A Map of Language and Visual Features

|  |  |
| --- | --- |
|  | Teaching Language in Context  Third Edition  Beverly Derewianka and Pauline Jones  Material prepared by Pauline Jones, based on content from *Teaching Language in Context,* third edition |
| COPYRIGHT NOTICE  This instructor’s resource manual is copyright Oxford University Press 2023. It is intended for use only by lecturers prescribing *Teaching Language in Context,* third edition, in their courses and should not be distributed or copied for any other purpose or for use with any other text. | |

CONTENTS

[GENRE 3](#_Toc112070638)

[REGISTER 4](#_Toc112070639)

[Field (subject matter/topic/‘what’s going on?’) 4](#_Toc112070640)

[Tenor (roles and relationships/‘who’s involved?’) 5](#_Toc112070641)

[Mode (channel of communication / ‘organising coherent texts’) 6](#_Toc112070642)

[IMAGES 7](#_Toc112070643)

[Representation (representing an event or idea through images) 7](#_Toc112070644)

[Interaction (creating relationships between image and viewer and between participants in an image) 7](#_Toc112070645)

[Composition (organising the elements of an image and organising relations between images and surrounding language) 8](#_Toc112070646)

GENRE

How genres enable us to achieve our social purposes

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Chapter 3  Procedures | Chapter 4  Stories | Chapter 5  Recounts | Chapter 6  Responses | Chapter 7  Information reports | Chapter 8  Explanations | Chapter 9  Arguments | Chapter 10  Inquiry | Chapter 11  Poetry |
| **Purpose** | | | | | | | | |
| To tell someone how to do something | To explore the human condition through entertainment | To tell what happened | To analyse, interpret and evaluate a text | To observe and describe a general class of things | To explain how or why, including reasons and consequences | To argue a case or to discuss an issue | To investigate, create and evaluate | To fulfill a range of purposes (e.g. to narrate, to recount, to reflect, to persuade), usually characterised by distinctive uses of spoken and written language |
| **Examples** | | | | | | | | |
| Simple procedures | Narrative  Anecdote  Fable  Creative response | Personal recount  Autobiography  Empathetic autobiography  Memoir  Biography  Historical recount  Historical account  Literary recount | Personal response  Review  Analysis  Interpretation  Critical response | Descriptive  Classifying  Compositional  Contrastive  Historical | Sequential  Cyclical  Causal  System  Factorial  Consequential | Hortatory exposition  Analytical exposition  Discussion | Macrogenres  Fair tests  Lab reports  Design portfolios  Investigation reports  Problem-solution reports | Rhyme  Description  Recount  Challenge  Call to action  Multimodal Poetry |

REGISTER

• how a combination of field, tenor, and mode create a particular register

• the relationship between the register and our language choices in any particular situation

Field (subject matter/topic/‘what’s going on?’)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Function | Using language to represent an event or idea (Ideational function) | | | | | |
| Form | A clause | | | | | |
| Function | **Process**  to represent doings, happenings and states of being/having  • action  • sensing (thinking, feeling, perceiving)  • saying  • relating (being and having) | **Chapters**  2, 4, 5, 7, 10 | **Participant**  to represent the participants in a process  • human and non-human  • concrete and abstract  • specific and generalised | **Chapters**  2, 4, 5, 7, 10 | **Circumstance**  to represent the details surrounding a process  • where?  • when?  • how?  • why?  • etc. | **Chapters**  2, 4, 5, 7, 10 |
| These functions are typically expressed by the following grammatical choices … | | | | | | |
| Resources | • verb groups (action verbs, sensing verbs, saying verbs, relating verbs)  • nominalisations  • tense/aspect | **Chapters**  2, 4, 5, 7, 10 | noun groups  pronouns  adjectives/ adjective groups | **Chapters**  4, 5, 7, 10 | adverbials  • adverbs/ adverb groups  • prepositional phrases  • noun group (uncommon) | **Chapters**  4, 5, 8 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Function | Using language to make connections between events or ideas | | | | | |
| Form | Sentences (combinations of clauses) | | | | | |
| Function | to represent a single event/idea | **Chapters**  2, 7, 8, 10 | to connect two or more events/ideas of equal status | **Chapters**  2, 7, 8 | to connect two or more events/ideas of unequal status | **Chapters**  2, 8, 9 |
| These functions are typically expressed by the following grammatical choices … | | | | | | |
| Form | simple sentence (a single clause) | **Chapters**  3, 8, 10, 11 | compound sentence (two or more independent clauses typically joined by a coordinating conjunction) | **Chapters**  3, 5, 7, 8 | complex sentence (an independent clause typically joined to one or more dependent clauses using a subordinating conjunction) | **Chapters**  3, 8, 9 |
|  | Patterns of choices at the level of the text | | | | | |

