



# ***Halliday's influence on EAP Practice:*** *the development of a* *2019 Special Issue of JEAP*

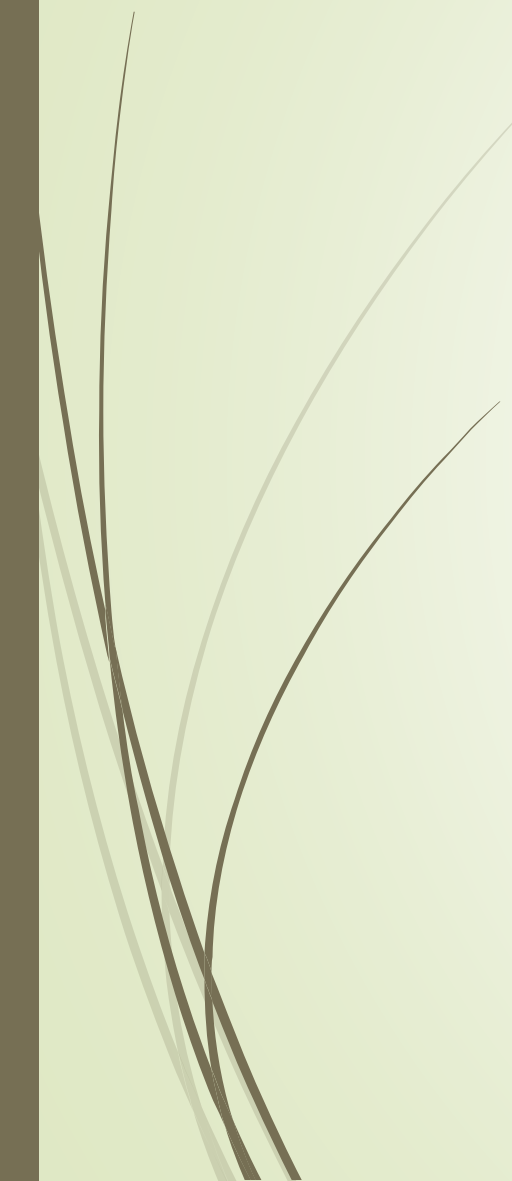
**Sheena Gardner**  
**Coventry University**


**Jim Donohue**  
**Queen Mary University of London**

BALEAP Biannual Conference  
Leeds, April 2019



# Outline of Talk

- ➡ 1. JEAP and BALEAP
  - ➡ 2. Halliday and JEAP
  - ➡ 3. The JEAP special issue
  - ➡ 4. Issues arising
- 



# *1. Journal of English for Academic Purposes (JEAP) and BALEAP*

- BALEAP founded 1972
- JEAP volume 1 in 2002 (30 years later)
- JEAP proudly announces itself as 'The Official Journal of BALEAP'
- BALEAP includes access to JEAP as a benefit of individual and institutional membership of BALEAP (today over 100 institutional members)
- BALEAP also refers to JEAP under resources as 'one of the journals relevant for EAP'
- The BALEAP chair writes an item of BALEAP news for every volume of JEAP (from 2002 to today)

## JEAP and BALEAP

BALEAP sends its good wishes for the new *Journal of English for Academic Purposes*. We are delighted to have established a formal link with the journal, and welcome it as a major contribution to the professional field of EAP.

BALEAP (the British Association of Lecturers in English for Academic Purposes) is a national organisation of centres where EAP (English for Academic Purposes) is taught within British Universities. BALEAP was founded in 1972 and currently has over 70 institutional members. Individual associate membership is also available, with numbers growing rapidly. BALEAP's key roles include the development of English language provision for international students in institutions of higher education in the UK, promoting and disseminating associated research, and continuing professional development for teachers. It does this through three main channels:

- A biennial conference. The most recent was held at the University of Strathclyde with the theme 'EAP: directions for the future'. A collection of selected conference papers will be published in 2002 edited by Dr Leslie Sheldon. The next conference will be held in March/April 2003. A selection of proceedings from all previous conferences has always been published as a thematic, edited volume.
- Professional issues meetings (PIMs). These are one-day mini-conferences held in member universities around themes of current interest. Topics for 2002 include accuracy in EAP, EAP methodology, and foundation courses.
- A research register regularly updated of EAP-related research in member



