Teaching texts as genres in the second language classroom

CERCLL Workshop, Day 1
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Introductions

1. Name
2. Institutional affiliation & context
3. Instructional and administrative duties
4. Expectations and goals for workshop

Overview of workshop

➢ Day 1

- Why a text-based approach to L2 learning

- Genre and genre analysis

- Selecting and sequencing texts/genres

➢ Day 2

- Genre-based pedagogy

- Genre-based tasks and assessment

- Applications to own program

Historical developments in L2 education in the US

- Communicative turn (1970s)
  - Emphasis on meaningful oral communication as a response to previous approaches (e.g., audiolingualism; cognitive code)
- Proficiency movement (1980s)
  - Codification of learning outcomes
  - Inclusion of cultural competence as instructional goal
- Area studies (1980s – 2000s)
  - Interdisciplinarity
  - Deconstruction of literary canon
- Content-based instruction (1980s – 1990s)
  - Language for Specific Purposes (e.g., German for Engineering)
- Instructional technology (1980s – 2000s)
  - Diversification of instructional delivery
- National Standards (1990s)
  - Articulation of learning goals across levels
  - Recognition of contextual nature of language use
- Study abroad (1990s – 2000s)

The next challenge …

- ## Two-tiered departmental structure (MLA Report, 2007)
  - ### Assumptions about language acquisition
    - "language" vs. "content" courses
  - ### Instructional approach
    - Communicative approach vs. literary and cultural study
    - Orality vs. textuality
    - Bridge courses
  - ### Personnel configuration and background
    - Non-tenure track vs. tenure track

And a response …

"The development of a unified language-and-content curriculum across the four-year college sequence" (MLA Report, 2007, p. 3)

"Content from the beginning of language acquisition until the end of the undergraduate sequence" (Byrnes, 2002)

→ Linking the learning of language and content across the curriculum

What is curricular integration? What is curricular reform?

The development of an extended and articulated instructional sequence

- – With explicitly stated educational goals appropriate for a particular student population and institution
- – Aimed at integration of language development and meaning-making capacity on a systematic basis across the entire four years of the program

→Curriculum by design vs. by default (Byrnes, 1998)

Curricular integration of language and content: Got texts?

Systemic functional model of language: Language is not a system of forms to which meanings are attached, but "a system of meanings, accompanied by forms through which the meanings can be realized" (Halliday, 1994, p. xiv) → grammar as a resource for meaning making

Those meanings are realized most completely in texts → Language becomes meaningful in/as texts (texts = "*language that is doing some job in some context*" (Halliday & Hasan, 1989, p. 10))

Thus, if we want our learners to develop the ability to make meaning in an increasingly wider array of contexts (= foreign cultural literacy), they need exposure to and practice with texts.

Text-based => literacy-based

- Literacy
  - Active participation in social practices typical of various cultural settings, including those of the academy and the profession (e.g., Gee, 1998; The New London Group, 1996; Cope & Kalantzis, 2009)

- Foreign cultural literacy
  - Exploration of these practices and multicultural perspectives on them through engagement with authentic L2 texts that represent these academic and professional discourses → Multicultural competence and multiple literacies (e.g., Byrnes & Maxim, 2004; Kern, 2000; Swaffar & Arens, 2005)

The challenge of fostering literacy development

- Which texts
    - → genre
- Which texts when
    - → genre-based sequencing principles
- How to teach the texts
    - → genre-based pedagogy
- How to assess the texts
    - → genre-based assessment

Key terms

- curriculum
- curricular bifurcation
- curricular integration
- articulation
- literacy

Open discussion

Break

Thinking textually

- How to approach texts such that
    - The learning of language and content is integrated
    - The longitudinal nature of SLA is supported
    - Learners are exposed to cultural practices
    - Humanistic inquiry remains central

    → Genre!

