How to use this book

When we wrote the first edition of this book, we were writing for people just beginning to study functional grammar. In fact, the first edition was a published version of teaching materials developed over many years for students in our first year program. These students included budding teachers, lawyers, journalists, translators, editors and literary analysts. Their interests were reflected in the texts and exercises we chose.

This second edition of the book has an extra focus. At the end of each chapter there is a section titled 'Implications for language teaching', which is especially directed at language educators and their students. These sections re-examine the grammar from the perspective of first and second language education, offering focused reflections and exercises. The final chapter of the book is an 'applied' chapter specifically directed at language teachers.

In the first instance, not everyone will want to do all the exercises. Some readers may finish each chapter before the final 'implications' section; others will be most interested in this section. Finally, of course, we hope all readers will return to all sections of each chapter, seeing the grammar as both analysis and application.

The audience of this book, then, will be everyone who wants to explore language in general, and English in particular, from a functional perspective. All readers will be undertaking this exploration because they are interested in language and how it works in context. This book offers a beginner's guide to such exploration, but we hope that our readers will become excited enough about language study and the usefulness of this model to take the journey much further.

The second edition of Using functional grammar is the set text for distance-teaching units jointly developed for the Master of Applied Linguistics (Macquarie University, Sydney) and the TESOL module of the Master of Education (The Open University, UK).

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The influence of context

Quite early in life, perhaps as young as three years old, we become aware that the language that surrounds us is not always the same but that it changes according to different situations. As we hear people using language to talk about what is going on and to interact with one another we notice that their language changes along with what they are talking about and with whom they are talking to. As our experience widens, we may also realise that spoken language is subtly different from written language, and even that there are subsets within the larger spoken and written varieties. When we notice just how the changes occur and the reasons for the changes, we are taking a functional view of language and in this sense we all do functional linguistics.

As adult speakers and writers of English we have a finely tuned ability to use appropriate language at different times and for different purposes. We are aware, if only subconsciously, that language choice is influenced by certain aspects of the context in which it is used. We know that the English used in a sermon would not do for a love letter, and the English of a game of cards is not exactly the same as the English of a cat food advertisement. This discrimination has been built up from our accumulated experiences of different situations and the language choices made within them.

Using the same, often subconscious, knowledge, we are usually able to deduce the context of the language we hear or read, and can classify it quite finely; distinguishing, for instance, between a general warning, mild reprimand or serious chastisement. Our ability to discriminate and classify language experiences comes about because we have ourselves experienced how English works in different contexts and we recognise and reproduce appropriate language when the situation arises and contexts recur.

Most people don't think very much about the different 'Englishes' they use, probably because they've always kept them in separate context-specific compartments. However, those linguists who take a functional view of language are supremely interested in what makes one piece of language different from another. In this book we guide our readers from an intuitive knowledge of the functional basis of language to a fully aware appreciation of functional grammar by introducing techniques and appropriate vocabulary to explore English texts and to describe their contextual features.
marketplace, and both context of culture and context of situation would be implicated in the differences. The barter and trading of the island marketplace simply don't occur within the context of culture of the supermarket conglomerate and this cultural difference will influence aspects of the buying context of situation.

**Field, Tenor and Mode**

In very general terms, we can define field, tenor and mode as follows:

- **Field**: what is to be talked or written about; the long and short term goals of the text;
- **Tenor**: the relationship between the speaker and hearer (or, of course, writer and reader);
- **Mode**: the kind of text that is being made.

When you think about these parameters of context of situation you will realise that only one of the three needs to be different to create a substantially different text. Imagine the differences between a job application letter and a letter to a friend about your hopes of getting the job, and then compare the letter to a friend with a conversation with the same friend on the same topic. All three texts are about a job application (field) and two of them are made in the form of a letter (mode). What particularly makes the two letters different is the difference in the relationships between writer and reader (tenor).

**Functions of language**

The three parameters of context of situation affect our language choices precisely because they reflect the three main functions of language. Language seems to have evolved for three major purposes. These are:

- to talk about what is happening, what will happen, and what has happened
- to interact and/or to express a point of view
- to turn the output of the previous two functions into a coherent whole.

