Generations of genre: the global development of genre-based literacy pedagogy

Keynote for Multilingual Research Institute, Stockholm

David Rose
Linguistics & Education, University of Sydney
Generations of genre based pedagogies

1980s writing in the primary school
Writing Project

1990s writing across the secondary curriculum
Write it Right

2000s reading across the curriculum
Reading to Learn
Generation 1: writing in the primary school

<table>
<thead>
<tr>
<th>Literary texts</th>
<th>Factual texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative</td>
<td>Factual description</td>
</tr>
<tr>
<td>Literary recount</td>
<td>Information report</td>
</tr>
<tr>
<td>Observation</td>
<td>Procedure</td>
</tr>
<tr>
<td>Literary description</td>
<td>Procedural recount</td>
</tr>
<tr>
<td>Personal response</td>
<td>Factual recount</td>
</tr>
<tr>
<td>Review</td>
<td>Explanation</td>
</tr>
<tr>
<td></td>
<td>Exposition</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
</tr>
</tbody>
</table>
Teaching-learning cycle (from Rothery 1994)
T ...Filippa?
Filippa *I strongly believe that children should go to school* for these *main* reasons... um, and I'm going to list them all.
T Sorry, say that again.
Lisa *For these main reasons.*
T *For these main reasons.* Who can think of a different word other than main?
Sts *For the following reasons.*
T *For the following reasons.* Who can think of another word?
Loukia *Listed.*
T *For these listed reasons,* um. Who can think of another word?
Filippa *For these reasons shown here.*
T *For these reasons written here.* O.K. Who thinks *main reasons.* Hands up. Quick. A show of hands. *Main.* These *listed.* I've forgotten what the other ones were.
Sts *Following* [in unison]
T OK. Looks like *following.*
Sts *For the following reasons.*
T *For the following reasons* [scribes]. Now, trying to think, um, before we go on, before we list all of them, we want to include those things that you mentioned for that introduction, don’t we? So how can we talk about that? Who can think? *I strongly believe children should go to school for the following reasons.* Filippa?
Filippa You could, um, learn a wide range - a wide range of subjects and um religions and um...
T Right. Who can keep going from that? ...
Not sequenced in time - **news story**

Sequenced

- Complicating
- Unresolved
  - Resolved - **narrative**
  - Sharing feelings - **anecdote**
  - Judging behaviour - **exemplum**

No complication - **recount**

**Genres**

- **Stories**
  - Sequenced
    - **Characters**
    - **Setting**
  - Not sequenced in time

- **Histories**
  - My significant life events - **autobiographical**
  - Stages in a life (set in time) - **biographical**
  - Stages in history (set in time) - **historical**

- **Explanations**
  - Sequence of events - **sequential**
  - Multiple causes for one outcome - **factorial**
  - Multiple outcomes from one cause - **consequential**

- **Procedures**
  - How to do an activity - **procedure** (recipe, experiment, maths operation...)
  - What to do and not to do - **protocol** (rules, warning...)
  - How a procedure was done - **procedural recount** (experiment report...)

- Reports (not sequenced in time)
  - One type of thing - **descriptive**
  - Different types of things - **classifying**
  - Parts of wholes - **compositional**

- **Evaluating**
  - Supporting one point of view - **exposition**
  - Discussing two or more points of view - **discussion**

- **Text Responses**
  - Expressing feelings about a text - **personal response**
  - Evaluating a text (verbal, visual, musical) - **review**
  - Interpreting the message of a text - **interpretation**
READING TO LEARN

Accelerating learning and closing the gap
‘Closing the gap’

2008 NSW results: top and bottom student cohorts averaged across all classes, Years K-9

- Growth from B to A: 21%
- Growth from E to C: 74%
- Gap from E to B: 83%
- Gap from B to C: 47%
Theoretical foundations

- Pedagogic discourse - Bernstein
- Social learning theory - Vygotsky
- Educational linguistics - Halliday & Martin
Working with Discourse
Meaning Beyond the Clause

