



Skills for Life Quality Initiative

## ESOL 4.6: Discourse for ESOL teachers

Session 4: Written discourse and introduction to grammatical cohesion

Session plan and resources



Learning+Skills Council

## Session 4: Written discourse and introduction to grammatical cohesion

### Aims

For participants to:

- develop awareness, understanding and knowledge of grammatical cohesion in talk and writing, discourse structure, and theories of written discourse, including genre theory
- develop understanding of the impact that knowledge of discourse can have on the planning and delivery of ESOL.

### Learning objectives

By the end of the session, participants will have:

- analysed grammatical cohesion within spoken and written discourse
- considered classroom applications in relation to both spoken and written discourse
- noted the links between genre analysis and the standards or curriculum
- familiarised themselves with materials for a genre-based approach to ESOL literacy development
- explored discourse structure in relation to a range of texts and considered the implications for ESOL teaching and learning.

Time	Content	Resources		
		No.	Style	Title
5  (5)	<b>Introduction</b> Welcome participants. Show OHTs 4.1.1 and 4.1.2 to introduce the session aims and learning objectives.	4.1.1	OHT	Session 4: Aims
		4.1.2	OHT	Session 4: Learning objectives

20	<p><b>Genre theory</b></p> <p>Purpose: to consolidate understanding of genre theory, its origins and impact on English language teaching and learning and to consider its application for their own learners.</p> <p>Ask participants to refer to the reading and DARTS tasks given as follow-up activities to Session 3 (Activities 3.8.1 and 3.8.3 and Handout 3.8.2). In pairs or small groups, they should check and discuss their answers. Take brief feedback.</p> <p>Then distribute Handout 4.2.1 as a brief summary of the key points on genre theory. Remind participants of the theoretical background – mention Halliday, the focus on language as a social phenomenon with purpose or function behind all communication, texts produced in similar contexts with similar purpose sharing common features: structural, textual and linguistic.</p> <p>Remind participants about the LERN Project in Australia, which investigated textual demands of school literacy</p>	4.2.1	Handout	Genre theory
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	<p>and identified six key 'powerful' genres in secondary school. Point out that current theorists are less prescriptive over genres.</p> <p>Remind participants that: the three-part teaching/ learning cycle involves collaborative working and scaffolding (the use of frames); process versus genre was at the time greatly debated – but now less so as genre has been accepted into mainstream pedagogy.</p> <p>Point out that it is important to consider the impact of genre theory in UK schools and in the Adult ESOL core curriculum</p> <p>Distribute photocopies of one unit from <i>Writing Works: A Genre Approach to Teaching Writing for ESOL and Basic Skills Students</i> (Spiegel and Sunderland, 1999). Stress that the unit – from a publication that employs a genre-based approach to writing – is only an example of the kind of material that can be used. Use OHT 4.2.2 if necessary.</p> <p>Allocate some time in the feedback to discuss how teachers could adapt this material to suit the</p>	4.2.2	OHT	<p>Photocopy of one unit from: Spiegel, M. and Sunderland, H. (1999) <i>Writing Works</i>: structure of a unit</p> <p><i>Writing Works</i>: structure of a unit</p>
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(25)	<p>contexts, interests and level appropriate to their learners and produce similar units for different genres or produce units for spoken genres based on similar principles.</p> <p>For further reading on genre theory refer participants to Cope, B. and Kalantzis, M. (eds) (1993) Lewis, M. and Wray, D. (1995): full references for which are in the Module guide.</p>			
25	<p><b>Discourse structure</b></p> <p>Purpose: to consider the structuring of discourse, signal its complexity and consider the implications for ESOL teaching and learning.</p> <p>Explain you are going to look further at how genres are created, with a focus on discourse structure.</p> <p>Distribute Activity 4.3.1a–f.</p> <p>Ask participants to work in four groups and allocate one task from Activity sheet 4.3.1a to each group.</p> <p>Refer groups to the appropriate activity sheets (4.3.1b–f).</p> <p>Note: If there are fewer than four groups, prioritise tasks in the order they appear on the task sheet.</p>	4.3.1 a–f	Activity	Discourse structure