Halliday, who originated and refined systemic functional grammar and who has written about it in *An introduction to functional grammar* (1994), calls these main functions the ideational (experiential and logical), interpersonal, and textual metafunctions. Each of these functions is defined in the following paragraphs. While these definitions are more formal ways of describing the metafunctions than the simple definitions above, they are basically describing the same thing.

The **ideational** metafunction uses language to represent experience. There are two parts to this representation: experiential meanings encode the experiences and logical meanings show the relationships between them. Experiential meanings are discussed in Chapter 3. Logical meanings are not fully discussed in this book although you will find some mention of them in Chapter 2 and a simplified discussion of the connections between clauses in Chapter 7.

The **interpersonal** metafunction uses language to encode interaction, to show how defensible we find our propositions, to encode ideas about obligation and inclination and to express our attitudes. Chapters 4 and 5 explore the analysis and description of interpersonal meanings.
The textual metafunction uses language to organise our experiential, logical and interpersonal meanings into a coherent and, in the case of written and spoken language, linear whole. Chapter 6 explores the analysis and description of textual meanings.

It is central to any study of language that the words we use and the way we organise them carry, or more technically encode, meanings. In the systemic functional approach to language study, each sentence encodes not just one but three meanings simultaneously, and these meanings are related to the three different and very basic functions of language. Throughout the book we will be looking first at one kind of meaning and then another, always remembering that after dissecting each different meaning separately we will combine them again. By Chapter 8, when we return to context of situation, we will have at our disposal the grammatical tools for a full contextual analysis and description.

Levels of language
When we take a recording of a spoken text or a similarly disembodied written text and make some accurate pronouncements about its context of situation, or when we ourselves fabricate a text which constructs recognisable relationships and purposes, we are demonstrating the fundamental relationship between context and language - that the extralinguistic levels of context are realised in the meanings of a text.

Linguists often think of language as a series of levels or strata and use the term Realisation to describe the relationship between levels. Figure 1.3 is a diagrammatic representation of the way the levels are related by realisation. Reading from the top of the diagram downwards, the extralinguistic contexts are realised in the content level of our language, and the content is given form in the expression.

The content level of language
The content level of language is more accurately two levels, the second realising the first. We could think of the first level as systems of meanings that are realised in the second level - the systems of wordings. (In the case of signed languages, such as Auslan, ASL or BSL, meanings are realised in systems of signing.) More technically, we refer to systems of meanings as Semantics and systems of wordings or signing as Lexicogrammar, which simply means words and the way they are arranged.

The notion of system is important because it refers to the whole potential of language at each level. Clearly, systems of meanings include experiential, interpersonal and textual systems and this book mainly focuses on the ways each of them is realised at the lexicogrammatical level.

The expression level of language
Of course there are different ways of expressing the lexicogrammar which realises our meanings. At the expression level we make choices from systems of sounds (Phonology), systems of gesture (the phonology of signed languages) and systems of writing (Graphology). 

Finding a metalanguage
Systemic functional grammar is a way of describing lexical and grammatical choices from the systems of wording so that we are always aware of how language is being used to realise meaning. Obviously we need some specialised vocabulary to describe and write about texts, just as musicians need a specialised vocabulary to describe and write about musical sounds or geographers need a specialised vocabulary to talk about how the earth's surface is differentiated. The problems that arise if we try to do without technical terms are amusingly illustrated in an excerpt from Lewis Carroll's poem 'The hunting of the snark' (next page).
The hunting of the snark

He had bought a large map representing the sea,
Without the least vestige of land:
And the crew were much pleased when they found it to be
A map they could all understand.

'What's the use of Mercator's North Poles and Equators,
Tropics, Zones, and Meridian Lines?'
So the Bellman would cry: and the crew would reply
'They are merely conventional signs!'

'Other maps are such shapes, with their islands and capes!
But we've got our brave Captain to thank'
(Not the crew would protest)
'That he's brought us the best —
A perfect and absolute blank!'

Lewis Carroll

A specialised language allows us to explore texts by describing how different elements function to realise experiential, interpersonal and textual meanings. When our specialised language becomes our tool for analysing lexicogrammar and meanings of texts, it opens up opportunities for comparing texts with each other. Indeed, intertextual comparison can not go very far without a specialised vocabulary to tease out the differences and similarities between texts. This specialised descriptive language is known as a METALANGUAGE and the investigation and comparison of texts is often known as STYLISTICS.