Contents lists available at ScienceDirect

## Journal of English for Academic Purposes

journal homepage: [www.elsevier.com/locate/jep](http://www.elsevier.com/locate/jep)



### BALEAP news

The first couple of months of 2019 have seen considerable use of the BALEAP Jemail discussion list with a range of topics debated through the list itself or moving off-list for further discussion. Much of the correspondence related to listening assessment, one question being raised about students being able to bring mobiles into the examination room and another related to authenticity in assessment, on the use of laptops to take notes. There was also a lengthy exchange on the weighting of pre-sessional assessments and a shorter discussion on standardisation for speaking and writing assessments. Being a member of the discussion list is one of the benefits of BALEAP membership and it has an important role in sustaining and building a sense of community. This has been evident in its use over the last few months both as a vehicle for lively debate and as a means of communicating on more practical matters, such as advertising teaching posts and external examiner vacancies.

In the last month the topic of assessment was also to the fore as the theme for the first Professional Issues Meeting (PIM) of 2019, successfully hosted by Birmingham International Academy and attracting more than 100 delegates. The PIM team had moved away from the usual PIM style of individual parallel talks for one part of the day, grouping together a number of the presenters in a longer session to give lightning talks in groups of three. This proved to be a very effective way of including the wide variety of speakers that had submitted proposals and of giving more time for discussion after the talks. BALEAP collates and archives videos, slides and handouts from our PIMs, RoTTES and conference events (see <https://www.baleap.org/resources/presentations/>) and will be uploading materials from the Birmingham PIM in the next few weeks.

We are now looking forward to the biennial conference, this year at the University of Leeds, which will take place from 12 to 14 April and will also be the venue of the next AGM. The emphasis will be on the EAP Practitioner, and the theme of the conference, 'Innovation, Exploration and Transformation', is intentionally broad, designed to allow an exploration of 'who we are, what we do and why (both individually, institutionally, and across our wider, global community)'. The conference offers a great variety of talks, roundtable and panel sessions, Precha Kachra and much more. See the BALEAP website for further information and links to the conference website. (<https://www.baleap.org/event/baleap-2019-leeds/>).

The AGM at the conference will give members a further opportunity to reflect on who we are and what we want to be in the future, with the presentation of reports from the BALEAP executive committee officers and the Chair's vision for the future. The meeting also includes recognition of the achievements of the membership with the presentation of certificates to members who have successfully completed individual accreditation as Associate Fellow, Fellow and Senior Fellow. This particular AGM will see the changeover of BALEAP Chairs with Maxine Gibbey stepping down as current Chair and taking on the role of Outgoing Chair. Maxine has done a magnificent job in improving the governance structures of the organisation and in extending BALEAP's activity to include a higher proportion of the global community of EAP professionals, as well as representing BALEAP at a large number of conferences and events in the UK and overseas. We are very fortunate that she will part of the executive committee for another year.

Sarah Brown, BALEAP Chair 2019-2022  
University of Reading, UK  
E-mail address: [s.brown@baleap.org](mailto:s.brown@baleap.org)





# JEAP & BALEAP historical developments

- Items mentioned by Jeanne Godfrey in 2002 very similar to those by Sarah Brewer in 2019
- BALEAP and JEAP have both grown in size e.g. BALEAP now has over 100 institutional members; JEAP now receives over 500 submissions a year and since 2017 publishes six volumes a year
- BALEAP and JEAP now both more global; still a UK base, but global reach
- BALEAP and JEAP both have followed trends in their respective areas; e.g. BALEAP individual accreditation aligned with HEA fellowships; JEAP metrics include impact factor and other Elsevier indexes
- BALEAP and JEAP now both more digital – e.g. discussion forum for BALEAP, move from paper to online publication and open access for JEAP
- Essentially they have maintained the original connections and both grown in ways that reflect the changing context

