A Map of Language and Visual Features

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|  | Teaching Language in Context  Third Edition  Beverly Derewianka and Pauline Jones  Material prepared by Pauline Jones, based on content from *Teaching Language in Context,* third edition |
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CONTENTS

[GENRE 3](#_Toc112070638)

[REGISTER 4](#_Toc112070639)

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

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

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

[IMAGES 7](#_Toc112070643)

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

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

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

GENRE

How genres enable us to achieve our social purposes

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