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Research Article

Teaching Model of College English Grammar in Intensive Reading Course

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Abstract

Based on the previous studies, this paper uses questionnaire to investigate the current situation of College English grammar teaching in English major of Ankang University. The results suggest that both teachers and students have a similar attitude: English grammar is an indispensable part in college English teaching; English grammar should be taught in a context. The statistics from students' final exam of English grammar course also show that traditional grammar teaching brings no positive influence to English grammar ability of college students. The problems are that the students fail to apply grammatical rules into practical use. Based on Systemic Functional Grammar (SFG), this paper tries to construct a teaching model of college English grammar in intensive reading course, which aims to explain pragmatic function of grammatical form in context.

Keywords

Teaching Model • College English Grammar • Intensive Reading Course

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Grammar is one of the most fundamental elements for construction of any human language in the world. It means that Grammar is a necessary framework in a language system. It is widely accepted that vocabulary is a basic building unit to form a sentence and grammar functions as a leader to direct the vocabulary into the corresponding slot in an orderly sentence. It has been commented that language cannot be studied without grammar (Halliday, 1985). Therefore, grammar is a backbone to express proper meaning. English is becoming an international language and recorded data shows that almost 30-million Chinese people are learning English as foreign language. Grammar is a prerequisite for learning English, which has been studied for a long time.

According to Wikipedia, grammar is the set of structural rules governing the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes phonology, morphology, and syntax. In this aspect grammar is concerned with the static rules controlling what is right and what is wrong in the construction of words, phrases and clauses. For instance, the rules for past tense of the verbs, the past tense are mostly marked as the form of *-ed* in the end of the verb, but here are also some exceptions, such as the verb *go*, the past tense is *went*, which is categorized as irregular forms of verbs. If you write the sentence “He *goed* to Beijing by airplane yesterday”, you are told in a wrong expression. According to the past tense rule, you have to change the sentence as “He *went* to Beijing by airplane yesterday”. This example illustrates that traditional English grammar emphasized the static rules in a language system. But English learners are increasing rapidly in the whole world, thus more English variants occur in the English learning materials. English grammar tends to focus on the different variants in contextual usage, which indicates English grammar not only discusses the formal rules in written language, but also analyzes the function and meaning of irregular expressions in the spoken and written materials. In terms of contextual usage, grammar can be used to describe the rules that govern the linguistic behavior of a group of speakers. The term “English grammar” may have several meanings. It may refer to the whole of English grammar, that is, the grammars of all the speakers of the language, in which case, the term encompasses a great deal of variation. Or it may refer to the rules of a particular, relatively well-defined variety of English (such as standard English for a particular region). For example, the expression “*He wanted to cry*” will be right in standard American written English, but this expression can be converted into spoken Black English “*He wanna cry*”, which is still accepted in common usage. In this aspect English grammar cannot be recognized only as static rules to tell the English learners what it is right or what it is wrong, but also can be extended to include descriptive rules from spoken language usage. In other words, the grammatical function and meaning will be noticed and analyzed in different contexts although the grammatical form seems to deviate from the standard rules.

However, the most recent studies in English grammar still focus on the theoretical aspect and general tendency. For example, the tendency of English grammar research in recent 12 years has been reviewed. The research finds that 44% grammar research choose non-English major students as subjects, and 19% of them are English major students (Liu & Li, 2010). A lot of other scholars suggest that English grammar teaching is supposed to be done in the English courses such as college intensive English reading and English writing course. But they do not give a specific description about how much these English courses are related with grammar learning and how English grammar teaching will be achieved in intensive English reading course. Based on the previous studies and functional grammar, this paper attempts to study the teaching model of English grammar in college intensive reading course.

Literature review

Theoretical basis

Systemic functional grammar. Systemic Functional Grammar (SFG) grew out of the work of JR Firth, a British linguist, but was mainly developed by his student MAK Halliday. He developed the theory in the early sixties. Through his teaching in University of Sydney, SFL has spreaded to a number of institutions throughout Australia and around the world. Australian Systemic is especially influential in areas of language education. SFL considers language as resources in rules in which language describes system more than structure. Systemic grammar stresses the internal relation among language system in which language is a system network built from numerous subordinate systems and named as meaning potential. Language is one of the signs and functions as tools to express meaning and achieve communication. When one wants to express oneself, he has to make a choice among various semantic function of language. This choice depends on the context of language use, which happens in the different layers of language system. In a word, the content determines the form. In return, the form will be realized in entity. Functional Grammar explains language is a tool for social communication. The different forms of language system are decided by the varied semantic function when people make communication in the long-run social interaction. When people make a choice among language system, they will make activities according to the realistic function. Because language construct reality, functional grammar must build upon daily language. The following table will show the difference between the formalism and functionalism in different aspects of language.

