recontextualization can be made accessible for tutors and students, as is shown in the EAP module described here where incursions into the abstract concepts are followed by text analysis and
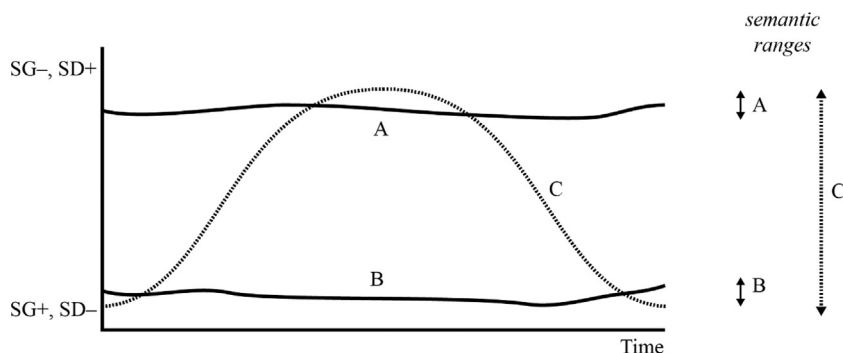

Fig. 3. Three semantic profiles (Maton, 2016, p. 17).
SG = semantic gravity; SD = semantic density; + = stronger; – = weaker.
A = high semantic flatline: knowledge and meanings are consistently decontextualized/abstract.
B = low semantic flatline: knowledge and meanings are consistently tied to the context.
C = semantic wave.

writing tasks to contextualize the concept in authentic text. The *entry point* is another useful concept, and might be determined by the teaching team's background, as well as existing knowledge and orientation. When the tutor above worries that the table is daunting, they are perhaps communicating that the entry point is too high on the wave, and that the table presents too much abstract knowledge at once. The challenge then is to create EAP materials at various entry points which enable tutors to implement the activities. In this module this is achieved through a range of strategies including answer keys being provided for text deconstruction activities, and frequent consultations with the course coordinators for tutors who may not feel confident with these activities. Beyond semantic range, and entry point, Maton (2014b) considers the relative emphasis, with *upshifts* (theory is emphasized) and *downshifts* (practice is emphasized). In the EAP module, the relative emphasis is on downshifts, the theory having the very practical purpose of shedding light on successful writing practices that are valued in academia.

The implementation of the EGAP module has been successful, with adoption from the tutors and positive feedback from students. Yet, some of the comments from the tutors and students show that issues of semantic range, entry points and relative emphasis may still be usefully revisited. In this way, LCT concepts are useful tools to analyze and evaluate recontextualization decisions and the feedback the module receives. Future research may use LCT concepts to compare different types of recontextualization of SFL for EAP practice and reveal principles of recontextualization. This could prove very helpful for EAP curriculum designers keen on adopting a similar approach to their EAP context.

7. Conclusion

This paper has taken a specific example of an SFL-informed EGAP module curriculum to demonstrate the power of the theory to address real world problems. Applying SFL theory to EAP has provided a promising way to address the limitations of the general EAP provision in EGAP in-sessional modules. The paper has argued that the EGAP common core approaches may be usefully revisited to include SFL derived concepts such as context-dependency, metafunctions, and stratification, to provide a way to address disciplinary specificity. The module described here aims to expand students' academic language repertoire and metalinguistic awareness and to equip them with a toolkit to analyze new contexts of communication in a principled manner. It aims to share a body of transferrable knowledge for EAP students to apply in their discipline. An SFL-inspired tool, the table of instantiation, was described along with its implementation within a genre pedagogy approach, to show how such aims might be achieved. Research is ongoing on the impact this curriculum is having on students' varied disciplinary writing. Further analysis of the data presented here would highlight whether the students' disciplinary backgrounds affect their response, but this was beyond the scope of this article.