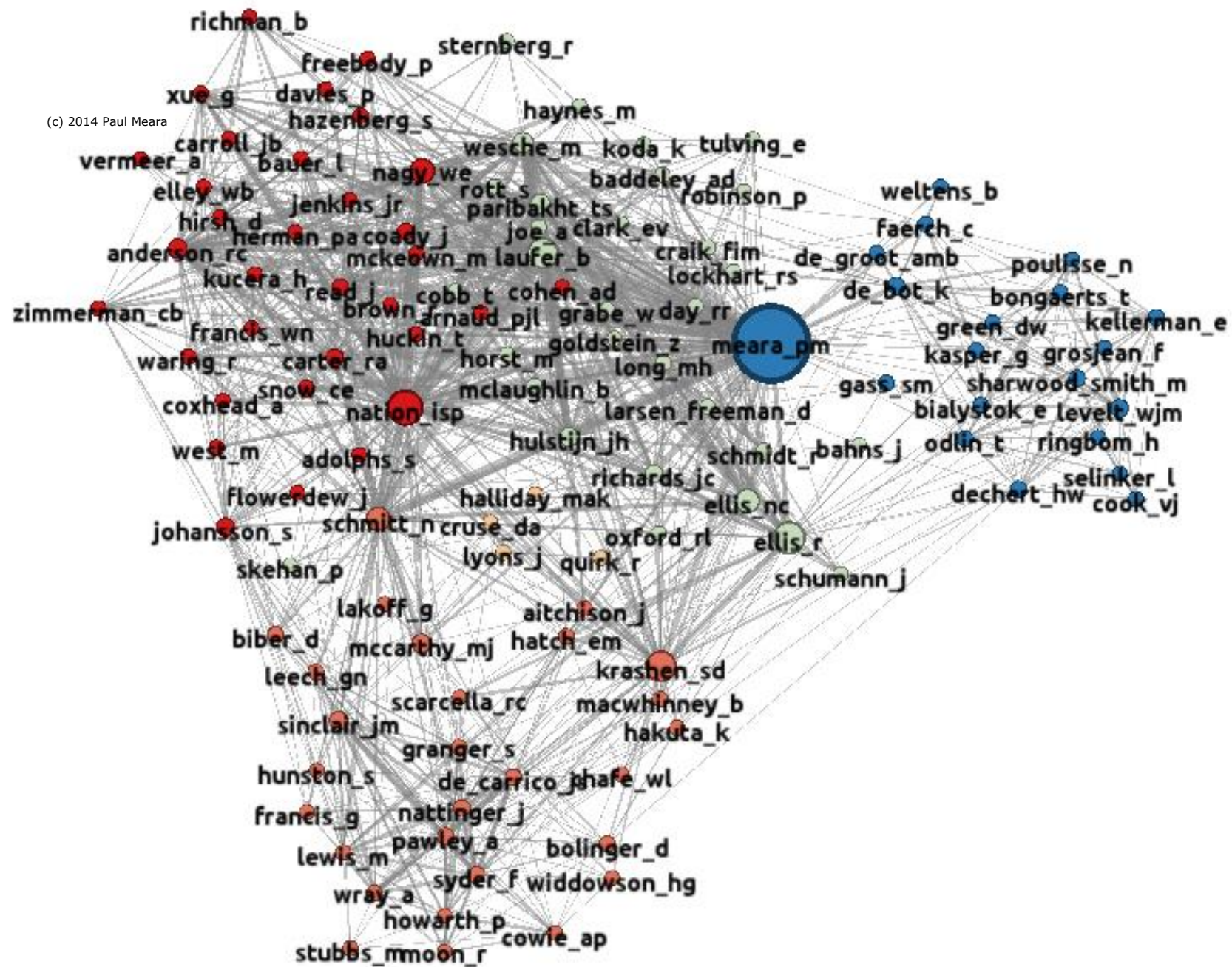


## 2. M.A.K. Halliday and JEAP

- ▶ Paul Meara's work on vocabulary mentions in the journal *Applied Linguistics* identifies Halliday's contribution as follows:
- ▶ **Cluster III** is the very small central cluster that includes *Cruse*, *Halliday*, *Lyons* and *Quirk*. This group seems to be a set of "classical" linguistics sources who were mainly active in the UK in the 1970s and 1980s.

