

Metafunction Analysis of the Jordanian Curriculum Action Pack-12 Reading Materials to Improve English Language Learning and Teaching in Public Schools

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Abstract: This study aims at examining the effect of utilizing the metafunction meanings in teaching Action Pack 12 reading materials of the second semester of the year 2021 on improving Twelfth grade learners' reading abilities and to determine to what extent the Action Pack 12 reading materials promote the accurate communication skills among Jordanian learners based on the metafunction meaning as part of the SFL. study investigated whether the use of the metafunction meaning available in the reading materials enhance Twelfth grade learners with better understanding of reading materials that would integrate in improving other language skills as well. Therefore, a qualitative research methodology was carried out to examine the extent in which the reading materials comprise metafunction meaning tasks improving learners' comprehensive reading abilities and communicative skills in English. The findings of the analysis of the study revealed that all the reading materials of Action Pack twelve include metafunction meanings activities and tasks within the three types of meanings which are the ideational, interpersonal and textual meanings varying in their levels' of difficulty and genres. This tendency to include metafunction meanings in all the reading materials ensures the effectiveness of developing learners' readings skills and communicative skills to employ the English language in authentic contexts meaningfully in the outer world.

Keywords: The English Language Teaching in Jordan, Action Pack Twelve, Content analysis, Meatafunction meanings, Ideational meaning, Interpersonal meanings, Textual meanings.

تحليل محتوى المنهاج الأردني للصف الثاني عشر لمادة اللغة الإنجليزية لمهارة القراءة بما يتسق مع توظيف اللغة وراء المعرفية لتحسين مخرجات التعلم والتعليم المدارس الحكومية

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المستخلص: هدفت الدراسة إلى اختبار أثر استخدام وتطبيق أنشطة تتضمن استخدام ما وراء المعرفية الوظيفية لفهم المعاني في تدريس مهارة القراءة منهاج اللغة الإنجليزية الرسمي في المدارس الحكومية للصف الثاني ثانوي " الأكشن باك 12" خلال الفصل الدراسي الثاني للعام 2021 على تحسين قدرات القراءة لدى طلبة الصف الثاني ثانوي. بالإضافة إلى تحديد إلى أي مدى تشجع أنشطة القراءة في المنهاج الطلبة على استخدام اللغة بشكل صحيح لتحقيق مهارات التواصل الاجتماعي باللغة الانجليزية من خلال توظيف نظرية ما وراء المعرفة الوظيفية للمعاني المراد تعلمها كجزء من نظرية نظام اللغويات الوظيفية. هدفت الدراسة للتعرف على مدى توفر أنشطة ومواد تعليمية في نصوص القراءة التي تؤثر إيجابيا على تعلم مهارة القراءة وبالتالي يمكن أن يتم انتقال أثر هذه المعرفة على باقي مهارات اللغة الاخرى. لذلك تم تطبيق الدراسة النوعية من خلال تحليل جميع الأنشطة والتدريبات لمادة الكتاب المدرسي للفصل الدراسي الثاني بما يختص بمهارة القراءة. نتائج التحليل أشارت إلى أن جميع أنشطة مهارة القراءة تضمنت بشكل ملحوظ استخدام نظرية ما وراء المعرفة الوظيفية للمعاني بمستوياتها الثلاثة المعاني الفكرية أو المعاني

التجريبية، المعاني الشخصية، المعاني النصية بمستويات متنوعة من حيث السهولة والصعوبة والتنوع بأشكال وأنواع الأنشطة مما يتيح للمعلمين والطلبة التعرض لأحدث نظريات التعلم والتعليم من خلال المنهاج. مما له أثر كبير على استخدام الطلبة للغة الانجليزية خارج نطاق المدرسة بشكل واقعي وتواصلية وهو الهدف الأسمى الذي يسعى اليه المنهاج الأردني لتدريس اللغة الإنجليزية التعلم والتعليم التواصلية.

الكلمات المفتاحية: تعلم اللغة الانجليزية في الأردن، المنهاج الأردني أكشن باك، تحليل المحتوى، معاني ما وراء المعرفة الوظيفية، "المعاني الفكرية أو المعاني التجريبية"، المعاني الشخصية، المعاني النصية.

Introduction.

The Hashemite Kingdom of Jordan HKJ has placed Education as its premier focal concern. Educated youth is one of the powerful gears that the kingdom pays great attention to it by providing learners with the essential knowledge in different fields of education that are current in their specialties. Consequently, the Ministry of Education always seeks for the beneficial updated pedagogical trends to be implemented by teachers after providing teachers with sufficient professional development training programs that acknowledge teachers with the all the new instructional advancements. It is tremendously important to recognize that Jordan considers teaching English as a foreign language EFL as a priority, therefore the Ministry of education participates in enhancing the quality of EFL teaching through developing the curriculum to suit learners' needs as well as the instructional strategies to reach the communicative competence utilizing the English language (Islim, 2019).

It is essential to keep improving the standards that any educational curriculum adapts that illustrate the instructional strategies that are followed by teachers (Molle, 2013). Consequently, many academics carried out analytical studies improving the former curricula such as PETRA assigned for the basic grades and AMERA for the eleventh and twelfth grades which were the official syllabus for EFL teaching in the early ninetens followed by Jordan Opportunities was assigned for the tenth, eleventh and twelfth grades. Action Pack series are the official curricula in all public and private schools in Jordan for teaching EFL which was an excessive modification in teaching English to cope with the new teaching and learning approaches. The Ministry of Education has improved the excellence of teaching English as a foreign language by presenting Action Pack series assigned for the basic and secondary grades matching the General Guidelines and General and Specific Outcomes (GG and GSO) providing comprehensive description of the competences, knowledge and skills learners are expected to obtain through the twelfth years of studying English language (Islim, 2019). Meeting learners' need is considered to be a priority to enhance the use of English language more vividly outside the classrooms thus enormous studies have been conducted on the Jordanian curriculum to examine the number of EFL curricula meeting learners' needs. (e.g. Al Omari, Bataineh, & Smadi, 2015, Al Omari, 2018; Al Habahabeh, 2016;).