Genre

- Definition
  - "staged, goal-oriented, purposeful activity in which speakers engage as members of our culture" (Martin 1984, p. 25)
- Characteristics
  - Culturally embedded, socially situated
  - Purposeful
  - Staged
  - Conventionalized
  - Linguistically realized
- Examples
  - Oral: eulogy, service transaction, joke, introduction of a plenary speaker, sermon
  - Written: newspaper editorial, job application letter, fairy tale, recipe, lease contract

Sample genres in your L2 curricula

Procedure for genre-based pedagogy

1. Instructor's own independent genre analysis
2. Instructor-guided, systematic, in-class engagement with genre
3. Student-generated (re)production of genre

Genre-based text analysis

Genre at the contextual level

- Communicative or social **purpose** for using language in a culture
- Purposeful language use within a particular **situation** determined by the variables
  - **Field** = topic or content, nature of activity
  - **Tenor** = the interactants and their social roles
  - **Mode** = the role language is playing in the interaction
- Field, tenor, mode in a situation = **Register**

Genre at the linguistic level

Context/Register	Lexicogrammar
Genre	Schematic stages/moves/episodes in texts
Field	Participants, Processes, Circumstances
Tenor	Mood, modality, attitudinal and evaluational lexicogrammar
Mode	Theme/rheme, coherence & cohesion, clause type

Genre analysis: Summary

- Deconstruction of context and text
  - Purpose, users (cultural context)
  - Schematic structure - stages & their communicative function
  - Register (situational context)
    - Field = topic or content, nature of activity
    - Tenor = the interactants and their social roles
    - Mode = the role language is playing in the interaction
  - Linguistic realization of communicative purpose

➔ *How* texts mean

"At the Brandenburg Gate in Berlin"

+

Worksheet

A. Communicative goals & their realization in generic "moves"

a. What are the communicative goals of the text?

b. Who wrote it? Who is the audience?

c. What are the stages/moves in the text that help realize the communicative goals? How would you divide the text? Why?

Orientation: Who, when, what, where?

In Berlin live Binny and Steffi, two girlfriends of mine. I know them from school. Together with my friend Conny and her mother, we drove there from Dresden. Binny and Steffi picked us up in Berlin. A day later, still more friends followed who had spent the night in Leipzig. They're from our dance troupe. We picked them up from the train station as well.

Record of events: What happened?

First, we were in the apartment and celebrated and had a party and ate raclette, too. Till half past 11. Then we took off to the apartment of friends of Binny and Steffi and from there climbed like cats up a ladder and onto the rooftop. There we stood – 300 meters as the crow flies from the Brandenburg Gate – high above Berlin, among the chimneys.

Around 1 o'clock, we came down again from the roof, then went to a club. That wasn't so great since the music was pretty bad and the people so strange. Then around 3 or 4 we were back at home.

On Friday, New Year's Day, we slept in, got out of the house finally around 4 o'clock, headed to Potsdam Square, took a look at the arcades there. In the evening to a Mexican restaurant on Oranienburger Street. And then afterwards, together with other friends of Binny and Sfeffi to a club. Stayed up the whole night. Then back home at 4 o'clock. Till 7 o'clock in the morning, we sat with the boys in the kitchen and drank coffee. Till they brought us to the train station at half past eight.

Reorientation: How did it end?

A great New Year's Eve! The best one I've ever had! Really awesome!

Context & structure

- **Purpose**:
  - Render sequence of events → personal *recount*
- **Stages** that achieve the purpose:
  - Orientation: Who, when, what, where?
  - Record of events: What happened?
  - Reorientation: How did it end and how does it relate to the beginning?

