

# Contents

总序	文秋芳	v
导读	何伟	viii
<b>Author Biosketch</b>		xvii
<b>Preface</b>		xviii
<b>SECTION I RECONCEPTUALIZING GRAMMAR, CURRICULUM, AND PEDAGOGY</b>		1
<b>Chapter 1 Rethinking the Role of Grammar in Postsecondary English Education</b>		3
1.1 The Grammar Fatigue Syndrome		3
1.2 Are College Students Truly Grammatically Proficient?		6
1.3 Why Is a Content-Driven Model of CBI Not the Solution?		12
1.4 It's Time for a Language-Driven Model of CBI		14
1.5 The Imperative for Functional Grammar		17
1.6 Conclusion		20
<b>Chapter 2 Functional Grammar for English Teachers</b>		21
2.1 Grammars for Language/Literacy Teaching		21
2.2 Key Principles		23
2.3 Text		25
2.4 Clause and Sentence		26
2.5 Context		27
2.6 Cohesion and Coherence		29
2.7 Genre		31
2.8 Register		33

2.9 Function/Metafunction/Meaning	34
2.10 System	34
2.11 Choice	47
2.12 Conclusion	50
<b>Chapter 3 Redesigning English Curriculum and Pedagogy for Higher Education</b>	<b>52</b>
3.1 Introduction	52
3.2 A Functional Model of Language	53
3.3 Linguistic Variation Across Academic Disciplines	55
3.4 Implications for English Education	66
3.5 Conclusion	79
<b>SECTION II TEACHING READING</b>	<b>81</b>
<b>Chapter 4 Understanding Text Complexity and Text Difficulty</b>	<b>83</b>
4.1 Introduction	83
4.2 Deconstructing Text Complexity	84
4.3 Understanding Text Difficulty	88
4.4 Linguistic Sources of Comprehension Difficulties in Complex Texts	91
4.5 A Pedagogical Heuristic for Working with Complex Texts	100
4.6 Conclusion	103
<b>Chapter 5 Scaffolding Close Reading of Academic Texts</b>	<b>104</b>
5.1 Language, Knowledge and Schooling	104
5.2 Instructional Models of Close Reading	106
5.3 Teaching Close Reading Through Functional Grammar Analysis	111
5.4 Conclusion	123

<b>Chapter 6 Promoting Critical Literacy in Disciplinary Learning</b>	124
6.1 Literacy and Disciplinary Learning	124
6.2 Reading Science	125
6.3 SFL for Critical Reading	127
6.4 Developing Critical Language Awareness Through Functional Grammar Analysis	130
6.5 Conclusion	143
<b>SECTION III TEACHING WRITING</b>	145
<b>Chapter 7 Demystifying Academic Writing: Conceptual and         Practical Matters</b>	147
7.1 What Is Academic Writing?	147
7.2 Discursive Features of Academic Writing	151
7.3 New Trends in Academic Writing	161
7.4 Academic Language, Literacy Development, and Disciplinary Learning	163
7.5 Supporting Academic Writing Development	165
7.6 Conclusion	173
<b>Chapter 8 Recontextualizing Sydney School Genre-Based         Pedagogy in the Discipline</b>	174
8.1 Writing and Disciplinary Learning	174
8.2 Writing in Science	176
8.3 A Genre-Based Approach	177
8.4 Enacting SGP in a Science Unit	179
8.5 Conclusion	202

<b>Chapter 9 Evaluating Student Writing Through a Functional Focus on Language</b>	203
9.1 Background	203
9.2 A Functional Linguistics Approach to Writing Assessment	207
9.3 Using Functional Grammar Analysis to Evaluate Informational Writing	209
9.4 Using Functional Grammar Analysis to Evaluate Response Writing	219
9.5 Using Assessment to Inform Instruction	234
9.6 Conclusion	237
<b>SECTION IV EMPOWERING TEACHERS</b>	239
<b>Chapter 10 Enhancing Teacher Capacity for English Literacy Instruction</b>	241
10.1 Introduction	241
10.2 Linguistic Expertise for Teaching English Literacy	242
10.3 Challenges in Developing Linguistic Subject Knowledge	244
10.4 Supporting Teacher Learning About Functional Grammar	245
10.5 Some Caveats About Using Functional Grammar in Literacy Instruction	255
10.6 Envoi	260
<b>References</b>	261
<b>Literature Resources Cited</b>	281