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TITLE:

The Contributions of Halliday's Systemic Functional Linguistics Model to Educational Linguistics

No doubt Halliday's Systemic Functional Linguistics model is regarded as one of the most important and influential theories in the wide panorama of linguistics of the second half of the twentieth century. Several scholars (Robins, 1964; Arens, 1976; Lyons *et al.*, 1987; Alcaraz Varó, 1990) have repeatedly contrasted the two opposing approaches to the study of Grammar in the last decades: the principles of formal grammars (Chomsky) versus the tenets of paradigmatic or functional grammatical theories (Halliday). Furthermore, both the Chomskian and Hallidayan paradigms have given rise to a great number of developments and sub-theories which have enriched the formal and functional perspectives of language.

Side by side with these developments there has also been a growing interest in studying the possible applications of linguistic theory, with particular attention to several specific areas, such as stylistics, language pathology, language planning, translation, and computational and educational linguistics. Although this trend is not so evident in formal models of language, it is especially true in the case of the Hallidayan approach.

The British linguist M.A.K. Halliday (1964, 1975, 1985) and some of his followers (Reid, 1987; Hasan and Martin, 1989) have on several occasions and even insistingly pointed out the direct applications of linguistic theory to both native and foreign language teaching and learning. However, with the exception of a few studies (Butler, 1985; Fawcett and Young, 1988), their ideas on educational linguistics have not been fully reviewed and, in our opinion, have not received the full attention that they really deserve.

This study intends to explore and get deeper into the pedagogical principles, applications and implications underpinning Halliday's systemic model. After a brief introductory section on the connections existing between linguistic theory and language pedagogy, this paper will be organised around a number of general questions which will be answered by discussing and interpreting a selection of systemic-functional specific literature on this issue. Connections will be drawn with relevant questions in the current modern language teaching panorama. Among the topics studied, the following can be mentioned: the applications of linguistic theory to first and second language teaching, the contents and scope of Applied Linguistics and the role of applied linguists, the implications of Linguistics for the writing of language learning textbooks and the designing of language examinations, the teaching of grammar from a systemic perspective, the place of language in the school curriculum and the acquisition of the first language by children.

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