

Exploring Esp Instruction Through Systemic Functional Linguistics

Kokok Dj Purwanto¹
Indraprasta PGRI University
Email:kokokpurwanto@gmail.com
Dwi Rorin Mauludin²
Indraprasta PGRI University
Email:dwirorin2022@gmail.com

Submitted: December 10, 2023

Accepted: January 5, 2024

ABSTRACT

Most of the students have found difficulties in understanding ESP course so far, because they are lack of English comprehension or they are not quite interested in the subject. Thus, they get unsatisfied score in the first evaluation. By understanding the SFL framework in the context of ESP instruction, they will explore the role of register and genre in language use and analysis because SFL plays a crucial role in language instruction for learners who need to use English in their academic and professional contexts. This study examines the ESP pedagogy through the lens of Systemic Functional Linguistics (SFL) and applies for the SFL perspective to ESP pedagogy. It is used a case study in qualitative terms where able to enhance the understanding of the language features, discourse structure and communicative purposes. It is emphasizing the importance of teaching language for specific purposes, functional linguistic and discourse analysis in professional contexts. The key concepts of SFL, such as the metafunctions of language (interpersonal, ideational and textual), and how these can shed light on the communicative purposes on ESP Instruction and language choices within ESP textbooks.

Keywords: ESP, Explore, SFL, Pedagogical, Examine, Metafunctions Of Language, Shed light

INTRODUCTION

Teaching English For Specific Purposes (ESP) is not only concerned with designing appropriate courses for various groups of learners but also emphasizing the communicative function of language. English for Specific Purposes (ESP) is under the umbrella of Teaching Language for Specific Purposes (LSP) as Dudley Evan and St. John consider (1998). This is in contrast with the case of General English Language Teaching courses, in which students learn English language as a course in itself. Besides, General English refers to the teaching and learning of English language skills in a more general and broad sense, without specific focus on any particular field or context. That what makes ESP different from GE in any circumstances. Hutchinson and Waters (1987, p.53) “What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need”. If learners, sponsors and teachers know why the learners

need English, that awareness will have an influence on what will be acceptable as reasonable content the language course and, on the positive, what potential can be exploited. Thus, although it might appear on the surface that the ESP course is characterized by its content (Science, Medicine, Commerce, Tourism etc), this is in fact, only a secondary consequence of the primary matter of being able to readily specify why the learners need English. In brief, it is not so much the nature of the need which distinguishes the ESP from the General course, but rather the awareness of a need. ESP Pedagogy by Hutchinson and Waters, Dudley Evan and others are analyzed and studied as representing the content of ESP Pedagogy and textbooks itself. By integrating the language analysis and awareness of contextual features in teaching and learning ESP, we can assess how well the approaches and the textbooks facilitate the development of learners' communicative competence in ESP contexts.

This study examines the ESP instructions through the lens of Systemic Functional Linguistics (SFL). It explores how SFL can enhance the understanding of the teaching's language features, discourse structures and communicative purposes. The influence of systemic functional linguistics analysis on English For Specific Purposes (ESP) instruction will explore the significance of these approaches in enhancing language learning outcomes and promote effective communication in specialized domains. This provides an overview of the key features and components of the ESP instruction, it also discusses the target audience, specific language skills or domains covered, and any unique pedagogical approaches employed. By understanding the ESP Instruction's structure and organization, lecturers, practitioners can better analyze its suitability for ESP learners and evaluate its effectiveness in achieving the desired learning outcomes.

. Systemic Functional Linguistics was developed by Michael Alexander Kirkwood Halliday often (M.A.K Halliday), known as a British Linguist. Halliday described language as a semiotic system, not in the sense of a system of signs, but a systemic resource for meaning. For him, language was a meaning potential by extension. He defined linguistics as the study of how people exchange meanings by languaging. As doing with the first and second edition of *An Introduction to Systemic Functional Linguistics*, Michael Halliday (1971) offers "an overview of systemic functional theory and some demonstration of how systemic techniques can be applied in the analysis of text". It covers most of the major concepts in systemic linguistics (semiotic system, genre, register, text, cohesion, grammatical metaphor... etc). Taking Halliday's *An Introduction to Functional*