One of the primary emphasis of teaching and learning a foreign language is to foster a critical awareness of both steadiness and alteration in the human experience. Teachers are paying great attention to develop students' communicative skills in the target language and motivating them to broaden their

global outlook, but at the same time remain mindful of the historical and social experience which shape their identity (Bryer, 2008). According to the SFL perspective, language is seen as 'systemic' as it involves of a set of choice systems, in which each system provides the speaker/writer with a variety of means to express their desired meaning, and it is 'functional' because it obliges functional purposes. By embracing a multifunctional approach of language, that is, that language is as it is to undertake definite social functions, SFL identifies the meanings comprehended by language into three categories: 'ideational', 'interpersonal' and 'textual' meanings (Figueiredo, 2010).

Learners appeared to be different in many areas of study as they have various cultural and social backgrounds, age level, gender, intrinsic and extrinsic motivation for learning any second language, interests, learning styles, levels of proficiency and prior knowledge, attitudes towards learning etc. All of these factors will affect learners' acquiring the foreign or second language. Genre teaching can fulfill different learners' needs as we need not only to vary the educational instructions but also the supplemented genres in both spoken and written texts.

Halliday pointed out the importance of identifying the relation between language, situation and culture in teaching and learning any foreign language affects learners' real implementation of the SFL theory. We can't teach any genre without referring to the cultural issues in context of the target language. On the contrary we teach register by identifying the relation between the context of situation on the way of using it (Eggins, 2004). The concepts of genre and register are essential in teaching and learning by identifying the structure of texts examining the interrelationships between language users in different social and cultural contexts in all forms of texts (Hang Zou, 2018).

Understanding SFL theory by EFL teachers is considered to be an obligation identifying the three stages of metafunctional genre pedagogy which implies understanding the ideational meaning, interpersonal meaning, and the textual meaning that are all related to knowing the different kinds of genre sufficient to implement it in their classrooms, and if EFL are not sufficiently aware of the target genre texts whether they are spoken or written texts, they may not be able to entirely understand the complex theory behind metafunction theory. When students are aware of these areas of instruction, they will improve their reading and writing skills which will result in a better communication skill accurately (Yasuda, 2017).

Teachers' task to analyze their text books in light of the SFL seems to be subtle and to transfer this task towards students while dealing with any written or spoken text seems to be more burden on teachers. It is essential to spread the awareness among teachers to the importance role that SFL approach plays in promoting students' communicative language learning. In response to this dilemma, Slater and McCrocklin (2016) emphasizing on the vital role of teachers' training on SFL features and how to implement it analyzing of the syllabus as well as transferring these skills to real classroom implementation to promote students' learning. Kamil and Hazem (2019:14) argue that the students of English use and apply the target prepositions according to their native language.

1.2 Stating the problem

Researches on the SFL analysis and implementations are badly needed to identify the linguistic gears helping EFL teachers develop a deeper understanding of the academic language demands of the literacy practices as they imply the designed curriculum. The SFL serves as a tool for improving EFL teachers' knowledge and awareness of content-area language which facilitates the construction of language-focused instruction to enhance the academic literacy development of English language learners (Schleppegrell, 2012). This research paper intended to analysis the 12th grade curriculum Action Pack 12 based on the SFL theory in particular the use of metacognitive functional theory SFL theory including recommendations for teachers regarding how to embed the theory in classroom. Ensuring that EFL teachers retain a comprehensive understanding of the academic language demands of the content area. Therefore, EFL teachers will be able to reflect on their instructional strategies and analysis the syllabus from a metacognitive functional point of view. EFL teachers will be able to identify the rational after implementing the SFL theory to better their instructions. However, some research designates that some EFL teachers do not have the sufficient knowledge of language the three levels of the metafictional meanings as derived from the SFL theory necessary to integrate academic language instruction in relation to the curriculum intended to be taught.

1.3 Purpose and Question of the Study

Based on the metafunction meaning as part of the SFL theory, the study examined the effect of utilizing the metafunction meanings in teaching Action Pack 12 reading materials of the second semester of the year 2021 on improving Twelfth grade learners' reading abilities and to determine to what extent the Action Pack 12 reading materials promote the accurate communication skills among Jordanian learners based on the metafunction meaning as part of the SFL theory. The study investigated whether the use of the metafunction meaning available in the reading materials of the second semester enhance Twelfth grade learners with better understanding of reading materials that would integrate in improving other language skills as well. This study mainly attempted to answer the following questions:

- 1- To what extent do Action Pack 12 reading materials comprise metafunction meaning tasks improving learners' communicative skills in English?
- 2- To what extent do Action Pack 12 reading materials comprise metafunction meaning tasks improving learners' comprehensive reading abilities in English?

1.5 Significance of the Study

Improving the quality of English language teaching in particular in public and private schools is no longer an alien perception as the Ministry of Education has always been conscious of the vital role that teaching English language has played in learners' future contributions for the country's prospect. Consequently, a need ascended to investigate the effect of using the metafunction meaning as part of the

SFL theory by analyzing the reading materials of the second semester in Action Pack 12 assigned for the Twelfth grade students. To the researcher's best knowledge, it has not been assessed yet. This study anticipates to contribute to the development of teaching English language in Jordan and provide Jordanian English Language teachers, supervisors and the Ministry of Education with valuable information about how to improve teaching the reading activities emphasizing the use of SFL theory in teaching the reading materials for the twelfth grade learners as well as to support teachers with the necessary information to implement this theory in teaching. Furthermore, EFL teachers may be stimulated to make use of the syllabus with greater consideration to all the reading materials available in the text book that enrich effective teaching using the SFL theory alongside with the communicative teaching approach. Finally, EFL supervisors may focus in their teaching training by facilitating actual use of the metafiction in training teachers how to teach reading materials scaffolding learners' to read and analyze texts as a mentor texts integrating other language skills.