B. Field: Participants, Processes, Circumstances

- – Who are the Participants? Specific, generic or abstract?
- – What kind of processes are they involved in? Underline all the processes (verbs). What types are they? Are there any patterns?
- – What are the circumstances? Underline adverbs and prepositional phrases. What types appear most often?
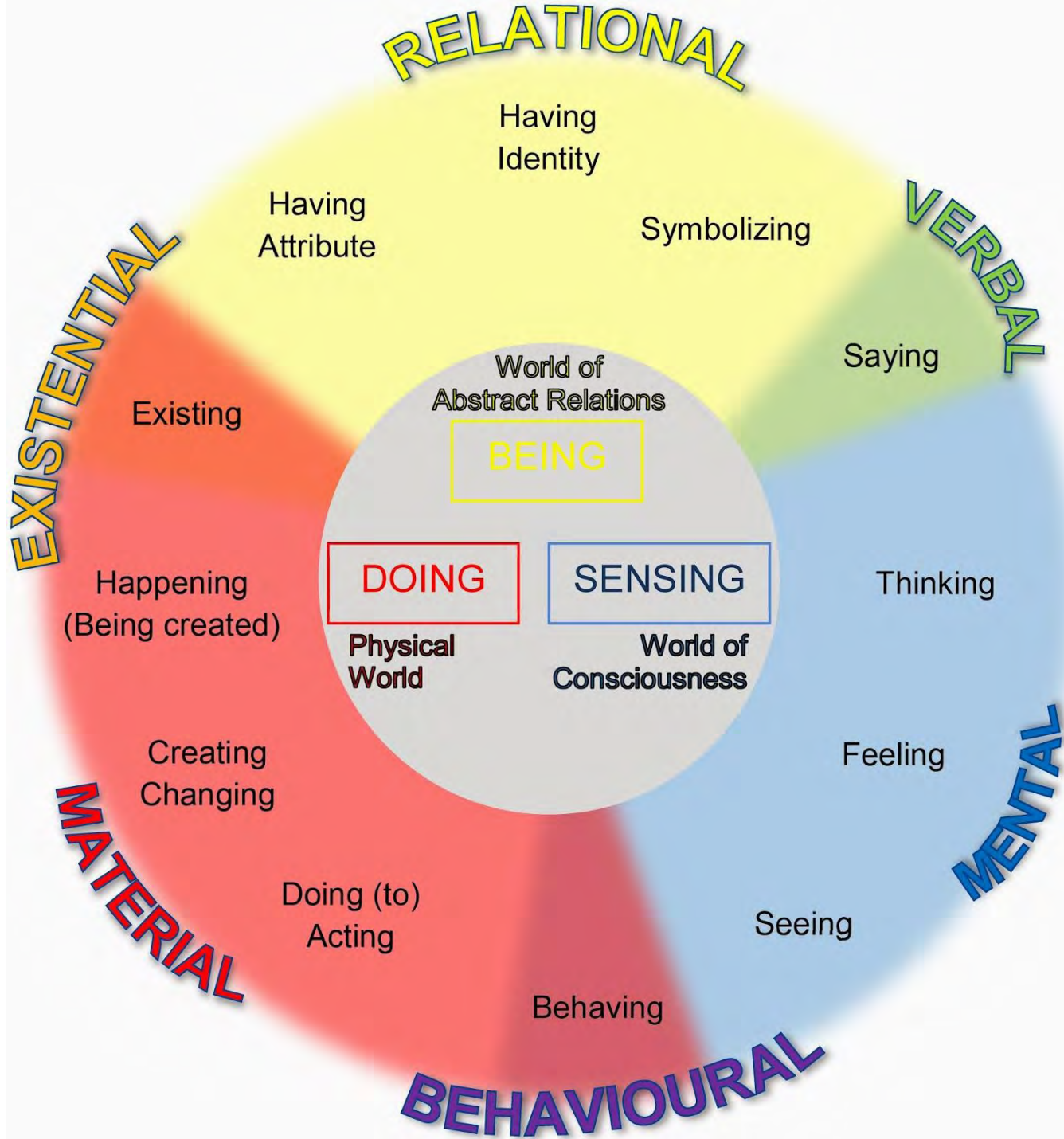
Concrete participants

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Material processes; relational processes
Temporal expressions

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C. Tenor: Relationship between participants

- How are participants referred to?

- What perspective(s) is (are) represented?

- Which mood is present (i.e., indicative, imperative, subjunctive, interrogative)?

- Is there an expression of attitude and emotion, judgment and appreciation? How are they linguistically realized?

<u>Evaluative language</u>

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D. Mode: Coherence and cohesion

- How is the text structured? What linguistic resources are used to make connections across textual stages and within them?
- What elements take the theme position (first position) in the clause?
- What is the clause structure? Simple clauses, complex clauses, complex nominal groups, nominalizations?

Concrete participants as Theme
Temporal expressions/circumstances as Theme

In Berlin live Binny and Steffi, two girlfriends of mine. I know them from school. Together with my friend Conny and her mother, we drove there from Dresden. Binny and Steffi picked us up in Berlin. A day later, still more friends followed who had spent the night in Leipzig. They're from our dance troupe. We picked them up from the train station as well.