Grammar as its base, presenting functional grammatical description of the simultaneous metafunctional organization of the clause its Mood, Transitivity, Theme and Clause Complex systems and introduces the basic techniques for analyzing cohesive pattern in text (reference, lexical cohesion and conjunction). Benefits of Systemic Functional Linguistics (SFL) in ESP instruction will be varied and discussed in detail on the next part of this 'Result And Discussion' section. Integrating systemic functional linguistics analysis in ESP instruction offers several benefits. It enables learners to identify ideational, interpersonal, and textual. Enhancing Communication through Functional Grammar will complete this study research on refining the key findings and its implications. Functional Grammar enhances communication skills by enabling learners to deconstruct and construct persuasive texts from the ESP textbooks and ESP instructions from the ESP teachers or practitioners. By understanding the strategies employed in influential instructions, relating texts, learners can develop their own effective communication techniques. Moreover, functional grammar analysis equips learners with the ability to adapt their discourse to various professional contexts. Ensuring their messages are clear, persuasive and contextually appropriate. Functional Grammar in Systemic Functional Linguistics plays key concepts of SFL, it analyzes language features and focuses on applying SFL to figure out specific language features in the ESP instructions and textbooks. It is believed that people who study and use a target language in how they can do things with the language, and how they can make meanings, build up correlating phrases to sentences and understand through choices of words and grammatical resources. Bloor and Bloor claim that "when people use language, their language acts produce and construct meaning" (2004, p.2). Kroger and Wood (2000, p.4) believe that language is taken to be not simply a tool for description and a medium of communication but as a social practice, a way of doing things. The study of language is so important that, as Fairclough (1989, p.2) states, "using language is the most common form of social behaviour" and we depend on language in our public and private interaction, determining our relationships with other individuals and the social institutions we inhabit. For Halliday (1985, xiv), "a language is interpreted as a system of meanings, accompanied by forms through which the meanings can be realized and answer the question," "how are these meanings expressed?" This put the forms of a language in a different perspectives: as means to an end, rather than as an end in themselves.

Besides ESP pedagogies, ESP Textbooks are also valuable resources for understanding and teaching English in specific professional contexts. When exploring this approach through the lens of Systemic Functional Linguistics (SFL), lecturers, practitioner can gain insight into how language functions in these specialized domains and deepen the understanding of how language functions in specific professional domains. This approach can also help us teach ESP more effective and enable learners to develop the language skills required in chosen fields. For this study, systemic theory introduces and overviews the theoretical framework and its relevance to analyze how ESP instructions work. It explains the key concepts of SFL, such as the metafunctions of language (ideational, interpersonal and textual), and how these can be shed light on the communicative purposes and language choices within ESP instructions and ESP textbooks. By applying SFL, lecturers, practitioners can uncover the underlying meanings and functions embedded in the ESP instructions hidden from the textbook’s language use.

