



**UNIVERSITAS NEGERI SURABAYA
FACULTY OF LANGUAGES AND ARTS
ENGLISH EDUCATION STUDY PROGRAM**

Document Code

LESSON PLAN

Course	Course Code	Course Cluster	Credit (sks)	Semester	Compilation Date
Introduction to Systemif Functional Linguistics (SFL)		Knowledge and Skills	2	3	23 Feb 2023
AUTHORIZATION	Lesson Plan Developer		Course Cluster Coordinator		Head of Study Programme
	Dr. Oikurema Purwati, M.AppL		Dr. Oikurema Purwati, M.AppL		Dr. Himmawan Adi N.
Learning Outcomes (CP)	Programme Learning Outcomes (PLO)-Study Programme imposed on courses				
	PLO 2	Demonstrate good understanding about the concepts of English Language Teaching (ELT) in national and global perspectives.			
	PLO 6	Create products related to English Language Teaching (ELT)			
	PLO 8	Demonstrate the oral and written skills in analyzing texts (related to ELT and ESP) critically and academically			
	PLO 9	Participate in life-long education, professional development and update of the development of SFL theory (Critical Genre Analysis for ESP context and metafunctions analysis for ELT context)			
	Course Learning Outcomes (CLO)				
	CLO 1	Demonstrating sincerity and commitment to develop students' attitudes, values and abilities			
	CLO 2	Employing logical, critical, systematic, and innovative thinking in the context of the development of science and technology and considering the values of humanities			
	CLO 3	Mastering SFL concepts concerning ELT and ESP, learning methodology, ELT & ESP concepts in national and global of educational perspectives as well as demonstrating written, visual, and oral presentation skills to communicate in English properly.			
	CLO 4	Demonstrating the ability to analyze spoken and written texts using the concepts of SFL including the texts for educational use (especially in ELT) and social functions relating to ESP, and also able to identify the cultural rhetoric			

	or move of the texts to find ‘new’ pattern of way of thinking.
Lesson Learning Outcomes (LLO)	
LLO 1	To explain the definition and notion of SFL
LLO 2	To explain that language as social semiotic and cultural dimension
LLO 3	To explain the differences between structuralist/traditional linguistics (mentalism) and Systemic Functional Linguistics (functionalism)
LLO 4	To explain context of culture in SFL (social function, text structure and lexicogrammatical features)
LLO 5	To explain content of situation in SFL (field, tenor & mode)
LLO 6	To explain the dimensions of SFL and Stratal System
LLO 7	To explain the texts adopted in Indonesian ELT based on 2013 English Curriculum
LLO 8	To analyze ideational Function of text(s) in educational perspective
LLO 9	To analyze interpersonal function of text(s) in educational perspective
LLO 10	To analyze textual function of text(s) in educational perspective
LLO 11	To analyze Mood System (Polarity & Modality) of text(s)
LLO 12	To analyze Theme & Rheme of text(s) in educational perspective
LLO 13	To analyze the rhetoric and Move of texts in educational perspective
LLO 14	To analyze text(s) using Critical Genre Analysis (CGA)
Brief description of the course	This course explores the definition and the notion of systemic functional linguistics. This course also gives information about the differences between traditional linguistics and SFL. In this course, the students are also provided with the knowledge of aspects related to systemic functional linguistics. This course also facilitate the students with the information of context in SFL (context of situation and context of register). In addition, the students are also facilitated to analyse texts related to English language teaching and learning, both in ELT & ESP, applying ideational function, interpersonal function, and textual function. As text types/ genres are applied in English curriculum, the students are trained to apply genre analysis. Moreover, the students are also trained to analyze text(s) using rhetoric and move system universally and culturally. The students also get the knowledge about Critical Genre Analysis.
Study Materials: Learning Materials	<ol style="list-style-type: none"> 1. The definition and notion of SFL 2. Language as social semiotic and cultural dimension 3. The differences between structuralist/traditional linguistics (mentalism) and Systemic Functional Linguistics (functionalism) 4. Context of culture in SFL (social function, text structure and lexicogrammatical features) 5. Content of situation in SFL (field, tenor & mode) 6. The dimensions of SFL and Stratal System 7. The texts adopted in Indonesian ELT based on 2013 English Curriculum

