

Supporting Scholarly Writing: Strategies from Systemic Functional Linguistics (SFL)

Alfredo Ferreira, Lecturer,
Academic English Program
UBC Vantage College
June 13, 2017, 1-3pm

Workshop from

UBC WAC+



Workshop Aims

- Introduce the Vantage College Academic English Program
- Introduce essentials of Systemic Functional Linguistics
 - content-based language learning
 - pedagogical models
- Workshop essentials of SFL in context of instructional dialogue with writing student
- Workshop sample materials from the VC AEP, focusing on two aspects of writing, as:
 - interpersonal practice in scholarship
 - intrapersonal practice for understanding learning



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Vantage College

BEGIN A UBC DEGREE IN VANTAGE ONE

Vantage One



Year 1

BA, BAsc, BMgt or
BSc Program



Year 2 to graduation

Graduation



Vantage One, an innovative first year undergraduate program for international students, is the only content and language integrated program of its kind at a top-tier university in Canada. After successfully completing one year of academic courses combined with intensive academic English preparation, students are able to transition into the second year of their chosen degree program.



Vantage One presently offers four streams of study including **Arts, Management, Science** and **Applied Science-Engineering**.

Bachelor of **Applied Science** in Engineering

Coursework includes Foundational Engineering Skills, Chemistry, Math, and Physics. Complete a BAsc at the UBC Okanagan or Vancouver campus.



Bachelor of **Arts**

Global Citizenship: Coursework in Geography, Political Science, Psychology, Research and Writing. Complete a BA at the UBC Vancouver campus.



Bachelor of **Science**

Coursework in Math, Physics, and Chemistry, with the choice to select either a Computational or Physical Sciences elective. Complete a BSc at the UBC Vancouver campus.



Bachelor of **Management**

Coursework prepares students for studies in Marketing, Finance, and Business. Complete a BMgt at the UBC Okanagan campus.



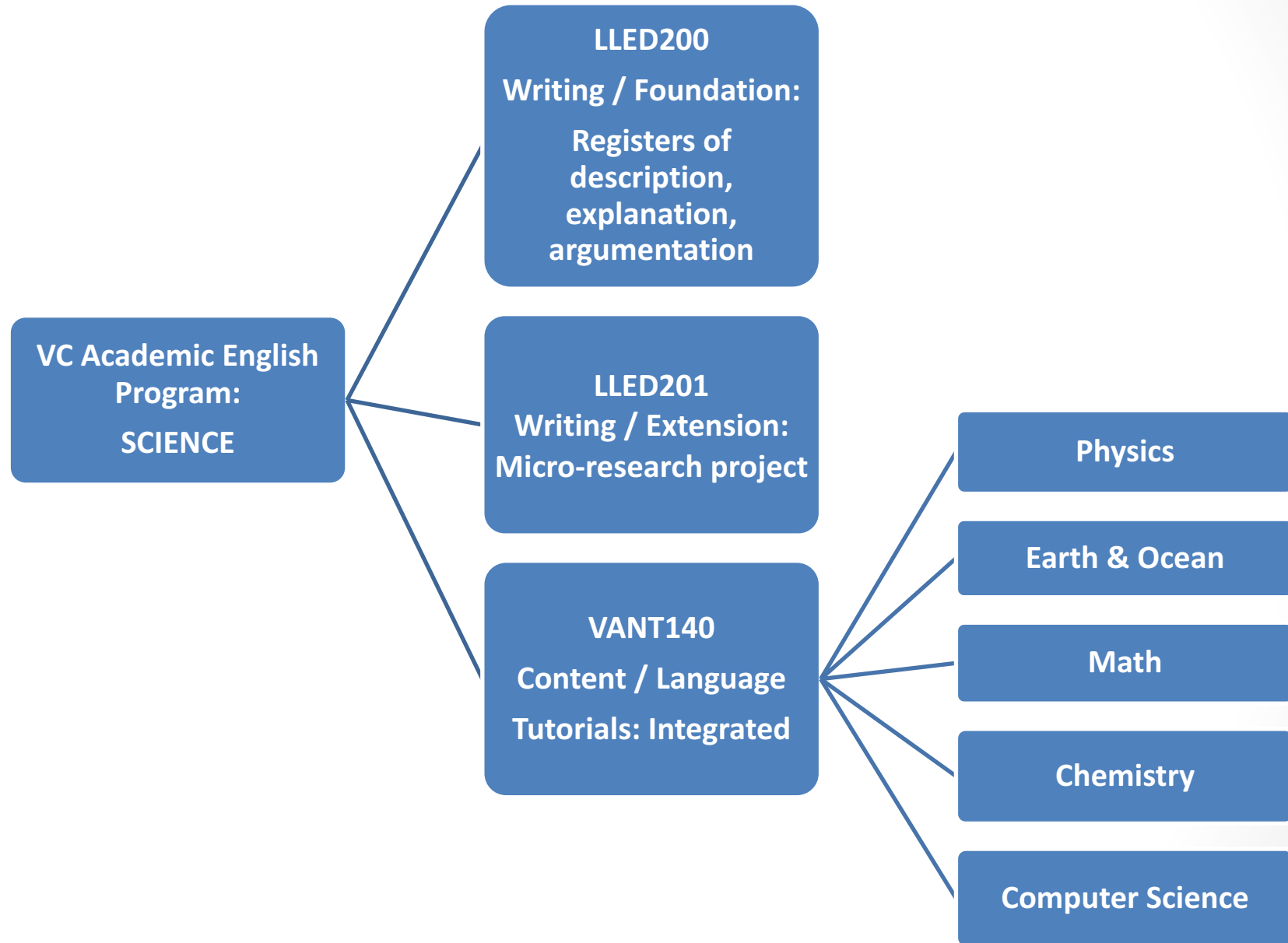
LEARN MORE

t. 604.827.0337

| e. info@vantagecollege.ubc.ca

| www.vantagecollege.ubc.ca

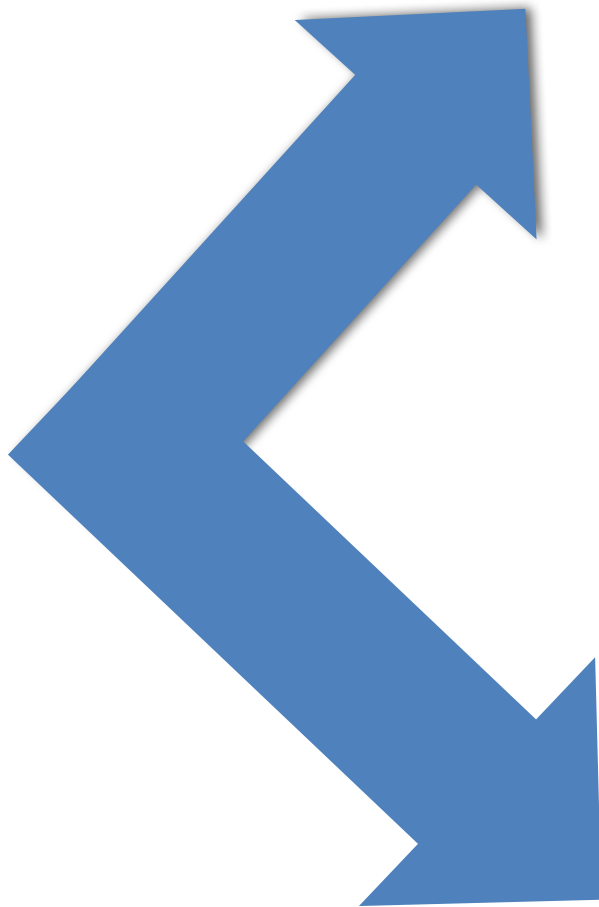
Vantage College AEP SCIENCE stream



UBC Vantage One Program

- Credit-bearing, first-year program for academically well-prepared international students (24 countries represented)
- Students' English language proficiency is marginally below requirements for direct entry into UBC.
- The 3-term program, offered in Arts, Management, Science ,and Applied Science
- A regular load of content courses with a credit-bearing EAP component:
 - foundational academic writing course
 - adjunct EAP courses for content courses promoting more specialized literacies
- Pedagogical innovation in mandate; e.g., blended learning; knowledge construction as critically-engaged disciplinary practice

Conventional Views of Content-Language Links



Academic Content

The *representation* of specialized knowledge with vague links to the *practice* of negotiating knowledge creation

Language

Variably undertheorized as decontextualized grammar *rules*, communicative *gambits*, *vocabulary* lists, *skills*, and/or a neutral *tool* whose power lies merely in its potentially persuasive *effects*.

Systemic Functional Linguistics

Language: a resource for making meaning that varies with social and cultural context

Language is modelled as *dynamic system of meaning potentials*. The potential of language is instantiated and changed through use in society: social systems (institutions, language, mind) evolve from social practice

Text is the key analytic unit; i.e., an instance of language in context.

Integrating Content and Language Learning in SFL-informed Instruction:

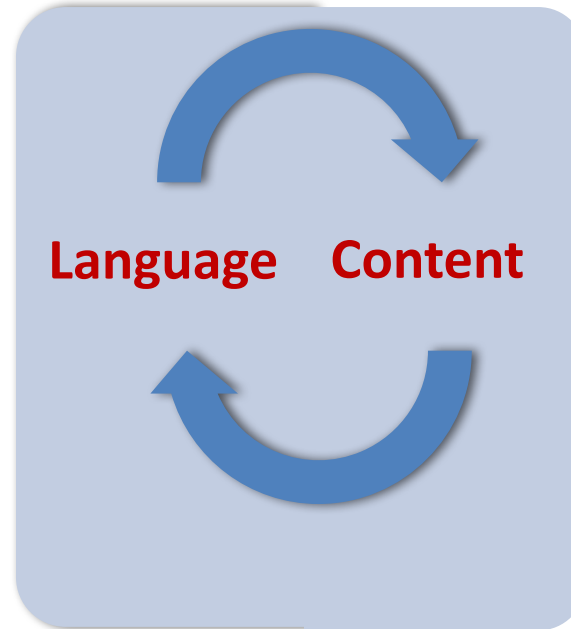
How do scholars...

1. know?

2. reason?

**3. relate to their claims
and to each other?**

4. organize the message?



Through social processes, language has evolved distinct yet complimentary functional grammatical systems for

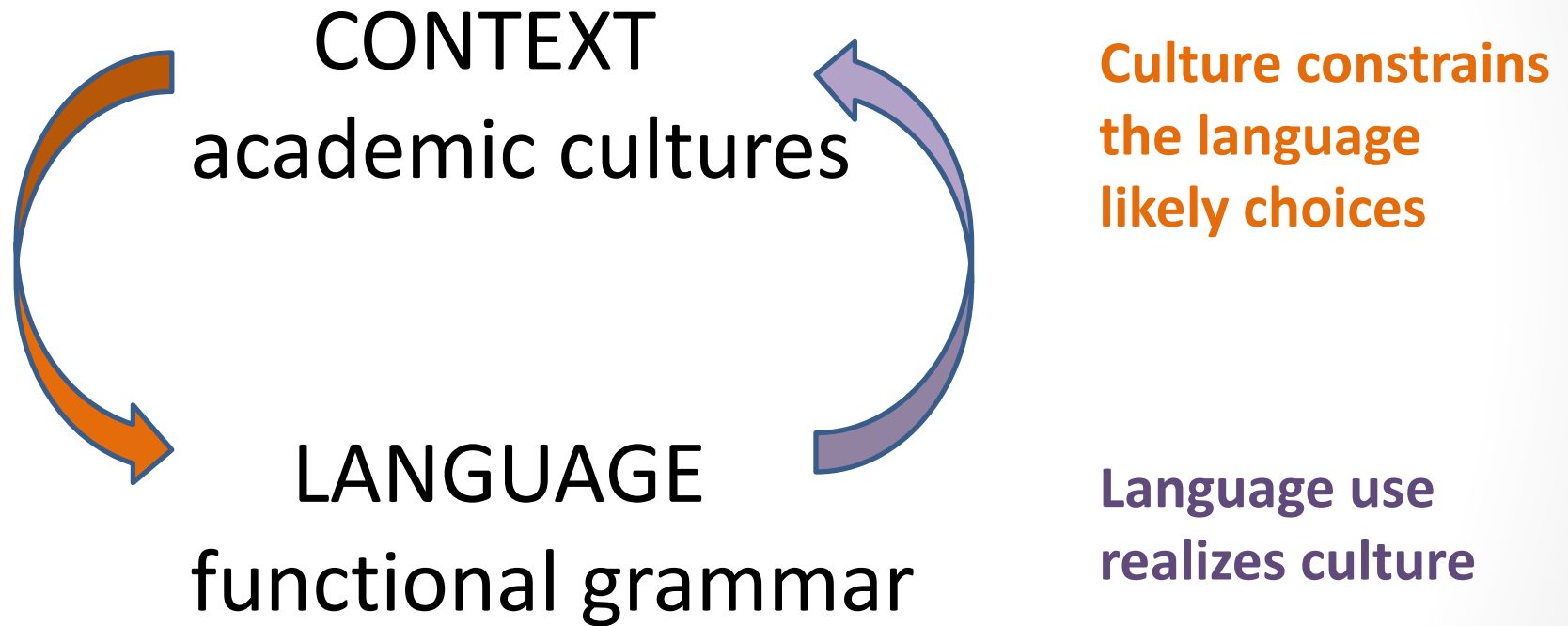
**1. representing processes,
participants, and circumstances**

2. linking claims logically

**3. positioning social subjects in
relation to knowledge and each
other**

**4. ordering information in texts to
facilitate its interpretation**

SFL is a stratified theory of language
semantics/meaning and lexicogrammar are in a
realizational relation, i.e., wording realizes context



Language acts (semiotic acts) are unique *and* socioculturally shaped

Since semiotic acts realize some cultural practice performed jointly by individuals in contexts that are specific to their own living of life – their own social positioning – it follows that every semiotic act is simultaneously both socio-historically unique because it is an individual's act operative at a specific spatio-temporal location and also socio-historically recognizable because socially regulated and culturally positioned.