<http://www.lognostics.co.uk/maps/ALV/ALV-5-3map.htm>









# Halliday in JEAP

- Would Halliday's influence on EAP and TEAP be as limited as his influence on vocabulary seemed to be in Applied Linguistics?

Method: Search for key term 'Halliday' in Research Articles (omitting Editorials, Book Reviews, BALEAP News items) in all JEAP issues from 2002 to March 2019 on Science Direct

Total for Halliday: mentioned in 106 articles of the 460 published, or 23%

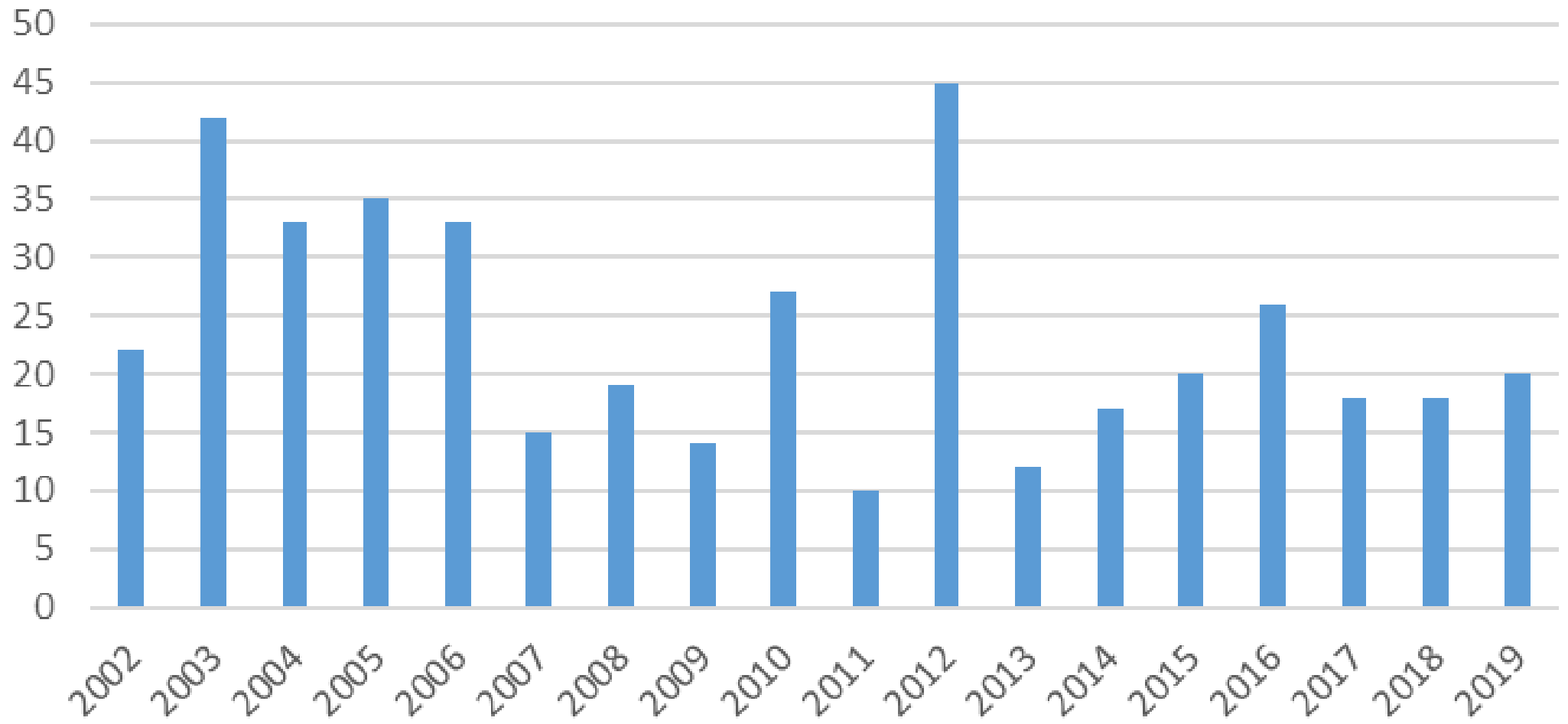
Which is fewer than Biber (130), Swales (260) and [K/F] Hyland (301)