J.R. Martin and David Rose
Working with Discourse

Chapter 1 Interpreting social discourse
Chapter 2 APPRAISAL - negotiating attitudes
Chapter 3 IDEATION - construing experience
Chapter 4 CONJUNCTION - connecting events
Chapter 5 IDENTIFICATION – tracking participants
Chapter 6 PERIODICITY – information flow
Chapter 7 NEGOTIATION - interacting in dialogue
Chapter 8 TACKLING A TEXT
Chapter 9 CONNECTIONS
Towards a Reading Based Theory of Teaching

David Rose
(University of Sydney)

We are arguing that elaborated orientations, and even more elaborated codes are the media for thinking the 'unthinkable', the 'impossible' because the meanings they give rise to go beyond local space, time, context and embed and relate the latter to a transcendental space, time and context. A potential of such meanings is disorder, incoherence, a new order, a new coherence.

Basil Bernstein (1990:182)

The goal of this paper is an ambitious one, and perhaps presumptuous as well, as I'm going to argue that reading is the basis of what we all do as teachers and students, and that we need to be developing systematic approaches to teaching reading as a core element of our practice. All of us in the language education and functional linguistics communities are now talking about texts, and about teaching the language of spoken and written texts, but far less attention is given to the fact that we learn the language of written texts by reading them. Many of us are working on writing, but the function of writing in school and university courses is primarily to demonstrate what we have learnt from reading. So I'm going to suggest that if we wish to explicitly address the learning needs of our students, then we need to make a significant shift in our teaching practices at all levels of education. This paper outlines a theoretical framework in which we might consider how to do so.
Pedagogic genre

Pedagogic activities: doing/studying

Pedagogic relations: success/failure, inclusion/exclusion

Pedagogic modalities: spoken, written, visual, manual

Instructional field: knowledge & skills

Projecting
Pedagogic relations: ‘hierarchy of success and failure’

Education can have a crucial role in creating tomorrow’s optimism in the context of today’s pessimism. But if it is to do this then we must have an analysis of the social biases in education. These biases lie deep within the very structure of the educational system’s processes of transmission and acquisition and their social assumptions.

... The school must disconnect its own internal hierarchy of success and failure from ineffectiveness of teaching within the school and the external hierarchy of power relations between social groups outside the school.

How do schools individualize failure and legitimize inequalities? The answer is clear: failure is attributed to inborn facilities (cognitive, affective) or to the cultural deficits relayed by the family which come to have the force of inborn facilities

Bernstein 1996:5
Pedagogic modalities: the reading curriculum

preparing

before school
learning to engage with reading

junior primary
independent reading

upper primary
learning to learn from reading

secondary
independent learning across the curriculum

evaluating
Pedagogic activity: scaffolding learning cycles
Scales of activity

- Curriculum programs
- Lesson activities
- Classroom interactions
The reading and writing task
Complexity of the language task

context

- text
  - paragraph
    - sentence
      - word group
        - word
          - syllable
            - letter pattern

patterns within the word
- spelling
- grammar
- discourse
- pattern within the text
Integrated approach
Shared big book reading
Spoken and written words
Word groups in sentences
Sound and letter patterns
Forming letters
Writing words
Writing sentences
The avalanche started with a low rumble that seemed to be heading towards...
Integrating activities: scaffolding lesson cycles

- Preparing before Reading (Deconstruction)
- Detailed Reading
- Sentence Making
- Sentence Writing
- Spelling
- Joint Rewriting
- Joint Construction
- Independent Writing
- Individual Rewriting
- Independent Writing

Curriculum, Text Selection, Planning & Evaluation
At 2am that morning when most people were asleep, the earthquake struck. It started with a long low roar that seemed to be approaching from the north of the city. Those people who were awake heard a sound like distant thunder, and as the first ripples of the earthquake sped towards the city, the ground beneath their feet started to shake. Glasses in cupboards started to tinkle, plates started to rattle.

Within seconds the roar grew louder and the ground wobbled like a huge bowl of jelly.

"The ground will stop shaking soon," he said, trying to reassure himself.

"It's only a small earthquake. Just a light tremor."