Stylistics is not just for literary texts. We can use our metalanguage to compare any texts we choose; for example, scientific or literary, written or spoken. We can investigate why one teacher seems to get the message across better than another, we can interpret advertisements as well as lyrics, we can compare newspaper stories, define the style of an individual barrister, or uncover similarities between authors of the same period.

Text types: Registers and genres

In general, texts which have the same sorts of meanings and/or the same structural elements are said to belong to the same TEXT TYPE. In particular, texts with meanings in common are said to belong to the same REGISTER and texts with obligatory structural elements in common are said to belong to the same GENRE.
The social purposes for using language listed in this table are necessarily very general, and are certainly not exhaustive. Teachers working with this syllabus will select examples of text types to reflect the learning needs and goals of the particular students they are teaching.

Different social purposes will produce texts with distinct structural elements, each of which contributes to the achievement of the text's purpose. Some texts are a combination of several text types, but the following texts are fairly straightforward examples of each type. The structural elements are marked in the left-hand column. You will notice that certain structural elements are missing in some of these texts. This is because they are real texts written by fairly young children, some of whom speak English as a second language.

These particular texts have been selected for two reasons. The first is a very pragmatic one: texts produced by young learners are short and because we are concerned with whole texts rather than isolated fragments of language, it is important that we are able to explore grammar in the context of whole texts. Longer texts would be beyond the scope of a book of this size to explore in a comprehensive way. In addition, young learners use meanings and grammatical structures that are comparatively easy, for those of us exploring functional grammar for the first time, to manage.

The second reason for our selection is perhaps more significant for those of us who work in language education. In the early years of schooling young learners are building foundation knowledge about language and its use. This foundation knowledge becomes the basis for their future development in language and literacy. It is in texts such as these that language educators can see what underpins English language development at all levels.

**Recount: Caitlin's text**

<table>
<thead>
<tr>
<th>Structural elements</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>There's this girl in my class ...</td>
</tr>
<tr>
<td></td>
<td>• information about who and where</td>
</tr>
<tr>
<td>Record of events</td>
<td>she tried to do a backward roll</td>
</tr>
<tr>
<td></td>
<td>and she um like her neck clicked or something</td>
</tr>
<tr>
<td></td>
<td>and um she was taken to hospital in an ambulance</td>
</tr>
<tr>
<td>Reorientation</td>
<td>and I had to write down what happened</td>
</tr>
<tr>
<td></td>
<td>because I was in her group</td>
</tr>
<tr>
<td>Coda</td>
<td>I've done that before and it doesn't hurt that much.</td>
</tr>
<tr>
<td></td>
<td>I think she's over-reacting just a bit</td>
</tr>
</tbody>
</table>

**Narrative: Josephine's text**

<table>
<thead>
<tr>
<th>Structural elements</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>One day a monstar came out of my hot water pipe.</td>
</tr>
<tr>
<td></td>
<td>• information about who and where</td>
</tr>
<tr>
<td>Complication</td>
<td>I was very frightened. I called my mum and she</td>
</tr>
<tr>
<td></td>
<td>came and saw the Floogleboogy and ran outside.</td>
</tr>
<tr>
<td>Resolution</td>
<td>I wanted to make friends with it and give it a name</td>
</tr>
<tr>
<td></td>
<td>so I called it a Floogleboogy and that night it came</td>
</tr>
<tr>
<td></td>
<td>to bed with me.</td>
</tr>
<tr>
<td>Coda</td>
<td>And I found that a Floogleboogy snores very loud</td>
</tr>
<tr>
<td></td>
<td>indeed and mum was too frightened to come and</td>
</tr>
<tr>
<td></td>
<td>kiss me goodnight.</td>
</tr>
</tbody>
</table>