Table 1
The Difference Between Formalism and Functionalism

Aspects	formalism	functionalism
Definition of language	Language is a set of sentences.	Language is a tool for social communication.
Main function of language	Express meaning	Achieve communication
Psychological relevance	Language ability: generate, explain and comment sentence.	Communicative ability: use language to make communication.
System and its usage	It prefers to study language competence in the logics and method compared with language performance.	Language system is always put into research in the framework of language use.
Language and situation	The description of sentence is isolated from the situation of generation of the sentence.	The description of language expression is conducive to the description of its contextual function.
Language acquisition	Children have innate mechanism to construct grammar under the limited language input.	Children can figure out the system of language and language use only if they have access to a large number of structuralization in the natural environment.
Language Universals	The Universal feature is considered as the innate feature of human being.	The Universal feature is explained by the restriction of communicative purpose, the physical and psychological condition of language users, and situation of language use.

The table 1 reveals that formalism emphasizes the innate faculty of human being in the language acquisition; functionalism stresses function of the contextual situation in language use. Therefore, formalism explains the

meaning which is independent from the situation, while functionalism defines meaning from the communicative purpose and contextual situation. It is quite clear that SFG focus on the meaning potential in terms of different layers of language system. SFG has stated three main metafunctions: ideational metafunction, interpersonal metafunction and textual metafunction. Ideational metafunction supposes that language is a mirror of the process and things in the mental and physical world, which is also called as experiential function. Experiential function is achieved through transitivity and voice. Transitivity is a semantic system, which classifies human being's experience and action in the physical world as numerous processes. It categorizes the experience with the help of grammar and points out the participant and circumstantial element related with all kinds of processes. The transitivity system has been detailed into 6 types of processes: material process, mental process, relational process, behavioral process, verbal process and existential process.

Table 2
The Category of Ideational Function

Ideational function	Experiential function	Transitivity system	Material process
			Mental process
			Relational process
			Behavioral process
			Verbal process
			Existential process
		Voice	-----
	Logical function	-----	-----

Material process is a process of doing, which is shown through action verb. Actor (logical subject) and Goal (logical direct object) are realized by the noun word or pronoun. For example, *my brother built all these houses*, in this sentence my brother functions as Actor, the verb *built* is named as Process, and the noun phrase *all these houses* is called as Goal. Mental process is a process of thinking in which it reveals human being's perception, reaction and cognition. Mental process has made two participants involved: Senser and Phenomenon. Senser is the subject of mental activity, and Phenomenon is the object of mental activity. For example, *I know they don't care*, in this sentence, pronoun *I* is Senser, the verb *know* is Process, and the object clause *they don't care* is used as Phenomenon. Relational process is a process of being the relation between things, which can be categorized into two types: attributive and identifying. Attributive relation means that the entity has certain kinds of features or belongs to a kind of category. Behavioral process is a process of behaving such as breathing, coughing, dreaming, crying, listening. For example, *she laughed heartily*, in this sentence, the pronoun *she* is Behaver, the verb *laughed* is Process, and the adverb *heartily* is Circumstantial. Verbal process is a process of saying during verbal communication. The sayer is not necessarily human being. For example, *my watch says it's nine o'clock*. Existential process is a process of existing. During this process, Existent must be there. For example, *there is a pencil on the table*. In a sum, transitivity system explains all types of process, the corresponding participants and circumstantial elements. Voice is to figure out what will be the first participant to establish relation during each process. Logical function means language functions to show the logical-semantic relation between two or more than two linguistic units. Connectives are the typical representation for logical function in language system.

Based on the discussion above, language can be employed to express the speaker's experience and mental

activity. In addition, language also serves to show the speaker’s identity, social status, attitude, and his comment toward things, which is defined as interpersonal metafunction of language. In the communicative process, the speaker can change his role of speech. Although the speech role varies, it has two basic functions: giving and demanding. Then, there are four main speech functions: offer, command, statement and question. Offer has no standard realization in language. Command is typically realized by imperative sentence. Statement is typically realized by declarative sentence. Question is typically realized by interrogative sentence. In the interpersonal function, speaker makes judgement about the efficiency of the proposition or ask the receiver to make commitment in the order, which is realized by the mood system in grammar. Mood includes two parts: subject and finite element. Finite element is one part of verb phrase, which refers to the auxiliary verbs including tense and modality. Subject and finite element have a close relation and work together to form Mood. The rest part of the clause is named as residue, which has three functional elements: predicator, complement and adjunct. The function of the Finite is to suggest tense (for what time in relation to that of speaking is the proposition valid?); polarity (does the proposition have positive or negative validity?); modality (to what extent is the proposition valid?) Here is an example in the following table.