Cf in a survey of 40 BALEAP practitioners the most-cited theoretical frameworks were (Swales') Genre theory (7 mentions), Corpus Linguistics (5), and Systemic Functional Linguistics (5) (Cowley-Haselden & Monbec 2019)

Pdfs converted to text files using AntFileConverter and loaded by year into SketchEngine (with help of A.W. Mclsaac) to form JEAP RA Corpus

Distribution of Halliday mentions: more in the mid 2000s (2003-6). Peak in 2012 (special issue on SLF & Ac Lits), constant presence.

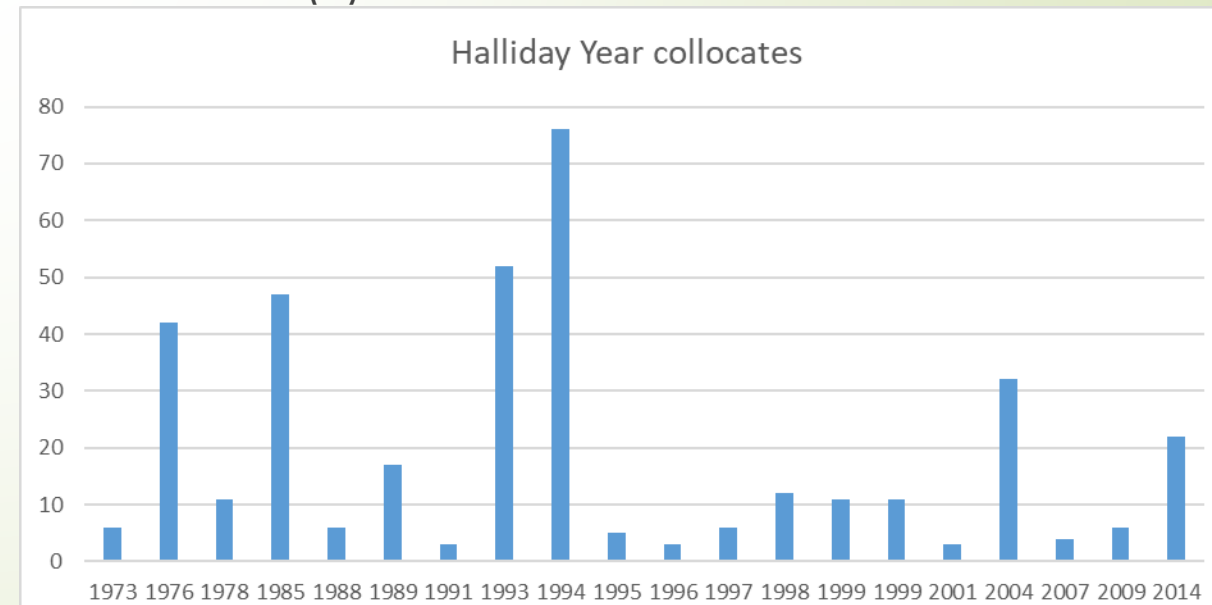
## Research Article Halliday mentions (% of articles by year)