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(50) <hr/> 60	<p>Give out Handout 4.3.2 (which gives suggested labelling for Task 2) to the appropriate group.</p> <p>Remind groups to write feedback from their task on flipcharts.</p> <p>Ask participants to walk round and look at flipchart feedback from other groups.</p> <p>Summarise key points briefly, distributing Handout 4.3.3 for participants' reference. Include other key points or issues raised by participants.</p> <p>For further reading see McCarthy (1991) and Cook (1989): (full references are in the Module guide).</p>	4.3.2	Handout	<p>Discourse structure – Task 2: Classroom discourse reference sheet (suggested labelling)</p> <p>Flipcharts and pens</p>
	<p><b>Grammatical cohesion: both for speaking and writing</b></p> <p>Purpose: to raise awareness of key aspects of grammatical cohesion – referencing, ellipsis and substitution, connectives, and to explore some strategies and activities for use with learners.</p> <p>Explain that the section on language exercises in <i>Writing Works</i> (which focuses on linguistic features which are specific to different genres) often feature examples of grammatical cohesion – overt, surface links in text.</p>	4.3.3	Handout	<p>Discourse structure summary</p>

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	<p><b>Referencing</b></p> <p>Give out Activity sheet 4.4.1 and highlighter pens and check that participants are clear about the instructions: they are asked to rewrite two short texts so that they sound more 'natural'. Stress that participants should employ a minimum amount of intervention, as if they were using this redrafting to give feedback to the learners. Participants are asked to compare and discuss what they wrote and to think about the aspects of grammatical cohesion the learners need to work on.</p>	4.4.1	Activity	Grammatical cohesion: learners' texts Highlighter pens
	<p>Take feedback having distributed Handout 4.4.2, which shows suggested corrections to each text. Ask whether the participants' versions are similar to the examples on the handout and discuss the corrections in terms of referencing: talk through use of pronouns, demonstratives, 'the', anaphoric, cataphoric and exophoric reference using OHT 4.4.3.</p>	4.4.2	Handout	Grammatical cohesion: learners' texts – suggested corrections
	<p>Elicit the strategies teachers can employ to get learners to notice, analyse and practise referencing, for example underlining pronouns in texts, comparing 'before' and 'after' versions of</p>	4.4.3	OHT	Referencing

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	<p>texts, gap filling. Note ideas on a flipchart. Stress the importance of context.</p> <p><b>Ellipsis and substitution</b> Distribute Handout 4.4.4. This includes a copy of OHT 4.4.3 (as a reminder about referencing) and introduces ellipsis and substitution. Give brief input on ellipsis and substitution. Stress the frequent use of ellipsis in speaking – context can help recover omissions and offers support. Briefly discuss the use of other discourse features in spoken genres, e.g. vague language (softening), fronting, 'Yesterday, that man, in the shop, he was really having a go' (focus).</p> <p>Give out sets of ellipsis cards (Trainer material 4.4.5) to small groups of participants. Elicit or demonstrate playing 'ellipsis' pairs or Pelmanism with them.</p> <p>Discuss other strategies teachers can employ to get learners to notice, analyse and practise ellipsis and substitution, for example bingo games, listening to short video excerpts with transcriptions and getting learners to underline substitutions, or fill the gaps using multiple-choice options. Note ideas on a</p>	4.4.4	Handout	<p>Flipchart</p> <p>Referencing, ellipsis and substitution</p>
		4.4.5	Trainer material/ Activity	Ellipsis cards



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	<p>flipchart. Stress the importance of context.</p> <p><b>Connectives</b> Ask participants to complete Activity 4.4.6, the connectives gap-fill task, working individually. Then, in pairs or small groups they should discuss the types of connectives they used and the role these play in connecting different parts of the text.</p> <p>Elicit some examples of how participants filled in the gaps. Discuss differences and participants' ideas on the role connectives perform. Use OHT 4.4.7 to identify the types of connectives used in the text – additive, providing contrast, causal, temporal – and discuss differences in lexical choice for speaking and writing, formal and informal modes. Distribute Handout 4.4.8 (a copy of the OHT) for participants' reference.</p> <p>Remind participants of discussions in Sessions 1 and 2 around spoken and written texts. Point participants, as appropriate, to further reading from the module resources list to extend their knowledge of categories of connectives.</p>	4.4.6	Activity	<p>Flipchart</p> <p>Connectives gap-fill</p>
		4.4.7	OHT	Connectives
		4.4.8	Handout	Connectives