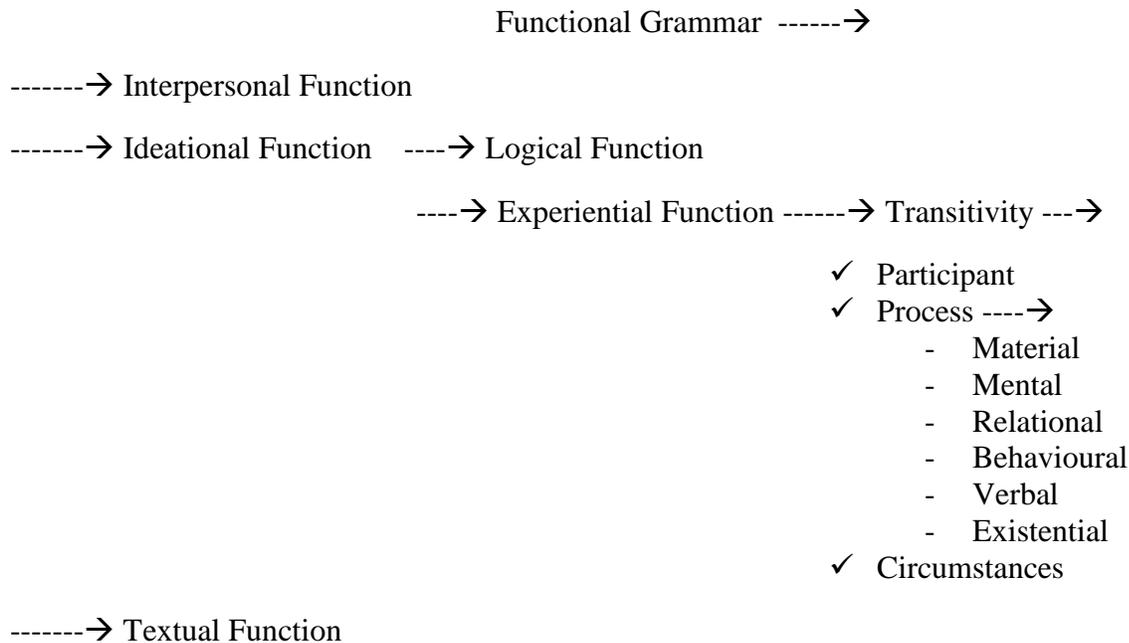
LITERATURE REVIEW

ESP instruction through Systemic Functional Linguistics provides learners with a systemic approach to understand and use English in their specific field. By analyzing the context, register, genre and language functions, learners are going to be able to develop the language proficiency which needed to effectively communicate in their professional or academic domains. Referring to the previous researchs as we can see and observe to find out the essences:

No	The Previous Research	Theoretical Review
1.	Momtazur Rahman: University Of Business Agriculture And Technology Bangladesh – ESP: A HolisticReview Discuss the main stages in ESP teaching; Language Description, Theories Of Learning, Needs Analysis Included LSA, PSA, and Means Analysis.	<ul style="list-style-type: none"> ▪ Target Situational Analysis ▪ Learning Experiences ▪ Present Situation Analysis ▪ A Holistic Review ▪ Discourse Analysis

2.	Canda Putri & Eri Kurniawan: CONAPLIN 2019, University Of Education – ESP Students’ Recount Text From SFL Perspective/ Pedagogical Implication Based On Students’ Writing Analysis. Discuss about ‘Recount Text in SFL perspectives’.	<ul style="list-style-type: none"> • Recount Text Analysis • Feature Analysis • Metafunctions • Social Function • Generic Structure • Linguistic Feature • Academic Writing
----	--	--

A Theoretical Framework is the structure that can hold and support a theory of a research study. The writer presents and reviews theories that is related and relevant to the topic study. The references including the terms are explained clearly in order to avoid misperception. The Conceptual Framework is presented as the following:



RESEARCH METHOD

This study applies a qualitative and descriptive research data and the SFL perspective to ESP pedagogy, emphasizing the importance of teaching language for specific purposes and discourse analysis in professional contexts. The Systemic Functional Linguistics approach to discourse analysis is based on the model of language as a social semiotic outlined in the works of Michael Halliday, a British linguist. Language is used functionally, what is said depends on what one needs to accomplish. In Halliday's theory, language expresses three main kinds of meanings simultaneously; interpersonal, ideational and textual meaning (1985). Corpus Linguistics is a side method used in systemic theory to examine large collections of texts. It is the study of linguistic-phenomena through the analysis of data obtained from a corpus allowing researchers, linguists to identify patterns, frequencies and variations in language use apply for unveiling and examining the ESP instructions as well as the ESP textbooks from various authors. By analyzing a corpus, researchers, linguists can uncover lexico-grammatical and semiotic- semantic patterns that contribute to meaning- making. This method provides empirical evidence for understanding how language operates in different social contexts.

RESULTS AND DISCUSSION

Michael Halliday's model conceives grammar explicitly as how meanings are coded into wordings in both spoken and written modes in all varieties and registers of a language. Systemic Functional Linguistics (SFL) provides a framework for analyzing language in relation to its language structure, social context, meaning and communicative purposes. By applying SFL principles and Linguistic Corpus to the analysis of an ESP textbook, as a practitioners, we will be able to gain insights into how language is used to teach and learn specific domains of knowledge. Before delving into any further, let us introduce and take a good look at Halliday's theory of Systemic Functional Linguistic (SFL) as the following points:

- A focus on how people use language with each other in accomplishing everyday social life.
- Assumptions:
 1. Language use in functional.
 2. That is function is to make meaning.
 3. That these meanings are influenced by social and cultural context in which they are exchanged.

4. And that the process of using language is a semiotic one, a process of making meaning by choosing.

Analyzing genres in professional contexts through Systemic Functional Linguistics (SFL) can examine the linguistic features and communicative purposes of various genres in specialized domains. How does it work in verbal data? Let's find out the Halliday's theories of them. And here are Halliday's three functions of language in all discourse:

1. Interpersonal Function

- Grammatical choices that reflect and construct relationships between people (who is involved in the interaction). The interpersonal function of meaning helps to establish and maintain social- relations; the individual is identified and reinforced in this aspect by enabling him/ her to interact with others by expression of their own individuality.