Table 3
Mood--residue

He	Is	Reading	A novel	On the cell-phone
Subject	Finite	Predicator	Complement	Adjunct
Mood	-----	Residue		

Both ideational metafunction and interpersonal metafunction are realized by language. Hence, they will be restricted by the language feature. Any language is realized by sound and word. Sound and word are forming a meaningful connection in various ways, which is called as text. Textual metafunction is realized by three parts: thematic structure, information structure and cohesion. Theme is the starting point of information and clause. Information structure is the structure built from old information and new information, which is often associated with tone, intonation etc.. cohesion is a semantic concept just like text. It refers to the relation between linguistic elements in a text. When one of the linguistic elements in a text depends on the explanation from another element, the cohesion is generated. Cohesive device is divided into grammatical cohesion and lexical cohesion. Grammatical cohesion is in the following four types: reference, ellipsis, substitution and conjunction. Lexical cohesion has four kinds: repetition, synonymy/antonymy, hyponymy/meronymy and collocation. In a word, language functions as construing human experience, enacting human relationships and creating discourse in the framework of SFG.

Previous studies. A research has been made on the difference between grammatical rules illustrated in LGSWE by Siber *et al.* and those in previous grammar books (Dai & Huang, 2003). It exposes fresh grammatical features on the forms, semantics and functions of the grammatical units such as the genitive case of the noun, the modifier of the pronoun, the structure of the relative clause. This paper shows the old or new information of some structures, which is not part of Traditional Grammar. It also briefly accounts for those fresh features.

The function of implicit cognition is studied in English grammar teaching (Zhang, 2004). The paper analyzes

the existing problems in English grammar teaching in the view of cognition. The analysis result concludes three implications of implicit cognition for grammar teaching: (1) grammar learners should be exposed to various language use; (2) implicit learning of grammar should be prior to explicit learning; (3) implicit and explicit grammar exercises should be used comprehensively in English grammar teaching. The research result suggests that the teacher need to choose part of grammar to teach and guide students to read extensively and listen to English program after class. As a result, students can experience realistic and rich language materials to sort out the implied grammar rules.

The research also testifies the necessity and practical aspect of English grammar teaching (Li & Zhu, 2011). Their paper reveals that prototype and category theory bears great potential in explaining the principles and practices in English language teaching and learning. They employ the empirical way to examine the explanatory power in English grammar teaching and propose a fourth dimension in English grammar teaching. English grammar teaching cannot be limited in the form, semantic meaning and pragmatics, which needs to add another dimension---contrast analysis of pragmatic difference.

The structuralization in college English grammar teaching is discussed (Zhang Chunling, 2011). The paper proposes that college English grammar teaching should be designed to achieve student-orientation and practicality. The teaching is supposed to focus on developing students' ability in problem-solution in which teaching methodology aims to stimulate students volunteering in learning with the aid of case study, task-based teaching method. To ensure the validity of learning, teacher is suggested to make quiz for grammar points in recent learning and use online ways to contact with students for figuring out the difficult points the students have encountered. What's more, this paper also claims that grammar learning not only restricts in isolated sentence training, but also happens in a context. Therefore, the teacher is required to put the grammar points into a designed topic and get the students to practice the grammar points they have learned.

The book *College English Grammar (Revised Edition)* has been analyzed (Zhang, 2016). This paper comments that this grammar book absorbs the outstanding achievements of the latest domestic and foreign pedagogical grammars. It suggests that this has a creative viewpoint and a complete system, reforming the existing system and content of English grammar with a bold exploration to match the practical English teaching in China and to help learners to master English grammar systematically.

Based on the previous studies above, it can be found that scholars start to realize the importance of teaching and learning English grammar and propose corresponding teaching method in English grammar. It is a general tendency that English grammar should be taught in a designed context instead of learning in an isolated environment. But most recent researches tend to give a general description about the teaching methodology. Therefore, this paper attempts to construct a college English grammar teaching model in intensive reading course within the framework of SFG. It tries to give a specific sample in intensive reading course to illustrate how English grammar will be taught in context.

Current situation of college English grammar teaching in English major. Based on the previous studies above, it can be found that college English grammar teaching have been studied in a rough manner, and majority focuses on NonEnglish major and middle school students. This paper tries to investigate the teaching situation and English major students' learning situation in grammar. It will be done in questionnaire and the score in final

exam of college English grammar.