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<p>(1.50)</p>	<p>Elicit examples of strategies teachers can employ to get learners to notice, analyse and practise connectives, for example: having texts cut out into sections without connectives; having a set of possible connectives on card; asking learners to connect the different sections using the connectives on card.</p> <p><b>Conclusion to work on grammatical cohesion</b> Remind participants that Handouts 4.4.4 and 4.4.8 summarise the elements of grammatical cohesion discussed in the session. Point out that there are other elements, for example use of tense and modality. For further reading, direct participants to appropriate texts in the Module guide resources list.</p> <p>Distribute Handout 4.4.9 to summarise some of the activities discussed for working on grammatical cohesion.</p>	<p>4.4.9</p>	<p>Handout</p>	<p>Classroom activities for grammatical cohesion</p>
<p><b>20</b></p>	<p><b>Discourse and planning</b> Purpose: to explore the impact of spoken and written discourse on syllabus planning and the use of the Adult ESOL Core Curriculum to support planning.</p>			

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	<p>Work with a syllabus showing embedded language support on a vocational programme. (You can select one from the new <i>Skills for Life</i> Materials for Embedded Learning (reference: embedded/SFWCD) or look for examples from the ESOL Pathfinder site on the TALENT website, <a href="http://www.talent.ac.uk">www.talent.ac.uk</a>)</p> <p>Distribute Activity sheet 4.5.1 and ask participants to consider what aspects of discourse have been integrated into the syllabus. What more could they add in relation to genres, characteristics of spoken discourse, characteristics of written discourse, characteristics of both lexical and grammatical cohesive devices?</p> <p>To help the participants with the above task, split the group into four sub-groups. Each group will look at one skill within the vocational syllabus (listening, speaking, reading and writing).</p> <p>Suggest that participants can use the framework from Session 1 and the Adult ESOL Core Curriculum to help them with the task. Have copies of the ESOL curriculum for participants to use.</p>	4.5.1	Activity	<p>Discourse and planning</p> <p>Copies of the Adult ESOL Core Curriculum</p>
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	<p>Ask participants to identify the curriculum level the course is at (probably Entry 3, level 1 or level 2) and then should go through the curriculum focusing on the component skill, knowledge and understanding column on the left-hand page.</p> <p>Give participants examples of the kinds of discourse skills they will find in this column of the curriculum: Entry 3 p. 178,</p> <ul style="list-style-type: none"> <li>• Speaking: be aware of the need to adapt register according to the formality of the situation; p. 204</li> <li>• Listening: recognise discourse markers that indicate cause and effect or contrast; p. 220</li> <li>• Reading: understand that the organisation and ordering of information may vary in different cultures; p. 236</li> <li>• Writing: understand the use of connectives such as <i>then</i>.</li> </ul> <p>Summarise key issues raised by each group.</p>			
(2.10)				
10	<p><b>Planning for your own learners</b></p> <p>Purpose: to support participants in exploring how they can integrate more aspects of discourse into their planning.</p>			

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(2.10)	<p>Ask participants to consider their own learning programme and how they might now integrate more aspects of discourse into their own planning (Activity 4.6.1).</p> <p>Ask participants to work in small groups and discuss a group they teach, answering the questions on the activity sheet.</p>	4.6.1	Activity	Discourse and planning for your own learners
5	<p><b>Assessment</b></p> <p>Purpose: to ensure that participants understand the assessment and have the opportunity to ask for clarification.</p> <p>Ask participants to check that they have understood the requirements of the assessment (details are in the Module guide and reproduced below) and elicit any queries. Refer to the assessment guidance in the Module guide.</p> <p><b>Assessment</b></p> <p>Planning, delivery and evaluation of a lesson covering objectives related to teaching discourse:</p> <p>(a) produce two lesson plans, showing the teaching of discourse in one or more of the four skills. The plans should include details of activities and materials for delivery;</p> <p>(b) give a brief evaluation of the lessons, including critical reflection on</p>			

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(2.25)	learning of both tutor and students. The evaluation should consist of between 250 and 500 words.			
5	<p><b>Evaluation and follow-up activities</b></p> <p>Recap and review the session.</p> <p>Give out the follow-up activities sheet (Activity 4.6.2).</p> <p>Encourage participants to complete the professional development journal (PDJ) sheet and evaluation form.</p>	4.6.2	Activity	Follow-up activities to Session 4

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- develop understanding of the impact that knowledge of discourse can have on the planning and delivery of ESOL.