2. Ideational Function

- Grammatical choices that reflect and construct the subject matter (what the interaction is about). The ideational function of meaning (the clause as representation) serves for the expression of 'content' in language, that is our experience of the real world including the experience of our inner world. When we use language, we often use it to speak of something or someone is doing something. Thus, the ideational meaning can be referred to as experiential meaning coming from the clause as representation.

3. Textual Function

- Grammatical choices that reflect or construct the mode of interaction (face to face, online, print). The textual function of meaning creates links between features of the text with elements in the context of situation: it refers to the manner in which a text is organized. In other words, the textual meaning comes from the clause as message. The clause gets its meaning/ message from its thematic structure.

Framework Table 1

	Image	Text
--	-------	------

Interpersonal	Orientation + Ambience	Discourse Semantics
Ideational	Representation	Ideational Discourse Semantic Interpersonal
Textual	Presentation	Textual Discourse Semantics

Fundamental property of language is that enables human beings to build a mental picture of reality to make sense of their experience of what goes on around them and inside them. The most powerful conception of reality is that it consists of ‘goings- on’: of Doing, Happening, Feeling and being. These ‘goings on’ are sorted out in the semantic system of language, and expressed through the grammar of the clause, and this is the system of transitivity. Transitivity specifies the different types of processes that are recognized in the language and structure by which they are expressed (1985, p.101).

The fundamental structure in the language is expressed into a system called ‘Systemic Functional Grammar’, a form of grammatical description originated by Michael Halliday. It is part of a social semiotic approach to language called systemic functional linguistics. In the two terms, systemic refers to the view of language as a network systems, or interrelated sets of options for making meaning, functional refers to Halliday’s view that language is as the way it is because of what it has evolved to do (metafunction). Thus, what he refers to as the multidimensional architecture of language, reflects the multidimensional nature of human experience and interpersonal relations.

Systemic Functional Linguistics is functional and semantic rather than formal and syntactic in its orientation. As a functional linguistic theory it claims that both the emergence of grammar and the particular forms that grammars take should be explained in terms of the functions that language evolve to serve. While languages vary in how and what humans do with them in the contexts of human cultural practice. All languages are considered to be shaped and organised in relation to the metafunctions as follows :

Table 2. Grammar Of Agency

No	Process Types	Definitions and Examples
1.	Material	Doing processes are referred to as 'material processes' and are concerned with action, e.g; <ol style="list-style-type: none"> 1. The fins blow spouts of 20 feet 2. The sun rises in the east 3. The lectures went to abroad
2.	Mental	Thinking processes are referred to as 'mental processes' and are concerned with consciousness, perception, cognition, reaction and intention, e.g; <ol style="list-style-type: none"> 1. We commonly see porpoises along our shores 2. She loves cats 3. She believes in me
3.	Behavioural	Expressing processes as referred to as 'behavioural process' and are concerned with physiological and psychological behaviours, e.g; <ol style="list-style-type: none"> 1. She's sneezing in a cold weather 2. They always laugh after saying some words 3. We are dreaming our better future
4.	Existential	Representing processes as referred to as 'existential processes' and are concerned with states of being, existing and happening, e.g; <ol style="list-style-type: none"> 1. There are many troops in Gaza 2. There is a smart plan from Ismail
5.	Verbal	Interpreting processes as referred to as 'verbal processes' and are concerned with the sayers, receivers and verbiage, e.g; <ol style="list-style-type: none"> 1. He said 'I will help you' 2. She said to me about this
6.	Relational	Being processes are referred to as 'relational processes' and are concerned with relationships of existence, possession, identity and description, e.g; <ol style="list-style-type: none"> 1. The largest is the sperm whale

		2. The dragon symbolizes the power of Chinese beliefs 3. He is a lecture
--	--	---

The six parts as the developing systemic- functions or metafunctions will help us to understand meanings in social or cultural contexts. When applying SFL to ESP instruction, the goal is to help learners develop the language skills necessary for their specific field of study or profession. Here is how ESP instruction can be understood through SFL:

- Contextual Analysis

SFL emphasizes the importance of analyzing the context in which language is used. In ESP instruction, this involves examining the specific professional or academic context in which learners will use English. Thus, understanding the purpose, participants and genre of communication in that context is crucial.