1.6 Definition of Terms:

Action Pack 12: refers to the English curriculum taught in the last scholastic class in the high school stage as part of the voluntary education in Jordan's schools.

Systemic Functional Linguistic: refers to identifying language as a strategic meaning making resource and language function.

Genre: refers to the style or the category classifying types of written or spoken discourse.

Text: refers to any spoken or written passage that has a texture that organizes its elements.

Ideational meaning: refers to the way of presenting ones thoughts in spoken or written forms.

Interpersonal meaning: refers to the enact relationship between the sender and the receiver of a text or a message.

Textual meaning: refers to the organization of spoken or written texts.

Coherence: refers to the relations between single units (sentences or propositions) of a text that make the text appears to be logically and semantically consistent and reliable for the reader-hearer.

Cohesion: refers to the lexical and grammatical linking within a text or sentence that grips a text together and gives it meaning.

1.7 The Limitation of the Study:

The study intended to examine the effect of using the metafunction meaning as part of the SFL theory in teaching the reading materials of the second semester in Action Pack 12 on improving twelfth grade learners' reading abilities by analyzing the availability of the metafunction activities in the assigned reading materials. The study will be conducted in the second semester 2020-2021.

2. The literature Review.

2.1 Theoretical Background:

Identifying the purpose of learning any language tends to be EFL teachers' main concern as Halliday (2004) claims that language could be viewed changeably and simultaneously for English language learners and teachers as learning language, learning about language, and learning through language. Acknowledging that language learning is unlike other fields of study due to the nature of the subjects' learning features and the rational of learning it in particular.

Reading skills are essential and have crucial effect on learning any language as learners are being exposed to elements of language such as lexical, grammar, language patterns, themes, culture, structure, styles and genres of writing (Islim, 2019).

Christie (2011) illustrates on the importance use of genre in learning and teaching by describing Macrogenre. It is essential to identify the whole content of the complete unit by examining and referring to the theme and the rhyme while handling any written texts. Exposing learners to various types of Macrogenres such as scientific reports, recounts, blogs and other genres.

The SFL is not restricted only to linguistic analysis. Many researches were conducted to identify the effect of using EFL theory by language teachers as they interpret the theory in their actual syllabus teaching and analyzing it which potentially bridge the gap between theory and practice in teaching the target language depending on the SFL theory (Daniello, 2014).

There are three social functions that any text tends to present in a spoken or written forms which are also referred to as the metafunction stages of meaning. According to Nagao1 (2020) classification of the metafunctional meanings of a text; the ideational meaning in teaching and learning a foreign or second language that is associated with students understanding of background information regarding the topic as the speakers or the writers tend to express their own experiences and in this sense it is referred to it as the experiential meaning. The second metafunction meaning classification is; the interpersonal meaning which refers to expressing ways of instituting and introducing relationships with others in the case of a speaker and an receiver or a writer and a reader which enacts their relationships together in a spoken or written forms. For example, Students demonstrated their abilities in using lexicogrammatical features concerning to the speakers' or writers' views and opinions to demonstrate their support for or opposition towards the topic (e.g., modalities: auxiliary verbs). The last stage of metafunction meaning is textual meaning refers to coherence and cohesive text production that is also known as the organization of a text. For example, the choices of the suitable themes and rhymes according to the genre of the text and the register as well.

According to Clancy (2018) EFL teachers are required to use the initial top-down approach with advanced evidence from the ideational, interpersonal and textual analysis of the lexicogrammar to

analyze the curriculum in general and specific texts. The engagement in an ever-increasing regular of culturally proper performance and experience, children tend to build their linguistic resources for meaning-making to greet people, follow instructions, ask and answer, express feelings. They will improve their language competence and performance through interacting in social contexts (Clancy, 2018).

The interpersonal metafunction aims at negotiating social relationships allowing language users to interact, express power, and create harmony and solidarity (Thompson, 2014). Speakers and writers begin relationships using several interpersonal resources such as the mood of the text. Are there questions being asked? Are there commands being made? Statements? Are there tag questions, to bring the interlocutor into the speaker's reality or to seek confirmation? The other resource is modality, dealing with the degree of willingness or preference of the speaker to accomplish the deal.

Another scholar Figueiredo (2010) supported the SFL view of understanding language in relation to its environment of use, that's why we need to interpret language as in written as well as spoken texts in relation to its contexts of production and circulation. EFL teachers are expected to present rich contextual cultural and social learning materials. Language learning is unlike other fields of sciences as it require to be taught in its natural context as to provide learners with rich authentic learning to experience the language as native like and to use the learnt language communicatively and meaningfully to fulfill CLT trends of teaching. CLT examines the relationship between the context of situation as well as the context of settings. Therefore, CLT serves in delivering the social context through the interpersonal relationships (Figueiredo, 2010). Authentic materials embrace the notion of using the targeted language that naturally take place as communication in the native speaker contexts as a routine act in use or even in the designated contexts where standard language is the accepted standard (Tamo, 2009).

Therefore, EFL teachers are expected to combine their teaching to the main three metafunction meanings in order to practice different higher order thinking skills as learners will benefit from this theory in both written and spoken texts. The ideational meaning is expected to provide EFL learners with authentic experience of the real world. However, the interpersonal meaning stresses on the social relations between the writers and the readers as well as between the speakers and listeners. The third meaning is the textual meaning is concerned with to constructing spoken and written texts emphasizing on the Theme and Rheme Theme (Halliday and Matthiessen, 2014).