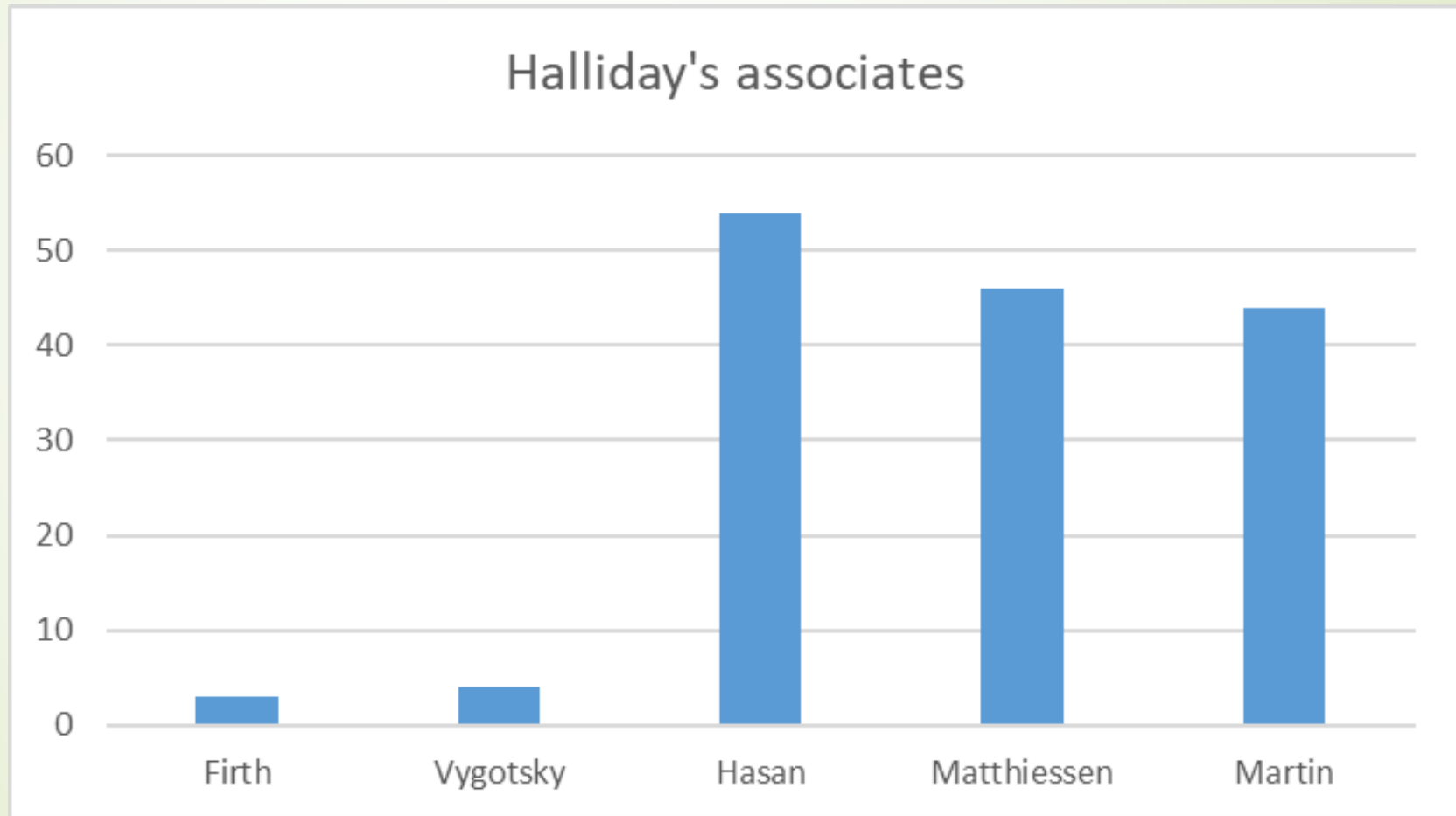
# Works of Halliday cited in JEAP

178 Halliday references in the 106 articles:

- **Introduction to Functional Grammar** (69)  
Halliday: 1985 (14), 1994 (33), Halliday and Matthiessen 2004 (19), 2014 (3)
- Halliday & Hasan 1976 **Cohesion in English** (17)
- Halliday & Martin 1993 **Writing Science** (12)
- Halliday 1978 **Language as a social semiotic** (7)
- Halliday & Hasan 1989 **Language, context and text** (7)
- And 35 more...
- 40 different works cited
- All reasonably distributed over the years when cited