But he couldn't have been more wrong. This earthquake was big. And it was about to get bigger.
<table>
<thead>
<tr>
<th>Teacher</th>
<th>So if we look at that very first sentence, the writer begins by describing the sound to us, OK, and just where the sound came from. So if we have a look at it, it says, <em>It started with a long low roar that seemed to be approaching from the north of the city.</em></th>
<th>Prepare [sentence]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td><em>It started with a long low roar.</em></td>
<td>Identify</td>
</tr>
<tr>
<td>Teacher</td>
<td>That’s great, fantastic. <em>So it started.</em> So let’s highlight <em>It started.</em></td>
<td>Affirm</td>
</tr>
</tbody>
</table>

**Elaborate discourse semantics**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Now I used the word earthquake, because we know it’s an earthquake. What have they used instead of earthquake? What’s the word they’ve used there to begin that paragraph? Bonita?</th>
<th>Prepare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td><em>It.</em></td>
<td>Identify</td>
</tr>
<tr>
<td>Teacher</td>
<td><em>It.</em> And we can use <em>It</em> because we already know what <em>It</em> is. <em>It is...?</em></td>
<td>Affirm</td>
</tr>
<tr>
<td>Student</td>
<td><em>The earthquake.</em></td>
<td>Select</td>
</tr>
<tr>
<td>Teacher</td>
<td>OK, fantastic.</td>
<td>Affirm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Now, so the earthquake started, now when it started what sort of sound did it make? It tells us it started <em>with</em> something. What was it that it started with? Chanila?</th>
<th>Prepare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td><em>Long low roar.</em></td>
<td>Identify</td>
</tr>
<tr>
<td>Teacher</td>
<td>Fantastic. So let’s highlight <em>long low roar.</em></td>
<td>Affirm</td>
</tr>
</tbody>
</table>
Elaborate field

Teacher  Now can you think of something else? What else do we associate with that roar sound? What do you think?

Student  A lion roar.

Teacher  OK, a lion roars. What else do we associate with a roar? Another thing?

Student  The sea can roar.

Teacher  The sea, on a really stormy day. Yes it does give a bit of a roar.

Teacher  Justin?

Student  A tornado?

Teacher  Yes. Those other natural disaster types of sounds. Yes.

Teacher  Ever heard a jet? Oh, you’ve all been to the airport. The roar of the engine?

Student  An airshow.

Teacher  The airshow, exactly. The whole ground starts to shake. Exactly.

Teacher  So that sound vibration even makes the ground move, doesn’t it?

Student  Yes, fantastic.

Elaborate discourse semantics

And it starts off low, and builds up, doesn’t it? So we have this roaring sound, but it starts off long... low.
Sentence meaning
1 Curriculum unit

from Core Science 1

CHAPTER 5  Cells  92

Thinking about — Cells  93

5.1 A whole new world  94
5.2 It's a small world  96
5.3 In focus  98
5.4 Zooming in on life  100
5.5 In the five kingdoms  102
5.6 The spice of life  104
5.7 Focus on plants  106
5.8 Science issues — Viruses — Living or not?  108

Putting it all together  110

Extension — Interrupted travelling  112

Reflection  113
5.5 In the five kingdoms

No matter how different an organism looks on the outside, its cells have the same basic structure.

### Cells of the five kingdoms

Although the basic cell structure is the same, variations in the design are used to classify organisms into five main groups or kingdoms. The five different kingdoms are:

- **Animalia** (animals, e.g., mammals, fish, spiders, earthworms, sponges)
- **fungi** (e.g., mushrooms, yeasts, molds, seaweed)
- **Plantae** (plants, flowering plants, algae, mosses, ferns, conifers, cycads)
- **Prokaryota** (also called Bacteria, e.g., blue-green algae and cyanobacteria)
- **Protista** (a mixture of organisms that don’t fit into the other groups, e.g., algae and protozoans)

### The brain of the cell

A large round structure called the nucleus is the control centre of the cell. It contains chromosomes that contain information to keep the cell alive and working properly. Organisms that consist of cells without a membrane around the nucleus are called **prokaryotes**. Those with cells that have a membrane around the nucleus are called **eukaryotes**. Prokaryotes, such as bacteria, were the first type of organisms to appear on Earth. Eukaryotes appeared about 1 billion years later. Plants, animals, fungi and protozoans are examples of organisms containing eukaryotic cells.