## Session 4: Learning objectives

By the end of the session, participants will have:

- analysed grammatical cohesion within spoken and written discourse
- considered classroom applications in relation to both spoken and written discourse
- noted the links between genre analysis and the standards or curriculum
- familiarised themselves with materials for a genre-based approach to ESOL literacy development
- explored discourse structure in relation to a range of texts and considered the implications for ESOL teaching and learning.



## Handout

# Genre theory

## Summary

- Theoretical background – Halliday was a key figure.

Key points: viewing language as a social phenomenon with purpose or function behind all communication; texts produced in similar contexts with similar purpose share common features: structural, textual and linguistic.

- The LERN Project in Australia investigated textual demands of school literacy, with six key genres in secondary school, a three-part teaching/learning cycle, scaffolding.
- Genre theorists are now less prescriptive about specific genres.
- When genre theory first appeared, process versus genre approaches were hotly debated – now views are much less polarised.
- It is important to consider the impact of genre theory in UK schools and in the ESOL curriculum.

## ***Writing Works: structure of each unit***

1. Examples of texts (two at each level, the lower level text is at approximately Entry 2, the higher level is at level1)
2. Text analysis section
3. Language exercises
4. Collaborative planning and writing
5. Writing frame

Spiegel, M. and Sunderland, H. (1999) *Writing Works: A Genre Approach to Teaching Writing for ESOL and Basic Skills Students*. London Language and Literacy Unit.

## Activity

# Discourse structure

## Introduction to tasks

In small groups you will be completing one of the following tasks.

Task 1: Narrative

Task 2: The structure of classroom discourse

Task 3: Routines

Task 4: Role plays: the mix of transactional and interactional talk

(Instructions for each task follow. Full details of the publications referred to in the tasks can be found in the Module guide.)

### Task 1: Narrative

- Look at Activity sheet 4.3.1b: Discourse structure – Task 1: Narrative (1); it is labelled according to the categories in Labov's (1972) model of narrative (described in McCarthy, 1991; and Hedge, 2000).
- Label the text on Activity sheet 4.3.1c: Discourse structure – Task 1: Narrative (2) using Labov's model.
- Attach the labelled narrative to a piece of flipchart paper.
- What are the typical grammar and vocabulary patterns of narrative that contribute to the creation of this discourse structure, that you would you need to work on with learners? Make notes on the flipchart paper.

### Task 2: Classroom discourse

- Look at the transcription of tightly structured classroom discourse on Activity sheet 4.3.1d: Discourse structure – Task 2: Classroom discourse. Look at the section which is labelled according to Sinclair and Coulthard's model (1975)<sup>1</sup>: opening move, answering move, follow-up move.
- Label the bold section of the transcription, using this model.
- Attach the labelled transcription to a piece of flipchart paper.
- Make notes on the flipchart paper of your thoughts on the quotation from McCarthy (1991).

continued ...

## Activity

### Discourse structure continued

#### Task 3: Routines

- Look at the ending of the script of a telephone call, that was written in order to make an audio tape.
- Rewrite the ending (lines 20–28), lengthening the script if necessary, so that it sounds as authentic as possible (think about the ending routine of a typical telephone call).
- Attach the original script and your new ending to a piece of flipchart paper.
- Make notes on the flipchart paper of your thoughts on the implications for selecting or making tapes.
- What are the typical grammar and vocabulary patterns that contribute to the creation of this discourse routine that you would need to work on with learners? Note your ideas.

#### Task 4: Role plays: the mix of transactional and interactional talk

- Consider briefly the transactional and interactional mix that might occur in a local shop, where the customer, known to the shopkeeper, wants to buy a booklet of six second-class stamps.
- Try out a role-play using the prompts provided\* – or write your own prompts. (*\*For interactional talk, topic prompts are only given to the initiator of the talk.*)
- Attach the handout with the role play prompts to a sheet of flipchart paper.
- Discuss how the role play went and make a few notes on the flipchart sheet.
- Make notes of a few thoughts on the implications for teaching speaking.

<sup>1</sup>Sinclair, J. and Coulthard, R. M. (1975) *Towards an Analysis of Discourse*. Oxford University Press.