Concrete strategies to support the curriculum implementation comprise extensive and scaffolded support for tutors. Adopting an SFL approach in EAP practice is demanding because it involves a real shift in conception of what language is. However, this approach is also immensely rewarding. The EAP tutors surveyed indicate broad support of the approach and show an increased confidence delivering the curriculum after teaching on the module for a while. The paper has also shown how LCT tools may be usefully deployed to reflect on SFL-informed EAP initiatives and it has been suggested this may in the future be used to generate principles of recontextualization, which may enable more EAP practitioners to introduce some SFL in their curriculum design.

My initial foray into Systemic Functional Linguistics stemmed from a situation which I saw as a form of social injustice. As an EAP practitioner in the Hong Kong higher education context, I taught academic English modules to students who struggled with their programme in an EMI (English Medium of Instruction) environment after being schooled in CMI (Cantonese Medium of Instruction) schools. While the general EAP provision offered at the time aimed at leveling the playing field for these students, the skills-based and formal grammar approaches in place seemed, to me, ill-designed to achieve this aim. Being tasked with redesigning the EAP curriculum led me to Halliday's work. The table of instantiation looked very different years ago. Several iterations later, and in another setting, the current version is still evolving. While it has achieved the aim of making visible some functional knowledge about language, some elements remain subjective in its design, linked to my own perception of what resources students need and of how ready tutors are to deliver this curriculum. This provides additional reasons to explore recontextualization more systematically. Addressing the concrete and context-tied needs of the students I interact with has been giving meaning to the engagement with the theory. In this way, my engagement with SFL theory is consistent with its purpose to be *appliable*, dedicated to solving problems and empowering its users.

Appendix 1. Week-by-Week Syllabus

Elements of the table of instantiation are indicated in **bold.**

Activities which recycle and engage the content of the table of instantiation are indicated in *italics*.

	Session 1 (1h30mn)	Session 2 (1h30mn)
Week 1	No tutorial	
Week 2	Introducing ES1103	Reading and note-taking strategies
	Overview of Academic Discourse: **Genre and Language** (1)	Overview of Academic Discourse: Genre and Language (2)
	Building Genre awareness	
Week 3	*Using Citations: Paraphrasing Summarizing and* **Stance- (1)**	*Using Citations: Paraphrasing Summarizing* and **Stance (2)**
	Avoiding plagiarism/APA-in text mechanics (1)	*Avoiding plagiarism/APA-in text mechanics (2)*
		Synthesizing (1)
		Reporting verbs\Evaluative language
Week 4	*Synthesizing (2)*	The Essay Writing Process
		Analyzing Essay/Task prompts
		From brainstorm to **outlines**
		Gathering sources
Week 5	**Writing cohesive texts**	*Writing an introduction*
	Essay sample deconstruction	
Week 6	Presentations of essay outlines and sources	**Expressing logical relations between ideas**
Recess Week		
Week 7	*Peer Review of Essay Draft 1*	*Open session for revisions/students' specific queries/Text analysis or joint construction of a specific text segment*
Week 8	*APA/Revision and reference list Mechanics*	**Expressing academic content: nominalisation and noun group**
	Citation Software Workshop	*Analyzing disciplinary texts*
Week 9	Individual Consultations	
Week 10	Individual Consultations	
Week 11	*Disciplinary texts analysis presentations*	*Writing a Reflection (tutorial)*
	Transfer to the discipline	
Week 12	Individual Consultations	

Appendix 2. Survey for Teachers

Q1. How do you use the table with your students?

Q2. What challenges have you met when using the table of instantiation?

- The concepts are too complex
- Too many technical terms
- Concerns the students will no 'buy it'
- The need to be able to analyze texts on the spot and address students' questions during text analysis activities.
- Doubtful of this way of looking at language (from context to language; table of instantiation) = teacher not buying it
- Students do not need this level of linguistic knowledge
- Other:

Q3. What are the enjoyable teaching moments you have experienced with the SFL approach? Please explain a 'critical incident' in your teaching with the ES1103 syllabus (for example when you taught something which you saw was working well)?

Q4. What has been most helpful in teaching unknown SFL content?

- Asking colleagues
- Tutors' notes
- The pedagogical readings
- Asking the coordinator
- Other:

Q5. What could be done to address the challenges and improve the support as you implement the SFL syllabus?