### One cell or more?

Cells are wrapped in a cell membrane, which controls what goes into and comes out of the cell. Material made of small particles moves in and out of cells through pores in the cell membrane. Sometimes this movement requires energy. This movement is necessary to supply substances needed by the cell and to remove wastes.

**Cytoplasm** is the part of the cell inside the cell membrane but outside the nucleus. In the cytoplasm, hundreds of reactions take place, transferring energy, storing food and making new substances. This activity within the cell is called its metabolism.

Some cells have another boundary around the cell membrane, called the cell wall. It gives protection, support and shape to a cell.

### Micro factories and departaments

Structures called **organelles** are found in the cytoplasm of eukaryotes. They include mitochondria, chloroplasts, vacuoles and starch grains. The **mitochondrion** (plural: mitochondria) is the ‘powerhouse’ of the cell, because it supplies energy. Chloroplasts contain the green pigment chlorophyll which is used in photosynthesis (making food using sunlight). A **vacuole** is a large cavity in the cytoplasm which is filled with a watery fluid. Vacuoles store water and dissolved substances. In plants, this fluid is called cell sap. Vacuoles are partly responsible for the firmness of plants. Prokaryotes do not have organelles.

### How big is small?

The size of cells may also vary between organisms, and within a multicellular organism. Most cells are too small to be seen without a microscope. Special, very small units of measurement are used to describe their size. The most commonly used unit is a **micrometre** (µm) where 1 µm equals 1 millionth of a metre. Most cells are in the range of 1 µm (bacteria) to 100 µm (plant cells).

### Activities

**Remember**

1. What do all living things have in common?
2. Why is the nucleus important to the cell?
3. List the names of the five kingdoms and use the table to determine which kingdoms contain organisms that are eukaryotes.
4. What is the purpose of the cell membrane?
5. Why does cell division take place in:
   - (a) a unicellular organism
   - (b) a multicellular organism?
6. State the differences between a mitochondrion, a chloroplast and a vacuole.

**Think**

What are the advantages, if any, of the five kingdom system?

**Using data**

Use the table on page 102 to answer the following questions:

1. In which kingdom do cells of an organism:
   - (a) not have a cell wall, large vacuole or chloroplast?
   - (b) have a cell wall, large vacuole and chloroplast?
   - (c) have a cell wall, but no large vacuole or chloroplast?
   - (d) have a cell wall and a nucleus without a membrane around it?

Use the cell diagrams on pages 102 and 103 to answer questions 2-4.

2. Construct a table with the following headings: ‘Name of organism’ or ‘Type of cell’ and ‘Cell size (µm)’.
3. Show the sizes of the cells on a graph, with the horizontal axis representing the type of cell and the vertical axis representing the size of the cell. Sketch each cell as accurately as you can, in the correct position on the graph. Which are the smallest and biggest?
4. Determine the average size for the cells shown on pages 102 and 103.

**Create**

Make a labelled model of a cell from one of the kingdoms. Use materials available at home, such as egg cartons, cotton wool and plastic drink bottles.
Cells are wrapped in a **cell membrane**, which controls what goes into and comes out of the cell. Material made of small particles moves in and out of cells through pores in the cell membrane. Sometimes this movement requires energy. This movement is necessary to supply substances needed by the cell and to remove wastes.

**Cytoplasm** is the part of the cell inside the cell membrane but outside the nucleus. In the cytoplasm hundreds of chemical reactions take place, transferring energy, storing food and making new substances. This activity within the cell is called **metabolism**.

Some cells have another boundary around the cell membrane, called the **cell wall**. This gives protection, support and shape to a cell.

**Activities**

1. **Remember**
   - What do all living things have in common?
   - Why is the nucleus important to the cell?
   - State the names of the five kingdoms and use the table to determine which kingdoms contain organisms that are eukaryotes.
   - What is the purpose of the cell membrane?
   - Why does cell division take place in:
     - a unicellular organism
     - a multicellular organism?
   - State the differences between a mitochondrion, a chloroplast and a vacuole.

2. **Think**
   - What are the advantages, if any, of the five kingdom system?