## Activity

## Task 1: Narrative (1)

## Task

The e-mail below is part of an authentic e-mail from a person bilingual in English and Portuguese. It is labelled according to the categories in Labov's (1972) model of narrative (described in McCarthy, 1991 and Hedge, 2000).

Look at Activity sheet 4.3.1d: Discourse structure – Task 1: Narrative (2) and complete the task.

The following categories for narrative structure are from Labov (1972).

'These categories are neither discrete nor sequential.'  
McCarthy and Carter (1994).

Dear Susan,  
Thank you ... Christmas card!  
I hope ...  
... working and living the same way:  
Fabio in São Carlos and myself here...

**We have good news to share with you: we are expecting a baby!! Yeah, isn't it great? I am at the moment around 10 weeks pregnant, that is, the baby will be born around end of July!!! We are delighted! Still don't know if it's girl or boy, and don't have many names in mind ... but we have time for that ...**

**Now you have one more reason to seriously plan to come and visit us. We have a bed waiting for you in our flat.**

Fabio will be moving São Paulo in the next semester, so that ...

Let's keep in touch! Love, Maria

**\_abstract** (optional)  
\_What was this about?  
(\_short statement of what the story is going to be about)

**\_orientation**  
\_Who? When? What? Where?  
(\_time, place and characters)

**\_complicating events**  
\_Then what happened?  
(\_main events that make the story happen)

**\_resolution**  
What finally happened?  
(how events sort themselves out)

**\_evaluation**  
\_So what?  
(\_weaves in and out of the story constantly.  
\_making the story worth listening to/reading ...  
\_reveals the teller's attitude by emphasising parts of the narrative)

**\_coda** (optional)  
How does this link to now?  
(\_a bridge between the story world and the moment of telling)

\_ quoted in McCarthy, 1991

\_ quoted in Hedge, 2000

## Activity

## Task 1: Narrative (2)

Label the transcript of a learner's spoken narrative using the categories in Labov's (1972) model. Then complete the tasks for Task 1: Narrative listed on Activity sheet 4.3.1a.

<b>Abstract</b> (optional)  What was this about?	<p><b>This is from the video: 'I came to England' (produced by LLU+ at LSBU)</b></p> <p><i>C = coordinator F = Fravila</i></p> <p>C: What particular ... problems or interesting things have- ha- happened when you first arrived, or things that you've had to ... overcome here?</p> <p>C: Can you think of anything?</p> <p>F: I ar- yes- I arrived er ... in er ... in London in er ... October 1998. We arri-, we ... arrived here ... was, er sorry ... er had a difficult journey. We come here from er during er by the w- war because we er prosecute by the military and army. I come here with my husband and my daughter er ... we er ... was er four months. For first time I was happy because er I was safe with my husband and with my daughter, but er.. and little bit er ... little bit depression because er we had er lost my family in where, my friends. From other side we als- happy because is safe now I am alive with my husband and with my daughter. After that, I felt er, I felt.. alone, I f- I felt er foreign because er is er different country from my country, is different language, is- is different style of life. I stayed at home and cried little bit, er ... I ... don't have any- didn't have any friend. After that, er my er second daughter was born in er 2000 and er is little bit my life got better way. Now my daughters are six years old and four years. Er ... they- er, goi- er go- er they're are at school, nursery school. I need to improve my skills, I am here in the school want- I need to- to learn to write English language, after that I want to have er to have any diplom- to finish university and to get er a job, a better job.</p> <p>C: What was your job in Kosovo?</p>	<b>Orientation</b>  What was this about?
<b>Evaluation</b>  So what?		<b>Complicating events</b>  Then what happened?
<b>Coda</b> (optional)  How does this link to now?		<b>Resolution</b>  What finally happened?

## Activity

## Task 2: Classroom discourse

Look at this transcription of tightly structured classroom discourse, at the section which is labelled according to Sinclair and Coulthard's model (1975): opening move, answering move, follow-up move. Label the blue section of the transcription. Then complete the tasks listed on Activity sheet 4.3.1a for Task 2: Classroom discourse.

T:	are you ready to work + today we're going to be talking about + jobs + now + if you want a job what can you do	<i>opening move</i>
L:	agency	<i>answering move</i>
T:	OK	<i>follow-up move</i>
L:	look at the newspaper	
L:	Internet	
T:	good (T makes notes on the board)	
L:	or you can go to the shop like a corner shop to ask	
T:	arr + that's good + you can go + go in person and say do you need	
L:	anybody for work	

continued ...