	8. Ideational Function of text(s) in educational perspective 9. Interpersonal function of text(s) in educational perspective 10. Textual function of text(s) in educational perspective 11. Mood System (Polarity & Modality) of text(s) 12. Theme & Rheme of text(s) in educational perspective 13. The rhetoric and Move of texts in educational perspective 14. Critical Genre Analysis (CGA)
References	Main references:
	1. Bartlett, Tom & O'Grady, Gerard. 2017. Routledge Handbook of Systemic Functional Linguistics. New York: Routledge 2. Christie, Frances & Derewianka, Beverly. 2008. School Discourse: Learning to Write Across the Years of Schooling 3. Derewianka, Beverly. 1991. Exploring How Texts Work. Heinemann Educational Books 4. Eggins, Suzanne. 1994. An Introduction to Systemic Functional Linguistics. London: Pinter Publisher Ltd 5. Gebhard, Meg & Accurso, Kathryn. 2020. The Concise Encyclopedia of Applied Linguistics. Systemic Functional Linguistics. Wiley 6. Gerot, Linda & Wignell, Peter. 1995. Making Sense of Functional Grammar: An Introductory Book. Sydney: Gerd Stabler
	Supplementary reading:
	Articles in the Journals of Applied Linguistics (IJAL, ASIA TEFL, etc)
Lecturer (s)	Dr. Oikurema Purwati Rahayu Kuswardani, S.Pd., M.Pd
Course requirements	none

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, [Time Allotment]		Learning materials [References]	Assessment weight (%)
		Indicator	Criteria & Form Written/spoken	Offline	Online (synchronous/ asynchronous)		

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	LLO 1: Explaining the definition and notion of SFL	To be able to explain the definition and notion of SFL	Spoken and written	Effective reading, comprehensive presentation and interactive class discussion	-	Eggins, Suzanne. 1994. An Introduction to Systemic Functional Linguistics. London: Pinter Publisher Ltd	-
2	LLO 2: Explaining language as social semiotic and cultural dimension	To explain that language as social semiotic and cultural dimension	Spoken and written	Effective reading, comprehensive presentation and interactive class discussion	-	Eggins, Suzanne. 1994. An Introduction to Systemic Functional Linguistics. London: Pinter Publisher Ltd	-
3	LLO 3: Explaining the differences between structuralist/traditional linguistics (mentalism) and Systemic Functional Linguistics (functionalism)	To explain the differences between structuralist/traditional linguistics (mentalism) and Systemic Functional Linguistics (functionalism)	Spoken and written	Effective reading, comprehensive presentation and interactive class discussion	-	1. Bartlett, Tom & O'Grady, Gerard. 2017. Routledge Handbook of Systemic Functional Linguistics. New York: Routledge 2. Christie, Frances & Derewianka, Beverly. 2008. School Discourse: Learning to Write Across the Years of Schooling 3. Derewianka, Beverly. 1991. Exploring How Texts Work. Heinemann Educational Books	-
4	LLO 4: Explaining context of culture in SFL (social function, text structure and lexicogrammatical features)	To explain context of culture in SFL (social function, text structure and lexicogrammatical features)	Spoken and written	Effective reading, comprehensive presentation and interactive class discussion	-	1. Bartlett, Tom & O'Grady, Gerard. 2017. Routledge Handbook of Systemic Functional Linguistics. New York: Routledge 2. Christie, Frances & Derewianka,	-

						Beverly. 2008. School Discourse: Learning to Write Across the Years of Schooling 3. Derewianka, Beverly. 1991. Exploring How Texts Work. Heinemann Educational Books	
5	LLO 5: Explaining content of situation in SFL (field, tenor & mode)	To explain content of situation in SFL (field, tenor & mode)	Spoken and written	Effective reading, comprehensive presentation and interactive class discussion	-	1. Bartlett, Tom & O'Grady, Gerard. 2017. Routledge Handbook of Systemic Functional Linguistics. New York: Routledge 2. Christie, Frances & Derewianka, Beverly. 2008. School Discourse: Learning to Write Across the Years of Schooling 3. Derewianka, Beverly. 1991. Exploring How Texts Work. Heinemann Educational Books	-
6	LLO 6: Explaining the dimensions of SFL and Stratal System	To explain the dimensions of SFL and Stratal System	Spoken and written	Effective reading, comprehensive presentation and interactive class discussion	-	Gebhard, Meg & Accurso, Kathryn. 2020. The Concise Encyclopedia of Applied Linguistics. Systemic Functional Linguistics. Wiley & Gerot, Linda & Wignell, Peter. 1995. Making Sense of Functional Grammar: An Introductory Book.	-