Research Question

There are two research questions: what kind of attitude do teacher and students hold toward college English grammar? what kind of problems are there in both teaching and learning college English grammar?

Research Design

Participants. All the participants are from Ankang university in English major, which is a local university. According to the final exam, the average score in English grammar is almost 60. There are 310 English Major students who have been investigated. The grammatical problems are shown in their final exam of College English grammar in which the application of grammar knowledge in the context is the biggest problem (90% students got half of the total score or less than half). Another group of participants consist of 20 college English teachers who teach English major students.

Research Instrument. This research is done in two aspects: questionnaire and the scores of final exam in College English grammar. The design of questionnaire is based on the questionnaire of Huang Hui (Huang Hui, 2009) in which there are two pieces: students’ questionnaire and teachers’ questionnaire. We modify part of the items. There are 20 items in students’ questionnaire. 20 items are included in teachers’ questionnaire. Both students’ questionnaire and teachers’ questionnaire are designed in five-point variable method. Each answer has five choices. The number “1” means completely disagreeing with the statement, the number “5” means completely agreeing with the statement. The number from “1” to “5” is in a linear manner. The questionnaire will be calculated in statistic software SPSS22.0.

Data results and analysis. In June 2017, the questionnaires have been collected from freshman, sophomore and Junior in English major of Ankang University, and English teachers who teach English major for more than 10 years. There are 302 pieces of students’ questionnaires, which are effective. 20 pieces of teachers’ questionnaires are collected. The scores in final exam will be calculated in SPSS22.0. In the following parts, the percent of Questions in students’ and teachers’ questionnaire will be shown and be analyzed.

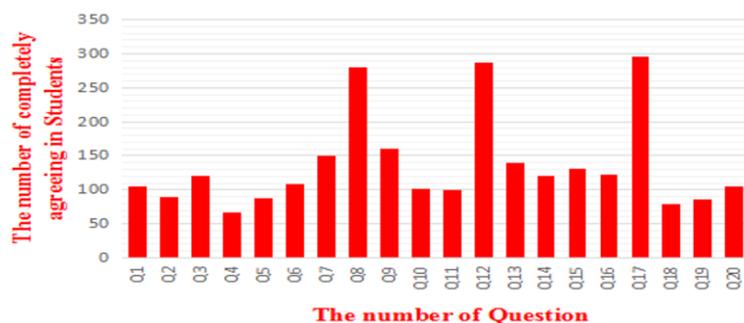


Figure 1. The number of students’ complete agreeing in Questionnaire

Figure 1 shows that students have a higher percent of complete agreeing in Question8, Question12 and Question17. Question8 is concerning the students' attitude toward the importance of grammar in English learning. The result here indicates that majority of students realize grammar is quite significant in English learning. Question12 is about students' comment on their level of grammar. The number in figure1 claims that 95% students express an urgent necessity to improve their grammar. Question17 is discussing about the way of teaching grammar in rules or in contextual usage. The result means that 96.7% students suggest grammar teaching in contextual usage. These tendencies say that students have a clear awareness about grammar learning but their grammar level need to be improved, which may relate with the traditional grammar teaching method in which grammar is taught in an isolated context and mechanic rules will be explained by teachers. At the beginning, it seems that students know grammar rules. But when they are required to put those rules into use, they get a lower level of accuracy. Therefore, their interests in learning grammar have been frustrated. They suggest grammar teaching is supposed to be done in context.

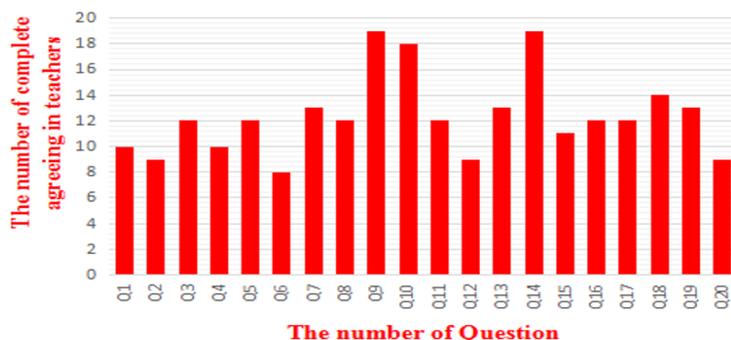


Figure 2. The number of teachers' complete agreeing in Questionnaire

Figure2 reveals that college English teachers get a higher percent of complete agreeing in Question9, Question10, Question14. Question9 is related with teachers' attitude toward college English grammar teaching. The result shows that 95% teachers express the necessity of teaching grammar in English major and think students have too many grammatical errors in English translation and writing. Question10 is about teachers' comment on the students' participation of grammar class. The number of teachers' complete agreeing suggests that 90% teachers get similar idea about students' participation in which students have a lower interests and participation in grammar class. This phenomenon also matches the result from final exam in English grammar. The teachers claim that students seem to feel boring about grammar learning. Question14 is concerning about the efficient way to teach English grammar. The answer shows that 95% teachers propose a context-dependent teaching in English grammar.