## Activity

### Discourse structure continued

Use 'opening move', 'answering move' and 'follow-up move' to label the bold [bracketed] sections below:

	T:	OK good <b>so we have to arrange an interview + what does that mean</b>	
	L:	<b>the people who want give you + a job</b>	
	T:	<b>yes</b>	
	L:	<b>they call you or send a letter to tell you when you must come for interview</b>	
	T:	<b>very good and are you nervous when you go for an interview?</b>	
	L:	<b>yes</b>	
	L:	<b>sure</b>	
	T:	<b>need to practise</b> + well today we're going to practise... ( <i>T gives out cards</i> ) there's two there + there's two there + Natalia Olga Hanna + now is it possible to check these answers sitting down...	
	L:	no	
	T:	so...	

Now, in the light of the above, make notes on the flipchart paper of your thoughts on this quotation:

'... in evaluating the spoken output of language classrooms we shall at least want to decide whether there is a proper equilibrium or an imbalance between 'real' communication and 'teacher talk'. We would probably not like to think that our students spent all or most of the their time indulging in the make-believe world of "you-tell-me-things-I-already-know".' (McCarthy, 1991)



## Activity

## Task 3: Routines

Look at the ending of a script of a telephone call, that was written in order to make an audio tape. Rewrite the ending (lines 20–28), lengthening the script if necessary, so that it sounds as authentic as possible. (Think about the ending routine of a typical telephone call.) Then complete the tasks listed on Activity sheet 4.3.1a for Task 3: Routines.

A: Hello	1
B: Hi Alison, it's Barbara. How are you?	
A: Fine. You?	
B: OK thanks. Just ringing to see if you want to come round next Sat. Chris and Dave are coming. I'm doing something to eat.	5
A: Oh is Dave better now? Chris said he'd hurt his back.	
B: Well it was getting better the other day. Sounded awful.	10
A: Oh I know. Yeah. Worse than last time. It'll be good to see them. So. next Sat. That'll be great. I'll check with Andy just to be sure and confirm it with you. But I think that's fine. Hope so. Haven't seen you all for a while. What's happening with your building work?	15
B: Finally finished.	20
A: At last!	
B: Yes. Thought it would never happen. The kitchen's back in order. Thank goodness. So you'll see it next Saturday.	
A: Yes. Check it over!	25
B: Yes!	
A: OK. Bye.	
B: Bye.	

**Activity****Task 4: Role-plays – the mix of transactional and interactional talk**

Consider briefly the transactional and interactional mix that might occur in a local shop, where the customer, known to the shopkeeper, wants to buy a booklet of six second-class stamps. Try out a role-play using the prompts below\* – or write your own prompts. (*\*For interactional talk, topic prompts are only given to the initiator of the talk.*) Then complete the tasks listed on Activity sheet 4.3.1a for Task 4: Role plays.

## Handout

## Task 2: Classroom discourse reference sheet (suggested labelling)

<p>T: OK good <b>so we have to arrange an interview + what does that mean</b></p> <p>L: <b>the people who want give you + a job</b></p> <p>T: <b>yes</b></p> <p>L: <b>they call you or send a letter to tell you when you must come for interview</b></p> <p>T: <b>very good and are you nervous when you go for an interview?</b></p> <p>L: <b>yes</b></p> <p>L: <b>sure</b></p> <p>T: <b>need to practice</b> + well today we're going to practise ... (<i>T gives out cards</i>) there's two there + there's two there + Natalia Olga Hanna + now is it possible to check these answers sitting down ...</p>	<p>use '<b>opening move</b>', '<b>answering move</b>' and '<b>follow-up move</b>' to label this section</p>
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## Activity

### Discourse structure: summary

1. Learners need to become familiar with:

- mixing interactional and transactional talk
- the conventions of discourse structures of different genres or text types
- the typical grammar and vocabulary patterns that contribute to the creation of genres/text types and discourse routines.

To achieve this, consider activities which:

- allow investigation of the conventions of standard British English, and other varieties, where appropriate
- provide practice, e.g. role plays
- allow comparisons with other cultural conventions.

2. Involve learners in discussion about classroom discourse, when it is appropriate to do so, in order to make what happens in the classroom transparent. Many learners may be used to different conventions.