Q6. Is SFL adding anything worthwhile to the module (compared to other EAP modules you have taught before)?

Appendix 3. Survey for Students

Q1. What are your overall impressions of the module?

Q2. Has the module been useful for the tasks you have to complete in your other modules?

- Not at all
- Not much
- Sometimes

- Often

Q3. Can you explain the reasons for your answer in Q2?

Q4. The module provides materials and activities to build knowledge about language systems (the four toolkits) and how writers use language to make academic meanings relevant to their context. What did you think of this approach?

Q5. What could be changed in the module to make it more useful to you?

References

Bartlett, T., & O' Grady, G. (Eds.). (2017). *The Routledge handbook of systemic functional linguistics*. Abingdon, UK: Routledge.

Benzie, H. (2011). A pathway into a degree program : Forging better links. *Journal of Academic Language & Learning, 5*(2), 107–117.

Bernstein, B. (1999). Vertical and horizontal discourse: An essay. *British Journal of Sociology of Education, 20*(2), 157–173. http://doi.org/10.1080/01425699995380.

Bernstein, B. (2000). *Pedagogy, symbolic control, and identity: Theory, research, critique (No. 4)*. Lanham: Rowman & Littlefield.

Bloor, T., & Bloor, M. (2003). *The functional analysis of English: A hallidayan approach*. London: Arnold.

Christie, F., & Macken-Horarik, M. (2011). Disciplinarity and school subject English. In F. Christie, & K. Maton (Eds.), *Disciplinarity: Functional linguistic and sociological perspectives* (pp. 175–196). London & New York: Continuum.

Coffin, C. (2006). *Historical discourse*. London: Continuum.

Coffin, C., & Donohue, J. (2014). *A language as social semiotic-based approach to teaching and learning in higher education (Language Learning Monograph Series)*. Chichester, West Sussex; Malden, MA: Wiley-Blackwell. Also available in Language Learning 64, 2014, (Supplement 1).

Counsell, J. (2011). How effectively and consistently do international postgraduate students apply the writing strategies they have been taught in a generic skills- based course to their subsequent discipline-based studies? *Journal of Academic Language & Learning, 5*, A1–A17.

Cowley-Haselden, S., & Monbec, L. (2019). Emancipating ourselves from mental slavery: Affording knowledge in our practice. In M. Gillway (Ed.), *Proceedings of the 2017 BALEAP Conference. Addressing the state of the union: Working together = learning together* (pp. 39–46). Garnet Publications. Reading.

Currie, P. (1999). Transferable skills : Promoting student research. *English for Specific Purposes, 18*(4), 329–345.

Ding, A., & Bruce, I. (2017). *The English for academic purposes practitioner*. Palgrave Macmillan. http://doi.org/10.1007/978-3-319-59737-9.

Dreyfus, S. J., Humphrey, S., Mahboob, A., & Martin, J. R. (2016). *Genre pedagogy in higher education: The SLATE Project*. Basingstoke: Palgrave Macmillan.

Drury, H. (1991). The use of systemic linguistics to describe student summaries at university level. In E. Ventola (Ed.), *Functional and systemic linguistics: Approaches and uses*. Berlin: Mouton de Gruyter.

Drury, H., & Webb, C. (1991). Teaching academic writing at the tertiary level. *Prospect, 7*(1), 7–27.

Flowerdew, J., & Peacock, M. (2001). The EAP curriculum: Issues, methods, and challenges. In J. Flowerdew, & M. Peacock (Eds.), *Research perspectives on English for academic purposes* (pp. 177–194). Cambridge, UK: Cambridge University Press.

Gardner, S. (2008). Mapping ideational meaning in a corpus of student writing. In C. Jones, & E. Ventola (Eds.), *New developments in the study of ideational meaning: From language to multimodality* (pp. 169–188). London: Equinox Publishing.

Gardner, S. (2016). A genre-instantiation approach to teaching English for specific academic purposes: Student writing in Business, Economics and Engineering. *Writing & Pedagogy, 8*(1), 150–171.