Hasan, R. (2001). Wherefore Context? The ontogenesis of meaning exchange. *Context in the System and Process of Language*. London: Equinox.

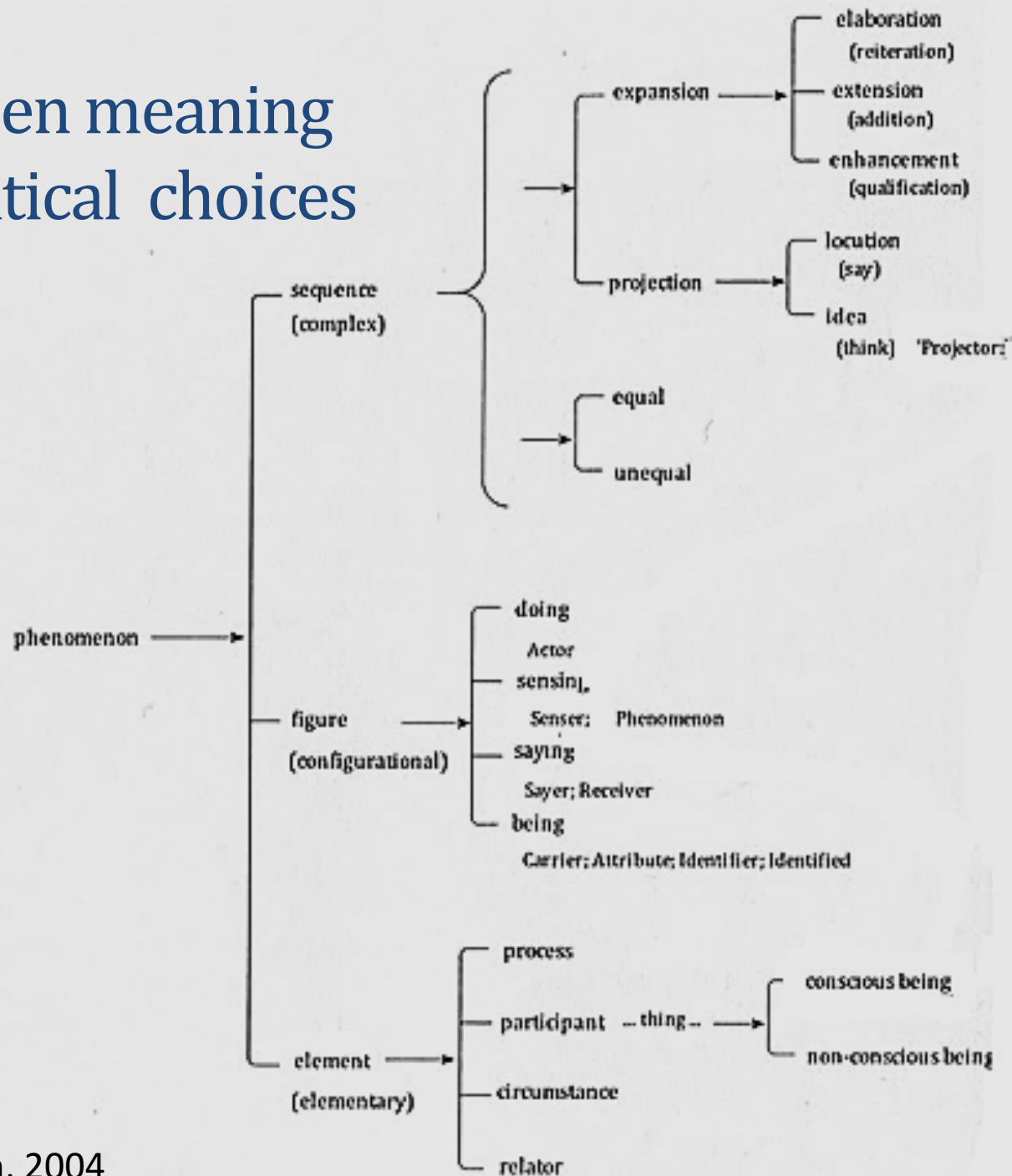
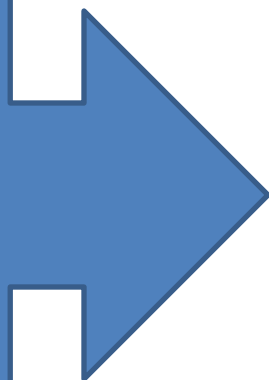
SFL as a basis for a Content & Language Integrated Syllabus:

MEANING	Academic cultures and situations: Disciplinary registers	What's going on with who or what? How are claims logically linked?
LANGUAGE	Lexicogrammatical choices in texts	IDEATIONAL Function: Lexicogrammatical systems e.g., transitivity; nominalization; logical expansion

Modelling the relation between meaning in context and lexicogrammatical choices

What's going on with who or what?
How are claims logically linked?

IDEATIONAL Function:
Lexicogrammatical systems
e.g., transitivity;
nominalization;
logical expansion



Language Learning: Learning to Mean

i.e., the social subject negotiates contexts in ways that are increasingly satisfying and agentive

Learn language

(i.e., expand potential to make meaning in context)

Learn through language

(i.e., learning knowledge and other social practices)

Learn about language

(i.e., learning to talk about relations between language and meaning)

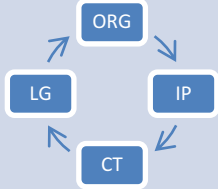
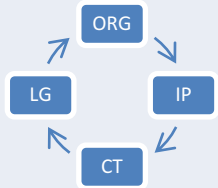
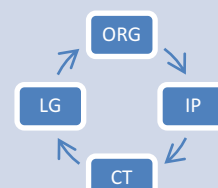
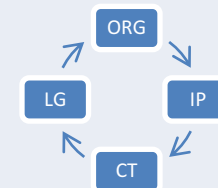
Scaffolding in SFL

Teaching in register-based approach builds expertise in

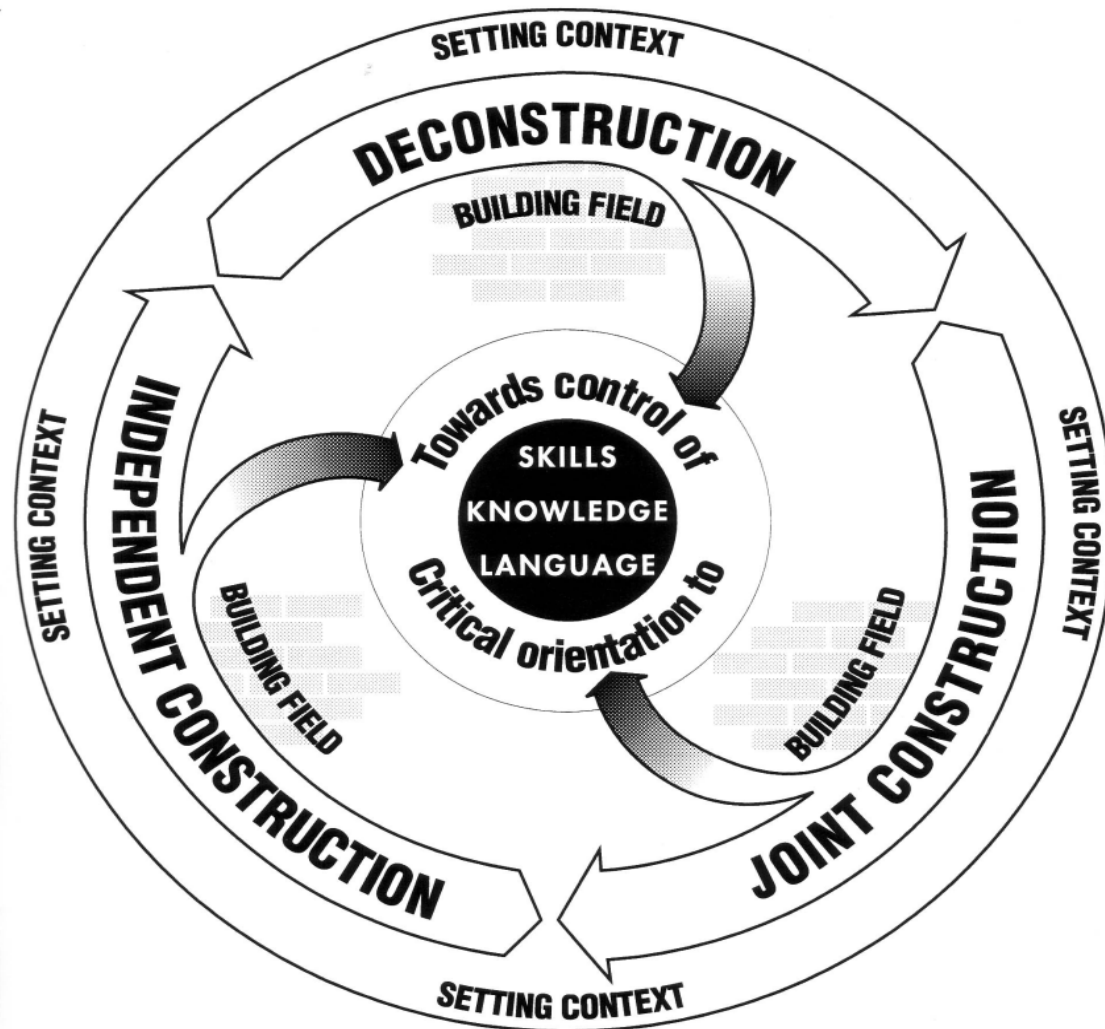
- identifying social situations by discerning what's going on, who's involved, and what semiotic modalities are in play
- using text structures to negotiate these situations as registers (i.e., the linguistic profile of a situation, its representation, social positioning, text organization); literacies as registers (Williams, 2010)
- recursive, spiral curricula

Functions of Written Registers: Distribution in VC AEP Syllabi

VC AEP Science Stream LLED200 (1 term)	
Weeks 2-4	Organization
5-7	Interpersonal Positioning
8-10	Content (Ideation)
11-12	Logical Relations

VC AEP Arts Stream LLED200 (2 terms)	
Term 1.1	
Term 1.2	
Term 2.1	
Term 2.2	

Sydney School Genre-Based Teaching-Learning Cycle



Scaffolding control of and critical orientation to texts:

Teaching progressively shifts the learners' attention from analysing examples or models of written texts in the Deconstruction stage to creating texts independently in the Independent Construction stage.

Multiliteracies Pedagogy

(New London Group, 1996)

- Situated Practice
- Explicit Instruction
- Critical Framing
- Transformed Practice

Recycle Pedagogy in Feedback, Formative Assessment:

- Explicit Instruction
- Transformed Practice
- Critical Framing
- Situated Practice

Formative Instructor Feedback: Markin'

Content

Markin: C:\Users\AF\Documents\A VANTAGE lled201\Discussions to Grade LLED201\..._DISCUSS.mrk.htm

File Edit View Marking Buttons Format Tools Statistics Options Help

Agr	Art	CmK	Cmp	CON	Crc	Def
Dnm	Exp	G~C	IcS	Int	Met	NgB
Ngp	NgT	NNb	Nom	Npm	Npt	Red
Rep	S/V	Shr	Ucl	VTe	Vtp	

Discussion

In this study, an online survey questionnaire investigation Redundant CONTENT Cut was applied Word choice to determine if a relevance exists between breakfast skipping frequency Noun group CONTENT 1 Top-heavy noun group in an average week and participation activeness attitude Noun group CONTENT Top-heavy noun group in LLED Same issue elsewhere class among first-year international students in science and applied science departments. A hypothesis will be made, in this section, Claim to knowledge CONTENT 3 to account for the finding Cut result that the students who skip the breakfast more than five times in an average week will somehow have a little bit effect on having more positive unclear/vague CONTENT Claim to knowledge CONTENT 4 participation attitude for LLED class.