3. Audio tapes should reflect genre conventions. Before making a tape, try and listen to a few examples of a similar dialogue (soap operas can be useful) in order to ensure that the talk is appropriate for the genre.

**Activity****Grammatical cohesion: learners' texts**

1. Look at the two texts below, which have been written by two ESOL learners. Rewrite them below so that they read more 'naturally'. Employ the minimum amount of intervention. Imagine that you are going to use the changes to help the learners develop the grammatical cohesion in their writing.
2. Highlight the changes you have made in colour on your version.
3. Compare what you have done with others on your table. What do you think are the main problems for these learners in relation to grammatical cohesion?

**Text 1**

In Sudan we have three capitals Ondroman and Bahry and Kartom. Kartom is capital of Sudan. Sudan is big country in Africa. In Sudan we have many animals and different animals, especially in South Sudan and also we have in South Sudan gold. In Sudan we have many things gold and animals and cotton. After all this we have problems with government government in South Sudan and government North Sudan and we need food from outside for children and medicine.

**Text 1 – rewritten**

continued ...

## Activity

### Grammatical cohesion: learners' texts continued

#### Text 2

My favourite person is my mum. I admire my mum very much. My mum is name is Foyje. Has got black eyes and has got beautiful plait. My mum has got three brothers in Bangladesh and one sister living in London here.

#### Text 2 – rewritten

## Handout

## Grammatical cohesion: learners' texts – suggested corrections

### Text 1

In Sudan we have three capitals Ondroman and Bahry and Kartom. Kartom is capital of Sudan. Sudan is big country in Africa. In Sudan we have many animals and different animals, especially in South Sudan and also we have in South Sudan gold. In Sudan we have many things gold and animals and cotton. After all this we have problems with government government in South Sudan and government North Sudan and we need food from outside for children and medicine.

In Sudan we have three regional capitals: Ondroman, Bahry and Kartom **but**<sup>1</sup> Kartom is **the**<sup>2</sup> capital. Sudan is a big country in Africa. <sup>3</sup>**We** have many different animals, especially **in the south**<sup>4</sup> and we also have gold **there**<sup>5</sup>. In **my country**<sup>6</sup> we have many things: gold, animals and cotton. **Nevertheless**<sup>7</sup>, we have problems with **the**<sup>8</sup> government, **the one**<sup>8</sup> in the south and **the one**<sup>8</sup> in the north and we need food from outside for our children and medicine.

<sup>1</sup> **connective** – oppositional connective to indicate that what follows contrasts with what came before

<sup>2</sup> **exophoric reference**, the *capital* – refers outward to shared knowledge of the world

<sup>3</sup> **ellipsis** of *In Sudan* to avoid repetition becoming tedious

<sup>4</sup> **exophoric reference**

<sup>5</sup> **anaphoric reference**

<sup>6</sup> **synonym** – to avoid repetition becoming tedious

<sup>7</sup> **connective** – as in 1

<sup>8</sup> **substitution** using *one*

## Handout

Grammatical cohesion: learners' texts – suggested corrections continued

### Text 2

My favourite person is my mum. I admire my mum very much. My mum is name is Foyje. Has got black eyes and has got beautiful plait. My mum has got three brothers in Bangladesh and one sister living in London here.

My favourite person is my mum. I admire **her**<sup>1</sup> very much. **Her**<sup>2</sup> name is Foyje. **She**<sup>3</sup> has got black eyes **and**<sup>4</sup> a beautiful plait. My mum has three brothers in Bangladesh and one sister living **here**<sup>5</sup> in London.

<sup>1</sup> **referencing** – object pronoun

<sup>2</sup> **referencing** – possessive adjective

<sup>3</sup> **referencing** – subject pronoun

<sup>4</sup> **ellipsis** – omitting *has got*

<sup>5</sup> **cataphoric reference** – placing *here* in the right place



## Referencing

Includes:

- pronouns – he, him, they, them, it
- possessive adjectives – his, her
- demonstratives – this, that, these, those
- article *the*

They can refer

- backwards in a text – anaphoric
- forwards – cataphoric
- out of the text to the world in general – exophoric

## Handout

# Referencing, ellipsis and substitution

Referencing includes:

- pronouns – he, him, they, them, it
- possessive adjectives – his, her
- demonstratives – this, that, these, those
- article the

They can refer

- backwards in a text – anaphoric
- forwards – cataphoric
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## Ellipsis and substitution

### Ellipsis

- Universal feature of language
- Very common in spoken English
- Omission of elements, 'missing' part – 'You label, I'll stack'
- Context supplies the missing information – pragmatic choices
  - nominal – omission of noun headword – 'Marina liked the red shoes, Pauline liked the blue'
  - verbal – 'Will anyone be coming?' 'I will/I will be.'
  - clausal – 'Had a good holiday?' 'Lovely, thanks.'