2.2 Related Studies:

Recently, many researchers conducted their studies to identify the effectiveness of implementing and using the metafunction meanings in understanding meanings and in teaching foreign or second languages at universities and schools to enhance students' abilities in reading, speaking, listening and writing tasks. In addition, to enable learners digest the intended messages of texts to communicate appropriately. Analyzing texts was one of the main contributions of researches to identify the amount of

using the metafunction meanings as part of the SFL theory in curricula. The researcher reviewed some of the studies which were most associated to the topics of the current study.

Eggs (2004) examined how readers identify the genre of any reading text. Systemic linguistics suggests that the generic identity of a text, by comparing the way in which it is similar to other texts of its genre, and he points out three dimensions: the co-occurrence of a particular contextual clues, or its register pattern, the realization pattern of the text which is the layout of any text, and the texts presented or schematic structure.

According to SFL Thomson (2005) conducted his study on the Japanese context that was concerned with the theme as part of textually meaning rather than other metafunction meanings offering grammatical and semantic identification scales. The study revealed that the concept of theme could be applicable to the analyses of various languages, including English.

González & Santander (2007) conducted a comparative analysis of two texts from different authors concerning the discovery of America. The textual metafunction allows the writer / speaker to transfer and communicate a message by selecting the most suitable thematic structure. The finding showed that the possibility of applying the analysis model to texts in Spanish is explored and its usefulness is suggested in order to extract initial information about the semantic differences existing between the two texts analyzed.

Guijarro (2010) investigated of the interpersonal meanings illustrated by the visual and the verbal manners of *The Tale of Peter Rabbit*. The findings revealed that the circumlocution and the illustrations combine to support the reader's / viewer's identification with the main character in the story. The declarative clauses were presented through the verbal element related with the pictures does not initiate vivid interaction.

Paziraie (2013) investigated the effect of textual metafunction on the levels of coherence and cohesion in the Iranian EFL learners. The study included 60 randomly female Iranian intermediate EFL learners who were divided into two groups. The findings indicated that understanding the textual metafunction enhances the levels of cohesion and coherence in most of the students' writing tasks.

Arunsirot (2013) examined selected data on Thai students' difficulties in writing English supported by Systemic Functional Grammar. The findings indicated five problems due to Theme which are Theme selections, Thematic progression, empty Theme, new Theme as well as unclear selection of textual Theme (cf. Meteab et al. 2020).

Royce (2015) conducted an evaluation of the ideational metafunction by analyzing cartoon texts making fun of the choices made by citizen jury seated in a Crown Court. The study revealed there was a great deal of using different social meanings in the texts exploration.

Li, H., Graesser, Conley, Cai, et al (2016) explored the features predict formality as humans notice the construct classifying a corpus containing of 1,158 discourse samples published in the chosen works of

Mao Zedong into such as: conversations, speeches, letters, comments, issued articles, telegrams, and official papers. The research instrument was designing two models of human formality perception: the first was measured at the multi textual level and the second at the word level. The weighted formality model at multiple levels of language, discourse, and psychological characteristics most of them were the idea of formality as humans perceive it using genre (narrativity), discourse cohesion, topic-related words and emotional words.

Sabahat & Anwar (2017) carried out an analysis research of young children's meaning-making through three videos in a preschool between 2-3 years randomly chosen from the area of Mand, Testing how communication and meaning making are learnt through various manners such as stare, gestures, sounds and body. Data collected via observation and Interviews to analyze the three metafunction meanings. The findings showed that the animated videos has beneficial effects on young children.

Mccrocklin & Slater (2017) presented a method that middle-school teachers can adapt to support students to carry out linguistic-based literary analyses. Implementing Systemic Functional Grammar (SFG) to show how J.K. Rowling used language to characterize Hermione as an intelligent female in Harry Potter and the Deathly Hallows. The analysis was conducting via a simplified SFG analysis. The study revealed that teachers can scaffold students find and use language data that can support their intuition about characters and to discover further patterns in the text offering students with beneficial tools for text analysis.

Alamiri (2018) conducted an analytical study of(the Sura 19:51-50) in the Qur'an which is the Holly Arabic book according to the three metafunction meanings as part of the SFL revealed that the three metafunction meanings were found in a great deal with all its components.

Nagao (2020) studied the application of a SFL model to explore how 27 first-year university students in two different groups improved their lexicogrammatical choices and metafunctions for writing analytical essays during. The study aimed at exploring how "the teaching learning cycle" influence students' understanding of the desired genre essay, the researcher conducted a survey to discover changes in students' understanding of metafunctions (ideational, experiential, and textual meanings) of the desired genre essay. The findings proved that applying an SFL structure in writing evaluation to English to be used to test their enhancements.

Riaz (2020) conducted a qualitative research study, presenting 80 images from 80 articles and blogs on Covid-19 published between February 16, 2020, to May 6, 2020, have been purposively selected based. The study aims at understanding the ideational grammar of the visual design of images on Covid-19 holistically, extending the debate on the semiotics of disease, and highlighting the effect of the fear of disease on multiple domains of life. It also helps understand and expand the semantic or semiotic field of fear. The study showed how the images conveyed the severity and situation as experienced by people.

Dyck (2020) conducted both a micro- and macro-level analysis of the designated corpus by analyzing a dialogue between Nehemiah, son of Hakaliah, and Artaxerxes, King of Persia, in Neh 2,2-8 in light of the interpersonal metafunction methodology, and Systemic Functional Linguistics. The analysis revealed that consideration that becomes quite clear when the interpreter including the content of Nehemiah's prayer. While the findings of the interpersonal metafunction analysis are interesting and shed valuable light on the social dynamics stated by the text concerning the relationship between Nehemiah and Artaxerxes, its possible religious effects are less than tradition.