- There was a city called ELT.
- The people of ELT led a comfortable, if not extravagant, life, pursuing the noble goals of literature and grammar.
- Some people preferred to call themselves EFL people, while others belonged to a group known as ESL.
- The two groups lived in easy tolerance of each other, more united than disunited.

- Register Analysis

SFL focuses on the concept of ‘register’ which refers to the language choices made in different contexts. In ESP instruction, learners are taught to analyze and understand the register of their target field. This includes studying the specialized vocabulary, grammar and discourse patterns used in that field.

- The demands of a brave new world
- The end of the second world war in 1945 heralded an age of enormous and unprecedented expansion
- In scientific, technical and economic activity on an international scale

- Genre Analysis

SFL also emphasizes the analysis of different genres or types of texts. In ESP instruction, learners are exposed and taught to produce various genres relevant to their field. For

example, medical students might study case reports while business students might focus on bussiness proposals. By understanding the structure, language features and communicative purposes of different genres, learners can effectively communicate in their professional or academic contexts.

- ESP has undergone three main phases of development.
- It is now in a fourth phase with a fifth phase starting to emerge.
- There have been several major shifts in the development of ESP both in theory and practice.
- Language Functions

SFL recognizes that language serves various functions in different contexts. In ESP instruction, learners are taught how to perform specific language functions relevant to their field. For instance, engineers might need to describe technical processes while lawyers might need to argue persuasively. By focusing on these language functions, learners can develop the language skills necessary for their professional or academic success.

- It is possible to distinguish ESP courses by the general nature of the learners' specialism.
- Robinson (1980) has stated that ESP is the teaching of English to the students.
- The students have specific objectives and purposes.

Overall, ESP instruction through SFL provides learners with a systemic approach to understanding and using English in their specific field. By analyzing the context, register, genre and language functions, learners can develop the language proficiency needed to effectively communicate in their professional or academic domains. Here are some samples of analysis:

The City	is called	ELT	by them
Token	Process	Value	Subject/ Agent

Robinson	has stated	that	ESP
Agent / Assigner	Process	Medium	Value

Hutchinson & Waters	made	the theory	worked
Agent / Initiator	Process	Medium	Process

ESP	became	specific
Agent / Carrier	Process	Attribute

Those are samples ‘Grammar Of Agency’ explaining doing process, mental and relational in the functional grammar which uncovers and comprehends the concepts of SFL on ESP instruction.

CONCLUSION

The point of view for this study that students may not fail to comprehend the SFL theory from Michael Halliday and ESP approach from Dudley Evan, Pauline Robinson, or Hutchinson and Waters. Drawing implications from the SFL perspective for ESP instruction will highlight the significance of integrating language analysis and awareness of contextual factors in teaching and learning. Thus, we have to understand the SFL framework in the context of ESP instruction in order to be able to explore the role of contextual analysis, register, analysis, genre analysis and language function. Applying for the SFL perspective to ESP pedagogy will emphasize the importance of teaching language for specific purposes in specialized, academic and professional contexts. And finally, we can distinguish between ESP and GE that serve different purposes, ESP is focused on developing language skills for specific field while GE is designed to teach the basis of English language skills for everyday communication.

REFERENCES

Canda Putri, A., & Kurniawan, E (2019). ESP Students’ Recount Text From SFL- CONAPLIN, Bandung: UPI 12th Conference On Applied Linguistics.

Dudley- Evan, T., & ST John M, J (1998). Development in ESP, Cambridge: Cambridge University Press.

Halliday, M.A.K., & Mathiessen, C.M.I.M (2014). Halliday’s Introduction to functional grammar, London: Routledge.

Hamp- Lyons (2001). English for Academic Purposes, Cambridge: Cambridge University Press.

Hutchinson, Tom., & Waters, Alan (1987). English for Specific Purposes – A Learning Centred Approach, Great Britain: Cambridge University Press.

Rahman, M (2015). Universal Journal Of Educational Research, ESP- A Holistic Review, Bangladesh: University Of Business Agriculture and Technology.

Robinson, P (1991). ESP Today- A practitioner’s guide, New York: Prentice Hall.

Stevens, P (1980). Teaching English as an international language, Oxford: Pergamon Press Ltd.

Thompson, G (2004). Introduction to functional grammar, London: Arnold Publishers.