Typical conversation consisting of ellipsis:

'You coming?'

'In a while.'

'See you later then.'

'Absolutely.'

continued ...

## Handout

### Referencing, ellipsis and substitution continued

#### Substitution

Similar to ellipsis: nominal, verbal, clausal

- one(s): 'I like the ones in the window.'
- do/done: 'Will do, don't worry.'
- so/not: 'I think so.'
- same: 'I'll have the same, thanks.'

## Trainer material for Activity 4.4.5

## Ellipsis cards

He likes Greek food.	I prefer Chinese.
I need US dollars.	She's got to buy Canadian.
She enjoys French cheeses.	He prefers Italian.
They bought the black paint.	The others bought the red.

**Activity****Connectives gap-fill**

1. Using connectives, fill the gaps in this conversation.

Two friends are talking about meeting another friend after work.

*Friend 1:* 'She said she'd be late (1).....she doesn't finish till 6.00 (2)..... (3)..... she has to get her kids off to bed and that.'

*Friend 2:* 'Yeah, (4).....in any case the film don't start till after 8.00.'

2. Discuss the types of connectives you used. What role did they have in connecting different parts of the text?

## Connectives

- Signal a relationship between segments of the text.
- Connectives perform different roles, for example:
  - additive (*and, in addition*)
  - providing contrast (*but, however*)
  - causal (*because, as a consequence of*)
  - temporal (*then, subsequently*).
- There are considerable lexical differences in the spoken and written use of connectives.

## Handout

### Connectives

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**Handout**

## **Classroom activities for grammatical cohesion**

Activities for work on grammatical cohesion include:

- noticing activities, for example learners are asked to:
  - compare texts, before and after
  - improve a text
  - listen and watch exchanges to pick out a particular feature
  - perform role-plays
- gap fills
- transformation, substitution and reconstruction activities (tactile and kinaesthetic versions)
- card games, bingo
- creating a text together with the teacher.



## Activity

# Discourse and planning

## Planning a learning programme

Note: For this activity you will be split into four groups. Each group will look at one skill within the vocational syllabus (listening, speaking, reading and writing).

1. Work with the vocational syllabus with embedded language support in your pack and consider the following questions.
  - What aspects of discourse have been integrated?
  - What more could you add in relation to genres, characteristics of spoken discourse, characteristics of written discourse?
2. Use the framework from Session 1 and the Adult ESOL Core Curriculum to help you. Note down your ideas.

## Activity

### Discourse and planning for your own learners

Working as part of a small group, discuss your **own** learning programme and how you might now integrate more aspects of discourse.

Discuss a group you teach.

What genres would your learners find interesting and useful to work on now and in the future, e.g. letters, e-mails, jokes, discussions, persuasive letters, faxes, stories, advertisements etc.?

What genres do learners need to be familiar with for achievement of standards and accreditation?

Note down your ideas.

## Activity

# Follow-up activities to Session 4

1. For follow-up reading on genre theory see:
  - Cope, B. and Kalantzis, M. (eds) (1993) *The Powers of Literacy: A Genre Approach to Teaching Writing*. London: Falmer Press.
  - Lewis, M. and Wray, D. (1995) *Developing Children's Non-fiction Writing*. Leamington Spa: Scholastic.
2. Follow-up reading on discourse structure:
  - Read McCarthy, M. (1991) *Discourse analysis for language teachers*. Cambridge University Press. pp. 137–142: 'Stories, anecdotes, jokes', then carry out the following tasks.
  - Complete reader activity 6 on pp. 141–42.
  - Read the feedback for this activity in 'Guidance for reader activities' on p. 187.
3. Reread all the handouts from Session 4.
4. Complete the PDJ.
5. Start work on the assessment task.