# Authors most frequently cited next to Halliday in JEAP RA Corpus





# Hallidayan Terms as collocates in JEAP: a rough guide

- **Frequent collocates:** *language, functional, linguistics, text, process, Theme, discourse, analysis, work, systemic, types, interpersonal, theory, terms, social, metafunctional, grammar, general, cohesion.*  
**Other collocates include** *Rheme, genre, tenor, mode, register, density, realisation, system, text, three, clause, context, ideational, types*

| Collocates    | Frequency | Notes on collocates                            |
|---------------|-----------|--|
| Theme/ Rheme  | 525       | Most identifiable Hallidayan collocate         |
| Process types |           | mental > material > relational > verbal        |
| Interpersonal | 452       | textual, ideational, theme, metaphor           |
| ideational    | 143       | interpersonal, textual, metaphor, metafunction |
|               |           |  |
| genre         | 2571      | Not all Hallidayan (Swales frequent)           |
| register      | 460       | Not all Hallidayan (Biber frequent)            |
| tenor         | 70        | Field, Tenor, Mode                             |

# Concordance of 'Halliday's' in JEAP

Research articles in JEAP across the years

"use/ draw on/ are informed by/ based on/ guided by/ follow/ refer to..." *Halliday's*

"view, formula, categorization, scheme, stance, concept, classification, original work, model, insight, widely accepted tenet, framework. ...' of

'systemic functional linguistics, interpersonal metaphor, register, transitivity, Theme, language... ' e.g.:

|      |  |                   |   |
|------|--|-------------------|---|
| 2003 | classroom observations were analyzed <b>using</b>    | <i>Halliday's</i> | (1973) <b>interpersonal and ideational</b> language   |
| 2006 | As noted above, our analysis <b>draws on</b>         | <i>Halliday's</i> | <b>view</b> that the respondent decides between       |
| 2009 | The linguistic analysis was <b>informed by</b>       | <i>Halliday's</i> | <b>systemic functional grammar</b> (Halliday, 1985/   |
| 2011 | The "processes" of learning: on <b>the use of</b>    | <i>Halliday's</i> | <b>transitivity</b> in academic skills advising.      |
| 2016 | argumentation process. <b>Drawing upon</b> Michael   | <i>Halliday's</i> | (1994) <b>Systemic Functional Linguistics</b> , this  |
| 2017 | theses, and doctoral dissertations), <b>based on</b> | <i>Halliday's</i> | (1994) <b>ideational, textual, and</b>                |
| 2018 | for the paper <b>employs insights from</b> Michael   | <i>Halliday's</i> | <b>Systemic Functional Linguistics</b> and the        |
| 2019 | of the text; e.g., Ure, 1971).However,               | <i>Halliday's</i> | (1985) <b>formula</b> provides a more precise view of |
| 2019 | the present study <b>follows</b> primarily           | <i>Halliday's</i> | <b>Theme categorization</b> , but defines the topical |



### 3. The Special Issue of JEAP

- On April 15<sup>th</sup> 2018 in Sydney, Michael Halliday died,
- On the BALEAP mailing list, it was suggested that *JEAP* should commemorate his work in a special issue. As Christina Healey said, 'we have all benefitted so much from his thinking, even if we didn't always know it.'
- Sheena Gardner and Jim Donohue were invited by JEAP editors Paul Thompson and Hilary Nesi to edit such a special issue.
- We wanted to go beyond the rich, insightful and applicable text analyses that JEAP regularly provides to inform BALEAP competency A (understanding academic discourse across disciplines, genres and contexts); we wanted to find evidence from around the world of how Halliday's SFL ideas have actually been applied in practice.
- The focus is therefore: **Halliday's influence on EAP practice**



# From call for papers to today

Call for papers in **June, July and August 2018**

Papers could be full research articles or research to practice papers

Proposals and abstracts submitted for **Sept 10<sup>th</sup> 2018**

49 proposals submitted, 24 asked to progress to full paper, 4 asked to revise proposal, 21 rejected (most did not include application to practice)


Author guidance sent in **October** (on process) in **November** (on RA vs RTP)

**December 2018** 16 RA and 12 RTP

**January 2019** Manuscripts submitted and sent out to review. This involved 48 authors and 52 reviewers (not counting all those who declined). We aimed for one more SFL researcher type reviewer and one more EAP practice type reviewer for each paper. Many thanks to all who have helped and who may still be asked to review revised manuscripts!