**Procedure: How to catch a wave**

<table>
<thead>
<tr>
<th>Structural elements</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td><strong>How to catch a wave</strong></td>
</tr>
<tr>
<td></td>
<td>Here's some advice for kids who are just learning</td>
</tr>
<tr>
<td></td>
<td>to surf.</td>
</tr>
<tr>
<td>Materials</td>
<td>Use a light, small, fibreglass board with a legrope</td>
</tr>
<tr>
<td></td>
<td>and a wetsuit if it's cold.</td>
</tr>
<tr>
<td>Steps (in sequence)</td>
<td>Find a safe, uncrowded spot on the beach. The water</td>
</tr>
<tr>
<td></td>
<td>should be not too choppy so that you will get a</td>
</tr>
<tr>
<td></td>
<td>clean ride.</td>
</tr>
<tr>
<td></td>
<td>Don't go out too far if you haven't surfed before.</td>
</tr>
<tr>
<td></td>
<td>Wait until you see a small wave then lie on your surf</td>
</tr>
<tr>
<td></td>
<td>board. When the wave is close, start paddling furiously.</td>
</tr>
<tr>
<td></td>
<td>If you are more experienced, you could try kneeling</td>
</tr>
<tr>
<td></td>
<td>on the board once you are on the wave.</td>
</tr>
<tr>
<td></td>
<td>The most important thing is to keep your balance or</td>
</tr>
<tr>
<td></td>
<td>else you will end up falling off the board!</td>
</tr>
</tbody>
</table>

‘How to catch a wave': English K-6 modules 1998: 312 © Board of Studies NSW
Information report: Pelicans

<table>
<thead>
<tr>
<th>Structural elements</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Statement</td>
<td>Pelicans are part of the Bird family.</td>
</tr>
<tr>
<td>• identification and classification</td>
<td>Pelicans have a big bill with a pouch. Most Pelicans have white body feathers. All Pelicans have short legs. Most Pelicans have webbed feet. Most Pelicans live around the coast. Pelicans eat crustaceans, crabs, fish and shrimps. Pelicans fly with their head back. Pelicans lay two, three or four white eggs. They take thirty-five days to hatch.</td>
</tr>
</tbody>
</table>

Exposition: Cars should be banned

<table>
<thead>
<tr>
<th>Structural elements</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of position</td>
<td>Cars should be banned in the city. Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.</td>
</tr>
<tr>
<td>Preview of arguments</td>
<td>First, cars, as we all know, contribute to most of the pollution in the world.</td>
</tr>
<tr>
<td>Arguments (supported by evidence)</td>
<td>Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them. Second, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers. And third, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.</td>
</tr>
<tr>
<td>Reinforcement of statement of position</td>
<td>In conclusion, cars should be banned from the city for the reasons listed.</td>
</tr>
</tbody>
</table>

Discussion: Homework

<table>
<thead>
<tr>
<th>Structural elements</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue</td>
<td>Homework</td>
</tr>
<tr>
<td>I think we should have homework because it helps us to learn and revise our work.</td>
<td></td>
</tr>
<tr>
<td>Arguments for</td>
<td>Homework helps people who aren't very smart to remember what they have learned. Homework is really good because it helps with our education.</td>
</tr>
<tr>
<td>Arguments against</td>
<td>I think we shouldn't have homework because I like to go out after school to a restaurant or the movies. Sometimes homework is boring and not important. I think homework is bad because I like to play and discuss things with my family.</td>
</tr>
</tbody>
</table>
Each of the texts featured on pages 10-13 has a general structure which it shares with other texts of the same type. In each case the writers have also made characteristic grammatical choices. As we will need grammatical metalanguage before we can explore these choices, we will return to this topic in Chapter 9.

To sum up

People sometimes think that 'learning a language' is a simple matter of learning vocabulary and grammar, but anyone who has visited a country where an unfamiliar language is spoken can tell you this is only part of the story. Our everyday lives are conducted in situations that are part of our context of culture and, to a large extent, these situations are familiar - which is partly how we recognise and understand other people's meanings - because we share the same cultural knowledge. Whenever we speak or write we make selections from the entire lexical and grammatical system of English to produce appropriate meanings for the field, tenor and mode of a context of situation.

We are asked to think about language in terms of units called texts. A text is not described in terms of language fragments such as sentences or words, but in terms or a whole, harmonious collection of meanings that has unity of purpose. The words and structures encode the meanings in a text. These meanings are given their harmony and unity through two design features — texture and structure.