3. Method.

The researcher developed a criterion to be the base of this analytical qualitative research design study based on the literature review and the previous studies provided in this research study. The instrument used in this study is analytical criteria for assessing the assigned reading materials of Action Pack 12 of the second semester. The analysis is based on the developed criteria for analysis based on the notion of providing metafunction tasks in the reading materials of Action Pack 12 which is part of the SFL theory. In addition, the analysis evaluated the influence of the reading activities in enhancing learners' reading comprehension skills as well as their communicative abilities in using the English Language.

3.1 Instruments of the study:

An analytical qualitative method survey study explored Twelfth grade reading curriculum "Action Pack 12" on the effectiveness of including textual metafunction reading tasks to improve learners' reading comprehension and communicative skills as well. For this purpose, the researcher selected all the reading comprehensions and their related activities in the pupil's book and in the activity book assigned for the second semester. The researcher developed the criteria for the study analysis depending on the literature review and the previous analytical research studies. The General Guideline and General and Specific Outcomes document will be the basic reference point of the analytical study beside the scope and sequence which is included in the Teachers' book.

3.2 Validity and Reliability:

To ensure the Validity of the instruments, the researcher assigned jury of judges from the twelfth grade EFL teachers who are PHD undergraduate students to examine the validity of the analytical criteria. Two English language teachers will assess the analysis of the reading text according to the allotted analytical criteria for the reading skills separately. To ensure the reliability of analysis of the reading tasks according to the assigned criteria, assigned two raters to confirm the consistency of the analysis. The reading analysis according to the assigned assessment criteria will be distributed evenly among five twelfth grade EFL teachers for analysis to exchange viewpoints and draw conclusions from the data collected with this instrument.

4. Results.

To answer the first question: To what extent do Action Pack 12 reading materials comprise metafunction meaning tasks improving learners' communicative skills in English? The availability of three types of metafunction meanings as a whole "in general" of the second semester reading comprehension are presented in Table 1.

Table 1. The units and genres presented in the reading comprehension materials of Action Pack 12 in the Student's book and work book regarding the three types of the metafunction meanings.

Unit and title	Macro-Genre Type of Text	Ideational meaning Language as reflection Field	The Interpersonal meanings Language as action " effective involvement, contact,tenor "vocatives & power"	The Textual meaning "Language as relevance": Theme
Unit 6 Learning	A newspaper article "The time we spent at school"	A comparative study of the school day in different countries "authentic topic of real world"	Accepting others' points of view based on facts rather than feelings. Factual information. Percentages and figures by using declarative statements to presenting contradictory views.	The theme of this a research study addressing different school systems according to the time students spend in different counties. The rhyme negotiating the contrasted views on which school systems are better. The language is relevant to the context.
	A newspaper article "Space Schools"	A Newspaper article about factual topic "Space school" Presenting reliable data. "authentic topic of real world"	Declarative, persuasive language, interviews with specialists.	The theme is describing special kind of school in Britain which is studio schools. The rhyme is supporting the idea of why these schools are pioneer. The language is relevant to the context.
	A blog post	A blog: informal experience of a girl of learners' same age expressing her experience in a simple everyday language. "	Using simple Vernacular language to express opinion in an informal way to readers of the same age.	Informal personal blog about the experienced of a girl studied Arabic in the German-Jordanian University Which is a sample of a blog post. The

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		authentic topic of real world”		language is relevant to the context.
	(4) An argumentative article on school leavers in Britain. “After school”	A factual argumentative article. “ Related to learners’ interests of future plans” “ authentic topic of real world”	Expressing different points of view supported with rigid evidence.	Argumentative description of a research study of school leavers in Britain “expressing different points of view”. The language is relevant to the context.
Unit 7 Lifelong learning	(1) Online oral presentation” How to revise for exams”	An online article about How to revise for exams. “ authentic learners’ interests specially at their educational status” “ authentic topic of real world”	Oral informal presentation” speech” Giving advice to encourage young learners to follow these tips.	Tips for learners on how to revise for their exams. Using modals and persuasive language structure. The language is relevant to the context.
	(2) An academic essay on Learning a foreign language. “ Learning a foreign language”	An academic scientific essay on Learning a foreign language. “ authentic topic of real world”	A scientific academic essay on foreign language learning addressing the readers by arising unresolved questions in the form of impersonal passive claims.	Presenting claims by providing the main theme “using the impersonal passive to report thoughts informally” followed by evidence to develop the rhyme of the text by supporting the claims. The language is relevant to the context.
	(3)A descriptive article on education in Jordan.	A factual descriptive article on education in Jordan. It enhances students’ appreciation and patriotism to the efforts being made in Jordan to better the educational system.	Promoting readers affective domain by appreciating their country’s efforts to improve the quality of the educational systems.	The main theme is education in Jordan today and the rhyme is supporting with evidence the tremendous efforts of the government of Jordan to enhance the proficiency of its educational systems. The language is relevant to

Unit and title	Macro-Genre Type of Text	Ideational meaning Language as reflection Field	The Interpersonal meanings Language as action “ effective involvement, contact,tenor “vocatives & power”	The Textual meaning “Language as relevance”: Theme
		“ authentic topic of real world”		the context.
	(4) A descriptive article on “Learn English – the fast natural way.”	An informal descriptive article of “how to learn English – the fast natural way!” language. Using indirect “embedded” questions to indicate formal way expressing politeness and using the impersonal passive which meant to present thoughts informally in an indirect way. “ authentic topic of real world”	Addressing the readers by asking indirect polite formal questions to enhance interaction on an interesting topic. Using impersonal passive to indicate that these claim are not ridge.	The theme is how to improve your English language learning in a fast natural ways. The rhyme introduces elaborated information on the extensive total immersion learning program. The language is relevant to the context.
Unit 8 Language	Is omitted “ deleted” from the curriculum as it addresses unacceptable theme of gender neutral			
Unit 9 The World of business	Interview with a Jordanian businessman doing business in China. Descriptive article	A descriptive article “informal interview with a Jordanian businessman doing business in China”. Introducing different cultural and social of the two countries. “World issue which is considered to be authentic use of language in real life experiences.” “ authentic topic of real world”	Vernacular language which expresses the businessman experience and how it changed. Opening the way for the readers to reflect on the differences in perception regarding social and cultural variances.	The main theme is about the experience of Jordanian businessman doing business in China and the rhyme is related to the development of the businessman awareness of the cultural and social concepts in business between the two countries. The textual meaning is represented in the form of asking and answering questions. The language is relevant to the context.
	A web-page	Giving advice informally	Oral informal	The theme is how to make a