Both students' Questionnaire and teachers' questionnaire indicate that English grammar teaching is quite necessary and important in English learning. Students have shown their eagerness to learn English grammar but do not have a confidence about their ability in English grammar. At the same time, teachers have an unsatisfactory attitude toward students' participation in grammar class. Both teachers and students suggest traditional grammar teaching is not suitable right now. Instead, context-dependent grammar teaching is proposed in college English grammar. Therefore, the first research question has been answered. In the next part,

we will show the result from students' final exam in English grammar.

Table 4
The Statistic Result from Students Final Exam in English Grammar

Number of items	Average score	Standard Deviation
Multiple Choice (30%)	16	1.02
Cloze (10%)	7	1.12
Identifying Part of Speech (10%)	8	0.65
Rewriting sentence (20%)	15	0.56
Proof-reading (10%)	5	0.75
Writing (20%)	13	2.15

The statistics from Table4 show that students have a lower level of scoring in the Multiple choice, proofreading and writing. The value of standard deviation is small in identifying Part of Speech, rewriting sentence and Proofreading. It indicates that majority of students have understood the basic rules of English grammar can identify the rules in materials. But when they are required to analyze the grammatical rules in context, they cannot make a effective analysis. Therefore, they get a poor performance in Multiple choice, proofreading and writing in which they have to put grammar into use in context. Combined with the results in Questionnaire, both teachers and students claim that teaching grammar is significant in English learning, and propose that grammar is supposed to be taught in context. The explanation of mechanic rules does not bring about a good effect on students' grammar learning. It is evident that grammatical form should be taught and learned in a functional way. This answers the second research question. In the next part, a teaching model of college English grammar will be detailed in intensive reading course.

Teaching model of college English grammar in intensive reading course

Based on the SFG, language is a system of different layers which is used for achieving communication. It is different from formalism in which language is considered as a system of symbols functioning to express meaning. Formalism proposes that a set of rules in native language can be learned by activating the innate language mechanism in human being's mind. It means grammatical rules for a language are not necessary to be learned from daily language use. In this aspect, SFG states an opposite direction. It suggests that human being can figure out the system of language and language use only if they have access to a large number of structuralization in the natural environment. Therefore, it is quite clear that SFG attaches much importance to context or situation in explaining the meaning realization by language. Language materials from daily language use become significant for language learners to find out the grammatical rules in natural learning environment. Formalism claims that any language system has limited rules in which native speakers have innate mechanism to learn. There are two levels of language form: surface structure and deep structure.

In a word, formalism studies a language system in terms of the static and isolated condition. It has disregarded the role of context or situation in expressing meaning and achieving communication. This view of point has caused a large number of learning problems for second language learners or foreign language learners. The most prominent problem is that they have learned grammatical rules in school but they cannot put those rules into use when they are required. For example, they have been taught in English grammar course to identify the part of speech. When they are given a sentence and are suggested to analyze the part of speech for underlined

words, most of the students cannot write down the correct answer. This phenomenon indicates that mechanic recitation and explanation are not helpful for students to understand grammatical concepts. Grammatical rules need to be learned in a specific context or situation. In this perspective, SFG compensates this shortcoming of formalism in which it suggests grammatical rules cannot be explained regardless of the context or situation they have been put in. Grammatical rules are to be learned in a meaningful natural environment. Grammar functions not only to explain the correctness of a language expression in an isolated condition, but also to serve for the communicative purpose in a context or situation.

SFG has mentioned three metafunctions: ideational metafunction, interpersonal metafunction and textual metafunction. These three metafunctions share one thing in common: language use is put in the first place and grammatical rules are supposed to be taught in a meaningful context. In other words, language forms are chosen to express certain meaning for communicative purpose. Traditional grammar teaching focuses on the mechanic rules and the students are required to recite the grammatical rules in a separate situation. Although they seem to understand the theory of grammar, they cannot use them into proper context. It is found that there are a lot of grammatical mistakes in students' writing and translation. Therefore, grammar teaching cannot have an effective result if it happens in a non-context situation. It is important to comprehend grammatical concepts, but it cannot be achieved only by reading grammar book and reciting mechanic grammatical rules. What's more, it should be practiced in context.