Topic sentence ORGANIZATION 5Missing element/s The knowledge understanding for international students intellectual growth actively participate in LLED class than material understanding improvement and feeling proud unclear/vague CONTENT 6. This difference between intellectual growth and other two participation actively unclear/vague CONTENT 7 reasons. That is, students may first understand well the structure of academic writing 8. This reason difference leads to a difference in the morning brain reaction when they fully accept the knowledge and can show them out without sceptical attitude which means their brain react fast in means they are confidence with the question that they know the answer that related to the specific question or they can handle the

Social Positioning

Logic

Multi

Organiz'n

Aff	App	Atr	Boo	Cit	Egt	Eth
Eva	G~I	Heg	Het	Idm	Ina	IPS
Jdg	Mod	NgO	RpV	Yes		

Chp	Cmb	CMo	Cnj	Cns	Coh	Dig
GdT	LOG	Log	NmL	Pun	Ron	Tra
Wal						

~ ?	Cut	etc	Exn	Frg	G~P	Gd
Grm	HVe	Mis	PII	Pre	Pun	Reg
Spl	Var	VFo	Wch	Wdy	WFO	WOR

Chs	Cls	Cnj	Coh	Col	Flo	For
G~O	GFw	NmO	ORG	Par	Ref	ReL
T/Rh	ThP	TpS	Ttl	Uny		

Metalanguage in Transformed Practice: Student Autonomy

Content

Markin: C:\Users\AF\Documents\A VANTAGE Iled201\Discussions						
File Edit View Marking Buttons Format Tools Statistic						
Agr	Art	CmK	Cmp	CON	Crc	Def
Dnm	Exp	G~C	IcS	Int	Met	NgB
Ngp	NgT	NNb	Nom	Npm	Npt	Red
Rep	S/V	Shr	Ucl	VTe	Vtp	
Aff	App	Atr	Boo	Cit	Egt	Eth
Eva	G~I	Heg	Het	Idm	Ina	IPS
Jdg	Mod	Ngo	RpV	Yes		
Chp	Cmb	CMo	Cnj	Cns	Coh	Dig
GdT	LOG	Log	NmL	Pun	Ron	Tra
Wal						
~ ?	Cut	etc	Exn	Frg	G~P	Gd
Grm	HVe	Mis	PII	Pre	Pun	Reg
Spl	Var	VFo	Wch	Wdy	WFO	WOr
Chs	Cls	Cnj	Coh	Col	Flo	For
G~O	GFw	NmO	ORG	Par	Ref	ReL
T/Rh	ThP	TpS	Ttl	Uny		

Social
Positioning

Logic

Multi

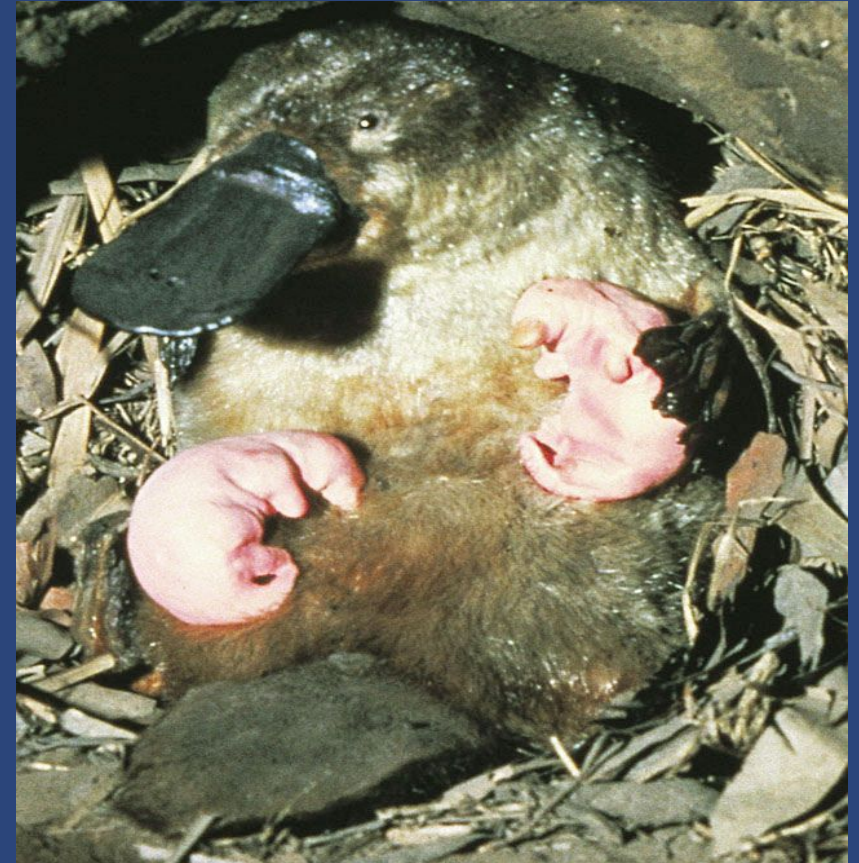
Organiz'n

Responding to a question about the students' "usual revising processes for the course writings", Yoshi wrote, "I am regretted that I focused too much on revising the parts the teacher commented on because there were still rooms for improving the problems of CONTENT and ORGANIZATION, which I failed to taking into account."

Ferreira, 2016

What is the main purpose of this text? How do you know?

Mammals are classified by the way they give birth. While marsupial and placental mammals have live young, another group of mammals, called *monotremes*, lays eggs. For example, the platypus is a monotreme. In the picture is Bertha, a platypus in rehabilitation. Bertha was rescued from a polluted river and rehabilitated. As shown in the picture, she is feeding two platypus babies that just hatched from their eggs.



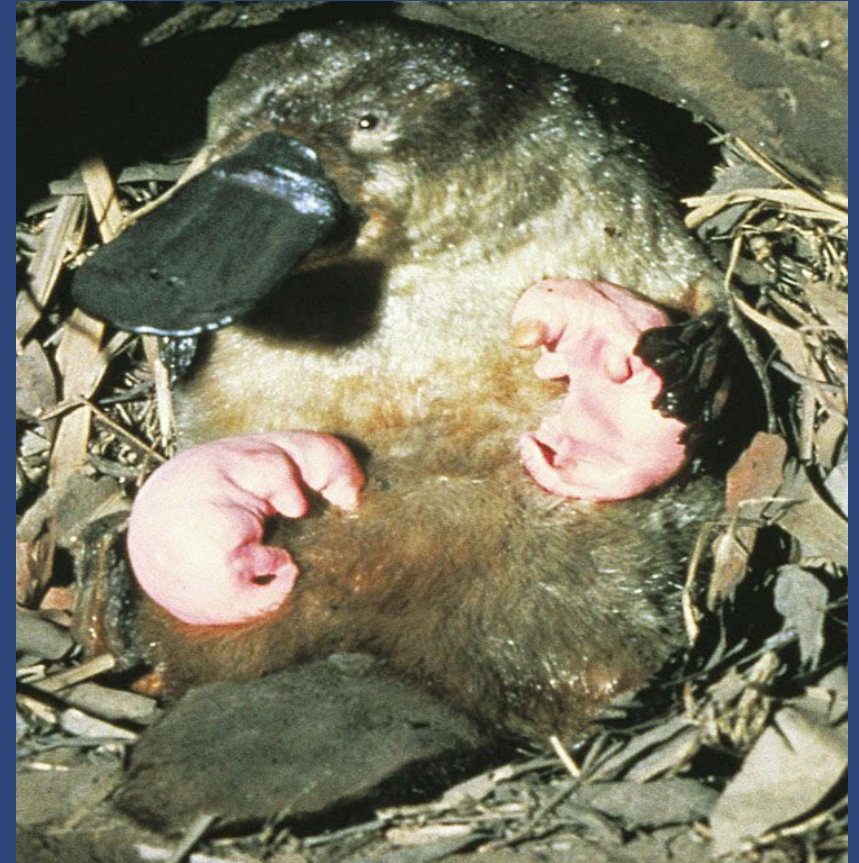
<http://imgur.com/gallery/Er0ix>

Adapted from
<http://www.sciencekids.co.nz/sciencefacts/animals/platypus.html>
<http://www.kidcyber.com.au/platypus/>



What sub-purposes emerge? Academic level of the text?

Mammals are classified by the way they give birth. While marsupial and placental mammals have live young, another group of mammals, called *monotremes*, lays eggs. For example, the platypus is a monotreme. In the picture is Bertha, a platypus in rehabilitation. Bertha was rescued from a polluted river and rehabilitated. As shown in the picture, she is feeding two platypus babies that just hatched from their eggs.



<http://imgur.com/gallery/Er0ix>



What is it about?

Mammals are classified by the way they give birth. While marsupial and placental mammals have live young, another group of mammals, called monotremes, lays eggs. For example, the platypus is a monotreme. In the picture is Bertha, a platypus in rehabilitation. Bertha was rescued from a polluted river and rehabilitated. As shown in the picture, she is feeding two platypus babies that just hatched from their eggs.

WHO or **WHAT** is involved?

Are the entities (nouns) (1) concrete things, (2) abstract ideas, and/or (3) technical terms?

What **VERBS** are involved?

Are the verbs about
(1) Material actions (She carries..)
(2) Mental actions (She thinks...)
(3) Verbal actions (She said...)
(4) Relations (She is... / She has...)

What CIRCUMSTANCES are involved?

(1) Where, (2) When, (3) How, and (4) Why do things happen?



Who are the interactants?

Mammals are classified by the way they give birth. While marsupial and placental mammals have live young, another group of mammals, called *montremes*, lays eggs. For example, the platypus is a montreme. In the picture is Bertha, a platypus in rehabilitation. Bertha was rescued from a polluted river and rehabilitated. As shown in the picture, she is feeding two platypus babies that just hatched from their eggs.

**Who are the writer
and the reader?**

Knower/ Not knower

Answerer/ Questioner

Demander/ Demandee

**Is one positioned in this
text as more socially
privileged than the other?**

Teacher / Student

Specialist / non-specialist

Administrator / Worker



How are ideas organized in sentences? In the paragraph?

Mammals are classified by the way they give birth. While marsupial and placental mammals have live young, another group of mammals, called *monotremes*, lays eggs. For example, the platypus is a monotreme. In the picture is Bertha, a platypus in rehabilitation. Bertha was rescued from a polluted river and rehabilitated. As shown in the picture, she is feeding two platypus babies that just hatched from their eggs.

- (1) What is the first entity – technically, the theme - in each sentence?
- (2) How do these theme choices combine to organize the paragraph?



How are ideas organized in sentences? In the paragraph?

Mammals are classified by the way they give birth. While **marsupial and placental mammals** have live young, **another group of mammals, called *montremes***, lays eggs. For example, **the platypus** is a montreme. In **the picture** is Bertha, a platypus in rehabilitation. **Bertha** was rescued from a polluted river and rehabilitated. As shown in **the picture**, she is feeding two platypus babies that just hatched from their eggs.

(1) What is the first entity – technically, the theme - in each clause (unit of subject + verb)?

(2) How do these theme choices combine to organize the paragraph?

(3) Do the theme choices express information that is expected to be known or new to the reader?

(4) Where is the new information in the clauses?



Workshop Task Set-up

- A 'map' of academic literacy support in writing
 - A context of f2f tutorial with writing student
1. How is the student mediating/ understanding the issue in their writing? i.e., what **entry point** for the pedagogical dialogue does the student's question suggest in terms of language function and scale of choice in language use?
 2. From this entry point, where could we productively **direct the discussion** to support a more fully contextualized, holistic understanding?

Mapping Academic Literacy Support (in Writing): A Matrix

Clause | Phrase | Word

Culture | Identity | Situation

A. Text Level The whole text	B. Section Level Text stages, sections & paragraphs	C. Clause and Word Levels Sentences, clauses, groups, phrases and words
<p>Content Function</p> <p>Representation</p> <hr/> <p>Logical relations</p>		

¹ Adapted by A. A. Ferreira from Humphrey, S., Martin, J. R., Dreyfus, S., & Mahboob, A. (2010). The 3×3: Setting up a linguistic toolkit for teaching academic writing. In A. Mahboob & N. Knight (Eds.), *Applicable linguistics* (185-199). London, UK: Continuum.