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The language of a recount

Register	Linguistic features
Field: *Travel, celebration with friends*	• Relational processes in past tense to introduce participants, situations; • Material processes in past tense to describe events; • Temporal phrases • Concrete participants
Tenor: *Informal sharing of experiences*	• Evaluative language to characterize participants, situations
Mode: *Written*	• Thematization of time & participants

Relevance of genre analysis for an integrated language-content curriculum

- **Genre**→ helps situate texts in socio-historic contexts that we want to explore with our students

- **Stages**→ enable teachers to demonstrate how contextually motivated communicative purposes can be achieved in a gradual step-by-step manner through textual parts

- **Field/tenor/mode**→ allow instructors to demonstrate connections between content and aspects of social situation in which texts are produced and their realizations in language, i.e., in grammar and lexis.

- All above helps to answer: *What we want students to do, know, and say based on their interaction with the text*

Key terms

- genre
- generic moves - schematic structure
- field, - participants, processes, circumstances
- tenor – evaluational lexicogrammar
- mode – theme/rheme

Open discussion

Lunch

Text selection and sequencing

Which genres when?

Genre helps us understand how meaning is made through language in a particular cultural context but …

how do we know which genres to teach when?

Genre-based sequencing principles

– Topological classification of genres

- By context
  - Primary ☐ secondary discourses (Gee, 1998)
- By macro-genre
  - Narrative ☐ expository language (Martin, 2002)
- By linguistic realization
  - Congruent ☐ synoptic semiotic practices (Halliday, 1993)

Context: Primary-secondary discourse continuum

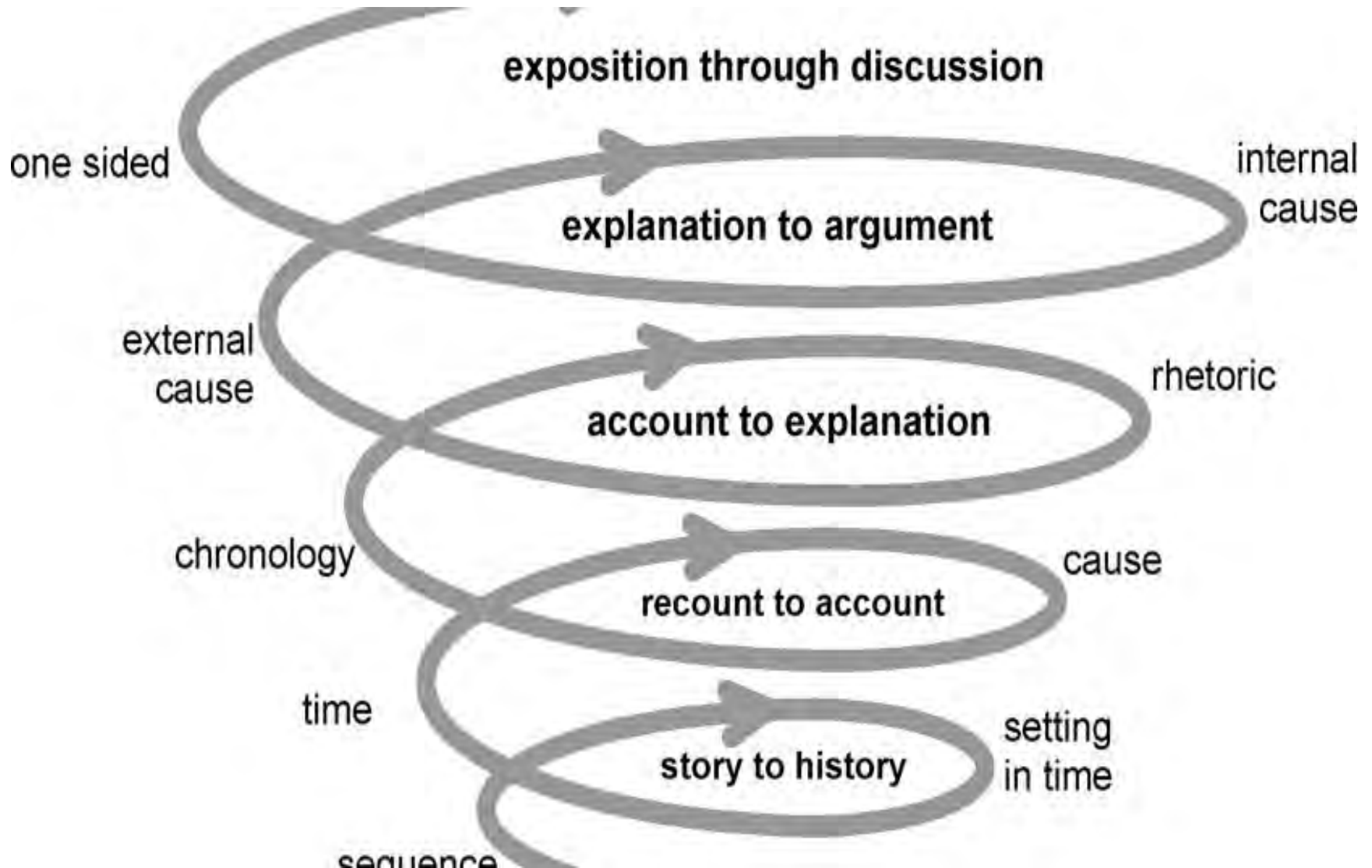| Primary discourses of familiarity	←→	Secondary discourses of public life
Involve "society of intimates"; personal forms of interaction	←→	Involve social institutions beyond family; public interaction & content
Concrete subject matter	←→	Abstract subject matter
Focus on process & verbal paradigm	←→	Focus on product & nominal paradigm
Familiar conversational partners	←→	More general/specialized audience
Literal meaning	←→	Figurative, metaphorical meaning
Coordination	←→	Subordination, relativization
Oral, dialogic	←→	Oral & written, monologic