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Figure 3. Contemporary college English 1 (second edition)

Majority of current grammar books have shown grammatical rules regardless of context. Intensive reading course is a basic English course in English major, which lasts for four years in college. The articles in this course have been well-selected both in content and in language expression, covering every aspect of English grammatical rules. Hence, it provides students with a good context to learn grammar systematically, which emphasizes the communicative function of grammatical forms. The design of the text in the intensive reading course is consistent with the idea included in SFG. In the next part English grammar teaching model will be built upon SFG. The textbook used in intensive reading course are written by professor Yang Liming, published by Foreign Language Teaching and Research Press, which is in the second edition. In the third year the textbook

in intensive reading course is written by professor Zhang Hanxi, published by Foreign Language Teaching and Research Press, which is in the third edition.

Contents		
Lesson 1	Face to Face with Hurricane Camille Joseph P. Blank.....	1
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Figure 4. Advanced English 1 (third edition)

The revised edition of intensive reading textbooks pay more attention to the social phenomenon in the current days, including the topic of traditional values, cultural difference across the nations, religious conflict, natural disaster, racial discrimination, the nature of human being, environment protection and history. Intensive reading course in the first two years focuses on the cultivation of fundamental knowledge system about English grammar, vocabulary formation and appreciation of the text organization, knowing how the grammatical forms function to achieve pragmatical meaning in the context. In the third year, the articles in the intensive reading course become more complicated in the topic, the writing skills and the structure, which demands students’ reflection on the topic such as the effect of war on human being in the lesson 2 of Advanced English 1, human being’s response to natural disasters in the lesson 1 of Advanced English1, the conflict between religion and modern science in the lesson 4 of Advanced English1. The length of the articles in Advanced English become longer, and complexity of the structure is stronger. The grammatical forms have more variants to achieve contextual meaning in the text. Especially, there are big parts designed for grammatical exercises for each lesson in College Contemporary English1 (second edition), realized in different forms such as finishing the translation with the trained grammatical forms in a sentence, rewriting the sentence, proofreading. All these grammatical exercises are practiced in a context in which students can train their awareness of English grammar and understand the function of grammatical forms in achieving the pragmatical meaning. Therefore, grammar learning can be done in a meaningful context in which grammatical forms serve the thematic meaning of the articles. It is clear that the design of the texts in intensive reading course aims to teach English grammar in a functional way instead of only grammatical forms and structures.

In intensive reading textbooks, the articles mostly belong to narration in which the relationship between characters is used to construct the conflict of the story and show the theme of this story. It is quite natural that the relationship of characters will be shown in the character's mental activity and the dialogue, which is employed to build up the theme of the story. The theme of a story usually is an idea about life or about people. Writers sometimes state the story's theme outright, but more often they simply tell the story and let the reader discover the theme. If a story wants to be attractive, a conflict is supposed to be made in it. The struggle between opposing forces that is the basis of all of our stories. Usually the conflict is between two persons, but it may be between a person and a natural force, such as a flood, or between a person and society, or between a person and a weakness in that person's character. A conflict is external when it takes place between a character and some outside force. A conflict is internal when it takes place within a character's own mind or feelings. There often may be more than one kind of conflict in a story. To achieve conflict and theme of the story, the writer has to describe the psychological reaction of characters and their relationship between characters. Therefore, it is clear that language expression and grammatical structures will serve the function to construct the conflict and the theme of the story. Grammar is a necessary part in explaining the theme and the relation among characters, which is in line with the notion of SFG.

It proposes that certain language form can be repeated in different contexts, for context can be helpful for language learners to comprehend language form (Huang Hui, 2007). According to constructivism, language form will be a focus in class teaching if students have met difficulties in language form during communicative activities. At this time the teacher is suggested not to stress the fluency of communication. Instead, relevant activities should be designed to strengthen language form. As a result, students will get a better understanding of grammar because grammar teaching focuses on the practicality. When students experience grammar in the speech activity, grammar is not abstract rules any more, but becomes an indispensable part in authentic communication materials. The following figure shows the relation among grammar, authentic activity and communication.



Figure 5. The connection among grammar, authentic activity and communication

The figure 5 suggests that grammar learning is best realized through authentic activity in communication. It also claims that language learners can learn structure of target language by experiencing various number of native language materials (Huang, 2007). Based on SFG, this paper tries to design a teaching model of college English grammar in the intensive reading course. This figure gives a direction how to make a specific structure for English grammar in intensive reading course.