Gardner, S., & Holmes, J. (2010). From section headings to assignment macrostructures in undergraduate student writing. In E. Swain (Ed.), *Thresholds and potentialities of systemic functional linguistics* (pp. 254–276). Trieste: Edizioni Universitarie Trieste. http://etabeta.univ.trieste.it/dspace/handle/10077/3652.

Gardner, S., Nesi, H., & Biber, D. (2018). *Discipline, level, genre: Integrating situational Perspectives in a new MD analysis of University student writing*. Applied Linguistics (June) http://doi.org/10.1093/applin/amy005.

Gebhard, M. (2010). Teacher education in changing times: A systemic functional linguistics (SFL) perspective. *Tesol Quarterly, 44*(4), 797–803. http://doi.org/10.5054/tq.2010.237335.

Halliday, M. A. K. (1985). Systemic background. In J. D. Benson, & W. S. Greaves (Eds.), *Systemic Perspectives on discourse, Volume 1. Selected theoretical papers from the 9th international systemic workshop* (pp. 1–15). Norwood, N.J.: Ablex Publishing Corporation.

Halliday, M. A. K. (2012). In J. R. Martin (Ed.), *Interviewing Michael Halliday: Language turned back on himself*. London: Continuum.

Halliday, M. A. K., & Hasan, R. (1976/2014). *Cohesion in English*. Abingdon: Routledge.

Halliday, M. A. K., MacIntosh, A., & Strevens, P. (1964). *The linguistic sciences and language teaching*. London: Longman.

Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Introduction to functional grammar* (4th ed.). Abingdon: Routledge.

Hao, J., & Humphrey, S. (2009). The role of ' coupling ' in Biological experimental reports. *Linguistics and the Human Sciences, 5*(2), 169–195.

Hasan, R. (2011). English process, English tense: Foreign learner, foreign teacher. In J. Webster (Ed.), *Language and education: Learning and teaching in society. The collected works of Ruqaiya Hasan* (Vol. 3, pp. 339–379). London: Equinox.

Hood, S. (2010). *Appraising research: Evaluation in academic writing*. New York: Cambridge University Press.

Hyland, K. (2002). Specificity revisited: How far should we go now? *English for Specific Purposes, 21*, 385–395.

Hyland, K. (2006). *English for Academic Purposes: An advanced resource book*. Abingdon: Routledge.

Hyland, K., & Tse, P. (2009). Academic lexis and disciplinary practice: Corpus evidence for specificity. *International Journal of English Studies, 9*(2), 111–129. https://archive.org/details/ERIC_EJ878445.

Johns, A. M. (1997). *Text, role, and context: Developing academic literacies*. Cambridge: Cambridge University Press.

Johns, A. M. (2008). Genre awareness for the novice academic student: An ongoing quest. *Language Teaching, 41*(2), 237–252.

Jones, J., Gollin, S., Drury, H., & Economou, D. (1989). Systemic functional linguistics and its application to the TESOL curriculum. In R. Hasan, & J. R. Martin (Eds.), *Language development: Learning language, learning culture, meaning and choice in language: Studies for Michael Halliday* (Norwood, N.J.:Ablex).

Jordan, R.,R. (1997). *English for academic purposes: A guide and resource book for teachers*. Cambridge, UK: Cambridge University Press.

Lee, D., & Swales, J. (2006). A corpus-based EAP course for NNS doctoral students: Moving from available specialized corpora to self-compiled corpora. *English for Specific Purposes, 25*, 56–75.

Lillis, T., & Tuck, J. (2016). Academic literacies. In K. Hyland, & P. Shaw (Eds.), *The Routledge handbook of English for academic purposes* (pp. 30–43). London: Routledge.

Macken-Horarik, M. (2011). Building a knowledge structure for English: Reflections on the challenges of coherence, cumulative learning, portability and face validity. *Australian Journal of Education, 55*(3), 197–213. http://doi.org/10.1177/000494411105500303.