Macro-genre: Genre-based trajectory of historical discourse

(Coffin, 2006)

1. "Recording genres": Recounting, reporting, and narrating chronological events (e.g., autobiographical recount, historical recount)

2. "Explaining genres": Presenting and explaining factors and consequences of non-chronological events (e.g., factorial explanation, consequential explanation)

3. "Arguing genres": Taking a stance and arguing an issue (e.g., exposition, discussion, challenge)

Progression in genres: Illustration
(Martin, 2009, p. 15)

exposition through discussion

one sided

internal cause

explanation to argument

external cause

rhetoric

account to explanation

chronology

cause

recount to account

time

setting in time

story to history

sequence

Trajectory in terms of field

Christie and Derewianka, 2008 (School Discourse, pp. 219-220)

6-8 years	adolescence: 9-12 years	13-15 years	16-18 years
Processes are realized in **simple verbal groups**. Participants are realized **in simple nominal groups** (may include embedded clauses). Circumstantial information is realized **in prepositional phrases, primarily of time and place**	Processes are **more varied, expressed in expanding verbal group structures**. Participants are realized **in much expanded nominal groups, involving both pre- and post-modification** of Headword. Circumstantial information is realized in a growing **range of prepositional phrases and some adverbs.**	**The full range of Process types** appears, and they are realized in a developing **variety of lexical verbs**, as lexis generally expands. Participants are realized **in dense nominal groups** involving **increasing abstractions and/or technicality**. Circumstances are often **abstract, realizing** a growing range of meanings.	**A full range of Process types** is present, including **often abstract material Processes, causative Processes and identifying Processes, used to interpret texts and/or human behavior** in English, historical events or movements in history, and phenomena of the natural world in science. Participants are realized **in dense nominal groups, creating abstractions of many kinds, and sometimes involving nominal groups in apposition**. Circumstantial information is expressed in **a full range of prepositional phrases, often containing extended nominal group structures, and**

Trajectory in terms of field

Christie and Derewianka, 2008

Early childhood: 6-8 years	Late childhood – early adolescence: 9-12 years	Mid-adolescence: 13-15 years	Late adolescence 16-18 years
Sentences may consist of **single clauses or combine clauses of equal status**. The commonest unequal or dependent clauses present are of time. Occasional **uses of dependent non-finite clauses of purpose**.	Equal clauses remain, but **an expanding range of dependent clauses appears** – reason, purpose, condition, concession, manner. **Non-finite instances appear** a little more often. Also **some clauses of projection.** An overall growing capacity for **grammatical intricacy in using and linking different clause types. Grammatical metaphor emerges as nominalization**	**Considerable range of clauses**, singular, equal and unequal in different combinations. Some loss of otherwise independent clauses because **grammatical metaphor** compresses them. Non-finite clauses are now quite frequent. Clause types and interdependencies differ, depending on field and genre. **Lexical and grammatical metaphors** are more common. Grammatical metaphor is use purposefully.	**A full range of clause types** is available, and clauses are deployed in strategic ways, sometimes using singular clauses for their effect, and sometimes using several interdependent clauses, displaying grammatical intricacy. However, texts at this stage are often not grammatically very intricate, as their complexity is created by **dense lexis and grammatical metaphor**, whose effect is to bury otherwise independent clauses and their relations. Overall, clause types are deployed in strategically skilled ways. There are **frequent uses of grammatical and lexical metaphor**