Original 3X3 framework available here: http://www.academia.edu/816239/The_3_3_Setting_Up_a_Linguistic_Toolkit_for_Teaching_Academic_Writing1

	A. Text Level The whole text	B. Section Level Text stages, sections & paragraphs	C. Clause and Word Levels Sentences, clauses, groups, phrases and words
<p>1. Content Function</p> <p>These questions focus on the functions of representing and logical relations; that is, on what's going on, with whom or what, and under what circumstances, and the logical connections between ideas. Writers focus on the content function in order to build well-reasoned valued knowledge of a discipline.</p>	<ul style="list-style-type: none"> • Do the beginning, middle, and end stages of the text build knowledge relevant to the topic and purpose? • Do logical relations set up between stages express the appropriate kinds of reasoning for this text (e.g., explanation, description, procedure, etc.)? 	<ul style="list-style-type: none"> • Does the information in the paragraphs progress from general to specific? • Is there an initial sentence to preview the ideas and orientations in this section for the reader? • Are ideas within each paragraph or section logically ordered (e.g., by time, cause, consequence, comparison, or a sensible mix of logics)? 	<ul style="list-style-type: none"> • Are concepts and other entities appropriately represented, using a sensible level of abstraction or generalization? • Are experiences (material, verbal, mental actions) and associated circumstances appropriately represented? • Are causal and other logical relations appropriately presented in verbs, nouns, and circumstances?

Student questions: We know the main function at stake in the question is CONTENT, but what scale of language use (A, B, or C) is **the student's entry point for mediating/understanding the issue?**

When does it become necessary to use the term "human biology" instead of simply "biology"?

I have to explain the factors in elastic collisions. What sensible options are available for logically ordering these factors across the assignment?

	A. Text Level The whole text	B. Section Level Text stages, sections & paragraphs	C. Clause and Word Levels Sentences, clauses, groups, phrases and words
<p>2. Interpersonal Function</p> <p>These questions focus on how writers position themselves in relation to their claims and to the reader. Writers work through interpersonal choices to convince readers of the writer's claims by fair and reliable means.</p>	<ul style="list-style-type: none"> • Does the text build the author's points and positions across its stages (e.g., amplifying or reinforcing)? • Does the writer demonstrate familiarity with disciplinary expectations? 	<ul style="list-style-type: none"> • In each stage of the text, does the writer direct the argument and the reader in a preferred direction? • Are a range of perspectives introduced? 	<ul style="list-style-type: none"> • Are claims appropriately weighed, with well-supported claims presented confidently, and more speculative claims hedged? • Does the writer position themselves effectively in relation to the reader? • Are key claims appropriately supported with citations? • Is the level of formality of the vocabulary appropriate?

Student question:

When I cite an author, is there a projecting process (aka reporting verb) that I can use to express my agreement with the author implicitly?

	A. Text Level The whole text	B. Section Level Text stages, sections & paragraphs	C. Clause and Word Levels Sentences, clauses, groups, phrases and words
<p>3. Organizational Function</p> <p>These questions focus on how writers organize the written message to facilitate its interpretation by readers. Often after the content and interpersonal functions are set, writers revise the information order considering what is background, known and new information <i>for the reader.</i></p>	<ul style="list-style-type: none"> • Does the title preview key ideas and orientations presented in the text? • Are headings and subheadings used to signal the organization of longer texts? • Are all in-text citations properly referenced at the end of the text? 	<ul style="list-style-type: none"> • Does the information flow well within paragraphs and text subsections? • Is there an initial sentence to preview the ideas and orientations in this section for the reader? • Are specific ideas easy to track in the text through cohesive resources, such as pronouns, repetition, synonyms? • Are changes in logic signalled using appropriate phrases? 	<ul style="list-style-type: none"> • Does the subject of each clause contain information that is known or expected to be known to the reader? • Is information that is new to the reader introduced at the end of sentences?

“What are the benefits of a two-part title?” A study of student questions

Mapping Academic Literacy Support (in Writing): A Matrix

	A. Text Level The whole text	B. Section Level Text stages, sections & paragraphs	C. Clause and Word Levels Sentences, clauses, groups, phrases and words
<p>1. Content Function</p> <p>These questions focus on the functions of representing and logical relations; that is, on what's going on, with whom or what, and under what circumstances, and the logical connections between ideas. Writers focus on the content function in order to build well-reasoned valued knowledge of a discipline.</p>	<ul style="list-style-type: none"> Do the beginning, middle, and end stages of the text build knowledge relevant to the topic and purpose? Do logical relations set up between stages express the appropriate kinds of reasoning for this text (e.g., explanation, description, procedure, etc.)? 	<ul style="list-style-type: none"> Does the information in the paragraphs progress from general to specific? Is there an initial sentence to preview the ideas and orientations in this section for the reader? Are ideas within each paragraph or section logically ordered (e.g., by time, cause, consequence, comparison, or a sensible mix of logics)? 	<ul style="list-style-type: none"> Are concepts and other entities appropriately represented, using a sensible level of abstraction or generalization? Are experiences (material, verbal, mental actions) and associated circumstances appropriately represented? Are causal and other logical relations appropriately presented in verbs, nouns, and circumstances?
<p>2. Interpersonal Function</p> <p>These questions focus on how writers position themselves in relation to their claims and to the reader. Writers work through interpersonal choices to convince readers of the writer's claims by fair and reliable means.</p>	<ul style="list-style-type: none"> Does the text build the author's points and positions across its stages (e.g., reinforce & amplify)? Does the writer demonstrate familiarity with disciplinary expectations? 	<ul style="list-style-type: none"> In each stage of the text, does the writer direct the argument and the reader in a preferred direction? Are a range of perspectives introduced? 	<ul style="list-style-type: none"> Are claims appropriately weighed, with well-supported claims presented confidently, and more speculative claims hedged? Does the writer position themselves effectively in relation to the reader? Are key claims appropriately supported with citations? Is the level of formality of the vocabulary appropriate?
<p>3. Organizational Function</p> <p>These questions focus on how writers organize the written message to facilitate its interpretation by readers. Often after the content and interpersonal functions are set, writers revise the information order considering what is background, known and new information <i>for the reader</i>.</p>	<ul style="list-style-type: none"> Does the title preview key ideas and orientations presented in the text? Are headings and subheadings used to signal the organization of longer texts? Are all in-text citations properly referenced at the end of the text? 	<ul style="list-style-type: none"> Does the information flow well within paragraphs and text subsections? Is there an initial sentence to preview the ideas and orientations in this section for the reader? Are specific ideas easy to track in the text through cohesive resources, such as pronouns, repetition, synonyms? Are changes in logic signalled using appropriate phrases? 	<ul style="list-style-type: none"> Does the subject of each clause contain information that is known or expected to be known to the reader? Is information that is new to the reader introduced at the end of sentences?

Identifying entry points and trajectories of literacy support

	A. Text Level The whole text	B. Section Level Text stages, sections & paragraphs	C. Clause and Word Levels Sentences, clauses, groups, phrases and words
<p>1. Content Function</p> <p>These questions focus on the functions of representing and logical relations; that is, on what's going on, with whom or what, and under what circumstances, and the logical connections between ideas. Writers focus on the content function in order to build well-reasoned valued knowledge of a discipline.</p>	<ul style="list-style-type: none"> Do the beginning, middle, and end stages of the text build knowledge relevant to the topic and purpose? Do logical relations set up between stages express the appropriate kinds of reasoning for this text (e.g., explanation, description, procedure, etc.)? 	<ul style="list-style-type: none"> Does the information in the paragraphs progress from general to specific? Is there an initial sentence to preview the ideas and orientations in this section for the reader? Are ideas within each paragraph or section logically ordered (e.g., by time, cause, consequence, comparison, or a sensible mix of logics)? 	<p>eg. entry point</p> <ul style="list-style-type: none"> Are concepts and other entities appropriately represented, using a sensible level of abstraction or generalization? Are experiences (material, verbal, mental actions) and associated circumstances appropriately represented? Are causal and other logical relations appropriately presented in verbs, nouns, and circumstances?
<p>2. Interpersonal Function</p> <p>These questions focus on how writers position themselves in relation to their claims and to the reader. Writers work through interpersonal choices to convince readers of the writer's claims by fair and reliable means.</p>	<ul style="list-style-type: none"> Does the text build the author's points and positions across its stages (e.g., reinforce & amplify)? Does the writer demonstrate familiarity with disciplinary expectations? 	<ul style="list-style-type: none"> In each stage of the text, does the writer direct the argument and the reader in a preferred direction? Are a range of perspectives introduced? 	<ul style="list-style-type: none"> Are claims appropriately weighed, with well-supported claims presented confidently, and more speculative claims hedged? Does the writer position themselves effectively in relation to the reader? Are key claims appropriately supported with citations? Is the level of formality of the vocabulary appropriate?
<p>3. Organizational Function</p> <p>These questions focus on how writers organize the written message to facilitate its interpretation by readers. Often after the content and interpersonal functions are set, writers revise the information order considering what is background, known and new information <i>for the reader</i>.</p>	<ul style="list-style-type: none"> Does the title preview key ideas and orientations presented in the text? Are headings and subheadings used to signal the organization of longer texts? Are all in-text citations properly referenced at the end of the text? 	<ul style="list-style-type: none"> Does the information flow well within paragraphs and text subsections? Is there an initial sentence to preview the ideas and orientations in this section for the reader? Are specific ideas easy to track in the text through cohesive resources, such as pronouns, repetition, synonyms? Are changes in logic signalled using appropriate phrases? 	<ul style="list-style-type: none"> Does the subject of each clause contain information that is known or expected to be known to the reader? Is information that is new to the reader introduced at the end of sentences?

Trajectories of support: Two directions

Connecting this entry point in this function to other levels of language use

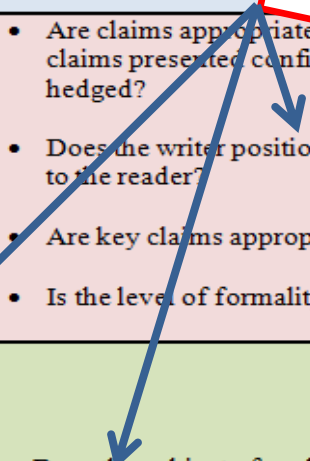
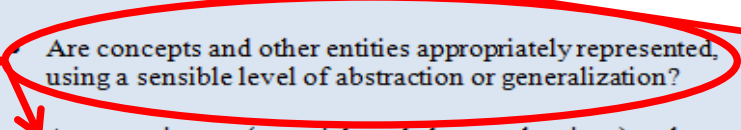
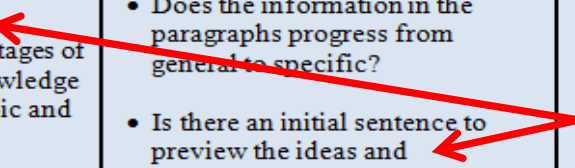
	A. Text Level The whole text	B. Section I Text stages, sections & paragraphs	C. Sentence Sentence structure
<p>1. Content Function</p> <p>These questions focus on the functions of representing and logical relations; that is, on what's going on, with whom or what, and under what circumstances, and the logical connections between ideas. Writers focus on the content function in order to build well-reasoned valued knowledge of a discipline.</p>	<ul style="list-style-type: none"> Do the beginning, middle, and end stages of the text build knowledge relevant to the topic and purpose? Do logical relations set up between stages express the appropriate kinds of reasoning for this text (e.g., explanation, description, procedure, etc.)? 	<ul style="list-style-type: none"> Does the information in the paragraphs progress from general to specific? Is there an initial sentence to preview the ideas and orientations in this section for the reader? Are ideas within each paragraph or section logically ordered (e.g., by time, cause, consequence, comparison, or a sensible mix of logics)? 	<ul style="list-style-type: none"> Are concepts and other entities appropriately represented, using a sensible level of abstraction or generalization? Are experiences (material, verbal, mental actions) and associated circumstances appropriately represented? Are causal and other logical relations appropriately presented in verbs, nouns, and circumstances?
<p>2. Interpersonal Function</p> <p>These questions focus on how writers position themselves in relation to their claims and to the reader. Writers work through interpersonal choices to convince readers of the writer's claims by fair and reliable means.</p>	<ul style="list-style-type: none"> Does the text build the author's points and positions across its stages (e.g., reinforce & amplify)? Does the writer demonstrate familiarity with disciplinary expectations? 	<ul style="list-style-type: none"> In each stage of the text, does the writer direct the argument and the reader in a preferred direction? Are a range of perspectives introduced? 	<ul style="list-style-type: none"> Are claims appropriately weighed, with well-supported claims presented confidently, and more speculative claims hedged? Does the writer position themselves effectively in relation to the reader? Are key claims appropriately supported with citations? Is the level of formality of the vocabulary appropriate?
<p>3. Organizational Function</p> <p>These questions focus on how writers organize the written message to facilitate its interpretation by readers. Often after the content and interpersonal functions are set, writers revise the information order considering what is background, known and new information <i>for the reader</i>.</p>	<ul style="list-style-type: none"> Does the title preview key ideas and orientations presented in the text? Are headings and subheadings used to signal the organization of longer texts? Are all in-text citations properly referenced at the end of the text? 	<ul style="list-style-type: none"> Does the information flow well within paragraphs and text subsections? Is there an initial sentence to preview the ideas and orientations in this section for the reader? Are specific ideas easy to track in the text through cohesive resources, such as pronouns, repetition, synonyms? Are changes in logic signalled using appropriate phrases? 	<ul style="list-style-type: none"> Does the subject of each clause contain information that is known or expected to be known to the reader? Is information that is new to the reader introduced at the end of sentences?