The metaphor of a piece of woven fabric or carpet is used to describe texture because meanings are woven together in a text to create harmony and unity. At the same time, however, the meanings in a text are configured in such a way that the text has a structure — a kind of architecture with a unifying, structural shape — through which the text achieves its purpose.

Once we take a functional view of language, we begin to think about language as a process of making meanings, weaving these meanings together coherently and shaping them into purposeful wholes, or texts. The task of language education thus becomes one of supporting language learners so they can participate in this process effectively.

Implications for language teaching

For language teachers the most important concept introduced in this chapter is that learning language is more than learning vocabulary and grammar. Learning a language involves learning how to use the language in a way that makes sense to other people who speak the language. In other words it is about making meaning with that language.

To explore this, Chapter 1 introduces us to a way of thinking about, and describing, how we use language to make meaning.

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Exercises

1. Why do we need a metalanguage?
2. What differences and similarities can you find among
   a. a recipe
   b. a curriculum vitae
   c. a joke
   d. an essay written in the last year of secondary school
   e. the news on the radio
3. Find four examples of texts you have heard or read in the last week. What can you say about their context?

Is it enough to teach language from the perspectives of whole texts alone?

In this chapter we discuss the concept of language as text and the relationship between texts and the contexts in which they are used. In a functional approach to language a
text is seen as 'a harmonious set of meanings appropriate to its context'. In other words, a text emerges from a context.

In this chapter context is described from two perspectives: from the perspective of the general culture in which the text is being used, and from the perspective of the specific social situation in which the text is being used. The combination of these two contexts accounts for the differences and similarities between different pieces of language.

Teachers who accept that context and text depend on each other in this way will teach students how to investigate the context of the texts they encounter and how to use knowledge of context to work with texts more effectively.

What approach will be used by teachers who think about language as text in context?

If we accept that understanding the context is essential for understanding a text completely, then students must be able to explore the social and cultural world of the communities who use the language they are trying to control. In this way students will learn to use the target language in culturally and socially relevant, appropriate and purposeful ways. They will also learn how variation in context accounts for variation in language use.

How can teachers explore the complex relationship between text and context?

In this chapter we are given two tools to explore the relationship between text and context in a systematic way: the first allows us to describe how a context of situation is reflected in the variety of language used in that situation and the second allows us to explore the link between structure and social purpose.

The three aspects of the context of situation — field, tenor and mode — are configured in different ways from one context of situation to the next. These different configurations account for the differences between the language used in one context and the language used in another.

Teachers can use field, tenor and mode to describe the variety of language which is likely to occur in any context of situation in which their students need to use the target language. Using these descriptions, teachers can identify the meanings, words and structures which are possible, or even probable, in that context. More specifically:

- having explored the field of a situation, teachers can identify words and structures for making meanings about experience in that situation (experiential meanings)
- having explored the tenor of the situation, teachers can identify words and structures for building relationships and expressing points of view in that context (interpersonal meanings)
- having explored the mode of a situation, teachers can identify words and structures for organising these meanings into a text in that particular context (textual meanings).

As well as describing the varieties of language needed in different contexts of situation, teachers can also identify texts which share the same kinds of meanings; that is, the same register. These texts will become the basis for activities in which students transfer what they have already learned about language use from one text to other texts which share the same or a similar register.

Once teachers have explored the contexts of situation relevant to their students' learning needs and goals, they are able to describe the different varieties of language their students need to control in order to achieve these goals. Teachers can then design courses based on these language varieties.

Teachers can also help students build strategies for recognising and analysing varieties of language appropriate to different contexts, strategies that guarantee meaningful language learning will continue long after formal classes have ended. In addition, teachers can show students how to recognise texts which share the same kinds of meanings. In this way students can transfer knowledge about language use from one context to related contexts.

The second tool introduced in this chapter for managing the relationship between text and context allows us to explore the link between structure and social purpose. The structures of texts reflect the general purposes language is used for in the culture in which the target language is used. For example, different text structures are used in English to:

- tell stories
- persuade people to a point of view
- give instructions
- explain things.