Grammatical metaphor

- A linguistic resource for condensing and restructuring information through grammatically non-congruent language
    - Processes: develop → development
    - Qualities: stable → stability
- Example (Byrnes, Maxim & Norris, 2010):
    - <u>Congruent language</u>: We hope that peace will soon be restored
    - <u>Non-congruent (synoptic) language</u>: Our hope for an early restoration of peace …

More examples of grammatical metaphor

- *During the preschool years, children are involved in **active learning** through **discovery** and **hands-on activities** which will encourage **language development**, **pre-math skills**, **creativity**, and **the development** **of positive self-esteem**.*

- ***Failure** **to reconfirm** will result in the **cancellation of** **your reservation***.

- ***Neglecting** **to treat** or **incorrect treatment** of a wooden product will result in **rapid** **deterioration***.

Functions of grammatical metaphor

- Conceptually: Abstraction

  – *This book offers a wonderful **description** of the atmosphere, food, and clothes of the 19th century Paris.*

- Interpersonally: Evaluation

  – *How often did you think that you want to know more about the classical literature of the past century? But <u>you are afraid</u> of thick novels that are written in an incomprehensible style? … If you, like me, have such **difficulties**, maybe I can share with you my experience about an excellent book, which will hopefully make you read it.*

- Textually: Condensation/Encapsulation

  – *In the course of his life he decides that he would like to be an artist, and a famous one. The consequences **of his decision** are difficult for his parents to accept.*

Trajectory in terms of tenor

Christie and Derewianka, 2008

Early childhood: 6-8 years	Late childhood – early adolescence: 9-12 years	Mid-adolescence: 13-15 years	Late adolescence 16-18 years
Tendency to use **first person**. Attitudinal expression (when present) mainly **simple Affect**, expressed in **adjectives**, occasionally with **adverbs of intensity**, and sometimes **simple Processes of affect.** Limited awareness of audience.	Tendency **to greater use of third person**. **Occasional use of modal verbs.** Attitudinal expression in adverbs, as well as adjectives, and a **greater range of adverbs o intensity.** Attitudinal expression is more evident than in earlier years, though not in science. In English and history, a more marked awareness of audience and some recognition of personal voice and engaging with others.	**A more regular use of third person**; first person is retained for some fields and genres. **Modal adverbs and verbs are used selectively**; depending on field and genre. An **extensive range of lexis to express attitude** is also available, also used selectively, as attitude has not great role in science. In history and English, a greater engagement with audience and some awareness of differing perspectives.	There is a **confident use of first or third person** (depending on field and genre); **a broad range of lexis is potentially available to express attitude.** **Modality is used judiciously**, depending on field. Attitudinal and experiential values are often 'fused' in English and history. Science is attitudinally restrained. Dialogic engagement with a wider discourse community is evident, especially in English and history.

Interpersonal distance

--*Did your kids used to cry a lot?*

--*Yeah*

--*Well, what **did** you do?*

vs

*A baby who won't stop crying can drive anyone to despair. **You** feed him, **you** change him, **you** nurse him, …but the moment **you** put him down he starts to howl. **Why?..** Although **you** might be at your wit's end, **remember** that crying is communication with **you**, his parents.*

vs

*Counseling about normal crying **may** relieve guilt and diminish concerns.*

(Eggins 2004)

Trajectory in terms of mode

Christie and Derewianka, 2008

Simple repetitive topical Themes, which are often realized in first person pronoun. Sometimes **uncertain use of Reference** to build internal links.	Developing use of Given and New Information to create **topical Theme choices; marked Themes are expressed in Circumstances or dependent clauses,** some of which are enclosed dependent clauses. Better control of Reference.	Good control of Given and New Information to create topical Theme choices; **greater use of dependent clauses in marked Theme position**, some enclosed; **growing capacity to create macro Themes and hyper Themes** to direct overall organization of texts as they become longer.	**Good control of thematic development: frequent use of marked Theme choices to signal new phases in texts**; good capacity in developing and sustaining overall textual organization, **using macro Themes and hyper Themes**

Implications for learning language and content

- Language learning is learning through contextually based instances that represent instance types or genres and lead to gradual approximation towards the language system's meaning potential that can, however, never be fully reached.