Trajectories of support: Two directions

	A. Text Level The whole text	B. Section I Text stages, sections & paragraphs	C. Clause The clause
<p>1. Content Function</p> <p>These questions focus on the functions of representing and logical relations; that is, on what's going on, with whom or what, and under what circumstances, and the logical connections between ideas. Writers focus on the content function in order to build well-reasoned valued knowledge of a discipline.</p>	<ul style="list-style-type: none"> Do the beginning, middle, and end stages of the text build knowledge relevant to the topic and purpose? Do logical relations set up between stages express the appropriate kinds of reasoning for this text (e.g., explanation, description, procedure, etc.)? 	<ul style="list-style-type: none"> Does the information in the paragraphs progress from general to specific? Is there an initial sentence to preview the ideas and orientations in this section for the reader? Are ideas within each paragraph or section logically ordered (e.g., by time, cause, consequence, comparison, or a sensible mix of logics)? 	<ul style="list-style-type: none"> Are concepts and other entities appropriately represented, using a sensible level of abstraction or generalization? Are experiences (material, verbal, mental actions) and associated circumstances appropriately represented? Are causal and other relations appropriately presented in verbs, nouns, and adjectives?
<p>2. Interpersonal Function</p> <p>These questions focus on how writers position themselves in relation to their claims and to the reader. Writers work through interpersonal choices to convince readers of the writer's claims by fair and reliable means.</p>	<ul style="list-style-type: none"> Does the text build the author's points and positions across its stages (e.g., reinforce & amplify)? Does the writer demonstrate familiarity with disciplinary expectations? 	<ul style="list-style-type: none"> In each stage of the text, does the writer direct the argument and the reader in a preferred direction? Are a range of perspectives introduced? 	<ul style="list-style-type: none"> Are claims appropriately weighed, claims presented confidently, and more hedged? Does the writer position themselves effectively in relation to the reader? Are key claims appropriately supported with citations? Is the level of formality of the vocabulary appropriate?
<p>3. Organizational Function</p> <p>These questions focus on how writers organize the written message to facilitate its interpretation by readers. Often after the content and interpersonal functions are set, writers revise the information order considering what is background, known and new information <i>for the reader</i>.</p>	<ul style="list-style-type: none"> Does the title preview key ideas and orientations presented in the text? Are headings and subheadings used to signal the organization of longer texts? Are all in-text citations properly referenced at the end of the text? 	<ul style="list-style-type: none"> Does the information flow well within paragraphs and text subsections? Is there an initial sentence to preview the ideas and orientations in this section for the reader? Are specific ideas easy to track in the text through cohesive resources, such as pronouns, repetition, synonyms? Are changes in logic signalled using appropriate phrases? 	<ul style="list-style-type: none"> Does the subject of each clause contain information that is known or expected to be known to the reader? Is information that is new to the reader introduced at the end of sentences?

Connecting this entry point in this function to other levels of language use

Connecting this entry point to parallel functions



TASK 1

Procedure:

Complete the matrix by identifying the 'entry point' indicated by the 10 student questions (cases) with the location on the map/matrix. From this entry point, where would you direct the student in/around the Matrix to better contextualize their understanding/practice?

- Working alone, locate the entry point in the matrix (i.e., by function & level) for the tutorial talk with the student. From this entry point, where would you take the discussion. If you're unsure, check your answer.
- Present your case(s) to a partner; discuss.
- Note Case # entry point (EP) and trajectory (TR) on your matrix
- Take a new case and repeat until your matrix is complete or time is up



Task 2

The following two versions represent the same content, but they read differently. Which one reads the best and why?

Text 1

Between 2 and 20 percent of the general population, depending on how broadly or narrowly it is defined, is afflicted by sleep apnea, a serious sleep disorder. A blockage of the airway during sleep causes apnea. Loud snoring, gasping, and sometimes even no breathing are caused by this problem. The person is roused many times during the night by the struggle to breathe, which interferes with sleep, causing fatigue the next day. Yet most people with sleep apnea have no awareness of these awakenings.

Text 2

Sleep apnea is a serious sleep disorder that afflicts between 2 and 20 percent of the general population, depending on how broadly or narrowly it is defined. Apnea is caused by a blockage of the airway during sleep. This problem causes people with apnea to snore loudly, gasp, and sometimes stop breathing for 20 seconds. Struggling to breathe rouses the person many times during the night and interferes with sleep, causing fatigue the next day. Yet awareness of these awakenings is rare among people with sleep apnea.



Why do we use hedges in academic writing?

- To show the extent to which you believe in, or are prepared to stand up for, what you are reporting/claiming.
- To minimize the possibility of your reader opposing the claims you make.
- To be more precise when reporting results, e.g. you can show that something is not 100% proven, but rather that it is indicated and subsequently assumed.

Task 1: Identifying Hedged Processes

1. Lutz (1988) uses an ethno-psychological approach to emotion which suggests that love differs by geographical and cultural context.
2. Lutz (1988) uses an ethno-psychological approach to emotion which proves that love differs by geographical and cultural context.
3. Parry (2001) demonstrates that for middle-class Indian fathers, marriage is “an institutional arrangement for the bearing and raising of children” (p. 815).
4. Parry (2001) indicates that for middle-class Indian fathers, marriage is “an institutional arrangement for the bearing and raising of children” (p. 815).

Task 2: Identifying Hedged Language

Part 1: School Violence

There are a number of possible reasons for school violence. Studies suggest that children who have problems at school or at home may feel frustrated because they cannot solve their problems. They might not be able to talk to their teachers or parents and may sometimes feel that they have no friends. This frustration could possibly turn to anger and they may sometimes take it out on other people. It is also likely that children who watch violent TV shows might think that violence is the best way to solve problems. If these reasons are recognized, it is possible to help children express their feelings in a peaceful way.

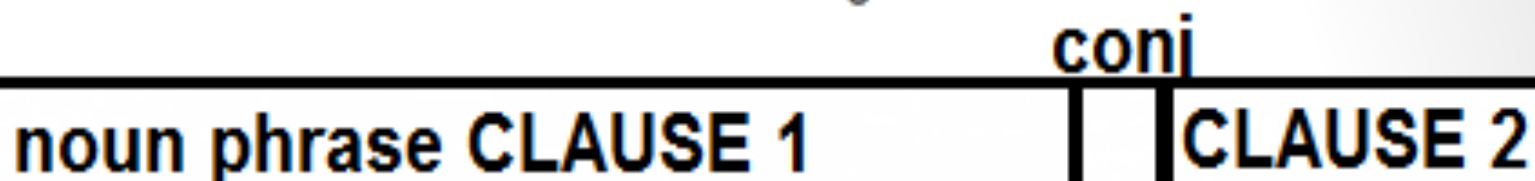
1. What is the purpose of the text?
2. What is the main type of modality used (probability, frequency, obligation, inclination)?
3. Is the position of the writer expressed with higher, medium or lower modality?

Part 2:

1. It is believed that alcohol related health problems are on the rise.
2. Drinking to excess, or 'binge drinking' is often associated with sexual assault cases.
3. It seems as though the experiment confirms suspicions held by the academic and medical professions.
4. Water shortages can trigger conflict between nations.
5. Johnson (2007) appears to ignore the effects of the drug on people's health.

NOMINALIZATION AND ABSTRACTION:

Centrality of the noun phrase (nominal group)
across functions of academic writing



abstract



concrete

Noun
phrase



Single
clause



linked clauses	The investor	may prefer	the asset paid in yen	if	the risk of dollars increases
---------------------------	--------------	---------------	--------------------------	----	----------------------------------

NOMINALIZATION AND ABSTRACTION:

Centrality of the noun phrase (nominal group)
across functions of academic writing

abstract
↑
↓
concrete

linked clauses	The investor	may prefer	the asset paid in yen	if	the risk of dollars increases
---------------------------	--------------	---------------	--------------------------	----	----------------------------------

Advancing complementarity of functions (content & organization)

Making Smooth Transitions

Two examples

A1 (Poor transitions): “Global warming will have negative consequences for polar bears. As temperatures rise they will have a smaller habitat in which to live. **Also**, there will be less food available for them because there will be smaller populations of krill. **Polar bear populations** are thus affected by the amount of ice available.”

B1 (Good transitions): “Global warming will have negative consequences for polar bears for two main reasons. **Firstly**, because increased temperatures cause increased melting of ice on which the bears live, there will be a reduced area in which they can live. **Secondly**, many species that polar bears rely on for food will be less numerous than in the past because their main food source, krill, can only breed successfully underneath ice. **Therefore**, the reduction of ice is the key factor in limiting polar bear populations.”

B1 is better than A1 because:

1. **Each transition informs the reader that a new idea is about to be elaborated on**
2. **Each sentence begins with a ‘signpost’ that links it to the next one**
3. **Each transition connects the points made in the whole text with one another**

Summary?

- In all texts, social subjects manage the three functions of communication at stake in every situation simultaneously
- Choices of wording associated with one scale has implications for all scales ~ including the situation, the individuals involved, and ultimately, society and culture.
- Teachers do well to orient to how the student enters the system i.e. how they identify the issue at stake functionally and at what scale, and work from there towards an integrated, multifunctional, multiscale understanding of the relation between their language choices and the situational context

Key references

de Silva Joyce, H. & Feez, S. (2012). *Text-based language and literacy education: Programming and methodology*. Putney, NSW: Phoenix Education.

Halliday, M.A.K. and Matthiessen, C.M.I.M. (1999). *Construing Experience: A Language-Based Approach to Cognition*. London: Continuum.

Humphrey, S. & Macnaught, L. (2011). Revisiting joint construction in the tertiary context. *Australian Journal of Language and Literacy*, Vol. 34, No. 1, 2011, pp. 98–116.

Humphrey, S., Martin, J. R., Dreyfus, S., & Mahboob, A. (2010). The 3×3: Setting up a linguistic toolkit for teaching academic writing. In A. Mahboob & N. Knight (Eds.), *Applicable linguistics* (185-199). London, UK: Continuum.

Thanks ~ Q &A

We appreciate any feedback you might have on the workshop :)

Matrix Game cards

- **Cases: student questions to locate on matrix for game (answers below)**
- **CASE C: function_____**
- For physics, I have to write an explanation of the factors in electromagnetic induction. What are my options for the logical progression across of this explanation assignment?
- **CASE E: function_____**
- For my compsci assignment, I have to include a basic description of computational natural language processing. I understand this will be a general description, but I'd like to open with a nice, short example of successful application. What are the implications of opening with an example?
- **CASE A: function_____**
- I understand it's important to support my claims with citations. When I report about other authors' ideas, I use projecting (aka reporting) verbs, but I don't know which options to use in order to accurately represent what the author did. As for my options, I know some projecting verbs focus what the author said, as in "Kress (2001) *reports* that..." Others focus on what the author thinks, as in "Kress (2001) *believes* that...". And still others focus on what the authors did in terms of material actions. What projecting verb should I choose?
- **CASE F: function_____**
- I have to explain how to calculate the density of a wire. There are a number of assumptions in this calculation (e.g. assume it's copper, with a density of $(\text{Cu}) = 8.95 \text{ gcm}^{-3}$). However, I don't know whether I should list all the assumptions first, or present them as they become relevant in the explanation.

- **CASE B: function_____**
- I have to submit a report of an experimental procedure in chemistry. I can't decide between 'We carried out the experiment with a Nicolet Fourier transform infrared (FTIR) spectrometer...' or 'The experiment was carried out...' or 'Carry out the experiment...' What is appropriate? Can we use variations or is there one best way?
-
- **CASE I: function_____**
- I've reviewed three studies for the literature review in the introduction to my project. Study 1 supports my final argument; study 2 is neutral; and study 3 argues against it. Of course, I want lead readers to my argument, which is the basis for my hypothesis and research question. What are my options for leading readers to my argument and research question?
-
-
- **CASE D: function_____**
- I understand it's important to support my claims with citations. When I use one set of projecting (aka reporting) verbs, it seems like I remain a neutral reporter; these verbs either focus on what the author did, like 'Lee (2101) *surveyed*...', or what s/he said, like 'Lee (2010) *reported*...', or what s/he thinks, like 'Lee (2010) *understands*...'. But another set of projecting verbs seem to force me to agree with the action of the author, like 'Lee (2010) *recognizes* that...' Is there such a single option for citing and *showing disagreement with* what is cited?
-
- **CASE H: function_____**
- In this section of my explanation of the consequences of deforestation on coast mountain geology, I preview the consequences in a list of major to minor consequences in the topic sentence. Then when I introduce each one in the body of the paragraph, I don't know how much I should signpost the transitions between consequences. I can add 'First', 'Second', 'And finally, third'. Or is it enough to start writing about each with 'A key consequence is...'; 'Another very relevant consequence is...'; and 'A more minor consequence is...'?
-
- **CASE G: function_____**
- On the topic of making claims, I often see expressions with 'It' plus some evaluation, such as 'It is widely known/concerning/interesting that...'. I understand that the clauses typically begin with information that the reader is expected to already recognize. This makes it easy for readers to get isentence, leading to the new information at the end. So what does it mean when I use "It" as the sentence's point of departure?
-
- **CASE J: function _____**
- Should I use subheadings across the whole text or is it enough to write clear paragraphs?