Macken-Horarik, M., Sandiford, C., Love, K., & Unsworth, L. (2015). New ways of working ' with grammar in mind ' in school English : Insights from Systemic Functional grammatics. *Linguistics and Education, 31*, 145–158. http://doi.org/10.1016/j.linged.2015.07.004.

Marshall, S. (2006). Guiding senior secondary students towards writing academically-valued responses to poetry. In R. Whittaker, M. O'Donnell, & A. McCabe (Eds.), *Language and literacy: Functional approaches* (pp. 251–263). London: Continuum.

Martin, J. R. (1992). *English text*. Amsterdam: John Benjamins Publishing Company.

Martin, J.,R. (2000). Grammar meets genre: Reflections on the Sydney school. *Arts: The Journal of the Sydney University Arts Association, 22*, 47–95.

Martin, J.,R. (2006). Metadiscourse: Designing interaction on genre-based literacy programmes. In R. Whittaker, M. O'Donnell, & A. McCabe (Eds.), *Language and literacy: Functional approaches* (pp. 95–122). London: Continuum.

Martin, J. R. (2012). *Language in education* (Vol. 7). Shanghai: Shanghai Jiao Tong University Press. Collected works of J R Martin.

Martin, J. R., & Rose, D. (2007a). Interacting with text: The role of dialogue in learning to read and write. *Foreign Languages in China, 4*(5), 66−80.

Martin, J. R., & Rose, D. (2007b). *Working with discourse: Meaning beyond the clause* (2nd ed.). London: Bloomsbury.

Martin, J. R., & White, P. (2005). *The Language of evaluation*. Basingstoke: Palgrave Macmillan.

Maton, K. (2014a). *Knowledge and knowers*. Abingdon: Routledge.

Maton, K. (2014b). Building powerful knowledge: The significance of semantic waves. In E. Rata, & B. Barrett (Eds.), *Knowledge and the future of the curriculum: International studies in social realism*. London: Palgrave Macmillan.

Maton, K. (2016). Legitimation Code Theory: Building knowledge about knowledge-building. In K. Maton (Ed.), *Knowledge building: Educational studies in Legitimation Code Theory* (pp. 1−24). London: Routledge.

Monbec, L. (2018). Designing an EAP curriculum for transfer : A focus on knowledge. *Journal of Academic Language & Learning, 12*(2), 88−101.

Mort, P., & Drury, H. (2012). Supporting student academic literacy in the disciplines using genre-based online pedagogy. *Journal of Academic Language & Learning, 6*(3), 1−15.

Nesi, H., & Gardner, S. (2012). *Genres across the disciplines: Student writing in higher education*. Cambridge: Cambridge University Press.

O'Halloran, K. (2005). *Mathematical Discourse: Language, symbolism and visual images*. London: Continuum.

Ravelli, L. (2004). Signalling the organization of written texts: Hyper-Themes in management and history essays. In L. J. Ravelli, & R. A. Ellis (Eds.), *Analysing academic writing: Contextualized frameworks* (pp. 104−130). London & New York: Continuum.

Rothery, J., & Stenglin, M. (1995). *Exploring literacy in school English (Write it right resources for literacy and learning)*. Sydney: Metropolitan East Disadvantaged Schools Program.

Spack, R. (1997). The acquisition of academic literacy in a second language: A longitudinal case study. *Written Communication, 14*(1), 3−62.

Street, B., & Lea, M. R. (1998). Student writing on higher education: An academic literacies approach. *Studies in Higher Education, 23*(2), 157−172.

Swales, J., & Feak, C. (1994). *Academic writing for graduate students: A course for non-native speakers*. Ann Arbor: University of Michigan Press.

Wingate, U. (2006). Doing away with ' study skills. *Teaching in Higher Education, 11*(4), 457−469. http://doi.org/10.1080/13562510600874268.

Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry, 17*(2), 89−100.

Laetitia Monbec is a lecturer at the Centre for English Language and Communication at Singapore National University where she coordinated the EAP module. She has taught EAP, and developed EAP curriculum and pedagogical materials in Hong Kong and Singapore for over 10 years. She now teaches a writing module on colour theory, meaning and practices.