- One can never 'know' the language but only be able to use it in certain situations: the greater the range of those situations the more this 'know' entails.

- This approach legitimizes the teaching of instances of genres as texts and the choice of genre as a curricular building block
  - "Exposure to an increasingly greater number of instances as texts affords exploration of both, the meaning-making language resources that constitute some parts of the language system, as well as the system of situational contexts that constitute a foreign culture" (Matthiessen, 2006).

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Mapping content along genre-based continuum

Identify content areas whose primary textual representations exemplify the discursive focus targeted for a specific level

Level	Discursive focus	Content focus	Sample genres
1	Recording, recreating, recounting, narrating	Exploration of self-identity through societal roles & group affiliations	Recount, narrative
2	Recounting, narrating, accounting	Examination of societal factors affecting coming of age	Fairy tale, personal narrative
3	Summarizing, expounding, explaining	Explication of portrayals of love & hate through the ages	Characterization, comparison, appeal, plot summary
4	Arguing, contextualizing, discussing, analyzing	Literary and non-literary expositions on cultural issues	Editorial, interview, debate, literary analysis

Mapping "Berlin" across curricular levels

- First year:
  - Immediate environment (e.g., daily routines; social engagements; free-time activities; family events)

- Second year:
  - Contemporary personal stories (e.g., East-West; Majority-Minority; Male-Female; Young-Old; Left-Right)

- Third year:
  - Publicly framed personal narratives (e.g., Diaries from 1920s, 1930s, 1945; literary and non-literary accounts from divided Berlin, unified Berlin, "ostalgic" Berlin, Turkish Berlin)

- Fourth year:
  - Public debates (e.g., literary and non-literary expositions on political, economic, cultural, and societal issues)

Key terms

- primary discourses
- secondary discourses
- macro-genre – recording, explaining, arguing
- grammatical metaphor (congruent vs. synoptic language)

Sequencing sample texts:

"Foraging Outing" &
"Post-war Years in Germany"

+

Worksheet

Sequencing criteria

A. Communicative goals & their realization in generic "moves"
B. Field: Participants, Processes, Circumstances
C. Tenor: Relationship between participants
D. Mode: Coherence and cohesion

Purpose, context, moves

	"Foraging"	"Postwar years"
Purpose	To narrate history	To explain history
Author	Non-expert	Historian / expert
Audience	Peer-to-peer	Western readership / Expert-to-non-expert
Moves	Orientation; Record of events; Reorientation	Account sequence; Deduction

Comparison of field, tenor, mode in both texts

	"Foraging"	"Postwar years"
Participants	Concrete	generic and abstract; events construed as active participants that act causatively
Processes	Material processes connected chronologically; relational processes indicating conditions	Material processes indicating causation; relational processes introducing evaluation
Circumstances	Adverbs of time that denote 'personal time'	Adverbs of time and location that denote historically significant dates and places
Tenor	Emotional response to events through attitudinal lexis	Evaluation of difficult conditions and socio-political tensions
Mode	People as well as temporal and spatial elements thematized	Events, causative links, participants, and temporal elements thematized

Issues with text selection

Break

Text selection within one thematic unit

Issues to consider

1. Which curricular level?

2. Which discursive focus?

3. Which content area / thematic focus to exemplify that discourse textually?

4. Which prototypical textual genres within this content area?

5. Which predominant language features of targeted genres to emphasize in instruction?

Analysis of own curriculum

- Integration of language and content

- Sequencing of content

- Selection and sequencing criteria

- Targeted textual properties

- Correspondence between textual focus and linguistic emphasis

Discussion

Looking ahead:
Genre-based pedagogy

1. Instructor's own independent genre analysis
2. Instructor-guided, systematic, in-class engagement with genre
3. Student-generated (re)production of genre

Relevance of genre analysis for an integrated language-content pedagogy

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- All above helps to answer: *What we want students to do, know, and say based on their interaction with the text*

Homework

- Genre analysis of two texts:
  - "For our country"
  - Excerpt from *Mr. Summer's Story*

Thank you

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http://hiramhmaxim2.com

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