3. **Using data**
   - Use the table on page 102 to answer the following questions:
     1. In which kingdom(s) do the cells of an organism:
        - not have a cell wall, large vacuole or chloroplasts?
        - have a cell wall, large vacuole and chloroplasts?
        - have a cell wall, but no large vacuole or chloroplasts?
        - have a cell wall and a nucleus without a membrane around it?
     2. Construct a table with the following headings: "Name of organism" or "Type of cell", and "Cell size (um)".
     3. Show the sizes of the cells on a graph, with the horizontal axis representing the type of cell and the vertical axis representing the size of cell. Sketch each cell as accurately as you can, in the correct position on the graph. Which are the smallest and biggest?
     4. Determine the average size for the cells shown on pages 102 and 103.

4. **Create**
   - Make a labelled model of a cell from one of the kingdoms. Use materials available at home, such as egg cartons, cotton wool and plastic drink bottles.
part 1 - membrane
functions

Cells are wrapped in a cell membrane, which controls what goes into and comes out of the cell. Material made of small particles moves in and out of cells through pores in the cell membrane. Sometimes this movement requires energy. This movement is necessary to supply substances needed by the cell and to remove wastes.

Notes written on the board
• cell membrane - goes into and comes out
• small particles - pores
• movement requires energy
• supply substances - remove wastes
• cytoplasm - inside the cell membrane - outside the nucleus
• chemical reactions - transferring energy - storing food - new substances
• metabolism
• cell wall
• protection - support - shape

part 2 - cytoplasm
functions

Cytoplasm is the part of the cell inside the cell membrane but outside the nucleus. In the cytoplasm hundreds of chemical reactions take place, transferring energy, storing food and making new substances. This activity within the cell is called its metabolism.

part 3 - cell wall
functions

Some cells have another boundary around the cell membrane, called the cell wall. This gives protection, support and shape to a cell.
All cells are covered in a thin skin called a membrane. Small particles move in and out of the cell through pores in the membrane. These particles include substances that the cell uses and wastes that must be removed. Energy is sometimes needed to move these particles in and out.

Inside the cell membrane, but outside the nucleus, is the cytoplasm. Chemical reactions in the cytoplasm are known as metabolism. Metabolic reactions store food, create new substances and transfer energy.

Some cells have a cell wall around the membrane, which protects the cell, supports it and gives it shape. Plant cells have a cell wall.
Writing assessment: integrating KAL with evaluation

<table>
<thead>
<tr>
<th>CONTEXT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>0-3</td>
</tr>
<tr>
<td>Staging</td>
<td>0-3</td>
</tr>
<tr>
<td>Tenor</td>
<td>0-3</td>
</tr>
<tr>
<td>Field</td>
<td>0-3</td>
</tr>
<tr>
<td>Mode</td>
<td>0-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISCOURSE &amp; GRAMMAR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phases</td>
<td>0-3</td>
</tr>
<tr>
<td>Lexis</td>
<td>0-3</td>
</tr>
<tr>
<td>Appraisal</td>
<td>0-3</td>
</tr>
<tr>
<td>Conjunction</td>
<td>0-3</td>
</tr>
<tr>
<td>Reference</td>
<td>0-3</td>
</tr>
<tr>
<td>Grammar</td>
<td>0-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRAPHIC FEATURES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>0-3</td>
</tr>
<tr>
<td>Punctuation</td>
<td>0-3</td>
</tr>
<tr>
<td>Presentation</td>
<td>0-3</td>
</tr>
</tbody>
</table>

| TOTALS              | 42    |
Orientation
Left in the snow.

Setting
It was a cold, snowy day in the blue mountains. Billy's mum dropped him down there because he wanted to go snow boating.

Complication
But Billy didn't know there was a big hole in the ice. Crack! His board just broke. He was alone, helpless and his daughter was crying.

Problem
He's legs broken, when he tried to swim back up, but his pain in his leg was unbearable. It felt like his leg fell off. His arms were useless. Nobody
Integrating metadiscourse and metapedagogy

- Designed activities: macro/micro
- Democratizing success
- Focus on reading using spoken, visual, manual modalities

Metadiscourse about language & curriculum

Curriculum field
References

Most of these papers and reports can be downloaded at www.readingtolearn.com.au