						Sydney: Gerd Stabler	
7	LLO 7: Explaining the texts adopted in Indonesian ELT based on 2013 English Curriculum	To explain the texts adopted in Indonesian ELT based on 2013 English Curriculum	Spoken and written	Effective reading, comprehensive presentation and interactive class discussion	-	Gebhard, Meg & Accurso, Kathryn. 2020. The Concise Encyclopedia of Applied Linguistics. Systemic Functional Linguistics. Wiley & Gerot, Linda & Wignell, Peter. 1995. Making Sense of Functional Grammar: An Introductory Book. Sydney: Gerd Stabler	-
8	Determining the following project to analyze texts in educational perspective and assigning mid term test in the form of set of questions asking the understanding to the students about the definition, the notion and the principles of SFL	To know the understanding of the students toward the definition, the notion and the principles of SFL	Project (Text Analysis)	Making project of digital learning materials <ul style="list-style-type: none"> • Planning • Scheduling • Designing media • Monitoring • Evaluating • Demonstrating 	-		30%
9	LLO 8: Analysing ideational Function of text(s) in educational perspective	To analyze ideational Function of text(s) in educational perspective	Project (Text Analysis)	Project-Based Learning (PjBL)	-		
10	LLO 9: Analysing interpersonal function of text(s) in educational perspective	To analyze interpersonal function of text(s) in educational perspective	Project (Text Analysis)	Project-Based Learning (PjBL)	-		

11	LLO 10: Analysing textual function of text(s) in educational perspective	To analyze textual function of text(s) in educational perspective	Project (Text Analysis)	Project-Based Learning (PjBL)	-		
12	LLO 11: Mood System (Polarity & Modality) of text(s)	To analyze Mood System (Polarity & Modality) of text(s)	Project (Text Analysis)	Project-Based Learning (PjBL)	-		
13	LLO 12: Analysing Theme & Rheme of text(s) in educational perspective	To analyze Theme & Rheme of text(s) in educational perspective	Project (Text Analysis)	Project-Based Learning (PjBL)	-		
14	LLO 13: Analysing the rhetoric and Move of texts in educational perspective	To analyze the rhetoric and Move of texts in educational perspective	Project (Text Analysis)	Project-Based Learning (PjBL)	-		
15	LLO 14: Analysing text(s) using Critical Genre Analysis (CGA)	To analyze text(s) using Critical Genre Analysis (CGA)	Project (Text Analysis)	Project-Based Learning (PjBL)	-		

**MID TEST BLUE PRINT
(30%)**

Project 1

Please analyze one of the texts offered in the eleventh or twelfth grade of Senior High School. Check the syllabus of English for Junior or Senior High School. Then you may select the type of the text. You may choose one of the following texts:

1. narrative text
2. recount text
3. descriptive text
4. report text

5. procedure text
6. explanation text
7. analytical exposition text
8. hortatory exposition text
9. discussion text
10. review text
11. news item text

Then analyze the text using:

- a. context of culture (social function of the text, generic structure & linguistic features of the text)
- b. context of situation (register) consisting tenor, mode & field

ASSIGNMENT BLUE PRINT

(30%)

Project 2

Analyze the text(s) relating to educational teaching learning materials through:

1. Ideational functional
2. Interpersonal Functional
3. Textual Functional
4. Mood & Modality
5. Theme & Rheme

6 Rhetoric & Move

**FINAL ASSIGNMENT BLUE PRINT
(30%)**

Project 3

Please analyze one of the texts offered in the eleventh or twelfth grade of Senior High School. Check the syllabus of English for Senior High School. Then you may select the type of the functional text. You may choose ‘news item text’ ‘advertisement text’. If you have chosen the text, please analyze the ‘move’ of the text.

PROJECT ASSESSMENT RUBRIC

**TEXT ANALYSIS
(PRESENTATION)**

NO	COMPONENTS	DIMENSIONS	DESCRIPTION	SCORE
1	Presenting the text analysis based on ideational function, interpersonal function, textual function, modality & modality, theme & rheme, and rhetoric & move (30%) for assignment project	Content	Excellent	25
			Good	20
			Fair	15
		Accuracy (pronunciation, vocabulary, grammar)	Accurate	25
			Less accurate	20
			Fair	15
2	Analysing ‘news item text’ and ‘advertisement text’	Critical analysis	Very critical	13
			Critical	8
			Less critical	4

based on the theory of rhetoric and move (30%) to fulfil the final assignment	Originality (finding new pattern of 'cultural move')	Original	12
		Partly original	8
		Less original	4
	Complexity of the analysis	Very complex	13
		Complex	8
		Less complex	4
	Coverage	Cover all stages of rhetoric	12
		Cover not all of the stages of rhetoric	8
		Cover no stage of rhetoric	4

The questions of Middle Term Test:

1. What do you know about the use of traditional linguistics and systemic functional linguistics in ELT?
2. How do you know teaching text based on the context of situation of genre?
3. How do you know teaching text based on the context of register?
4. Why English taught at middle level of schooling in Indonesia use SFL as teaching learning material?
5. Which one do you prefer to teach in the future, traditional theory of linguistics or functional theory of linguistics?

Each question will be scored 20 and the components to measure the answer of each question consists of coverage of the content (60%), the language use (20%), and the original idea, no plagiarism, (20%).