Unit and title	Macro-Genre Type of Text	Ideational meaning Language as reflection Field	The Interpersonal meanings Language as action “ effective involvement, contact,tenor “vocatives & power”	The Textual meaning “Language as relevance”: Theme
	Article on how to make a sales pitch	on a web page on how to make a sales pitch. It is in the form of oral presentation by suggesting valuable tips to follow. “ authentic topic of real world”	presentation for new sales person to teach them how to be successful in the form of asking and answering questions. Trying to persuade the listeners and the readers to follow the recommended tips.	sales pitch and the tips presented are the rhyme. The language is relevant to the context.
	A business report “Our country’s import and export”	A formal economical report about Jordan’s trade. To acknowledge the country’s status and resources. Based on descriptive language. Enhancing patriotism and love to their country. “ authentic topic of real world”	The report presents facts about the trade in Jordan. To enhance the feeling of loyalty to their country to be responsible in its growth in the future.	The theme is about trade in Jordan while the rhyme presents the figures of import and export in details. The language is relevant to the context.
Unit 10	A blog about the career of an interpreter.	Expressing informal personal experiences in the format of a blog about the career of an interpreter. “ authentic topic of real world”	The writer presents a personal experience of a girl’s job as an interpreter. Addressing the readers by giving them advice to follow if they are interested in such a job.	The theme Fatima’s job as an interpreter and the rhyme is illustrating the main duties and the suggested tips to follow. The language is relevant to the context.
Career Choices	An interview on stepping into the world of business.	Expressing personal experience by giving advice and useful tips for learners. “ authentic topic of real world”	The interview addresses important issues to students of the 12th grade which is about their future plans. The text is trying to engage learners with true and possible issue which	The theme of the interview is presented as the first paragraph as an introduction how British students start doing business before graduation. The rhyme is about giving tips on how to step to the

Unit and title	Macro-Genre Type of Text	Ideational meaning Language as reflection Field	The Interpersonal meanings Language as action " effective involvement, contact,tenor "vocatives & power"	The Textual meaning "Language as relevance": Theme
			show interaction between them.	world of business by suggesting useful tips to the readers. The textual meaning is represented in the form of asking and answering questions. The language is relevant to the context.
	(3) Advertisement, C.V, and covering letter.	Advertisement for career requirements. C.V and covering letter. "Authentic material" " authentic topic of real world"	Formal advertisement, C.V and covering letter which imply the selection of accurate and relevant information to the job requirements and to choose the most suitable candidate for the job as part of the readers' own point of view.	The theme is what to include while writing a C.V and covering letter. The rhyme is related to all the details and the description of the required fields in both the C.V and the covering letter. The language is relevant to the context.
Revision "B"	(1)Reading: Conversation about studying abroad.	Informal conversation Using the writer own perception about studying abroad and giving advice to young learners depending on the writer's own experience. " authentic topic of real world"	Informal conversation using everyday language the topic is of students' interest and suitable to their age and it enhances students' interaction by the way of asking questions.	The theme is studying abroad while the rhyme develops as Mr. William answers of the student's questions how difficult it is to apply for abroad studying. The textual meaning is represented in the form of asking and answering questions. The language is relevant to the context.
	(2)An article " Doing internship"	Descriptive article about an issue that help a lot in building their positivity as learners and being an effective member in the	Introducing young learners to a new trend that is part of their interest as age in a stimulating way to	The theme of the article is why to do internship while the rhyme gives reasons that makes internship the only solution to get a job.

Unit and title	Macro-Genre Type of Text	Ideational meaning Language as reflection Field	The Interpersonal meanings Language as action “ effective involvement, contact,tenor “vocatives & power”	The Textual meaning “Language as relevance”: Theme
		community. It aims at increasing the love of being active citizen and making use of time and keep learning. “ authentic topic of real world”	enhance learners’ engagement in such internships in the future. To appreciate the value of community services and voluntary work as part of their loyalty to their country.	The language is relevant to the context. The article persuades young learners to engage in voluntary work as they will be always productive figures.

Table 1 shows a content analysis of the units and genres presented in the reading comprehension of Action Pack 12 in the Student’s book and the work book presenting EFL learners with the three types of metafunction meanings which are the ideational meanings, the interpersonal meanings and the textual meanings in general dealing with the reading texts as a whole. The three meanings were achieved in all the reading comprehensions in various ways achieving the communicative competences since all of the three levels of meanings breach the Communicative language teaching outcomes as they enhance using language in authentic tasks meaningfully to serve the communicative language teaching CLT purposes. Unit 7 and unit 10 provide learners with the most variety of reading genres and metafunction meanings while the least variety is presented in “Revision B”.

To answer the second question: 2- To what extent do Action Pack 12 reading materials comprise metafunction meaning tasks improving learners’ comprehensive reading abilities in English? Results are presented in Table2.