Matrix Game

ANSWERS (1st coordinate is the entry point into language in context (theorized in the matrix) through which the student appears to mediate the specific context; the 2nd coordinate identifies the direction within

CASE C: **A possible entry point taken by the student in mediating the context: Function _____ Level _____**

I have to write a consequential explanation of the psychology of public fear using a case approach. Specifically, I'd like to explain how populist governments have used the psychology of fear in their political platforms to succeed in European and US elections. What are my options for the logical progression across of this explanation assignment?

CASE E: **A possible entry point taken by the student in mediating the context: Function _____ Level _____**

For a literature review assignment in sociology, I'd like to explore the relationship between the BC government's economic policies in the lumber industry and families that are dependent on the lumber industry in small BC towns. It seems like I'm expected to open the review with a general overview of the industry and its history in BC, but I have found an illustrative anecdote from a family affected by the policies in Powell River BC. What are the implications of opening with a specific example instead of a general overview?

CASE A: **A possible entry point taken by the student in mediating the context: Function _____ Level _____**

I understand it's important to support my claims with citations. When I report about other authors' ideas, I use projecting (aka reporting) verbs, but I don't know which options to use in order to accurately represent what the author did. As for my options, I know some projecting verbs focus what the author said, as in "Kress (2001) reports that...", what the author thinks, as in "Kress (2001) believes that...", or what the author did, as in "Kress analyzed...". What projecting verb should I choose?

CASE F: **A possible entry point taken by the student in mediating the context: Function _____ Level _____**

I'm interested in researching students' views on the CLAS app for *annotating video as a learning tool*. It makes sense to introduce this research by identifying the general domain of the research. But I don't know how general, and possibly distant from my focus, the beginning should be. I've found a study reporting "a general consensus among educators of the benefits of video for learning". Is this too general?

CASE B: **A possible entry point taken by the student in mediating the context: Function _____ Level _____**

I have to submit a report of an experimental procedure in psychology. My goal for this text is to read like a methods report in psychology. I plan to introduce the experiment briefly and then identify each step. What are my writing options for this text as a whole presenting me as a real psychologist? For example, I can't decide between 'Survey the participants about...'; Or 'The participants were surveyed about...'. Or 'We surveyed participants about...' or 'I surveyed...'?

CASE J: **A possible entry point taken by the student in mediating the context: Function _____ Level _____**

Should I use subheadings in a 4-page reaction paper? I can see the benefits but are there any costs?

CASE I: **A possible entry point taken by the student in mediating the context: Function _____ Level _____**

I've reviewed three studies for the literature review in the introduction to my project. Study 1 supports my argument; study 2 is neutral; and study 3 argues against it. Of course, I want lead readers to my argument, which is the basis for my research question. What are my options for leading readers to my argument and research question?

CASE D: **A possible entry point taken by the student in mediating the context: Function _____ Level _____**

I understand it's important to support my claims with citations. When I use one set of projecting (aka reporting) verbs, it seems like I remain a neutral reporter; these verbs either focus on what the author did, like 'Lee (2101) surveyed/ reported ...'. But another set of projecting verbs seem to force me to agree with the author, like 'Lee (2010) recognizes that...'. Are there verb options for citing and, at the same time, showing disagreement with what is cited?

CASE H: **A possible entry point taken by the student in mediating the context: Function _____ Level _____**

I'm writing about the consequences of human geography education for MBA graduates. In the topic sentence of my short literature review, I preview what is known about this in a list of major to minor consequences. Then when I introduce each consequence in the body of the paragraph, I don't know how much I should signpost the transitions between consequences. I can add 'First', 'Second', 'And finally, third'. Or is it enough to start writing about each with 'A key consequence is...'; 'Another very relevant consequence is...'; and 'A more minor consequence is...'? How much signposting is needed?

CASE G: **A possible entry point taken by the student in mediating the context: Function _____ Level _____**

I understand that sentences typically begin with information that the reader is expected to already recognize, and new information goes at the end. This makes it easy for readers to get into the sentence. However, I often see expressions with 'It' plus some evaluation, such as 'It is known/concerning/interesting that...'. So what does it mean when I use "It" as the sentence's point of departure?

Viable Answers

- CASE C: function_____ 1A – 3A
- I have to write a consequential explanation of the psychology of public fear using a case approach. Specifically, I'd like to explain how populist governments have used the psychology of fear in their political platforms to succeed in European and US elections. What are my options for the logical progression across of this explanation assignment?
-
- CASE E: function_____ 1B – 3B
- For a literature review assignment in sociology, I'd like to explore the relationship between the BC government's economic policies in the lumber industry and families that are dependent on the lumber industry in small BC towns. It seems like I'm expected to open the review with a general overview of the industry and its history in BC, but I have found an illustrative anecdote from a family affected by the policies in Powell River BC. What are the implications of opening with a specific example instead of a general overview?
-
- CASE A: function_____ 1C-2B
- I understand it's important to support my claims with citations. When I report about other authors' ideas, I use projecting (aka reporting) verbs, but I don't know which options to use in order to accurately represent what the author did. As for my options, I know some projecting verbs focus what the author said, as in "Kress (2001) reports that...", what the author thinks, as in "Kress (2001) believes that...", or what the author did, as in "Kress analyzed...". What projecting verb should I choose?
-
- CASE F: function_____ 1C - 1B- 2B
- I'm interested in researching students' views on the CLAS app for *annotating video as a learning tool*. It makes sense to introduce this research by identifying the general domain of the research. But I don't know how general, and possibly distant from my focus, the beginning should be. I've found a study reporting "a general consensus among educators of the benefits of video for learning". Is this too general?
-
- CASE B: function_____ 2A
- I have to submit a report of an experimental procedure in psychology. My goal for this text is to read like a methods report in psychology. I plan to introduce the experiment briefly and then identify each step. What are my writing options for this text as a whole presenting me as a real psychologist? For example, I can't decide between 'Survey the participants about...'; Or 'The participants were surveyed about...'. Or 'We surveyed participants about...' or 'I surveyed...'?
-
-
-
- CASE I: function_____ 2B
- I've reviewed three studies for the literature review in the introduction to my project. Study 1 supports my argument; study 2 is neutral; and study 3 argues against it. Of course, I want lead readers to my argument, which is the basis for my research question. What are my options for leading readers to my argument and research question?
-
- CASE D: function_____ 2C – 2B
- I understand it's important to support my claims with citations. When I use one set of projecting (aka reporting) verbs, it seems like I remain a neutral reporter; these verbs either focus on what the author did, like 'Lee (2101) surveyed/ reported ...'. But another set of projecting verbs seem to force me to agree with the author, like 'Lee (2010) recognizes that...'. Are there verb options for citing and, at the same time, showing disagreement with what is cited?
-
- CASE H: function_____ 3B – 2B
- I'm writing about the consequences of human geography education for MBA graduates. In the topic sentence of my short literature review, I preview what is known about this in a list of major to minor consequences. Then when I introduce each consequence in the body of the paragraph, I don't know how much I should signpost the transitions between consequences. I can add 'First', 'Second', 'And finally, third'. Or is it enough to start writing about each with 'A key consequence is...'; 'Another very relevant consequence is...'; and 'A more minor consequence is...'? How much signposting is needed?
-
-
- CASE G: function_____ 3C – 2B
- I understand that sentences typically begin with information that the reader is expected to already recognize, and new information goes at the end. This makes it easy for readers to get into the sentence. However, I often see expressions with 'It' plus some evaluation, such as 'It is known/concerning/interesting that...'. So what does it mean when I use "It" as the sentence's point of departure?
-
- CASE J: function _____ 3A
- Should I use subheadings in a 4-page reaction paper? I can see the benefits but are there any costs?
-

Additional slides

Academic Writing Matrix (detailed version)^[1]

Reviewing the three general functions of writing (in rows 1-3) at three levels of language choices (in columns A-C)

	A. Text Level The whole text	B. Section Level Text stages, sections & paragraphs	C. Clause and Word Levels Sentences, clauses, groups, phrases and words
<p>1. Content Function</p> <p>These questions focus on the functions of representing and logical relations; that is, on what's going on, with whom or what, and under what circumstances, and the logical connections between ideas. Writers focus on the content function in order to build well-reasoned valued knowledge of a discipline.</p>	<ol style="list-style-type: none"> Do the beginning, middle, and end stages of the text build knowledge relevant to the topic and purpose? Does the information in the text move from general to specific? Do logical relations set up between stages express the appropriate kinds of reasoning for this text (e.g., explanation, description, procedure, etc.)? Does the title present key ideas and orientations advanced in the text? 	<ol style="list-style-type: none"> Does the information in the paragraphs progress from general to specific? Are new concepts clearly defined? Are ideas within each paragraph or stage logically ordered (e.g., by time, cause, consequence, comparison)? Are tables, diagrams, examples, and quotes logically integrated with verbal text (e.g., to extend, report, specify, or qualify points)? 	<ol style="list-style-type: none"> Are expanded noun groups with appropriate head noun and pre/post-modification used to express specific concepts and other participants? Is each noun group constructed to match the reader's expected knowledge at that point in the text (e.g., not bottom- or top-heavy)? Do verb groups express relevant processes (e.g., relational verbs for defining and characterizing; material, mental & verbal for actions)? Do all verb forms agree grammatically with the nouns (e.g., the concepts Xdoes notX / do not...)? Is nominalization used to express logical relations not only in conjunctions but also as participants (e.g. the effect of), processes (eg has caused) and circumstances (e.g. due to...)? Are prepositional phrases used to express the relevant circumstances, such as reason, purpose, time, and location?
<p>2. Interpersonal Function</p> <p>These questions focus on how writers position themselves in relation to their claims and to the reader. Writers work through interpersonal choices to convince readers of the writer's claims by fair and reliable means.</p>	<ol style="list-style-type: none"> Does the text build the author's points and positions across its beginning, middle, and end stages (e.g., amplifying or reinforcing)? Does the text show a critical perspective where required (e.g., by making visible and challenging assumptions)? Does the writer demonstrate familiarity with disciplinary expectations? 	<ol style="list-style-type: none"> Are the claims made in the text reliably and fairly evaluated by the writer (e.g., according to value, benefit, relevance, validity, significance)? Does the writer direct the argument and the reader in a preferred direction? Are authoritative sources used for support? Are a range of perspectives introduced? 	<ol style="list-style-type: none"> Are hedges used to evaluate claims appropriately and invite alternative points of view, given the claim and support? Are boosters used in an appropriately limited way to expand a claim? Are attitude markers used appropriately limited way to express the writer's purposes and positioning? Are verb tense choices appropriate relative to the timeframe of the claim, writer and reader? Are projecting (or reporting) verbs used appropriately to express the writer's position in relation to the cited material? Are first- and third-person pronouns used appropriately? Are sources referenced according to the required format (e.g., APA)? Is the vocabulary appropriately formal?
<p>3. Organizational Function</p> <p>These questions focus on how writers organize the written message to facilitate its interpretation by readers. Often after the content and interpersonal functions are set, writers revise the information order considering what is background, known and new information <i>for the reader</i>.</p>	<ol style="list-style-type: none"> Does the title preview key ideas and orientations presented in the text? Are headings and subheadings used to signal the organization of longer texts? Are ideas and positions previewed in the beginning stage (i.e., introduction) and revisited in the closing stage (e.g., conclusion)? Are all in-text citations properly referenced at the end of the text? 	<ol style="list-style-type: none"> Is there good flow of information from sentence to sentence? Are changes in logic signalled using appropriate phrases? Do theme choices reflect paragraph focus? Are specific ideas easy to track in the text through cohesive resources, such as pronouns, repetition, synonyms? Is information referred to in more abstract terms in topic sentences and expanded in more concrete terms within the paragraph? 	<ol style="list-style-type: none"> Is known information in the theme (i.e., participant linked to the main verb). Do choices of theme (the subject of the main verb) reflect a shared point of departure between the writer and reader? Is relevant background information placed before the subject and main verb, in the sub-themes (e.g., In 2011; With this understanding...)? Is new information (to the reader) at the end of the sentence (i.e., in the main verb and the rest of the clause)? Does punctuation assist information structure? Does clause structure follow recognizable and appropriate patterns of English?