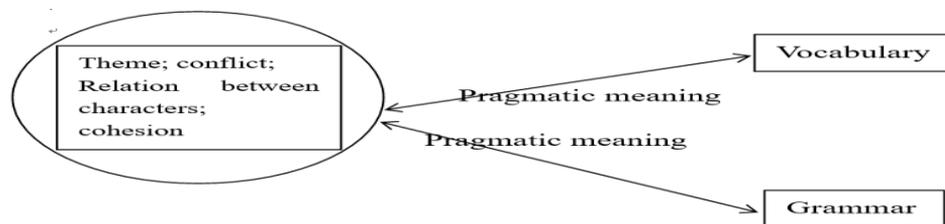


Figure 6. The relation between grammar and communicative meaning in narration

Figure 6 reveals that narrative story will be detailed as several key elements in which the theme of a story is the most important one, and all the language expressions, including vocabulary and grammar, serve thematic meaning of story and construct the conflict of a story. Therefore, English grammar teaching will be done in textual aspect to build up the pragmatic meaning. This teaching model will focus on the connection between grammar and construction of thematic meaning. Generally speaking, there are three steps for teaching college English grammar in intensive reading course. In the first step, the teacher divided the students into 6 groups in which each group is given tasks about background information for each story. In the second stage, they are required to finish reading the story and to figure out the theme and the structure of the story. In the third stage, grammar points will be analyzed in each part to shape character, form conflict, and construct thematic meaning. In this aspect, grammar is not defined as static rules but functions to serve the pragmatic meaning.

Table 5
Teaching Model of College English Grammar in Intensive Reading

Step of teaching	contents	Teaching aims
Step1	Summarize background information for each story.	Use grammatical expressions to summarize the story's relevant background.
Step2	Figure out the theme and the structure of each story.	Understand the topic and use grammatical expressions to express the theme and logical structure.
Step3	Analyze the grammatical expressions in each part of the story.	Know the pragmatism meaning of grammatical structure in each part to construct conflict, theme and shape characters.

It is found in figure4 that English grammar will be taught in the text and be explained in terms of its pragmatic functions. This teaching model is consistent with the notion of SFG in which function of grammar in context is stressed instead of only grammatical forms. Therefore, the design of this model follows the three metafunctions of SFG. Ideational metafunction tends to describe the experience in the mental and physical aspects, and the relation between things. Interpersonal metafunction explain that grammar can be used to describe the speaker's social status, identity, comment toward things. In the narrative articles, the character's identity and social status etc. will be shown in the grammatical expressions to achieve pragmatic meaning, establishing the conflict and theme of the story. In this way, the students can get a better understanding of grammar and know how to use grammar in appropriate context, which is much more significant than mechanic grammar rules. Textual metafunction pays attention to the structure of a language expression in terms of their pragmatic function to express the information and the semantic cohesion. Therefore, these three metafunctions focus on the contextual function of grammar to build up pragmatic meaning. In the next part, we will show a sample of college English grammar teaching in intensive reading course---Advanced English1.

Project: Lesson three Blackmail

Students: the third year college students in English major

Grammar points: irregular sentences in traditional grammar

Aim: understand the pragmatic function of irregular sentence in traditional grammar; know the function of those irregular sentence in building up the conflict and character's relation.

Teaching procedure

Step1

30 students are divided into 5 groups. There are 5 different tasks for them to finish before class. These 6 tasks are as follows: the author Arthur Hailey and his writing style; figure out the theme and conflict of this story; analyze the relation among three main characters in terms of their language interaction; pick out the grammar points which function to shape characters, build up the conflict of the story; summarize the pragmatic function of irregular syntactic expression in shaping the characters and constructing the power distance among characters.

Step2

Each group presents their contents in ppt and explain their contents in the class. When each group make their presentation, the rest of the students and the teacher are supposed to ask relevant questions based on their contents. During this process, their language expression will be stressed. The teacher can give immediate feedback to students concerning their contents and grammar.

Step3

The teacher will comment their presentation and give direction to students how to analyze the pragmatic function of these irregular sentences to construct the conflict and the relation among characters. Here are the examples from this lesson. Based on the presentation and their discussion, it is clear that the theme of this story focuses on the tense struggle between two main characters: house detective and Duchess, which produces a high suspension, the typical feature of thrillers. Therefore, the story develops its structure revolving the conflict between characters. Character's conflict makes each character have a vivid image with the assistance of grammatical expression and irregular sentences.