Table (2) Presents tasks and activities using the metafunction meanings in Action Pack 12 reading comprehension

Unit and title	Macro-Genre Type of Text	Tasks and activities on the ideational meanings	Tasks and activities on the interpersonal meanings	Tasks and activities on the textual meanings
Unit 6 Learning	A newspaper article “ The time we spent at school”	Schematic prior knowledge Exs (1+2) SB. P.44	Expressing opinion Ex. 3& 4 Q. 6 SB. P.44 & 54	Quantifiers to make comparison. (Coherence is achieved through the reflecting, inferences questions)
	A newspaper	Schematic	Expressing agreement	Quantifiers to make comparison. (

Unit and title	Macro-Genre Type of Text	Tasks and activities on the ideational meanings	Tasks and activities on the interpersonal meanings	Tasks and activities on the textual meanings
	article "Space Schools"	prior knowledge Exs (1,2&3) SB.P.46	for the quotation SB. P. 46 and Ex. 6 oral discussion Vocabulary and speaking	Coherence is achieved through the reflecting, inferences questions)
	A blog post	Schematic prior knowledge Exs (4,5&6) SB. P.48	Informal language expressing feelings, likes and dislikes.	Persuasive language. Expressing likes and dislikes. (Coherence is achieved through the reflecting, inferences questions)
	An argumentative article on school leavers in Britain. "After school"	Personal real experience Ex. 8 AB P.33	Pronouns references. Exs.(1 &2). Expressing opinions	Figures, percentages and facts. Using the simple present tense. Linking words of conjunction and opposition.
Unit 7 Lifelong learning	Online oral presentation" How to revise for exams"	Schematic prior knowledge Exs (1,2&3) SB. P.50	Expressing opinion Exs (1 &2) SB. P.50	Asking and answering questions Indirect question " Formal polite way of asking questions" Matching the questions with the paragraph Ex. 4 SB P.51. (Coherence is achieved through the reflecting, inferences questions)
	An academic essay on Learning a foreign language. " Learning a foreign language"	Schematic prior knowledge Ex. (1) SB. P.52	Reflecting on one's self "How language improves your----?" Oral discussion. Exs. (3 & 6) SB P. 52& 53	Impersonal passive " a formal way to report thoughts and sayings" (Coherence is achieved through the reflecting, inferences questions)
	A descriptive article on education in Jordan.	Schematic prior knowledge Exs (1,2&3) SB. P.54	Expressing students' preferences, agreement and points of view.SB. P.55 Ex.5 and the quotation.	Descriptive language using the simple present tense. (Coherence is achieved through the reflecting, inferences questions)
	A descriptive article on	Schematic prior	Expressing opinion and reflecting on a	Matching the subtitles with the correct paragraph. (Coherence is achieved

Unit and title	Macro-Genre Type of Text	Tasks and activities on the ideational meanings	Tasks and activities on the interpersonal meanings	Tasks and activities on the textual meanings
	"Learn English – the fast natural way."	knowledge Ex.(1) AB. P.37	given statement. AB. P. 37 Exs. (4,5 &6)	through the reflecting, inferences questions) Persuasive language.
Unit 9 The World of business	Interview with a Jordanian businessman doing business in China.	Schematic prior knowledge Ex.(1,2&3) SB. P.64 as well as the research box.	Expressing points of view and making inferences as well as reflecting on certain events. SB. P. 65 Exs. (4,5&6)	The format of the text. Asking and answering question as it is an interview. Using the structure of I wish + had+ V3 Past participle to express regret. (Coherence is achieved through the reflecting, inferences questions)
	A web-page Article on how to make a sales pitch	Schematic prior knowledge Ex.(9) AB. P.46	Expressing wishes, likes and regrets. AB. P. 47 Ex. 11.	The web page format" layout". Giving advice. Using I wish--- or if only pattern.
	A business report "Our country's import and export"	Schematic prior knowledge Ex.(9) SB. P.46	Expressing points of view and making inferences as well as reflecting on certain events. SB. P. 67 Exs. (1, 3&4). The quotation implies expressing agreement and disagreement with explanation.	The report format" layout". Using numbers, figures and percentage to indicate the increase and decrease of Jordan growth in economy. The reading strategies imply reading between the lines as part of coherence SB P. 67 "Reading strategies" and the "Tips". Using the past perfect tense to indicate which event happened before the other. (Coherence is achieved through the reflecting, inferences questions)
Unit 10 Career Choices	A blog about the career of an interpreter.	Schematic prior knowledge Ex.(1,2&3) SB. P.72. As well as the research box question.	Expressing points of view and making inferences as well as reflecting on certain events. SB. P. 73 Exs. (7&8) as well as the speaking strategies.	Expressing likes and dislikes in choosing certain job." Preferences" Using the structure of zero conditional and the first conditional.(Coherence is achieved through the reflecting, inferences questions)
	An interview on stepping into the world of business.	Schematic prior knowledge Ex.(9) SB. P.51	Expressing points of view and making inferences as well as reflecting on certain events. SB. P. 51 Ex.	The format of interview by asking and answering question. As well as reflecting on certain points in the discussion. To fill in the missing phrases as part of the comprehension higher order skill. (

Unit and title	Macro-Genre Type of Text	Tasks and activities on the ideational meanings	Tasks and activities on the interpersonal meanings	Tasks and activities on the textual meanings
			(5)	Coherence is achieved through the reflecting, inferences questions)
	Advertisement, C.V, and covering letter.	Schematic prior knowledge Ex.(1,2,3&4) SB. P. 76 & 77	Expressing points of view and making inferences as well as reflecting on certain events. SB. P. 76 &77 Exs. (1,2&4)	The formal vocabulary and format of writing a CV as well as the covering letter. The writing strategies box that includes clear cohesion tips.(Coherence is achieved through the reflecting, inferences questions) Ex.(1,2,3&4) SB. P. 76 & 77
Revision "B"	Reading: Conversation about studying abroad.	Schematic prior knowledge Ex.(1) AB. P.54	Expressing points of view and making inferences as well as reflecting on certain events. SB. P. 5479 Ex. 4	Using the format of a conversation by asking and answering question and reflecting on certain statements. Putting the events in a logical order. (Coherence is achieved through the reflecting, inferences questions)
	An article " Doing internship"	Schematic prior knowledge Ex.(1) SB. P.79	Expressing points of view and making inferences as well as reflecting on certain events. SB. P. 79 Ex. 4	Using the format of a persuasive language and using the structure of possibilities " modal auxiliaries". (Coherence is achieved through the reflecting, inferences questions)

Table 2 shows the examples from reading activities and tasks of Action Pack 12 matching with the three metafiction meanings in illustration by listing the type of the task. This table analysis all the content of reading activities that match with the (ideational, interpersonal and textual meanings) by presenting the page number and the number of the activity with its relevant to the three metafunction meanings. All the activities and tasks were achieving the desired outcomes in various ways.