^[1] Adapted by A. A. Ferreira from Humphrey, S., Martin, J. R., Dreyfus, S., & Mahboob, A. (2010). The 3x3: Setting up a linguistic toolkit for teaching academic writing. In A. Mahboob & N. Knight (Eds.), *Applicable linguistics* (185-199). London, UK: Continuum.

Language acts (semiotic acts) are unique *and* socioculturally shaped

Since semiotic acts realize some cultural practice performed jointly by individuals in contexts that are specific to their own living of life – their own social positioning – it follows that every semiotic act is simultaneously both socio-historically unique because it is an individual's act operative at a specific spatio-temporal location and also socio-historically recognizable because socially regulated and culturally positioned.

Hasan, R. (2001). Wherefore Context? The ontogenesis of meaning exchange. *Context in the System and Process of Language*. London: Equinox.

Preliminary Results (Ferreira, 2016)

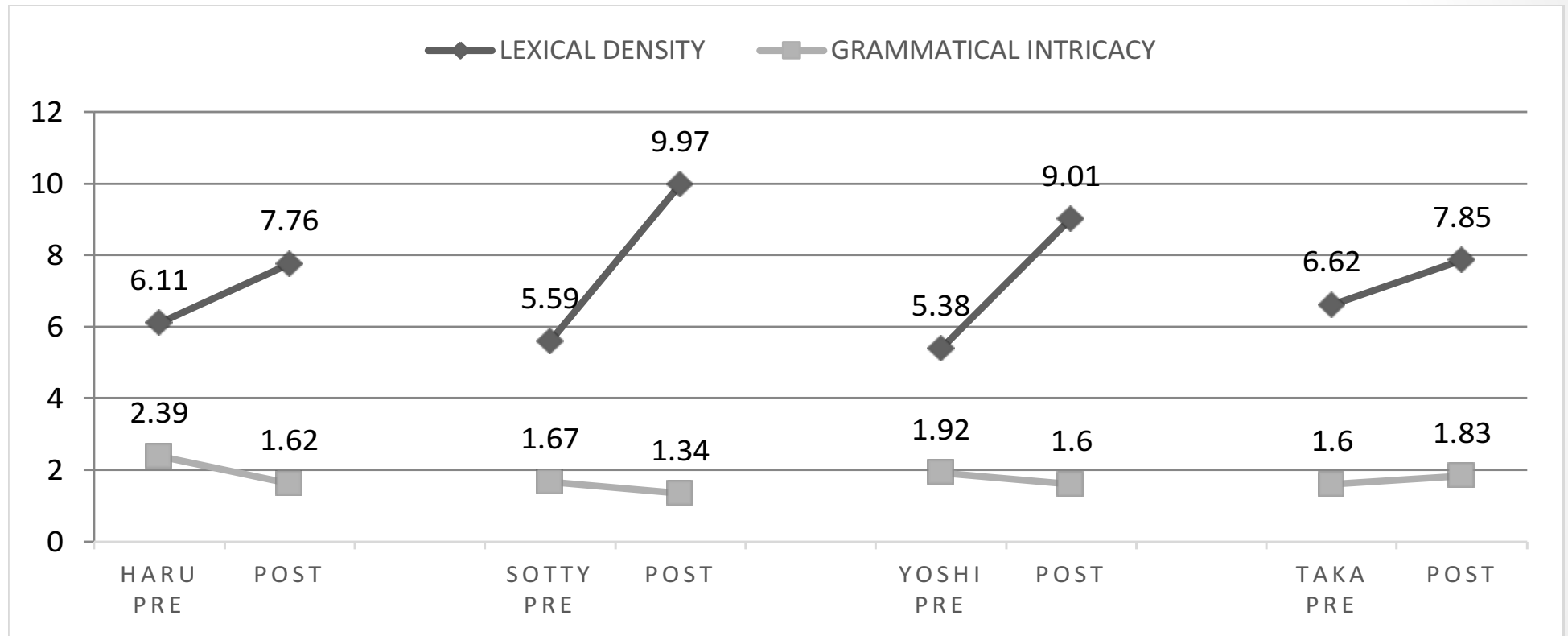


Figure 4: Lexical Density (LD) & Grammatical Intricacy (GI) in the writings of four focal subjects

System of ideational meaning (i.e., logical relations & experience) in English

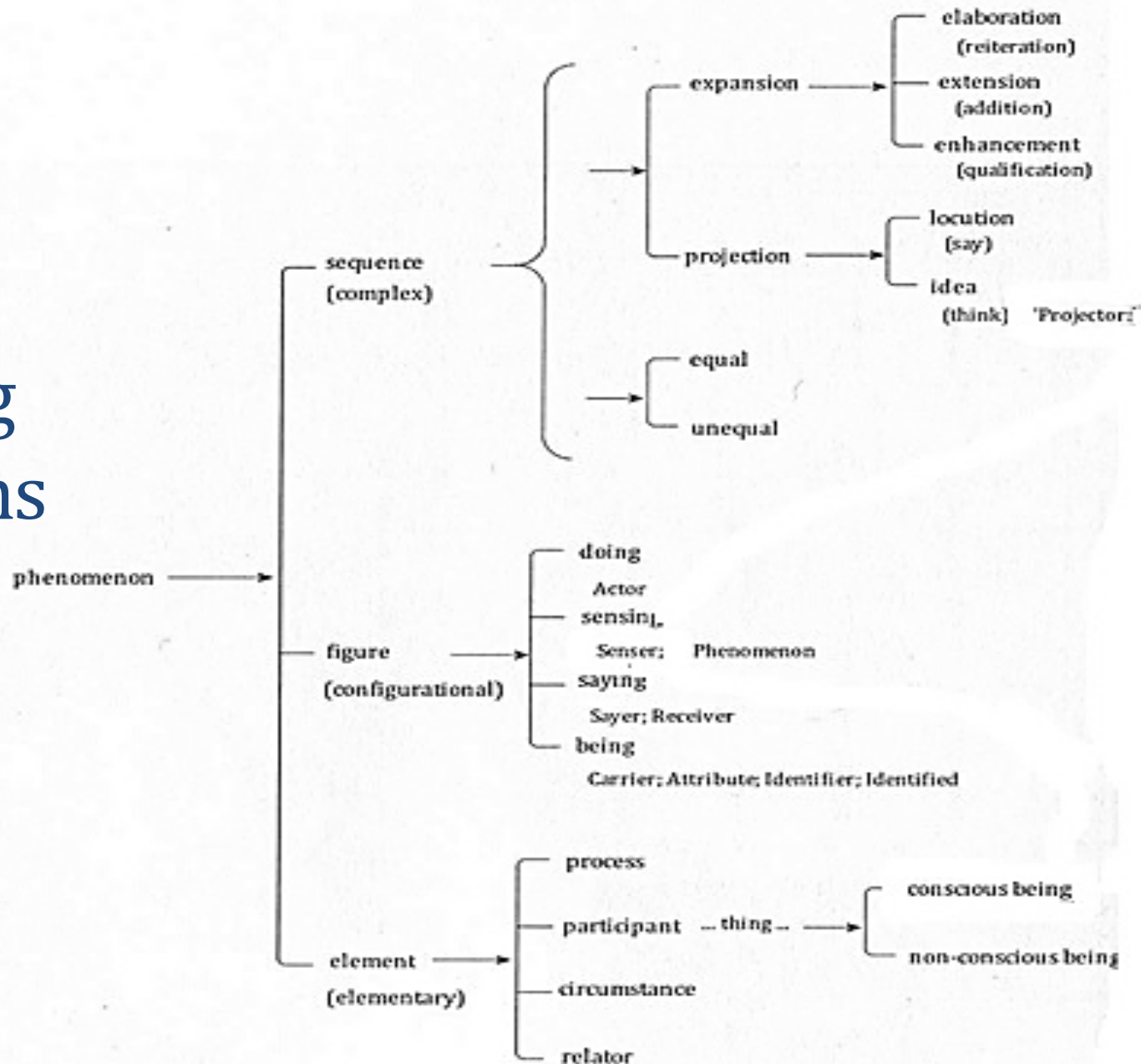
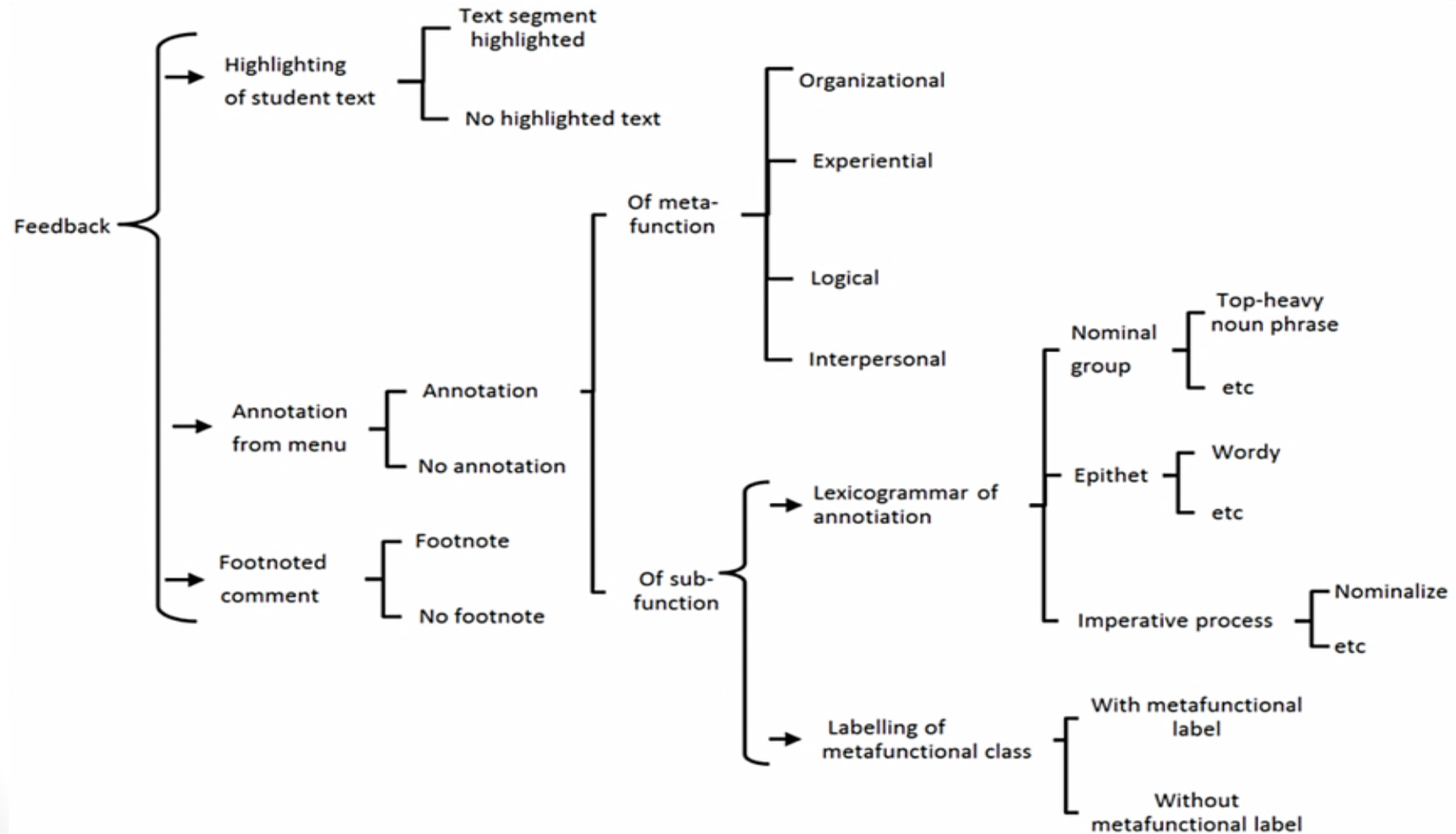


Figure The semantic system of IDEATION (from Halliday & Matthiessen, 1999). with illustration of preselection (value restriction)

System Network

Mapping domains of practice as choice



Describing figures and tables in your lab reports

note: this material has been excerpted and adapted from the LLED 200 document "Assignment 2: Data Commentary"

The Three Stages of a Data Commentary

(adapted from Swales & Feak, 2004)

Stage 1: Indicative Summary - Locates the figure or table and indicates what kind of information it contains.	We can think of Stages 1 and 2 as constituting your RESULTS (ie the presentation of the data you collected)
Stage 2: Highlighting Statement – Highlights relevant results in an objective way	
Stage 3: Extension – Extends Stage 2, often discussing possible reasons implications, problems or recommendations; these should specifically relate to the highlighted elements.	We can think of Stage 3 as the DISCUSSION (ie the interpretation / analysis of your data)

Exploring the Three Stages

Stage 1: The Indicative Summary (RESULTS)

An Indicative Summary (e.g. *Table 2 provides information about...*) acts as an instruction to the reader to "Look here. I want you to see this figure/table!"

