# BALEAP PIM

**The Future of EAP: Adapt or Die?**English Language Centre
Goldsmiths, University of London, New Cross, London SE14 6NW
**Saturday 9 November 2019**

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| Workshop details | **Demystifying *field-tenor-mode* analysis: Workshop.** Jo Kukuczka FHEA AFBALEAPUniversity of Bristoljo.kukuczka@bristol.ac.ukTheory-into-Practice JISCMAIL |
| Session aim, rationale, and contribution to the theme of the PIM. | AIMThe aim of this workshop is to contribute to the future of EAP by demystifying and then marrying theory, namely Systemic Functional Linguistics’ (SFL) field-tenor-mode analysis, with EAP practice.RATIONALEAccording to research (Coffin, 2006; Nesi & Gardner, 2012; Maton, Hood & Shay, 2015), SFL’s field-tenor-mode analysis has long been recognised as valuable to the field of EAP, et, it is argued, it is rarely explicitly used in EAP classrooms (Cowley-Haselden & Monbec, 2019).NOTE This workshop is aimed at the audience unfamiliar, or vaguely familiar with the field-tenor-mode analysis, and interested in applying this theory in their practice. This workshop is based on a session on the genre of the presentation where PG students unpacked a text using the framework and planned own presentations using the framework. Results were encouraging, as the students reported deeper understanding of the genre, and summative assessment of the presentations revealed significantly higher grades (pre-intervention grades ranging from Ds to As, post-intervention grades ranging from Bs to As). |
| Session outline | 1. Meaning and purpose: Definitions and application in an EAP classroom.
2. Field-tenor-mode analysis in action: Deconstructing a text.
3. Knowledge transfer: Constructing a text.
4. Peer review.
5. Session feedback.
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| Prezi | <https://prezi.com/view/bgXwRrv6D6ZJofHfRpbw/> |

## 1. Meaning and purpose: Definitions and application in an EAP classroom.

#### 1.1 Definitions

##### 1.1.1 SFL

‘Systemic Functional Linguistics (SFL) is a theory of language which highlights the relationship between language, text and context. Its scope is wide in that it sets out to explain how humans make meaning through language and other semiotic resources, and to understand the relationship between language and society. As an ‘Appliable Linguistics’ (Halliday, 2007) it is designed to be a strategic tool and a guide to action, a means of responding to everyday real-life language-related issues in diverse social, professional and academic contexts. Academic learning and teaching is just one of the contexts that it has been applied to.’ (Coffin & Donohue, 2012, p. 65).

##### 1.1.2 Field-tenor-mode

‘One of Halliday's most important contributions to educational linguistics is the understanding that clauses construe meaning in three ways simultaneously (Halliday,1994). These metafunctions are the ideational […] (the content of the clause), the interpersonal (the writer's stance), and the textual (the organization of the message). Meaning is made in the text because every language choice is implicitly compared to choices not taken across all three metafunctions. For instance, I could have chosen to focus the previous sentence differently, such as “Writers make meaning,” or “We make meaning,” or “In a text, meaning is made...,”each of which would have implications for ideational, interpersonal, and textual meanings by altering the constituents (writers or texts?), the Theme or starting point (meaning, we, writers, or “in the text”?), and the invoked audience (are “we” part of the community of “writers”?).’ (Caplan, 2019, p.2).

#### 1.2 Application in an EAP classroom

Below are some of the potential applications of the field-tenor-mode-analysis. Can you think of any other?

* Unpacking spoken and written texts across genres and disciplines and transferring knowledge into new text construction.
* Assessment and feedback practices.
* Cohesion and coherence practices.

## 2. Field-tenor-mode analysis in action: Deconstructing a text.

#### 2.1 Understanding field-tenor-mode

Which questions relate to which metafunctions? Note that due to the nature of field, tenor, and mode, some questions may apply to more than one metafunction.

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| FIELD (ideational metafunction - the content, ideas and relationship/s between ideas)*What is going on in the text?* | TENOR (interpersonal metafunction - social relations between interactants: feelings, attitudes and judgements)*What is the relationship between the author and the audience?* | MODE (textual metafunction)(textual metafunction – -the organisation of the message) ------*How is the text organised and delivered?* |
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1. What is the text about?
2. What is the relationship between the author and the audience (personal/impersonal/formal/informal)?
3. How is the text organised at micro (word-sentence) and macro (paragraph-whole text) levels?
4. Is the text verbal/non-verbal?
5. Is the text planned/spontaneous?
6. What is the genre?
7. What shared cultural values may be required of the author and the audience in this genre?
8. What roles may be required of the author and the audience in this genre?
9. What language is used to express and develop ideas?
10. How does the author signal evaluations (certainty/uncertainty/acceptance/rejection/etc.)?
11. What kind of sources and evidence are used/allowed?
12. What media does it use (multimedia, written report, video, etc.)?
13. What knowledge of other texts may be required of the audience in this genre?
14. What is the communicative purpose of the text? To describe? To argue? To challenge?
15. What shared knowledge of formal text features (conventions) is required to participate effectively into this genre?
16. What is the language that organises and structures the text?
17. What is the author’s stance?
18. How is the power relationship between the author and the audience signalled? Who is expert/novice?
19. In what social setting is this kind of text typically produced?
20. How much subject specific vocabulary is used? What vocabulary is it?
21. What is the language of interaction and engagement?
22. Is the content common sense or specialised?
23. How is the relationship between the author and audience constructed?
24. How does the text create coherence?

#### 2.2. Analysing a text

Analyse the text [(McCall, 2018)](https://www.youtube.com/watch?v=6C_-VdaXgCQ) using the [**Deconstructing a text WORKSHEET**](https://uob-my.sharepoint.com/%3Aw%3A/g/personal/qt19294_bristol_ac_uk/ESDnXZYfbJtDl0EjGQh46w4B0PaJ22C6ezlaj5eNbsbRbg?e=peamif).

#### 2.3 Sharing knowledge

Compare and discuss ideas.

## 3. Knowledge transfer: Constructing a text.

Using the [**Constructing a Text WORKSHEET**](https://uob-my.sharepoint.com/%3Aw%3A/g/personal/qt19294_bristol_ac_uk/EQ_1D_voKFNLnB4OfqKWbiQBbwVJL_zflX51Dt4MHx2TuA?e=4ChbcM), plan a 3-minute presentation on an area of an EAP interest. The aim of the presentation could be to present your professional interests/research to EAP peers in order to propose a BALEAP Special Interest Group (SIG).

## 4. Peer review.

Peer review presentation plans through the field-tenor-mode lens. Reflect on feedback given and received. Consider potential application/s of the framework in your classroom. Note down comments/ideas/questions.

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## 5. Session feedback

Please email me on jo.kukuczka@bristol.ac.uk to share any comments on application of the framework in your classroom.

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