In this story, Duchess and house detective are the main characters the whole story focuses on. Duchess is a strongminded, arrogant and witty woman, while House detective is a greedy, rude and uneducated man. The plot of the whole story unfolds as the three rounds of bargain develop between Duchess and House detective. The sentences spoken by the Duchess in each part of the story seem to be grammatical to show her well-educated background and her royal family. For example, in the first part of the story, Duchess was offended by the cigar of house detective. Duchess blamed his rude behavior in an elegant manner by saying "*my husband and I find strong smoke offensive. Would you kindly put that out?*" In English grammar, the polite expression is usually shown in the syntactic structure *would you ...?* But in this context, Duchess changed this regular grammatical structure ending in period instead of question mark. In the communicative process, the speaker can change his

role of speech. Although the speech role varies, it has two basic functions: giving and demanding. Then, there are four main speech functions: offer, command, statement and question. Offer has no standard realization in language. Command is typically realized by imperative sentence. Statement is typically realized by declarative sentence. Question is typically realized by interrogative sentence. In this story, Duchess use the order of an interrogative sentence but ends with period instead of question mark. The pragmatic function of this irregular sentence is that Duchess wants to show her well-educated background and her order to house detective, warning him in a powerful and elegant way and reminding him of her higher social status, which matches the idea of interpersonal metafunction in SFG. Therefore, this sentence is considered as ungrammatical sentence in the terms of traditional grammar, but in functional grammar it is considered as pragmatic function to explain the power distance between Duchess and House detective. Hence, grammar can be used to shape the image of characters and the relationship between characters.

In the first part, house detective has been depicted as an uneducated and rude man with the help of irregular sentences. For example, when Duchess felt impatient and angry to House detective, House detective responded in a mocking tone *“No, ma’am; can’t say I did. I like nice things, though. Like that car of yours. The one you keep here in the hotel. Jaguar, ain’t it? When they find who done that last night, who killed that kid an’ its mother, then hightailed it, they will throw the book, and never mind who it hits.”* Although Duchess makes a threatening tone to warn house detective, he is not terrified. On the contrary, he continues to offend Duchess. He didn’t follow the power distance between him and Duchess. He does not speak polite expression to show his respect toward Duchess. He has used ungrammatical or irregular sentences in the traditional grammar, such as *can’t say I did*. At the same time, his irregular language expression functions to shape his image as uneducated character in this story. It seems to be irregular or ungrammatical in the language form, but it can be used to explain the pragmatic function in context in SFG.

In the second part, house detective provides the details of car accident done by Duchess’s husband. His descriptions are full of ungrammatical sentences. For example, *“In this case, though, I reckon it don’t make a lot o’ difference. On your car you got a busted headlight, and the trim ring’s gone. Isn’t any doubt they’d match up, even without the brush trace an’ the blood. Oh yeah, I should tell you. There’s plenty of blood, though it don’t show too much on the black paint.”* In the traditional grammar, all these sentences are ungrammatical or irregular sentences. But in this story, these irregular sentences aim to construct house detective as a uneducated, rude character. Therefore, grammar can be explained in terms of their contextual usage. SFG states that grammar is used to express speaker’s attitude, feeling and show the speaker’s social identity. In this aspect, these irregular sentences function to construct the image of Duchess and house detective, to establish their power distance, and to form conflict between characters.

Conclusion

Grammar is a basic level in English learning, which is fundamental to English learners. According to questionnaire-based investigation, the current situation of college English grammar teaching is not satisfactory. Both teachers and students are aware that grammar is very necessary in English teaching and learning. But the teachers claim that students have a lower level of participation in English grammar class. The students complain

that the current teaching is out of phase. Both teachers and students reveal that the static explanation of grammar rules is not effective to improve students' grammar ability, which has been testified by the results of their final exam in college English grammar course. Majority of the students cannot put the grammatical rules into practical use in context in which they get lower scores in multiple choices, proofreading and writing. Therefore, this paper aims to build up a teaching model of college English grammar in intensive reading course. Based on SFG, this paper designs a teaching model of English grammar in intensive reading course---take Advanced English1 as an example. In Advanced English1, all the articles are in the style of narration. The language expressions in narration function to shape characters, create conflict and build up the theme of the stories. In such context, irregular sentences or ungrammatical expressions in traditional grammar seem to have a particular pragmatical function in the notion of SFG, which changes students' traditional understanding of grammar. It provides various contexts to explain the pragmatic functions of particular grammatical forms, which puts grammar teaching into a specific context and supports the notion of SFG.

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