**April 2019** c22 revised manuscripts now being received and processed. So it will be a larger than usual issue; so far no papers have been finally accepted.





# Anticipated topics and context to be included in the Special Issue

- **Hallidayan Topics:** all strata and metafunctions (5); grammatical metaphor (4); theme-rheme (5); lexicogrammatical metalanguage (3); register (2); transitivity: process types; APPRAISAL: Engagement; agnation: un/packing; logico-semantic relations; conjunction
- **Contexts:** UK, North America, Australia, Asia; university/HE, secondary school; teacher/professional training
- **Practice focus:** disciplinary academic literacy development; business case study genre; stance and voice in article reviewing; paraphrasing; close reading of academic text; logical development in academic paragraphs; focus on curriculum/ syllabus development, teaching practice, materials development



## 4. Issues arising

- 1. What counts as Halliday's influence on EAP practice
- 2. RA vs RTP genre formats
- 3. Theory and Practice
- 4. What do the reviewers say?



## 4.1 Halliday's influence on EAP practice

*The development of the focus and proposals we received raised all kinds of questions:*

- ▀ *What about SFL analyses of academic texts with implications for practice*
- ▀ *What about Sydney school genre pedagogy?*
- ▀ *What about EAL work in primary schools?*
- ▀ *What about my memories of Halliday?*
  
- ▀ *Researchers don't necessarily know about influence on practice*
- ▀ *Practitioners don't necessarily know how Halliday's work fits in*

*Were we asking the impossible?*

## 4.2 Two formats: research article and researching EAP practice


- REP genre proposed at the JEAP meetings at Nottingham (2013)
- Ongoing concern in the field (e.g. Gardner 2017; Leicester BALEAP 2015 paper)
- Our advice to authors: A shorter 'Researching EAP Practice', paper might include a section on a specific EAP context and issue, then a rationale for the practice (which in the case of the special issue would refer to Halliday's influence), and a final section where you assess its success in terms of theory and/or workability/reception in practice and implications for others. This type of paper was introduced by the editors a few years ago:  
<https://www.journals.elsevier.com/journal-of-english-for-academic-purposes/news/introducing-researching-eap-practice> Here you will also note that a special Liz Hamp-Lyons prize may be awarded to the best paper in this section (see JEAP website for more details).
- First Researching EAP Practice papers appeared in JEAP in 2018; Guangwei Hu was the editor for this section, started with three examples.





## 4.3 Theory *and* Practice

- Healey's comment about Halliday's influence being pervasive but not always explicit
- Some models are used: e.g. theme, cohesion
- But they are changed in practice
- What exactly is research-informed practice?
- How is it different from evidence-based practice?
- Does reflection 'count' as research?



## 4.4 What the reviewers said: two frequent comments:

- The authors don't know Halliday and SFL; x is not a Hallidayan concept
- This is just descriptive, not-critical, self-congratulatory, just good teaching, no evidence, not really research ...



*Finally,*

*we hope you enjoy the special issue of JEAP  
celebrating Halliday's influence on EAP practice  
when it appears later this year!*



# References



- Cowley-Haselden, S. and L. Monbec. (2019) Emancipating ourselves from mental slavery: Affording knowledge in our practice. *Proceedings of the 2017 BALEAP Conference. Addressing the state of the union: Working together = learning together*. Edited by Maxine Gillway. Reading: Garnet Publications. pp 39-46.
- Gardner, S. (2017) Applying linguistics in TEAP: the case of student report writing. *Proceedings of the 2015 BALEAP Conference. EAP in a Rapidly Changing Landscape: Issues, Challenges and Solutions*. Edited by Jenny Kemp. Reading: Garnet Publications. pp 119-128.