collaborative learning environment. Williams (2005, citing Vygotsky, 1986) points out that grammatics should be accorded a significant place in education...to bring more abstract understanding of language...under conscious control. Language learning (thus) is a key indicator of learner autonomy (Little, 1991).

Accordingly, this paper aims to explore the applications of learner autonomy in the context of English language learning, with an underlying SFL framework, originated by Halliday & Matthiessen (2004). The study was conducted on university students, divided into an 'experimental group' and a 'control group'. The control group was taught in the traditional mode while the experimental group was encouraged to innovate upon their instruction using the internet, further guided by involving SFL-approved techniques like mediation, scaffolding and ZPD. The results indicate that not only did the experimental group engage in interactive and contextual learning but also outshine the control group in all assessment.

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Ideational metafunction and the Persian language: A systematic review

Over the past few decades, following Halliday's endeavor to describe the English language pragmatically through the paradigms of Systemic Functional Linguistics (SFL), attempts have also been made to look into some of the other world languages accordingly (e.g., French by Caffarel, 2006; Spanish by Lavid et al, 2010; Chinese by Li, 2010; and Japanese by Teruya, 2006).

For more than two decades, Iranian scholars in linguistics, likewise, have shown keenness to delve into the Persian language through applying the metafunctions of Systemic Functional theory. This presentation is a part of a larger research project supported by Tehran University of Medical Sciences. The project generally aims to systematically review the studies having tried to explore different aspects of Persian by means of SFL theory. In this presentation, the studies conducted in Iran having scrutinized the ideational metafunction of various registers of the Persian language,

will be reviewed systematically. The purpose is three-fold: 1) to appraise the relevant existing knowledge about the subject matter; 2) to find out the dimensions of the knowledge; and, 3) to pinpoint the gaps.

Following the above-mentioned purpose, the related MA theses, PhD dissertations, and research articles conducted in Iran between 1991 and 2013 will be selected in terms of predetermined inclusion and exclusion criteria which partly constitute the appraisal tool of the study as well. The findings of the approved studies will undergo the systematic review and will ultimately develop into new findings which will represent how the Persian language, in general, and/or registers of Persian, in particular, has been described in terms of ideational metafunction.

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Using 'Reading to Learn, Learning to Write' pedagogy to teach discussion genre to second language Chinese learners in Hong Kong

This paper aims at exploring the effectiveness of 'Reading to Learn, Learning to Write' pedagogy to teach discussion genre to second language Chinese learner in Hong Kong. After the re-union to China in 1997, for the ethnic minority students who live in Hong Kong for generations, especially those with the South Asian origins (i.e. India, Pakistan, Nepal, the Philippines, etc), learning Chinese as a second language becomes more and more important. However, the standard of Chinese of those students is always low and there never exists an effective pedagogy to enhance their Chinese writing skills. Based on Systemic Functional Linguistics (Halliday, 1994), Genre theory (Martin, 1999) and Reading to Learn methodology, a research team lead by the presenter (Shum, 2010) previously identified major genres in Hong Kong school curriculum and their characteristic linguistic features that students are expected to master. Based on the above research finding, the research team conducted 'Reading to Learn, Learning to Write" pedagogy to teach discussion genre in Chinese to a class of non-Chinese speaking students of South Asian origins. This paper reports the teaching strategies and the learning outcomes of 'Reading to Learn' pedagogy by classroom observation, interviews and text analysis of students' works. Judging from the results, the students showed great improvements in their posttest written works. The findings provide important implications for the improvement of teaching of Chinese as a second language in Hong Kong and beyond.

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