Tenor (roles and relationships/‘who’s involved?’)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Function | Using language to interact with others (Interpersonal function) | | | | | | | |
| Form | Various interpersonal resources | | | | | | | |
| Function | to enable the exchange of information and goods/services, to negotiate interactions | **Chapter**  2 | **Attitude**  to express attitudes  • feelings (Affect)  • evaluation of qualities (Appreciation)  • judgment of human behavior (Judgment) | **Chapter**  2, 9, 10 | **Engagement**  to promote engagement  • with other points of view/perspectives  • with other possibilities  • with the audience | **Chapter**  2, 9, 10 | **Graduation**  • to strengthen or weaken commitment to a proposition  • to sharpen or blur the focus | **Chapter**  2. 9, 10 |
| These functions are typically expressed by the following linguistic choices … | | | | | | | | |
| Resources | • the Mood system  • speech functions (questions, statements, commands, offers)  • patterns of speech functions | **Chapters**  2, 9, 10 | • vocabulary items and expressions that express attitudes (attitudinal noun groups, verb groups, adjective groups, adverb groups)  • patterns of attitudinal resources across a text | **Chapters**  2, 6, 11 | • modality  • rhetorical devices  (e.g. rhetorical questions, ‘rule of three’)  • patterns of engagement across a text | **Chapters**  6, 9, 10 | • boosting or lowering the strength of nouns, verbs, adjectives or adverbs  •  using intensifying adverbs (very, extremely) | **Chapters**  6, 9, 10 |
|  | Appraisal | | | | | | | |

Mode (channel of communication / ‘organising coherent texts’)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Function | Using language to organise and structure texts | | | |
| Form | Cohesive devices | | | |
|  |  |  |  |  |
| Function | to create cohesion | **Chapters**  2, 5, 9 | to guide the reader through the text | **Chapters**  2, 8, 9 |
| These functions are typically expressed by the following linguistic choices … | | | | |
| Resources | • reference items  (e.g. pronouns)   * • substitution   • ellipsis  • text connectives  • vocabulary patterns across the text (lexical cohesion) | **Chapters**  2, 4, 5, 9, 10 | • Theme and Rheme  • Thematic patterns  • Text openers  • Paragraph openers  • Sentence openers | **Chapters**  2, 9, 10 |

IMAGES

* how images can be interpreted from a functional perspective
* how images can function to: represent ‘what’s going on’ (representation), foster interpersonal connections (interaction) and organise text (composition)

Representation (representing an event or idea through images)

|  |  |  |  |
| --- | --- | --- | --- |
| Chapter 4  Stories | Chapter 7  Information reports | Chapter 8  Explanations | Chapter 9  Arguments |
| Using images to build the field of narratives (e.g. characters and setting).   * representation in *Wind in the Willows* (representing participants, processes (including vectors), settings, shapes, symbols and colour. | Using images to build the field of descriptive texts   * in particular descriptions * in information reports (e.g. maps, diagrams, graphs) * representing processes, participants (e.g. concrete vs abstract; everyday vs technical; animate vs inanimate) and circumstances in images * building knowledge through both images and language working together | Using images to build the field of explanations   * abstract representations (e.g. flowcharts, systems) vs realistic images (photos, drawings) * arrows and vectors to indicate processes and direction * symbols, icons, numerals * infographics (e.g. combination of images, labels, captions, headings, sub-headings) | Persuading through choice of images representing certain processes, the participants in those processes, and any surrounding circumstances. |

Interaction (creating relationships between image and viewer and between participants in an image)

|  |  |  |
| --- | --- | --- |
| Chapter 4  Stories | Chapter 6  Responses | Chapter 9  Arguments |
| Interpersonal meanings in images:   * relationship between image and viewer in narratives * relationship between characters in the image * the role of colour * the degree of realism | Expressing attitudes:   * Affect (depicting various emotions; creating a relationship between image and viewer; use of colour, shape and line; framing the image) * Graduation (adjusting the strength of emotion in images) * Judgement (judging the behaviour of characters through image) * Graduation (adjusting the strength of judgement of characters through image) | How images can be used to persuade the viewer through:   * expressing emotion (Affect) * evaluating people’s behaviour (Judgement) * assessing qualities (Appreciation) * adjusting the strength of attitudes (Graduation) * engaging the viewer (gaze, social distance, alignment, tone, angle, credibility, modality) |

Composition (organising the elements of an image and organising relations between images and surrounding language)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Chapter 4  Stories | Chapter 5  Recounts | Chapter 7  Information reports | Chapter 8  Explanations | Chapter 9  Arguments | Chapter 10  Inquiry | Chapter 11  Poetry |
| Relationships between images and language (‘visual-verbal relationships’) in narratives | Using images to organise a series of events in recounts | Various graphic organisers to illustrate the organisation of different types of information reports | Various graphic organisers to illustrate the organisation of different types of explanations | How the composition of an image can affect its persuasive power | Various graphic organisers to illustrate the organisation of different types of inquiry genres   * How information is distributed and organised multimodally in inquiry reports (given-new, ideal-real, centre-margin, framing, salience) | How poetry employs various modes and media (spoken, written and visual; moving images; songs; shape poems; digital poetry) |