The contribution of mid term test is 20%

The score for participation is 10%

STUDENT'S REFLECTIVE PRACTICE (1)

Course: Introduction to Systemic Functional Linguistics

Lecturer: Dr. Oikurema Purwati, M.AppL

Stage	Probing questions	Student's Reflective Note
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Context	What happened in the classroom? (Topics, activities, quizzes, exams)	My lecturer explained the material of ‘Introduction to Systemic Functional Linguistics’ and how to apply the theory in ELT
Action	What did I do? Why did I choose this action? What else happened (other actions)? What other actions could I have chosen? (not necessarily giving you the same result)	I listened to the explanation. I asked a lot of questions because the material is quite new. The lecturer explained the material slowly so that i could understand the explanation and got new knowledge in linguistics related to the texts taught at junior and senior high school. My friends were very active during the lecture.
Results	Did I accomplish what I wanted? Did my actions accomplish what I wanted in the way I expected? What are the implications of my actions on myself/others/similar situations in the future? Could different actions have given me the same result? Is there a way I could improve my results or actions?	My lecturer gave me examples of how to analyse text, and I was satisfied with the explanation. The new information could change my mind how I learned English. I got new understanding how to use grammar and vocabulary in context. I got a better understanding of the term related to Systemic Functional Linguistics in ELT.
Learning	What did I learn from the experience? Would I do the same thing again or would I change something? What should I do next time I’m in a similar experience? Should I change anything about the way I do things? What?	I’ve noticed that when my friends participate actively in class, they get a better understanding of the lecturer’s materials, especially in analysing text I’ll develop my ability in analysing text since I never get the explanation how to analyze text before. It is also interesting.

STUDENT’S REFLECTIVE PRACTICE (2)

Course: Introduction to Systemic Functional Linguistics (SFL)

Lecturer: Dr. oikurema Purwati, M.AppL

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	My lecturer explained the material in front of the classroom then we discussed it if there were any difficulties because the material is very new.
Action	What did I do? Why did I choose this action? What else happened (other actions)? What other actions could I have chosen? (not necessarily giving you the same result)	In the process of teaching and learning, I asked the lecturer because I was a little bit confused about this course and what are the materials contain (the term that unfamiliar to me). My friends were also active during the learning process. The information I got from this course change my mind about the practice of teaching and learning English. My English teachers at senior high school didn't know about text. They only taught about grammar.
Results	Did I accomplish what I wanted? Did my actions accomplish what I wanted in the way I expected? What are the implications of my actions on myself/others/in similar situations in the future? Could different actions have given me the same result? Is there a way I could improve my results or actions?	The lecturer answered my question clearly so that I could understand the term related to Systemic Functional Linguistics in the English Language Teaching course and also gave the examples. The articles used in this course give inspiration how to teach English and explain about the text.

Learning	<p>What did I learn from the experience?</p> <p>Would I do the same thing again or would I change something? What should I do next time I'm in a similar experience?</p> <p>Should I change anything about the way I do things? What?</p>	<p>I discovered that staying active could aid in my understanding of the lecturer's materials. I'd still like to continue this practice and work on improving my skills related to mastering the theory of Systemic Functional Linguistics and its implementation in English classroom.</p>
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STUDENT'S REFLECTIVE PRACTICE (3)

Course: Introduction to Systemic Functional Linguistics (SFL)

Lecturer: Dr. Oikurema Purwati, M.AppL

Stage	Probing questions	Student's Reflective Note
Context	<p>What happened in the classroom? (Topics, activities, quizzes, exams)</p>	<p>My lecturer explained how to teach English based on the theory of SFL. It is surprising that what I got during my study at senior high school is wrong.</p>
Action	<p>What did I do?</p> <p>Why did I choose this action?</p> <p>What else happened (other actions)?</p> <p>What other actions could I have chosen? (not necessarily giving you the same result)</p>	<p>I listened carefully to what my lecturer said and paid close attention to what was displayed on the projector screen. My friends did the same and occasionally asked about something that was not clear.</p>

Results	<p>Did I accomplish what I wanted?</p> <p>Did my actions accomplish what I wanted in the way I expected?</p> <p>What are the implications of my actions on myself/others/similar situations in the future? Could different actions have given me the same result?</p> <p>Is there a way I could improve my results or actions?</p>	<p>I am slowly starting to accomplish what I want in this course. I am trying to understand the materials given by my lecturer well.</p>
Learning	<p>What did I learn from the experience?</p> <p>Would I do the same thing again or would I change something? What should I do next time I'm in a similar experience?</p> <p>Should I change anything about the way I do things?</p> <p>What?</p>	<p>What I learned is that if we dare to ask about materials we don't understand, we will gain better knowledge.</p> <p>I will change my mind how to teach English well, not only focusing on grammar but how to use English for communication.</p>

Head of Study Program

Lecturer,

Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd
NIP. 19751117752003121001

Dr. Oikurema Purwati, M.AppL.
NIP. 196508201990032001