5. Discussion.

The results of the first question of this study showed that all the second semester Action Pack 12 reading materials in the student's book and the work book involve high degree of using the three levels of the metafiction meanings by providing authentic themes which help EFL learners to use the English language in communicative contexts relevant to their level of proficiency and their needs and interests as shown in table. The reading materials accomplished the ideational meaning as the reading texts served to present the English language as a real reflection to the real world and this point goes alongside with the outcomes of the CLT approach which emphasizes on utilizing language for real authentic interaction with

the world to meet the social and cultural variables. In addition, the reading materials show a great deal of indicating solidity and express the relationship between the reader and the writer to create a kind of harmony among the use of language which enhances using language as action. The use of various genres of reading as part of CLT rich in put helps learners to encounter various situations that will make learning as well as enables learners to interact formally and informally depending on the context of situation. The textual meanings showed the importance of using language in relevance to all areas of lexicogrammer as well as to the organization of texts in relation to the theme and rhyme as well as to the two essential factors of interpreting the text correctly which are the cohesion and coherence and all of these language elements were analyzed in the reading texts and were all established to meet learners' needs and interests. Therefore, the reading materials were all designed to meet improving learners' communicative skills in English through the efficient implications of the metafunction meanings.

The results of the second question of this study showed that the reading materials of Action Pack 12 in both the student's book and the work book comprise a high degree of metafunction meaning tasks improving learners' comprehensive reading abilities in English which are presented in Table2. In Table 2 the analysis of the reading materials was rather a detailed type of identifying the three levels of metafunction meanings referring to the activities and tasks indicating the elements of application by mentioning the page and number of activities and tasks that match with concise illustration. All of the reading materials indicate both coherence and cohesion by investigating the exercises that are carefully designed to accomplish these two elements through using language in authentic real world topics that enhance critical thinking skills by interpreting the indirect intended meanings through making inferences as well as activating learners' prior knowledge known as the schematic knowledge which are addressed in most of the reading activities. Moreover, the interpersonal meanings involving readers' interaction with the writer was used creatively in the syllabus by initiating learners' to express they points of view, agreements and disagreements, giving a justified judgements on quotations and certain topics that are based on providing two contradictory views to help learners be more objective in their judgements and to accept others different points of view and these are all part of the Ministry of Education MoE philosophy. The Ministry of Education Curriculum designers shows attentive cautiousness to the implementation of all the three levels of meanings which eventually will lead to better understanding of the reading materials and to help learners to better comprehend the desired meaning as well as to integrate these learnt metafunction meanings skills and abilities to be integrated to the other language skills. EFL curriculum in Jordan is considered to be updated with the latest approaches and methodologies of language learning that will influence as a result in learners' abilities to use English language accurately in communicative contexts. Language learning is looked at as a mean rather than an end.

These findings are similar to Li, H., Graesser, Conley, Cai, etal (2016) and Riaz (2020) by using analytical qualitative study analyzing various discourse samples which all indicate the beneficial use of

metafunction in learning to ensure their reliable results. On the other hand, this research study is different from other studies in term of analyzing the three metafunction levels of meanings and the use of genre while Royce(2015), Guijarro(2010) and Paziraie (2013) focused on a specific metafunction of meaning rather than analyzing them all. This research used different instrument to analysis the curriculum which is qualitative analytical research study unlike Paziraie (2013) who conducted an experimental research study on the textual meaning and Sabhat & Anwar (2017) using interviews and observation to collect the desired data.

6. Conclusions and Recommendations.

This study aims examining the effect of utilizing the metafunction meanings in teaching Action Pack 12 reading materials of the second semester on improving Twelfth grade learners' reading abilities and to determine to what extent the Action Pack 12 reading materials promote the accurate communication skills among Jordanian learners based on the metafunction meaning as part of the SFL theory. The reading materials inspire authentic communication helping 12th grade learners for the approaching exploiting the English language through being exposed to rich reading materials that anticipate the three levels of metafunction meanings vividly in different genres related to social and cultural linked to the English language contexts. Additionally, EFL teachers may be stimulated to make use of the curriculum with greater reflection and implication to all the reading tasks and activities that embrace the three levels of metafunction meanings in a different way to accomplish effective teaching and learning EFL using the communicative teaching approach a long side with the Metafunction approach as part of the SFL theory. Finally, EFL supervisors may focus on the SFL theory and the importance of understanding how language meanings are established through the ideational, interpersonal and textual meanings that are vital to interpret and use language proficiently by language users. Therefore, teacher training is recommended to be following the latest pedagogical methodologies to facilitate teachers' role and to better understand the syllabus by utilizing the syllabus based on understanding the rationale behind designing the activities which will be used to the best benefit for the learners. It is highly recommended that EFL teachers and scholars carry on the process of analyzing the syllabus content to confirm whether syllabus attain the desired outcomes of the SFL or not. EFL teachers are recommended to join in special workshops that involve curriculum analysis of the schoolbooks and to take their recommendation as gears for change if needed. Supervisors and trainers should design their training for EFL teachers to meet the philosophy of the Ministry of education in choosing the curriculum and train teachers on the SFL teaching approaches that enhance the fulfillments of learners' need and to accomplish language teaching and learning outcomes through their implications. The Ministry of education must present EFL administrators and teachers with the latest researches associated with the EFL syllabus.

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