Texts exemplifying these structures are found on pages 10–13.

Texts that share the same general social purpose in the culture share the same underlying structural pattern, or the same genre. When students are introduced to the structural patterns of different genres, they build a rich repertoire of text elements. This repertoire becomes the basis for constructing whole texts that are sensitive to the demands of the culture and, therefore, effective in the culture. As students gain confidence and expertise with different text patterns, they are able to adapt, combine and customise these patterns to meet individual and complex purposes. Knowledge of register makes it possible for learners to vary the language used within generic text patterns in order to meet the specific demands of immediate situations.

How can teachers find their way around this complex terrain?

This chapter presents us with a rich and detailed picture of language that offers teachers both opportunities and challenges. Language is described in terms of:
Using Functional Grammar

- whole texts
- the contexts of its use, both cultural contexts and immediate social situations
- the systematic links between text and context.

When we explore a new terrain, we are less likely to lose our way if we have a map. It is also useful to know the names and characteristics of the features of the landscape so we can recognise them and understand how they relate to other features of the landscape. In this chapter we have been given a complex 'map' of language and context that is designed in layers, or levels, not unlike the levels of many computer games. The most abstract and general layer of the map is the context of culture and the most concrete layer is the expression level of language (see Figure 1.3).

Functional linguists are able to describe systematically what it is possible to do with language at each level of this map. In other words, they can describe the potential of each layer of language. Language users tap this potential every time they choose to use a sound or a word, every time they structure words into grammatical patterns to make meaning, and every time they weave and shape meanings into a text in a context.

The more teachers know about the potential of each layer, the more they can draw students' attention to salient language features and patterns. The more students know about the potential of each layer, the more conscious, strategic and effective their language choices will be.

Functional linguists use a specialised language, or metalanguage, to describe the potential for making meaning of each layer of the language-in-context map. This specialised language makes it possible to:
- describe what language does
- analyse how language does what it does
- compare and contrast language use from text to text and from context to context.

This specialised language offers teachers an opportunity to build a rich and detailed body of knowledge about language and its use, a body of knowledge that can greatly enrich professional expertise. Teachers can use this metalanguage to bring to their own and their students' consciousness key features and patterns of language. In other words the metalanguage provides a common language which teachers and students can use to talk to each other about language and how it works.

A rich metalanguage, such as the one introduced in this book, also offers teachers the following challenges:
- It takes time and effort to learn this specialised language.
- It takes considerable professional judgement to decide how much of this specialised language to share with students in order to achieve optimum learning outcomes.

We will return to these challenges in the final chapter. In the meantime, the exploration continues.

Further reading

In The functional analysis of English: A Hallidayan approach (Bloor and Bloor 1995) there is an entertaining political allegory written to persuade the reader of the value of a specialised and technical metalanguage (p13). Rutherford (1987) in his book Second language grammar: Learning and teaching introduces the idea of 'grammatical consciousness-raising'.

Exercises for language teachers

Identify a text which is a good example of the type of text you would like your students to be able to use effectively. The text could be spoken or written. Examine your chosen text using the following questions as a guide.

1. What can you say about the field of this text? (What is the text about?)
2. What can you say about the tenor? (What is the relationship between the speaker and hearer or writer and reader?)
3. What can you say about the mode? (What kind of text is being made, eg face-to-face interaction, book, letter, essay, telephone call, email?)
4. What words and structures in the text gave you clues about each of the above aspects of the context of situation? (This is a preliminary activity only. Just answer with your first impressions. As you continue with your exploration of language through this book, you will learn more detailed and precise ways of recognising the words and structures which put the context of situation in the text.)
5. What activities do you currently design for your students so they learn how to use words and structures like these?
6. How could you extend these activities so your students will learn how to use these words and structures in whole texts in context?
7. What is the overall social purpose of this text? For example, does it tell a story, discuss an issue, organise a body of information or give instructions?
8. How does the beginning of the text contribute to this purpose?
9. How does the middle of the text contribute to this purpose?
10. How does the end of the text contribute to this purpose?
11. What activities do you design for your students so they learn how to construct texts of this type now?
12. How could you extend these activities so students learn how the text structure relates to the text's overall purpose?