The Language of Stage 1

The verbs most commonly used in Stage 1 across disciplines are:

- ✓ *shows*
- ✓ *presents*
- ✓ *illustrates*
- ✓ *summarises*
- ✓ *demonstrates*
- ✓ *contains*
- ✓ *provides*
- ✓ *depicts*
- ✓ *lists*
- ✓ *reports*

When referring to tables and figures in Stage 1, you can use:

Active voice:

Example: **Table 1 shows** mean weights for all samples.

Passive voice:

Example: Mean weights for all samples **are shown in Table 1**.

Brackets: Tables or figures may be referred to by using brackets with or without the verb **see**:

Example: Mean weights were determined for all samples (**see Table 1**).

Example: Mean weights were determined for all samples (**Table 1**).

'As' + verb...

Example: **As seen in Table 1**, mean weights for all samples were determined.

Stage 2: The Highlighting Statements (RESULTS)

In the Highlighting Statements, the writer focuses the reader's attention on the most interesting features of the data. It is important not to describe everything in the figure or table. It is also important to note that a well-designed figure does not contain more information than is needed to make the point.

Stage two can do the following:

summarize trends and patterns

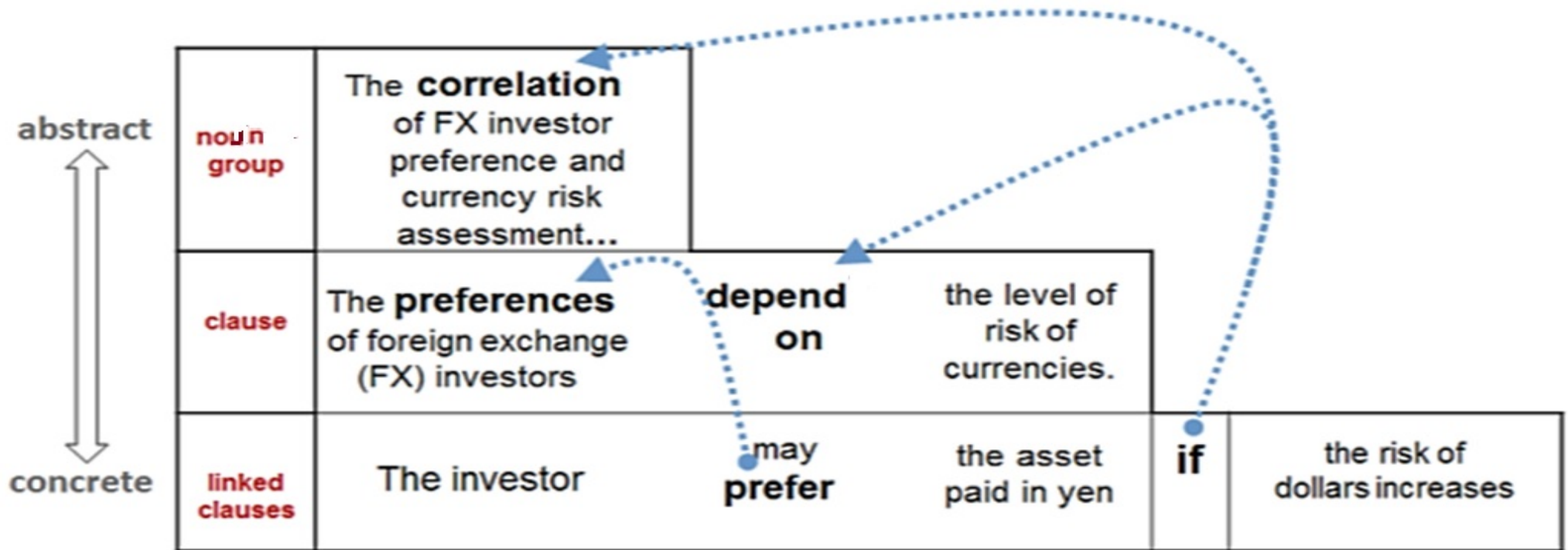
draw attention to the most interesting findings

Example: Generally, mean weights were greater for the samples that contained primarily copper than for the samples that contained primarily aluminum.

Stage 3: Extension (DISCUSSION)

In Stage 3, the **Extension**, the writer may try to explain the results. Very often, this involves discussion and speculation about what caused the results to be as they are and what the results might mean. For example, you might discuss a physics/chemistry concept that you have learned in class and that helps to explain your experimental data or you might identify possible sources of error to explain why your experimental values did not match literature values.

Spectrum of concrete to abstract expression: loading dynamic meaning into the smaller grammatical spaces of nouns; processes become things



SAMPLE of FEEDBACK: Annotated Student Text

Result^{noun number CONTENT 1} ²This essay interviewed^{word choice CONTENT 3} five participants, Participant A to E, based on the analysis of their Facebook accounts. The basic day (P0) is when each participant arrived at the foreign country. This essay analyzed^{word choice CONTENT} eight months (P-4 to P4) in total, four months before and the other four after the day of arrival. In terms of the number of new friends, I counted nine-month data for the month of arrival, because only the monthly totals are available to^{punctuation 4} access. ⁵The results vary among the participants; however, every participant's Facebook account showed the notable behavior change after moving to another country.

Statistics

- 1 Claim to knowledge: This claim seems problematic, unlikely, or counterfactual
Category CONTENT
- 2 Conjunction error: consider the specific logical relation between elements; causal relations require causal conjunctions, etc. Grammatical metaphor may help.
Category LOGICAL
- 8 Cut: this text is not necessary
Category MULTIFUNCTIONAL
- 2 engagement issue, in use of self-mention (I, we), direct address (you, the reader, readers), questions and commands (Note that...)
Category INTERPERSONAL
- 7 Expand: This idea needs/deserves elaboration
Category CONTENT
- 1 Formatting problem: the way writing is presented on page: margins, spacing, indenting before paragraphs, size of font etc, as well as format of figures etc.
Category ORGANIZATIONAL

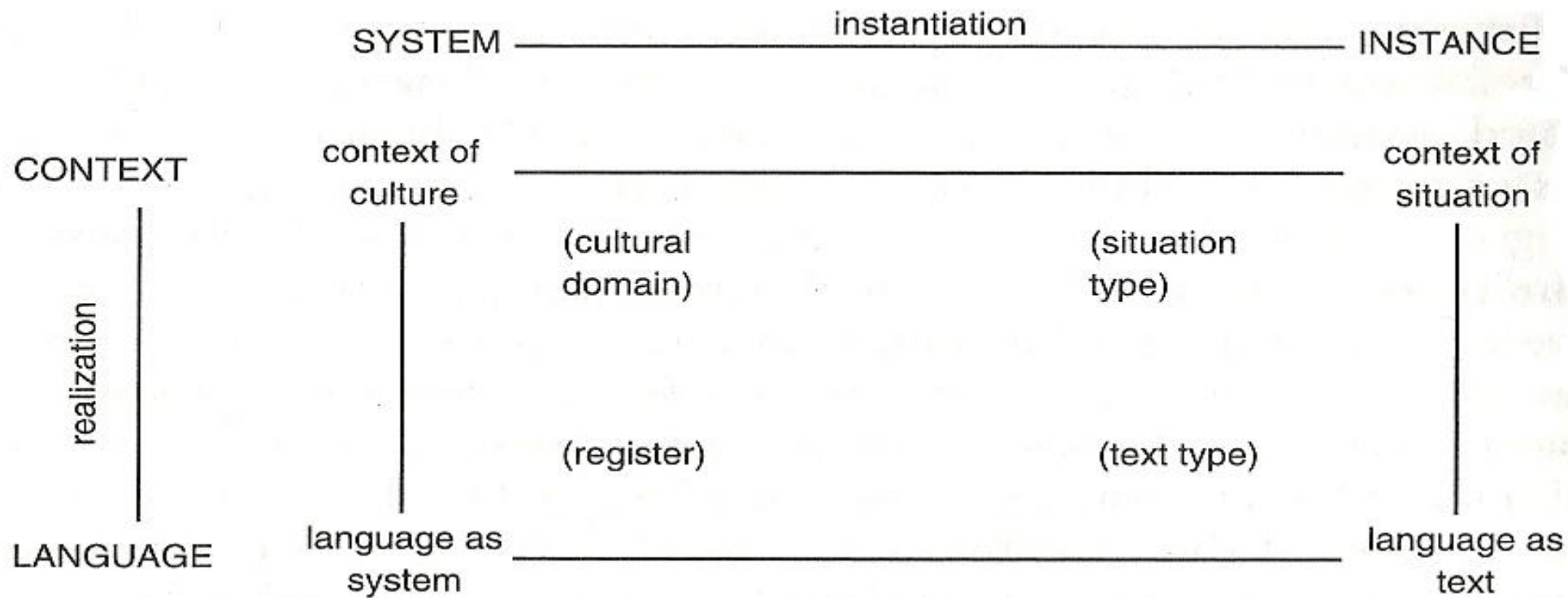


Table 11.3 Instantiation / stratification matrix, with glosses

		INSTANIATION		sub-system																
STRATI-FICATION		system	instance type	instance																
context		<p>"the culture" as social-semiotic system:network of social semiotic features constituting the systems-&-processes of the cultures; defined as potential clusters of values of field, tenor, mode</p>	<p>networks of regions of social semiotic space</p>	<p>a set of like stitua-tions forming a situation type</p>	<p>instancial values of field, tenor and mode;</p> <p>particular social semiotic situation events, with their organization</p>															
	semantics	<p>"the semantic system": networks of ideational, interpersonal and textual meanings; their construction as texts, subtexts, parasemes, sequences, figures and elements</p>	<p>networks of topological regions of semantic space</p>	<p>a set of like texts (meanings) forming a text type</p>	<p>semantic selection expressions (features from passes through semantic networks), and their representation as meanings</p> <p>particular texts, with their organization</p>															
	lexicogrammar	<p>"the grammatical system": metafunction</p> <p>rank</p> <table border="1" style="margin-left: 20px;"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> <p>< networks ></p>																	<p>networks of typological regions of lexicogram-matical space</p>	<p>a set of like texts (wordings) forming a text type</p>

Vantage Arts student schedule

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
08:00				<u>GEOG 121 V01</u> HENN - 201 (Sep 8-Dec 4)			
09:00		<u>POLI 100 V01</u> CEME - 1204 (Sep 8-Dec 4)	<u>LLED 200 V01</u> AUDX - 142 (Sep 8-Apr 8)		<u>VANT 140C V04</u> BUCH - D229 (Sep 8-Dec 4)		
10:00			<u>PSYC 101 V01</u> HENN - 202 (Sep 8-Dec 4)			<u>VANT 140C V04</u> SWNG - 408 (Sep 8-Dec 4)	
11:00				<u>PSYC 101 V01</u> HENN - 202 (Sep 8-Dec 4)		<u>VANT 140C V04</u> DMP - 201 (Sep 8-Dec 4)	
12:00							
13:00				<u>GEOG 121 VT1</u> MCLD - 220 (Sep 8-Dec 4)		<u>GEOG 121 V1D</u> FNH - 30 (Sep 8-Dec 4)	
14:00			<u>POLI 100 VT2</u> SCRF - 204A (Sep 8-Dec 4)				
15:00		<u>ASTU 204A V03</u> SWNG - 305 (Sep 8-Dec 4)		<u>ASTU 204A V03</u> SWNG - 305 (Sep 8-Dec 4)		<u>ASTU 204A V03</u> SWNG - 305 (Sep 8-Dec 4)	
16:00					<u>PSYC 101 V1E</u> GEOG - 214 (Sep 8-Dec 4)		

Explanations

Identify a phenomenon + explain it.

Sequential Explanation	Purpose - to explain <i>how</i> a process occurs using a sequence of phases of a process.
	Example – <i>Outline the lifecycle of a monarch butterfly.</i>
Factorial Explanation	Purpose - to explain <i>why</i> a phenomenon occurs using a sequence of phases.
	Example – <i>What key events ignited the Arab Spring pro-democracy movement?</i>
Consequential explanation	Purpose - to explain the multiple consequences of a phenomenon
	Example - <i>Discuss the main consequences of deforestation in Indonesia.</i>
Consequential explanation	Purpose - to explain the multiple outcomes or effects of one cause
	Example - <i>What are the possible effects of climate change?</i>